

Module Description: Education and Health Promotion (21R01120203)

Module designation	Course Module
Semester(s) in which the module is taught	III
Person responsible for the module	Andi Fajrin Permana, S.Kep., Ns., M.Sc (Coordinator) Nurhaya Nurdin, S.Kep.,Ns.,MN.,MPH Wa Ode Nur Isnah, S.Kep.,Ns.,M.Kes Nur Fadilah, S.Kep.,Ns.,MN Dr. Karmila Sarih, S.Kep.,Ns.,M.Kes
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 3 rd semester.
Teaching Methods	Teaching methods used in this course are: 1. Lecture (i.e., group investigation, small group discussion, case study, jurnal reading, simulation, role play) 2. Structured assignments (i.e., essays, activity in group) 3. presentation, quiz) 4. Practice in Nursing Laboratory 5. Clinical fieldwork (i.e. field observation). The class size for lecture is approximately 99 students, while for clinical fieldwork is about 24 – 25 students for each lecturer. Contact hours for lecture is 11.67 hours, assignments is 14 hours, practice 39.67 and clinical fieldwork is 46.67 hours.
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 126.00 hours one semester, which consist of: 1. 11.67 hours for lecture, 2. 14 hours for structured assignments, 3. 14 hours for private study, 4. 39.67 hours for practice, 5. 46.67 hours for clinical fieldwork.
Credit points	3 credit points (equivalent with 4.53 ECTS)
Required and recommended prerequisites for joining the module	Students must have attended minimum 80% classes and submitted all class assignments that are scheduled before the final tests. Students must have taken following courses: 1. Basic Nursing Science 2. Basic Nursing communication 3. Psychosocial and culture in nursing 4. Basic human needs fulfillment 5. Nursing basic skills
Module objectives/intended learning outcomes	After completing this course, students will be Attitude: CLO1: able to understand the basic concepts of Health promotion and education. (A) Knowledge (K):

	CLO2: able to identify culturally sensitive and effective health promotion and education strategies according to group characteristics. (K) Skill (S1): CLO3: able to design health education and health promotion plans for general health problems both in clinical settings and in the community. (S) CLO4: able to implement health promotion and health education program for clients in a variety of clinical settings. (S1)
Content	Students will learn about: 1. Basic Concepts of Health Promotion 2. Assessment of Health promotion needs and problems 3. Health Promotion Methods and Media 4. Health Coaching 5. Health Literacy 6. Hospital Health Promotion 7. Planning and Evaluation Design in Health Promotion 8. Strategy for implementing Health promotion 9. Application of Health Promotion to individuals and communities
Examination forms	Written exam: Multiple Choice Questions using Vignettes. Skill examination: Roleplay
Study and examination requirements	1. Students must attend 15 minutes before the class starts. 2. Students must inform the lecturer if they will not attend the class due sickness, etc. 3. Students must submit all class assignments before the deadline. 4. Students must attend the exam to get a final grade. 5. Students must get final mark minimum of 40
Reading list	1. Health Promotion vs Health education http://samples.jbpub.com/9781449697211/28123_CH01_Pass2.pdf 2. Nurmala, I., & Km, S. (2020). <i>Promosi kesehatan</i>. Airlangga University Press. Retrieved from: https://repository.unair.ac.id/87974/2/Buku%20Promosi%20Kesehatan.pdf 3. Nursing Printed Teaching Material Module; Health Promotion : http://bppsdmk.kemkes.go.id/pusdiksdmk/wp-content/uploads/2017/08/Promkes-Komprehensif.pdf 4. Learning Need Assessment: https://www.cpd.utoronto.ca/wp-content/uploads/2019/01/Assessing-Learning-Needs-2.pdf 5. Determinants of health: https://odphp.health.gov/healthypeople/priority-areas/social-determinants-health 6. Fertman, C. I., & Grim, M. L. (Eds.). (2010). <i>Health promotion programs: from theory to practice</i>. John Wiley & Sons 7. Peraturan Menteri Kesehatan Nomor 44 Tahun 2018. Penyelenggaraan Promosi Kesehatan Rumah Sakit. 8. Keputusan Menteri Kesehatan RI Nomor : 585/Menkes/SK/V/2007 tentang Pedoman Pelaksanaan Promosi Kesehatan di Puskesmas 9. Pagesa, S. B. F., Harisa, A., Nurdin, N., Sangkala, M. S., & Malasari, (2022). Health Literacy Level of Nursing Students in The Islamic

	Colleges of Makassar City. <i>Indonesian Contemporary Nursing Journal (ICON Journal)</i>, 62-69. 10. Permana, A. F., Harisa, A., Gaffar, I., Rahmatullah, M. P., Yanti, N. W. K., Yodang, Y., & Aldawiyah, S. K. (2023). Studi eksplorasi literasi kesehatan mental pada mahasiswa keperawatan. <i>Jurnal Ilmiah Keperawatan IMELDA</i>, 9(1), 62-69. 11. Jafar, N., Fadilah, N., Malasari, S., Sangkala, M. S., Setyawati, A., & Wahyuni, A. (2019). Mosquito nests eradication through monitoring the mosquito larva (Jumantik) by school children in preventing the dengue hemorrhagic fever. <i>Indonesian Contemporary Nursing Journal (ICON Journal)</i>.
Cluster of Competence	Nursing Clinical Sciences and Skills
Form of Assessments	1. Assignment: Case study report (10%), Team-based project report presentation (10%), Team-based project report 2/ Media review (10%), Team-based project report 3/ SAP Developing (10%). 2. Written Test (20%) 3. Roleplay (40%)
Date of last amendment made	March 2025

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Education and Health Promotion
Code : 21R01120103
Semester : III
Person responsible for the module : Andi Fajrin Permana, S.Kep., Ns., M.Sc
Lecturers :
 1. Nurhaya Nurdin, S.Kep.,Ns.,MN.,MPH
 2. Wa Ode Nur Isnah, S.Kep.,Ns.,M.Kes
 3. Nurfadilah, S.Kep.,Ns.,MN
 4. Dr. Karmila Sarih, S.Kep.,Ns.,M.Kes

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
1,2	Attitude (A): Faithful to God Almighty, embody maritime spirit, demonstrate professionalism, ethical principles, legal perspectives and cultural aspects in nursing.	Attitude (A): CLO1: Students will be able to understand basic concepts Health promotion and education	- The accuracy of students in internalizing the values of health promotion and education in nursing practice. - Active participation in discussions - Compliance with the course contract.	- Basic Concepts Health Promotion - Health Coaching - Health Literacy - Hospital Health Promotion	- Lecture, group investigation, small group discussion.	Assignment: - Case study report : Students are asked to identify principles and challenges in health promotion and education implementation in some different group targets - Presentation Review of Current Issue Topics in Education & Promotion;	- Rubric for study case - Rubric for presentation	- Nursing Printed Teaching Material Module; Health Promotion : http://bppsdmk.kemkes.go.id/pusdiksdmk/wp-content/uploads/2017/08/Promkes-Komprehensif.pdf Chapter 1 - Health Promotion vs Health education http://samples.jbpub.com/9781449697211/28123_CH01_Pass2.pdf Chaoer 1 - https://samples.jbpub.com/9781449697211/28123_CH01_Pass2.pdf

						Group assignment		- Determinants of health: https://odphp.health.gov/healthypeople/priority-areas/social-determinants-health
3-11	Knowledge (K): Mastering the concepts and theories of nursing in the management of nursing care to clients as well as principles of nursing management in various health care settings based on research results.	Knowledge: CLO2: able to identify cultural sensitive and effective health promotion and education strategies according to group characteristics. (K)	Accuracy in identifying appropriate health promotion and education strategies by considering cultural and social factors, health needs assessments, and key determinants of health	- Assessment of Health promotion needs and problems - Health Promotion Methods and Media - Health Coaching - Health Literacy - Hospital Health Promotion -	- Structured assignments - group investigation, presentation, quiz). - Journal reading, case study	Assignment: - Make Reviews and revisions of Online Education Media using PEMAT format Written exam: - Multiple Choice Questions using Vignettes. - Mode of delivery: Online through Learning Management System (LMS) & paper-based exam. - Total number of questions: 50. - Each question must be completed within 1 minute	Rubric for presentation Rubric for Multiple Choice Questions - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 50	- Learning Need Assessment: https://nursing.ceconnection.com/ovidfiles/01709760-201607000-00003.pdf - Fertman, C. I., & Grim, M. L. (Eds.). (2010). Health promotion programs: from theory to practice. John Wiley & Son - Peraturan Menteri Kesehatan Nomor 44 Tahun 2018. Penyelenggaraan Promosi Kesehatan Rumah Sakit. - Keputusan Menteri Kesehatan RI Nomor : 585/Menkes/SK/V/2007 tentang Pedoman Pelaksanaan Promosi Kesehatan di Puskesmas

						- Duration of exam: 50 minutes.		
12-14	Skill (S1): Able to communicate thoughts/ arguments or innovative work verbally and writing that is beneficial for the development of nursing profession at the national and international level which can scientifically and ethically be accountable.	CLO3: able to design health education and health promotion plans for general health problems both in clinical settings and in the community. (S1)	- Accuracy in identifying health problems and setting relevant goals for health education and promotion. - Demonstrates the ability to apply theoretical models and principles in designing health education plan	- Planning and Evaluation Design in Health Promotion - Strategy for implementing Health promotion	- Lecture, Practicum in Nursing Laboratory - Clinical fieldwork, role play	Assignment: - Create an Individual and Community Health Promotion (SAP) plan	Rubric for SAP Evaluation	- Evaluation of health promotion and disease prevention programs: improving population health through evidence-based practice: https://academic.oup.com/book/24383 - Nurmala, I., & Km, S. (2020). Promosi kesehatan. Airlangga University Press. Retrieved from: https://repository.unair.ac.id/87974/Buku%20Promosi%20Kesehatan.pdf
15-16		CLO4: able to implement health promotion and health education programs for clients in a variety of clinical settings. (S1)	- Demonstrates the ability to effectively deliver health education content tailored to clients' needs and settings. - Applies appropriate teaching strategies and communication techniques during	- Application of Health Promotion to individuals and communities	- Clinical fieldwork	Assignment: - Non-Written exam: Roleplay Health promotion and Education for individual or community	Rubric for Health Promotion Roleplay	- Jafar, N., Fadilah, N., Malasari, S., Sangkala, M. S., Setyawati, A., & Wahyuni, A. (2019). Mosquito nests eradication through monitoring the mosquito larva (Jumantik) by school children in preventing the dengue hemorrhagic fever. Indonesian Contemporary Nursing Journal (ICON Journal).

			program implementation.					
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Proportion of Assessment Aspects According to the Course Learning Outcomes

No	Code	CLO	Sub CLO	Learning Method	Metode Evaluasi						Proporsi
					Participant Analysis	Project result	Assignment	Quis	Mid-test	Final Test	
1	A	CLO 1	Sub CLO 1	Lecture, Discussion, case method Team-based project			Assignment: case study report 10%				10%
			Sub CLO 2	Lecture, Discussion Team-based project			Presentation Review of Current Issue Topics in Education & Promotion; Group assignment 10%				10%
2	K	CLO 2	Sub CLO 3	Lecture, Discussion						Written test 20%	20%
			Sub CLO 4	Lecture, Discussion Team-based project			Make Reviews and revisions Online Education Media using PEMAT format 10%				10%
3	S1	CLO 3	Sub CLO 5	Lecture, Discussion Team-based project		Create an Individual and Community Health Promotion (SAP) plan 10%					10%
		CLO 4	Sub CLO 6	Lecture, Discussion Team-based project		Roleplay in Health promotion and Education for individual or community 40%					40%
TOTAL						50%	30%			20%	100%

Example of Written Test Exam

1. A method that presents several speakers and prioritizes different aspects of the views expressed by the speakers on a particular topic is called
 - a. Seminar
 - b. Workshops
 - c. Symposium
 - d. Lecture
2. The weakness of the group discussion method is
 - a. It takes a long time for information to spread evenly
 - b. The resource persons were overwhelmed with providing answers if there were participants who asked questions
 - c. Some individuals can dominate the discussion
 - d. Requires a lot of property
3. Health education in densely populated areas regarding sanitary facilities that are suitable for health is called a method.
 - a. Mass
 - b. Public
 - c. Small group
 - d. Big group
4. The objectives of advocacy for health workers in schools are as follows, except.
 - a. So that local governments provide support for health promotion programs in schools
 - b. School principals and teachers are willing to provide technical assistance in implementing health promotion in schools
 - c. Formation of a large group consisting of students, parents, teachers and the community (school committee) to evaluate health promotion activities in schools, including paying resources
 - d. Increasing the ability of students, parents, teachers and the community in health promotion programs in schools
5. In the framework of the PRECEDE-PROCEED model, the behavioral and environmental diagnosis step is carried out after the process/step?
 - a. Epidemiological diagnosis
 - b. Social diagnosis
 - c. Educational and organizational diagnosis
 - d. Administrative and policy diagnosis