

Module Description: Nursing Management

Module designation	Course Module
Semester(s) in which the module is taught	VIII
Person responsible for the module	Rini Rachmawaty, S.Kep., Ns., MN, PhD Indra Gaffar, S.Kep.,Ns.,M.Kep Andi Baso Tombong, S.Kep.,Ns.,M.ANP Paridah Lairing, S.Kep., Ns., M.Kep Ikar Swito, S.Kep.,Ns., MARS
Language	Mixed, Indonesian and English
Relation to Curriculum	This course is a compulsory course and offered in the 8 th semester.
Teaching Methods	The teaching methods used in this course are: - Lecture (i.e., Small Group Discussion, Role-Play & Simulation Problem Based Learning, Focus Group Discussion, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, Case Study, and Video-Based Learning) - Structured assignments (i.e., Analytic Paper and Reflective Paper) - Practice in Nursing Laboratory (i.e., Clinical Skill Lab) - Team based project during Clinical Fieldwork (i.e., Field Observation) The class size for lecture is approximately 50 students, while for clinical skill lab is about 15 -20 students for each lecturer and clinical field work is about 7 – 10 students for each lecturer. Contact hours for lectures are 40 hours, assignments are 48 hours, private study are 48 hours and practice are 45,3 hours.
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 181,33 hours in one semester, which consist of: - 40 hours for lecture (1,33 ECTS) - 48 hours for structured assignments (1,6 ECTS) - 48 hours for private study (1,6 ECTS) - 45,3 hours for clinical fieldwork (1,51 ECTS)
Credit points	2 credit points (equivalent with 3.02 ECTS)
Required and recommended prerequisites for joining the module	Students must have passed all core nursing courses.

Module objectives/intended learning outcomes	Upon completing this course, if nursing management problems are provided in a ward unit, students will be able to: Knowledge: CLO1: Apply management principles in nursing care with cultural sensitivity, adhering to ethical and legal principles and patient safety at the ward level. (K) Competence: CLO2: Utilize therapeutic communication with patients/families and effective interprofessional communication. (C2) CLO3: Manage nursing service systems in inpatient units according to care standards and competencies. (C3) CLO4: Improve nursing care quality through the application of evidence-based research. (C4)
Content	Students will learn about: - Planning in Nursing Service Management in Inpatient Wards - Organizing in Nursing Service Management in Inpatient Wards - Directing in Nursing Service Management in Inpatient Wards - Controlling in Nursing Service Management in Inpatient Wards - Application of the Professional Nursing Practice Model (MPKP); roles as Head of Ward, Clinical Care Manager, Primary Nurse, Executing Nurse
Examination forms	Comprehensive Exam: OSLEP
Study and examination requirements	Study and examination requirements: - Students must attend 15 minutes before the class starts. - Students must inform the lecturer if they will not attend the class due to sickness, or other circumstances - Students are required to turn in all of their class assignments prior to the deadline outlined at the beginning of the course - Students must attend the exam to get final grade.
Reading list	1. Adair, J. (2006). <i>Leadership and Motivation</i>. London, GBR: Kogan Page, Limited. 2. Amalina, S.F., Rachmawaty, R., Ilkafah, I., & Erfina, E. (2020). Patient experiences of nurse caring behaviors based on Swanson's theory in Indonesian hospital. <i>Enfermería Clínica</i>, 30(Supplement 2), 332-336. 3. Amin, A., Rachmawaty, R., Tahir, T., & Musmulyono, M. (2021). Evaluation of quality of life-based on the length of use and the number of stents of post percutaneous coronary intervention (PCI) patients. <i>Enfermería Clínica</i>, 31, S653–S657. https://doi.org/10.1016/j.enfcli.2021.07.012 4. Asfarada, M. R., Rachmawaty, R., Setyawati A., & Malik, G. (2024). Hand Hygiene Practices among Nurses in South Sulawesi Hospitals. <i>Media Kesehatan Masyarakat Indonesia</i>, 20(1), 29-38. https://doi.org/10.30597/mkmi.v20i1.31480 5. Cahyani, I. G., Rachmawaty, R., Ilkafah, I., & Erfina, E. (2021). Cancer patient's experiences towards nurse's caring demeanor based on Watson's theory: A qualitative study. <i>Enfermería Clínica</i>, 31, S672–S676. https://doi.org/10.1016/j.enfcli.2021.09.002 6. Chassin, M. R. & Becher, E. C. (2002). The Wrong Patient. <i>Ann Intern Med</i>, 136(11), 826-833.

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10. Harris, M.G & Associates. (2006). *Managing health services: Concepts and practice (2nd ed.)*. Australia: Elsevier.
11. Hijrah, H., Saleh, A., & **Rachmawaty, R.** (2022). Efektivitas jalur klinis terintegrasi terhadap lama hari rawat dan biaya pada pasien pasca operasi: Tinjauan literatur. *Jurnal Ilmiah Keperawatan (Scientific Journal of Nursing)*, 8(1), 1-5.
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12. Huber, D. (2010). *Leadership and nursing care management* (4th ed.). Philadelphia: W.B. Saunders.
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14. Keputusan Menteri Kesehatan Republik Indonesia tentang Standar Akreditasi Rumah Sakit, Nomor HK.01.07/MENKES/1128 (2022).
https://yankes.kemkes.go.id/unduh/fileunduh/1654499045_682777.pdf
15. Marquis, B. L., & Huston, C. J. (2012). *Leadership roles & management functions in nursing: Theory & Application* (7th ed., p. 642). Philadelphia: Lippincott Williams & Wilkins.
16. Peraturan Menteri Kesehatan Republik Indonesia tentang Indikator Nasional Mutu Pelayanan Kesehatan Tempat Praktik Mandiri Dokter Dan Dokter Gigi, Klinik, Pusat Kesehatan Masyarakat, Rumah Sakit, Laboratorium Kesehatan, Dan Unit Transfusi Darah, Nomor 30 (2022).
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17. Peraturan Menteri Kesehatan Republik Indonesia tentang Akreditasi Rumah Sakit, Nomor 12 (2020).
<https://peraturan.bpk.go.id/Home/Details/152511/permenkes-no-12-tahun-2020#:~:text=Permenkes%20No.%2012%20Tahun%2020%20tentang%20Akreditasi%20Rumah.Kesehatan%20Nomor%2012%20Tahun%2020%20Akreditasi%20Rumah%20Sakit>
18. Peraturan Pemerintah (PP) tentang Penyelenggaraan Bidang Perumahsakitan, Nomor 47 (2021).
<https://peraturan.bpk.go.id/Home/Details/161982/pp-no-47-tahun-2021>
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20. **Rachmawaty, R.**, Wahyudin, E., Bukhari, A., & Sinrang, A. W. (2022). *Panduan Praktik Klinis, Panduan Asuhan Keperawatan, Panduan Asuhan Gizi, Panduan Asuhan Kefarmasian & Integrated Clinical Pathway: Lima Jenis Penyakit*. Makassar: Unhas Press.
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23. **Rachmawaty, R.**, Kadar, K. S., & Badrin, N. N. (2019). *Instrumen Kepuasan Pasien Terhadap Perilaku Caring perawat*. HAKI granted. Unpublished.
24. **Rachmawaty, R.**, Syahrul, & Supri, A. (2019). *Sistem Informasi Penilaian Kinerja Perawat Berbasis Kewenangan Klinis Keperawatan (SIMPKP)*. HAKI granted. Unpublished.
25. **Rachmawaty, R.**, Erika, K. A., & Tamher, S. (2020a). *Instrumen Sensus Harian Terintegrasi (SERASI) SNARS 2018 di Ruang Rawat Inap*. HAKI granted. Unpublished.
26. **Rachmawaty, R.**, Saleh, A., & Haslinda (2020b). *Instrumen Penilaian Patient Safety dari Perspektif Pasien*. HAKI granted. Unpublished.
27. **Rachmawaty, R.**, et al (2021b). *Panduan Praktik Klinis, Panduan Asuhan Keperawatan, Panduan Asuhan Gizi, Panduan Asuhan Kefarmasian & Integrated Clinical Pathway Penyakit Paru Obstruktif Kronik (PPOK)*. HAKI granted. Unpublished.
28. **Rachmawaty, R.**, et al (2021c). *Panduan Praktik Klinis, Panduan Asuhan Keperawatan, Panduan Asuhan Gizi, Panduan Asuhan Kefarmasian & Integrated Clinical Pathway TBC Paru*. HAKI granted. Unpublished.
29. **Rachmawaty, R.**, et al (2021d). *Panduan Praktik Klinis, Panduan Asuhan Keperawatan, Panduan Asuhan Gizi, Panduan Asuhan Kefarmasian & Integrated Clinical Pathway Demam Tifoid*. HAKI granted. Unpublished.
30. **Rachmawaty, R.**, et al (2021e). *Panduan Praktik Klinis, Panduan Asuhan Keperawatan, Panduan Asuhan Gizi, Panduan Asuhan Kefarmasian & Integrated Clinical Pathway Dyspepsia*. HAKI granted. Unpublished.
31. **Rachmawaty, R.**, et al (2021f). *Panduan Praktik Klinis, Panduan Asuhan Keperawatan, Panduan Asuhan Gizi, Panduan Asuhan Kefarmasian & Integrated Clinical Pathway Pneumonia*. HAKI granted. Unpublished.
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Cluster of Competence	Nursing Management
Forms of Assessment	- Literature review – 5% - Clinical Performance Assessment (weekly) – 10% - Initial Seminar (Problem Identification & Plan of Action Formulation) – 15% - Final Seminar (Reflection and Evaluation)-15% - Critical Incident Report (CIR) – 10%

	- Objective Structured Long Examination Record (OSLER) – 15% - Group Final Report – 20% - Try Out of competency test – 10%
Date of last amendment made	Deceember 2024

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Nursing Management
Code : 17419R0104
Semester : VIII
Person responsible for the module : Rini Rachmawaty, S.Kep., Ns., MN, PhD
Lecturers :
 1. Indra Gaffar, S.Kep.,Ns.,M.Kep
 2. Andi Baso Tombong, S.Kep.,Ns.,M.ANP
 3. Paridah Lairing, S.Kep., Ns., M.Kep
 4. Ikar Swito, S.Kep.,Ns., MARS

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
1	Attitude (A1) Being devoted to God Almighty, possessing a maritime spirit, demonstrating professionalism, ethical principles, legal and cultural perspectives in nursing. (Care Provider; Manager and Leader)	Attitude CLO1: Applying management concepts and principles in the administration of nursing care to clients by demonstrating cultural sensitivity in accordance with ethical and legal nursing principles and	Accuracy in conducting literature reviews and precision in instrument development.	• Hospital Healthcare Service System • Roles and Functions of Nurses in Healthcare Services • Effective Nursing Care Management in Patient Care • Professional Nursing Practice Model and Integrated Clinical Pathways	Clinical Practice & Pre-Readings	- Literature Review 5% - Multi-Source Feedback-360 degree 5%	Rubric for Clinical Performance Evaluation Multi-Source Feedback - 360 Degree	1. Huber, D. (2010). <i>Leadership and nursing care management</i> (4th ed.). Philadelphia: W.B. Saunders. 2. Marquis, B. L., & Huston, C. J. (2012). <i>Leadership roles & management functions in nursing: Theory & Application</i> (7th ed., p. 642). Philadelphia: Lippincott Williams & Wilkins.

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
		patient safety principles at the ward level.		Development of Data Collection Instruments Aligned with the Questionnaire Attached in This Guide				
2	Competence (C1) Able to engage in therapeutic communication with clients and provide accurate information to clients and/or their families, companions, or advisors to obtain nursing consent within their responsibility. (Communicator, Educator)	Competence: CLO2: Apply the principles of therapeutic communication with patients and their families, as well as implement effective communication principles within the nursing profession and among other healthcare providers.	- Accuracy in conducting quality assessments of nursing care and services - functions in nursing care and services within the inpatient unit	- Patient admission flow, barriers, and challenges faced (Informants: Head of Nursing Division, Chairperson of the Nursing Committee, Head of Inpatient and Outpatient Services, Patient Service Manager). - SOP and experiences in providing nursing care services, as well as Patient	Clinical Practice & Pre-Readings	Clinical Performance Assessment (per student/week) 5% Initial Seminar: Problem Identification, Data Analysis, POA 15% Multi-Source Feedback - 360 Degree 5%	Rubric for Clinical Performance Evaluation Rubric for Initial Seminar Multi-Source Feedback - 360 Degree	1. Huber, D. (2010). <i>Leadership and nursing care management</i> (4th ed.). Philadelphia: W.B. Saunders. 2. Marquis, B. L., & Huston, C. J. (2012). <i>Leadership roles & management functions in nursing: Theory & Application</i> (7th ed., p. 642). Philadelphia: Lippincott Williams & Wilkins.

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
				Nursing Care Standards. ● Implementation of management functions in nursing services, including:				
3, 4, 5, 6, 7, 8, 9, 10, 11	Competence (C2): Able to manage nursing and healthcare service systems within their authority and responsibility through collaboration with fellow nurses, healthcare teams, and community groups to reduce morbidity rates, improve quality of life, and promote a	Competence: CLO3: Able to manage the nursing care service system within a unit of inpatient care under their responsibility, in accordance with nursing care standards and competencies. (C2).	● Accuracy in performing SWOT analysis ● Accuracy in determining priority issues in nursing care and services ● Accuracy in implementing management	● Internal factors: Strengths and Weaknesses ● External factors: Opportunities and Threats ● Formulation of issues related to service management, SOPs, and nursing care at the ward level based on survey results. ● Presentation of data analysis results and development of a POA (Plan	Clinical Practice & Pre-Readings, Presentation	● Clinical Performance Assessment (per student/week) 5% ● OSLER: Assessment of role-playing ability as Head Nurse, CCM, Primary Nurse/Team Leader, and Associate Nurse 15% ● CIR: Gap between theory and implementation in the ward related to the roles of Head	Rubric for Clinical Performance Evaluation Rubric for Individual Osler Assessment Rubric for CIR Assessment Multi-Source Feedback - 360 Degree	Huber, D. (2010). <i>Leadership and nursing care management</i> (4th ed.). Philadelphia: W.B. Saunders. Marquis, B. L., & Huston, C. J. (2012). <i>Leadership roles & management functions in nursing: Theory & Application</i> (7th ed., p. 642). Philadelphia: Lippincott Williams & Wilkins.

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
	healthy environment. (Manager and Leader).			of Action) together with the ward supervisor. - Observation and shadowing of the roles of: a. Head Nurse b. CCM/MPP c. Primary Nurse d. Staff Nurse		Nurse, CCM, Primary Nurse/Team Leader, and Associate Nurse 10% Multi-Source Feedback - 360 Degree 5%		
12, 13, 14, 15	Competence (C3): Being able to improve the quality of nursing and healthcare by applying research skills and integrating theory into nursing practice. (Researcher).	CLO4: Being able to improve the quality of nursing care and services through the application of high-quality research findings. (C3)	Accuracy in managing the quality of service and nursing care in inpatient wards based on Evidence-Based Practice (EBP)	- The implementation of MPKP (Manajemen Pengelolaan Kualitas Pelayanan) and role-playing as: a. Head of Ward (1x) b. CCM/MPP (1x) c. Primary Nurse (3x) d. Executing Nurse (according to the number of PAs and shifts)	Clinical Practice & Pre-Readings, Presentation	Clinical Performance Assessment (per student/week): 5% Final Seminar: 15% Final Group Report: 20% UKOM Tryout Score: 10%	Rubric for Clinical Performance Evaluation Rubric for Final Seminar Assessment Rubric for Final Report	Huber, D. (2010). <i>Leadership and nursing care management</i> (4th ed.). Philadelphia: W.B. Saunders. Marquis, B. L., & Huston, C. J. (2012). <i>Leadership roles & management functions in nursing: Theory & Application</i> (7th ed., p. 642). Philadelphia: Lippincott

Proportion of Assessment Aspects According to the Course Learning Outcomes

No	Code	CLO	Sub CLO	Learning Method	Evaluation Methods				
					Participatory Analysis	Clinical Performance Assessment	Clinical Report	Seminar	Weight
1	K	CLO 1	Sub CLO 1	- Pre- and Post-Conferences - Role Play of MPKP Activities, including handover sessions, pre- and post-conferences, nursing rounds, and documentation. - One-Minute Preceptorship (OMP) - Reflective Study	Multi-Source Feedback-360 degree		Literature Review 5%		5%
2	C2	CLO 2	Sub CLO 2	- Pre- and Post-Conferences - Role Play of MPKP Activities, including handover sessions, pre- and post-conferences, nursing rounds, and documentation. - One-Minute Preceptorship (OMP) - Reflective Study	Multi-Source Feedback-360 degree	Clinical Performance Assessment (5%)		Initial Seminar (15%)	20%
3	C3	CLO 3	Sub CLO 3	- Pre- and Post-Conferences - Role Play of MPKP Activities, including handover sessions, pre-	Multi-Source Feedback-360 degree	Clinical Performance Assessment (5%)	CIR (10%)		15%

No	Code	CLO	Sub CLO	Learning Method	Evaluation Methods				
					Participatory Analysis	Clinical Performance Assessment	Clinical Report	Seminar	Weight
				and post-conferences, nursing rounds, and documentation. - One-Minute Preceptorship (OMP) - Reflective Study					
			Sub CLO 4	- Pre- and Post-Conferences - Role Play of MPKP Activities, including handover sessions, pre- and post-conferences, nursing rounds, and documentation. - One-Minute Preceptorship (OMP) - Reflective Study					
			Sub CLO 5	- Pre- and Post-Conferences - Role Play of MPKP Activities, including handover sessions, pre- and post-conferences, nursing rounds, and documentation. - One-Minute Preceptorship (OMP) - Reflective Study					
			Sub CLO 6	- Pre- and Post-Conferences - Role Play of MPKP Activities, including handover sessions, pre- and post-conferences,					

No	Code	CLO	Sub CLO	Learning Method	Evaluation Methods				
					Participatory Analysis	Clinical Performance Assessment	Clinical Report	Seminar	Weight
				nursing rounds, and documentation. - One-Minute Preceptorship (OMP) - Reflective Study					
4	C4	CLO 4	Sub CLO 7	- Pre- and Post-Conferences - Role Play of MPKP Activities, including handover sessions, pre- and post-conferences, nursing rounds, and documentation. - One-Minute Preceptorship (OMP) - Reflective Study	Multi-Source Feedback-360 degree	OSLER (15%)	Group Final Report (20%) Try Out of Nursing Competency Test (10%)	Final Seminar (15%)	40%
	Total					25%	45%	30%	100%