

Module Description: Wound Care (21R01411802)

Module designation	Course Module
Semester(s) in which the module is taught	IX
Person responsible for the module	Saldy Yusuf, PhD.,ETN.
Lecturer	1. Dr. Takdir Tahir, S.Kep.,Ns.,M.Kes. 2. Titi Iswanti Afelya, M.Kep., Ns., Sp.Kep.MB.
Language	Indonesian Language [Bahasa Indonesia]
Relation to Curriculum	This course is a compulsory course and offered in the 9 th semester.
Teaching methods	Teaching methods used in this course are: <ul style="list-style-type: none"> - Bed side teaching - Pre-post conference - Journal Critical Appraisal - Reflective study - Nursing Round - One-Minute Preceptorship (OMP) - Case Based Discussion <p>The class size for lecture is approximately 20 students, therefore there are 4-5 students for each lecturer</p> <p>Clinical fieldwork is 140.00 hours.</p>
Workload (inc. contact hours, self-study hours)	For this course, students are required to meet a minimum of 140.00 hours for clinical fieldwork.
Credit points	2 credit points (equivalent with 3.56 ECTS)
Recommend requirements prerequisites for joining the module	Students must have graduated with Bachelor Science in Nursing (BSN). Students presence must 100% and submitted all class assignments that are scheduled before the OSLER.
Module objectives/intended learning outcomes	After completing the Wound Care Practice: <p>Attitude CLO1: Students will be able to provide wound nursing care with cultral sensitivity that respect to ethics, religions or other factors t as well as applying ethical and legal aspects in wound nursing practice (A1)</p> <p>Competence CLO2: Students will be able to apply comprehensive and continuing wound nursing care in clinical and community setting based on research (C1)</p> <p>CLO3: Students will be able to communicate effectively in establishing interpersonal relationships to wound clients and/or to family (C2)</p> <p>CLO4: Students will be able to apply the results of research in an effort to improve the quality of wound nursing care (C4)</p>

Content	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. Basic wound care concept. 2. Wound Bed Preparation and TIME Concept Management. 3. Wound Assessment. 4. Topical wound dressing. 5. Wound healing evaluation. 6. Performing comprehensive wound documentation. 7. Reporting wound case report.
Examination Forms	<p>Form of examination: Case Study Project</p>
Study and examination requirements	<p>Study and examination requirements:</p> <ol style="list-style-type: none"> 1. Students carry out Wound Care Practice in accordance with the objectives to be achieved. 2. Students must be present 15 minutes before the activity begins, if students are late, they are required to report to the supervisor. 3. Students are obliged to work in the morning shift or afternoon depends on wound clinic regulation. 4. Students must wear complete attributes, if the attributes used are incomplete, students are not allowed to take part in practical activities and must replace the shift on other day 5. If students are late to attend at the ward (maximum of 15 minutes from the actual schedule), they are required to change their shift for 2 days 6. If students are absent for 3 days, then their Wound Care Practice is considered fail. 7. If during the Wound Care Practice students are absent without any confirmation, students are required to replace the shift for 2 days, while if students report sick, student only required to replace 1 day 8. The presence of students during this Wound Care Practice must be 100% 9. If the students fail in one ward, the student still has to rotate and will return to that ward at the end of the round 10. Students are said to have passed the professional nurse program if they have passed in all wards/sections. 11. Students are not allowed to leave practice site except with the permission of the supervisor 12. All the assignments and log book must be collected maximum of 1 week after the Wound Care Practice takes place. 13. At the end program, students must submit wound care report in wound journal

Reading list

1. Sjattar, E. L., Syam, Y., Puspitha, A., Tajuddin, I., **Yusuf, S.**, Joto, R., & Aprianti, R. (2025). Pendampingan holistik diabetes: Membangun sinergi antara perawatan diri dan dukungan keluarga melalui pendekatan terintegrasi di Puskesmas Batua Makassar. *Panrita Abdi-Jurnal Pengabdian pada Masyarakat*, 9(1), 24–35.
2. **Yusuf, S.**, Awalia, A. H., & Ukie, A. N. T. (2025). *Buku ajar terpadu: Konsep dasar, Askep, SOP, dan simulasi OSCE dalam perawatan luka operasi, luka bakar, dan abses*. Eureka Media Aksara.
3. Anam, K., & **Yusuf, S.** (2024). Does chemotherapy induce autolytic debridement in cancer wounds?: A case study. *Basic and Applied Nursing Research Journal*, 5(2), 121–126.
4. **Yusuf, S.** (2024). Case report: Delayed diagnosis of leprosy-related neuropathic ulcer, insights from a case of delay to diagnose across four clinical settings. *F1000Research*, 13, 1211.
5. Setyawati, A., **Yusuf, S.**, Jafar, N., & Sagita, R. W. (2024). Exploring herbal remedy utilization for wound healing: Patterns, patient preferences, and implications for nursing practice. *International Journal of Nursing Knowledge*, 35(4), 363–374.
6. Sjattar, E. L., & **Yusuf, S.** (2024). Efektivitas penggunaan alas kaki terapi untuk mencegah luka kaki diabetik pada pasien diabetes mellitus: A systematic review. *Jurnal Kesehatan*, 17(1), 48–56.
7. Setyawati, A., Jafar, N., **Yusuf, S.**, & Aminuddin, A. (2024). Enhancing diabetes management: Nurse-led coaching at PROLANIS Diabetes Club. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang*, 9(2), 350–360.
8. Sjattar, E. L., **Yusuf, S.**, Syam, Y., Nurdin, N., Majid, A., & Ila, N. (2024). Pelatihan pencegahan kejadian luka kaki pada pasien diabetes di poliklinik penyakit dalam Rumah Sakit Universitas Hasanuddin. *Panrita Abdi-Jurnal Pengabdian pada Masyarakat*, 8(2), 441–450.
9. **Yusuf, S.** (2024). The imperative of upholding academic integrity in the face of artificial intelligence challenges. *Indonesian Contemporary Nursing Journal (ICON Journal)*, 8(2), 62–63.
10. Jasmin, M., **Yusuf, S.**, Syahrul, S., & Abrar, E. A. (2023). Validity and reliability of a vibration-based cell phone in detecting peripheral neuropathy among patients with a risk

	<p>of diabetic foot ulcer. <i>The International Journal of Lower Extremity Wounds</i>, 22(4), 687–694.</p> <p>11. Tahir, T., Djamaluddin, N., Thalib, A., Maryunis, M., Yusuf, S., Riskayani, F., ... (2023). Topical cream derived from <i>Hylocereus polyrhizus</i> (red dragon fruit) extract accelerates wound healing through increased hydroxyproline and fibroblast growth factor 2 levels: A ... <i>Plastic and Aesthetic Nursing</i>, 43(4), 210–216.</p> <p>12. Hasniati, H., Harbaeni, H., Yusuf, S., & Masriadi, M. (2023). Health education-based group on self-care adherence among patients with diabetes mellitus in Cendrawasih Public Health Center, Makassar City. <i>International Journal of Nursing and Health Services (IJNHS)</i>, 6(4).</p> <p>13. Bubun, J., Yusuf, S., Syam, Y., Hidayat, W., & Majid, S. (2023). Validity and reliability diabetic foot check-up as a simple screening test of diabetic foot ulcers in a community. <i>The International Journal of Lower Extremity Wounds</i>, 15347346231178181.</p> <p>14. Hidayat, T., Yusuf, S., & Isnah, W. O. N. (2023). Description of the use of chronic wound dressings based on wound characteristics. <i>Journal of Islamic Nursing</i>, 8(2), 60–65.</p> <p>15. Nurhadijah, S., Erika, K., Yusuf, S., & Mulyadi, D. D. (2022). Diabetes self management education dalam mencegah risiko diabetic foot ulcer: A systematic review. <i>Jurnal Keperawatan</i>, 14(4), 1185–1196.</p> <p>16. Indiriadi, I., Yusuf, S., & Kadar, K. (2022). Foot assesment untuk pencegahan diabetic foot ulcer: A literatur review. <i>Jurnal Keperawatan</i>, 14(4), 1175–1184.</p> <p>17. Hasdi, H., Syahrul, S., & Yusuf, S. (2022). Nurses' knowledge about diabetes foot ulcer prevention and treatment: An integrative review. <i>Indonesian Contemporary Nursing Journal (ICON Journal)</i>, 7(1), 25–35.</p> <p>18. Patta, A. A. R., Yusuf, S., & Syam, Y. (2022). Apakah intervensi yang dapat dilakukan pada pasien dengan luka kaki diabetes melitus untuk meningkatkan self efficacy?: Integrative review. <i>Jurnal Keperawatan</i>, 14(3), 645–656.</p> <p>19. Mulyadi, D. D., Yusuf, S., Irwan, A. M., & Nurhadijah, S. (2022). Hambatan dalam melakukan praktik perawatan diabetic foot ulcer: Integrative review. <i>Jurnal Keperawatan</i>, 14(3), 657–666.</p> <p>20. Appil, R., Sjattar, E. L., Yusuf, S., & Kadir, K. (2022). Effect of family empowerment on HbA1c levels and healing of diabetic foot ulcers. <i>The International Journal of Lower Extremity Wounds</i>, 21(2), 154–160.</p>
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	21. Yusuf, S. (2022). Epidemiologi global luka kaki diabetes (LKD). <i>Jurnal Luka Indonesia (Indonesian Wound Journal)</i> , 10(1), 1–2.
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Forms of Assessment	<ol style="list-style-type: none">1. Wound Care reflection (20%)2. Education in wound care (20%)3. Case Report (30%)4. Manuscript for publication (30%)
	3 rd May 2025

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Wound Care Practice
Code : 17565R0204
Semester : IX
Person responsible for the module : Saldy Yusuf, PhD
Lecturers : 1. Dr. Takdir Tahir, S.Kep.,Ns.,M.Kes.
 • 2. Titi Iswanti Afelya, M.Kep., Ns., Sp.Kep.MB.

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
1	Attitude (A): Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing	After completing the course, students will be: CLO 1: Students will be able to provide wound nursing care with cultural sensitivity that respect to ethics, religions or other factors as well as applying ethical and legal aspects in wound nursing	<ul style="list-style-type: none"> • Students demonstrate respectful and culturally sensitive attitudes when delivering wound care from diverse backgrounds. • Students are able to identify and apply ethical and legal principles in managing pediatric wound care cases. 	<ul style="list-style-type: none"> • Cultural Competence in Pediatric Wound Care: Respecting Religious and Ethical Values. • Ethical and Legal Aspects in Pediatric Wound Nursing Practice 	Reflection paper	Clinical attendance. Reflection paper check list	Rubric for reflection paper	Sari Y, Yusuf S, Haryanto, Kusumawardani LH, Sumeru A, Sutrisna E, Saryono. The cultural beliefs and practices of diabetes self-management in Javanese diabetic patients: An ethnographic study. Heliyon. 2022 Jan 29;8(2):e08873. doi: 10.1016/j.heliyon.2022.e08873 . PMID: 35198756; PMCID: PMC8842014.

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
		practice (A)						
2	Competence 1: Able to manage comprehensive and continuous nursing care that ensures patient safety, based on research findings and in accordance with nursing care standards across all areas of nursing within their scope of authority, particularly for diseases commonly found in Indonesia as a tropical and maritime country	CLO 2: Students will be able to apply comprehensive and continuing wound nursing care in clinical and community setting based on research (C1)	Students are able to plan and deliver evidence-based wound care in various clinical settings. Students demonstrate the ability to conduct wound care interventions in community-based settings by integrating research findings.	Evidence-Based Practice in Clinical Wound Care. Community-Based Wound Care: Translating Research into Practice	Reading and critique Evidence based article. Integration Evidence based into wound case.	Clinical attendance. EBP article in wound care.	Critical Appraisal Check List	Yusuf, S., Awalia, A. H., & Ukie, A. N. T. (2025). <i>Buku ajar terpadu: Konsep dasar, Askep, SOP, dan simulasi OSCE dalam perawatan luka operasi, luka bakar, dan abses.</i> Eureka Media Aksara.
3	Competence 2: Able to perform therapeutic communication with clients and provide accurate	CLO3: Students will be able to communicate effectively in establishing interpersonal relationships	Students are able to build therapeutic communication with wound care clients to support trust	Therapeutic Communication in Wound Nursing Practice. Family Engagement and Interpersonal	Education material in wound care.	Clinical attendance. Wound Care Poster evaluation.	Wound Care Poster evaluation	Hidayat, T., Yusuf, S., & Isnah, W. O. N. (2023). Description of the use of chronic wound dressings based on wound characteristics. <i>Journal of</i>

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
	information to clients and/or their families, companions, or advisors in order to obtain informed consent for nursing care within their area of responsibility	to wound clients and/or to family (C2)	and cooperation. Students demonstrate effective communication strategies to involve family members in wound care planning and decision-making.	Communication in Wound Care				<i>Islamic Nursing</i> , 8(2), 60–65.
4	Competence 4: Able to improve the quality of nursing and healthcare services by applying research skills and integrating theory into nursing practice.	CLO4: Students will be able to apply the results of research in an effort to improve the quality of wound nursing care (C4)	Students are able to identify relevant research findings related to wound care and critically analyze their applicability in clinical setting. Students integrate research evidence into planning and delivering improved wound nursing interventions.	Critical Appraisal of Wound Care Research. Implementing Research-Based Interventions to Enhance Wound Care Quality.	Case study in wound care.	Clinical attendance. Wound Care Case Study Check list.	Manuscript Check list	Yusuf, S. (2024). Case report: Delayed diagnosis of leprosy-related neuropathic ulcer, insights from a case of delay to diagnose across four clinical settings. <i>F1000Research</i> , 13, 1211.

Proportion of assessment aspects according to the course learning outcomes.

No	Code	CLO	Sub CLO	Learning Method	Metode Evaluasi						Proporsi
					Participatory Analysis	Project result	Assignment	Quis	Mid-test	Final Test	
1	A	CLO 1	-	Reflection paper	Reflection paper check list						15%
2	C1	CLO 2	-	Reading article			Critical Appraisal Check List				15%
				Integration EBP into wound case			EBP based case study				20%
3	C2	CLO 3	-	Education material in wound care.		Wound Care Poster evaluation.					20%
4	C4	CLO 4	-	Case study in wound care.		Wound Care Case Study Check list.					30%
TOTAL					15%	40%	25%				100%

Example of Written Test Exam Case Study Report

No.	Assessment Component	Criteria Description	Maximum Score
1	Background	Presents a minimum of 3 paragraphs that clearly, relevantly, and structurally describe the main issue reported.	10
2	Methods	Describes the data collection methods in detail, including time, place, and instruments used.	10
3	Results	Explains patient demographic data, medical history, wound care process, and outcomes systematically.	15
4	Discussion	Critically and analytically relates the reported case to previous cases or relevant literature.	15
5	Conclusion	Provides a brief, concise conclusion reflecting the key findings of the case.	5
6	References	Uses relevant scientific references formatted in APA Style.	5
7	Table 1 – Patient Demographics	Presents demographic data completely and clearly.	5
8	Table 2 – Wound History	Presents a comprehensive and informative wound history of the patient.	5
9	Table 3 – Wound Care Process	Systematically presents information on problems, goals, primary, secondary, and tertiary dressings.	10
10	Figure 1 – Wound Photos	Displays wound photos from Week 1 to Week 4 clearly and chronologically.	10
	Total		100