

Module Description: English in Nursing II (21R01111102)

Module name	Course Module
Semester(s) in which the module is taught	II
Person responsible for the module	Andi Fajrin Permana, S.Kep., Ns., M.Sc
Lecturer	1. Silvia Malasari, S.Kep.,Ns.,MN 2. Framita Rahhman, S.Kep.,Ns.,MSc 3. Nur Fadilah, S.Kep.,Ns.,MN
Language	English
Relation to Curriculum	This course is a compulsory course and offered in the 2 nd semester.
Teaching methods	Teaching methods used in this course are: - Lecture (i.e., SGD, Group Investigation, and video-based learning, role play) - Structured assignments (i.e., speaking and essay writing test) The class size for lecture is approximately 60 students and for the small group discussion/ group investigation is about 3-12 students for each lecturer. Contact hours for lecture is 13.33 hours.
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 90.67 hours in one semester, which consist of: - 13.33 hours for lecture, - 16 hours for structured assignments, - 16 hours for private study,
Credit points	2 credit points (equivalent with 3.02 ECTS)
Required and recommended prerequisites for joining the module	Students must have attended all classes and submitted all class assignments as well as meet deadlines. Students must have taken all basic nursing courses.
Module objectives/intended learning outcomes	After completing the course students will be: Skill: CLO1: Students will be able to perform English proficiency in nursing documentation and report (K) CLO2: Students will be able to perform English proficiency in nursing and health services (S1) CLO3: Students will be able to perform English proficiency in nursing seminars and conferences (S1)
Content	Students will learn about: 1. Reading Comprehension in literature and cases in nursing care 2. Listening comprehension in nursing case scenario 3. Writing: - Introduction to plagiarism & paraphrasing, and mind mapping in nursing care plan - Nursing documents and report

	4. Speaking: - Performing nursing assessment - Nursing intervention - Nursing Handover - SBAR - Nursing seminar 5. Grammar and structure in nursing care
Study and examination requirements and forms of examination	Study and examination requirements: - Students must attend 15 minutes before the class starts. - Students must switch off all electronic devices. - Students must inform the lecturer if they will not attend the class due to sickness, etc. - Students must submit all class assignments before the deadline. - Students must attend all the exams/tests to obtain a final grade. Form of examination: Written exam: Answering after reading the nursing literature, listening to nursing care/report and grammar & structure in nursing care; Mind mapping in nursing care plan; Completing nursing documentation and report. Non-written test: Speaking test and roleplay on nursing assessment, intervention, handover, SBAR, and nursing seminar
Reading list	- Nanda International, Inc. Diagnosis Keperawatan: Definisi dan Klasifikasi 2021-2023. - Institute for Innovation and Improvement. SBAR Situation Implementation and Training Guide. https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/SBAR-Implementation-and-Training-Guide.pdf - Phillips, Deborah (2001) Longman Complete Course for the TOEFL test: Preparation for The Computer and Paper Tests. New York: Addison-Wesley Longman, Inc. - Sharpe, P.J. (2011). Barrons Practice Exercises for TOEFL ITP. 7th edn. New York. Barrons Educational Series. - Hidayat, R & Silaswati, S. (2021) Active English for Nurses. Widya Medika. Jakarta - Kozier, Barbara. (2018) Fundamentals of Nursing: Concepts, Process and Practice. 8th ed. New Jersey. Pearson Education - Park, L. J. (2020). Using the SBAR handover tool. British Journal of Nursing, 29(14). - Perry A.G., Potter P.A., Ostendorf W. (2014). Clinical Nursing Skills and Techniques. 8th edition. Mosby: Elsevier Inc - Potter, P.A., Perry, A.G., Stockert P., Hall A. (2014). Essentials for Nursing Practice. 8th Ed. St. Louis, Missouri: Mosby Elsevier
Cluster of Competence	Nursing Clinical Sciences and Skills
Forms of Assessment	- Class attendance and participation (10%) - Written Test (60%) ● Grammar and structure (15%) ● Listening (15%) ● Writing (15%) ● Reading (15%)

	- Non-written test ● Speaking & Roleplay (30%)
Date of Last Amendment Date	March 2025

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

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Code : 21R01111102
Semester : II
Person responsible for the module : Andi Fajrin Permana, S.Kep.,Ns.,MSc
Lecturers :
 1. Silvia Malasari, S.Kep.,Ns.,MN
 2. Framita Rahman, S.Kep.,Ns.,MSc
 3. Nur Fadilah, S.Kep.,Ns.,MN

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
1-8	Knowledge (K) Mastering the knowledge of nursing, health information systems, and health technology to provide nursing care based on an evidence-based	Knowledge (K) Students will be able to perform English proficiency in nursing documentation and report	- The accuracy of students in using appropriate English grammar, vocabulary, and structure in nursing documentation and reports.	- Reading Comprehension in literature and cases in nursing care - Listening comprehension in nursing case scenario - Introduction to	- lecture - SGD, - Group Investigation	Assignment: - Written exam: Multiple Choice Questions & Essays Answering after reading the nursing literature, listening to nursing care/ report and grammar & structure in	Rubric for Writing Nursing Care Report Multiple choice questions & essay for grammar/ reading/ listening - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items multiply 5.	- Phillips, Deborah (2001) Longman Complete Course for the TOEFL test: Preparation for The Computer and Paper Tests. New York: Addison-Wesley Longman, Inc. Section 1& 3. - Kozier, Barbara. (2018) Fundamentals of Nursing: Concepts,

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	nursing process approach		- The accuracy of students in applying nursing-specific terminology and clinical language within their documentation and communication.	plagiarism & paraphrasing, and mind mapping in nursing care plan - Nursing documents and report		nursing care; Mind mapping in nursing care plan; Completing nursing documentation and report.	- Rubric for mind mapping - Rubric for report - Student attendance	Process and Practice. 8th ed. New Jersey. Pearson Education. Chapter 14
9-12	Skill (S1): Graduates are able to communicate thoughts and ideas or innovative creation, either verbally or nonverbally, that are beneficial for	Skill: CLO2: Students will be able to perform English proficiency in nursing and health services (S1)	The accuracy of students in using English to communicate effectively in clinical and health service settings.	- Performing nursing assessment - Nursing intervention	- Lecture - video-based learning - role play - case study	Assignment: - Making dialogue for nursing assessment and nursing intervention Written exam: Speaking test and roleplay	Rubric for Roleplay Rubric for case study	- Nanda International, Inc. Diagnosis Keperawatan: Definisi dan Klasifikasi 2021-2023. - Kozier, Barbara. (2018) Fundamentals of Nursing: Concepts, Process and

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	the nursing profession development in national or international levels, and these can be kept accountable scientifically and comply with professional ethics.							Practice. 8th ed. New Jersey. Pearson Education. Chapter 10, 28,29,30 - Potter, P.A.,Perry, A.G., Stockert P., Hall A. (2014). Essentials for Nursing Practice. 8th Ed. St. Louis, Missouri: Mosby Elsevier
13-16		CLO2: Students will be able to perform English proficiency in nursing seminars and conferences (S1)	The accuracy of students in presenting nursing topics using clear, organized, and professional English.	- Nursing Handover - SBAR - Nursing seminar	- video-based learning - role play - Student presentation	Assignment: - Making dialogue for SBAR, nursing handover and nursing seminar Written exam: Speaking test and roleplay	Rubric for Roleplay Rubric for Presentation	Institute for Innovation and Improvement. SBAR Situation Implementation and Training Guide. https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/SBAR-Implementation-and-Training-Guide.pdf Potter, P.A.,Perry, A.G., Stockert P.,

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								Hall A. (2014). Essentials for Nursing Practice. 8th Ed. St. Louis, Missouri: Mosby Elsevier Park, L. J. (2020). Using the SBAR handover tool. British Journal of Nursing, 29(14).

Proportion of assessment aspects according to the course learning outcomes.

N o	Cod e	CLO	Sub CLO	Learning Method	Metode Evaluasi						Proporsi
					Participatory Analysis	Project result	Assignment	Quis	Mid-t est	Final Test	
1	K	CLO 1	Sub CLO 1	Lectures and discussion	● Activeness in discussions and presentations ● Attendance in class					60% MCQ (Multiple Choice Questions)	60%
		CLO 2	Sub CLO 2 Sub CLO 3 Sub CLO 4 Sub CLO 5	Lecture and discussion	● Activeness in discussions and presentations 5% ● Attendance in class 5%		Making dialogue 5%			Roleplay/ Speaking (10%)	25%
		CLO 3	Sub CLO 6 Sub CLO 7	Lecture and discussion	● Activeness in discussions and presentations ● Attendance in class		Making dialogue 5%			Roleplay/ Speaking (10%)	15%
TOTAL					10%	0%	10%	0%	0%	80%	100%

Example of Written Test Exam (Listening Test)

- **Amy Allen, RN :** Hi, Dr. Feldman. This is Amy from the Two West. I'm taking care of Ms. Everett. She's an **(1)** -year-old woman. She was admitted three days ago with DVT. She's on Heparin, telemetry, and oxygen. She's been alert and pleasant with no problems other than urinary retention, and she has a Foley in place. But tonight, she appeared to be **(2)**. She's awake and oriented to person, but she thinks she's at her aunt's house and that Ronald Reagan is president. I checked with her nurse from the last few nights and confirmed that she doesn't sundown and is usually very sharp. Her heart rate has increased to 110; her blood pressure's down to **(3)**. Her systolic usually runs 150. Her temperature's **(4)** Celcius. She looks pale, but not uncomfortable. Her COAG studies are within the parameters, and her blood gases normal. All other a.m. labs are normal. She's not putting out much urine, and it looks cloudy to me. I'm worried about her. I think she needs to be seen. Would you like me to order some labs? Maybe send her urine for culture?
- **Dr. Kerry Feldman:** Yes. Sounds like she could be getting **(5)**. Send a urinalysis with culture, chemistries, and a CBC. Thanks for calling. I'm on my way but I need to know if there are any changes immediately.

Questions:

1. How old is the patient (Ms. Everett)?
 - a. 80 years old
 - b. 81 years old
 - c. 82 years old
 - d. 83 years old
2. What is the patient experiencing?
 - a. Angry
 - b. Confused
 - c. Sleepy
 - d. Happy

3. What is the current patient's blood pressure?
- a. 120/80
 - b. 120/70
 - c. 110/80
 - d. 110/60
4. What is the current patient's temperature?
- e. 35°
 - f. 36°
 - g. 37°
 - h. 38°
5. What the doctor thinks is likely to happen to the patient?
- a. Diarrhea
 - b. Septic
 - c. Sick
 - d. Ache