

### Module Description: Emergency Nursing (21R01410703)

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	IX
<b>Person responsible for the module</b>	Syahrul Ningrat, S.Kep., Ns., M.Kep., Sp.Kep.MB (coordinator) Moh. Syafar Sangkala, S.Kep., Ns., MANP Dr. Rosyidah Arafat, M.Kep., Sp.KMB Tuti Seniwati, S.Kep., Ns., M.Kes Andi Baso Tombong, S.Kep., Ns., MANP
<b>Language</b>	Bilingual, Bahasa Indonesia and English
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 9 <sup>th</sup> semester.
<b>Teaching Methods</b>	Teaching methods used in this course are: <ul style="list-style-type: none"> <li>- Case Based Discussion</li> <li>- One-Minute Preceptorship (OMP)</li> <li>- Reflective Study</li> <li>- Journal Critical Appraisal</li> <li>- Pre-post Conference</li> <li>- Bed side teaching</li> </ul> <p>Clinical field work is proximal 90 students.</p> <p>Contact hours practices are 106,00 hours</p>
<b>Workload</b> (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 106,00 hours in one semester, which consist of: 106,00 hours for clinical skill laboratories and clinical fieldwork.
<b>Credit points</b>	3 credit points (equivalent with 5,33 ECTS)
<b>Required and recommended prerequisites for joining the module</b>	Students must have taken following courses: <ol style="list-style-type: none"> <li>1. Fundamental of Nursing</li> <li>2. Medical-Surgical Nursing Practice I</li> <li>3. Medical-Surgical Nursing Practice II</li> <li>4. Pediatric Nursing Practice</li> <li>5. Maternity Nursing Practice</li> </ol>
<b>Module objectives/intended learning outcomes</b>	After completing the course and given with Advanced Medical Surgical I case, students will be:  <b>Attitude:</b> <b>CLO1:</b> Provide emergency nursing care with cultural sensitivity that respects the values, norms, religion, or other factors of each client and apply ethical and legal aspects in emergency nursing practice. <b>(A)</b>  <b>Competence:</b> <b>CLO2:</b> Apply comprehensive and sustainable emergency nursing care based on research that ensures patient safety in accordance with the standard of care in the emergency nursing area. <b>(C1)</b> <b>CLO3:</b> Perform therapeutic communication and provide accurate information in emergency situations to clients and/or family/guardians in obtaining consent for care that is their responsibility. <b>(C2)</b>

	<p><b>CLO4:</b> Perform holistic, rapid, and accurate case management according to nursing principles in the emergency nursing area. (C3)</p> <p><b>CLO5:</b> Apply research findings in an effort to improve the quality of emergency nursing care (C4)</p> <p><b>CLO6:</b> Apply research findings in an effort to improve the quality of emergency nursing care. (C4)</p>
<b>Content</b>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Performing and analyzing emergency assessments; primary assessment and secondary assessment, as well as appropriate supportive assessments.</li> <li>- Conducting and analyzing critical assessments in intensive care before patient arrival (pre-arrival assessment), immediately after admission (Quick Check Assessment), comprehensive assessment (comprehensive assessment), and ongoing assessment.</li> <li>- Performing and analyzing assessments in perioperative care (pre, intra, post-surgery).</li> <li>- Conducting triage for emergency cases.</li> <li>- Managing care for patients on mechanical ventilation.</li> <li>- Identifying current nursing problems/diagnoses and risks with appropriate supporting data.</li> <li>- Identifying appropriate emergency and critical actions based on problem priorities.</li> <li>- Developing necessary emergency and critical action plans.</li> <li>- Providing rationales for emergency and critical actions.</li> <li>- Conducting evaluation and modifying the nursing care provided.</li> <li>- Implementing Universal Precautions and infection control measures in the hospital.</li> <li>- Engaging in therapeutic communication in emergency and critical conditions with clients and their families.</li> <li>- Analyzing nursing care management and ethical-legal issues related to the provision of emergency and critical nursing care.</li> </ul>
<b>Examination forms</b>	<ul style="list-style-type: none"> <li>- Comprehensive Examination</li> <li>- Case Seminar</li> </ul>
<b>Study and examination requirements</b>	<ul style="list-style-type: none"> <li>- Students should dress code should conform to the uniform of Nursing Program students at the Faculty of Nursing, Hasanuddin University. For specific areas (ICU, CVCU, &amp; OR), the OR uniform (green colour) should be worn, along with flip-flops/shoes as per the regulations of each respective area</li> <li>- Students use a name tag (ID card) that identifies as a student of the Faculty of Nursing, Hasanuddin University during Clinical Practice</li> <li>- Students carry a Nursing Kit all times during duty</li> <li>- Student attendance during clinical practice should be 100% with a total of 42-45 hours/week</li> <li>- Students who are unable to attend clinical practice must report their absence to the profession department, preceptor coordinator, and clinical preceptor</li> <li>- The maximum allowable absence is 6 days for illness and/or 3 days for leave/unauthorized absence. If a student exceeds the specified limit of absences, they will be considered to have failed the respective practical phase and will need to reschedule this course.</li> <li>- Students are required to make up for the missed clinical practice hours on days of leave, absence, or without notification by competing double hours/day for the missed hours. The change of duty is carried out according to the professional calendar schedule</li> </ul>

	<p>- Attendance at the clinical practice site is based on the schedule:  <b>Shift I:</b> 07.00-14.00  <b>Shift II:</b> 14.00-21.00  <b>Shift III:</b> 21.00-07.00</p>
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Anonim (2011). <i>Preceptorship workbook</i>, Melbourne, Australia: School of Nursing and Social workers, University of Melbourne.</li> <li>2. Asosiasi Institusi Pendidikan Ners Indonesia (AIPNI). (2014). <i>Modul Pelatihan Preceptorship Program Profesi Ners</i>. Jakarta, Indonesia: AIPNI.</li> <li>3. Bidang Keperawatan RS Unhas (2012). <i>Format pengkajian &amp; flowsheet ICU/HCU</i>.</li> <li>4. Curtis, K., Ramsden, C., &amp; Friendship, J., (Eds). (2007). <i>Emergency and trauma nursing</i>. Philadelphia: Mosby.</li> <li>5. Fakultas Keperawatan, Universitas Hasanuddin (2018). <i>Self Assessment Report (SAR) ASIIN Accreditation</i>. Indonesia: Fakultas Keperawatan UNHAS</li> <li>6. Hudak, C. M., &amp; Gallo, B. M. (1996). <i>Critical care: A holistic approach (Keperawatan kritis: Pendekatan holistik)</i> (M. E. D. Adiyanti, M. Kariasa, M. Sumarwati &amp; E. Afifah, Trans. VI ed. Vol. I &amp; II). Jakarta, Indonesia: EGC.</li> <li>7. Kurikulum BTCLS. (2022), Kementerian Kesehatan RI Direktorat Jenderal Tenaga Kesehatan Direktorat Peningkatan Mutu Tenaga Kesehatan 2022</li> <li>8. Kurniati, A., Trisyani, Y., Teresia, S. I. M., (Editors). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy (1st Indonesia ed.)</i>. Singapore: Elsevier.</li> <li>9. McCance, K. L., Huether, S. E., Brashers, V. L., &amp; Rote, N. S. (2010). <i>Pathophysiology: the biologic basis for disease in adults and children</i> (6th ed.). Philadelphia: Mosby.</li> <li>10. Peraturan Rektor Universitas Hasanuddin No. 2781/UN4.1/KEP/2018 tentang Penyelenggaraan Program sarjana Universitas Hasanuddin</li> <li>11. Potter, P.A., Perry, A.G., Stockert P., Hall A. (2014). <i>Essentials for Nursing Practice</i>. 8th Ed. Mosby: Elsevier Inc. Sherwood, L. (2012). <i>Human physiology: From cells to systems</i>, (8th ed.). California: Thomson Learning.</li> <li>12. Preceptorship workbook (2011). School of Nursing and Social workers, University of Melbourne, Australia.</li> <li>13. Saleh, A., Nurmaulid &amp; Sangkala, MS., (Editors). (2017). <i>Buku Kurikulum Fakultas Keperawatan Unhas</i>. Makassar, Indonesia: F.Kep Unhas</li> <li>14. Smeltzer, S. C., Bare, B. G., Hinkle, J. L., &amp; Cheever, K. H. (2010). <i>Burnner &amp; Suddarth's Textbook of medical-surgical nursing</i> (Twelfth edition). Philadelphia: Lippincott Williams &amp; Wilkins.</li> <li>15. The Association of Indonesian Nurse Education Centre (AINEC). (2010). Nursing curriculum (Kurikulum pendidikan Ners) <i>The implementation of competence-based curriculum 2009 - 2013 (Implementasi kurikulum berbasis kompetensi 2009 - 2013)</i>. Jakarta, Indonesia: AINEC.</li> <li>16. Urden, L. D., Stacy, K. M., &amp; Lough, M. E. (2008). <i>Priorities in critical care nursing</i> (5th ed.). Philadelphia: Mosby.</li> </ol>
<b>Cluster of Competence</b>	Nursing Clinical Sciences and Skills

<b>Form of Assessments</b>	<ul style="list-style-type: none"> <li>- Case Analysis <b>(30%)</b></li> <li>- Case Reflection <b>(10%)</b></li> <li>- Case Discussion <b>(20%)</b></li> <li>- Clinical Performance (attitude &amp; discipline) <b>(10%)</b></li> <li>- Case Group Seminar <b>(10%)</b></li> <li>- Comprehensive Examination (TO UKNI) <b>(10%)</b></li> </ul>
<b>Date of last amendment made</b>	March 2025

### Course Learning Outcome Assessment of Learning Outcomes for Course Modules

**Course Module Name** : Emergency Nursing  
**Code** : 21R01410703  
**Semester** : IX  
**Person responsible for the module** : Syahrul Ningrat S.Kep., Ns., M.Kep., Sp.Kep.MB  
**Lecturers** :  
     1. Moh. Syafar Sangkala, S.Kep., Ns., MANP  
     2. Dr. Rosyidah Arafat, M.Kep., Sp.KMB  
     3. Tuti Seniwati, S.Kep., Ns., M.Kes  
     4. Andi Baso Tombong, S.Kep., Ns., MANP

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
1 – 4	<b>Attitude (A)</b>  Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing	<b>Attitude:</b>  <b>CLO1:</b> Students will be able to provide emergency nursing care with <b>cultural sensitivity</b> that respects the values, norms, religion, or other factors of each client and apply ethical and	<ul style="list-style-type: none"> <li>● Activeness / Engagement</li> <li>● Therapeutic Communication</li> <li>● Discipline</li> <li>● Attendance</li> </ul>	1. Emergency in Trauma Cases 2. Emergency in Non-Trauma Cases 3. Emergency in Pediatric Cases 4. Emergency in Cardiovascular Cases	Case-Based Method: 1. Clinical Tutori 2. Pre post confrence 3. Supervision 4. Discussion 5. Bedside Teaching 6. Project based learning:Case presentation 7. Journal Reading	<b>Multi-Source Feedback (MSF)/360 degree assessment:</b> provide a more comprehensive and well-rounded view of an individual's strengths and weaknesses. It helps in identifying areas for improvement and personal development. This type of assessment is commonly used	<b>Rubric for Clinical Performance (Attitude &amp; Discipline)</b>	Emergency Nurses Association (ENA). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy</i> (Edisi Indonesia 1 ed.). Singapore: Elsevier. Chapter 1

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
		legal aspects in emergency nursing practice (A)		5. Emergency in Burn Injury Cases		in performance appraisals, leadership development programs, and in organizations that value a 360-degree perspective on clinical student performance.		
1 – 4	<b>Competence (C1):</b>  Able to manage comprehensive and continuous nursing care that ensures research-based patient safety in accordance to nursing care standards in all areas of nursing particularly of diseases that are common in Indonesia as a tropical and maritime country.	<b>Competence:</b>  <b>CLO2:</b> Able to apply comprehensiv e and sustainable <b>emergency nursing care based on research</b> that ensures patient safety in accordance with the standard of care in the emergency	<ul style="list-style-type: none"> <li>● Attendance</li> <li>● PBL Assignment Results</li> <li>● Timeliness of Assignment Submission</li> <li>● Relevance of Case-Based Method Assignments</li> <li>● Participation in Discussions</li> </ul>	1. Emergency in Trauma Cases 2. Emergency in Non-Trau ma Cases 3. Emergency in Pediatric Cases 4. Emergency in Cardiovasc ular Cases	Case-Based Method: 1. Clinical Tutori 2. Pre post confrence 3. Supervision 4. Discussion 5. Bedside Teaching 6. Project based learning:Case presentation 7. Journal Reading	<b>Assignment:</b>  - Case Study Report: students are asked to compile a nursing care report according to the case obtained, using applicable nursing care standards	<b>Rubric for Case study</b>	Emergency Nurses Association (ENA). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy</i> (Edisi Indonesia 1 ed.). Singapore: Elsevier. Chapter 3  Campbell, J. E., Alson, R. L., & Alabama Chapter American College of Emergency Physicians. (2018). <i>International Trauma Life Support (ITLS) for Emergency Care Providers</i> (8th (Global Edition) ed.). London, UK: Pearson Education Limited. Chapter 5

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
		nursing area. (C1)		5. Emergency in Burn Injury Cases				
1 – 4	<b>Competence (C2):</b>  Able to implement therapeutic communication with clients, and to provide accurate information for clients and/or families/companions/counsellors to obtain consent regarding nursing care for clients being cared.	<b>Competence:</b>  <b>CLO3:</b> Students will be able to perform <b>therapeutic communication</b> and <b>provide accurate information</b> in emergency situations to clients and/or family/guardians in obtaining consent for care that is their responsibility <b>(C2)</b>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Project-Based Learning (PBL) Assignment Results</li> <li>Timeliness of Assignment Submission</li> <li>Relevance of Case-Based Assignments</li> <li>Active Participation in Discussions</li> </ul>	1. Emergency in Trauma Cases 2. Emergency in Non-Trauma Cases 3. Emergency in Pediatric Cases 4. Emergency in Cardiovascular Cases 5. Emergency in Burn Injury Cases	Case-Based Method: 1. Clinical Tutori 2. Pre post conference 3. Supervision 4. Discussion 5. Bedside Teaching 6. Project based learning:Case presentation 7. Journal Reading	<b>Multi-Source Feedback (MSF) / 360 degree assessment:</b> provide a more comprehensive and well-rounded view of an individual's strengths and weaknesses. It helps in identifying areas for improvement and personal development. This type of assessment is commonly used in performance appraisals, leadership development programs, and in organizations that value a 360-degree perspective on	<b>Rubric for Clinical Performance (Attitude &amp; Discipline)</b>	Herdman, H., & Kamitsuru, S. (Eds.) (2018). <i>NANDA International Nursing Diagnoses: Definitions &amp; Classification, 2018 - 2020</i> (11th ed.). Oxford, UK: Wiley Chapter 2  Blackwell. Bulechek, G. M., Butcher, H. K., Dochterman, J. M., & Wagner, C. M. (Eds.) (2013). <i>Nursing Interventions Classification (NIC)</i> (6th ed.). St. Louis, Missouri: Elsevier Mosby. Chapter 5  Moorhead, S., Johnson, M., Maas, M. L., & Swanson, E. (Eds.) (2013). <i>Nursing Outcome Classification (NOC): Measurement of Health Outcome</i> (5th ed.). St. Louis, Missouri: Elsevier Mosby. Chapter 6

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
						clinical student performance.		
1 – 4	<b>Competence (C3):</b>  Able to manage nursing and health care system based on competence and responsibility through cooperation with fellow nurses and collaboration with allied healthcare teams and community groups to reduce sickness-rate and to improve quality of live and healthy environment	<b>Competence:</b>  <b>CLO4:</b> Students are able to perform <b>holistic, rapid, and accurate case management</b> according to nursing principles in the emergency nursing area <b>(C3)</b>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Project-Based Learning (PBL) Assignment Results</li> <li>• Timeliness of Assignment Submission</li> <li>• Relevance of PBL Assignments</li> <li>• Active Participation in Discussions</li> <li>• Comprehensive Examination</li> </ul>	1. Emergency in Trauma Cases 2. Emergency in Non-Trauma Cases 3. Emergency in Pediatric Cases 4. Emergency in Cardiovascular Cases 5. Emergency in Burn Injury Cases	Case-Based Method: 1. Clinical Tutori 2. Pre post confrence 3. Supervision 4. Discussion 5. Bedside Teaching 6. Project based learning: Case presentation 7. Journal Reading	<b>Comprehensive Exam:</b> Try Out – Indonesian National Nursing Competency Exam  <b>Mini-CEX</b>  A formative assessment tool designed to provide feedback on skills essential to good medical care by observing students an actual clinical encounter.	<b>TO UKNI results</b>  <b>Rubric for Mini-CEX</b>	Herdman, H., & Kamitsuru, S. (Eds.) (2018). <i>NANDA International Nursing Diagnoses: Definitions &amp; Classification, 2018 - 2020</i> (11th ed.). Oxford, UK: Chapter 4  Blackwell. Bulechek, G. M., Butcher, H. K., Dochterman, J. M., & Wagner, C. M. (Eds.) (2013). <i>Nursing Interventions Classification (NIC)</i> (6th ed.). St. Louis, Missouri: Elsevier Mosby. Chapter 7  Moorhead, S., Johnson, M., Maas, M. L., & Swanson, E. (Eds.) (2013). <i>Nursing Outcome Classification (NOC): Measurement of Health Outcome</i> (5th ed.). St. Louis, Missouri: Elsevier Mosby. Chapter 5
1 – 4	<b>Competence (C4):</b>  Able to improve the quality of	<b>Competence:</b>  <b>CLO5:</b> Able to apply	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Project-Based Learning (PBL)</li> </ul>	1. Emergency in Trauma Cases	Case-Based Method: 1. Clinical Tutori	<b>Subjective Oral Case Analysis (SOCA)</b>	<b>Rubric for Journal</b>	Herdman, H., & Kamitsuru, S. (Eds.) (2018). <i>NANDA International Nursing Diagnoses: Definitions &amp; Classification, 2018</i>



Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
	nursing and health services by implementing research skills and integrating nursing theories into practices	<b>research findings</b> in an effort to improve the quality of emergency nursing care <b>(C4)</b> <b>CLO6:</b> Able to apply research findings in an effort to improve the quality of emergency nursing care. <b>(C4)</b>	Assignment Results <ul style="list-style-type: none"> <li>• Timeliness of Assignment Submission</li> <li>• Relevance of PBL Assignments</li> <li>• Active Participation in Discussions</li> </ul>	2. Emergency in Non-Trauma Cases 3. Emergency in Pediatric Cases 4. Emergency in Cardiovascular Cases 5. Emergency in Burn Injury Cases	2. Pre post conference 3. Supervision 4. Discussion 5. Bedside Teaching 6. Project based learning: Case presentation 7. Journal Reading	<b>Assignments:</b> <ul style="list-style-type: none"> <li>- Case reflection</li> <li>- Case group seminar</li> </ul>	<b>Rubric for Case reflection</b>  <b>Rubric for Seminar</b>	- 2020 (11th ed.). Oxford, UK: Wiley Chapter 4  Blackwell. Bulechek, G. M., Butcher, H. K., Dochterman, J. M., & Wagner, C. M. (Eds.) (2013). <i>Nursing Interventions Classification (NIC)</i> (6th ed.). St. Louis, Missouri: Elsevier Mosby. Chapter 4  Moorhead, S., Johnson, M., Maas, M. L., & Swanson, E. (Eds.) (2013). <i>Nursing Outcome Classification (NOC): Measurement of Health Outcome</i> (5th ed.). St. Louis, Missouri: Elsevier Mosby. Chapter 4

**Proportion of assessment aspects according to the course learning outcomes.**

No	Code	CLO	Sub CLO	Learning Method	Metode Evaluation					
					Participatory Analysis	Project result	Assignment	Quis	Bobot	Nilai
1	A	CLO 1	Sub CLO 1	Pre-conference, discussions, Multisource feedback (MSF), Post-conference, bed-side teaching	Clinical Performance (4%)				4%	
	C1	CLO2	Sub CLO 2	BST, clinical tutorial/case reflection, Nursing ward rounds	Logbook (10%)		Case study (30%)		40%	
	C2	CLO 3	Sub CLO 3	Multisource feedback (MSF), BSD, Nursing ward rounds	Clinical Performance (3%)				3%	
2	C3	CLO4	Sub CLO4	Pre-conference, discussions, Multisource feedback (MSF), Post-conference, bed-side teaching, clinical tutorial/case reflection	Clinical Performance (3%)	- Comprehensive Exam (10%) - Mini-CEX (10%)			23%	
	C4	CLO 5 CLO6	Sub CLO 5	Presentation, discussions, Multisource feedback (MSF), clinical tutorial/case reflection		Subjective oral case Analysis (SOCA) (10%)	Case Reflection (10%)		20%	

