

## Module Description: Medical – Surgical Nursing 1 (21R01410203)

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	VIII
<b>The person responsible for the module</b>	Abdul Majid, S.Kep., Ns., M.Kep., Sp.Kep.MB
<b>Lecturer</b>	<ol style="list-style-type: none"> <li>1. Prof. Dr. Elly L. Sjattar, S.Kp., M.Kes.</li> <li>2. Rini Rachmawaty, S.Kep., Ns., MN, PhD.</li> <li>3. Andina Setyowaty, S.Kep., Ns., M.Kep.</li> <li>4. Moh. Syafar Sangkala, S.Kep., Ns., MANP</li> <li>5. Syahrul Ningrat, S.Kep., Ns., M.Kep., Sp.Kep.MB</li> </ol>
<b>Language</b>	Indonesian Language [Bahasa Indonesia]
<b>Relation to Curriculum</b>	This course is compulsory and is offered in the 9 <sup>th</sup> semester.
<b>Teaching methods</b>	<p>The teaching methods used in this course are:</p> <ul style="list-style-type: none"> <li>- Bedside teaching</li> <li>- Pre-post conference</li> <li>- Reflective study</li> <li>- Nursing round</li> <li>- One – Minute Preceptorship (OMP)</li> <li>- Case-based discussion</li> </ul> <p>The class size for the lecture is approximately 36 students, while for clinical fieldwork, it is about 5-6 students for each lecturer.</p> <p>Clinical fieldwork is 140 hours.</p>
<b>Workload (incl. contact hours, self-study hours)</b>	For this course, students must meet a minimum of 140 hours for clinical fieldwork.
<b>Credit points</b>	3 credit points (equivalent to 5.33 ECTS)
<b>Recommend and requirements prerequisites for joining this module</b>	Students' presence must be 100 %, and all class assignments scheduled before the OSLEP must be submitted. Students must have graduated with a Bachelor of Science in Nursing (BSN) and passed the fundamentals of Nursing Practice.

<b>Module objectives/intended learning outcomes</b>	<p>After completing the Medical-Surgical Nursing Practice :</p> <p><b>Attitude</b></p> <p><b>CLO1:</b> Students will be able to provide medical-surgical nursing care with cultural sensitivity concerning ethics, religions, or other factors of each adult patient, as well as apply ethical and legal aspects in medical-surgical nursing practice. <b>(A1)</b></p> <p><b>Competence</b></p> <p><b>CLO2:</b> Based on research, students can apply comprehensive and continuing medical-surgical nursing care in a hospital setting. <b>(C1)</b></p> <p><b>CLO3:</b> Students can communicate effectively in establishing interpersonal relationships with adult patients and/or family. <b>(C2)</b></p> <p><b>CLO4:</b> Students can apply the research results to improve the quality of medical-surgical nursing care. <b>(C4)</b></p>
<b>Content</b>	<p>Students will learn about :</p> <ul style="list-style-type: none"> <li>- Performing comprehensive nursing care for young adult to old adult patients and elderly patients in hospital care settings through the nursing care process.</li> <li>- The teamwork and working with other nursing students.</li> <li>- Assessing patients according to the objectives of the professional nurse degree program</li> <li>- Develop an action plan based on the data analysis that has been carried out and communicate with team members to carry out nursing care</li> <li>- Carry out implementation following the plans that have been set on the minimal, partial, and total care client with health problems related to : <ul style="list-style-type: none"> <li>a. Respiratory system</li> <li>b. Cardiovascular system</li> <li>c. Endocrine system</li> <li>d. Hematology system</li> <li>e. Immunology system</li> <li>f. Terminal ill patients</li> <li>g. Dying, patients</li> </ul> </li> <li>- Implementing nursing implementation in high-risk young adult to old adult patients and elderly patients in hospital care settings.</li> </ul>

	<ul style="list-style-type: none"> <li>- Communicating the results of nursing care to team members to be followed up</li> <li>- Evaluating the results of nursing care</li> <li>- Documenting the results of nursing care on patients' status to be communicated to team members or team leaders</li> <li>- Reporting one critical incident (Clinical Incidence Report)</li> </ul>
<b>Examination Forms</b>	<p><b>Form of examination:</b></p> <p>Written exam: Multiple Choice Questions using Vignettes and OSLER</p>
<b>Study and examination requirements</b>	<p><b>Study and examination requirements:</b></p> <ul style="list-style-type: none"> <li>- Students carry out medical-surgical nursing practice following the objectives to be achieved</li> <li>- Students must be present 15 minutes before the activity begins; if students are late, they must report to the supervisor.</li> <li>- Students must work the morning shift, afternoon, and evening according to the official schedule.</li> <li>- Students must wear complete attributes; if the attributes used are incomplete, students are not allowed to participate in practical activities and must replace the shift on another day.</li> <li>- If students are late to attend the ward (maximum 15 minutes from the actual schedule), they must change their shift for 2 days.</li> <li>- If students are absent for 3 days, their medical-surgical nursing practice is considered a failure.</li> <li>- If during the medical-surgical nursing practice, students are absent without any confirmation, students are required to place the shift for two days, while if students report sick, students are only required to replace one day</li> <li>- The presence of students during this medical-surgical nursing practice must be 100 %.</li> <li>- 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.</li> <li>- Students are said to have passed the professional nurse program if they have passed in all wards/sections.</li> <li>- Students cannot leave the practice site without the supervisor's permission.</li> <li>- All the assignments and log books must be collected a maximum of 1 week after the medical-surgical nursing practice. The score for late assignments will be reduced by 5 % per day.</li> </ul>

<p><b>Reading list</b></p>	<ol style="list-style-type: none"> <li>1. Ackley, B. J. &amp; Ladwig, G. B. (2013). <i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>, 10<sup>th</sup> edition. Mosby: Elsevier Inc.</li> <li>2. Barber B, Robertson D, (2012). <i>Essentials of Pharmacology for Nurses</i>, 2nd edition, Belland Bain Ltd, Glasgow</li> <li>3. Black J.M., Hawks J.H. (2014). <i>Keperawatan Medikal Bedah: Manajemen Klinis untuk Hasil yang Diharapkan</i> (3-vol set). Edisi Bahasa Indonesia 8. Singapore: Elsevier (S) Pte Ltd.</li> <li>4. Bulechek, G. M. &amp; Butcher, H. K. <a href="#">McCloskey Dochterman, J. M.</a> &amp; <a href="#">Wagner, C.</a> (2012). <i>Nursing Interventions Classification (NIC)</i>, 6e. Mosby: Elsevier Inc.</li> <li>5. Dudek, S. G. (2013). <i>Nutrition Essentials for Nursing Practice</i>, 7th. Lippincott: William Wilkins</li> <li>6. Grodner M., Escott-Stump S., Dorner S. (2016) <i>Nutritional Foundations and Clinical Applications: A Nursing Approach</i>. 6th edition. St. Louis: Mosby Elsevier</li> <li>7. <a href="#">Johnson, M., Moorhead, S., Bulechek, G. M., Butcher, H. K., Maas, M. L. &amp; Swanson, S. (2012).</a> <i>NOC and NIC Linkages to NANDA-I and Clinical Conditions: Supporting Critical Reasoning and Quality Care</i>, 3<sup>rd</sup> edition. Mosby: <a href="#">Elsevier Inc.</a></li> <li>8. Huether S.E. and McCance K.L. (2016) <i>Understanding Pathophysiology</i>. 6<sup>th</sup> edition. Mosby: Elsevier Inc.</li> <li>9. Lewis S.L., Dirksen S. R., Heitkemper M.M., Bucher L. (2014). <i>Medical-Surgical Nursing, Assessment and Management of Clinical Problems</i>. 9<sup>th</sup> edition. Mosby: Elsevier Inc.</li> <li>10. Lynn P. (2011). <i>Taylor's Handbook of Clinical Nursing Skill</i>, China: Wolter Kluwer Health</li> <li>11. Madara B, Denino VP, (2008). <i>Pathophysiology; Quick Look Nursing</i>, 2nd ed. Jones and Bartlett Publisher, Sudbury</li> </ol>
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	<p>12. McCance, K.L. &amp; Huether, S. E. (2013). <i>Pathophysiology: The Biologic Basis for Disease in Adults and Children</i>, 7<sup>th</sup> edition. Mosby: Elsevier Inc.</p> <p>13. McCuiston, L.E., Kee, J.L. and Hayes, E.R. (2014). <i>Pharmacology: A Patient-Centered Nursing Process Approach</i>. 8th ed. Saunders: Elsevier Inc</p> <p>14. Moorehead, S., Johnson, M., Maas, M.L. &amp; Swanson, E. (2012). <i>Nursing Outcomes Classification (NOC): Measurement of Health Outcomes</i>. 5<sup>th</sup> edition. Mosby: Elsevier Inc.</p> <p>15. Nanda International. (2014). <i>Nursing Diagnoses 2015-17: Definitions and Classification</i> (Nanda International). <i>Philadelphia: Wiley Blackwell</i></p> <p>16. Silverthorn, D. U. (2012). <i>Human Physiology: An Integrated Approach</i> (6th Edition)</p> <p>17. Skidmore-Roth, Linda (2009). <i>Mosby's 2009 nursing drug reference</i> Toronto: Mosby</p> <p>18. Waugh A., Grant A., Nurachmah E., Angriani R. (2011). <i>Dasar-dasar Anatomi dan Fisiologi Ross dan Wilson</i>. Edisi Indonesia 10. Elsevier (Singapore) Pte Ltd.</p> <p>19. Waugh A., Grant A. (2014). <i>Buku Kerja Anatomi dan Fisiologi Ross and Wilson</i>. Edisi Bahasa Indonesia 3. Churchill Livingstone: Elsevier (Singapore) Pte.Ltd</p>
<b>Cluster of Competence</b>	Nursing Clinical Science and Skills
<b>Forms of Assessment</b>	<ul style="list-style-type: none"> <li>- Written test (MCQ)</li> <li>- Direct Observation of Procedural Skills (DOPS)</li> <li>- Student Oral Case Analysis (SOCA)</li> <li>- Critical Incidence Report (CIR)</li> <li>- Objective Structured Long Examination Record (OSLER)</li> <li>- Multi-Source Feedback (MSF – 360 Degree)</li> <li>- Case report</li> <li>- Portofolio</li> </ul>
<b>Date of Last Amendment Date</b>	January 2025



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

**Course Module Name:** Medical–Surgical Nursing 1

**Code:** 21R01410203

**Semester:** VIII

**The person responsible for the module:** Abdul Majid, S.Kep., Ns., M.Kep., Sp.Kep. MB

**Lecturers**

:

1. Prof. Dr. Elly L. Sjattar, S.Kp., M.Kes.
2. Rini Rachmawaty, S.Kep., Ns., MN, PhD.
3. Andina Setyowaty, S.Kep., Ns., M.Kep.
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Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<b>Attitude (A1):</b> Students can show attitudes with cultural sensitivity based on ethical principles and legal aspects of nursing.	<b>CLO1:</b> Students will be able to provide medical-surgical nursing care with cultural sensitivity with respect to ethics, religions, or other factors of each adult patient, as well as apply ethical and legal aspects in medical-surgical nursing practice. (A1)	<b>Written exam:</b> Multiple Choice Questions using Vignettes. - Mode of delivery: Online through Learning Management System (LMS) & paper-based exam. - Total number of questions: 100. - Each question must be completed within 1 minute. - Duration of exam: 100 minutes.  <b>Assignment: Reflecting paper and MSF – 360 degree</b>	<b>Rubric for Multiple Choice Questions</b> - Scored one if the answer is correct. - Scored zero if the answer is wrong. - Final grade Total corrected items divided by total items multiplied by 100.

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p><b>Competence (C1):</b> Students will be able to provide comprehensive and continuing nursing care based on research that ensures patients' safety according to the standards of nursing care in all nursing areas, particularly on tropical diseases that commonly occur in the maritime continent, according to nurses' clinical privilege.</p>	<p><b>CLO2:</b> Students will be able to apply comprehensive and continuing medical-surgical nursing care in hospital settings based on research. <b>(C1)</b></p>	<p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <p><b>Assignment:</b> case reports focused on "Analysis of comprehensive and continuing medical-surgical nursing care."</p> <p><b>Assignment:</b> SOCA reports focused on "Analysis of medical-surgical nursing care."</p> <p><b>Assignment:</b> CIR that focused on "Analysis of medical-surgical nursing care based on research."</p> <p><b>Assignment:</b> Portopholio focused on "comprehensive and continuing medical-surgical nursing care at the hospital wards."</p> <p><b>Assignment:</b> MSF – 360 degree focused on "Analysis of nursing intervention based on medical-surgical nursing care at the hospital wards."</p>	<p><b>Rubric for Multiple Choice Questions</b></p> <p><b>Rubric for Case Report</b></p> <p><b>Rubric for SOCA</b></p> <p><b>Rubric for CIR</b></p> <p><b>Rubric for Paper</b></p> <p><b>Rubric for MSF – 360 degree</b></p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<b>Competence (C2):</b> Students will be able to perform therapeutic communication and give accurate information to clients and/or to family/assistance/advocates in obtaining informed consent of care within their responsibility.	<b>CLO3:</b> Students can communicate effectively and establish interpersonal relationships with adult patients and/or family.	<b>Assignment: DOPS</b> that focused on the “demonstration of nursing intervention based on medical-surgical nursing care at the hospital wards.”  <b>Assignment: OSLER</b> focused on “observation of nursing implementation based on medical-surgical nursing care at the hospital wards.”  <b>Assignment:</b> case reports focused on “Analysis of comprehensive and continuing medical-surgical nursing care in <b>Nursing Seminar.</b> ”	<b>Rubric for DOPS</b>  <b>Rubric for OSLER</b>  <b>Rubric for Case Report</b>
<b>Competence (C4):</b> Students can improve nursing and health services qualities by applying research skills and integrating theory into nursing practice.	<b>CLO4:</b> Students can apply the research results to improve the quality of medical-surgical nursing care.	<b>Portfolio: Critical appraisal of the journal.</b>	<b>Rubric for</b> Critical appraisal of a journal.

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
		<b>Clinical Performance Assessment</b> (per student/week)	<b>The Multi-Source Feedback-360</b> degree form
		<b>First Seminar :</b>  Problem Identification, Data Analysis, POA	<b>The Rubric for the Seminar</b>
		<b>OSLER :</b>  Assessment of ability to play the role of Head of Room, CCM, Primary Nurse/Team Leader, and Associate Nurse  <b>CIR :</b>  The gap between theory and implementation in the ward related to the role of Head of Room, CCM, Primary Nurse/Team Leader, and Associate Nurse	<b>The Rubric for</b>  <b>OSLER Rubric for</b>  <b>CIR</b>

Proportion of assessment aspects according to the course learning outcomes.

No	Code	CLO	Learning Method	Metode Evaluasi					
				Participatory Analysis	Project result	Assignment	Quis	Bobot	Nilai
1	A	CLO 1			Assessment and Problem Solving Plan 10%			20%	
2	C1	CLO 2			Initial Seminar (Problem Identification, Data Analysis, Nursing Care Plane) 10%			20%	
3	C2	CLO 3		Implementation of Activity Results (4%) Summative Assessment Performance During medical-surgical nursing care at the hospital wards. (Field Mentoring 8%)				30%	
5	C4	CLO 4		Implementation of Activity Results (4%) Summative Assessment Performance During medical-surgical nursing care at the hospital wards.				30%	
Total								100%	

