Module Description: Pediatric Critical Care (21R01411502)

Module designation	Course Module
Semester(s) in which the module is taught	II
Person responsible for the module	Dr. Kadek Ayu Erika, S.Kep., Ns., M.Kes (coordinator) Dr. Suni Hariati, S.Kep., Ns., M.Kep Nur Fadilah, S.Kep., Ns., MN
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 2th semester.
Type of teaching, contact hours	Teaching methods used in this course are: - Conference - Clinical tutorial - One-Minute Preceptorship (OMP) - Case Based Discussion - Project Based Learning - Small Group Discussion (SGD) - Bedside teaching - Seminar - Integrated presentation The class size for lecture is approximately 11 students. Contact hours for field practice is 106.6 hours, assignments are 32 hours, and private study are 32 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: - 106.6 hours (equals with 0.88 ECTS) for field practice, - 32 hours (equals with 1.06 ECTS) for structured assignments, - 32 hours (equals with 1.06 ECTS) for private study.
Credit points	2 credit points (equivalent with 3.02 ECTS)
Requirements according to the examination regulations	Students must have attended all classes and submitted all class assignments that are scheduled before comprehensive exam.
Required and recommended prerequisites for joining the module	Fundamental of Nursing Practice
Module objectives/intended learning outcomes	After completing the course students will be: **Competence:** **CLO1:** apply pediatric nursing care based on research results to children of various age levels in the context of family in the intensive care unit **(C1)** **CLO2:** perform effective communication and therapeutic communication at various age levels in the context of family in the intensive care unit **(C2)**

	CLO3: manage holistic nursing care for children by collaborating with other healthcare professionals appropriately, quickly and accurately according to the principles of critical care for children (**C3)** **Attitude:** **CLO4:** able to decide on aspects of ethical, legal and culturally sensitive principles in providing nursing care to critical children in the intensive care unit **(A)**
Content	Students will learn about: - Pathophysiology, pharmacology, nutrition, professional ethics, health education, primary, secondary and tertiary prevention efforts involving families in care, paying attention to the rights of children and families, paying attention to the level of child development, communication, paying attention to legal aspects, legal ethics and sensitivity culture, and how to care for children with critical conditions in various diseases. - Nursing care for critical children: nursing assessment (anamnesis, physical examination, supporting examination), data analysis, nursing diagnosis, nursing intervention, nursing implementation and comprehensive evaluation (bio, psycho, sociocultural, spiritual) which refers to Standard Operating Procedures that take into account principles of patient safety and evidence based practice in intensive care units. - Nursing care for children with CKD - Nursing care for children with Hirschprung - Nursing care for children with Wilms Tumor - Nursing care for children with Covid-19 and other respiratory disorders - Nursing care for children with heart failure - Nursing care for children with cancer - Nursing care for congenital heart disease - Nursing care for babies with high and congenital risk - Nursing care for babies with Asphyxia Neonatorum, Respiratory Distress Syndrome (RDS) - Nursing care for low birth weight and premature babies - Nursing care for babies with hyperbilirubinemia, neonatal sepsis
Examination forms	Comprehensive examination and Objective Structured Clinical Examination (OSCE)
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, etc. - Students must submit all class assignments before the deadline. - Students must attend all classes of clinical skill practice. - Students must attend the exam to get final grade. - Students must get final mark minimum of 40
Reading list	1. Ball, J.W., Bindler, R.C., and Cowen, K.J., (2010). *Child Health Nursing. Partnering with children and families (second edition)*. New Jersey, Pearson Education Ltd. 2. Burn, C.E., Dunn, A.M., Brady,M.A., Starr N.B., Blosser C.G. (2013). *Pediatric Primary Care*. 5th edition. Saunders: Elsevier Inc.

3. Chamley Carol et al. (2005). *Developmental Anatomy and Physiology of Children.* Elsevier Churchill Livingstone. Philadelphia.
4. Engel, J., (2009). *Pengkajian Pediatrik: Seri Pedoman Praktis.* Edisi 4. Jakarta: EGC.
5. Erika, K.A., (2017). *Asuhan Keperawatan Sistem Kardiovaskuler Anak: Diagnosis NANDA, Intervensi NIC, Hasil NOC*. Edisi Pertama. Jakarta : Sagung Seto.
6. Erika, K.A., (2023). *Asuhan Keperawatan Anak dengan Gangguan Nutrisi.* Jakarta: Penerbit Nuansa Fajar Cemerlang
7. Gomella TL. Et al. (2004). *Neonatology: Management, Procedures, On-Call Problem, Diseases, and Drug.* Fifth Edition.International Edition. The McGraw-Hill Companies,Inc.
8. Hariati, S (2018). Asuhan Keperawatan bayi risiko tinggi. Jakarta : Sagung Seto
9. Herdman, T.H., Kamitsuru, S., & Lopes, C.T., (2021). Nanda International Nursing Diagnoses: Definitions & Classification. 2021-2023. Twelfth Edition. New York: Thieme Medical Publishers, Inc.
10. Hockenberry, M.J. & Wilson, D. (2014). *Wong's Nursing Care of Infant and Children*. 10th edition. Mosby: Elsevier Inc.
11. Hockenberry, M.J. & Wilson, D. (2013). *Wong's Essentials of Pediatric Nursing*. 9th edition. Mosby: Elsevier Inc.
12. James, S.R., Nelson, K.A., & Ashwill, J.W. (2013). Nursing Care of Children Principles & Practice (4th edition). St. Louis: Elsevier Saunders
13. Khasanah, N.N, Wahyuningrum, A.D, Rachmawati, P.D., Rusana, Rahmah, Hariati S. (2019). Asuhan Keperawatan Anak: Gangguan hematologik, keganasan dan kedaruratan. Penerbit Buku Kedokteran EGC.
14. Kyle,T., & Carman, S. (2015). Buku Ajar Keperawatan Peditri. Edisi 2. Vol. 2,4. Jakarta: EGC.
15. Marcdante K.J., Kliegman R.M., Jenson H.B., Behrman R.E. (2014) *Nelson Ilmu Kesehatan Anak Esensial*, Edisi Indonesia 6. Saunders: Elsevier (Singapore) Pte Ltd
16. Meadow & Newel . (2005). Lecture Notes: Pediatrika. Edisi Ketujuh. Jakarta : Erlangga.
17. Moorhead, S., Swanson, E., Johnson, M., & Maas, M. L. (2018). Nursing Outcomes Classification (NOC)-e-book: Measurement of health outcomes. Elsevier Health Sciences.
18. Nanda International. (2021). Nursing Diagnoses 2021-23: Definitions and Classification (Nanda International). Philladelphia: Wiley Blackwell
19. Pillitteri, A., (2009). Maternal & Child Health Nursing : Care of The Childbearing & Childrearing Family. Sixth Edition. Philadelphia : J.B. Lippincott.
20. Speer Kathleen Morgan. (2008). *Pediatric Care Planning : Now with Clinical Pathway.* 3th edition. Springhouse Corporation, Lippincott Williams & Wilkins Inc.USA.
21. Tim Pokja SDKI DPP PPNI. (2017). Standar Diagnosis Keperawatan Indonesia. Jakarta: Persatuan Perawat Indonesia (PPNI).
22. Tim Pokja SIKI DPP PPNI. (2018). Standar Intervensi Keperawatan Indonesia. Jakarta: Persatuan Perawat Indonesia (PPNI).

23. Tim Pokja SLKI PPNI. (2018). Standar Luaran Keperawatan Indonesia. Jakarta: Persatuan Perawat Indonesia (PPNI).
24. Wilkinson, J.M&ahern, N.R. (2011). Diagnosis Keperawatan Diagnosis NANDA. NIC Intervensi. NOC Outcome (Edisi 9). Jakarta: EGC.
25. Wholey L.F. And D.L. Wong, (2007). *Nursing Care Of Infants and Children.* St. Louis : Mosby year Book.
26. American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC:The American Psychological Association.
27. Asmira, F. L., Deviyanti, S., **Erika, K. A.,** Nur Fadilah, I., Ners, M. P., & Sudirohusodo, P. N. R. D. W. (2022). Perawatan Stoma pada Bayi dengan Malformasi Anorektal Letak Tinggi tanpa Fistula di Ruang Neonatal Intensive Care Unit: Studi Kasus. *Journal of Bionursing, 4*(3), 186-190.
28. Aminullah, A., Kadar, K. S., & **Erika, K. A.** (2022). Gambaran Dampak Pandemi Covid-19 Terhadap Psikososial Anak: A Literatur Review. *Jurnal Keperawatan, 14*(3), 709-718.
29. Angriani, R., Yusuf, S., **Erika, K. A.,** & Maryunis, M. (2020). Faktor-faktor yang berhubungan dengan kejadian luka dekubitus akibat penggunaan alat medis di ruang picu. *Jurnal Kesehatan Manarang, 6*(2).
30. Anton, S. S., Bukhari, A., Baso, A. J. A., **Erika, K. A.,** & Syarif, I. (2021). Proximate, mineral and vitamin analysis of rebon shrimp diversification products as an Indonesian local product: supplementary food for malnourished children. *Open Access Macedonian Journal of Medical Sciences, 9*(A), 1208-1213.
31. **Erika, K. A.,** Winarto, V. F., Bahri, R. S., & Hariati, S. (2022). Manajemen Hipotermia Menggunakan Pembungkus Polyethylene Pada Bayi Prematur di Ruang Neonatal Intensif Care Unit: Studi Kasus. Dunia Keperawatan: *Jurnal Keperawatan dan Kesehatan, 10*(3), 291-297.
32. **Erika, K. A.,** Mulhaeriah, M., & Amir, N. A. (2019). The relations between birth weight and the growth of children under five in Puskesmas Goarie subdistrict Marioriwawo regency Soppeng. *Indonesian Contemporary Nursing Journal (ICON Journal)*.
33. **Erika, K. A.,** & Amir, N. A. (2009). The relations between birth weight and child development under five years in Puskesmas Goarie Sub-District Marioriwawo. *Indonesian Contemporary Nursing Journal, 3*(2), 15-23.
34. Mandowa, R., **Erika, K. A.,** & Syahrul. (2022). Maternal supplement intervention in Meghan stunting: a systematic review.
35. Irawati, I., Tahir, T., & **Erika, K. A**. (2021). Use of nutrition assessment of cancer patients with chemotherapy: literature review. *Indonesian J Glob Health, 3*(4), 495-504.
36. Musfirah, L., Zulfiani, R., & **Erika, K. A.** (2022). Respiratory Distress of Newborn dengan Pemantauan Respirasi dan Alih Baring untuk Mengatasi Hiperbilirubinemia di Ruang Neonatal Intensive Care Unit: Studi Kasus. *Journal of Bionursing, 4*(3), 181-185.
37. Syamsu, A. F., Febriani, A. D. B., Alasiry, E., **Erika, K. A.,** Tahir, A. M., & Sunarno, I. (2021). Maternal stressful experience in giving birth to premature baby in neonatal intensive care unit ward. *Open Access Macedonian Journal of Medical Sciences, 9*(G), 106-111.

Cluster of Competence	Nursing Clinical Sciences and Skills
Form of Assessments	- Portfolio (preliminary report, case report: nursing care/resume, Critical Incident Report, case reflection); Activity Daily Living (30%) - Case reports based on review of articles from reputable national or international journals SINTA and implementation of research results (10%) - Health education proposals, educational media and health education reports (10%) - Skill achievement target through clinical skills, namely observation and independent action with supervision (10%) - OSCE skill stations (30%) - Report on analysis of ethical, legal and culturally sensitive applications in cases (5%) - Professional behavior and appearance (5%)
Date of last amendment made	May 2023

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Pediatric Critical Care
Code : 21R01411502
Semester : II
Person responsible for the module : Prof. Dr. Kadek Ayu Erika, S.Kep., Ns., M.Kes (coordinator).
Lecturers : 1. Dr. Suni Hariati, S.Kep., Ns., M.Kep
2. Nur Fadilah, S.Kep.Ns. MN

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Competence (C): Able to manage comprehensive and continuous nursing care that ensures patient safety based on research outcomes, in accordance with nursing care standards across all nursing areas, according to their authority, especially for diseases commonly occurring in Indonesia as a tropical and maritime country. Able to conduct therapeutic communication with clients and provide accurate information to clients and/or family/caregivers/ advisors to obtain the necessary nursing consent that falls within their responsibility.	**Competence (C):** **CLO1:** apply pediatric nursing care based on research results to children of various age levels in the context of family in the intensive care unit **CLO2:** perform effective communication and therapeutic communication at various age levels in the context of family in the intensive care unit	- Portfolio (preliminary report, case report: nursing care/resume, Critical Incident Report, case reflection) - Report of Activity Daily Living - Case reports based on review of articles and implementation of research results - Health education proposals - Skill achievement target - OSCE skill stations - Seminar	**Rubric for portfolio** **Rubric for Presentation** **Rubric for case report** **Rubric for health education**

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Able to manage nursing and health service systems within their authority and responsibilities through collaboration with fellow nurses and cooperation with other healthcare teams and community groups to reduce morbidity, enhance quality of life, and promote a healthy environment.	**CLO3:** manage holistic nursing care for children by collaborating with other healthcare professionals appropriately, quickly and accurately according to the principles of critical care for children		
Attitude (A): Bertaqwa kepada Tuhan YME, berjiwa maritim, menunjukkan sikap profesional, prinsip etik, perspektif hukum dan budaya dalam keperawatan.	**Attitude:** **CLO4:** able to decide on aspects of ethical, legal and culturally sensitive principles in providing nursing care to critical children in the intensive care unit	**Report of case analysis** **Professional appearances**	**Rubric for case analysis** **Rubric for professional appearances**

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
1,2,3	**Competence (C):** Able to manage comprehensive and continuous nursing care that ensures patient safety based on research outcomes, in accordance with nursing care standards across all nursing areas, according to their authority, especially for diseases commonly occurring in Indonesia as a tropical and maritime country. Able to conduct therapeutic communication with clients and provide accurate information to clients and/or family/caregivers/ advisors to obtain the necessary nursing consent that falls within their responsibility. Able to manage nursing and health service systems within their	**Competence (C):** **CLO1:** apply pediatric nursing care based on research results to children of various age levels in the context of family in the intensive care unit **CLO2:** perform effective communication and therapeutic communication at various age levels in the context of family in the intensive care unit **CLO3:** manage holistic nursing care for children	● Attendance ● Active participation in discussions	● Nursing care for critically ill infants and children with various conditions including congenital diseases, cancer, infections, non-infectious diseases, or complications. ● Recognizing and operating equipment used in intensive care. **Basic Clinical Skills:** ● Conducting physical examinations ● Measuring vital signs ● Providing personal hygiene care for patients without respiratory aids ● Performing patient mobilization ● Assessing fall risk using the Humpty Dumpty Scale	● Conference ● Written clinical assignments ● Clinical tutorial ● One-Minute Preceptorship (OMP) ● Case-Based Discussion ● Nursing rounds ● Bedside teaching ● Integrated presentation ● Self-directed learning ● Health education	● Portfolio (preliminary report, case report: nursing care/resume, Critical Incident Report, case reflection) ● Report of Activity Daily Living ● Case reports based on review of articles and implementation of research results ● Health education proposals	**Rubric for portfolio** **Rubric for Presentation** **Rubric for case report** **Rubric for health education**	1. Ball, J.W., Bindler, R.C., and Cowen, K.J., (2010). *Child Health Nursing. Partnering with children and families (second edition)*. New Jersey, Pearson Education Ltd. 2. Burn, C.E., Dunn, A.M., Brady,M.A., Starr N.B., Blosser C.G. (2013). *Pediatric Primary Care*. 5th edition. Saunders: Elsevier Inc. 3. Chamley Carol et al. (2005). *Developmental Anatomy and*

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
	authority and responsibilities through collaboration with fellow nurses and cooperation with other healthcare teams and community groups to reduce morbidity, enhance quality of life, and promote a healthy environment.	by collaborating with other healthcare professionals appropriately, quickly and accurately according to the principles of critical care for children		• Assessing pain using the FLACC (Face, Legs, Activity, Cry, Consolability) Scale • Assisting with ambulation for patients without respiratory aids **Advanced Clinical Skills:** • Mobilizing patients with respiratory aids • Providing personal hygiene for patients with respiratory aids • Feeding via NGT (Nasogastric Tube) • Measuring urine output • Setting up syringe pumps and infusion pumps • Administering intravenous injections or other medications	simulation	• Skill achievement target • OSCE skill stations • Seminar		*Physiology of Children.* Elsevier Churchill Livingstone. Philadelphia. 4. Engel, J., (2009). *Pengkajian Pediatrik: Seri Pedoman Praktis.* Edisi 4. Jakarta: EGC. 5. **Erika, K.A.,** (2017). *Asuhan Keperawatan Sistem Kardiovaskuler Anak: Diagnosis NANDA, Intervensi NIC, Hasil NOC*. Edisi Pertama. Jakarta : Sagung Seto. 6. Gomella TL. Et al. (2004). *Neonatology:*

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
				• Assessing pressure injury risk using the Braden Scale • Calculating fluid balance • Recording vital sign monitoring results in the flowsheet • Assisting with ambulation for patients with respiratory aids • Performing suctioning **Critical Care Interventions:** • Administering oxygen therapy • Blood transfusions • Performing nebulizer treatments • Performing cardiopulmonary resuscitation (CPR) • Inserting a Nasogastric or Orogastric Tube (NGT/OGT) • Inserting a urinary catheter				*Management, Procedures, On-Call Problem, Diseases, and Drug.* Fifth Edition.International Edition. The McGraw-Hill Companies,Inc. 7. Hariati, S (2018). Asuhan Keperawatan bayi risiko tinggi. Jakarta : Sagung Seto 8. Herdman, T.H., Kamitsuru, S., & Lopes, C.T., (2021). Nanda International Nursing Diagnoses: Definitions & Classification. 2021-2023. Twelfth Edition. New

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
				• Preparing respiratory support equipment (e.g., ventilator) • Performing pediatric intravenous (IV) line insertion • Providing care for central venous catheter (CVC)				York: Thieme Medical Publishers, Inc. 9. Hockenberry, M.J. & Wilson, D. (2014). *Wong's Nursing Care of Infant and Children*. 10th edition. Mosby: Elsevier Inc. 10. Hockenberry, M.J. & Wilson, D. (2013). *Wong's Essentials of Pediatric Nursing*. 9th edition. Mosby: Elsevier Inc. 11. James, S.R., Nelson, K.A., & Ashwill, J.W. (2013). Nursing Care of Children

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								Principles & Practice (4th edition). St. Louis: Elsevier Saunders 12. Khasanah, N.N, Wahyuningrum, A.D, Rachmawati, P.D., Rusana, Rahmah, Hariati S. (2019). Asuhan Keperawatan Anak: Gangguan hematologik, keganasan dan kedaruratan. Penerbit Buku Kedokteran EGC. 13. Kyle,T., & Carman, S. (2015). Buku Ajar Keperawatan Peditri. Edisi

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								2. Vol. 2,4. Jakarta: EGC. 14. Marcdante K.J., Kliegman R.M., Jenson H.B., Behrman R.E. (2014) *Nelson Ilmu Kesehatan Anak Esensial*, Edisi Indonesia 6. Saunders: Elsevier (Singapore) Pte Ltd 15. Meadow & Newel . (2005). Lecture Notes: Pediatrika. Edisi Ketujuh. Jakarta : Erlangga. 16. Moorhead, S., Swanson, E., Johnson, M., & Maas, M. L. (2018).

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								Nursing Outcomes Classification (NOC)-e-book : Measurement of health outcomes. Elsevier Health Sciences. 17. Nanda International. (2021). Nursing Diagnoses 2021-23: Definitions and Classification (Nanda International). Philladelphia: Wiley Blackwell 18. Pillitteri, A., (2009). Maternal & Child Health Nursing : Care of The Childbearing

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								& Childrearing Family. Sixth Edition. Philadelphia : J.B. Lippincott. 19. Speer Kathleen Morgan. (2008). *Pediatric Care Planning : Now with Clinical Pathway.* 3th edition. Springhouse Corporation, Lippincott Williams & Wilkins Inc.USA. 20. Tim Pokja SDKI DPP PPNI. (2017). Standar Diagnosis Keperawatan Indonesia. Jakarta: Persatuan

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								Perawat Indonesia (PPNI). 21. Tim Pokja SIKI DPP PPNI. (2018). Standar Intervensi Keperawatan Indonesia. Jakarta: Persatuan Perawat Indonesia (PPNI). 22. Tim Pokja SLKI PPNI. (2018). Standar Luaran Keperawatan Indonesia. Jakarta: Persatuan Perawat Indonesia (PPNI). 23. Wilkinson, J.M&ahern, N.R. (2011). Diagnosis Keperawatan

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								Diagnosis NANDA. NIC Intervensi. NOC Outcome (Edisi 9). Jakarta: EGC. 24. Wholey L.F. And D.L. Wong, (2007). *Nursing Care Of Infants and Children.* St. Louis : Mosby year Book.
3	**Attitude (A):** Faithful to God Almighty, embody a maritime spirit, demonstrate professionalism, ethical principles, legal perspectives, and cultural aspects in nursing.	**Attitude (A):** **CLO4:** able to decide on aspects of ethical, legal and culturally sensitive principles in providing nursing care to critical children in the intensive care unit	● Attendance ● Presentation skill ● Active participation in discussions	Critical Care Interventions: ● Administering oxygen therapy ● Blood transfusions ● Performing nebulizer treatments ● Performing cardiopulmonary resuscitation (CPR) ● Inserting a Nasogastric or Orogastric Tube (NGT/OGT) ● Inserting a urinary catheter	● Conference ● Written clinical assignments ● Clinical tutorial ● One-Minute Preceptorship (OMP) ● Case-Based	**Report of case analysis** **Professional appearances**	**Rubric for case analysis** **Rubric for professional appearances**	1. Chamley Carol et al. (2005). *Developmental Anatomy and Physiology of Children.* Elsevier Churchill Livingstone. Philadelphia. 2. Gomella TL. Et al. (2004). *Neonatology: Management, Procedures,*

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
				• Preparing respiratory support equipment (e.g., ventilator) • Performing pediatric intravenous (IV) line insertion • Providing care for central venous catheter (CVC)	Discussion • Nursing rounds • Bedside teaching • Integrated presentation • Self-directed learning • Health education simulation • Seminar			*On-Call Problem, Diseases, and Drug.* Fifth Edition.International Edition. The McGraw-Hill Companies,Inc. 3. Herdman, T.H., Kamitsuru, S., & Lopes, C.T., (2021). Nanda International Nursing Diagnoses: Definitions & Classification. 2021-2023. Twelfth Edition. New York: Thieme Medical Publishers, Inc. 4. Hockenberry, M.J. & Wilson, D. (2013). *Wong's*

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								Essentials of Pediatric Nursing. 9th edition. Mosby: Elsevier Inc. 5. A., (2009). Maternal & Child Health Nursing : Care of The Childbearing & Childrearing Family. Sixth Edition. Philadelphia : J.B. Lippincott. 6. Tim Pokja SDKI DPP PPNI. (2017). Standar Diagnosis Keperawatan Indonesia. Jakarta: Persatuan Perawat Indonesia (PPNI).

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								7. Tim Pokja SIKI DPP PPNI. (2018). Standar Intervensi Keperawatan Indonesia. Jakarta: Persatuan Perawat Indonesia (PPNI). 8. Tim Pokja SLKI PPNI. (2018). Standar Luaran Keperawatan Indonesia. Jakarta: Persatuan Perawat Indonesia (PPNI). 9. Wilkinson, J.M&ahern, N.R. (2011). Diagnosis Keperawatan Diagnosis NANDA. NIC Intervensi.

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								NOC Outcome (Edisi 9). Jakarta: EGC.

Proportion of Assessment Aspects According to the Course Learning Outcomes

o	Code	CLO	Sub CLO	Learning Method	Evaluation Methods						Weights
					Participatory Analysis	Project result	Assignment	Quiz	Mid-test	Final Test	
1	C	CLO 1	Sub CLO 1	- Conference - Clinical tutorial - One-Minute Preceptorship (OMP) - Case Based Discussion - Project Based Learning - Small Group Discussion (SGD) - Bedside teaching - Seminar - Integrated presntation	Portfolio (preliminary report, case report: nursing care/resume, Critical Incident Report, case reflection); Activity Daily Living	-	-	-	-	-	**30%**
			Sub CLO 2		-	Case reports based on review of articles and implementation of research results	-	-	-	-	**10%**
		CLO 2	Sub CLO 3		-	-	Health education proposals, educational media and health education reports	-	-	-	**10%**
		CLO 3	Sub CLO 4		-	-	Skill achievement target through clinical skills	-	-	-	**10%**
					-	-	-	-	-	OSCE skill stations	**30%**
	A	CLO 4	Sub CLO 5	Project Based Learning Case Based Discussion	-	-	Report on analysis of ethical, legal and culturally sensitive applications in cases Professional behavior and appearance	-	-	-	**5%** **5%**
TOTAL					**30%**	**10%**	**30%**			**30%**	**100%**