Module Description: Pediatric Nursing - Chronic and Terminal Conditions (21R01130302)

Module designation	Course Module
Semester(s) in which the module is taught	V
Person responsible for the module	Dr.Kadek Ayu Erika, S.Kep.,Ns., M.Kes (Coordinator) Dr.Suni Hariati, S.Kep.,Ns., M.Kep Nur Fadhilah, S.Kep., Ns.,MN
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 5th semester.
Type of teaching, contact hours	Teaching methods used in this course are: - Lecture - Group presentation (Presentation, Discussion) - Small Group Discussion (SGD) - Case Study - Team-based project report The class size for lecture is approximately 60 students. Contact hours for lecture is 26,67 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: - 26,67 hours (equals with 0.88 ECTS) for lecture, - 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 final tests.
Required and recommended prerequisites for joining the module	Students must have taken following courses: Pediatric nursing: healthy child and acut conditions
Module objectives/intended learning outcomes	After completing the course students will be: **Knowledge:** **CLO1:** Explain the concepts and theories of children with chronic and terminal illnesses **(K1)** **Competence:** **CLO2:** Formulate a nursing care plan for children with chronic and terminal illnesses **(C1)** **Attitude:**

	CLO3: Provide nursing interventions for children with chronic and terminal illnesses, taking into account professional nursing ethics, legal considerations, cultural sensitivity, and the various age levels of children in the context of their families **(A1)**
Content	Students will learn about: 1. Concepts and theories of children with chronic and terminal illnesses 2. Pathophysiology, pharmacology, and nursing care for children and families with body system disorders and their impact on meeting basic needs: a. Cardiovascular system: rheumatic fever b. Genitourinary System: NS, GNA, GNC, GGA, GGK c. Hematology System: Anemia, Leukemia, Thalassemia, ITP d. Immunology System: HIV AIDS, DHF, SLE e. Endocrine System: Juvenile DM, Hodkin disease f. Sensory System: retinoblastoma 3. Pathophysiology, pharmacology and nursing care for children and families with congenital abnormalities in various body systems and their impact on meeting basic needs: a. Cardiovascular system: ASD/VSD, PDA, TOF b. Digestive System: Hirschsprung's, atresia ani, atresia ductuc hepaticus, labioschizis, or palatoschizis, esophageal atresia, hypertrophic pyloric stenosis c. Genitourinary System: Hypospadias/Epispadias, Wilms Tumor d. Musculoskeletal System: scoliosis, CTEV, CDH, osteosarcoma e. Neurological System: Cerebral Palsy 4. Nursing care for children with special needs: a. Mental retardation b. Down syndrome c. Autism d. ADHD e. Global Developmental Delay (GDD/MDD) and Spceeh delay 5. Perioperative care and nursing interventions for babies and children with chronic/terminal illness a. Giving chemotherapy b. Desferal administration c. Colostomy care and feeding of babies/children with labio and/or palatoschizitis d. Palliative care e. Health education for children and families 6. Ethical principles in nursing care for chronic and terminally ill children
Examination forms	Written test: Multiple Choice Questions
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 laboratories. - Students must attend the exam to get final grade. - Students must get final mark minimum of 40

Reading list	1. Beckmann, C. R. B., ling, F. W., Barzansky, B. M., Herbert, W. N. 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. Betz, C., & Swoden, L. (2002). *Buku Saku Keperawatan Pediatri.* Edisi 3. Jakarta: EGC. 4. Chamley Carol et al. (2005). *Developmental Anatomy and Physiology of Children.* Elsevier Churchill Livingstone. Philadelphia. 5. Engel, J., (2009). *Pengkajian Pediatrik: Seri Pedoman Praktis.* Edisi 4. Jakarta: EGC. 6. **Erika, K.E.,** (2017). *Asuhan Keperawatan Sistem Kardiovaskuler Anak: Diagnosis NANDA, Intervensi NIC, Hasil NOC*. Edisi Pertama. Jakarta : Sagung Seto. 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. Hockenberry, M.J. & Wilson, D. (2014). *Wong's Nursing Care of Infant and Children*. 10th edition. Mosby: Elsevier Inc. 9. Hockenberry, M.J. & Wilson, D. (2013). *Wong's Essentials of Pediatric Nursing*. 9th edition. Mosby: Elsevier Inc. 10. 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 11. Markum, A.H. (1991). *Buku Ajar Kesehatan Anak*. FKUI. Jakarta. 12. Meadow & Newel . (2005). *Lecture Notes: Pediatrika.* Edisi Ketujuh. Jakarta : Erlangga. 13. Mott, S.R. et,al, (1990). *Nursing Care of Children and Families*. Redwood city : Addison Wesley. 14. Pillitteri, A., (1999). *Maternal & Child Health Nursing : Care of The Childbearing & Childrearing Family.* Third Edition. Philadelphia : J.B. Lippincott. 15. Pott, NL., and Mandleco, BL., (2002). *Pediatric Nursing : Caring for Children and Their Families*. United State : Thomson Learning. 16. Speer Kathleen Morgan. (2008). *Pediatric Care Planning : Now with Clinical Pathway.* 3th edition. Springhouse Corporation, Lippincott Williams & Wilkins Inc.USA. 17. Wahab Samik. (2003). *Penyakit Jantung Anak.* Edisi 3. Jakarta : EGC. 18. Wholey L.F. And D.L. Wong, (2007). *Nursing Care Of Infants and Children.* St. Louis : Mosby year Book. 19. Ganong. (2005). *Review of Medical Physiology.* 20nd Edition. McGraw-Hill Companies. America. 20. Guyton & Hall. (2007). *Textbook of Medical Physiology.* 11th Edition. Elsevier Saundres. Philadelphia. 21. Price, S.A & Wilson,L.M. (2006). *Pathophysiology : Clinical Concepts of Disease Processes.* Edisi 6. Vol.2 EGC. Jakarta. 22. Seeley et al. (2004). *Anatomy and Physiology. Sixth Edition.* The McGraw-Hill Companies. 23. Sherwood, L. (2001). *Fisiologi Manusia dari Sel ke Sistem.* Edisi II. Jakarta : EGC. 24. 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. 25. 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. 26. 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). 27. 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. 28. **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. 29. **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)*. 30. **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. 31. Mandowa, R., **Erika, K. A.,** & Syahrul. (2022). Maternal supplement intervention in Meghan stunting: a systematic review. 32. 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. 33. 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. 34. 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	- Class/group participation, case study report (45%) - Team-based project report (25%) - Multiple Choice Question (30%)
Date of last amendment made	May 2023

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Pediatric Nursing - Chronic and Terminal Conditions
Code : 21R01130302
Semester : V
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.Kes
2. Nur Fadhilah, S.Kep., Ns., MN

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Knowledge (K): Mastering the knowledge of nursing, health information systems, and health technology to provide nursing care based on an evidence-based nursing process approach.	**Knowledge:** **CLO1**: Explain the concepts and theories of children with chronic and terminal illnesses	**Written exam:** Multiple Choice Questions using Vignettes	**Rubric for Multiple Choice Questions** - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 100.
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,	**Competence:** **CLO2:** Formulate a nursing care plan for children with chronic and terminal illnesses	**Class participation** - Classroom participation (SGD, group presentation, case study) - Practice in Nursing Laboratory (i.e., Clinical Skill Lab)	**Rubric for class participation** **Rubric for Presentation** **Rubric for Clinical Skill Lab Observation**

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
according to their authority, especially for diseases commonly occurring in Indonesia as a tropical and maritime country		- Multiple Choice Questions using Vignettes	**Rubric for Multiple Choice Questions** - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 100.
Attitude (A): Faithful to God Almighty, embody a maritime spirit, demonstrate professionalism, ethical principles, legal perspectives, and cultural aspects in nursing.	**Attitude:** **CLO3:** Provide nursing interventions for children with chronic and terminal illnesses, taking into account professional nursing ethics, legal considerations, cultural sensitivity, and the various age levels of children in the context of their families.	**Class participation** - Classroom participation (SGD, group presentation, case study) - Team-based project report	**Rubric for class participation** **Rubric for Presentation** **Rubric for team-based project report**

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
1	**Knowledge (K):** Mastering the knowledge of nursing, health information systems, and health technology to provide nursing care based on an evidence-based nursing process approach.	**Knowledge:** **CLO1**: Explain the concepts and theories of children with chronic and terminal illnesses	● Attendance ● Active participation in discussions	● Syllabus explanation ● Group division ● Concept of pediatric care for children with chronic/terminal illness: end of life, stages of child's reactions	Lecture, SGD	**Written exam:** Multiple Choice Questions using Vignettes	**Rubric for Multiple Choice Questions** - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 100.	1. Wholey L.F. And D.L. Wong, (2007). *Nursing Care Of Infants and Children.* St. Louis : Mosby year Book.
2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16	**Competence (C)** Able to manage comprehensive and continuous nursing care that ensures patient safety based on research	**Competence:** **CLO2:** Formulate a nursing care plan for children with chronic and terminal illnesses	● Attendance ● Presentation skill ● Active participation in discussions ● Multiple Choice	● Pathophysiology of Congenital Cardiovascular Disorders and Nursing Care for Children with Congenital Heart DiseaseStenosis pulmonal, Atrial	Lecture, SGD, Group Presentation, case study	**Class participation** - Classroom participation (SGD, group presentation, case study)	**Rubric for class participation** **Rubric for Presentation** **Rubric for Clinical Skill**	1. **Erika, K.E.,** (2017). *Asuhan Keperawatan Sistem Kardiovaskuler Anak: Diagnosis NANDA, Intervensi NIC, Hasil NOC*. Edisi Pertama.

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
	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		Questions (week 16)	Septal Defek (ASD), Ventrikel Septal Defek (VSD), Patent Duktus Arteriosus (PDA), Tetralogi Fallot (ToF) ● Pathophysiology of Inflammation in the Cardiovascular System and Nursing Care for Children: Reumatik Fever ● Pathophysiology of Congenital Digestive System Disorders and Nursing Care for Children: *Hirschprung, atresia ani, atresia ductus hepaticus, atresia esofagus, labiopalatoskiziz, stenosis pilorik hipertropi* ● Pathophysiology and Nursing Care for		- Practice in Nursing Laboratory (i.e., Clinical Skill Lab) - Multiple Choice Questions using Vignettes	**Lab Observation** **Rubric for Multiple Choice Questions** - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 100.	Jakarta : Sagung Seto. 2. Markum, A.H. (1991). *Buku Ajar Kesehatan Anak*. FKUI. Jakarta. 3. Hockenberry, M.J. & Wilson, D. (2013). *Wong's Essentials of Pediatric Nursing*. 9th edition. Mosby: Elsevier Inc. 4. 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

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
				Children with Urinary System Disorders: Congenital Disorders: *Wilm's tumor;* Hipospadia, Epispadia ● Inflammatory Disorders: *Syndrome Nefrotic*, *Glomerulus Nefrotic Acut*, *Glomerulus Nefrotic Chronic, GGA, GGK* ● Pathophysiology of Hematological Disorders and Nursing Care for Children: anemia; ITP kongenital talasemia; dan keganasan leukemia ● Pathophysiology of Immune System Disorders and Nursing Care for				

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
				Children: HIV AIDS, DHF, SLE ● Pathophysiology of Endocrine Disorders and Nursing Care for Children: *Juvenile diabetes, Hodkin Disease* ● Pathophysiology of Musculoskeletal Disorders and Nursing Care for Children: *Skoliosis, CDH, CTEV, osteosarcoma* ● Pathophysiology of Malignancy in the Sensory System and Nursing Care for Children: Retinoblastoma ● Pathophysiology of Neurological Disorders and				

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
				Nursing Care for Children: Cerebral Palsy ● Nursing Care for Children with Special Needs: retardasi mental, autism, ADHD, dan Down Syndrome, Global Developmental Delay (GDD/MDD), Spceeh delay ● Perioperative Nursing Care in Children, Including Nursing Interventions for Infants and Children: 1. Chemotherapy Administratio 2. Desferal Administration 3. Colostomy Care Feeding 4. Techniques for Infants/Childre n with Cleft Lip and/or Palate				

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
				5. Palliative Care 6. Health Education for Children and Families ● Ethical-Legal Cases and Cultural Sensitivity in the Implementation of Nursing Care for Children with Chronic Illness				
15	**Attitude (A):** Faithful to God Almighty, embody a maritime spirit, demonstrate professionalism, ethical principles, legal perspectives, and cultural aspects in nursing.	**Attitude:** **CLO3:** Provide nursing interventions for children with chronic and terminal illnesses, taking into account professional nursing ethics, legal considerations, cultural sensitivity, and the various age levels of children in the context of their families.	● Attendance ● Presentation Skills ● Activeness in Discussions	● Ethical-legal cases and cultural sensitivity in the implementation of nursing care for children with chronic illness.	Lecture, SGD, *Project-Based Learning Group Presentation*	**Class participation** - Classroom participation (SGD, group presentation, case study) - Team-based project report	**Rubric for class participation** **Rubric for Presentation** **Rubric for team-based project report**	1. Markum, A.H. (1991). *Buku Ajar Kesehatan Anak*. FKUI. Jakarta. 2. Hockenberry, M.J. & Wilson, D. (2013). *Wong's Essentials of Pediatric Nursing*. 9th edition. Mosby: Elsevier Inc. 3. Marcdante K.J.,

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
								Kliegman R.M., Jenson H.B., Behrman R.E. (2014) *Nelson Ilmu Kesehatan Anak Esensial*, Edisi Indonesia 6. Saunders: Elsevier (Singapore) Pte Ltd

Proportion of Assessment Aspects According to the Course Learning Outcomes

No	Code	CLO	Sub CLO	Learning Method	Evaluation Method						Weights
					Participatory Analysis	Project result	Assignment	Quiz	Mid-test	Final Test	
1	K	CLO 1	Sub CLO 1	Lecture Group presentation (Presentation, Discussion)	-	-	-	-	-	Final test: MCQ 5%	**5%**
	C	CLO 2	Sub CLO 2	Lecture Group presentation (Presentation, Discussion), Small Group Discussion (SGD), Practice in Nursing Laboratory, Case Study, Team-based project	Class participation & case study report 45%	-	-	-	-	-	**45%**
			Sub CLO 3								
			Sub CLO 4								
			Sub CLO 5		-	Assignment: Case study report: 15%	-	-	-	-	**15%**
					-	-	-	-	-	Final test: MCQ 25%	**25%**
	A	CLO 3	Sub CLO 6	Team-based project	-	Assignment: Team-based project report 10%	-	-	-		**10%**
TOTAL					**45%**	**25%**				**30%**	**100%**

Example of Written Test Exam

CLO1: Explain the concepts and theories of children with chronic and terminal illnesses

1. A baby boy, 11 months old, was admitted to hospital with acute tonsillopharyngitis. Assessment results: reluctant to eat and drink, looks weak. Children like to scream, fuss, cry when the nurse comes to inject medicine. The child has not defecated for 2 days.
   What is the baby's behavioral reaction shown in this case?
   a. Protest
   b. Hopeless
   c. Rejection
   d. Tempertantrum
   e. Not cooperative

CLO2: Formulate a nursing care plan for children with chronic and terminal illnesses

2. A baby girl, 10 month old, was admitted to hospital with rheumatic fever. Assessment results: the child is weak, eats and drinks less, portions are not finished. The baby was fussy and cried loudly every time he saw officers wearing white clothes. The child has not defecated for 2 days. Temperature 37.5 C.
   What is the nursing intervention in this case?
   a. Engage children in developmentally appropriate activities
   b. Encourage parents to stay with the baby
   c. Encourage parents to visit or share a room
   d. Help children adapt appropriate behavior
   e. Talk about family members

CLO2: Formulate a nursing care plan for children with chronic and terminal illnesses

3. Boy, 3 years old in the inpatient room with rheumatic fever. Assessment results: looks weak, lethargic, doesn't finish eating, lazy to drink. Mother always asks how her child is doing. The child is fussy, cries when the nurse comes to measure vital signs. The child has not defecated for 2 days.
   What is the priority nursing problem in this case?
   a. Anxiety
   b. Hyperthermia
   c. Helplessness
   d. Activity intolerance
   e. Deficit self-care: toileting