

### Module Description: Community Nursing Concept (21R01121302)

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	IV
<b>Person responsible for the module</b>	Framita Rahman, S.Kep.,Ns.,MSc
<b>Lecturer</b>	<ol style="list-style-type: none"> <li>1. Andi Masyitha Irwan S.Kep.,Ns.,MAN.,Ph.D</li> <li>2. Syahrul Said, S.Kep.,Ns.,M.Kes.,Ph.D</li> <li>3. Kusrini Kadar S, S.Kep.,Ns.,MN.,Ph.D</li> <li>4. Wa Ode Nur Isnah Sabriyati S.Kep.,Ns.,M.Kes</li> <li>5. Arnis Puspitha S.Kep.,Ns.,M.Kes</li> <li>6. Nurhaya Nurdin, S.Kep.,Ns.,MN.,MPH</li> <li>7. Silvia Malasari, S.Kep.,Ns.,MN</li> </ol>
<b>Language</b>	Indonesian Language [Bahasa Indonesia]
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 4 <sup>th</sup> semester.
<b>Teaching methods</b>	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> <li>- Lecture (i.e., Small Group Discussion (SGD), video-based learning, SBL, role play)</li> <li>- Structured assignments (i.e., essays and reflective paper)</li> <li>- Field Observation</li> </ul> <p>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. For field observation the students can up to 10 for each lecturer.</p> <p>Contact hours for lecture is 13.33 hours.</p>
<b>Workload (incl. contact hours, self-study hours)</b>	<p>For this course, students are required to meet a minimum of 90.67 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> <li>- 13.33 hours for lecture,</li> <li>- 16 hours for structured assignments,</li> <li>- 16 hours for private study,</li> <li>- 45.33 hours for field observation</li> </ul>
<b>Credit points</b>	2 credit points (equivalent with 3.02 ECTS)
<b>Recommend and Requirements prerequisites for joining the modul</b>	Students must have attended all classes and submitted all class assignments before the deadline and final test. Students must have taken community nursing concept

<b>Module objectives/intended learning outcomes</b>	<p>After completing the course students will be:</p> <p><b>Knowledge:</b>  <b>CLO1:</b> Students will be able to examine basic concepts in public health and public health nursing; policy related to public health and to address public health problems in Indonesia; and trends and issues of public health nursing (K1).</p> <p><b>Attitude:</b>  <b>CLO 2:</b> Students will be able to formulate a nursing care plan for the community within a range of healthy diseases and in specific areas of community nursing, at least occupational health and school health which focus on health promotion and disease prevention (A)</p> <p><b>Competence:</b>  <b>CLO3:</b> Students will be able to have the competence to focus on nursing care plans on health promotion and disease prevention (C1)  <b>CLO4:</b> Students will be able to design health education plans for common health problems in a community focus on health promotion and disease prevention (C4).</p>
<b>Content</b>	<p>Students will learn about:</p> <ol style="list-style-type: none"> <li>1. Introduction to Community Health and Basic Concepts of Community Nursing</li> <li>2. Epidemiology and Population</li> <li>3. Community as Client</li> <li>4. Community Nursing Care</li> <li>5. Programs/Policies in overcoming major health problems in Indonesia.</li> <li>6. Issues and Trends in community service</li> <li>7. Nursing Care in a specific area of Community Nursing</li> </ol>
<b>Examination forms</b>	<p><b>Form of examination:</b>  Written exam: Multiple Choice Questions using Vignettes</p> <p>OSCE : case study</p>
<b>Study and examination requirements</b>	<p><b>Study and examination requirements:</b></p> <ul style="list-style-type: none"> <li>- Students must attend 15 minutes before the class starts.</li> <li>- Students must switch off all electronic devices.</li> <li>- Students must inform the lecturer if they will not attend the class due to sickness, etc.</li> <li>- Students must submit all class assignments before the deadline.</li> <li>- Students must attend all the exams/tests to obtain final grade.</li> </ul>
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Nies, M.A., McEwen M. 2014. Community/Public Health Nursing. 6<sup>th</sup> edition. Saunders: Elsevier Inc.</li> <li>2. Standhope, M., &amp; Knollmueller, R. N. (2010). <i>Praktik Keperawatan Kesehatan Komunitas</i> (E. Wahyuningsih &amp; K. E. Yudha (eds.); 2nd ed.). EGC.</li> <li>3. Anderson &amp; Mc Farlane. 2011. <i>Community as Partner: Theory and Practice in Nursing</i>, 6<sup>th</sup> edition. USA: Lippincott Williams &amp; Wilkins.</li> <li>4. Ajzen, I. 2011. Behavioral interventions: Design and evaluation guided by the theory of planned behavior. In M. M. Mark, S. I. Donaldson, &amp; B. C. Campbell (Eds.), <i>Social psychology for program and policy evaluation</i> (pp. 74-100). New York: Guilford.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), <i>Annals of child development. Vol. 6. Six theories of child development</i> (pp. 1-60). Greenwich, CT: JAI Press.</li> <li>6. Departemen Kesehatan RI. 2009. Promosi kesehatan, komitmen global dari Ottawa- Jakarta-Nairobi menuju rakyat sehat. Jakarta: Pusat Promosi Kesehatan, Depkes RI bekerja sama dengan Departemen Pendidikan Kesehatan dan Ilmu Perilaku-FKM UI.</li> <li>7. Lucas dan Lloyd. 2005. Health promotion evidence and experience. London: SAGE Publications.</li> <li>8. Notoatmojo, S. 2010. Promosi kesehatan: teori dan aplikasi. Jakarta: Rineka Cipta. Ridwan, M. 2009. Promosi kesehatan dalam rangka perubahan perilaku. <i>Jurnal Kesehatan Metro Sai Wawai</i>, Volume 2 Nomor 2, hal 71-80.</li> <li>9. Pender, N. 2011. <i>The health promotion model, manual</i>. Retrieved February 4, 2012, from nursing.umich.edu: <a href="http://nursing.umich.edu/faculty-staff/nola-j-pender">http://nursing.umich.edu/faculty-staff/nola-j-pender</a>.</li> <li>10. Yun, <i>et al.</i> 2010. The role of social support and social networks in smoking behavior among middle and older aged people in rural areas of South Korea: A cross- sectional study. <i>BMC Public Health</i>: 10:78.</li> <li>11. Rogers. 2003. <i>Diffusion of Innovations</i>. Fifth Edition. Free Press, New York, p221 Siagian, S. 2004. Teori motivasi dan aplikasinya. Jakarta: Rineka Cipta.</li> <li>12. Kotler dan Lee. 2007. Social marketing: influencing behavior for good. London: SAGE Publication</li> <li>13. Allender, J.A., Rector, C., Warner, K.D., (2010), <i>Community Health Nursing: Promoting &amp; Protecting the Public's Health</i>, Philadelphia:Lippincott William &amp; Wilkins</li> <li>14. Luawo, H. P., Sjattar, E. L., Bahar, B., Yusuf, S., &amp; <b>Irwan, A. M.</b> (2019). Aplikasi e-diary DM sebagai alat monitoring manajemen selfcare pengelolaan diet pasien DM. <i>NURSCOPE: Jurnal Penelitian Dan Pemikiran Ilmiah Keperawatan</i>, 5(1), 32. <a href="https://doi.org/10.30659/nurscope.5.1.32-38">https://doi.org/10.30659/nurscope.5.1.32-38</a></li> <li>15. Mardiana, M., <b>Irwan, A. M.</b>, &amp; Syam, Y. (2020). Hubungan health literacy dengan perilaku mencari bantuan kesehatan pada lansia dengan prehipertensi. <i>Jurnal Endurance: Kajian Ilmiah Problema Kesehatan</i>, 5(2), 313–320.</li> <li>16. Risal, A., <b>Irwan, A. M.</b>, &amp; Sjattar, E. L. (2018). Stigma Towards People Living With Hiv/Aids Among Counseling Officers in South Sulawesi, Indonesia. <i>Belitung Nursing Journal</i>, 4(6), 552–558. <a href="https://doi.org/10.33546/bnj.543">https://doi.org/10.33546/bnj.543</a></li> <li>17. Wirda, W., <b>Irwan, A.</b>, &amp; Saleh, A. (2019). Hubungan Antara Self-Care Dan Kontrol Glikemik (Hba1c) Pada Pasien Dengan Diabetes Melitus Tipe 2. <i>Jurnal Keperawatan Muhammadiyah</i>, 74–80. <a href="https://scholar.google.co.id/scholar?start=20&amp;q=cerita+dengan+teman+kontrol+perilaku+alkohol+2019&amp;hl=id&amp;as_sdt=0,5">https://scholar.google.co.id/scholar?start=20&amp;q=cerita+dengan+teman+kontrol+perilaku+alkohol+2019&amp;hl=id&amp;as_sdt=0,5</a></li> <li>18. Susanto, T., Rahmawati, I., Wuryaningsih, E. W., Saito, R., <b>Syahrul</b>, Kimura, R., Tsuda, A., Tabuchi, N., &amp; Sugama, J. (2016). Prevalence of factors related to active reproductive health behavior: a</li> </ol>
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	<p>cross-sectional study Indonesian adolescent. <i>Epidemiology and Health</i>, 38, e2016041. <a href="https://doi.org/10.4178/epih.e2016041">https://doi.org/10.4178/epih.e2016041</a></p> <p>19. Susanto, T., <b>Syahrul</b>, Sulistyorini, L., Rondhianto, &amp; Yudisianto, A. (2017). Local-food-based complementary feeding for the nutritional status of children ages 6–36 months in rural areas of Indonesia. <i>Korean Journal of Pediatrics</i>, 60(10), 320–326. <a href="https://doi.org/10.3345/kjp.2017.60.10.320">https://doi.org/10.3345/kjp.2017.60.10.320</a></p> <p>20. <b>Syahrul</b>, Kimura, R., Tsuda, A., Susanto, T., Saito, R., &amp; Agrina, A. (2016). Parental Perception of the Children's Weight Status in Indonesia. <i>Nursing and Midwifery Studies</i>, inpress(inpress). <a href="https://doi.org/10.17795/nmsjournal38139">https://doi.org/10.17795/nmsjournal38139</a></p> <p>21. <b>Kadar, K. S.</b>, Gani, N. F., Erfina, E., &amp; Hariati, S. (2020). Self-care management and health outcomes among Indonesian pregnant women. <i>Enfermeria Clinica</i>, 30, 111–114. <a href="https://doi.org/10.1016/j.enfcli.2019.07.046">https://doi.org/10.1016/j.enfcli.2019.07.046</a></p> <p>22. Kanang, S. W. Y., <b>Kadar, K.</b>, &amp; Arafat, R. (2021). Proses Teach Back Dalam Edukasi Kesehatan. <i>Scientific Journal of Nursing</i>, 7(1), 86–96.</p> <p>23. Nurjannah, E., <b>Nurdin, N.</b>, Andriani, &amp; <b>Kadar, K.</b> (2020). Perception and psychosocial burden of people with epilepsy (PWE): Experience from Indonesia. <i>Enfermeria Clinica</i>, 30, 622–625. <a href="https://doi.org/10.1016/j.enfcli.2019.07.175">https://doi.org/10.1016/j.enfcli.2019.07.175</a></p>
<b>Cluster of Competence</b>	Nursing Clinical Science and Skill
<b>Forms of Assessment</b>	<ul style="list-style-type: none"> <li>- Class attendance and participation (10%)</li> <li>- Assignment (paper and presentation) (20%)</li> <li>- Written Test (25%)</li> <li>- Case Study (20%)</li> <li>- OSCE (25%)</li> </ul>
<b>Date of Last Amendment Date</b>	January 2023

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

**Course Module Name** : Community Nursing Concept  
**Code** : 21R01121302  
**Semester** : IV  
**Person responsible for the module** : Framita Rahman, S.Kep.,Ns.,MSc  
**Lecturers** :

1. Andi Masyitha Irwan S.Kep.,Ns.,MAN.,Ph.D
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Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
1-5	<b>Knowledge:</b>  Nursing graduates master nursing science and also information system and technology to provide patients with nursing care based on scientific nursing process and approaches	Knowledge:  CLO1: Students can understand programs, concepts, and community care strategies.	Students can explain the concept and scope of community aggregate nursing.  Students can describe key strategies and policies in Indonesian public health.  Students actively participate in class discussions and demonstrate conceptual understanding through writing and oral presentation.	Course Orientation and Agreement  Introduction to Aggregate Community Nursing  Overview of Public/Community Health Nursing  Community Health Problems in Indonesia	Lecture  Case-based Discussion  Video-based learning  Independent Study (via LMS)  Small Group Discussion (SGD)	Assignment :  Paper and presentation  Written exam: Multiple Choice Questions using Vignettes.  Mode of delivery: Online through Learning Management System (LMS)  Total number of questions: 50.  Duration of exam: 55 minutes	Rubric for presentation and paper  Scored 1, if the answer is correct.  Scored 0, if the answer is wrong.  Final grade= Total corrected items multiply 2.	Nies, M.A., McEwen M. 2014. Community/Public Health Nursing. 6th edition. Saunders: Elsevier Inc.  Standhope, M., & Knollmueller, R. N. (2010). Praktik Keperawatan Kesehatan Komunitas (E. Wahyuningsih & K. E. Yudha (eds.); 2nd ed.). EGC.  Anderson & McFarlane. 2011. Community as Partner: Theory and Practice in Nursing, 6th edition. USA: Lippincott Williams & Wilkins.  Ajzen, I. 2011. Behavioral interventions: Design and evaluation guided by the theory of planned behavior. In M. M. Mark, S. I. Donaldson, & B. C. Campbell (Eds.), Social psychology for program and policy evaluation (pp. 74-100). New York: Guilford.  Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), Annals of child development. Vol. 6. Six theories of child development (pp. 1-60). Greenwich, CT: JAI Press.

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
6-8	<p><b>Attitude:</b></p> <p>Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing</p>	<p>CLO2: Students will be able to formulate a nursing care plan for the community within a range of healthy diseases and in specific areas of community nursing, at least occupational health and school health which focus on health promotion and disease prevention</p>	<p>Students can identify community health problems related to school-age children and workplace settings.</p> <p>Students actively participate in discussions and planning sessions regarding health promotion and preventive strategies.</p> <p>Students can apply culturally sensitive and ethical principles in their proposed care plans.</p>	<p>School Health Nursing (UKS): Screening, health education, basic care.</p> <p>Occupational Health Nursing: Workplace health promotion and prevention of occupational hazards.</p> <p>Community Empowerment Strategies (e.g., Posyandu, Posbindu, school-based health programs).</p>	<p>Lecture</p> <p>Field Observation Report</p> <p>Small Group Discussion (SGD)</p> <p>Role Play and Scenario Simulation</p>	<p>Written exam: Multiple Choice Questions using Vignettes.</p> <p>Mode of delivery: Online through Learning Management System (LMS)</p> <p>Total number of questions: 50.</p> <p>Duration of exam: 55 minutes</p>	<p>Scored 1, if the answer is correct.</p> <p>Scored 0, if the answer is wrong.</p> <p>Final grade= Total corrected items multiply 2.</p>	<p>Lucas dan Lloyd. 2005. Health promotion evidence and experience. London: SAGE Publications.</p> <p>Notoatmojo, S. 2010. Promosi kesehatan: teori dan aplikasi. Jakarta: Rineka Cipta.</p> <p>Ridwan, M. 2009. Promosi kesehatan dalam rangka perubahan perilaku. Jurnal Kesehatan Metro Sai Wawai, Volume 2 Nomor 2, hal 71-80.</p> <p>Pender, N. 2011. The health promotion model, manual. Retrieved February 4, 2012, from nursing.umich.edu: <a href="http://nursing.umich.edu/faculty-staff/notes-j-pender">http://nursing.umich.edu/faculty-staff/notes-j-pender</a>.</p> <p>Yun, et al. 2010. The role of social support and social networks in smoking behavior among middle and older aged people in rural areas of South Korea: A cross-sectional study. BMC Public Health: 10:78.</p> <p>Rogers. 2003. Diffusion of Innovations. Fifth Edition. Free Press, New York, p221</p> <p>Siagian, S. 2004. Teori motivasi dan aplikasinya. Jakarta: Rineka Cipta.</p>

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
8-12	Competence (C1):  Graduates are able to provide 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.	CLO3: Students will be able to have the competence to focus on nursing care plans on health promotion and disease prevention (C1)	Students can identify community health problems and set nursing diagnoses.  Students formulate health promotion strategies suitable to the aggregate target.  Students are actively involved in team-based intervention planning and implementation.	Adolescent Reproductive Health  Complementary Feeding and Nutrition for Children  Health Promotion Programs for Children and Adolescents  Communicable and Non-Communicable Diseases in Indonesia	Mini Lecture  OSCE (Objective Structured Clinical Examination)  Case Study Analysis  Team-Based Learning (TBL)	Assignment :  Paper and presentation  OSCE:  Team based project report	Rubric for presentation and paper  Rubric for nursing care (group)	Susanto, T., Rahmawati, I., Wuryaningsih, E. W., Saito, R., Syahrul, Kimura, R., Tsuda, A., Tabuchi, N., & Sugama, J. (2016). Prevalence of factors related to active reproductive health behavior: a cross-sectional study Indonesian adolescent. <i>Epidemiology and Health</i> , 38, e2016041. <a href="https://doi.org/10.4178/epih.e2016041">https://doi.org/10.4178/epih.e2016041</a>  Susanto, T., Syahrul, Sulistyorini, L., Rondhianto, & Yudisianto, A. (2017). Local-food-based complementary feeding for the nutritional status of children ages 6–36 months in rural areas of Indonesia. <i>Korean Journal of Pediatrics</i> , 60(10), 320–326. <a href="https://doi.org/10.3345/kjp.2017.60.10.320">https://doi.org/10.3345/kjp.2017.60.10.320</a>



Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
13-16	Competence (C4):  Graduates are able to improve the quality of nursing and health services by implementing research skills and integrating nursing theories into practices.	Competence (C4)  CLO4: Students will be able to design health education plans for common health problems in a community focus on health promotion and disease prevention.	Students are able to identify priority health problems in a community aggregate.  Students can design culturally appropriate health education materials.  Students demonstrate the ability to plan structured educational interventions supported by evidence and research.  Students present education strategies tailored to specific populations	Health Promotion Models and Theories in Practice  Designing Health Education Plans for Pregnant Women, Epileptic Patients, and Chronic Illness Groups  Planning and Evaluation of Community-Based Health Education  Teach-Back Method and Participatory Education	Case Study  Simulation / OSCE  Project-Based Learning  Interactive Presentation  Peer Feedback and Reflection	Assignment :  Case study (OSCE)	Rubric for nursing care (individual)	Kadar, K. S., Gani, N. F., Erfina, E., & Hariati, S. (2020). Self-care management and health outcomes among Indonesian pregnant women. <i>Enfermeria Clinica</i> , 30, 111–114. <a href="https://doi.org/10.1016/j.enfcli.2019.07.046">https://doi.org/10.1016/j.enfcli.2019.07.046</a>  Kanang, S. W. Y., Kadar, K., & Arafat, R. (2021). Proses Teach Back Dalam Edukasi Kesehatan. <i>Scientific Journal of Nursing</i> , 7(1), 86–96.  Nurjannah, E., Nurdin, N., Andriani, & Kadar, K. (2020). Perception and psychosocial burden of people with epilepsy (PWE): Experience from Indonesia. <i>Enfermeria Clinica</i> , 30, 622–625. <a href="https://doi.org/10.1016/j.enfcli.2019.07.175">https://doi.org/10.1016/j.enfcli.2019.07.175</a>

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

No	Code	CLO	Sub CLO	Learning Method	Metode Evaluasi						Proporsi
					Participatory Analysis	Project result	Assignment	Quis	Mid-test	Final Test	
1	K	CLO1	Sub-CLO 1	<ul style="list-style-type: none"> <li>- Lecture (i.e., Small Group Discussion (SGD), video-based learning, SBL, role play)</li> <li>- Structured assignments (i.e., essays and reflective paper)</li> </ul>	<ul style="list-style-type: none"> <li>• Activeness in discussions (5%)</li> </ul>		Paper and Presentation 20%				25%
			Sub-CLO 2							MCQ (Multiple Choice Questions) 10%	10%
2	A	CLO 2	Sub-CLO 3		Activeness in discussions (5%)					MCQ (Multiple Choice Questions) 10%	15%
3	C1	CLO 3	Sub CLO 4	<ul style="list-style-type: none"> <li>- Lecture (i.e., Small Group Discussion (SGD), video-based learning, SBL, role play)</li> <li>- Structured assignments (i.e., essays and reflective paper)</li> </ul>			Case Study 20%			OSCE 15%	35%
4	C4	CLO 3	Sub CLO 5 Sub-CLO 7	CSL (Clinical Skill Lab)						OSCE 15%	
TOTAL					10%	0%	40%	0%	0%	50%	100%

### Example of Written Test Exam

1. 1. The nurse conducted an assessment in a village and obtained data that 45% of people suffer from hypertension. Villagers usually eat salty and high-sodium foods. The village is far from the Puskesmas and does not have active cadres. What is the nursing problem in this case?
  - a. Health care ineffectiveness
  - b. Ineffective health management
  - c. **Community health deficiencies**
  - d. Readiness to improve health management.
  - e. Health behavior tends to be risky.
2. 2. A health center nurse conducts an assessment at an elementary school. When the study was carried out, it was found that the average child likes to snack carelessly. After further study, it was found that children rarely wash their hands before and after eating, rarely brush their teeth and take a bath once a day. What is the most appropriate action for the nurse to take?
  - a. **PHBS counseling**
  - b. Screening for dental caries
  - c. Improved child nutrition
  - d. Promotion of healthy food and drink
  - e. Toothbrush training
3. HIV/AIDS counselors at the Puskesmas have distributed initial questionnaires and found data on the number of PLHIV from the Male Sex Group (MSM) who do not want to go to the Puskesmas. The counselor wanted to explore further the reasons for the MPL PLHIV not wanting to access Puskesmas services. What is the appropriate method the nurse can use?
  - a. Provision of follow-up questionnaires
  - b. **Interview**
  - c. Counseling
  - d. Interviews
  - e. Focus Group Discussions
4. The results of a study in an RW found that the most common complaint was high blood pressure in the elderly. The cadre said "some elderly people don't see this as a problem and don't regulate their diet". What is the next study of the case?

- a. Data on elderly visits to the elderly posyandu
- b. Elderly health behavior questionnaire
- c. Cadres interview with elderly
- d. **Wildshield environmental survey RW**
- e. Physical assessment in the elderly

