

Module Description: Nursing Process & Critical Thinking (.....)

Module designation	Course Module
Semester(s) in which the module is taught	I
Person responsible for the module	Silvia Malasari, S.Kep., Ns., MN (coordinator) Dr. Erfina, S.Kep., Ns., M.Kep Dr. Rosyidah Arafat, S.Kep., Ns., M.Kep., Sp.KMB Andi Masyitha Irwan, S.Kep., Ns., MAN., PhD.
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and is offered in the 1 st semester.
Teaching Methods	<p>The teaching methods used in this course are:</p> <ul style="list-style-type: none"> - Interactive Lecture (i.e., SGD, Presentation/Discussion, learning scenarios/tutorial, and case studies) - Structured assignments (i.e., case reports/assignments, presentation, role-play assessment) <p>The class size for a lecture is approximately 60 students, for group discussion or project will be about 15 -20 students for each lecturer and clinical field work is about 7 – 10 students for each lecturer.</p>
Workload (incl. contact hours, self-study hours)	<p>Contact hours for the lecture are 40 hours, structured assignments are 48 hours, and private/self-study is 48 hours.</p> <p>For this course, students are required to meet a minimum of 136 hours in one semester, which consists of:</p> <ul style="list-style-type: none"> - 40 hours (equal to ECTS) for lectures, - 48 hours for structured assignments, - 48 hours for self-study hours,
Credit points	3 credit points (equivalent to 4.53 ECTS)
Required and recommended prerequisites for joining the module	<p>Students must have taken the following courses:</p> <ol style="list-style-type: none"> 1. Philosophy and Nursing Theory 2. Basic Concept in Nursing
Module objectives/intended learning outcomes	<p>After completing the course, the students will be:</p> <p>Knowledge: CLO1: Understanding the concepts of critical thinking (K).</p> <p>Competence: CLO2: Applying the concept of critical thinking in the nursing process (C5)</p>
Content	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. Concept of critical thinking in theory and concept of nursing 2. Nursing assessment 3. Develop and select nursing diagnoses 4. Plan nursing intervention 5. How to conduct a simple nursing implementation 6. Concept of Discharge Planning

Examination forms	<p>Written exam: Multiple Choice Questions using Vignettes.</p> <p>Skill examination: Objective Structured Clinical Examination (OSCE)</p>
Study and examination requirements	<ul style="list-style-type: none"> - 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 perform their presentations and role-play assignments - Students must attend no less than 80% of class meetings to take an exam - Students must attend the exam to get final grades. - Students must get final mark minimum of 40
Reading list	<ol style="list-style-type: none"> 1. Ackley B.J., Ladwig G.B. (2014). <i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>. 10th edition. Mosby: Elsevier Inc. 2. Alfaro-LeFevre R. (2013). <i>Critical Thinking, Clinical Reasoning, and Clinical Judgment</i>. 5th edition. Saunders: Elsevier Inc. 3. Alligood, M.R. (2014). <i>Nursing Theorists and Their Work</i>. 8th edition. Mosby: Elsevier Inc. 4. Bulechek G.M., Butcher H.K., Dochterman J.M., Wagner C. (2013). <i>Nursing Interventions Classifications (NIC)</i>. 6th edition. Mosby: Elsevier Inc. 5. Kozier, B., Erb, G., Berwan, A.J., & Burke, K. (2008). <i>Fundamentals of Nursing: Concepts, Process, and Practice</i>. New Jersey: Prentice Hall Health. 6. Ladwig G.B., Ackley B.J. (2014). <i>Mosby's Guide to Nursing Diagnosis</i>. 10th edition. Mosby: Elsevier Inc. 7. Moorhead S., Johnson M., Maas M.L., Swanson E. (2013). <i>Nursing Outcomes Classifications (NOC): Measurement of Health Outcomes</i>. 5th edition. Mosby: Elsevier Inc. 8. Potter, P.A. & Perry, A.G. (2010). <i>Fundamental Keperawatan (3-vot set)</i>. Edisi Bahasa Indonesia 7. Elsevier (Singapore) Pte.Ltd. 9. Rubenfeld, M.G. & Scheffer, B.K. (2010). <i>Critical Thinking Tactics for nurses, 2nd Ed.</i> Jones and Bartlett Publishers. 10. Rubenfeld, M.G. & Scheffer, B.K. (1999). <i>Critical Thinking in Nursing: An Alternative Approach, 2nd Ed.</i> Philadelphia: Lippincott. <p>Supporting References:</p> <ol style="list-style-type: none"> 1. American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i>, Seventh Edition. Washington, DC: The American Psychological Association
Cluster of Competence	Nursing Clinical Sciences and Skills
Form of Assessments	<ul style="list-style-type: none"> - Class/group participation (20%) - Class attendance (5%) - Assignment: Case study report (20%), presentation (10%), role-play (10%) - Written Test/MCQ (35%)
Date of last amendment made	July 2021

Course Learning Outcome Assessment of Learning Outcomes for Course Modules (.....)

Course Module Name : Nursing Process & Critical Thinking
Code :
Semester : I
Person responsible for the module : Silvia Malasari, S.Kep., Ns., MN
Lecturers :
 Dr. Erfina, S.Kep., Ns., M.Kep
 Dr. Rosyidah Arafat, S.Kep., Ns., M.Kep., Sp.KMB
 Andi Masyitha Irwan, S.Kep., Ns., MAN., PhD.

Week/Meetin g	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
1,2,3, 6,11, 12, 15	Knowledge (K): Nursing graduates master nursing science and also information system and technology	Knowledge: CLO1: Understandin g the concept of critical thinking. (K)	<ul style="list-style-type: none"> ● Attendance ● Participatio n in discussions ● Ability to solve cases 	1.The Concept of Critical Thinking in Nursing 2.Consept International Classification Disease (ICD) 3.Nursing Process: Assessment" 4.Nursing Process: Concept and Theory of Diagnosis	<ul style="list-style-type: none"> ● Interactive lecture ● Learning scenario ● Case study ● Presentatio n material 	Assignment: Students are asked to read the concept of critical thinking in nursing and make review of the reading in groups.	Rubric for Multiple Choice Questions - Scored 1, if the answer is correct. - Scored 0, if the	1. Alfaro-LeFevre R. (2013). Critical Thinking, Clinical Reasoning, and Clinical Judgment. 5th edition. Saunders: Elsevier Inc. 2. Alligood, M.R. (2014). Nursing Theorists and Their

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
	to provide patients with nursing care based on scientific nursing process and approaches			Components (Introduction to SDKI/NANDA) 5. Concept and Theory Discharge Planning 6. Introduction to Evidence-Based Practice in Nursing 7. Critical Thinking in Nursing Care (Nursing Management), Concept Map for Consultation with Other Health Professions, Anticipation and Prevention of Outcome Management Complications		Individual and group presentation Students are asked to present the essay in front of the class per group Written exam: Multiple Choice Questions. - Mode of delivery: Online through Learning Management System (LMS) & paper-based exam.	answer is wrong. - Final grade = Total corrected items divided by total items multiply 100. Rubric for paper assignment Rubric for Presentation	Work. 8th edition. Mosby: Elsevier Inc. 3. Kozier, B., Erb, G., Berwan, A.J., & Burke, K. (2008). Fundamentals of Nursing: Concepts, Process, and Practice. New Jersey: Prentice Hall Health. 4. Potter, P.A. & Perry, A.G. (2010). Fundamental Keperawatan (3-volume set). Edisi Bahasa Indonesia 7. Elsevier (Singapore) Pte.Ltd. 5. Rubenfeld, M.G. & Scheffer, B.K. (2010). Critical Thinking Tactics for nurses, 2nd

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
						<ul style="list-style-type: none"> - Total number of questions: 5 - Each question must be completed within 1 minute. - Duration of exam: 5 minutes. 		Ed. Jones and Bartlett Publishers. 6. Rubinfeld, M.G. & Scheffer, B.K. (1999). Critical Thinking in Nursing: An Alternative Approach, 2nd Ed. Philadelphia: Lippincott.
4, 5, 7, 8, 9, 10, 13, 14,	Competence (C5): Graduates are able to improve professional expertise in the nursing field through	Competence: CLO 2: Applying the concept of critical thinking in the nursing process. (C5).	<ul style="list-style-type: none"> • Attendance • Participation in discussions • Ability to solve cases 	1. Nursing Process: Assessment • Introduction to Assessment Instruments 2. Nursing Process: • Diagnosis Establishment • Data Analysis • Problem Formulation • Problem Prioritization	Lecture, interaktif, Example of Case study, discussion	Case study assignment Students are asked to discuss and make an assignment paper about nursing diagnoses	Rubric for presentation Rubric for case study assignment Rubric for role play	1. Ackley B.J., Ladwig G.B. (2014). Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care. 10th edition. Mosby: Elsevier Inc. 2. Alfaro-LeFevre R. (2013). Critical

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	lifelong learning.			<ul style="list-style-type: none"> Decision Making <p>3. Nursing Process: Diagnosis Classification, Use of Nursing Diagnoses and Outcome Criteria (NANDA/SDKI, NOC/SLKI) for Individuals"</p> <p>4. Nursing Process: Diagnosis Classification, Use of Nursing Diagnoses and Outcome Criteria (NANDA/SDKI, NOC/SLKI) for Families</p> <p>5. Nursing Process: Diagnosis Classification, Use of Nursing Diagnoses and Outcome Criteria</p>		<p>based on the case study.</p> <p>Students are asked to discuss and write an assignment paper about nursing intervention based on the case study.</p> <p>Students are asked to discuss and decide what nursing implementatio n to be performed and report based on the case study</p> <p>Presentation</p>		<p>Thinking, Clinical Reasoning, and Clinical Judgment. 5th edition. Saunders: Elsevier Inc.</p> <p>3. Alligood, M.R. (2014). Nursing Theorists and Their Work. 8th edition. Mosby: Elsevier Inc.</p> <p>4. Bulechek G.M., Butcher H.K., Dochterman J.M., Wagner C. (2013). Nursing Interventions Classifications (NIC). 6th edition. Mosby: Elsevier Inc.</p> <p>5. Kozier, B., Erb, G., Berwan, A.J., & Burke, K. (2008). Fundamentals of</p>

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				<p>(NANDA/SDKI, NOC/SLKI) for communities</p> <p>6. Nursing Process: Nursing Interventions (NIC and SIKI)</p> <p>7. Nursing Process: Implementation and Nursing Evaluation</p> <p>8. Application of Discharge Learning for Clients in the Community/Hospital</p>		<p>Students are asked to present their assignment paper about nursing diagnoses based on the case study</p> <p>Students are asked to present their assignment paper about nursing intervention based on the case study</p> <p>Role-play assessment</p> <p>Students are asked to perform a role-play giving nursing</p>		<p>Nursing: Concepts, Process, and Practice. New Jersey: Prentice Hall Health.</p> <p>6. Ladwig G.B., Ackley B.J. (2014). Mosby's Guide to Nursing Diagnosis. 10th edition. Mosby: Elsevier Inc.</p> <p>7. Moorhead S., Johnson M., Maas M.L., Swanson E. (2013). Nursing Outcomes Classifications (NOC): Measurement of Health Outcomes. 5th edition. Mosby: Elsevier Inc.</p> <p>8. Potter, P.A. & Perry, A.G.</p>

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						<p>implementation</p> <p>Written exam: Multiple Choice Questions.</p> <ul style="list-style-type: none"> - Mode of delivery: Online through Learning Management System (LMS) & paper-based exam. - Total number of questions: 55 - Each question must be completed within 1 minute. 		<p>(2010). Fundamental Keperawatan (3-vol set). Edisi Bahasa Indonesia 7. Elsevier (Singapore) Pte.Ltd.</p> <p>9. Rubenfeld, M.G. & Scheffer, B.K. (2010). Critical Thinking Tactics for nurses, 2nd Ed. Jones and Bartlett Publishers.</p> <p>Rubenfeld, M.G. & Scheffer, B.K. (1999). Critical Thinking in Nursing: An Alternative Approach, 2nd Ed. Philadelphia: Lippincott.</p>

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						- Duration of exam: 55 minutes.		

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	CLO 1	Sub CLO 1	Lectures, discussions and presentations, case study	Activeness in discussions and presentations 2 %	Paper Assignment 1	Assignment paper review = 5 % Presentation = 3 %			Final test: MCQ 3%	13%
2	C5	CLO 2	Sub CLO 2	Discussion, case method	Activeness in discussions and presentations 2 %	Assignment 2: Case study report	Assignment paper review = 5 % Presentation = 3 %				17%
				Lecture						Final test: MCQ 7%	
3	C5	CLO 3	Sub CLO 3	Discussion, case method	Activeness in discussions and presentations 2 %	Assignment 3: Case study report	Assignment paper review = 10 % Presentation = 8 %				30%
				Lecture						Final test: MCQ 10%	
4	C5	CLO2	Sub CLO 4	Discussion, case method	Activeness in discussions and presentations 2 %	Assignment 4: Case study report	Assignment paper review = 5 % Presentation = 3 %				15%
				Lecture						Final test: MCQ 5%	

5	C5	CLO 2	Sub CLO 5	Discussion, case method	Activeness in discussions and presentations 2 %	Assignment 5: Team-based project: creating education media & and health education based on case	Assignment paper review = 3 %				10%
				Lecture						Final test: MCQ 5%	
6	C5	CLO 2	Sub CLO 6	Discussion, case method	Activeness in discussions and presentations 2 %	Assignment 6: Case study report	Assignment paper review = 3 %				8%
				Lecture						Final test: MCQ 3%	
7	C5	CLO2	Sub CLO 7	Discussion and Team Investigation about certain topic (Discharge Planning)	Activeness in discussions and presentations 2 %	Assignment 7: Team investigation project Report	Assignment paper review = 3 %				7%
				Lecture						Final test: MCQ 2%	
TOTAL					14%		51%			35%	100%

Example of Written Test Exam

1. The patient said that he had a fever for 3 days and had a headache. What data do nurses get?
 - a. **Subjective data**
 - b. Objective data
 - c. Normal data
 - d. Abnormal data
 - e. Patient data

2. A 54-year-old woman was admitted to the internal room with complaints of difficulty walking and joint pain. The results of the study found muscle strength 3 3/3 3, using assistance if you want to move.
What is the priority nursing diagnoses for case above?
 - a. risk for injury
 - b. **risk for falls**
 - c. physical immobility
 - d. acute pain
 - e. chronic pain

3. A nurse has made a nursing plan for a patient experiencing shortness of breath with the collaboration of giving oxygen therapy. What is the nurse's next step?
 - a. **Preparation of tools-execution-termination**
 - b. Execution-preparation-termination
 - c. Termination-execution-patient preparation
 - d. Execution-preparation-patient-termination
 - e. Patient preparation-tool preparation-execution