

### Module Description: Emergency Nursing (21R0113604)

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	V
<b>Person responsible for the module</b>	Syahrul Ningrat, S.Kep., Ns., M.Kep., Sp.Kep.MB (coordinator) Suhatman A. Hakim, S.Kep., Ns., M.Kep Abdul Majid, S.Kep., Ns., M.Kep., Sp.KMB Arman, S.Kep., Ns., M.Kep Iwan, S.Kep., Ns., M.Kep Muhammad Ramli Arsyad, S.Kep., Ns., M.Kep Andi Baso Tombong, S.Kep., Ns., M.ANP
<b>Language</b>	Bilingual, Bahasa Indonesia and English
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 5 <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., SGD, Problem Based Learning, Focus Group Discussion, TPS, TGT, NHT, case study, demonstration, and video-based learning)</li> <li>- Structured assignments (i.e., Nursing care plan)</li> <li>- Practice in Nursing Laboratory (i.e., Clinical Skill Lab)</li> <li>- Team based project during Clinical Fieldwork (i.e., field observation)</li> </ul> <p>The class size for lecture is approximately 60 students, while for clinical skill lab is about 15 -20 students for each lecturer and clinical field work is about 7 – 10 students for each lecturer.</p> <p>Contact hours for lecture is 40 hours, assignments are 48 hours, private study is 48 and practices are 45,33 hours</p>
<b>Workload</b> (incl. contact hours, self-study hours)	<p>For this course, students are required to meet a minimum of 181,33 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> <li>- 40 hours (equals with ECTS) for lecture,</li> <li>- 48 hours for structured assignments,</li> <li>- 48 hours for self-study hours,</li> </ul> <p>45,33 hours for clinical skill laboratories and clinical fieldwork.</p>
<b>Credit points</b>	4 credit points (equivalent with 4.53 ECTS)
<b>Required and recommended prerequisites for joining the module</b>	<p>Students must have taken following courses:</p> <ol style="list-style-type: none"> <li>1. Medical-Surgical Nursing</li> <li>2. Pediatric Nursing</li> <li>3. Maternity Nursing</li> </ol>
<b>Module objectives/intended learning outcomes</b>	<p>After completing the course and given with a adult nursing - cardiovascular, respiratory and hematopoietic systems case, students will be:</p> <p><b>Attitude:</b> <b>CLO1:</b> Understanding the concepts and principles of advocacy, as well as the legal, ethical, and cultural aspects of emergency patients of various ages <b>(A)</b></p>

	<p><b>Knowledge:</b>  <b>CLO2:</b> Designing emergency nursing care plans for patients with trauma or non-trauma-related emergencies (<b>K</b>)</p> <p><b>Skill:</b>  <b>CLO3:</b> Simulating the handling of emergency patients with trauma or non-trauma-related emergencies to prevent death or disability (<b>S2</b>)  <b>CLO4:</b> Demonstrating nursing care for emergency patients of various age with emergency cases (<b>S2</b>)</p> <p><b>Competence:</b>  <b>CLO5:</b> Integrating research findings into emergency nursing care plans for patients of various ages with emergency cases (<b>C1</b>)  <b>CLO6:</b> Developing critical thinking skills in handling emergency cases (<b>C1</b>)</p>
<b>Content</b>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Emergency Concepts &amp; Physiology</li> <li>- Roles &amp; Functions of Emergency Nurses</li> <li>- Ethical and Legal Aspects of Emergency Care</li> <li>- Integrated Emergency Response Systems</li> <li>- Impact of Emergency Conditions on Patients and Families</li> <li>- End-of-life Issues in Emergency Care</li> <li>- Nursing Process in the Emergency Nursing Area</li> <li>- Initial Assessment</li> <li>- Pain Assessment &amp; Management</li> <li>- Emergency Triage</li> <li>- Airway and Breathing (AB) Management</li> <li>- Basic Life Support (BLS)</li> <li>- Mechanisms of Trauma/Injury</li> <li>- Wounds &amp; Injury Management in Emergency Situations</li> <li>- Principles of Wound/Injury Care in Emergency Situations</li> <li>- Stabilization, Mobilization, and Emergency Transportation</li> <li>- Shock Emergencies</li> <li>- Fluid Resuscitation</li> <li>- Nursing Care for Patients with Emergency Conditions: Neurological, Respiratory, Cardiovascular, Gastrointestinal, Genitourinary, Endocrine, Toxicology, &amp; Envenomation</li> <li>- Nursing Care for Patients with Trauma Emergencies: Head &amp; Spinal Trauma, Chest, Abdomen &amp; Pelvic Trauma, Musculoskeletal Injuries, Burns, Pregnancy-Related Trauma, Barotrauma &amp; Decompression.</li> </ul>
<b>Examination forms</b>	<p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <p><b>Skill examination:</b> Objective Structured Clinical Examination (OSCE)</p>
<b>Study and examination requirements</b>	<ul style="list-style-type: none"> <li>- Students must attend 15 minutes before the class starts.</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 classes of clinical skill laboratories.</li> <li>- Student must attend the early clinical exposure.</li> <li>- Student must attend OSCE to get final clinical examination grade.</li> <li>- Students must attend the exam to get final grade.</li> </ul>

	- Students must get final mark minimum of 40
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Emergency Nurses Association (ENA). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy</i> (Edisi Indonesia 1 ed.). Singapore: Elsevier.</li> <li>2. Emergency Nurses Association (ENA). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy</i> (Edisi Indonesia 1 ed.). Singapore: Elsevier.</li> <li>3. Curtis, K., Ramsden, C., &amp; Friendship, J., (Eds). (2007). <i>Emergency and trauma nursing</i>. Philadelphia: Mosby.</li> <li>4. Mistovich, J. J., &amp; Karren, K. J. (2014). <i>Prehospital Emergency Care</i> (10th ed.). Boston: Pearson.</li> <li>5. Galvagno, S. M. (2013). <i>Emergency Pathophysiology: Clinical Applications for Prehospital Care</i>. Jackson, WY: Taylor &amp; Francis Group.</li> <li>6. Herdman, H., &amp; Kamitsuru, S. (Eds.) (2018). <i>NANDA International Nursing Diagnoses: Definitions &amp; Classification, 2018 - 2020</i> (11th ed.). Oxford, UK: Wiley Blackwell.</li> <li>7. Bulechek, G. M., Butcher, H. K., Dochterman, J. M., &amp; Wagner, C. M. (Eds.) (2013). <i>Nursing Interventions Classification (NIC)</i> (6th ed.). St. Louis, Missouri: Elsevier Mosby.</li> <li>8. Moorhead, S., Johnson, M., Maas, M. L., &amp; Swanson, E. (Eds.) (2013). <i>Nursing Outcome Classification (NOC): Measurement of Health Outcome</i> (5th ed.). St. Louis, Missouri: Elsevier Mosby.</li> <li>9. Moorhead, S., Johnson, M., Maas, M. L., &amp; Swanson, E. (Eds.) (2013). <i>Nursing Outcome Classification (NOC): Measurement of Health Outcome</i> (5th ed.). St. Louis, Missouri: Elsevier Mosby.</li> </ol>
<b>Cluster of Competence</b>	Nursing Clinical Sciences and Skills
<b>Form of Assessments</b>	<ul style="list-style-type: none"> <li>- Group Presentation: 20%</li> <li>- CSL Assignments, simulation videos &amp; Quiz: 20%</li> <li>- Early Exposure (Action Analysis &amp; Nursing Care): 20%</li> <li>- OSCE (Objective Structured Clinical Examination): 20%</li> <li>- Final Written Exam (MCQ): 20%</li> </ul>
<b>Date of last amendment made</b>	March 2025

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

**Course Module Name** : Emergency Nursing  
**Code** : 21R0113604  
**Semester** : V  
**Person responsible for the module** : Syahrul Ningrat S.Kep., Ns., M.Kep., Sp.Kep.MB  
**Lecturers** :  
 1. Suhatman A. Hakim, S.Kep., Ns., M.Kep  
 2. Arman, S.Kep., Ns., M.Kep  
 3. Abdul Majid, S.Kep., Ns., M.Kep., Sp.KMB  
 4. Iwan, S.Kep., Ns., M.Kep  
 5. Muhammad Ramli Arsyad, S.Kep., Ns., M.Kep  
 6. Andi Baso Tombong, S.Kep., Ns., M.ANP

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
1, 2	<b>Attitude (A):</b>  Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace	After completing the course and given with adult cases, students will be:  <b>CLO1:</b> Able to understand the concepts and principles of advocacy, as well as the	<ul style="list-style-type: none"> <li>The accuracy of students in internalizing the values of the nursing role and ethical principles in emergency nursing.</li> <li>Active participation in discussions.</li> <li>Compliance with the course contract.</li> </ul>	<ul style="list-style-type: none"> <li>Concepts &amp; Physiology of Emergency Care</li> <li>Roles &amp; Functions of Emergency Nurses</li> <li>Ethical &amp; Legal Aspects of Emergency Care</li> <li>Emergency Medical Service System (SPGDT)</li> <li>Effects of Emergency Conditions on Patients and Families, and Therapeutic Communication</li> <li>End-of-Life Issues in Emergency Nursing</li> <li>Nursing Process in Emergency Nursing Area</li> </ul>	Reflection on Learning and Past Experiences Discussion Case Presentation	<b>Class participation</b>  <b>Class attendance</b> (Reflects the student's compliance with the agreed upon course contract)	<b>Rubric for class participation</b>  <b>Student attendance register</b>	Emergency Nurses Association (ENA). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy</i> (Edisi Indonesia 1 ed.). Singapore: Elsevier. Chapter 1

Week/Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
	culturally sensitive aspects in nursing	legal, ethical, and cultural aspects of emergency patients of various ages (A)	<ul style="list-style-type: none"> <li>● Accuracy in understanding concepts &amp; Physiology of Emergency Care</li> <li>● Accuracy in summarizing Nursing Process in Emergency Nursing Area.</li> </ul>					
3, 5, 6, 8	<b>Knowledge (K):</b>  Mastering nursing science and also information system and technology to provide patients with nursing care based on scientific nursing process and approaches	<b>Knowledge:</b>  <b>CLO2:</b> Students are able to design emergency nursing care plans for patients with trauma or non-trauma-related emergencies	<ul style="list-style-type: none"> <li>● Accuracy in understanding Nursing Care for Clients Experiencing Emergency Conditions in Various Systems <ul style="list-style-type: none"> <li>1. Neurological Emergencies <ul style="list-style-type: none"> <li>o Stroke/Cerebrovascular Accident (CVA)</li> <li>o Decreased Consciousness</li> <li>o Seizures</li> </ul> </li> <li>2. Respiratory Emergencies <ul style="list-style-type: none"> <li>o Status Asthmaticus</li> <li>o Bronchial Asthma</li> <li>o Cardiac Asthma</li> </ul> </li> <li>3. Cardiovascular Emergencies <ul style="list-style-type: none"> <li>o Acute Coronary Syndrome (ACS) <ul style="list-style-type: none"> <li>▪ Angina Pectoris</li> <li>▪ Myocardial Infarction</li> </ul> </li> </ul> </li> </ul> </li> <li>● Accuracy in summarizing Nursing Care for Clients Experiencing</li> </ul>	Nursing Care for Clients Experiencing Emergency Conditions in Various Systems <ol style="list-style-type: none"> <li>Neurological Emergencies <ul style="list-style-type: none"> <li>Stroke/Cerebrovascular Accident (CVA)</li> <li>Decreased Consciousness</li> <li>Seizures</li> </ul> </li> <li>Respiratory Emergencies <ul style="list-style-type: none"> <li>Status Asthmaticus</li> <li>Bronchial Asthma</li> <li>Cardiac Asthma</li> </ul> </li> <li>Cardiovascular Emergencies <ul style="list-style-type: none"> <li>Acute Coronary Syndrome (ACS) <ul style="list-style-type: none"> <li>Angina Pectoris</li> <li>Myocardial Infarction</li> </ul> </li> </ul> </li> </ol>	Case-Based Discussion (Case Method) <ul style="list-style-type: none"> <li>● Case Study</li> <li>● Lecture</li> <li>● Topic/Case Presentation Report</li> <li>● Video (Audiovisual) as a Substitute for Clinical Skill Lab (CSL)</li> </ul>	<b>Class participation</b>  <b>Assignments:</b> <ul style="list-style-type: none"> <li>- Case study report: Students are asked to compile a nursing care report according to the case obtained, using applicable nursing care standards.</li> <li>- Group Presentation</li> </ul>	<b>Rubric for Presentation</b>  <b>Rubric for Case study</b>  <b>Rubric for Multiple Choice Questions</b> <ul style="list-style-type: none"> <li>- Scored 1, if the</li> </ul>	Emergency Nurses Association (ENA). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy</i> (Edisi Indonesia 1 ed.). Singapore: Elsevier. Chapter 1  Campbell, J. E., Alson, R. L., & Alabama

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading list
			Emergency Conditions in Various Systems. And Nursing Care for Clients Experiencing Trauma Emergencies.	<ul style="list-style-type: none"> <li>o Cardiogenic Shock</li> <li>o Life-Threatening &amp; Lethal ECG Interpretation</li> <li>o Advanced Life Support (Electrical Therapy)</li> </ul> <p>4. Gastrointestinal &amp; Genitourinary Emergencies</p> <ul style="list-style-type: none"> <li>o Acute Gastroenteritis (AGE), Dehydration &amp; Shock <ul style="list-style-type: none"> <li>▪ Dehydration Scoring</li> <li>▪ Fluid Resuscitation</li> </ul> </li> <li>o Abdominal &amp; Renal Colic</li> </ul> <p>5. Endocrine Emergencies</p> <ul style="list-style-type: none"> <li>o Hypoglycemia</li> <li>o Diabetic Ketoacidosis (DKA) &amp; Hyperosmolar Hyperglycemic Nonketotic Coma (HHNC)</li> <li>o Thyroid Storm</li> <li>o Adrenal Crisis</li> </ul> <p>6. Special Sensory Emergencies</p> <ul style="list-style-type: none"> <li>o Glaucoma</li> </ul> <p>7. Toxicology &amp; Envenomation Emergencies</p>		<p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <ul style="list-style-type: none"> <li>- Mode of delivery: Online through Learning Management System (LMS) &amp; paper-based exam.</li> <li>- Total number of questions: 100.</li> <li>- Each question must be completed within 1 minute.</li> <li>- Duration of exam: 100 minutes.</li> </ul>	<p>answer is correct.</p> <ul style="list-style-type: none"> <li>- Scored 0, if the answer is wrong.</li> <li>- Final grade= Total corrected items divided by total items multiply 100.</li> </ul>	<p>Chapter American College of Emergency Physicians. (2018). International Trauma Life Support (ITLS) for Emergency Care Providers (8th (Global Edition) ed.). London, UK: Pearson Education Limited.</p> <p>Herdman, H., &amp; Kamitsuru, S. (Eds.) (2018). <i>NANDA International Nursing</i></p>



Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
				<p>Nursing Care for Clients Experiencing Trauma Emergencies</p> <ol style="list-style-type: none"> <li>1. Head &amp; Spinal Trauma               <ul style="list-style-type: none"> <li>o Management of Increased Intracranial Pressure (ICP)</li> </ul> </li> <li>2. Chest Trauma               <ul style="list-style-type: none"> <li>o Open Pneumothorax</li> <li>o Tension Pneumothorax</li> <li>o Flail Chest</li> <li>o Cardiac Tamponade</li> </ul> </li> <li>3. Abdominal &amp; Pelvic Trauma               <ul style="list-style-type: none"> <li>o Penetrating Trauma</li> <li>o Blunt Trauma</li> </ul> </li> <li>4. Musculoskeletal Trauma               <ul style="list-style-type: none"> <li>o Sprain</li> <li>o Strain</li> <li>o Dislocation/Subluxation</li> <li>o Fracture</li> <li>o Traumatic Amputation</li> <li>o Compartment Syndrome</li> </ul> </li> <li>5. Burn Injuries &amp; Inhalation Trauma</li> <li>6. Pregnancy-Related Trauma</li> <li>7. Barotrauma &amp; Decompression Syndrome (Drowning)</li> </ol>				<p><i>Diagnoses: Definitions &amp; Classification, 2018 - 2020</i> (11th ed.). Oxford, UK: Wiley Blackwell.</p> <p>Bulechek, G. M., Butcher, H. K., Dochterman, J. M., &amp; Wagner, C. M. (Eds.) (2013). <i>Nursing Interventions Classification (NIC)</i> (6th ed.). St. Louis, Missouri: Elsevier Mosby.</p> <p>Moorhead, S., Johnson,</p>

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
								M., Maas, M. L., & Swanson, E. (Eds.) (2013). <i>Nursing Outcome Classification (NOC): Measurement of Health Outcome</i> (5th ed.). St. Louis, Missouri: Elsevier Mosby.
4, 7, 9, 10, 11, 12	<b>Skill (S2):</b>  Graduates are possessing working competence in delivering nursing care and services that meet the competitive global and	<b>CLO3:</b> Student will be able to simulate the handling of emergency patients with trauma or non-trauma-related emergencies to prevent death or	a. Accuracy in practicing clinical skills in the areas of emergency nursing.  b. Ability to create posters for health education.  c. Ability to conduct	<ol style="list-style-type: none"> <li>1. <i>Initial assessment</i></li> <li>2. <i>Pain assessment &amp; management</i></li> <li>3. <i>Emergency triage</i></li> <li>4. <i>AB Management</i></li> <li>5. Bantuan Hidup Dasar (BHD)</li> <li>6. Mechanism of Trauma/Injury</li> <li>7. Wound &amp; Injury Management in Emergency Conditions</li> <li>8. Principles of Wound/Injury Management in Emergency Conditions</li> </ol>	Case-Based Discussion (Case Method) <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Lecture</li> <li>• Topic/Case Presentation Report</li> <li>• Video (Audiovisual) as a Substitute for Clinical</li> </ul>	<b>Class participation</b>  <b>Discussion Participation</b>  <b>Roleplay &amp; Simulation:</b> <ul style="list-style-type: none"> <li>- Basic Life Support (Adult &amp; AED)</li> <li>- Basic Life Support</li> </ul>	<b>Rubric for class participation</b>	Emergency Nurses Association (ENA). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy</i> (Edisi Indonesia 1



Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
	national standards.	disability <b>(S2)</b>  <b>CLO4:</b> Students are able to demonstrate nursing care for emergency patients of various age with emergency cases <b>(S2)</b>	health education.	9. Stabilization, Immobilization & Emergency Transportation 10. Emergency Shock Management 11. Fluid Resuscitation	Skill Lab (CSL) ● Clinical Skill Lab (CSL)	(Child & Baby) - Stabilization - Plaster Cast - Evacuation and Transportation (Emergency and non-Emergency) - Initial Assessment - ABC Management (Airway, Breathing, Circulation) - Oxygen Therapy - Chocking Management - Pain Assessment - GCS Assessment (Glasgow Coma Scale) - Suturing - DC-Shock & Drugs (Defibrillation)		ed.). Singapore: Elsevier.  Campbell, J. E., Alson, R. L., & Alabama Chapter American College of Emergency Physicians. (2018). International Trauma Life Support (ITLS) for Emergency Care Providers (8th (Global Edition) ed.). London, UK: Pearson Education Limited.

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
						and Medications) - Advanced Life Support Simulation		
13	<b>Competence (C1):</b>  Able to manage 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.	<b>Competence :</b>  <b>CLO5:</b> Students are able to integrate research findings into emergency nursing care plans for patients of various ages with emergency cases <b>(C1)</b>	<b>a.</b> Accuracy in integrating trends, issues, and evidence-based nursing practice in emergency nursing.  <b>b.</b> Ability to develop a paper on trends, issues, and evidence-based nursing practice in emergency nursing.	Trends, Issues, and Evidence-Based Nursing Practice in Emergency Nursing.	Group presentation	<b>Written Exam:</b> Multiple choice Questions using Vignettes  <b>Clinical Skill Lab Mastery:</b>  Physical and physiological assessment emergency nursing, able to demonstrate roleplay and simulation (CSL)  Objective Structured Clinical Examination (OSCE)	<b>Rubric for Paper</b>  <b>Rubric for Clinical Skill Lab Observation</b>	<i>JB1 Database of Systematic Reviews &amp; Implementation Reports</i>

Week/ Meeting	Intended Learning Outcomes	Course Module Objectives	Performance Indicator	Topic	Learning Methods	List of Assessments	List of Rubrics	Reading list
14		<b>CLO6:</b> Able to develop critical thinking skills in handling emergency cases (C1)	a. Accuracy in Demonstrating Comprehensive Emergency Management b. Precision in Applying Emergency Management Principles c. Accuracy in compiling a comprehensive nursing care report. d. Attendance during clinical practice (early exposure).	 Pre-Hospital Management <ul style="list-style-type: none"> <li>• Basic Life Support (BLS)</li> <li>• Basic Cardiac Life Support (BCLS)</li> <li>• Basic Trauma Cardiac Life Support (BTCLS)</li> </ul>  Intra-Hospital Management <ul style="list-style-type: none"> <li>• Basic Trauma Cardiac Life Support (BTCLS)</li> <li>• Advanced Cardiac Life Support (ACLS)</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Skill Lab (CSL)</li> <li>• Role Play</li> <li>• Project-based Learning</li> <li>• early exposure</li> </ul>	<b>Assignment</b>  During the early clinical exposure period, students are given tasks to assess patients, analyze data, formulate nursing diagnoses, determine nursing intervention plans, and implement non-invasive interventions that can be performed by students. The results are reported in groups in the form of a complete nursing care report.	<b>Rubric for nursing care report</b>	<ul style="list-style-type: none"> <li>• Modul Basic Life Support (BLS)</li> <li>• Modul Basic Cardiac Life Support (BCLS)</li> <li>• Modul Basic Trauma Cardiac Life Support (BTCLS)</li> <li>• Modul Advanced Cardiac Life Support (ACLS)</li> </ul>

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

N o	Cod e	CLO	Sub CLO	Learning Method	Metode Evaluation					
					Participatory Analysis	Project result	Assignment	Quis	Bobot	Nilai
1	A	CLO1	Sub CLO1	group investigation, Case-Based Learning.	- Activeness in discussions (1%) - Group presentations (1%)  - Activeness in discussions (4%) - Group presentations (4%)			MCQ Test (6%)	8	
1	K	CLO 2	Sub CLO 2	Pre-class reading & summary, Lectures, discussions, group investigation				MCQ Test (6%)	8%	
2	S	CLO 3	Sub CLO 2	Pre-class reading & summary, Lectures, discussions, group investigation	- Activeness in discussions (3%) - Group presentations (4%)			MCQ Test (6%)	13%	
			Sub CLO 3	CSL						
			Sub CLO 4	Lectures, SGD, group presentation, group Investigation dan Case-based learning						
3	C1	CLO 6	Sub CLO 5	Lectures, SGD, group presentation, video player, group Investigation dan case-based learning	- Activeness in discussions (5%) - Group presentations (4%)			MCQ Test (6%)	35%	
			Sub CLO 6	Lectures, SGD, group presentation, group Investigation dan Case-based learning						
5	C3	CLO 6	Sub CLO 7	Clinical Early Exposure. Project Based Learning ( <i>Reflective Paper</i> )	- Presentation (Reflection on Field Practice Results) (15%)		Report on the implementation of adult nursing in the hospital (15%)	MCQ Test (6%)	36%	

### Example of Written Test Exam

1. A triage nurse in the emergency department receives 5 simultaneous patient visits. The first patient is an elderly woman complaining of shortness of breath; the second is a hit-and-run accident victim with lacerations on the head and hand; the third is a toddler with a temperature of 39°C, a history of tonic-clonic seizures at home for 15 minutes; the fourth and fifth patients are a husband and wife involved in an accident where the husband has an open fracture of the mid-shaft of his right tibia, while the wife has a head injury and appears apathetic. Which patient needs first-priority assistance? **(CLO1)**
  - A. The first patient
  - B. The second patient
  - C. The third patient
  - D. The fourth patient
  - E. The fifth patient
2. A 45-year-old male patient is being treated in the ICCU for Acute Coronary Syndrome (ACS). While a nurse is monitoring vital signs (TTV), the patient suddenly complains of chest pain and then experiences cardiac arrest. The nurse intends to perform CPR, but the family objects and refuses the procedure, despite having been provided with an explanation, with the rationale that the patient should be able to pass away peacefully. What ethical dilemma is the nurse facing? **(CLO1)**
  - A. Autonomy and Beneficence
  - B. Beneficence and Justice
  - C. Justice and Nonmaleficence
  - D. Nonmaleficence and Fidelity
  - E. Fidelity and Autonomy
3. A male unconscious victim suspected of having a heart attack is found. In the primary assessment, the victim is unresponsive to pain, and carotid pulse palpation is not felt. According to AHA 2010, what should the rescuer do next? **(CLO2)**
  - A. Perform chest compressions 30 times
  - B. Provide ventilation assistance 2 times
  - C. Look, listen, and feel for the victim's breathing
  - D. Open the airway with a head tilt chin lift
4. A prehospital nurse encounters a 25-year-old male victim of a car accident on the highway. The patient is conscious, appears to be short of breath, and complains of chest and right thigh pain. In the initial assessment, the airway is clear; the breathing rate is 30 breaths per minute, there is an open wound, asymmetrical movement, and a rib fracture on the right side of the chest, and chest percussion produces hyper resonant sounds. What is the most appropriate intervention to address this emergency? **(CLO5)**
  - A. Placement of a chest tube (WSD)
  - B. Needle thoracentesis
  - C. Application of a 3-sided dressing
  - D. Fixation with an elastic bandage
  - E. Administration of oxygen via a non-rebreather mask (NRM)
5. A 17-year-old male is brought to the emergency department by ambulance after being involved in a motorcycle accident while crossing the road. The patient is conscious, appears to be short of

breath, and complains of chest and right thigh pain. In the initial assessment, the airway is clear; the breathing rate is 28 breaths per minute; there are abrasions and asymmetrical movement on the right side of the chest, and percussion of the chest produces a dull sound. The patient appears pale, has cold extremities, and a pulse rate of 108 beats per minute. Crepitus is felt in the right femur, and there are lacerations and bleeding on the right hand and calf. What is the priority nursing diagnosis for this patient? **(CLO6)**

- A. Pain
- B. Deficient Fluid Volume
- C. Impaired Gas Exchange
- D. Impaired Peripheral Tissue Perfusion
- E. Risk for Peripheral Neurovascular Dysfunction