Module Description: Philosophy and Nursing Theory (21R01110203)

Module designation	Course Module
Semester(s) in which the module is taught	I
Person responsible for the module	Dr.Andina Setyawati, S.Kep., Ns., M.Kep (Coordinator) Prof. Dr. Ariyanti Saleh, SKp., M.Si Prof. Dr. Elly L. Sjattar, SKp., M.Kes Dr. Erfina, S.Kep., Ns., M.Kep
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 1st semester.
Teaching Methods	Teaching methods used in this course are: - Interactive lectures - Small group discussions (SGD) The class size for lecture is approximately 60 students.
Workload (incl. contact hours, self-study hours)	Contact hours for lecture is 40 hours, assignments are 48 hours, and practice are 48 hours. For this course, students are required to meet a minimum of 136 hours in one semester, which consist of: 40 hours (equals with ECTS) for lecture, 48 hours for structured assignments, 48 hours for self-study hours,
Credit points	3 credit points (equivalent with 4.53 ECTS)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	After completing the course, students will be: **Knowledge:** **CLO 1.** Understanding the concepts of philosophy and philosophy of science **(K)** **CLO 2.** Understanding the philosophy and paradigm of nursing **(K).** **CLO 3.** Applying the conceptual models and theoretical approaches of nursing into nursing practice **(K).**
Content	Students will learn about: - Introduction to Philosophy and Nursing Theory - Philosophy, Paradigm, and Nursing Paradigms - Concept Development (from Concept to Theory) - Definition of Theory and Nursing Theory - Components of a Theory - Relationship between Paradigm and Nursing Theory - Types or Levels of Theory - Selected Nursing Theories (Nightingale, Henderson, Peplau, Watson, Orem, Roy, etc.) - Middle Range Theories in Nursing - Concept of Holistic Care

	- Concept of Change - Concept of System and Systems Approach
Examination forms	Written exam: 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 the exam to get final grade. - Students must get final mark minimum of 40
Reading list	1. Alligood, M. R. (2022). Nursing theorists and their work (10th ed). Elsevier. 2. Alfaro-Lefevre, R. (2016). Critical thinking, clinical reasoning and clinical judgment: A practical approach, pageburst E-book on kno. Elsevier Health Sciences. 3. Marriner-Tomey, A. (2022). Nursing theorists and their work. M. R. Alligood (Ed.). Elsevier. 4. McEwen, M., & Wills, E. M. (2019). Theoretical basis for nursing (5th ed). Elsevier. 5. Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. (2021). Fundamentals of nursing-e-book. Elsevier health sciences. 6. Raterink, G. (2016). Reflective journaling for critical thinking development in advanced practice registered nurse students. Journal of Nursing Education, 55(2), 101-104. 7. Zuriguel Perez, E., Lluch Canut, M. T., Falco Pegueroles, A., Puig Llobet, M., Moreno Arroyo, C., & Roldan Merino, J. (2015). Critical thinking in nursing: Scoping review of the literature. International journal of nursing practice, 21(6), 820-830. 8. Smith, M. J., & Liehr, P. R. (Eds.). (2018). Middle range theory for nursing. Springer Publishing Company. 9. Bahramnezhad, F., Shiri, M., Asgari, P., & Afshar, P. F. (2015). A review of the nursing paradigm. Open Journal of Nursing, 5(01), 17. 10. Zamanzadeh, V., Jasemi, M., Valizadeh, L., Keogh, B., & Taleghani, F. (2015). Effective factors in providing holistic care: A qualitative study. Indian journal of palliative care, 21(2), 214. 11. Seniwati, T., Rustina, Y., Nurhaeni, N., & Wanda, D. (2023). Patient and family-centered care for children: A concept analysis. Belitung Nursing Journal, 9(1), 17-24. 12. Mulhaeriah, M., Afiyanti, Y., & Rachmawati, I. N. (2017). Application of Nursing Theory of “Need For Help” and “Unpleasant Symptoms” on Terminated-Postterm Pregnancy: A Case Study. Indonesian Contemporary Nursing Journal, 62-67. 13. Amalina, S. F., Rachmawaty, R., Ilkafah, I., & Erfina, E. (2020). Patient experiences of nurse caring behaviors based on Swanson's theory in Indonesian hospital. Enfermería Clínica, 30, 332-336. 14. Recent article on nursing theories
Cluster of Competence	Core Sciences Courses
Form of Assessments	- Class/group participation (5%) - Class attendance (10%) - Assignment: Team-based project report 1 (10%), Team-based project report 2 (5%), Team-based project report 3 (7.5%), Case study report

	1 (12.5%), Case study report 2 (10%), Case study report 3 (5%), Case study report 4 (5%) - Written Test (25%)
Date of last amendment made	March 2025

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Philosophy and Nursing Theory
Code : 21R01110203
Semester : I
Person responsible for the module : Dr. Andina Setyawati, S.Kep., Ns., M.Kep
Lecturers : 1. Prof. Dr. Ariyanti Saleh, SKp., M.Si
2. Prof. Dr. Elly L. Sjattar, SKp., M.Kes
3. Dr. Erfina, S.Kep., Ns., M.Kep

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
1-5	**Knowledge (K):** Nursing graduates master nursing science and also information system and technology to provide patients with nursing care based on scientific nursing	**Knowledge:** **CLO 1.** Understanding the concepts of philosophy and philosophy of science **(K)** **CLO 2.** Understanding the philosophy and paradigm of nursing **(K).**	Students are able to explain the basic concepts of general philosophy, and philosophy of science	1. Introduction to the Philosophy and Theory of Nursing 2. Philosophy, Paradigm, and Nursing Paradigm 3. Concept development 4. The relationship between nursing paradigms and theories 5. Types or levels of theory.	Interactive Lecture, group discussion	1. Individual assignment (written exam: MCQ on nursing paradigm and philosophy) 2. Participation in discussion	**Rubric for written resume** **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	McEwen, M., & Wills, E. M. (2019). Theoretical basis for nursing (5th ed., pp. 1–40). Elsevier. (Chapter 1 and 2) Alligood, M. R. (2022). Nursing theorists and their work (10th ed., pp. 1–45). Elsevier. (Chapter 1)

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
	process and approaches						by total items multiply 100.	
6-15	Knowledge (K): 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:** **CLO 3.** Applying the conceptual models and theoretical approaches of nursing into nursing practice **(K)**	Students are able to explain and differentiate various nursing conceptual models and theories. Students are able to analyse clinical cases using appropriate theoretical nursing frameworks. Students are able to integrate nursing theories into evidence-based nursing care plans. Students demonstrate the ability to critically evaluate the application of nursing models in practice through written	Selected Nursing Theories (Nightingale, Henderson, Peplau) Selected Nursing Theories (Watson, Orem, Roy) Middle Range Theories in Nursing: Application in Nursing/Health Care Settings Application in Nursing/Health Care Settings Holistic Care Concept: Holism Humanism Change concept		- Case study report : The students are asked to compile a report on evidence-based nursing theories, based on the case obtained through internet searching **Written exam:** Multiple Choice Questions. - Mode of delivery: Online through Learning Management System (LMS) & paper-based exam.	**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. **Rubric for case study report**	1. Alligood, M. R. (2022). Nursing theorists and their work (10th ed). Elsevier. 2. Alfaro-Lefevre , R. (2016). Critical thinking, clinical reasoning and clinical judgment: A practical approach, pageburst E-book on kno. Elsevier Health Sciences. 3. Marriner-Tomey, A. (2022). Nursing theorists and their work. M.

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
			assignments and multiple-choice exams.	System Concept and System Approach		- Total number of questions: 50. - Each question must be completed within 1 minute. - Duration of exam: 100 minutes. **Group presentation**	**Rubric for Presentation**	R. Alligood (Ed.). Elsevier. 4. McEwen, M., & Wills, E. M. (2019). Theoretical basis for nursing (5th ed). Elsevier. 5. Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. (2021). Fundamentals of nursing-e-book. Elsevier health sciences. 6. Raterink, G. (2016). Reflective journaling for critical thinking development in advanced practice

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
								registered nurse students. Journal of Nursing Education, 55(2), 101-104. 7. Zuriguel Perez, E., Lluch Canut, M. T., Falco Pegueroles, A., Puig Llobet, M., Moreno Arroyo, C., & Roldan Merino, J. (2015). Critical thinking in nursing: Scoping review of the literature. International journal of nursing practice, 21(6), 820-830.

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
								8. Smith, M. J., & Liehr, P. R. (Eds.). (2018). Middle range theory for nursing. Springer Publishing Company. 9. Bahramnezhad, F., Shiri, M., Asgari, P., & Afshar, P. F. (2015). A review of the nursing paradigm. Open Journal of Nursing, 5(01), 17. 10. Zamanzadeh, V., Jasemi, M., Valizadeh, L., Keogh, B., & Taleghani, F. (2015). Effective factors in providing

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
								holistic care: A qualitative study. Indian journal of palliative care, 21(2), 214. 11. Seniwati, T., Rustina, Y., Nurhaeni, N., & Wanda, D. (2023). Patient and family-centered care for children: A concept analysis. Belitung Nursing Journal, 9(1), 17-24. 12. Mulhaeriah, M., Afiyanti, Y., & Rachmawati, I. N. (2017). Application of Nursing Theory of

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
								"Need For Help" and "Unpleasant Symptoms" on Terminated-Postterm Pregnancy: A Case Study. Indonesian Contemporary Nursing Journal, 62-67. 13. Amalina, S. F., Rachmawaty, R., Ilkafah, I., & Erfina, E. (2020). Patient experiences of nurse caring behaviors based on Swanson's theory in Indonesian hospital. Enfermería Clínica, 30, 332-336.

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Methode	List of Assessments	List of Rubrics	Reading list
								Recent article on nursing theories

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	Lecture Team-based project	Multisource Feedback 5%	Assignment: Team-based project 10%				Final test: MCQ 7.5%	**22.5**
			Sub CLO 2								
		CLO 2	Sub CLO 3	Team-based project: creating health education posters	Multisource Feedback 5%	Assignment: Team-based project 30%				Final test: MCQ 7.5%	**42.5%**
			Sub CLO 4								
			Sub CLO 5								
		CLO 3	Sub CLO 6	Case Study	Multisource Feedback 5%		Case study: 15%			Final test: MCQ 15%	**35%**
			Sub CLO 7								
			Sub CLO 8								
TOTAL					**15%**	**40%**	**15%**			**30%**	**100%**

Example of Written Test Exam

1. Conceptual models are a set of concepts that symbolically represent and describe a phenomenon. In nursing, the frequently used conceptual models are:
   a. Neuman's System Model
   b. Roy's Adaptation Model
   c. King's Theory of Goal Attainment
   d. Roger's Science of Human Beings
   e. King's General System Framework

2. The example of Middle-Range Theory in Nursing is:
   a. Parse's Theory of Human Becoming
   b. Grief Theory
   c. Newman's Theory of Health as Expanding Conciousness
   d. Factor-Relating Theory
   e. Situation-Relating Theory

3. The characteristic of the helping-trust relationship, which involves harmony (a relationship that must be honest and open), empathy (the nurse must show an attitude of trying to feel what the client feels), and warmth (accepting others positively), is included as one of the explanations of the carative factors by Watson. The most appropriate statement to describe this characteristic is:
   a. Forming a humanistic-altruistic value system.
   b. Instilling faith and hope (faith-hope).
   c. Developing sensitivity for oneself and others.
   d. Building trusting and helping relationships.
   e. Enhancing and accepting positive and negative feelings expression.