

MODUL HANDBOOK

Nursing Science Study Programme



FACULTY OF HEALTH SCIENCE
UIN SYARIF HIDAYATULLAH JAKARTA

SEMESTER 1

Module designation	Arabic Language (Bahasa Arab)
Semester(s) in which the module is taught	I
Person responsible for the module	Alfiah, S.Ag., M.ag Taslimun Dirjam, S.Ag., MA
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Problem based learning, discovery learning, lab works Lecture, student project, group discussion, presentation work
Workload (incl. contact hours, self-study hours)	3 SKS (Credit Hours) 1 SKS praktikum = 170 minutes/week/semester 1 SKS kuliah= 50 minutes lecture, 60 minutes structured assignment, 60 minutes self-study 3 SKS = 150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	3 SKS X 1.68 (5,04 ECTS)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Students are expected to understand the rules of the Arabic language used as an international language. 2. Students are able to comprehend the four language skills: Maharoh Kitabah (Writing Skills) and Maharoh Qiroah (Reading Skills). 3. Students can comprehend literature in the Arabic language related to health sciences in particular. 4. Students are capable of basic Arabic language communication.
Content	This course focuses on the importance of learning Arabic, the language of scholarship, international language, and the language of Islam. It also emphasizes the significance of Arabic as the language of the Quran, Hadith, and the daily language of the

	<p>Prophet Muhammad. The course will cover the fundamentals of the Arabic language, particularly: Ism Mudzakkar and Muannas (Masculine and Feminine Nouns), Muftada wa Khobar (Subject and Predicate), Muftad and Jamak (Singular and Plural), Adad (Numbers 1-1000), Nakirah and Ma'rifah (Indefinite and Definite), Al Fi'l al Maadhi (Past Tense Verbs), Al Fi'l al-Mudhaari (Present Tense Verbs), Fi'l al-Amri (Imperative Verbs), Alfi'l al Nahi (Negative Verbs), Al Mafaa'il (Objects) and Jumlah Ismiyah wa Jumlah Fi'liyah (Nominal and Verbal Sentences). The goal is to provide students with a solid foundation in these Arabic language concepts.</p>
Examination forms	Multiple choice and Essay
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 60% structured academic assignment 3. Jika belum mencapai 60% akan diadakan remedial
Reading list	<ul style="list-style-type: none"> - al 'arabiyyah bin-Namaadzij (Jakarta: Bulan Bintang, 2015) - 'Ali al Jaarim & Mustafa Amiin, al-Nahw al Waadhih fii Qawaa'id al Lughah al 'Arabiyyah (Mesir: Matba'ah al-Ma'arif) Fuad Ni'mah, Qawaid lughah al arabiyah, (Beirut: Darutsaqfah al Islamiyah) -Mubarak Mubarak, Qawaa'id al-Lughah al-'Arabiyyah (beirut: Daar al-Kitaab al-banaanii, 1973) -Syeikh Muhammad bin A. Malik al-Andalusy, Matan Alfiah. DII.

Module designation	English For Nursing (Bahasa Inggris)
Semester(s) in which the module is taught	1
Person responsible for the module	Ns. Mardiyanti., Mkep., MDS Nia Damiati. PhD
Language	English
Relation to curriculum	Compulsory
Teaching methods	Lecture, structured assignment, practice (i.e. role play, conversation, oral presentation, listening/reading/writing practice)
Workload (incl. contact hours, self-study hours)	2 credit hours theory and 2 credit hours practicum Contact hour: lecture: 2x50 minutes = 100 minutes. Practicum: 2x170 minutes = 340 minutes = 7.3 hours per week Self-study = 4 credit hours x 1 hour = 4 hours per week Workload = 11.3 hours per week
Credit points	6,7 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	After following the learning process, if students prompted by a range of data, they able to: <ol style="list-style-type: none"> 1. understand and able to explain any medical instruction and/or health professionals' instruction regarding patient record and health status 2. Understand and able to follow any command/instruction in the practical simulation and able to maintain English conversation during simulation in the clinical setting. 3. Write or document any activity in the nursing care of patient 4. Participate and communicate effectively during teaching-learning process in the class or in the clinical setting.

Content	<p>This course is designed for nursing students to prepare their ability dealing with English for Special Purposes (ESP) in the next level. The course focus is basic general English for Intermediate level including tenses and other specific needs such as taking patients' vital signs, nursing handover, referring patients and other relating to health issues. Students are exposed to use basic grammar and language function to communicate accurately and appropriately about their life, study activity, and other health and hospital situations. The Course emphasizes on acquiring relevant vocabulary and building communicative competency in listening, speaking, and simple writing. Learning activities include both productive and receptive skills such as; reading, speaking, listening and writing.</p>
Examination forms	<p>Formative assessment on listening, writing and reading (50% of total marks)</p> <p>Multiple choice Question (midtest 20% and final test 30%)</p>
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Azar, B.S. (2003). Fundamentals of English Grammar.3rd edition. Longman. USA 2. Arco, T. (2006). Peterson's Master TOEFL Reading Skills. Lawrenceville, NJ: Peterson's, a Nelnet Company 3. Learning Express Editors. (2009). Reading Comprehension Success in 20 Minutes a Day (4 ed): Learning Express, LCC 4. Greenan and Grice. 2009. Oxford English for Careers: Nursing 1: Student's Book. 5. Grice Tony. 2003. Everyday English for Nursing. Elsiever. Canada 6. Lado, M.J.(2007). Complete English Grammar . Titik Terang, Jakarta

	<ol style="list-style-type: none"> 7. Muntaha & Alimun (2009). <i>Mahir Menguasai English Grammar</i>. Palanta, Jakarta 8. Oxford University Press, USA 9. Phillips, D. (2003). <i>Longman Preparation Course for the TOEFL Test: The Paper Test</i>. New York: Pearson Education 10. Raymod Murphy. (2007). <i>English Grammar in use</i>. (3rd Ed). Cambridge.
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Module designation	<i>Being Nursing Student (Menjadi Mahasiswa Keperawatan)</i>
Semester(s) in which the module is taught	This course is a compulsory course and offered in the 1st semester.
Person responsible for the module	<ol style="list-style-type: none"> 1. <i>Dr. Ns. Uswatun Khasanah, S.Kep., MNS</i> 2. <i>Dr. Ita Yuanita, S.Kp., M.Kep.</i> 3. <i>Karyadi, Ph.D</i> 4. <i>Ns. Kustati Budi Lestasi, S.Kep., M.Kep., Sp. Kep. An.</i> 5. <i>Ns. Dwi Setyowati, S.Kep., M.Kep.</i> 6. <i>Moch. Syafii, MM</i>
Language	Bahasa Indonesia
Relation to curriculum	Wajib (Compulsory)
Teaching methods	<p>Teaching methods used in this course are:</p> <ol style="list-style-type: none"> a. <i>Lecture (i.e. Discovery learning, problem based learning, student class presentation, demonstration)</i> b. <i>Structured assignments (Project Based Learning)</i> <p>Contact hours for lecture is 11,67 hours, assignments is 14 hours and practice is 39.67 hours</p>
Workload (incl. contact hours, self-study hours)	<p><i>For this course, students are required to meet a minimum of 5,67 hours per week in one semester, which consist of:</i></p> <ol style="list-style-type: none"> 1. <i>11,67 hours minute for lecture</i> 2. <i>14 hours for structured assignments</i> 3. <i>14 hours for self-study</i> 4. <i>39,67 hours for practice</i>
Credit points	2 credit point x 1,68 credits ECTS= 3,36 ECTS

Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. <i>Able to resume the role of Muslims in science.</i> 2. <i>Able to apply the Muslim etiquette in learning process.</i> 3. <i>Able to apply student-centered learning.</i> 4. <i>Able to implement the learning skills.</i> 5. <i>Able to use the technology to support learning process.</i> 6. <i>Able to evaluate the lifelong learning skill</i>
Content	<ol style="list-style-type: none"> 1. <i>Adab muslim dalam belajar</i> 2. <i>The role of Islamic scholar in science development</i> 3. <i>Student centered learning</i> 4. <i>Learning skill (speed reading, management stress, computer program, search engine, reference manager, 7 jump steps in PBL, develop a longlife learning habits)</i>
Examination forms	Multiple choice and essay
Study and examination requirements	<ol style="list-style-type: none"> 1. <i>Minimum lecture attendance of 80%</i> 2. <i>Completed 80% structured academic assignment</i> 3. <i>not commit acts of fraud such as cheating or other acts of fraud</i>
Reading list	<p>Utama:</p> <ol style="list-style-type: none"> 1. <i>Alligood, M.R. (2014). Nursing Theorists and Their Work. 8th edition. St. Louis: Mosby Elsevier Inc</i> 2. <i>Berman, A.T., Snyder, S. &Frandsen, G. (2016). Kozier & Erb's Fundamentals of Nursing. 10th edition. New York: Prentice Hall</i> 3. <i>Potter, P., Perry, A., Stockert, P., & Hal, A. (2017). Fundamentals of nursing: Concepts, process, and practice. 9th Rdition. St Louis: Mosby Elsevier Inc</i> <p>Pendukung:</p> <ol style="list-style-type: none"> 1. <i>Alfaro-LeFevre, R. (2013). Critical Thinking. Clinical Reasoning, and Clinical Judgment. 5th edition. St Louis: Saunders Elsevier Inc</i> 2. <i>Rubenfield, M.G. & Scheffer, B.K. (2010). Critical Thinking: tactics for nurses. 2nd Edition. Jones and Barlett Publishers</i>

Module designation	Islamic Study 1 (Studi Islam I)
Semester(s) in which the module is taught	1

Person responsible for the module	Kustati Budi Lestari Ita Yuanita Ernawati Uswatun Khasanah
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lecture, Discovery Learning, Small Group Discussion,
Workload (incl. contact hours, self-study hours)	Lecture : 15x50 menit = 1.500 Problem Based Learning : 2x100 minutes = 200 Discovery learning : 2x100 menit =200 Pleno : 2x100 menit =100 Mid Test : 1x100 menit = 100 Final Test : 1x100 menit= 100
Credit points	3,36 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Able to explain the definition, origin, types, elements, and functions of religion in human life based on references. 2. Has the ability to summarize the meaning of Islam, its characteristics, similarities, and differences with other religions, as well as the sources and fundamental teachings of Islam. 3. Able to understand aspects of Islamic teachings about worship, spiritual and moral training, the history and culture of Islam, politics, education, preaching, community, and gender equality in Islam. 4. Has the ability to communicate and collaborate with fellow health profession students in the study of Islam. 5. Has the ability to comprehensively, cohesively, and refreshingly explain aspects of Islamic teachings about

	theology, philosophy, Sufism/tariqat, jurisprudence (fiqh), and Islamic renewal.
Content	The Islamic Studies course covers the understanding, origins, types, elements, and functions of religion in human life. It also delves into the definition of Islam, its characteristics, similarities, and differences with other religions, as well as the sources and fundamental teachings of Islam. This course also addresses aspects of Islamic teachings related to worship, spiritual and moral practices, the history and culture of Islam, politics, education, preaching, community, and gender equality within the context of Islamic teachings. It explores contemporary issues regarding Islam's contributions to world civilization. In this course, the Interprofessional Education learning method is applied, aiming to introduce communication and collaboration among students of various health professions from the beginning.
Examination forms	Multiple choice questions
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. Formative assessment, which constitutes 40% of the total evaluation, includes the following components: <ol style="list-style-type: none"> a. Attendance: 5% b. Presentation: 5% c. Paper: 10% d. Group Discussion: 10% e. Midterm Exam: 30% f. Final Exam: 30%
Reading list	<ul style="list-style-type: none"> • Buring et al (2009) interprofesional education supplement. American journal of pharmaceutical education,73 (4);59.

Module designation	Fundamental of Nursing 1
Semester(s) in which the module is taught	1

Person responsible for the module	Irma Nurbaeti., M.Kep.,Sp.Mat.,Ph.D Karyadi, M.Kep.,Ph.D
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lecture, Dscovery Learning, Small Group Discussion, Practicum
Workload (incl. contact hours, self-study hours)	Lecture = 28 jam Structure assignment = 55 <ol style="list-style-type: none"> 1. Discovery Learning= 10 hours 2. SGD = 21 hours 3. Presentation 800/50= 16 hours 4. Mid test = 100 minutes = 4 hours 5. Final test = 100 minutes = 4 hours Praktikum = 16 hours (including OSCE) Independent study= 18 hours Self study = 9 days x 2 hours = 18 hours Total amount 135 hours.
Credit points	4 sks x 1,67 credits ECTS= 6,68 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	After completing this module, it is expected that students will be able to: <ol style="list-style-type: none"> 1. Understand the history of nursing and contemporary nursing practices. 2. Comprehend the concept of the nursing paradigm. 3. Apply therapeutic communication practices to support nursing care. 4. Understand the concept of health-illness continuum in the context of caring, self-concept, sexuality, spiritual health in nursing, loss and grief, as well as stress and coping concepts. 5. Analyze the principles of a holistic approach in the context of nursing.

	6. Understand the concept of systems and the systems approach in healthcare services.
Content	This course covers the history of nursing and contemporary nursing practices, the concept of the nursing paradigm, therapeutic communication in delivering nursing care, the concept of the health-illness continuum in the context of caring, self-concept, sexuality, spiritual health in nursing, loss and grief, as well as stress and coping concepts. It also explores the systems and systems approach in healthcare services, as well as the principles of a holistic approach in the context of nursing. Additionally, the course discusses Islamic perspectives on various relevant concepts related to the course description.
Examination forms	<ol style="list-style-type: none"> 1. MCQ 2. Project based learning 3. Diskusi Kelompok 4. Presentasi kelompok <p>Practical Assessment Checklist</p>
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud <p>Evaluation:</p> <ol style="list-style-type: none"> 1. Formative assessment 40% includes: <ol style="list-style-type: none"> a. Attendance 5% b. Presentation 5% c. Paper 10% d. Group Discussion (DK) 10% e. Practical Work 10% 2. Midterm Exam (UTM) 30% 3. Final Exam (UAM) 30%
Reading list	<ol style="list-style-type: none"> 1. Berman, A.T., Snyder, S. &Frandsen, G. (2016). Kozier & Erb's Fundamentals of Nursing. 10th edition. New York: Prentice Hall 2. Potter, P., Perry, A., Stockert, P., & Hal, A. (2021). Fundamentals of nursing: Concepts, process, and practice. 10th Rdition. St Louis: Mosby Elsevier Inc

	3. Alfaro-LeFevre, R. (2013). Critical Thinking. Clinical Reasoning, and Clinical Judgment. 5 th edition. St Louis: Saunders Elsevier Inc
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SEMESTER 2

Module designation	Bahasa Indonesia (Indonesian language and academic writing)
Semester(s) in which the module is taught	2
Person responsible for the module	Dwi Setiowati, M.Kep Syihaabul Huda, MPd
Language	Indonesian
Relation to curriculum	Compulsor
Teaching methods	e.g. lecture, lesson, project, Cooperative learning, Discovery Learning, etc.
Workload (incl. contact hours, self-study hours)	150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	5 ECTS (3 sks x 1.68 credits)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Revisiting the concept of the Indonesian language 2. Applying the concept of the Indonesian language in written and spoken form 3. Implementing the composition of scientific articles (essays, opinions, proposals, and even simple research) 4. Applying simple scientific publications such as community service journals
Content	<p>The Indonesian Language course is a General Basic Course (MKDU) and is nationally mandatory for higher education based on the Decision Letter of the Director General of Higher Education, the Ministry of National Education, Republic of Indonesia No. 43/Diki/Kep/2006. Indonesian language is essential for written and oral communication according to the principles of good and correct academic writing, which must be possessed by an academician. It is important for Muslim nurses to learn both spoken and written language and as a means to enhance the communication competence of Muslim nurses by drawing lessons from the story of the Prophet's companion Zaid bin Thabit.</p>

Examination forms	Multiple choice and Essay
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<p>Primary reference:</p> <ol style="list-style-type: none"> 1. Alek dan Ahmad. (2017). Bahasa Indonesia untuk Perguruan Tinggi. Jakarta : Erlangga. 2. Arikunto. (2010). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta : Rhineka Cipta. 3. Arifin, E. Z dan Tasai, M. A. (2006). Cermat Berbahasa Indonesia. Jakarta : Akademika Pressido. 4. Badudu, Y. (1994). Ejaan Bahasa Indonesia. Bandung : Pustaka Prima. 5. Bahtiar, A dkk. (2009). Khazanah Bahasa: Memaknai Bahasa Indonesia dengan Baik dan Benar. Bogor: In Media. 6. Chaer, A. (2011). Tata Bahasa Praktis Bahasa Indonesia. Jakarta : Rineka. Cipta. 7. Gani, R A dan Fitriyah Z. A. M. (2010). Disiplin Berbahasa Indonesia. Jakarta : PTIK Press. 8. Keraf, G. (1993). Komposisi. Ende : Nusa Indah. 9. _____(2000). Berbicara. Ende: Nusa Indah. 10. Keraf, G. (2007). Diksi dan Gaya Bahasa. Jakarta.: Gramedia Pustaka Utama. 11. Semi, A. (2007). Dasar Dasar Keterampilan Menulis. Bandung: Angkasa. <p>Supporting references:</p> <ol style="list-style-type: none"> 12. Collin, J. T. (2005). Bahasa Melayu Bahasa Dunia. Sejarah Singkat. Jakarta : Obor. 13. Finoza, L. (2001). Komposisi Bahasa Indonesia. Jakarta : Diksi Insan Mulia. 14. Fitriyah, Z. A. M. (2011). Bahasa Indonesia Budayaku. Jakarta: Lemlit UIN Jakarta. 15. Hidayat, A. A. (2007). Metode Penelitian Keperawatan dan Teknis Analisi Data. Jakarta: Salemba Medika. 16. Hudaa, S. (2018). Estetika Bahasa: Mengapresiasi Bahasa Indonesia. Jakarta: Jejak Publisher. 17. Kridalaskna, H. (2001). Kamus Linguistik. Jakarta : PT Gramedia Pustaka Utama.

	<p>18. Suyanto, E. (2011). Membina, Memelihara, dan Menggunakan Bahasa Indonesia secara Benar. Yogyakarta: Ardana Media</p> <p>19. Suyatno dan Jihad, A. (2009). Betapa Mudah Menulis Karya Ilmiah. Yogyakarta: Eduka.</p> <p>20. Tarigan, H. G. (2008). Menulis sebagai Suatu Keterampilan Berbahasa). Bandung: Angkasa.</p> <p>21. Tim Penyusun. (2007). Kamus Besar Bahasa Indonesia. Jakarta : Pusat Bahasa.</p> <p>22. Widjono. (2007). Bahasa Indonesia. Jakarta : Grasindo.</p>
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Module designation	Islamic Study 2
Semester(s) in which the module is taught	2
Person responsible for the module	Kustati Budi Lestari Ita Yuanita Ernawati Uswatun Khasanah
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lecture, Discovery Learning, Small Group Discussion,
Workload (incl. contact hours, self-study hours)	Lecture: 15x50 minutes = 750 minutes Problem-Based Learning: 2x100 minutes = 200 minutes Discovery Learning: 2x100 minutes = 200 minutes Plenary: 2x100 minutes = 200 minutes Midterm Test: 1x100 minutes = 100 minutes Final Test: 1x100 minutes = 100 minutes
Credit points	3,36 ECTS
Required and recommended	-

prerequisites for joining the module	
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Have the ability to communicate and collaborate among students in the health professions during the study of Islam. 2. Have the ability to explain the aspects of Islamic teachings about theology, philosophy, Sufism/tariqat, jurisprudence, and Islamic renewal comprehensively, coherently, and refreshingly. 3. Have the ability to explain contemporary issues regarding the contribution of Islam to world civilization; the development of Islam in the world, especially in Europe/West, Islam as a religion and world civilization. 4. Have the ability to comprehensively and rationally explain Islam in Indonesia, which relates to the arrival of Islam in Indonesia, Islamic Nusantara, Islamic kingdoms in Indonesia, the emergence of religious and social organizations in Indonesia, challenges and opportunities for the development of Islam in the future, and efforts to realize individuals with Islamic, modern, and Indonesian insights.
Content	<p>The course "Islamic Studies" covers topics such as the understanding, origins, types, elements, and functions of religion in human life; the definition of Islam, its characteristics, similarities, and differences with other religions, as well as the sources and fundamental teachings of Islam. This course also addresses aspects of Islamic teachings related to worship, spiritual and moral exercises, the history and culture of Islam, politics, education, propagation (dawah), society, and gender equality within the context of Islamic teachings. Contemporary issues related to the contribution of Islam to the civilization of the Islamic world are also discussed in this course. The Interprofessional Education (IPE) learning method is applied in this course, aiming to introduce communication and collaboration among students in health professions from the very beginning.</p>
Examination forms	Multiple choice questions
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80%

	<p>2. Completed 80% structured academic assignment</p> <p>3. Formative Assessment 40% includes:</p> <ol style="list-style-type: none"> a. Attendance 5% b. Presentation 5% c. Paper 10% d. Midterm Exam 10% e. Continuous Assessment (UTM) 30% f. Final Exam (UAM) 30%
Reading list	<ul style="list-style-type: none"> • Buring et al (2009) interprofesional education supplement. American journal of pharmaceutical education,73 (4);59.

Module designation	Pancasila
Semester(s) in which the module is taught	2
Person responsible for the module	Dr. Jamaludin, M.Kep
Language	Indonesian
Relation to curriculum	Compulsory /elective/ specialisation
Teaching methods	Lecture, Small Group Discussion, Discovery Learning.
Workload (incl. contact hours, self-study hours)	26,67 minutes for Lecture; 32 minutes for structured academic assignment, 62 minutes for self-study per week
Credit points	3,36 credits (2 sks x 1.68 credits)
Required and recommended	-

prerequisites for joining the module	
Module objectives/intended learning outcomes	<p>Students are able to analyze, think rationally, and exhibit critical thinking in addressing societal, national, and state issues. (CPL 1,2,6)</p> <p>Students can demonstrate intellectual responsibility in recognizing problems and providing solutions based on Pancasila values. (CPL 1,2,6)</p> <p>Able to explain the fundamental truth that Pancasila is an ideology suitable for Indonesia as a diverse nation and is in harmony with Islam (Bhinneka Tunggal Ika). (CPL 1,2,6)</p> <p>Can comprehend and explain Pancasila as a philosophical system. (CPL 1,2,6)</p> <p>Can understand and adopt Pancasila as an ethical system (lifestyle). (CPL 1,2,6)</p>
Content	<p>The Pancasila (Civic Education) course is one of the mandatory courses for all students at UIN Syarif Hidayatullah Jakarta, which substantively covers four fundamental national consensuses: Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia (NKRI), and Bhinneka Tunggal Ika. Through a Student-Centered Learning approach, the learning process of this course is oriented towards making Pancasila a source of values, character, and inspiration for the nation's life in Indonesia, as well as an effort to actualize Pancasila values in all aspects of national life.</p>
Examination forms	<p>Essay, Group Discussion Assessment Rubric, Presentation Assessment Rubric</p>
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Materi Ajar Mata Kuliah Pendidikan Pancasila, Direktorat Pembelajaran Dan Kemahasiswaan Direktorat Jenderal Pendidikan Tinggi Departemen

	<ol style="list-style-type: none"> 2. Pendidikan Nasional Kementerian Pendidikan Dan Kebudayaan Republik Indonesia, 2013 3. A. Ubaedillah Pendidikan Kewarganegaraan: Pancasila, Demokrasi, dan Pencegahan Korupsi Jakarta: Prenada Media, 2015. 4. A. Ubaedillah dan Abd. Rozak, Pendidikan Kewarganegaraan: Pancasila, Demokrasi, dan Masyarakat Madani. Jakarta: Prenada Media, 2015. 5. Ketut Rindjin, Pendidikan Pancasila Untuk Perguruan Tinggi. CV Prima Grafika 2012 6. Kaelan dan Achmad Zubaedi, Pendidikan Kewarganegaraan. Paradigma Yogyakarta. 2010 7. Abdul Aziz Wahab dan Sapriya. Pendidikan Kewarganegaraan. Alfabeta. 2011 8. Syahril Syarbaini, Pancasila Di Perguruan Tinggi. Galia Indonesia
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Module designation	Bassic Science of Nursing
Semester(s) in which the module is taught	2
Person responsible for the module	Ratna Pelawati
Language	Indonesia
Relation to curriculum	Compulsory
Teaching methods	Lecture, laboratory works, Cooperative learning, Discovery Learning.
Workload (incl. contact hours, self-study hours)	8 Hours and 30 minutes of total workload per week 150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	3 SKS = 5,04 ECTS
Required and recommended prerequisites for joining the module	-

Module objectives/intended learning outcomes	<p>Student are able to analyze the concept of pathology and pathophysiology that occur in a given problem</p> <p>Student are able to understand the cause of disease based on science and the Holy Qur'an</p> <p>Student are able to apply differences in process of infection of various agent based on their structure, life cycle and mechanisms causing damage to host cells</p> <p>Student are able to analyze the basic concepts of manage specimens and examining other supporting data according to problems given</p>
Content	The Basic Science Nursing Module discusses the concepts of pathology, pathophysiology, microbiology and parasitology, as well as pharmacology in various conditions as a basis for studying advanced sciences/expertise.
Examination forms	Multiple choice and Checklist SOP
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Bullock, B.A. (2005). Focus on Pathophysiology. Philadelphia: JB. Lippincott. 2. Copstead, L.C. and Banasik, J.L. (2005). Pathophysiology: Biological and behaviour perspectives. Philadelphia: W.B. Saunders Company. 3. Gandahusada, S, dkk. (2006). Parasitologi Kedokteran. Jakarta: Balai Penerbit FK-UI. 4. Huether, S., McCance, K. (2019). Understanding pathophysiology, 7th edition. Toronto: Mosby Canada 5. McCuisstion, L.E., Kee, J.L., Hayes, ER (2014). Pharmacology: a Nursing process approach. 9th ed. Philadelphia: WB Saunders Co. 6. Malarkey, L.M., McMorrow, M.E. (2012). Nurse's manual of laboratory test and diagnostic procedure. Philadelphia: WB Saunders. 7. Norris, T.L., Lalchandani, R. (2018). Porth's pathophysiology: Concepts of altered health states, 10th ed. Philadelphia: Wolters Kluwer

	<p>8. Pringgoutomo, S., Himawan, S. & Tjarta, A. (2006). Buku ajar: Patologi I (umum). Edisi ke- 1, Jakarta: Sagung Seto.</p> <p>9. Price, S.A. & Wilson, L.M. (2012). Patofisiologi: Konsep klinis proses-proses penyakit. Jakarta: EGC.</p> <p>10. Prosser, S., Worster, B., MacGregor, J., et.al. (2010). Applied pharmacology: an Introduction to pathophysiology and drug management for nurses and health care professional. London: Mosby.</p> <p>11. Potter, P.A., Perry, A.G., Stockert, P.A., Hall, A. (2017). Fundamentals of nursing, 9th ed. Saint Louis: Mosby Elsevier</p> <p>12. Rosdahl, C.B., Kowalski, M.T. (2017). Textbook of basic nursing. Philadelphia: Wolters Kluwer.</p> <p>13. Sacher, R.A & McPherson, R.A. (2004). Widmann's clinical interpretation of laboratory tests. Philadelphia: F.A. Davis Company.</p> <p>14. Al Quran</p>
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Module designation	Fundamental of nursing 2
Semester(s) in which the module is taught	2
Person responsible for the module	<p>Dosen Pengampu/ Team Teaching</p> <p>1. Ns. Kustati Budi Lestari, M.Kep., Sp.Kep.An</p> <p>2. Maulina Handayani, S.Kep., MSc</p> <p>3. Ernawati, M.Kep., Sp. KMB</p> <p>4. Ns. Waras Budi Utomo, M.KM</p> <p>5. Karyadi, M.Kep., PhD</p> <p>6. Maftuhah, M.Kep., PhD</p> <p>7. Yenita Agus, M.Kep., Sp. Mat., PhD</p> <p>8. DR. Ita Yuanita, M.Kep</p>

	<p>9. Ns. Uswatun Khasanah, MNs</p> <p>10. Ns. Puspita Palupi, M.Kep., Sp. Mat</p> <p>11. DR. Jamaludin, M.Kep</p> <p>12. Ratna Pelawati, S.Kep., M.Biomed</p> <p>13. Irma Nurbaeti, M.Kep., Sp. Mat., PhD</p> <p>14. Ns. Dwi Setyowati, M.Kep</p> <p>15. Ns. Mardiyanti, M.Kep., MDs</p> <p>16. Ns. Fajriyah, M.Kep., Sp. Kep.J</p> <p>17. Ns. Dini Triyas, M.Kep., Sp.Kom</p>
Language	Indonesian
Relation to curriculum	Compulsory /elective/ specialisation
Teaching methods	Lecture, lesson , lab works, Discovery learning,
Workload (incl. contact hours, self-study hours)	<p>Lecture = 53,33</p> <p>Srtuctue Assignment : 45,33</p> <p>Practice : 45,33</p> <p>Total : 162,67</p>
Credit points	5 x 1,68 = 8,4 ECTS
Required and recommended prerequisites for joining the module	Tidak ada
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Able to explain the fundamentals of nursing science. 2. Able to explain the basic concepts of nursing. 3. Able to ensure patient safety and quality of care. 4. Able to implement infection prevention and control measures. 5. Proficient in the principles, concepts, techniques, and procedures of nursing care performed independently or in groups to meet the basic human needs, including: activity and exercise, fulfillment of needs: oxygenation, fluid and electrolyte balance, rest and sleep, nutrition, elimination, hygiene, and self-care.

Content	The Fundamental of Nursing (FON) 2 module or Basic Nursing Science 2 consists of material from Basic Nursing 1 and the Concepts of Basic Nursing. This course covers various concepts, principles, and clinical nursing skills to help meet the various human needs, including the needs for activity and exercise, oxygenation, fluid and electrolyte balance, rest and sleep, nutrition, elimination, comfort and safety, self-hygiene, and self-care. This module also discusses the concept of caring throughout the human life cycle, the concept of human growth and development, professional standards in nursing practice, including nursing ethics and legal aspects of nursing care, and the documentation of nursing care.
Examination forms	Multiple choice and Checklist SOP
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud <ol style="list-style-type: none"> 1. Formatif40% <ul style="list-style-type: none"> Logbook.....5% Diskusi kelompok10% Discovery Learning.....5% OSCE.....20 2. Midterm Examination.....30% 3. Final Examination.....30%
Reading list	<ol style="list-style-type: none"> 1. Alligood, M.R. (2014). Nursing Theorists and Their Work. 8th edition. St. Louis: Mosby Elsevier Inc 2. Berman, A.T., Snyder, S. &Frandsen, G. (2016). Kozier & Erb's Fundamentals of Nursing. 10th edition. New York: Prentice Hall 3. Marriner-Tomey & Alligood, M.R. (2010). Nursing Theorists and Their Work. 7th edition. St Louis: Mosby Elsevier Inc. 4. Potter, P., Perry, A., Stockert, P., & Hal, A. (2017). Fundamentals of nursing: Concepts, process, and practice. 9th Rdition. St Louis: Mosby Elsevier Inc

SEMESTER 3

Module designation	Civic Education
Semester(s) in which the module is taught	3
Person responsible for the module	Waras Budi Utomo, M.Km Fitria Rahmawati, S.Sos, M.Si Dr. Jamaludin, M.Kep
Language	Indonesian
Relation to curriculum	Compulsory /elective/ specialisation
Teaching methods	Lecture, Small Group Discussion, Discovery Learning.
Workload (incl. contact hours, self-study hours)	26,67 minutes for Lecture; 32 minutes for structured academic assignment, 62 minutes for self-study per week
Credit points	3,36 credits (2 sks x 1.68 credits)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Students are able to analyze the values of Indonesian identity and society, as well as academic values to be developed: critical thinking, curiosity, honesty, accuracy, tolerance, and objectivity. 2. Students are capable of conducting observations and literature reviews related to citizenship education themes, as well as compiling the results of observations and literature reviews and communicating them. 3. Capable of describing the concept of citizenship education, which includes national identity, the state, constitution, and democracy.
Content	The Civic Education course is one of the mandatory courses for all students at UIN Syarif Hidayatullah Jakarta, which substantively covers three core materials: Democracy, Human Rights, and Civil Society.
Examination forms	Essay, Group Discussion Assessment Rubric, Presentation Assessment Rubric

Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. A. Ubaedillah. Pancasila, Demokrasi, dan Pencegahan Korupsi. Jakarta: Prenada, 2015 2. Abdillah, Masykuri, Demokrasi di Persimpangan Makna: Respon Intelektual Muslim Indonesia terhadap Konsep demokrasi (1966-1993), Yogyakarta: Tiara Wacana, 1999 3. Abdullah, Rozali, Perkembangan HAM dan Keberadaan Peradilan di Indonesia, Jakarta: Ghalia Indonesia, 2002 4. An-Naim, Abdullahi Ahmed, Dekonstruksi Syari'ah, Yogyakarta: LKiS, 2001 5. Azra, Azyumardi, Menuju Masyarakat Madani, Bandung: PT. Remaja Rosdakarya, 1999 cet. ke-1 6. Bahar, Safroeddin, Konteks Kenegaraan Hak Asasi Manusia, Jakarta: Pustaka Sinar Harapan, 2002 7. Baehr, Peter (et.al), Instrumen Internasional Pokok Hak-Hak Asasi Manusia, Jakarta: Yayasan Obor Indonesia, 2001 8. Buchori, Mochtar, Peranan Pendidikan dalam Pembentukan Pendidikan Budaya Politik di Indonesia, dalam buku Menggagas Paradigma Baru Pendidikan: Demokratisasi, Otonomi, Civil Society, Globalisasi, Kanisius, Yogyakarta, 2000

Module designation	Health Promotion and Health Education
Semester(s) in which the module is taught	3
Person responsible for the module	Ns. Dini Tryastuti, M.Kep., Sp.Kep.Kom
Language	Indonesian
Relation to curriculum	Compulsory

Teaching methods	Lecture, Discovery Learning, Small Group Discussion, Pratikum, Roleplay
Workload (incl. contact hours, self-study hours)	Referring to the KKNl
Credit points	4 sks x 1,68 credits ECTS= 6,68 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>Upon completing this module, students are expected to:</p> <ol style="list-style-type: none"> 1. Analyze (C4) the role of nurses in education and health promotion. 2. Analyze (C4) the concepts, theories, and principles of teaching and learning in client health education programs aimed at addressing, preventing, and improving client health. 3. Analyze (C4) the concepts and theories of health promotion and preventing and improving client health behavior. 4. Analyze (C4) various models in health promotion. 5. Design (P2) a health education program tailored to the needs of clients in accordance with Islamic principles.
Content	This course discusses the theoretical concepts of health promotion and health education for clients, the concepts and theories of teaching and learning, the concepts and theories of health promotion, and the development of education and health promotion programs for clients.
Examination forms	<ol style="list-style-type: none"> 1. Role play 2. MCQ (Multiple Choice Questions) 3. Group discussion report 4. Small group discussion 5. Practical assessment checklist
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment

	<p>3. not commit acts of fraud such as cheating or other acts of fraud</p> <p>Evaluation:</p> <ol style="list-style-type: none"> 1. Formatif : 40% 2. UTM : 30 % 3. UAM : 30 %
Reading list	<ol style="list-style-type: none"> 1. Notoatmodjo, S, 2014, Promosi Kesehatan dan Perilaku Kesehatan, Penerbit Rineka Cipta, Jakarta 2. Notoatmidjo, 2014, Ilmu Perilaku Kesehatan, Penerbit Rineka Cipta, Jakarta 3. https://promkes.kemkes.go.id/home# 4. Pender, N.J. (2015). Health Promotion in Nursing Practice. USA : A. Simon & Schuster Company 5. https://www.google.com/search?client=firefox-b-d&q=website+kemenkes+RI 6. https://yankes.kemkes.go.id/view_artikel/451/perawat-dan-perannya-sebagai-pendidik-pasien

Module designation	Patient Safety and Occupational safety in nursing
Semester(s) in which the module is taught	4
Person responsible for the module	Maftuhah, PhD
Language	Indonesian
Relation to curriculum	Compulsory /elective/ specialisation
Teaching methods	Lecture, Discovery Learning, Small Group Discussion, Practicum
Workload (incl. contact hours, self-study hours)	<p>Lecture=50 menit/week;</p> <p>Structure Assignment= 1 hours/week; 16 hours/semester</p> <p>Practice= 170 minutes/week; 45, 33 jam/semester</p>

Credit points	2 sks x 1,68 credits ECTS= 3,36 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	(When faced with cases related to patient safety as well as nursing occupational health and safety, students are able to plan efforts to improve the health and safety of nurses and patients at every stage of the nursing process in accordance with health and occupational safety standards while considering Islamic professional attitudes.
Content	This course discusses patient safety as well as the health and safety of nurses when providing nursing care to clients, including patient safety and occupational health and safety aspects in Islam. Important aspects that should be considered are patient safety and the management of the nursing care environment in the provision of safe nursing care free from hazards and health risks in the workplace, both inside and outside the building. The basic concept of occupational health is applied at every stage of the nursing process from assessment to evaluation. The discussion emphasizes efforts to identify hazards and risks and various measures to minimize them in every nursing process. This course also discusses the Islamic perspective on safety for oneself and the environment. The course is conducted in the Indonesian language and uses teaching methods such as Student-Centered Learning (SCL), Problem-Based Learning (PBL), Discovery Learning, Case-Based Learning, Collaborative Learning, Role Play, and Interactive Lectures. The course duration is 12 effective days.
Examination forms	<ul style="list-style-type: none"> • Formative assessment (analytical essay, argumentative essay, presentation) 25% • OSCE (Objective Structure Clinical Examination) 20% • UTS dan UAS 55%
Study and examination requirements	<p>Before written exam, students are required:</p> <ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. 80% attendance for kegiatan Diskusi Kelompok 3. 100% kegiatan Praktikum

	4. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. 1 Aditama, T.Y., Hastuti, T., (2002), Health industrial hygiene safety medicine industrial works environment, Universitas Indonesia, Jakarta 2. Fabre, June. 2009. Smart Nursing: Nurse Retention & Patient safety Improvement Strategies. New York: Springer Publishing Company. 3. J.B Herington F.S Gill,(2005), Buku Saku Kesehatan (terjemahan), edisi 3, EGC, Jakarta 4. Levin, Rona F.2006. Teaching Evidence-based Practice in Nursing: a Guide for Academic and Clinical Settings. New York: Springer Publishing Company. 5. Lyer, Patricia W. 2006. Business Principles for Legal Nurse Consultants. New York: Springer Publishing Company 6. Lisa, Carroll,2006. Acute Medicine A Handbook for Nurse Practitioners. Chichester: John Wiley & Sons Ltd. 7. Reese, C.D., (2003), Occupational Health and Safety management, Lowes Publisher, USA 8. Undang Undang nomor 1 tahun 1970 tentang Keselamatan Kerja 9. Philip, B (2007), Managing occupational and Safety: Mutidisciplinary approach, second ed., maccmillian Publhiser, Australia 10. Undang Undang Kesehatan RI nomor 36 tahun 2009. 11. Vincent, C. 2011. Essential Patient Safety. 12. WHO.2011. WHO patient safety curriculum guide: multi-professional edition

Module designation	<i>Transcultural Nursing</i>
Semester(s) in which the module is taught	3
Person responsible for the module	Puspita Palupi, M.Kep., Sp.Kep.Mat Maftuhah, S,Kp., M.Kep., Ph.D Maulina Handayani, S.Kp., M.Sc Ratna Pelawati, S.Kp., M.Biomed Ernawati, S.Kp., M.Kep., Sp.KMB

	Yenita Agus, S.Kp., M.Kep., Sp.Mat, Ph.D
Language	Bahasa Indonesia
Relation to curriculum	Compulsory / elective / specialisation-
Teaching methods	Lecture Small group discussion Discovery learning
Workload (incl. contact hours, self-study hours)	2 SKS (Credit Hours) 2 SKS kuliah = 100 minutes lecture, 120 minutes structured assignment, 120 minutes self study
Credit points	2 SKS x 1.68 (3,36 credits)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Be devoted to God Almighty, uphold human, professional, ethical, legal moral and cultural values in nursing 2. Able to carry out professional workbased on logical, critical, systematic and creative thinking, be innovative and work collaboratively and have social sensitivity and be scientifically responsible to the professional community and clients 3. Able to apply nursing science and technology by paying attention to humanities values based on scientific rules, procedures and ethics in providing nursing care 4. Able to develop professional skill through lifelong learning in nursing care and scientific information 5. Able to develop professional skill through lifelong learning
Content	Modul transcultural nursing akan memberikan gambaran pengaruh budaya pada praktek-praktek kesehatan dan pelayanan keperawatan terhadap individu, keluarga, dan masyarakat. Mahasiswa akan mengeksplorasi dan merefleksikan budaya mereka sendiri terhadap kesehatan, mengkaji tingkah laku klien, dan perspektif budaya, dan hambatan didalam melakukan komunikasi transcultural.
Examination forms	Multiple choice questions
Study and examination requirements	<ol style="list-style-type: none"> 4. Minimum lecture attendance of 80% 5. Completed 80% structured academic assignment

	6. <i>not commit acts of fraud such as cheating or other acts of fraud</i>
Reading list	<p>Jeffreys, M. R., & Smodlaka, I. (2010). Transcultural self-efficacy tool. <i>International Journal of Nursing Studies</i>.</p> <p>Jeffreys, M. R., & Dogan, E. (2010). Factor analysis of the transcultural self-efficacy tool (TSET). <i>Journal of Nursing Measurement</i>, 18(2), 120-139.</p> <p>J. N. Giger and R. E. Davidhizar. (2004). <i>Transcultural Nursing</i>, 4th ed., Missouri: Mosby. pp. 68-72.</p> <p>Kozier, B., Berman, A., Erb, G.G. (2012). <i>Fundamental of Nursing Vol 8</i>. Pearson Australia Group Pty Ltd.</p> <p>Lazarus, R. S. (2006). <i>Stress and emotion: A new synthesis</i>. Springer Publishing Company.</p> <p>Leininger. M & McFarland. M.R, (2002), <i>Transcultural Nursing : Concepts, Theories, Research and Practice</i>, 3rd Ed, USA, Mc-Graw Hill Companies</p> <p>Samovar, Larry A, Richard E.Porter, Edwin R McDaniel. (2014). <i>Komunikasi Lintas Budaya</i>. Jakarta: Salemba Humanika</p> <p>Roman, G., Enache, A., Pârvu, A. et al. Ethical issues in communication of diagnosis and end-of-life decision-making process in some of the Romanian Roma communities. <i>Med Health Care and Philos</i> 16, 483–497 (2013). https://doi.org/10.1007/s11019-</p>

Module designation	Medical-Surgical Nursing 1
Semester(s) in which the module is taught	3
Person responsible for the module	Ernawati, S.Kp., Sp. KMB Nadhia Elsa Silviani, M.Kep Dr. Ita Yuanita, S.Kp., M.Kes Adelina Vidya A., M.Kep., Sp. KMB Nia Damiati, Ph.D
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Student centered learning : Problem based learning, lecture, projects, discovery learning, lab works
Workload (incl. contact hours, self-study hours)	4 credits

	<p>1 credit for practicum = 170 minutes/week/semester</p> <p>3 credits for lectures = 50 minutes of lectures, 60 minutes of structured assignments, 60 minutes of self-study</p>
Credit points	4 SKS X 1.68 (6,72 Credits)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>CPMK 1: Students are able to design nursing care plans for cases involving disruptions in the body's fluid and electrolyte balance, oncology, respiratory system, sensory-perception system, as well as tropical diseases and other infections, while considering legal and ethical aspects integrated with Quranic verses and natural phenomena.</p> <p>CPMK 2: Conduct health education simulations with cases related to fluid and electrolyte balance, oncology, the respiratory system, sensory-perception system, and disorders related to tropical diseases and other infections, while considering legal and ethical aspects and taking into account Islamic jurisprudence (fiqh).</p> <p>CPMK 3: Integrate research findings into nursing care to address issues in various systems.</p> <p>CPMK 4: Create nursing care plans for a group of clients with disorders related to fluid and electrolyte balance, oncology, the respiratory system, sensory-perception system, and tropical diseases, while considering legal and ethical aspects as well as Islamic nursing service standards.</p> <p>CPMK 5: Demonstrate advocacy functions in cases involving disruptions in fluid and electrolyte balance, oncology, the respiratory system, sensory-perception system, and tropical diseases in adult clients.</p> <p>CPMK 6: Demonstrate nursing interventions for cases involving disruptions in fluid and electrolyte balance, oncology, the respiratory system, sensory-perception system, and tropical diseases in adult clients, in accordance with applicable</p>

	standards, while thinking creatively and innovatively to provide efficient and effective services.
Content	<p>Module MEDICAL SURGICAL NURSING I is a module offered in the third semester of the Competency-Based Curriculum (CBC) for the academic year 2020-2021. This module is conducted over a period of 4 weeks (28 days) and covers the concepts of adult medical surgical nursing, management of acute and chronic diseases, perioperative nursing, and professional nursing care. It includes a biopsychosocial-spiritual approach to adult patients experiencing disorders in the body's fluid and electrolyte balance, oncology, the respiratory system, sensory-perception system, and tropical diseases, among others.</p> <p>Activities within this module include interactive lectures, group discussions, laboratory practicals, and expert lectures. The learning approach is based on Problem-Based Learning (PBL), where the learning process is student-centered. Students use scenarios as triggers to enhance their knowledge. PBL aims to improve students' communication skills, teamwork, problem-solving abilities, self-directed learning, information sharing, and ethical behavior within groups or collaborative work.</p>
Examination forms	Multiple choice and Checklist SOP
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 60% structured academic assignment 3. Jika belum mencapai 60% akan diadakan remedial
Reading list	<p>Primary reference:</p> <ol style="list-style-type: none"> 1. Black, Joyce M. (1997). Medical Surgical nursing : Clinical Management For Continuity of Care. 5th ed. WB.Saunders Company - Philadelphia. 2. Brunner & Suddarth. (2010). Medical Surgical Nursing 12th ed Lippincott. 3. Bullock, Barbara (2000). Focus on Pathophysiology. Lippincott. Philadelphia 4. Black J.M., Hawks.J.H. (2014). Keperawatan Medikal Bedah: Manajemen klinis untuk hasil yang diharapkan (3-vol set). Edisi Bahasa Indonesia 8. Singapore: Elsevier (S) Pte Ltd

	<ol style="list-style-type: none"> 5. Waugh A., Grant A., Nurachmah E., Anggriani R. (2011). Dasar-dasar anatomi dan Fisiologi Ross and Wilson. Edisi Indonesia 10. Elsevier (Singapore) Pte.Ltd 6. Waugh A., Grant A. (2014). Buku Kerja Anatomi dan Fisiologi ross and Wilson. Edisi Bahaasa Indonesia 3. Churchill Livingstone: Elsevier (Singapore) Pte. Ltd 7. NANDA (2012) 8. SDKI 9. SLKI 10. SIKI <p>Supporting references:</p> <ol style="list-style-type: none"> 1. Huether S.E. and McCance K.L. (2016). Understanding Pathophysiology. 6th edition. Mosby: Elsevier Inc 2. Lewis S.L., Dirksen S.R., Heitkemper M.M., Bucher L. (20114). Medical Surgical Nursing, Assesment, and management of Clinical Problems. 9th edition. Mosby: Elsevier Inc 3. Lynn, P. (2011). Taylor’s Handbook of Clinical Nursing Skills. 3rd ed. Wolker Kluwer, Lippincott Williams & Wikins. Philadelphia
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Module designation	Early clinical exposure: Fundamental of Nursing
Semester(s) in which the module is taught	3
Person responsible for the module	Dr. Ita Yuanita, MKep Mardiyanti, M.Kep., MDS
Language	Indonesian
Relation to curriculum	Compulsory (AIPNI curriculum)
Teaching methods	bed side teaching, case study

Workload (incl. contact hours, self-study hours)	1 credit point clinical internship = 45,3 hours
Credit points	1x 1,68 = 1,68 ECTS
Required and recommended prerequisites for joining the module	<ol style="list-style-type: none"> 1. Module Basic Nursing Science I 2. Module Basic Nursing Science II 3. Module Basic Nursing Science III
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. When given patient data with disruptions in meeting basic human needs, students are able to develop a nursing care plan following the nursing process format. 2. Given the opportunity to perform nursing interventions under the supervision of a Clinical Instructor (CI), students can explain and carry out nursing interventions in meeting basic human needs (skill level 3). Meeting basic human needs includes: <ol style="list-style-type: none"> (1). Patient history-taking for those with disruptions in meeting basic needs. (2). Physical examination of patients with disruptions in meeting basic human needs (oxygenation, nutrition, activity, urinary and fecal elimination, fluid, skin integrity, and self-care). (3). Measurement of vital signs: <ul style="list-style-type: none"> - Temperature - Heart rate - Respiration rate - Blood pressure (4). Bed Making (5). Assisting with defecation and urination in bed (6). Range of Motion (ROM) exercises (7). Patient transfer <ul style="list-style-type: none"> • Wheelchair - Bed • Bed - Wheelchair • Bed - Stretcher (8). Medication administration management (oral, aural, suppository, intravenous, intramuscular, intra venous, subcutaneous, and intra dermal)

	<p>(9). Bathing patients with immobilization disorders (10). Oral hygiene (11). Hair washing (shampooing) (12). Gradual mobilization (13). Infusion care (14). Condom application When provided with diagnostic/lab test data, students are capable of analyzing laboratory results.</p>
Content	<p>Pre-clinical fulfillment of basic human needs (Early clinical exposure of Fundamental of Nursing) is a course aimed at achieving nursing skills in meeting basic human needs, using a learning method of direct application to the real world or providing direct care to patients in a hospital ward. Nursing procedures involved in this course include:</p> <ol style="list-style-type: none"> 1. Patient history-taking for patients with basic needs disorders. 2. Physical examination for patients with basic needs disorders (oxygenation, nutrition, activity, urinary and fecal elimination, fluids, skin integrity, and self-care). 3. Measurement of vital signs: <ul style="list-style-type: none"> • temperature • pulse • respiration, and • blood pressure. 4. Bed Making 5. Assistance with bowel and bladder care in bed. 6. Range of Motion (ROM) exercises. 7. Patient transfers (e.g., from wheelchair to bed, bed to stretcher, etc.) 8. Medication administration management (oral, aural, suppository, intravenous, intramuscular, subcutaneous, and intradermal). 9. Bathing patients with immobility disorders. 10. Oral hygiene. 11. Hair washing (shampooing). 12. Gradual mobilization. 13. Infusion care. 14. Condom application.

	<ol style="list-style-type: none"> 1. Students are able to: Analyze laboratory results, Study medical records and nurse's notes. 2. Students are able to accurately document nursing diagnoses, interventions, and implemented care.
Examination forms	<ol style="list-style-type: none"> 1. Nursing Care Report 30% 2. Performance Assessment by Clinical Instructor (CI) 30% 3. Student Overall Clinical Assessment (SOCA) 40%
Study and examination requirements	<ol style="list-style-type: none"> 1. Attendance of 100% 2. Completed 100% structured academic assignment (SOCA) 3. Performance appraisal by clinical instructor complete minimal 76% 4. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Tim Pokja SIKI DPP PPNI. (2018b). Standar Intervensi Keperawatan Indonesia Definisi dan Tindakan Keperawatan. Jakarta Selatan: Dewan Pengurus Pusat Persatuan Perawat Nasional Indonesia. 2. Tim Pokja SLKI DPP PPNI. (2019). Standar Luaran Keperawatan Indonesia : Definisi dan Kriteria Hasil Keperawatan. Jakarta Selatan: Dewan Pengurus Pusat Persatuan Perawat Nasional Indonesia 3. PPNI, T. P. (2016). SDKI. Jakarta: Dewan Pengurus Pusat PPNI. 4. Kazier, B., Erb., Berwan, AJ., & Burke,K (2008). Fundamental of Nursing: Concep, Procee and Lynn,P (2011). Taylor's Handbook of Clinical Nursing Skill. 3rd ed. Wolter Kluwer, Lippocontt Williams & Wilkins. Philadelphia. Potten.P.A & Perry, A.G. (2009) Buku Ajar Fundamental keperawatan: Konsep, proses dan praktek. Vol 11. Jakarta: EGCPeraturan Presiden Republik Indonesia No.72 Tahun 2012 tentang Sistem Kesehatan Nasional

SEMESTER 4

Module designation	Pediatric Nursing 1
Semester(s) in which the module is taught	4
Person responsible for the module	Maulina Handayani, S.Kp., M.Sc Kustati Budi Lestari, S.Kep., Ns., M.Kep., Sp.An. Mardiyanti, S.kep., Ns., MDS., M.Kep
Language	Indonesian
Relation to curriculum	specialisation
Teaching methods	Lecture Small Group Discussion Discovery Learning Demonstration and Re-Demonstration (Laboratory Practice)
Workload (incl. contact hours, self-study hours)	2 credit hours Theory: 2x50 minutes lecture (contact study), 2x60 minutes structured assignments (discovery learning), 2x60 minutes self-study. 1 credit hour Practicum: 1x170 minutes laboratory learning. Total: 3 credit hours → 136 hours. 150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	3 sks x 1,68= 5,04 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Understanding the concept of pediatric nursing in the context of the family and Islam (CPL 1, 2, 3). 2. Conducting simulated nursing care for acutely ill children and their families, developing critical, logical, and ethical thinking patterns, using therapeutic communication, and considering cultural aspects while respecting ethnic, religious, or other

	<p>unique factors of each patient based on the stages of child growth and development, guided by nursing and Islamic knowledge (CPL 1, 2, 3, 4, 5).</p> <ol style="list-style-type: none"> 3. Demonstrating nursing interventions, both independently and collaboratively, for both healthy and acutely ill conditions by applying the concepts of basic nursing science and basic pediatric nursing in accordance with standard operating procedures (SOPs) and principles of pediatric nursing (family-centered care and trauma care), legal and ethical considerations (CPL 1, 2, 3, 4, 5, 9). 4. Providing health education simulations for children and families as a primary, secondary, and tertiary prevention effort, using a child-centered communication approach (CPL 1, 2, 3, 4, 5, 9). 5. Advocating for children and families experiencing various disorders to uphold their rights and make legally and ethically informed decisions (CPL 1, 2, 3, 4, 5, 9). 6. Collaborating with healthcare resources in the community, referring patients, accurately documenting IMCI assessments, demonstrating IMCI treatment, and providing health education to children and families (CPL 1, 2, 3, 4, 5, 9).
Content	<p>This course is a nursing specialty course that focuses on the responses of children and families at each stage of development from neonates to late adolescence, both in health and acute illness, in community and hospital settings, as well as nursing interventions, both independently and collaboratively.</p> <p>This course also serves as an integration and application of basic nursing science and fundamental nursing knowledge, guiding students in understanding how to provide professional nursing care (holistic), deliver health education, perform advocacy functions for clients and their families through effective communication, and make decisions while considering legal and ethical aspects.</p>
Examination forms	<p>Multiple choice</p> <p>OSCE (Checklist SOP)</p> <p>Assessment link format.</p>
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80%

	<p>2. Completed 80% structured academic assignment</p> <p>3. not commit acts of fraud such as cheating or other acts of fraud</p>
Reading list	<p>Hockenberry, M.J. & Wilson,D. (2013). Wong's Essentials of Pediatric Nursing. 9th edition. Mosby: Elsevier Inc.</p> <p>Hockenberry, M.J. & Wilson,D. (2014). Wong's Nursing Care of Infant and Children. 10th edition. Mosby: Elsevier Inc.</p> <p>SDIDKT Kemenkes RI, 2015</p> <p>Buku MTBS dan MTBM Kemenkes RI, 2022</p> <p>Buku Standar Diagnosis Keperawatan Indonesia (2016). PPNI</p> <p>Buku Standar Luanan Keperawatan Indonesia (2018). PPNI</p> <p>Buku Standar Intervensi Keperawatan Indonesia (2018). PPNI</p> <p>Buku Standar Prosedur Operasional Keperawatan Indonesia. (2021).PPNI</p>

Module designation	Medical-Surgical Nursing 2
Semester(s) in which the module is taught	IV
Person responsible for the module	<p>Ernawati, S.Kp., Sp. KMB</p> <p>Nadhia Elsa Silviani, M.Kep</p> <p>Dr. Ita Yuanita, S.Kp., M.Kes</p> <p>Adelina Vidya A., M.Kep., Sp. KMB</p> <p>Nia Damiati, Ph.D</p>
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Problem based learning, lecture, projects, discovery learning, lab works
Workload (incl. contact hours, self-study hours)	3 SKS

	<p>1 credit-hour of practical work = 170 minutes per week per semester. 2 credit-hours of lectures = 50 minutes of lectures, 60 minutes of structured assignments, 60 minutes of self-study.</p> <p>150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week</p>
Credit points	3 SKS X 1.68 (5,04 Creadits)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>CPMK 1: Students are able to design a nursing care plan for cases involving respiratory, cardiovascular, and hematological system disorders in adult clients, while considering legal and ethical aspects integrated with Quranic verses (qauliyah) and natural phenomena (kauniyah).</p> <p>CPMK 2: Conduct health education simulations with cases related to cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine system disorders in adult clients, taking into account legal and ethical aspects and considering Islamic jurisprudence (fiqih).</p> <p>CPMK 3: Integrate research findings into nursing care to address issues related to the cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine systems.</p> <p>CPMK 4: Design nursing care plans for a group of clients with disorders of the cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine systems in adult clients, considering legal and ethical aspects, as well as Sharia nursing service standards.</p> <p>CPMK 5: Demonstrate advocacy skills in cases involving disorders of the cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine systems and respiratory issues in adult clients.</p> <p>CPMK 6: Demonstrate nursing interventions for cases involving disorders of the cardiovascular, hematological, gastrointestinal</p>

	and hepatobiliary, immunological, metabolic, and endocrine systems in adult clients, adhering to applicable standards while thinking creatively and innovatively to provide efficient and effective care.
Content	Module Surgical Medical Nursing II focuses on meeting the needs of adult clients with disorders of the cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine systems. Nursing care is provided for cases of endocrine, immunological, gastrointestinal, urinary, and male reproductive system disorders based on the nursing process, applying biomedical sciences such as biology, histology, biochemistry, anatomy, physiology, pathophysiology, surgical medical nursing, internal medicine, pharmacology, nutrition, surgery, and rehabilitation. Disorders within these systems include inflammatory disorders, degenerative conditions, malignancies, and trauma, including the top 10 cases at the local, regional, national, and international levels. The scope of discussion ranges from assessment to evaluation of care for clients, while considering Islamic values. Nursing interventions encompass various conditions, including complementary therapies. The implementation of the Surgical Medical Nursing Module lasts for 14 days. The teaching methods include student-centered learning through problem-based learning, project-based learning, lab work, and collaborative learning.
Examination forms	Multiple choice and Checklist SOP
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 60% structured academic assignment 3. If it hasn't reached 60%, a remedial will be held.
Reading list	<p>Primary reference</p> <ol style="list-style-type: none"> 1. Black, Joyce M. (1997). Medical Surgical nursing : Clinical Management For Continuity of Care. 5th ed. WB.Saunders Company - Philadelphia. 2. Brunner & Suddarth. (2010). Medical Surgical Nursing 12th ed Lippincott. 3. Bullock, Barbara (2000). Focus on Pathophysiology. Lippincott. Philadelphia 4. Black J.M., Hawks.J.H. (2014). Keperawatan Medikal Bedah: Manajemen klinis untuk hasil yang diharapkan (3-vol set). Edisi Bahasa Indonesia 8. Singapore: Elsevier (S) Pte Ltd

	<p>5. Waugh A., Grant A., Nurachmah E., Anggriani R. (2011). Dasar-dasar anatomi dan Fisiologi Ross and Wilson. Edisi Indonesia 10. Elsevier (Singapore) Pte.Ltd</p> <p>6. Waugh A., Grant A. (2014). Buku Kerja Anatomi dan Fisiologi ross and Wilson. Edisi Bahaasa Indonesia 3. Churchill Livingstone: Elsevier (Singapore) Pte. Ltd</p> <p>7. NANDA (2012)</p> <p>8. SDKI</p> <p>9. SLKI</p> <p>10. SIKI</p> <p>Supporting reference.</p> <p>1. Huether S.E. and McCance K.L. (2016). Understanding Pathophysiology. 6th edition. Mosby: Elsevier Inc</p> <p>2. Leweis S.L., Dirksen S.R., Heitkemper M.M., Bucher L. (20114). Medical Surgical Nursing, Assesment, and management of Clinical Problems. 9th edition. Mosby: Elsevier Inc</p> <p>3. Lynn, P. (2011). Taylor’s Handbook of Clinical Nursing Skills. 3rd ed. Wolker Kluwer, Lippincott Williams & Wikins. Philadelphia</p>
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Module designation	Paliatif and Dying process care
Semester(s) in which the module is taught	IV
Person responsible for the module	Ernawati, S.Kp., Sp. KMB Dr. Ita Yuanita, S.Kp., M.Kes Nia Damiaty, Ph.D Ratna Pelawati, S.Kp., M.Biomed Maulina Handayani, S.Kp., M.Sc Dr. Rita Kemala Eni Nuraini A., Ph.D Dini Triastuti, S.Kp., M.Kep., Sp. Kom

Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Problem based learning, lecture, discovery learning, lab works
Workload (incl. contact hours, self-study hours)	<p>3 SKS</p> <p>1 credit-hour of practical work = 170 minutes per week per semester.</p> <p>2 credit-hours of lectures = 50 minutes of lectures, 60 minutes of structured assignments, 60 minutes of self-study.</p> <p>150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week</p>
Credit points	3 SKS X 1.68 (5,04 Creadits)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>CPMK 1: Analyze the nursing perspective and concepts of palliative care.</p> <p>CPMK 2: Analyze ethics and policies related to palliative care.</p> <p>CPMK 3: Ability to conceptualize communication with patients and families receiving palliative care.</p> <p>CPMK 4: Ability to analyze the pathophysiology of terminal illnesses.</p> <p>CPMK 5: Ability to conduct assessments of biological, psychological, social, spiritual, and cultural aspects.</p> <p>CPMK 6: Ability to formulate a nursing care plan for terminal illness patients.</p>
Content	<p>This course covers the nursing perspective and concepts of palliative care, ethics, policies, techniques for delivering bad news, communication skills, psychological needs of palliative patients, pain management, various complementary therapies, and the religious and cultural perspectives on chronic illnesses. Islamic integration includes the definition of death in Islam, preparation before death, signs of death in Islam, coping with issues related to the death of others, interpreting death, the benefits of remembering death, and includes the study of Islamic funeral jurisprudence (fiqh janaiz). This course is conducted in the</p>

	Indonesian language using student-centered learning methods such as discovery learning and problem-based learning. This module is conducted over a period of 14 days.
Examination forms	Multiple choice and Checklist SOP
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 60% structured academic assignment 3. If it hasn't reached 60%, a remedial will be held.
Reading list	<p>Utama:</p> <ol style="list-style-type: none"> 1. End-of-Life-Care (ELNEC) (aacnnursing.org) 2. Ferrel et al, 2015, Textbook of Palliative Care Communication Oxford University Press 3. Matzo & Sherman, 2014, Palliative-Care-Nursing-Quality, fourth edition, Springer Publishing Co Inc 4. Marelli, 2018, Hospice and Palliative Care Handbook: Quality, Compliance, and Reimbursement, third edition, sigma tetha tau 5. SDKI 6. SIKI 7. SLKI

Module designation	Islam and Science
Semester(s) in which the module is taught	4
Person responsible for the module	Mardiyanti, S.kep., Ns., MDS., M.Kep
Language	Indonesian
Relation to curriculum	Compulsory Courses at the University
Teaching methods	Discovery learning, small group discussion, presentation, lecture
Workload (incl. contact hours, self-study hours)	<p>Contact Hour: 2,5 hour/week; 40 hours/semester</p> <p>Structured academic assignment: 3 hours/week; 48 hours/semester</p> <p>Self-study: 3 hours/week; 48 hours</p>

Credit points	3 Credit Points 3x1,68 = 5 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	When faced with health issues related to religion, students are able to explain the importance of the integration of knowledge and religion in healthcare. Analyzing patterns of integration between Islamic knowledge and general branches of science and nursing.
Content	This course develops students' insights into the study of science and Islamic knowledge through an integrative paradigm. The indicators of course achievement include students' ability to explain the scientific framework from the perspective of ontology, epistemology, and axiology, along with its impact and implementation in their fields of study. They should be able to provide scientific arguments based on the presented data, demonstrate knowledge of the fundamentals of Islamic knowledge in relation to the themes developed in their respective fields of expertise, and understand models of integrating science, religion, and Indonesian culture in their respective areas of study.
Examination forms	Essay
Study and examination requirements	1. attendance 100% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<p>kbar, <i>Discovering Islam Making Sense of Muslim History and Society</i>, (New York: Routledge, 2020, Frts Published.</p> <p>Bakhtiar, Amsal, <i>Tema-tema Filsafat Islam</i>, (Jakarta:UIN Jakarta Press, 2005), cet. I.</p> <p>nathan, <i>Sejarah Dunia yang Disembunyikan</i>, (terj.) isma B. Soekanto dan Adi Toha dari judul asli <i>The Secret History of the World</i>, (Jakarta: Pustaka Alvabet, 2015), cet. IV.</p> <p>ddin.lec.uinjkt.ac.id</p>

	<p>Ari Dwi, Pendidikan Dasar Islam, (Malang:Bani Hasyim, 2010), cet. I.</p> <p>, Moeflich, Sejarah Sosial Intelektual Islam di Indonesia, (Bandung:Pustaka Setia, 2012), cet. I.</p> <p>dian, (ed), Filsafat Ilmu Perspektif Barat dan Islam, (Jakarta:Gema Insani, 2013), cet. I.</p> <p>stra, Sumbangan Islam kepada Ilmu & Peradaban Modern, (Jakarta:P3M, 1986), cet. I.</p> <p>ra, Mulyadi, Integrasi Ilmu sebuah Rekonstruksi Holistik, (Bandung: Arasy Mizan dan UIN Jakarta Press, 1426 H./2005 M.)</p> <p>Abd Allah bin Audah, Mashadir al-Ma'rifah fi al-Fikr al-Diniy wa al-Falsafah, (Riyadh: Maktabah al-Muayyadah, 1413 H./1993 M.),</p> <p>Joel L, Renaisans Islam Kebangkitan Intelektual dan Budaya pada Abad Pertengahan, (Bandung:Mizan, 1424 H./2003 M.), cet. I.</p> <p>Abd al-Hamid, Nadzariyat al-Ma'rifah bain al-Qur'an wa al-Falsafah, (Riyadh:Maktabah al-Muayyadah, 1414 H./1994 M.), cet. I.</p> <p>A.K., Islamization of Attitudes and Practices in Science and Technology, (Saudi Arabia: The International Institute of Islamic Thought, 1409 A.H.1989).</p> <p>urcholish, Islam Doktrin dan Peradaban, (Jakarta:Yayasan Wakaf Paramadina, 1992), cet. II.</p> <p>Khazanah Intelektual Islam, (Jakarta:Bulan Bintang, 1984), cet. I.</p> <p>Zaghlul, Pembuktian Sains dalam Sunnah, (Jakarta:Amzah, 2006), cet. I.</p> <p>Mazhar, Armahedi, Integralisme sebuah Rekontruksi Filsafat Islam, (Bandung:Pustaka, 1983).</p> <p>dul, Fithrah & Kepribadian Islam Sebuah Pendekatan Psikologis, (Jakarta:Darul Falah, 1423 H./2000 M.)</p> <p>ari, Ayatullah Murthadha, Dasar-dasar Epistimologi Pendidikan Islam, (Jakarta:Sadra International Institut, 1432 H./2011 M.O, cet. I.</p>
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	<p>, Pengantar Epistemologi Islam, (Jakarta:Sadra International Institut, 2010).</p> <p>Islam Ditinjau dari Berbagai Aspeknya, Jilid , (Jakarta:UI Press, 1979), cet. I.</p> <p>Nata, Abuddin, Studi Islam Komprehensif, (Jakarta:Prenada Media Group, 2011), cet. I.</p> <p>-----, Sejarah Sosial Intelektual Pendidikan Islam, (Jakarta:RajaGrafindo Persada, 2013), cet. I.</p> <p>-----, Pemikiran para Tokoh Pendidikan Islam, (Jakarta:RajaGrafindo Persada, 2009), cet. I.</p> <p>Nata, Abuddin, dkk., Integrasi Ilmu Agama dan Ilmu Umum, (Jakarta:UIN Jakarta Press, 2003), cet. I.</p> <p>Rahman, Fazlur, Al-Qur'an Sumber Ilmu Pengetahuan, (Jakarta: Bina Aksara, 1989), cet. I.</p> <p>Rasyidi, H.M. Filsafat Agama, (Jakarta:Bulan Bintang, 1965), cet. I.</p> <p>nelie Oksenberg, Philosophers on Education New Historical Perspectives, (London and New York: Routledge,1998), First Published.</p> <p>Dede, Islam dan Sains, (Jakarta:RM Book, 2016), cet. I.</p> <p>Marwan (ed), Mereka Bicara Pendidikan Islam, Sebuah Bunga Rampai, (Jakarta:RajaGrafindo Persada, 2009), cet. I.</p> <p>B., Metodologi Ilmu Pengetahuan, (Jakarta:Yayasan Obor Indonesia, 1986), cet. I.</p> <p>Shihab, M. Quraish, Wawasan al-Qur'an, (Bandung: Mizan, 1996 H./1416 H.), cet. III.</p> <p>"Membumikan" Al-Qur'an Fungsi Wahyu dalam Kehidupan, (Bandung:Mizan, 1413 H./1992 M.), cet. II.</p> <p>antru, Jujun S., Filsafat Ilmu sebuah Pengantar Populer, (Jakarta:Pustaka Sinar Harapan, 1988), cet. I.</p> <p>zlur Rahman, Kajian terhadap Metode Epistemologi dan Sistem Pendidikan Islam, (Yogyakarta:Pustaka Pelajar, 2006), cet. I.</p>
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	<p>jamil, <i>Epistemologi Pendidikan Islam</i>, (Jakarta:Erlangga, 2003), cet. I.</p> <p>ad, <i>Epistemologi untuk Ilmu Pendidikan Islam</i>, (Bandung: Fakultas Tarbiyah IAIN Sunan Gunung Jati Bandung, 1995).</p>
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Module designation	Family and Community Nursing 1
Semester(s) in which the module is taught	This course is a compulsory course and offered in the 4 th semester.
Person responsible for the module	<p>7. Dr. Ns. Uswatun Khasanah, S.Kep., MNS</p> <p>8. Ns. Dini Tryastusti, S.Kep., M.Kep., Sp.Kom</p> <p>9. Ns. Waras Budi Utomo, S.Kep., MKM</p> <p>10. Karyadi, Ph.D</p> <p>1. Ns. Dwi Setiowati, M.Kep.</p>
Language	Bahasa Indonesia
Relation to curriculum	Wajib (Compulsory)
Teaching methods	<p>Teaching methods used in this course are:</p> <p>c. <i>Lecture (i.e. Discovery learning, problem based learning, student class presentation, case study, role play, demonstration, flipped class)</i></p> <p>d. <i>Structured assignments (i.e. Project Based Learning)</i></p> <p>Contact hours for lecture is 40 hours, assignments is 42 hours and practice is 39.67 hours</p>
Workload (incl. contact hours, self-study hours)	<p>For this course, students are required to meet a minimum of 158.67 hours in one semester, which consist of:</p> <ol style="list-style-type: none"> 1. 35 hours for lecture, 2. 42 hours for structured assignments, 3. 42 hours for private study, 4. 39.67 hours for practice
Credit points	4 credit point x 1,68 credits ECTS= 6,72 ECTS
Required and recommended prerequisites for joining the module	Students must have passed all core nursing courses
Module objectives/intended learning outcomes	<p>Course Learning Outcomes</p> <p>1. <i>Able to analyze the concept of family, family nursing and its application to family nursing care including the concept of family from an Islamic perspective.</i></p>

	<ol style="list-style-type: none"> 2. <i>Able to apply the selected theories, concepts, and evidence-based interventions to support family nursing care.</i> 3. <i>Able to develop family nursing care for each stage of family development and health problems that are common among families in Indonesia.</i> 4. <i>Able to apply the ethical concepts, cultural competence with regard to Islamic values in various roles of family nurses (e.t counseling, advocacy, education, and as providers of nursing services)</i> <ol style="list-style-type: none"> 1. <i>Able to identify the impact of health problems on the family and the development of family nursing.</i>
Content	<ol style="list-style-type: none"> 1. <i>Concept of family and family nursing: ; definition of family, type and family structure, family function, family stress and coping, family prosperous & prosperous, some problems in the family that affect health, limitations of family nursing expertise: family as context, family as a family member, family as client</i> 2. <i>Family stories in Al Quran and the Islamic perspective related family</i> 3. <i>Selected theories related to family nursing.</i> 4. <i>Family development stage and its tasks</i> 5. <i>Trend and the role of family nursing</i> 6. <i>Family nursing process</i> 7. <i>Health education for individual and family</i> 8. <i>Modalities therapy in family nursing</i> 9. <i>Skill for family nursing: communication, assesment</i>
Examination forms	<p>Written exam 40%</p> <p>Structured assignments (essays and reflective paper): 30%</p> <p>Individual and group presentation: 30%</p>
Study and examination requirements	<ol style="list-style-type: none"> 7. <i>Minimum lecture attendance of 80%</i> 8. <i>Completed 80% structured academic assignment</i> <ol style="list-style-type: none"> 1. <i>Not commit acts of fraud such as cheating or other acts of fraud</i>
Reading list	<p>Al hadist:</p> <p>Al Quran; QS Surat At Tahrim ayat 6, QS AT Tur ayat 21, QS Al Furqon ayat 74</p> <p>Buku tentang keislaman: Inspirasi rumah cahaya</p> <p>David Capuzzi, Mark D. Stauffer. (2015). Foundations of Couples, Marriage, and Family Counseling. Britania Raya: Wiley.</p> <p>Friedman, M. M., Bowden, V. R., & Jones, E. G. (2010).</p>

	<p>Hattem, A. K., Esposito, J. F. (2015). Introduction to Family Counseling: A Case Study Approach. Amerika Serikat: SAGE Publications.</p> <p>Kaakinen, J. R. (2018). Family Health Care Nursing: Theory, Practice, and Research. Amerika Serikat: F.A. Davis Company.</p> <p>Keperawatan Keluarga, Riset, Teori, dan Praktik. Jakarta: EGC.</p> <p>Tabacco.A, Coehlo D.P., Kaakinen J. R., Steele R., Hanson S.M. H. (Ed). (2015). Family Health Care Nursing: Theory, Practice, and Research. Amerika Serikat: F.A. Davis Company.</p> <p>Young, P., Krumwiede, N., Eggenberger, S., Denham, S. A. (2015). Family-Focused Nursing Care. Amerika Serikat: F. A. Davis Company.</p>
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Module designation	<i>Maternity Nursing I</i>
Semester(s) in which the module is taught	4
Person responsible for the module	Puspita Palupi, M.Kep., Sp.Kep.Mat Irma Nurbaeti, S.Kp., M.Kep., Sp.Mat, Ph.D Yenita Agus, S.Kp., M.Kep., Sp.Mat, Ph.D
Language	Bahasa Indonesia
Relation to curriculum	<i>Compulsory</i>
Teaching methods	<i>Lecture</i> <i>Laboratory practice</i> <i>Small group discussion</i> <i>Discovery learning</i>
Workload (incl. contact hours, self-study hours)	3 SKS (<i>Credit Hours</i>) 1 SKS praktikum = 170 minutes/week/semester 2 SKS kuliah = 100 minutes lecture, 120 minutes structured assignment, 120 minutes self study
Credit points	3 SKS x 1.68 (5,04 credits)

Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 6. Be devoted to God Almighty uphold human, professional ethical, legal, moral and cultural values in nursing 7. Able to carry out professional work based on logical, critical, systematic and creative thinking, be innovative and work collaboratively and have social sensitivity and be scientifically responsible to the professional community and clients 8. Able to apply nursing science and technology by paying attention to humanities values based on scientific rules, procedures and ethics in providing nursing care 9. Able to evaluate nursing care as an effort to improve the quality of nursing care in clinical and community settings 10. Able to carry out education with communication skills in nursing care and scientific information 11. Able to develop professional skill through lifelong learning
Content	<p>Membahas upaya meningkatkan kesehatan reproduksi perempuan usia subur, ibu hamil., melahirkan, nifas, diantara dua masa kehamilan dan bayi baru lahir fisiologi dengan penekanan pada upaya preventif dan promotive yang menggunakan pendekatan proses keperawatan dengan memperhatikan aspek legal dan etis di tatanan klinik maupun komunitas, serta berbagai bahasan dari pandangan Islam yang relevan (proses kehamilan, amalan saat mengandung bayi, mengandung bayi, peniupan ruh manusia, masa nifas, aturan dan sunah pada bayi baru lahir: adzan, tahnik, pemberian nama yang baik, mencukur rambut, sunnah, ASI, aqiqah, doa untuk bayi baru lahir dll), termasuk mengintegrasikan ayat-ayat qauliyah, kauniyah dan pandangan fiqh terhadap setiap pokok bahasan.</p>
Examination forms	Multiple choice questions
Study and examination requirements	<ol style="list-style-type: none"> 9. <i>Minimum lecture attendance of 80%</i> 10. <i>Completed 80% structured academic assignment</i> 11. <i>not commit acts of fraud such as cheating or other acts of fraud</i>
Reading list	<p>Chapman, L. & Durham, R. (2010). <i>Maternal–Newborn Nursing: The Critical Component of Nursing Care</i>. Philadelphia: FA Davis Company.</p> <p>Bunga Rampai. (2011). <i>Obstetri dan Ginekologi Sosial</i>. Jakarta : PT Bina Pustaka Sarwono Prawirohardjo.</p>

	<p>Bobak, I. & Lowdermilk, D. (2005). Buku Ajar Keperawatan Maternitas. (edisi 4). Alih bahasa: Wijayarini, M. A. Jakarta: EGC.</p> <p>Kinzie, B. & Gomez, P. (2004). Basic Maternal and Newborn Care: A Guide for Skilled Providers.</p> <p>Perry, S., Hockenberry, M., Lowdermilk, D. & Wilson, D. (2010). Maternal Child Nursing Care. Missouri: Mosby Elsevier.</p> <p>Pillitteri, A. (2003). Maternal and Child Health Nursing Care of the Childbearing and Childrearing Family. (4th ed). Philadelphia: Lippincott.</p> <p>Reeder, S., Martin, L., & Griffin, D. (2011). Keperawatan Maternitas Kesehatan Wanita, Bayi, dan Keluarga. Vol 1. Alih bahasa Afiyanti, dkk. Jakarta: EGC.</p> <p>Reeder ,Martin, Koniak-Griffin. (2015). Keperawatan Maternitas Volume 2 Edisi 18 Jakarta Penerbit: EGC</p>
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Module designation	<i>Keperawatan HIV AIDS (HIV-aids care nursing)</i>
Semester(s) in which the module is taught	<i>4th semester</i>
Person responsible for the module	Dr. Ita Yuanita, M.Kep Nia Damiati, Ph.D Ernawati, M.Kep., Sp.KMB Nadhia Elsa Silviani, M.Kep Adelina Vidya Ardiyati, M.Kep., Sp.KMB Ns. Eni Nur'aini, M.Sc., Ph.D
Language	Indonesia
Relation to curriculum	<i>Compulsory</i>
Teaching methods	<i>Discovery Learning, lecturer, Problem Based Learning, practice in laboratory, Final project</i>
Workload (incl. contact hours, self-study hours)	2 Credit point= 13 contact hours (lecture), 16 hours structured assignment, 16 hours self-study, and 45 hours practicum Total= 90 hours

Credit points	3 ECTS
Required and recommended prerequisites for joining the module	No
Module objectives/intended learning outcomes	<p>Setelah mengikuti modul HIV AIDS Mahasiswa mampu mengenal penyebab</p> <ol style="list-style-type: none"> 1. Mampu menjelaskan insidensi HIV/AIDS di Indonesia dan secara global 2. Mahasiswa mampu memahami tentang stigma HIV/AIDS 3. Mahasiswa mampu mengetahui pencegahan, penularan, dan pengobatan HIV/AIDS 4. Jika mahasiswa diberikan kasus pasien HIV Aids, mahasiswa mampu melakukan pengkajian keperawatan dengan tepat 5. Jika mahasiswa diberikan sekelompok data-data pada kasus, HIV Aids , mahasiswa mampu menegakkan diagnose keperawatan pasien dengan HIV/AIDS. 6. Jika mahasiswa diberikan beberapa diagnose keperawatan pada pasien HIV Aids, mahasiswa mampu menentukan intervensi keperawatan meliputi observasi, terapeutik, edukasi dan kolaborasi yang tepat. 7. mahasiswa mampu melakukan simulasi pendidikan pkesehatan ada pasien dan keluarga tentang HIV/AIDS dan penyalahgunaan NAPZA 8. jika mahasiswa diberikan kasus pasien HIV Aids, mahasiswa mampu melakukan kegiatan konseling 9. mahasiswa mampu mengidentifikasi hasil penelitian yang menunjang dalam asuhan keperawatan pada pasien dengan HIV/AIDS 10. Mahasiswa mampu memahami terapi komplementer pada HIV/AIDS
Content	Modul HIV Aids ini mempelajari insiden, patofisiologi, Cara penularan, Terapi pada semua rentang usia, faktor resiko, stigmatisasi dan penyalahgunaan obat HIV AIDS. Asuhan keperawatan HIV Aids dan keterampilan dalam membuat media pencegahan dan penanganan pasien HIV.
Examination forms	Kuis, ujian tulis, ujian praktik, penilaian perilaku, penilaian video

Study and examination requirements	<ol style="list-style-type: none"> 1. <i>Minimum attendance of 100%</i> 2. <i>Completed 80% structured academic assignment</i> 3. <i>not commit acts of fraud such as cheating or other acts of fraud</i>
Reading list	<p>Utama :</p> <ol style="list-style-type: none"> a. PPNI (2016) Standar Diagnosa Keperawatan Indonesia. PPNI b. PPNI (2017) Standar Intervensi Keperawatan Indonesia. PPNI c. PPNI (2017). Stadar Luaran Keperawatan Indonesia. PPNI d. Farell M (2016) Smeltzer & Bare's Textbook Medical Surgical Nursing volume 1. Philadelphia: Wolter & Kluwer e. Farell M (2016) Smeltzer & Bare's Textbook Medical Surgical Nursing volume 2. Philadelphia: Wolter & Kluwer f. Media Zikir (2007). Fiqih orang sakit. Jakarta: media Zikir g. Baits A.N. (2015). Untukmu Yang Sedang Sakit: Doa, Dzikir dan amalan. Yufid PublishingBulechek et al. (2013). h. Nursing Intervention Classification (NIC). 6th Edition. St. Louis : Elsevier i. Adamu Faruk (2012). Medicine in Qur'an and Sunnah. Ibadan : Safari Books

SEMESTER 5

Module designation	Maternity Nursing II
Semester(s) in which the module is taught	V
Person responsible for the module	Yenita Agus Irma Nurbaeti Puspita Palupi
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	lecture, lesson, lab works, project, Cooperative learning, Discovery Learning, etc.
Workload (incl. contact hours, self-study hours)	150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week Lecture = 13.33 Jam Structure Assignment = 16 Jam Practice = 45,33 Jam Total hours: 74, 67 Jam
Credit points	2 sks x 1,68 credits ECTS= 3,36 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	Upon completing this course, students are expected to be able to: <ol style="list-style-type: none"> 1. Provide nursing care to women of childbearing age (reproductive age), couples of reproductive age, and women in the childbearing period (pregnant, giving birth, and postpartum) with risk conditions and issues related to the reproductive system, emphasizing preventive and promotive efforts using a nursing process approach and considering legal and ethical aspects in both clinical and community settings. 2. Conduct health education simulations for women of childbearing age (reproductive age), couples of reproductive age, and women in the childbearing period (pregnant, giving birth, and postpartum) with risk

	<p>conditions and issues related to the reproductive system, emphasizing preventive and promotive efforts using a nursing process approach and considering legal and ethical aspects in both clinical and community settings.</p> <ol style="list-style-type: none"> 3. Integrate research findings related to women of childbearing age (reproductive age), couples of reproductive age, and women in the childbearing period (pregnant, giving birth, and postpartum) with risk conditions and issues related to the reproductive system, emphasizing preventive and promotive efforts using a nursing process approach and considering legal and ethical aspects in both clinical and community settings. 4. Simulate the management of nursing care for women of childbearing age (reproductive age), couples of reproductive age, and women in the childbearing period (pregnant, giving birth, and postpartum) with risk conditions and issues related to the reproductive system, emphasizing preventive and promotive efforts using a nursing process approach and considering legal and ethical aspects in both clinical and community settings. 5. Demonstrate nursing interventions for women of childbearing age (reproductive age), couples of reproductive age, women in the childbearing period (pregnant, giving birth, and postpartum), and infants up to 28 days old, and families with women in the childbearing period, while considering legal and ethical aspects.
Content	<p>This course covers efforts to improve the reproductive health of women of reproductive age, pregnant and postpartum women, between two pregnancies, in risky conditions, and issues related to disorders of the reproductive system. It emphasizes preventive and promotive measures using a nursing process approach while considering legal and ethical aspects in both clinical and community settings.</p>
Examination forms	<p>Case (vignette)</p> <p>A 25-year-old woman, P1A0, 6 hours postpartum after a spontaneous delivery with an episiotomy and perineum suturing. She is currently under observation in the delivery room. Assessment findings in the first postpartum hour reveal: blood pressure 90/60 mmHg, pulse rate 100 beats per minute, temperature 37.5°C, soft uterus, poor uterine contractions,</p>

uterine fundus height 2 fingers above the umbilicus, and approximately 600 cc of bleeding.

Question

What is the primary cause of postpartum hemorrhage in this case?

Answer Choices

- a. Atonic uterus
- b. Maternal infection
- c. Birth trauma
- d. Labor induction
- e. Subinvolution of the uterus

Case (vignette)

A 30-year-old woman, P3A0, on the second day post-cesarean section due to total placenta previa. She is currently in the postpartum care unit, and the baby has not yet been transferred. Assessment data: blood pressure 100/70 mmHg, pulse rate 88 beats per minute, temperature 38°C, engorged breasts with pain, a small amount of breast milk is present, uterine fundus height 3 fingers below the umbilicus, good contractions, and lochia rubra. Mother and baby have not been reunited.

Question

What is the primary nursing problem in this case?

Answer Choices

- a. Pain
- b. Risk of infection
- c. Ineffective lactation process
- d. Ineffective parenting process
- e. Ineffective mother-infant bonding

A 27-year-old woman, G2P1A0, 32 weeks pregnant, presented to the Obstetrics Emergency Department with a complaint of fresh vaginal bleeding without pain for the past 2 hours. The blood is bright red, and she reports decreased fetal movement. Assessment findings: Blood pressure 100/60 mmHg, pulse rate 84 beats per minute. Ultrasound results: Fetal heart rate 110 beats per minute, transverse fetal presentation, and placenta

obstructing the birth canal. Medical Diagnosis: Complete Placenta Previa

Question

What is the primary nursing problem in this case?

Answer Choices

- a. Pain
- b. Risk of infection
- c. Ineffective lactation process
- d. Ineffective parenting process
- e. Ineffective mother-infant bonding

A 27-year-old woman, G2P1A0, 32 weeks pregnant, presented to the Obstetrics Emergency Department with a complaint of fresh vaginal bleeding without pain for the past 2 hours. The blood is bright red, and she reports decreased fetal movement. Assessment findings: Blood pressure 100/60 mmHg, pulse rate 84 beats per minute. Ultrasound results: Fetal heart rate 110 beats per minute, transverse fetal presentation, and placenta obstructing the birth canal. Medical Diagnosis: Complete Placenta Previa

Question

What is the priority nursing problem in this case?

Answer Choices

- a. Decreased Cardiac Output
- b. Decreased fluid volume
- c. Impaired gas exchange
- d. Risk of impaired tissue perfusion
- e. Anxiety and impaired sense of security

Statement that does not reflect TORCH infection is:

- a. It is caused by a virus, making it difficult to treat.
- b. It can be prevented through primary prevention measures.
- c. Screening is performed on at-risk women.
- d. It can cause permanent fetal defects.

	<p>e. Transmission cannot occur through maternal-infant transfusion.</p> <p>Example: Multiple Choice and SOP Checklist</p>
Study and examination requirements	<p>Evaluation:</p> <ol style="list-style-type: none"> 1. Formative 40% includes: <ol style="list-style-type: none"> a. Attendance 5% b. Presentation 5% c. Paper 10% d. Class Participation 10% e. Practical Work 10% 2. Class Participation 10% 3. Practical Work 10% 4. Midterm Exam (UTM) 30% 5. Final Exam (UAM) 30% <p>Midterm Exam (UTM) 30%</p> <p>Final Exam (UAM) 30%</p>
Reading list	<p>Primary reference:</p> <ol style="list-style-type: none"> 1. Lauralee, Sherwood. (2011). Human Physiology from Cell to System. Jakarta: EGC 2. Leifer, Gloria. (2013). Introduction To Maternity & Pediatric Nursing Six Edition. Missouri: Elsevier 3. Littleton, Lynna Y. and Engebretson, Joan. (2012). Maternity Nursing Care Second Edition. New York: Delmar 4. Loder milk, Deitra Leonardo, Perry, Shannon E and Cashion, Mary Chaterine. (2014). Maternity Nursing Eight Edition. Missouri: Elsevier 5. Sholeh, Abdul Qodir. (2017). Buah Hati: Antara Perhiasan dan Ujian Keimanan. Yogyakarta: Diandra Kreatif SDKI. (2017). Standar Diagnosis Keperawatan Indonesia: Defenisi dan Indikator Diagnostik. Jakarta Selatan: DPP PPNI 6. SIKI. (2018a). Standar Intervensi Keperawatan Indonesia: Defenisi dan Tindakan Keperawatan. Jakarta: DPP PPNI.

	7. SIKI. (2018b). Standar Intevensi Keperawatan Indonesia : Definisi dan Tindakan Keperawatan (Edisi 1). Jakarta: DPP PPNI.
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Module designation	Family and community Nursing II
Semester(s) in which the module is taught	5
Person responsible for the module	Ns. Dini Tryastuti, M.Kep., Sp.Kep.Kom
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lecture, Dscovery Learning, Small Group Discussion, Pratikum, Roleplay
Workload (incl. contact hours, self-study hours)	"1 credit of practicum = 170 minutes per week per semester 1 credit of lecture = 50 minutes, 60 minutes of structured assignments, 60 minutes of self-study"
Credit points	4 sks x 1,68 credits ECTS= 6,72 ECTS
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	After completing this module, it is expected that students will be able to: <ol style="list-style-type: none"> 1. Analyze the concept of community nursing care within the spectrum of health and illness (C4). 2. Provide nursing care to aggregates within the community (P1). 3. Provide nursing care by developing complementary therapies (P1)."
Content	This course focuses on providing nursing care to community aggregates and discusses various issues and trends in community

	<p>health problems within the context of primary healthcare with an emphasis on health improvement, disease prevention, and health maintenance. The discussion also encompasses management in specific areas of community nursing, including school nursing, occupational health nursing, home care nursing, quality assurance in community nursing services, and issues/trends in community nursing, with an emphasis on health improvement, disease prevention, and health maintenance.</p>
Examination forms	<ol style="list-style-type: none"> 1. MCQ: Multiple Choice Questions 2. Role Play: Peran Bermain 3. Project-based Learning: Pembelajaran Berbasis Proyek 4. Diskusi Kelompok: Group Discussion 5. Presentasi Kelompok: Group Presentation <p>Check-list Penilaian Praktikum</p>
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud <p>Evaluation: Formative : 40% Midterm Exam: 30% Final Exam: 30%</p>
Reading list	<p>M.A., McEwen M (ed). (2015). Community/public health Nursing: Promoting the health of populations. Amerika Serikat: Elsevier.</p> <p>Klainberg M.B., Nies Holzemer S.P. (Ed)(2014). Community Health Nursing: An Alliance for Health. Amerika Serikat: Jones & Bartlett Learning.</p> <p>Linguist, R, Snyder, M, Tracy, M. F. (2018). Complementary & Alternative Therapies in Nursing. Edition 7th. New York : Springer Publishing Company</p> <p>Nies, M.A., McEwen, M. (2018). Community/Public Health Nursing-E-Book: Promoting The health Populations. Amerika Serikat. Elsevier Health Sciences.</p>

	<p>Rector, C. L. (2018). <i>Community and Public Health Nursing: Promoting the Public's Health</i>. Amerika Serikat: Wolters Kluwer</p> <p>Smith, C. M., Maurer, F. A. (2014). <i>Community/Public Health Nursing Practice- E-Book: Health form Families and population</i>.</p>
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Module designation	<i>Moslem Nursing (Keperwatan Islami)</i>
Semester(s) in which the module is taught	<i>5th semester</i>
Person responsible for the module	<i>Team teaching</i> Responsible person :Ns. Kustati Budi Lestari, M.Kep., Sp.Kep.An
Language	Bahasa Indonesia
Relation to curriculum	<i>Compulsory</i>
Teaching methods	<i>Lecture, small group discussion, lab works, Discovery learning,</i>
Workload (incl. contact hours, self-study hours)	<p>Lecture = 53,33 Structure Assignment : 45,33 Practice : 45,33</p> <p>Total : 162,67</p>
Credit points	3 x 1,68 = 5.04 ECTS
Required and recommended prerequisites for joining the module	-

<p>Module objectives/intended learning outcomes</p>	<p>Course modul objectives: After completing the Islamic Nursing Module, students are expected to be able to:</p> <ol style="list-style-type: none"> 1. Understand and have a righteous creed without being colored by shirk, so as to form a Muslim who is Islamic in his knowledge 2. Understand the purpose and principles of Islamic law, and be able to apply fiqh in worship 3. Understanding the Qur'an is a life guide that covers all aspects of her life including when carrying out her role as a Muslim nurse 4. Having an Islamic morality that applies ethics to Allah SWT, fellow humans, and the universe 5. Recognize the Sunnah that Rosululloh has conveyed as an additional guide from the Qur'an, which makes it easier to carry out her role as a Muslim nurse 6. Understand communicating with patients and families according to the concept of ukhuwah in Islam, communicating with colleagues as fellow caliphs, communicating with the community according to their religious group, communicating with other professions in a ta'awun manner 7. Prevent illness, manage patients' illnesses and conduct health education by realizing that it is part of worship 8. Apply introspection through a cautious attitude because they are aware of Muroqobatulloh and practice lifelong learning
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	9. Behave professionally as recommended by Islam and cooperate with peers / ta'awun shg maximize patient care
Content	Learning in this module covers the cognitive, psychomotor and affective domains. Students are expected to understand Islamic values related to Islamic nursing values. In this module, material on sharia and fiqh is given which can be the basis for students in everyday life and even later in nursing practice. In addition to these cognitive domains, students are expected to be more skilled in reading verses or prayers related to health. At the end of the module students can reflect on him in a narrative. So that the entire understanding of all these things can be the foundation that is expected to be the basis for student behavior when students face patients when entering the clinic module.
Examination forms	Written test, SOP checklist (Objective Structure Clinical Examination).
Study and examination requirements	<p><i>1. Minimum lecture attendance of 80%</i></p> <p><i>2. Completed 80% structured academic assignment</i></p> <p><i>3. not commit acts of fraud such as cheating or other acts of fraud</i></p>
Reading list	<ol style="list-style-type: none"> 1. Al Quran dan terjemahan, Kemenag RI 2. Omar hasan Kasule, Kuliah Kedokteran Islam, (Yogya:grafina, 2011) 3. Harjani Hefni, Lc.MA, Kekuatan Al Ma'tsurat, (Jakarta:pustaka Ikadi, 2009) 4. Mulyadi Kartanegara, et al, Study Islam, (Jakarta: ushul press, 2011)

	<ol style="list-style-type: none"> 5. Maria Ulfah Anshor, Fikih Aborsi: Wacana penguatan hak reproduksi perempuan, (Jakarta: Penerbit Buku Kompas, 2006) 6. Djazuli, Kaidah Kaidah Fikih: Kaidah kaidah Hukum Islam dalam Menyelesaikan Masalah masalah yang Praktis , (Jakarta, Prenadamedia grup, 2006) 7. Endy Muhammad Astiwara, Fikih Kedokteran Kontemporer, (Jakarta, Pustaka Al-Kautsar, 2018) 8. Mohd Afifudin Mohammad; Ishak Sulaiman; Edah Md.Aris., Islam dan Sains Kesehatan: Mudarat dan Manfaat babi, (Kuala Lumpur, Penerbit Universiti Malaya, 2014) 9. Ibnu al Jauzi, Terapi Spiritual (Jakarta, zaman, 2010) 10. Wati Heramawati, Gender dalam Ilmu Pengetahuan danTehnologi: Perkembangan, kebijakan & Tantangannya di Indonesia, (Jakarta, LIPI Press, 2018) 11. Alexandra Indriyani Dewi, Etika dan Hukum Kesehatan, (Jakarta, Pustaka Book Publisher, 2008) 12. Istibsjaroh, Aborsi dan Ak Hak Reproduksi dalam Islam, (Yogyakarta, LKiS Yogyakarta,2012) 13. Masjfuk Zuhdi, Masail Fiqhiyah: Kapita Seleкта Hukum Islam, (Jakarta, Haji Massagung, 2009) 14. Yurnalis Uddin, Reinterpretasi Hukum Islam tentang Aborsi, (Jakarta, Universias Yarsi, 2006)

Module designation	Psychiatric Nursing I
Semester(s) in which the module is taught	5 th Semester
Person responsible for the module	Eni Nuraini Agustini, PhD
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	<p>The Psychiatric Nursing 2nd module runs various teaching methods, as follows:</p> <ul style="list-style-type: none"> • Lecture • discovery learning • Cooperative Learning • Case Conference & Presentation <p>Laboratories nursing practice</p>
Workload (incl. contact hours, self-study hours)	<p>The workload for the Psychiatric Nursing 2nd module including:</p> <ul style="list-style-type: none"> • Lecture: 26,67 hours • Structured Academic Assignment: 32 hours • Laboratories nursing practice : 45,3 hours <p>The Total hours are: 104 hours/module</p> <p>150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week</p>
Credit points	3 Credit points X 1,6 = 4,8 ECTs
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>After completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the basic concept of mental health, and the development of psychiatric nursing care as a part of professional health care. 2. Describe the human task and development 3. Discuss the theoretical and model of psychiatric nursing; three levels of psychiatric nursing prevention, such as primary, secondary, and tertiary level

	<ol style="list-style-type: none"> 4. Discuss the theoretical and model of psychiatric nursing 5. Demonstrate the therapeutic and therapeutic use of self. 6. Define and discuss about the concept of stress, the continuum process of stress adaptation, and coping mechanisms. 7. Understand the psychiatric nursing process and trend issues of psychiatric nursing 8. Apply the nursing process by integrating an Islamic perspective to clients who are experiencing crisis 9. Apply the nursing process by integrating an Islamic perspective to clients who are experiencing psychosocial issues in physical illness 10. Apply the nursing process by integrating an Islamic perspective to clients who are experiencing self concept disturbance 11. Apply the nursing process by integrating an Islamic perspective to clients who are experiencing anxiety disorder, helplessness, hopelessness, and spiritual distress 12. Apply the nursing process by integrating an Islamic perspective to clients who are experiencing grief and despair
Content	<p>The 1st Psychiatric Nursing module discusses the concepts and principles of mental health both from a general perspective and an Islamic perspective. The course discusses the perspective of a client as an adaptive system within the mental health responses to mental disorders span, the psychodynamics of mental disorders, the Levels of psychiatric nursing prevention. The focus of the discussions is the psychiatric nursing process by integrating the Islamic perspective of clients with psychosocial and spiritual problems. This learning experience will be useful in providing psychiatric nursing care and integration in other nursing areas.</p>
Examination forms	<p>Bentuk soal</p> <ol style="list-style-type: none"> 1. MCQ 2. Role Play 3. Project based learning 4. Diskusi Kelompok 5. Presentasi kelompok <p>Check-list penilaian praktikum</p>

Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Al-Qur;an Al-Karim & terjemahan 2. Hamid,, A.Y.S & Ibrahin, K. (2017). Pakar Teori Keperawatan dan Karya Mereka. Mosby: Elsevier. Terjemahan dari Nursing Theorists and their Work, 8 edition by Martha Alligood Raile. 3. Hawari, Dadang. (2012). Psikometri Alat Ukur (Skala) Kesehatan Jiwa. Fakultas Kedokteran Universitas Indonesia 4. Kemenkes, R. I. (2018). Riset Kesehatan Dasar 2013. Ministry of Health Republic of. Indonesia 5. PPNI (2016). Standar Diagnosis Keperawatan Indonesia (SDKI): Definisi dan Indikator Diagnostik, Edisi 1 Cetakan III (Revisi). Jakarta: DPP PPNI 6. PPNI (2016). Standar Intervensi Keperawatan Indonesia (SIKI): Definisi dan Tindakan Keperawatan, Edisi 1 Cetakan II (Revisi). Jakarta: DPP PPNI 7. PPNI (2016). Standar Luaran Keperawatan Indonesia (SLKI): Definisi dan Kriteria Hasil Keperawatan Edisi 1 Cetakan II (Revisi). Jakarta: DPP PPNI 8. Rusydi, Ahmad. (2015). Kecemasan dan Psikoterapi Spiritual Islam: Dari Spiritual Disorder hingga Persoalan Eksistensi Menuju Kesehatan Psiko-Spiritual. Istana Publishing 9. Shives, L. R. (2011). Basic Concepts of Psychiatric-Mental Health Nursing. Wolters Kluwer Health: Lippincott Williams & Wilkins, Philadelphia. 10. Stuart, Gail Wiscarz. (2013). Priciples and Practice of Psychiatrics Nursing 10th Edition. St.Louis Missouri. Mosby Elsevier. 11. Townsend, Marry C. (2013). Essential of Psychiatric Nursing. Davis Plus. 12. Undang-Undang Keperawatan Jiwa & Kesehatan Jiwa Indonesia tahun 2014. 13. Varcarolis, E.M., Halter, M.J. (2010). Foundation of Psychiatric Mental Health Nursing. 6th ed. St. Louis, MO: Mosby Elsevier.

	<p>14. Videbeck SL. (2011). Psychiatric Mental Health Nursing China: Wolter Kluwer Health/Lippincott Williams &Wilkins.</p> <p>15. Young C, & Koopsen C. (2011). Spirituality, health, andhealing: An integrative approach. 2nd ed. Sudbury: Jones and Bartlett Publishers, LLC.</p> <p>16. Walker, Sandra. (2015). Psychosocial Interventions in Mental Health Nursing. SAGE: London</p>
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Module designation	Pediatric Nursing 2
Semester(s) in which the module is taught	5
Person responsible for the module	Maulina Handayani, S.Kp., M.Sc Kustati Budi Lestari, S.Kep., Ns., M.Kep., Sp.An. Mardiyanti, S.kep., Ns., MDS., M.Kep
Language	Indonesian
Relation to curriculum	specialisation
Teaching methods	Lecture Small Group Discussion Discovery Learning Demonstration
Workload (incl. contact hours, self-study hours)	2 Credit Hours Theory: 2x50 minutes of lecture (contact study), 2x60 minutes of structured assignments (discovery learning), 2x60 minutes of self-study. Total: 2 Credit Hours → 90.6 hours. 150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	2 sks x 1,68= 3,36 ECTS
Required and recommended	

prerequisites for joining the module	-
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Understanding the concept of pediatric nursing in the context of family with children suffering from chronic/terminal illnesses in accordance with Islamic principles (CPL 1, 2, 3). 2. Conducting simulated nursing care for children and families with chronic/terminal illnesses, developing critical, logical, and ethical thinking, using therapeutic communication, and considering cultural aspects while respecting ethnic, religious, or other unique factors of each patient, including the family's obligation to provide spiritual and psychosocial support to the sick child and family (CPL 1, 2, 3, 4, 5, 9). 3. Demonstrating nursing interventions, both independently and collaboratively, for children and families suffering from chronic/terminal illnesses, applying the principles of basic nursing and fundamental nursing science according to standard operating procedures based on the patient's beliefs and adhering to principles of atraumatic care, legality, and ethics (CPL 1, 2, 3, 4, 5, 9). 4. Being able to provide simulated health education to children and families as a primary, secondary, and tertiary prevention effort using a communication approach tailored to children (CPL 1, 2, 3, 4, 5, 9).
Content	<p>This course is a nursing expertise course that focuses on the response of children and their families at every stage of development, from birth to the end of adolescence, in both cases of chronic illness and terminal conditions, as well as special needs, whether in the community or in a hospital setting. The nursing interventions covered are both independent and collaborative.</p> <p>This course also integrates and applies basic nursing science, fundamental nursing science, and Islamic knowledge, helping students deepen their understanding of how to provide professional nursing care (holistic) by integrating Islamic knowledge. It includes providing health education, performing advocacy functions for clients and their families through</p>

	<p>effective communication, and making decisions while considering legal and ethical aspects.</p> <p>Student learning activities are oriented toward achieving systematic, comprehensive, and critical thinking skills in applying concepts with a nursing process approach as the basis for problem-solving. Additionally, it aims to develop professional attitudes (soft skill development) through various relevant learning models.</p>
Examination forms	<p>Bentuk soal</p> <ol style="list-style-type: none"> 1. MCQ 2. Project based learning 3. Diskusi Kelompok 4. Presentasi kelompok <p>Check-list penilaian praktikum</p>
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<p>Hockenberry, M.J. & Wilson, D. (2013). Wong's Essentials of Pediatric Nursing. 9th edition. Mosby: Elsevier Inc.</p> <p>Wholey L.F. And D.L. Wong, (2007). Nursing Care of Infants and Children. St. Louis : Mosby year Book.</p> <p>American Association on Intellectual and Developmental Disabilities (AAID). (2010). Definition of Intelectual Disability</p> <p>Depkes RI . (2010). Buku Saku Pelayanan Kesehatan Neonatal Esensial, Pedoman Teknis Pelayanan Kesehatan Dasar. Jakarta: Depkes RI</p> <p>Kemntrian Pemberdayaan Perempuan dan Perlindungan Anak RI. (2013). Panduan Penanganan Anak Berkebutuhan Khusus bagi Pendamping (Orangtua, Keluarrga, dan Masyarakat). Jakarta: KPPAI</p> <p>Buku Standar Diagnosis Keperawatan Indonesia (2016). PPNI</p> <p>Buku Standar Luaran Keperawatan Indonesia (2018). PPNI</p> <p>Buku Standar Intervensi Keperawatan Indonesia (2018). PPNI</p> <p>Buku Standar Prosedur Operasional Keperawatan Indonesia. (2021).PPNI</p>

Module designation	Medical-Surgical Nursing 3
Semester(s) in which the module is taught	V
Person responsible for the module	Ernawati, S.Kp., Sp. KMB Dr. Ita Yuanita, S.Kp., M.Kes Nia Damiati, Ph.D Adelina Vidya A., M.Kep., Sp.KMB Nadhia Elsa Silviai, M.Kep
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Student centered learning : Problem based learning, lecture, discovery learning, lab works
Workload (incl. contact hours, self-study hours)	3 SKS 1 credit hour of practicum = 170 minutes per week per semester. 3 credit hours of lectures = 100 minutes of lectures, 120 minutes of structured assignments, 120 minutes of self-study. 150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	4 SKS X 1.5 (4.5 Credits)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	CPMK 1: Students are able to design a nursing care plan for cases involving respiratory, cardiovascular, and hematological system disorders in adult clients, while considering legal and ethical aspects integrated with Quranic verses (qauliyah) and natural phenomena (kauniyah). CPMK 2: Conduct health education simulations with cases related to cardiovascular, hematological, gastrointestinal and

	<p>hepatobiliary, immunological, metabolic, and endocrine system disorders in adult clients, taking into account legal and ethical aspects and considering Islamic jurisprudence (fiqh).</p> <p>CPMK 3: Integrate research findings into nursing care to address issues related to the cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine systems.</p> <p>CPMK 4: Design nursing care plans for a group of clients with disorders of the cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine systems in adult clients, considering legal and ethical aspects, as well as Sharia nursing service standards.</p> <p>CPMK 5: Demonstrate advocacy skills in cases involving disorders of the cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine systems and respiratory issues in adult clients.</p> <p>CPMK 6: Demonstrate nursing interventions for cases involving disorders of the cardiovascular, hematological, gastrointestinal and hepatobiliary, immunological, metabolic, and endocrine systems in adult clients, adhering to applicable standards while thinking creatively and innovatively to provide efficient and effective care.</p>
Content	<p>When given cases, students are able to design nursing care for adult cases including musculoskeletal, integumentary, sensory perception, and nervous system disorders according to the legal and ethical principles of nursing, universal Islamic values, thereby providing professional and high-quality nursing services.</p> <p>Module Medical Surgical Nursing III is an advanced module following Modules Medical Surgical Nursing I and II, which are conducted in the 5th semester. It covers meeting the needs of adult clients with musculoskeletal, integumentary, sensory perception, and nervous system disorders. Providing nursing care for cases involving musculoskeletal, integumentary, sensory perception, and nervous system disorders is based on the nursing process and involves the application of biomedical</p>

	<p>knowledge such as biology, histology, biochemistry, anatomy, physiology, pathophysiology, medical surgical nursing, internal medicine, pharmacology, surgery, nutrition, and rehabilitation. Disorders of these systems include inflammatory disorders, degenerative conditions, trauma, which are among the top 10 cases at the local, regional, national, and international levels. It also discusses topics from an Islamic perspective. This course is delivered in the 5th semester over 15 days using a module-based system, and the language of instruction is Indonesian. The learning methods used focus on student-centered learning with problem-solving strategies based on cases, self-directed learning, lectures, practical exercises, independent work, presentations, and pre-clinical activities. Evaluation methods include quizzes, group assignments, mid-term and end-of-block written exams, and practical exams.</p>
Examination forms	Multiple choice and Checklist SOP
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 60% structured academic assignment 3. If the score is below 60%, remedial will be conducted.
Reading list	<p>Primary reference:</p> <ol style="list-style-type: none"> 1. Black, Joyce M. (1997). Medical Surgical nursing : Clinical Management For Continuity of Care. 5th ed. WB.Saunders Company - Philadelphia. 2. Brunner & Suddarth. (2010). Medical Surgical Nursing 12th ed Lippincott. 3. Bullock, Barbara (2000). Focus on Pathophysiology. Lippincott. Philadelphia 4. Black J.M., Hawks.J.H. (2014). Keperawatan Medikal Bedah: Manajemen klinis untuk hasil yang diharapkan (3-vol set). Edisi Bahasa Indonesia 8. Singapore: Elsevier (S) Pte Ltd 5. Waugh A., Grant A., Nurachmah E., Anggriani R. (2011). Dasar-dasar anatomi dan Fisiologi Ross and Wilson. Edisi Indonesia 10. Elsevier (Singapore) Pte.Ltd 6. Waugh A., Grant A. (2014). Buku Kerja Anatomi dan Fisiologi ross and Wilson. Edisi Bahaasa Indonesia 3. Churchill Livingstone: Elsevier (Singapore) Pte. Ltd 7. NANDA (2012)

	8. SDKI 9. SLKI 10. SIKI Supporting references: 1. Huether S.E. and McCance K.L. (2016). Understanding Pathophysiology. 6 th edition. Mosby: Elsevier Inc 2. Lewis S.L., Dirksen S.R., Heitkemper M.M., Bucher L. (2014). Medical Surgical Nursing, Assesment, and management of Clinical Problems. 9 th edition. Mosby: Elsevier Inc 3. Lynn, P. (2011). Taylor’s Handbook of Clinical Nursing Skills. 3 rd ed. Wolker Kluwer, Lippincott Williams & Wikins. Philadelphia
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Module designation	Early clinical exposure of Paediatric Nursing
Semester(s) in which the module is taught	5
Person responsible for the module	Maulina Handayani, S.Kp., M.Sc Kustati Budi Lestari, S.Kep., Ns., M.Kep., Sp.An. Mardiyanti, S.kep., Ns., MDS., M.Kep
Language	Indonesian
Relation to curriculum	specialisation
Teaching methods	Small Group Discussion Discovery Learning Demonstration and Re-Demonstration (Laboratory Practice/ Bed side Teaching)
Workload (incl. contact hours, self-study hours)	1 credit hour of practicum: 1x 170 minutes of laboratory learning. Total: 1 credit hour → 45 hours in total. With full-time learning in the clinic over 6 days, each day students have clinical practice for 7.5 hours.

	150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	1 sks x 1,68= 1,68 ECTS
Required and recommended prerequisites for joining the module	Pediatric Nursing 1 Pediatric Nursing 2
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Providing nursing care to healthy children and their families by developing critical, logical, and ethical thinking, using therapeutic communication, and considering cultural aspects, respecting ethnic, religious, or other factors unique to each patient in accordance with the stages of child growth and development based on both scientific and Islamic knowledge. 2. Providing nursing care to children with acute, chronic/terminal illnesses, and their families by developing critical, logical, and ethical thinking, using therapeutic communication, and considering cultural aspects, respecting ethnic, religious, or other factors unique to each patient. 3. Capable of independently and collaboratively performing nursing interventions for both healthy and acutely ill patients by applying the principles of basic nursing science and fundamental nursing in accordance with standard operating procedures (SOPs) while adhering to principles of trauma care, legality, and ethics. Applying Family-Centered Care and Play as therapy, taking into account age-appropriate suitability for child development. 4. Able to provide health education to children and families as a primary, secondary, and tertiary prevention effort.
Content	This course is a nursing specialty course that focuses on introducing practical field/clinical practice in pediatric and infant care wards/child clinics. It integrates and applies theories and practices of pediatric nursing. This course involves direct practice in providing professional nursing care (holistic), delivering health education, advocating for clients/families by applying effective

	<p>communication, and making decisions while considering legal and ethical aspects, incorporating Islamic knowledge.</p> <p>This course is a nursing specialty course that focuses on the responses of children and families at every stage of development from neonates to late adolescence, whether in good health or suffering from acute and chronic conditions. It also covers nursing interventions, both independent and collaborative, in clinical settings.</p>
Examination forms	<p>Case Study</p> <p>A 4-year-old girl is admitted to the pediatric ward with diarrhea. Assessment findings: sunken eyes, slow return of skin pinch on the abdomen, refusal to drink, vomiting twice, watery stools, and a temperature of 37.6 degrees Celsius. An IVFD (intravenous fluid therapy) is in place.</p> <ol style="list-style-type: none"> 1. Create a complete nursing care plan including: 2. Assessment 3. Nursing diagnosis 4. Care plan 5. Implementation 6. Evaluation
Study and examination requirements	<ol style="list-style-type: none"> 1. attendance 100% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<p>Hockenberry, M.J. & Wilson,D. (2013). Wong’s Essentials of Pediatric Nursing. 9th edition. Mosby: Elsevier Inc.</p> <p>Hockenberry, M.J. & Wilson,D. (2014). Wong’s Nursing Care of Infant and Children. 10th edition. Mosby: Elsevier Inc.</p> <p>Wholey L.F. And D.L. Wong, (2007). Nursing Care of Infants and Children. St. Louis : Mosby year Book.</p> <p>American Association on Intellectual and Developmental Disabilities (AAID). (2010). Definition of Intellectual Disability</p>

	<p>Depkes RI . (2010). Buku Saku Pelayanan Kesehatan Neonatal Esensial, Pedoman Teknis Pelayanan Kesehatan Dasar. Jakarta: Depkes RI</p> <p>Kementrian Pemberdayaan Perempuan dan Perlindungan Anak RI. (2013). Panduan Penanganan Anak Berkebutuhan Khusus bagi Pendamping (Orangtua, Keluarga, dan Masyarakat). Jakarta: KPPAI</p> <p>SDIDKT Kemenkes RI, 2015</p> <p>Buku MTBS dan MTBM Kemenkes RI, 2022</p> <p>Buku Standar Diagnosis Keperawatan Indonesia (2016). PPNI</p> <p>Buku Standar Luaran Keperawatan Indonesia (2018). PPNI</p> <p>Buku Standar Intervensi Keperawatan Indonesia (2018). PPNI</p> <p>Buku Standar Prosedur Operasional Keperawatan Indonesia. (2021).PPNI</p>
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Module designation	Early clinical exposure of Maternity nursing
Semester(s) in which the module is taught	V
Person responsible for the module	Yenita Agus Irma Nurbaeti Puspita Palupi
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	lab works, project, bed side teaching, case study
Workload (incl. contact hours, self-study hours)	1 SKS ☐ 8 Hours and 30 minutes of total workload per week 150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	1. SKS = 1,68 credits ECTS) + 1.68 ECTS
Required and recommended	Maternity Nursing I

prerequisites for joining the module	Maternity Nursing II
Module objectives/intended learning outcomes	<p>After laboratory practice in the clinic, students are able to:</p> <ol style="list-style-type: none"> 1. Implement therapeutic communication. 2. Apply the principles of caring and nursing ethics. 3. Determine the main complaints during the antenatal and intranatal periods, both normal and pathological, as well as patients with gynecological issues. 4. Perform anamnesis during the antenatal and intranatal periods, both normal and pathological, as well as patients with gynecological issues. 5. Conduct physical examinations during the antenatal and intranatal periods, both normal and pathological, as well as patients with gynecological issues. 6. Determine the estimated gestational age. 7. Determine the estimated delivery date. 8. Monitor labor with a partograph. 9. Implement Early Initiation of Breastfeeding (EIB). 10. Determine three nursing diagnoses. 11. Establish diagnoses based on priorities. 12. Design nursing care plans (top priority). 13. Perform nursing interventions independently or collaboratively. 14. Carry out health education. 15. Compare the alignment of academic learning (on-campus) with practice in a hospital setting.
Content	<p>Clinical laboratory practice in Maternity Nursing II is one form of implementing the Maternity Nursing II course in the same semester with a credit load of 1 SKS. The purpose of this clinical laboratory practice is to provide students with the opportunity to</p>

	apply the theories and concepts of Maternity Nursing II and enhance their practical nursing skills in a clinical setting.
Examination forms	SOCA
Study and examination requirements	<p>Evaluasi:</p> <ol style="list-style-type: none"> 1. Attendance of 100% 2. Completed 100% structured academic assignment (SOCA) 3. Performance appraisal by clinical instructor complete minimal 76% 4. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<p>Primary reference:</p> <ol style="list-style-type: none"> 1. Tim Pokja SIKI DPP PPNI. (2018b). Standar Intervensi Keperawatan Indonesia Definisi dan Tindakan Keperawatan. Jakarta Selatan: Dewan Pengurus Pusat Persatuan Perawat Nasional Indonesia. 2. Tim Pokja SLKI DPP PPNI. (2019). Standar Luaran Keperawatan Indonesia : Definisi dan Kriteria Hasil Keperawatan. Jakarta Selatan: Dewan Pengurus Pusat Persatuan Perawat Nasional Indonesia 3. Leifer, Gloria. (2013). Introduction To Maternity & Pediatric Nursing Six Edition. Missouri: Elsevier 4. Littleton, Lynna Y. and Engebretson, Joan. (2012). Maternity Nursing Care Second Edition. New York: Delmar 5. Loder milk, Deitra Leonardo, Perry, Shannon E and Cashion, Mary Chaterine. (2014). Maternity Nursing Eight Edition. Missouri: Elsevier 6. Sholeh, Abdul Qodir.(2017). Buah Hati: Antara Perhiasan dan Ujian Keimanan. Yogyakarta: Diandra Kreatif SDKI. (2017). 7. Standar Diagnosis Keperawatan Indonesia: Defenisi dan Indikator Diagnostik. Jakarta Selatan: DPP PPNI 8. SIKI. (2018a). Standar Intervensi Keperawatan Indonesia: Defenisi dan Tindakan Keperawatan. Jakarta: DPP PPNI. 9. SIKI. (2018b). Standar Intevensi Keperawatan Indonesia : Definisi dan Tindakan Keperawatan (Edisi 1). Jakarta: DPP PPNI.

Module designation	Early clinical exposure of Medical Surgical Nursing
Semester(s) in which the module is taught	5
Person responsible for the module	Nia Damiati, Ph.D Team teaching: Ernawati, S.Kp., Sp. KMB Nadhia Elsa Silviani, M.Kep Adelina Vidya A., M.Kep., Sp. KMB
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Small group discussion, Bedside teaching, Demonstration and observation, Discovery learning, case study.
Workload (incl. contact hours, self-study hours)	3 Practical credits = 3 x 170 minutes/week/semester 3 SKS ☐ 8 Hours and 30 minutes of total workload per week
Credit points	3 sks x 1,68 credits ECTS= 5,04 ECTS
Required and recommended prerequisites for joining the module	<ul style="list-style-type: none"> • Course Nursing Medical Surgery I • Course Nursing Medical Surgery II • Course Nursing Medical Surgery III
Module objectives/intended learning outcomes	<p>Upon completing this module, students are expected to:</p> <ol style="list-style-type: none"> 1. Explain the procedures for patient admission and discharge in Inpatient Care. 2. Describe the types of forms used in the implementation of nursing care in the hospital. 3. Perform physical examinations on patients with disorders of the respiratory, immunological, cardiovascular, hematological, digestive, endocrine, male reproductive, urinary, neurological, musculoskeletal, integumentary, malignant, and tropical systems. 4. List the results/values of diagnostic examinations related to respiratory, immunological, cardiovascular, hematological, digestive, endocrine, male reproductive,

	<p>urinary, neurological, musculoskeletal, integumentary, malignant, and tropical system disorders.</p> <ol style="list-style-type: none"> 5. Provide nursing care for cases involving disorders of the respiratory, immunological, cardiovascular, hematological, digestive, endocrine, male reproductive, urinary, neurological, musculoskeletal, integumentary, malignant, and tropical systems. 6. Identify drugs (classification, indications, mechanisms of action, side effects, and monitoring requirements) administered to patients with disorders of the respiratory, immunological, cardiovascular, hematological, digestive, endocrine, male reproductive, urinary, neurological, musculoskeletal, integumentary, malignant, and tropical systems. 7. Explain the gaps between theory and the practice of nursing care for respiratory, immunological, cardiovascular, hematological, digestive, endocrine, male reproductive, urinary, neurological, musculoskeletal, integumentary, malignant, and tropical systems.
Content	<p>The Pre-clinical Medical Surgical Nursing course focuses on the application of comprehensive nursing care concepts to adult patients based on ethical and legal principles, who experience disturbances in the function and/or structure of the body in various real-life clinical and hospital settings. The scope of this course covers the areas of Medical Surgical Nursing I, II, and III, including comprehensive nursing care for adult patients with disturbances in the function and/or structure of the respiratory system, sensory-perceptual system, immune system, cardiovascular and hematological system, digestive system, endocrine system, immunological system, male reproductive system, urinary system, neurological system, musculoskeletal system, integumentary system, tropical diseases, other infections, as well as oncology.</p>
Examination forms	<p>Oral examination with</p> <ol style="list-style-type: none"> 1. Presentasi kelompok 2. Students Oral Case Analysis (SOCA)
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment

	<p>3. not commit acts of fraud such as cheating or other acts of fraud</p> <p>Evaluation</p> <ol style="list-style-type: none"> a. Introduction Report: 20% b. Nursing Care Report: 20% c. Behavioral Attitude: 20% d. Logbook, Gap Analysis: 20% e. Activities of Daily Living (ADL): 10% f. Clinical Skills Report: 10%
Reading list	<p>Primary reference:</p> <ol style="list-style-type: none"> 1. Black, Joyce M. (1997). Medical Surgical nursing : Clinical Management For Continuty of Care. 5th ed. WB.Saunders Company - Philadelphia. 2. Brunner & Suddarth. (2010). Medical Surgical Nursing 12th ed Lippincott. 3. Bullock, Barbara (2000). Focus on Pathophysiology. Lippincott. Philadelphia 4. Black J.M., Hawks.J.H. (2014). Keperawatan Medikal Bedah: Manajemen klinis untuk hasil yang diharapkan (3-vol set). Edisi Bahasa Indonesia 8. Singapore: Elsevier (S) Pte Ltd 5. Waugh A., Grant A., Nurachmah E., Anggriani R. (2011). Dasar-dasar anatomi dan Fisiologi Ross and Wilson. Edisi Indonesia 10. Elsevier (Singapore) Pte.Ltd 6. Waugh A., Grant A. (2014). Buku Kerja Anatomi dan Fisiologi ross and Wilson. Edisi Bahaasa Indonesia 3. Churchill Livingstone: Elsevier (Singapore) Pte. Ltd 7. NANDA (2012) 8. SDKI 9. SLKI 10. SIKI <p>Supporting references:</p> <ol style="list-style-type: none"> 1. Huether S.E. and McCance K.L. (2016). Understanding Pathophysiology. 6th edition. Mosby: Elsevier Inc 2. Lewis S.L., Dirksen S.R., Heitkemper M.M., Bucher L. (20114). Medical Surgical Nursing, Assesment, and management of Clinical Problems. 9th edition. Mosby: Elsevier Inc

	<p>3. Lynn, P. (2011). Taylor's Handbook of Clinical Nursing Skills. 3rd ed. Wolker Kluwer, Lippincott Williams & Wikins. Philadelphia</p>
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SEMESTER 6

Module designation	Psychiatric Nursing 2
Semester(s) in which the module is taught	6 th Semester
Person responsible for the module	Eni Nuraini Agustini, PhD
Language	Indonesian

Relation to curriculum	Compulsory
Teaching methods	<p>The 2nd Psychiatric Nursing module runs various teaching methods, as follows:</p> <ul style="list-style-type: none"> • Lecture • discovery learning • Cooperative Learning • Case Conference & Presentation • Laboratories nursing practice
Workload (incl. contact hours, self-study hours)	<p>The workload for the 2nd Psychiatric Nursing module including:</p> <ul style="list-style-type: none"> • Lecture: 26,67 hours • Structured Academic Assignment: 32 hours • Laboratories nursing practice : 45,3 hours <p>The Total hours are: 104 hours/module</p>
Credit points	3 Credit points X 1,68 = 5,04 ECTs
Required and recommended prerequisites for joining the module	Students are required to pass the 1 st Psychiatric Nursing Module in advance.
Module objectives/intended learning outcomes	<p>After completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Apply the nursing process and Islamic perspective with clients who are experiencing disturbances in self-esteem and Social Interaction 2. Apply the nursing process and Islamic perspective with clients who are experiencing Delusion and Hallucination 3. Apply the nursing process and Islamic perspective to clients who are experiencing Anger issues 4. Apply the nursing process and Islamic perspective to individuals exhibiting suicidal behavior 5. Apply the nursing process and Islamic perspective with clients who are experiencing disturbances in personal hygiene 6. Apply the nursing process and Islamic perspective with clients who are experiencing psychosocial problems due to chronic illness and COVID-19 7. Apply the nursing process and Islamic perspective for the victims of child trafficking, child abuse, and sexual assault 8. Explain the concept of recovery, the characteristic of recovery, the Model and the supportive environment

	<p>9. Apply psychiatric nursing management in hospital and community settings.</p> <p>10. Describe various modalities relevant to the treatment of individuals with mental disorders, such as psychopharmacology, somatic therapy, family therapy, group therapy, occupational therapy, rehabilitative therapy, and milieu therapy.</p> <p>11. Apply the nursing process and Islamic perspective to the client with substance-use disorders and substance-induced</p>
<p>Content</p>	<p>This course discusses nursing care for clients who are experiencing mental disorders, the Islamic perspective on mental disorders, recovery from mental disorders with a holistic approach, and person-centered care are the focus of this course, including individual therapeutic relationships and in the context of the family and implementation nursing modality therapy including Islamic psychotherapy. Psychiatric nursing care for special groups and clients with substance-use disorders and substance-induced also a topic of discussion in this course. This course integrates the verses of kauliyah, kauniyah and fiqh views on each subject as well.</p>
<p>Examination forms</p>	<p>1. A 39-year-old Male was admitted to the hospital due to aggressive behavior. He told to the Nurse that he frequently received a message over the radio from his Marine Commanding Officer telling him to kill his wife. According to the case, what is the main nursing diagnosis :</p> <ol style="list-style-type: none"> Disturbed Sensory Perception: Auditory Hallucination Disturbed Thought Process: Delusion Low Self Esteem Self Mutilation Social Isolation <p>2. Aisyah took the final examination and did not pass. After a few months, she retook the exam and again did not pass. She became despondent and withdrew from her regular activities. She gets some mental consultation. She told the nurse that "I am a complete failure. I'm so dumb, I can't do anything right." What is the most appropriate nursing diagnosis for Aisyah?</p> <ol style="list-style-type: none"> Chronic low self-esteem Situational low self-esteem Defensive coping

	<p>d. Risk for situational low self-esteem</p> <p>e. Isolation social</p>
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Al-Qur;an Al-Karim & terjemahan 2. Hamid,, A.Y.S & Ibrahin, K. (2017). Pakar Teori Keperawatan dan Karya Mereka. Mosby: Elsevier. Terjemahan dari Nursing Theorists and their Work, 8 edition by Martha Alligood Raile. 3. Hawari, Dadang. (2012). Psikometri Alat Ukur (Skala) Kesehatan Jiwa. Fakultas Kedokteran Universitas Indonesia 4. Kemenkes, R. I. (2018). Riset Kesehatan Dasar 2013. Ministry of Health Republic of. Indonesia 5. PPNI (2016). Standar Diagnosis Keperawatan Indonesia (SDKI): Definisi dan Indikator Diagnostik, Edisi 1 Cetakan III (Revisi). Jakarta: DPP PPNI 6. PPNI (2016). Standar Intervensi Keperawatan Indonesia (SIKI): Definisi dan Tindakan Keperawatan, Edisi 1 Cetakan II (Revisi). Jakarta: DPP PPNI 7. PPNI (2016). Standar Luaran Keperawatan Indonesia (SLKI): Definisi dan Kriteria Hasil Keperawatan Edisi 1 Cetakan II (Revisi). Jakarta: DPP PPNI 8. Rusydi, Ahmad. (2015). Kecemasan dan Psikoterapi Spiritual Islam: Dari Spiritual Disorder hingga Persoalan Eksistensi Menuju Kesehatan Psiko-Spiritual. Istana Publishing 9. Shives, L. R. (2011). Basic Concepts of Psychiatric-Mental Health Nursing. Wolters Kluwer Health: Lippincott Williams & Wilkins, Philadelphia. 10. Stuart, Gail Wiscarz. (2013). Priciples and Practice of Psychiatric Nursing 10th Edition. St.Louis Missouri. Mosby Elsevier. 11. Townsend, Marry C. (2013). Essential of Psychiatric Nursing. Davis Plus. 12. Undang-Undang Keperawatan Jiwa & Kesehatan Jiwa Indonesia tahun 2014. 13. Varcarolis, E.M., Halter, M.J. (2010). Foundation of Psychiatric Mental Health Nursing. 6th ed. St. Louis, MO: Mosby Elsevier. 14. Videbeck SL. (2011). Psychiatric Mental Health Nursing China: Wolter Kluwer Health/Lippincott Williams &Wilkins.

	<p>15. Young C, & Koopsen C. (2011). Spirituality, health, and healing: An integrative approach. 2nd ed. Sudbury: Jones and Bartlett Publishers, LLC.</p> <p>16. Walker, Sandra. (2015). Psychosocial Interventions in Mental Health Nursing. SAGE: London</p>
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Module designation	Research and Biostatistic
Semester(s) in which the module is taught	6
Person responsible for the module	<p>Dr. Uswatun Khasanah, MNS</p> <p>Irma Nurbaeti, Sp. Mat., Ph.D</p> <p>Maftuhah, MKep, Ph.D</p> <p>Dr. Ita Yuanita, MKep</p> <p>Yenita Agus, Sp. Mat., Ph.D</p> <p>Yenita Agus, Sp. Mat., Ph.D</p> <p>Eni Nuraini A, MSc., Ph.D</p> <p>Karyadi, MKep, Ph.D</p> <p>Nia Damiati, MSN, Ph.D</p> <p>Ns. Waras Budi Utomo, S.Kep., MKM</p>
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Study Cases, Discovery Learning, Expert Lecture, Laboratory Practicum
Workload (incl. contact hours, self-study hours)	<p>6 SKS = 17 Hours of total workload per week</p> <p>170 minutes for practice, 250 minutes for contact study; 300 minutes for structured academic assignment, 300 minutes for self-study per week</p>
Credit points	6 SKS = 10,56 credits ECTS
Required and recommended prerequisites for joining the module	None

Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Explaining the concepts and principles of research 2. Elaborating on the procedures and methods of conducting research 3. Identifying sources of nursing research problems 4. Searching for online journal literature for research design preparation 5. Presenting data in the form of tables, diagrams, and graphs based on categorized data 6. Determining appropriate statistical tests for research objectives 7. Drafting a research proposal correctly and effectively
Content	<p>The module on research methodology and biostatistics is conducted in the sixth semester with a theory weight of 5 credit hours and 1 credit hour for practical sessions. The module spans six weeks in the schedule. This module covers research from an Islamic perspective, research concepts, research developments, the research process, research dimensions, hypothesis testing procedures, descriptive statistics, research ethics, research proposals, and the writing of research findings, where research design and results are integrated with Islamic values. In addition to these topics, this module also focuses on understanding statistical principles, levels of measurement, graphical presentation, descriptive measures, inferential statistics, hypothesis testing, and their applications in interpreting nursing research literature. Module activities include interactive lectures, group discussions and plenaries, self-directed learning, as well as expert lectures and practical sessions.</p>
Examination forms	<ol style="list-style-type: none"> a. Midterm Exam (UTS) b. Final Exam (UAS) c. Assignment d. Practice
Study and examination requirements	<p>To pass, you must meet the minimum requirements, which include the following obligations:</p> <ol style="list-style-type: none"> 1. 80% participation in discussions and presentations 2. 100% participation in practical sessions 3. 90% attendance in lectures 4. The passing grade is 60 or C
Reading list	<ol style="list-style-type: none"> 1. Cohen, G. R., Levy, P. S., Lemeshow, S., Hedayat, A. S., & Sinha, B. K. (1992). Sampling of Populations: Methods and Applications. In <i>Biometrics</i> (Vol. 48, Issue 4). https://doi.org/10.2307/2532723

	<ol style="list-style-type: none"> 2. Maltby, J., Day, L., & Williams, G. (2014). Introduction to Statistics for Nurses. Introduction to Statistics for Nurses. https://doi.org/10.4324/9781315847597 3. Miles, J. N. V. (2004). Basic Skills in Statistics. Quality and Safety in Health Care, 13(3), 239–240. https://doi.org/10.1136/qshc.2003.009738 4. Plichta, S. B., & Garzon, L. S. (2009). Statistics for Nursing and Allied Health. 5. Polit, D. F., & Beck, C. T. (2021). Nursing research: Generating and assessing evidence for nursing practice (11th ed.). In Journal of Chemical Information and Modeling (Vol. 53, Issue 9). https://b-ok.africa/book/2849347/04a365 6. Principles of Biostatistics 2nd edition.pdf. (n.d.). 7. Ryan, J. (2013). SPSS survival manual: a step by step guide to data analysis using IBM SPSS. Australian and New Zealand Journal of Public Health, 37(6), 597–598. https://doi.org/10.1111/1753-6405.12166 8. Sugiyono, D. (2013). Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan.
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Module designation	Nursing Management
Semester(s) in which the module is taught	6
Person responsible for the module	Maftuhah, PhD
Language	Indonesian
Relation to curriculum	Compulsory /elective/ specialisation
Teaching methods	Lecture, Discovery Learning, Small Group Discussion, Practicum
Workload (incl. contact hours, self-study hours)	Lecture =50 menit/week; Structure Assignment = 3 hours/week; 48 hours/semester
Credit points	3 sks x 1,68 credits ECTS= 5,04 ECTS

Required and recommended prerequisites for joining the module	- none
Module objectives/intended learning outcomes	<p>After studying and being given triggering cases within the scope of nursing leadership and management, students are able to:</p> <ol style="list-style-type: none"> 1. Differentiate between various theories, types of leadership, roles, and functions of nursing management in the management of nursing care 2. Develop a nursing management plan for a hospital unit in accordance with the stages of planning and accreditation standards for services 3. Establish organizing activities that align with organizing principles 4. Plan for basic nursing staffing according to the needs of the hospital unit 5. Simulate the activities of a ward manager in the directing function 6. Develop efforts to control the quality of nursing care and services 7. Plan conflict resolution in the implementation of nursing care in the hospital unit 8. Play a role in the conference and handover process according to management concepts
Content	<p>The focus of this course is to learn how to manage a group of nurses using management roles and functions to provide nursing care to patients in the context of hospital ward-level nursing services. Developing the ability to collaborate in achieving organizational goals and applying leadership concepts, roles, and management functions is emphasized. The discussion places particular emphasis on the implementation of the roles and functions of a unit care manager. The learning process is conducted through active learning methods such as discussions (question and problem-based), presentations, role plays, and learning based on study results.</p>
Examination forms	<ul style="list-style-type: none"> • Formative assessment (analytical essay, argumentative essay, presentation) 25% • OSCE (Objective Structure Clinical Examination) 20% • Midterm Exam (UTS) and Final Exam (UAS) 55%

Study and examination requirements	<p>Before written exam, students are required:</p> <ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. 80% attendance for kegiatan Diskusi Kelompok 3. 100% kegiatan Praktikum 4. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Bessie L. Marquis, (2020), Leadership Roles and Management Functions in Nursing: Theory and Application, 10th Edition, Wolters Kluwer 2. Diane Huber & M. Lindell Joseph (2021) Leadership and Nursing Care Management, 7th Edition, Elsevier Pub 3. Murray Elizabeth. J., (2017), Nursing Leadership and Management for Patient Safety and Quality Care, F.A Davis Company, Philladephia 4. Kamalia, L., Said, A., Risky, S., (2020),Manajemen Keperawatan (Nursing Management), Media Sains Indonesia 5. Peter Ellis, (2019), Leadership, Management and Teamworking in Nursing, 3th edition, Sage Pub 6. Peter G. Northouse, (2017), Introduction to Leadership Concept and Practice, Sage Pub. 7. Weberg, D., Mangold, K., O'Grady, T.P., Malloch, K., (2019), Leadership in Nursing Practice: Changing the Landscape of Health Care, Third Edition, Navigate Pub. 8. Yoder-Wise, P, Kowalski, K & Sportsman, S, (2020), The Leadership Trajectory, Developing Legacy Leaders-Ship, 1st Edition, Elsevier Pub 9. Yadav, H., Kim, H., Hashim, M., Saad, Z., (2019), Nursing Management, 2nd Edition, Oxford University Press 10. Weiss, S.A., Tappen, R.M., Grimley, K. A., (2019), Essentials of Nursing Leadership and Management, 7th Edition, F.A Davis Company, Philladephia 11. Roussel, L., Tomas, P.L., Harris, J.L., (2019), Management and Leadership for Nurse Administrators, 8th Edition, Jones & Bartlett Learning, LLC, an Ascend Learning Company

Module designation	Early clinical exposure of Psychiatric Nursing
Semester(s) in which the module is taught	6
Person responsible for the module	Dwi Setiowati, M.Kep
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	e.g. bed side teaching, case study, etc.
Workload (incl. contact hours, self-study hours)	1 credit for practical work = 170 minutes per week per semester
Credit points	1.68 credits (1 sks x 1.68 credits)
Required and recommended prerequisites for joining the module	Nursing Management Module
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Applying leadership styles in nursing management and analyzing practical learning experiences. 2. Applying managerial functions to the head nurse, team leader, and staff nurse in nursing care management and analyzing practical learning experiences.
Content	The pre-clinical nursing management course is a course that introduces practical aspects based on the previous module, which is the nursing management module in the practice field. It focuses on the application of leadership styles and managerial functions, including planning, organizing, directing, and controlling, in the roles of head nurses, team leaders, and staff nurses
Examination forms	SOCA
Study and examination requirements	<ol style="list-style-type: none"> 1. Attendance of 100% 2. Completed 100% structured academic assignment (SOCA) 3. Performance appraisal by clinical instructor complete minimal 76% 4. Not commit acts of fraud such as cheating or other acts of fraud

Reading list	<ol style="list-style-type: none"> 1. Marquis, B, L. & Huston, C, L. (2010). Kepemimpinan dan Manajemen Keperawatan. Edisi 4. Jakarta: EGC. 2. Nursalam. (2012). Manajemen keperawatan; aplikasi dalam praktik keperawatan professional. Jakarta: Salemba Medika 3. Hutahaean, S. (2010). Konsep dan Dokumentasi Proses Keperawatan. Jakarta: Trans Info Media 4. Cherie, A. & Gebrekidan, A, B. (2013). Kepemimpinan dan Manajemen Keperawatan. Yogyakarta: Imperium.
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Module designation	Early clinical exposure of Community Nursing
Semester(s) in which the module is taught	6
Person responsible for the module	Ns. Dini Tryastuti, M.Kep., Sp.Kep.Kom Dr. Uswatun Khasanah Karyadi, PhD Waras Budi Utomo, MKM
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lecture, Discovery Learning, Small Group Discussion, Pratikum, Roleplay
Workload (incl. contact hours, self-study hours)	Referring to KKNI (Indonesian National Qualifications Framework): 1 credit for practical work = 170 minutes per week per semester 1 credit for lectures = 50 minutes, 60 minutes for structured assignments, and 60 minutes for self-study
Credit points	1 sks x 1,68 credits ECTS = 1,68 ECTS
Required and recommended prerequisites for joining the module	- none
Module objectives/intended learning outcomes	After completing this module, it is expected that students will be able to:

	<ol style="list-style-type: none"> 1. Develop a nursing care plan in accordance with professional standards and integrate Islamic values 2. Analyze public health programs at community health centers (puskesmas) 3. Conduct assessments related to the basic needs of clients and families 4. Establish nursing diagnoses related to disruptions in meeting basic needs 5. Formulate nursing interventions and their rationale
Content	When faced with a case in Clinical Laboratory Introduction Practice, students are able to develop nursing care (assessment, diagnosis, and interventions) in accordance with the issues at hand and the available resources, while considering the concept of continuous care, ethics, morals, laws, culture, and universal Islamic values as a blessing for all beings (rahmatan lil alamiin), under the supervision of a clinical instructor and within the student's scope of authority
Examination forms	<ol style="list-style-type: none"> 1. Group Presentation 2. Case Report 3. Students Oral Case Analysis (SOCA) 4. Log Book 5. Check-list penilaian praktikum
Study and examination requirements	<p>Passed requirement :</p> <ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud <p>Evaluation :</p> <ol style="list-style-type: none"> 1. Group Presentation : 20 % 2. Case Report : 40 % 3. Students Oral Case Analysis (SOCA) : 30% 4. Log Book : 10 %
Reading list	<ol style="list-style-type: none"> 1. M.A., McEwen M (ed). (2015). Community/public health Nursing: Promoting the health of populations. Amerika Serikat: Elsevier. 2. Klainberg M.B., Nies Holzemer S.P. (Ed)(2014). Community Health Nursing: An Alliance for Health. Amerika Serikat: Jones & Bartlett Learning.

	<ol style="list-style-type: none">3. Linquist, R, Snyder, M, Tracy, M. F. (2018). Complementary & Alternative Therapies in Nursing. Edition 7th. New York : Springer Publishing Company.4. Nies, M.A., McEwen, M. (2018). Community/Public Health Nursing-E-Book: Promoting The health Poppulations. Amerika Serikat. Elsevier Helath Sciences.5. Rector, C. L. (2018). Community and Public Health Nursing: Promoting the Public's Health. Amerika Serikat: Wolters Kluwer.6. Smith, C. M., Maurer, F. A. (2014). Community/Public Health Nursing Practice- E-Book: Health form Families and population.
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SEMESTER 7

Module designation	<i>Name of Modul Gerontology Nursing</i>
Semester(s) in which the module is taught	<i>7th semester</i>
Person responsible for the module	Dr. Uswatun Khasanah, MNS Ns. Dini Tryastuti, M.Kep., Sp.Kep.Kom Karyadi, PhD Waras Budi Utomo, MKM
Language	Bahasa Indonesia
Relation to curriculum	This course is a compulsory course and offered in the 7th semester.

Teaching methods	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> e. <i>Lecture (i.e. Discovery learning, problem based learning, student class presentation, case study, role play, demonstration)</i> f. <i>Structured assignments (i.e. reflective paper, Project Based Learning)</i> <p>Contact hours for lecture is 40 hours, assignments is 42 hours and practice is 39.67 hours</p>
Workload (incl. contact hours, self-study hours)	<p>For this course, students are required to meet a minimum of 158.67 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> 5. <i>35 hours for lecture,</i> 6. <i>42 hours for structured assignments,</i> 7. <i>42 hours for private study,</i> 8. <i>39.67 hours for practice</i>
Credit points	4 credit point x 1,68 credits ECTS= 6,72 ECTS
Required and recommended prerequisites for joining the module	Students must have passed all core nursing courses
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Explain the concepts and theories related to aging that support the practice of gerontological nursing from the perspectives of a scientific and Islamic perspective with the valid references and Evidence based nursing practice. 2. Demonstrate therapeutic communication strategies according to the problems and developmental stage of the elderly. 3. Able to develop the nursing care process according the elderly problems which are common in Indonesia using the diagnostic standards from NANDA, NIC, and NOC, and/or SDKI, SLKI, and SIKI with regard to ethics, morals, law, culture and the universal Islamic values as rahmatan lil alamin (C6, A5, P4)
Content	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. <i>Aging theories and concept</i> 2. <i>Islamic perspective related to elderly and the role of Muslim society toward the elderly.</i> 3. <i>Therapeutic communication skill with older people</i> 4. <i>Safety management for older people</i> 5. <i>Nursing care plan for older people</i> 6. <i>Effective health education for older people</i> 7. <i>Nurses' role in caring older people in clinical, community and home setting</i>
Examination forms	<ol style="list-style-type: none"> 1. <i>Written exam: 40%</i> 2. <i>Individual assignment and group presentation: 20%</i> 3. <i>Nursing care plan formulation: 20%</i> 4. <i>OSCE 20%</i>

Study and examination requirements	Students must have attended all classes and submitted all class assignments that are scheduled before the final tests.
Reading list	<ol style="list-style-type: none"> 1. Bulechek G.M., Butcher H.K., Dochterman J.M., Wagner C. (2013). <i>Nursing Interventions Classifications (NIC)</i>. 6th edition. Mosby: Elsevier Inc. 2. Kholofah, Siti Nur. 2016. <i>Keperawatan Gerontik</i>. Kementerian Kesehatan RI: Jakarta. 3. Mauk, Kristen L. <i>Gerontology Nursing. Competencies for Care</i>. 3rd Ed. Jones and Barlett Learning. Burlington. 4. 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. 5. Nanda International. (2009). <i>Nursing diagnoses: definition & classification 2009-2011</i>. United Kingdom: Blackwell Publishing. 6. Padila. <i>Buku Ajar Keperawatan Gerontik</i>. Medical Book: Yogyakarta. 7. Potter, P.A. & Perry, A.G. (2010). <i>Fundamental Keperawatan (3-vot set)</i>. Edisi Bahasa Indonesia 7. Elsevier (Singapore) Pte.Ltd. 8. Ratnawati, Emmelia, <i>Asuhan Keperawatan Gerontik</i>. Pustaka Baru Press: Yogyakarta 9. Sherwood, L. (2004). <i>Human physiology: From cells to systems</i>, (5thed.). Ch 31, pp 459-509. California: Thomson Learning. 10. Stanhope M. & Lancaster J. (2013). <i>Foundation of Nursing in the Community: Community-Oriented Practice</i>, 4th edition. Mosby: Elsevier Inc. 11. Stanhope M. & Lancaster J. (2016). <i>Public Health Nursing</i>, 9th edition. Mosby: Elsevier Inc. 12. Stanlet, M., & Beare, Patricia Gauntlett. <i>Buku Ajar Keperawatan Gerontik</i>. Edisi 2. EGC: Jakarta 13. Stanley, M. & Beare, P.G. (1999). <i>Gerontological nursing: a health promotion/ protection approach</i>. 2nd ed. Philadelphia: F. A. Davis Company

Module designation	Complementary Nursing
Semester(s) in which the module is taught	7
Person responsible for the module	Ns. Mardiyanti., Mkep., MDS Ratna Pelawati., M.Biomed Ns. Kustati Budi Lestari., Mkep., Sp.An Dr. Ita Yuanita., MKep
Language	Indonesian
Relation to curriculum	Compulsory

Teaching methods	Lecture, Discovery Learning, Small Group Discussion, Practicum
Workload (incl. contact hours, self-study hours)	Lecture = 2,5 hours/week; 40 hours/semester Structure Assignment = 3 hours/week; 48 hours/semester Practice = 170 minutes/week; 45, 33 jam/semester
Credit points	4 sks x 1,68 credits ECTS= 6,72 ECTS
Required and recommended prerequisites for joining the module	- none
Module objectives/intended learning outcomes	After completing this module, it is expected that students will be able to : <ol style="list-style-type: none"> 1. Evaluate and practice complementary therapy in providing nursing care while considering legal and ethical aspects 2. Summarize evidence-based practices from relevant research related to complementary therapy 3. Consider complementary therapy as one of the nursing interventions as a form of devotion to Allah SWT
Content	Complementary and Alternative Therapy, or more commonly known as complementary-alternative therapy, is widely used by people around the world, including in Indonesia, due to its cultural heritage and cultural richness. Nurses, as healthcare professionals who provide holistic nursing care through a bio-psychosocial-spiritual approach, must understand and possess skills in complementary-alternative therapy. In recent times, the use of complementary-alternative therapy, including Islam-based complementary-alternative treatment, has been on the rise. Therefore, in shaping professional and culturally sensitive Islamic nurses, it is necessary to provide them with sufficient knowledge and skills related to complementary modalities in accordance with Islamic law (sharia). This will enable nurses to actively provide accurate information and care services and protect patients from unsafe complementary-alternative treatments
Examination forms	<ul style="list-style-type: none"> • Formative assessment (analytical essay, argumentative essay, presentation) 60% • OSCE (Objective Structure Clinical Examination) 20% • Final exam (UAS) 20%

Study and examination requirements	<p>Before written exam, students are required:</p> <ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. 80% attendance for Group small discussion 3. 100% kegiatan Praktikum 4. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<p>Primary :</p> <ol style="list-style-type: none"> 1. Kementerian Kesehatan RI. 2016. Buku Saku 1 Petunjuk Praktis Toga Dan Akupresur. Jakarta : Kementerian Kesehatan RI. 2. Kementerian Kesehatan RI. 2016. Modul pelayanan akupresure bagi tenaga kesehatan di puskesmas.Jakarta : Kementerian Kesehatan RI. 3. Ibnu Qoyyim Al-Jauziyah (2020). Metode Pengobatan Nabi. Griya Ilmu: Jakarta. 4. Complementary Therapies in Nursing and Midwifery from vision to reality. McCabe, P. Victoria: Ausmed Publication 5. Complementary and Alternative Therapy in Nursing (8th Ed). Syder & Lindquist. New York: Springer Publishing 6. Widada, W. 2010. Pengaruh Bekam terhadap Peningkatan Deformabilitas Eritrosit pada Perokok, Tesis, Program Pascasarjana Universitas Airlangga Surabaya. 7. Widada, W. 2011. Terapi Bekam sebagai Solusi Cerdas Mengatasi Radikal Bebas Akibat Rokok, Bandung : Lubuk Agung. 8. Pelawati,R., Widada, W., Wulandari, E., Mardiyanti, Samsiah (2022). Does Hijamah (cupping therapy) has a therapeutic effect on lipid profiles and apolipoprotein in hypercholesterolemic patients?" Journal Keperawatan Soedirman 9. <u>Effects of Spiritual Therapy (Ruqyah) on Sleep Quality of Elderly People Living in a Nursing Home</u> Mardiyanti, S Mulya Pratiwi the 2nd International Conference on Health Science, ICHS 2022, 100 10. Mardiyanti, M., Khasanah, U., & Sanjaya, A. (2021, August). The effect of reciting sholawat burdah on the anxiety level of parents with a hospitalized child in Tangerang district hospital, Indonesia. In ICHS 2020: Proceedings of the 1st International Conference on Health Science, ICHS 2020, 26-27 October 2020,

	Jakarta, Indonesia (Vol. 17, No. 25, p. 120). European Alliance for Innovation.
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Module designation	<i>Emergency and Critical Nursing</i>
Semester(s) in which the module is taught	<i>7th semester</i>
Person responsible for the module	Dr. Ita Yuanita, M.Kep Nia Damiati, Ph.D Ernawati, M.Kep., Sp.KMB Nadhia Elsa Silviani, M.Kep Adelina Vidya Ardiyati, M.Kep., Sp.KMB Maftuhah M.Kep., Ph.D Yenita Agus, M.Kep., Sp. Maternitas, Ph.D Ns. Eni Nur'aini, M.Sc., Ph.D
Language	Indonesia
Relation to curriculum	<i>Compulsory</i>
Teaching methods	<i>Discovery Learning, lecturer, Problem Based Learning, practice in laboratory</i>
Workload (incl. contact hours, self-study hours)	7 credit point= 5 cp for theory and 2 cp for practicum. 67 contact hours, 80 hours for structured assignment, 80 hours for self-study. 237 hours
Credit points	12 ECTS
Required and recommended prerequisites for joining the module	Students have attended KMB modules, Child nursing, Maternity nursing, Mental nursing
Module objectives/intended learning outcomes	Upon completion of the Emergency & Critical Nursing module, 1. During the learning process, students are able to show attitudes / behavior 2. When given data/cases/articles, students are able to compile nursing care plans in accordance with the legal principles of nursing ethics and based on evidence to produce quality nursing services. 3. When given data/cases/articles Students Selama proses pembelajaran menunjukkan sikap/perilaku yang berakhlak mulia 4. If given data/cases, students are able to demonstrate nursing skills in emergency and critical departments by applying the principles of patient safety and the use of technology [P5] (CPL 3)

	5. Students are able to determine outcome criteria to evaluate the success of nursing care (CPL 5)
Content	The focus of this course is emergency and critical management of the airway, breathing, circulation and disability in endocrine, cardiovascular, psychological, trauma, central nerve, respiratory, infection/sepsis, musculoskeletal, hypovolemia/hypervolemia, kidney, integument, and maternity and child cases. Critical and critical nursing procedure skills are also targets of achievement in MK. Islamic concept, legal ethics, patient safe
Examination forms	Quizzes, written exams, practice exams, behavioral assessments
Study and examination requirements	<p>4. <i>Minimum attendance of 100%</i></p> <p>5. <i>Completed 80% structured academic assignment</i></p> <p>6. <i>not commit acts of fraud such as cheating or other acts of fraud</i></p>
Reading list	<p>Utama :</p> <ul style="list-style-type: none"> j. PPNI (2016) Standar Diagnosa Keperawatan Indonesia. PPNI k. PPNI (2017) Standar Intervensi Keperawatan Indonesia. PPNI l. PPNI (2017). Stadar Luaran Keperawatan Indonesia. PPNI m. Burghardt et.al. (2012). <i>Critical Care Nursing Made Incredibly easy</i>. USA Lippincott William & Wilkins n. Tscheschlog & Jauch (2015). <i>Emergency Nursing Made Incredibly Easy</i>. 2nd Edition. Philadelphia: Wolter Kluwer o. Booker (2015). <i>Critical Care Nursing Monitoring and Treatment for Advanced Nursing Practice</i>. USA: Wiley Blackwell p. Landrum (2012). <i>Fast Fact for The Critical Care Nurse Crirical Care Nursing in a Nutshell</i>. New York: Springer Publisher q. Tim zikir (2007). <i>Fikih orang Sakit Tanya Jawab Seputar Ibadah Orang Sakit</i>. Solo: Media Zikir r. Adamu Faruk (2012). <i>Medicine in Qur'an and Sunnah</i>. Ibadan : Safari Books s. Ita Yuanita, Mardiyanti, Fahri (2023). <i>Panduan praktik Qiraah Ibadah dalam keperawatan, 2023</i> <p>Pendukung</p> <ul style="list-style-type: none"> t. Jevon & Ewens (2009). <i>Pemantauan</i>

	<p><i>Pasien Kritis</i> (terjemahan). 2nd Edition. Jakarta: Erlangga</p> <p>u. Oman, Mc Lain, Scheetz (2008). <i>Panduan Belajar Keperawatan Emergensi</i> (terjemahan). Jakarta: buku Kedokteran EGC</p> <p>v. Yafie et.al. Sakit menguatkan Iman Uraian Pakar Medis dan Spiritual.</p> <p>w. Nanda International (2011). <i>Nursing Diagnoses Definitions and Classification 2012-2014</i>. USA: Wiley Blackwell</p> <p>x. Bulechek et al. (2013). <i>Nursing Intervention Classification (NIC)</i>. 6th Edition. St. Louis : Elsevier</p> <p>y. Tamboyang (2000). <i>Patofisiologi Untuk Keperawatan</i>. Jakarta : EGC</p> <p>z. Rdin & Kaplow (2010). <i>Cardiac Surgery Essential for Critical Care Nursning</i>. Canada : Jones & Bartlett</p>
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Module designation	Disaster Nursing
Semester(s) in which the module is taught	7 th Semester
Person responsible for the module	Eni Nuraini Agustini, PhD
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	<p>The Disaster Nursing module runs various teaching methods, as follows:</p> <ul style="list-style-type: none"> • Lecture • discovery learning • Cooperative Learning • Case Conference & Presentation
Workload (incl. contact hours, self-study hours)	<p>The workload for the Disaster Nursing module includes:</p> <ul style="list-style-type: none"> • Lecture : 26,67 hours • Structured Academic Assignment : 32 hours • The Total hours are : 58,67 hours/module

Credit points	2 Credit points X 1,6 = 3,2 ECTs
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	<p>After completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the basic concept of disaster and the type of disaster 2. Discuss the concept of disaster nursing and nursing competencies in disaster 3. Describe the concept of disaster management 4. Discuss trend and issue related to disaster 5. Describe the concept of evacuation procedures in the various disaster 6. Discuss the concept of disaster risk analysis 7. Describe the disaster emergency team, the resources, and equipment in disaster response 8. Discuss the impact of disaster on the psychological aspect and psychosocial response in the disaster among the survivors 9. Discuss the psychological consequences among the responder such as compassion fatigue and the psychosocial intervention for the responders. 10. Describe the rehabilitation period of disaster 11. Describe the triage system in disaster response 12. Discuss the legal and ethical issues related to disaster 13. Describe the communication and transportation procedures in disaster response 14. Describe the Disaster Victim Identification (DVI) process in disaster response by integrating an Islamic perspective 15. Discuss the Disaster Fiqh includes the disaster concept by Al Quraan Kareem, the concept of being a helper from in Islamic perspective, and how as a human being needs to be accepted in Allah's faith
Content	<p>This course discusses the concepts, types, clarifications, and characteristics of disasters and the impact of disasters on health, principles of disaster emergency management.</p> <p>Moreover, the course discusses the concept of disaster preparation, systematic assessment, a nursing process during the disaster phase by using interdisciplinary approaches, psychosocial</p>

	<p>and spiritual care for disaster victims, care for vulnerable populations.</p> <p>The ethical and legal aspects of disasters, protection for responders, post-disaster recovery, and application of evidence-based practice in disaster nursing.</p> <p>Student learning activities are oriented towards achieving critical, systematic, and comprehensive thinking skills in applying the concept of disaster nursing with a holistic, ethical, and culturally sensitive approach.</p> <p>Islamic integration: the concept of disaster in Islam and stories of disasters in the Koran, Muslim attitudes towards burying bodies during disasters and Indonesian Council of Ulama (MUI) fatwas.</p>
Examination forms	<p>Written test and SOP checklist examination.</p> <p>Example of written test:</p> <p>In a disaster situation, there are several interventions that are carried out such as rescue/triage, acute medical response, emergency relief, dan emergency rehabilitation. The action taken is in phase</p> <ol style="list-style-type: none"> A. Mitigation B. Emergency response C. Rehabilitation D. Disaster response E. Preparedness <p>The correct of disaster management cycle is</p> <ol style="list-style-type: none"> A. mitigation - disaster response - preparedness - recovery B. disaster response - recovery - rehabilitation - preparedness - mitigation C. preparedness - disaster response - mitigation - recovery - rehabilitation D. recover- disaster response - rehabilitation - preparedness - mitigation <p>At the disaster site, there was a woman aged 25 years and was 8 months pregnant, looking like she was about to give birth. There are injuries to the face and abdomen with vital signs, namely pulse 96 times per minute respiratory rate 25 times per minute consciousness 15. The appropriate triage label for the above case is</p>

	<ul style="list-style-type: none"> A. Red B. Yellow C. Green D. Black E. Blue
Study and examination requirements	<ul style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment 3. not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ul style="list-style-type: none"> 1. Hammond, B. B., Zimmermann, P. G. (2017). Sheehy's Emergency and Disaster Nursing - 1st Indonesian Edition. Kurniati A, Theresia. S, Trisyani Y. (Ed) Singapura: Elsevier Health Sciences. 2. International Disaster Nursing. (2010). Australia: Cambridge University Press. 3. Sheehy's Emergency and Disaster Nursing - 1st Indonesian Edition. Singapura: Elsevier Health Sciences. 4. Veenema T. G., (2018). Disaster Nursing and Emergency Preparedness. Amerika Serikat: Springer Publishing Company.

Module designation	Early clinical exposure of emergency and critical care, complementary and gerontik nursing
Semester(s) in which the module is taught	7
Person responsible for the module	Dwi Setiowati, M.Kep Dr. Ita Yuanita Mardiyanti, M.Kep., MDS
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	e.g. bed side teaching, case study, etc.

Workload (incl. contact hours, self-study hours)	3 SKS \approx 8 Hours and 30 minutes of total workload per week 150 minutes for contact study; 180 minutes for structured academic assignment, 180 minutes for self-study per week
Credit points	3 ECTS (2 sks x 1.68 credits)
Required and recommended prerequisites for joining the module	<ol style="list-style-type: none"> 1. Gerontic Nursing Module 2. Complementary Nursing Module 3. Emergency and Critical Care Module
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Applying Therapeutic Communication in Gerontic, Complementary, and Critical Emergency Nursing and Analyzing Practical Learning Experiences 2. Applying Nursing Care in the Form of the Nursing Process in Gerontic, Complementary, and Critical Emergency Nursing and Analyzing Practical Learning Experiences 3. Applying Islamic Care in Gerontic, Complementary, and Critical Emergency Nursing and Analyzing Practical Learning Experiences
Content	Pre-Clinical Nursing Course in Semester 7, which is an introduction to practice based on the modules acquired previously, namely gerontic, complementary, and critical emergency nursing modules in the practice field
Examination forms	SOCA
Study and examination requirements	<ol style="list-style-type: none"> 1. Attendance of 100% 2. Completed 100% structured academic assignment (SOCA) 3. Performance appraisal by clinical instructor complete minimal 76% 4. Not commit acts of fraud such as cheating or other acts of fraud
Reading list	<ol style="list-style-type: none"> 1. Tim Pokja SIKI DPP PPNI. (2018b). Standar Intervensi Keperawatan Indonesia Definisi dan Tindakan Keperawatan. Jakarta Selatan: Dewan Pengurus Pusat Persatuan Perawat Nasional Indonesia. 2. Tim Pokja SLKI DPP PPNI. (2019). Standar Luaran Keperawatan Indonesia : Definisi dan Kriteria Hasil Keperawatan. Jakarta Selatan: Dewan Pengurus Pusat Persatuan Perawat Nasional Indonesia

	<ol style="list-style-type: none">3. PPNI, T. P. (2016). SDKI. Jakarta: Dewan Pengurus Pusat PPNI.4. Kartikawati, N. D. 2011. Buku Ajar Dasar-Dasar Keperawatan Gawat Darurat. Jakarta : Salemba Medika.5. A Umar, Wadda'. (2008) .Sembuh Dengan Satu Titik , Solo: Al Qowam.6. Aspiani, R.Y. (2014). Buku Ajar Asuhan Keperawatan Gerontik. Jakarta: Trans Info Media.7. Eliopoulos, C. (2014). Gerontological Nursing. 8rd ed. New York: Wolters Kluwer Health.
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SEMESTER 8

Module designation	Undergraduate thesis
Semester(s) in which the module is taught	8
Person responsible for the module	Yenita Agus.M.Kep.,Sp.mat.,Ph.D

Language	Indonesian
Relation to curriculum	This is a Compulsory course and offered in the 8 th Semester
Teaching methods	lab works, project, Cooperative learning, Discovery Learning
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 181.33 hours in one semester for practice including literature review practice, conducting data in area of research, seminar presentation
Credit points	4 credits points (4 sks x 1.68 credits) = (equivalent with 6.72 ECTS)
Required and recommended prerequisites for joining the module	Students must have passed all core nursing course.
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Able to identify research problems (CPL 1). 2. Able to create a research design (CPL 1,7). 3. Capable of conducting research (primary data, secondary data, and literature review) (CPL 1,7,8). 4. Capable of composing a research report in the form of a Thesis (CPL 1,7,8,9). 5. Justifying research results through a Thesis defense. 6. Able to prepare an article outline based on research findings.
Content	<p>This course focuses on the application of research methodology, statistics, critical and logical thinking to nursing problems as its primary focus. The processes involved include the identification of research problems, proposal development, conducting research, and reporting research findings.</p> <p>Islamic integration: Research topics related to Islam and health, as well as the attitudes and behaviors of Muslim nurses in conducting research.</p>
Examination forms	Multiple choice and Checklist SOP
Study and examination requirements	<ol style="list-style-type: none"> 1. Minimum lecture attendance of 80% 2. Completed 80% structured academic assignment

	<p>3. not commit acts of fraud such as cheating or other acts of fraud</p>
<p>Reading list</p>	<ol style="list-style-type: none"> 1. American Psychological Association (2008). Publication manual of the American Psychological Association (7 th ed). Washington: APA 2. Burn, N., & Grove, S.K (2009).The practice of nursing research; Appraisal Synthesis and generation of evidence (6th). St.louis: Sauders, an imprint of Elsevier Inc. 3. Pedoman Teknis Penulisan Tugas Akhir mahasiswa PSIK UIN Jakarta (2022). 4. Daftar Rujukan (buku dan jurnal) terakit masalagh yang diteliti