

Module Description: Nursing Basic Skills

Module designation	Course Module
Semester(s) in which the module is taught	II
Person responsible for the module	Andi Fajrin Permana, S.Kep., Ns., M.Sc Dr. Andina Setyawati, S.Kep.,Ns., M.Kep.,Sp.Kep.MB Ns. Saldy Yusuf, S.Kep., MHS., PhD Dr. Hastuti, S..Kep., Ns., M.Kep Ns. Indra Garaf, S.Kep., M.Kep Ns. Sri Bintari Rahayu, .S.Kep., M.Kep
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 2 nd semester.
Teaching Methods	Teaching methods used in this course are: <ul style="list-style-type: none"> - Lecture (i.e., SGD, Problem Based Learning, Focus Group Discussion, TPS, TGT, NHT, case study, demonstration, and video-based learning) - Structured assignments (i.e., report and mind mapping) - Practice in Nursing Laboratory (i.e., Clinical Skill Lab) - Team based project during Clinical Fieldwork (i.e., field observation) <p>The class size for lecture is approximately 60 students, while for clinical skill lab is about 15 -20 students for each lecturer and clinical field work is about 7 – 10 students for each lecturer</p>
Workload (incl. contact hours, self-study hours)	Contact hours for lecture is 26.67 hours, assignments are 32 hours, and practice are 90,67 hours. For this course, students are required to meet a minimum of 181,33 hours in one semester, which consist of: <ul style="list-style-type: none"> - 26,67 hours (equal with ECTS) for lectures, - 32 hours for structured assignments, - 32 hours for self-study hours, - 90,67 hours for clinical skill laboratories and clinical fieldwork.
Credit points	4 credit points (equivalent with 6.04 ECTS)
Required and recommended prerequisites for joining the module	Students must have taken the following courses: <ol style="list-style-type: none"> 1. Philosophy and Nursing Theory 2. Basic Concept in Nursing 3. Basic Nursing Science 4. Basic Communication in Nursing 5. Psychosocial and Cultural in Nursing 6. Human Basic Needs Fulfillment
Module objectives/intended learning outcomes	After completing the course, students will be <p>Knowledge:</p> <p>CLO1: Able to explain concepts and principles in patient safety and security procedures (K)</p>

	<p>CLO2: Able to explain concepts and principles in basic nursing procedures (K).</p> <p>Skill:</p> <p>CLO3: Able to demonstrate basic nursing skills procedures. (S2).</p>
Content	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. Concept and practice of examining vital signs in humans 2. Concept, principles and practice of head to toe physical examination 3. Concept and role of nurses in preventing nosocomial infections 4. Practice general infection prevention measures in hospitals: Medical & Surgical handwashing; Disinfection and sterilization concept; Sterile equipment packaging; Aff hecting; Blood transfusion; Endotracheal Suctioning 5. Correct concepts and principles and the role of nurses in administering medication 6. Principles for calculating doses of drug side effects, management and types of drugs commonly used 7. Practice of administering medication: Oral, sublingual and buccal medications; Administration of eye medication, ear drops, vaginal and inhalation; Preparing medicine from ampoules; Prepare medicine from vials/flacons; Mix the medicine from the ampoule and vial using 1 syringe; Adding medication to the IVF container; Drug dilution; IM injection; IV injection/ bolus via IVL, Y Line/konecta, heparin; ID injection; SC injection 8. Concept of wound nursing care (assessment, washing and dressing wounds) 9. Wound care practices: Wound assessment and washing; Wound dressing 10. The concept and role of nurses in supporting patient examinations 11. Practice of taking patient samples for supporting examinations: Venous blood collection; Urine sampling; Wound smear sampling 12. Concepts and principles of asepsis techniques in the operating room 13. Practice of asepsis in the operating room: Gloving (open & closed method); Gowning; Post-op wound care (Simple wound dressing for drainage tube) 14. Perioperative nursing care concept (Preoperative care, intraoperative, and postoperative) 15. Perioperative nursing care practices: Patient preparation for COT; Educational leg exercises; Education Deep breathing exercises; Effective cough education
Examination forms	<p>Written exam: Multiple Choice Questions using Vignettes.</p> <p>Skill examination: Objective Structured Clinical Examination (OSCE)</p>

Study and examination requirements	<ul style="list-style-type: none"> - Students must attend 15 minutes before the class starts. - Students must inform the lecturer if they will not attend the class due to sickness, etc. - Students must submit all class assignments before the deadline. - Students must attend all classes of clinical skill laboratories. - Student must attend the early clinical exposure. - Student must attend OSCE to get final clinical examination grade. - Students must attend the exam to get final grade. - Students must get final mark minimum of 40
Reading list	<ol style="list-style-type: none"> 1. Andriany, A., Tahir, T., Sjattar, E.L., Ake., J., & Nuru, H. (2019). Wound healing angiogenesis: A perspective of nurse. <i>Global Health Management Journal</i>, 3(1), 1-3 2. Paulsen, F., & Waschke, J. (2018). Atlas Anatomi Manusia Sobotta (3 Volume) Edisi ke-24 (Santoso, G., Liem, I., & Kusumaningtyas, S., Trans.). Singapura: Elsevier (Cetakan pertama dipublikasi pada tahun 1904). 3. Potter, P.A., Perry, A.G., Stockert P., & Hall A. (2019). Essentials for Nursing Practice, 9th Ed. Mosby: Elsevier Inc. 4. Rosdahl, C. B., & Kowalski, M.T. (2017). Textbook of basic nursing, 11th Ed. Philadelphia: Lippincott Williams & Wilkins. 5. Syam, Y., Usman, A.N., Natzir, R., Rahardjo, S.P., Hatta, M., Sjattar, E. L., Saleh, A., & Sa'na, M (2016). Nutrition and pH of Trigona Honey from Masamba, South Sulawesi, Indonesia. <i>International Journal of Sciences: Basic and Applied Research</i>, 27(1), 32-36 6. Syamsiah, S., Tombong, A.B., Amin, A.N. (2021). Long-Standing Type-2 Diabetes Mellitus Is Related to Neuropathy Incidence: A Cross Sectional Study. <i>Comprehensive Health Care</i>, 5(1), 38-43, doi.org/10.37362/jch.v5i1.575 7. Watson, R. (2018). Anatomy and Physiology for Nurses 14th Edition. Edinburgh: Elsevier. 8. Ackley B.J., Ladwig G.B. (2014). <i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>. 10th edition. Mosby: Elsevier Inc. 9. Alfaro-LeFevre R. (2013). <i>Critical Thinking, Clinical Reasoning, and Clinical Judgment</i>. 5th edition. Saunders: Elsevier Inc. 10. Alligood, M.R. (2014). <i>Nursing Theorists and Their Work</i>. 8th edition. Mosby: Elsevier Inc. 11. Bulechek G.M., Butcher H.K., Dochterman J.M., Wagner C. (2013). <i>Nursing Interventions Classifications (NIC)</i>. 6th edition. Mosby: Elsevier Inc. 12. Kozier, B., Erb, G., Berwan, A.J., & Burke, K. (2008). <i>Fundamentals of Nursing: Concepts, Process, and Practice</i>. New Jersey: Prentice Hall Health. 13. Ladwig G.B., Ackley B.J. (2014). <i>Mosby's Guide to Nursing Diagnosis</i>. 10th edition. Mosby: Elsevier Inc. 14. 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. 15. Potter, P.A. & Perry, A.G. (2010). <i>Fundamental Keperawatan (3-vot set)</i>. Edisi Bahasa Indonesia 7. Elsevier (Singapore) Pte.Ltd. 16. Rubenfeld, M.G. & Scheffer, B.K. (2010). <i>Critical Thinking Tactics for nurses, 2nd Ed.</i> Jones and Bartlett Publishers.

	<p>17. Rubenfeld, M.G. & Scheffer, B.K. (1999). <i>Critical Thinking in Nursing: An Alternative Approach</i>, 2nd Ed. Philadelphia: Lippincott.</p> <p>Additional reference:</p> <p>18. American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i>, Seventh Edition. Washington, DC: The American Psychological Association</p>
Cluster of Competence	Basic biomedical and nursing sciences
Form of Assessments	<ul style="list-style-type: none"> - Assignment: Team-based project report 1 (20%) - Written Test (40%) - OSCE (40%)
Date of last amendment made	September 2023

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Nursing Basic Skills
Code : 21R01111004
Semester : II
Person responsible for the module : Andi Fajrin Permana, S.Kep., Ns., M.Sc
Lecturers :
1. Andi Fajrin Permana, S.KQep., Ns., M.Sc
2. Dr. Andina Setyawati, S.Kep.,Ns., M.Kep.,Sp.Kep.MB
3. Ns. Saldy Yusuf, S.Kep., MHS., PhD
4. Dr. Hastuti, S..Kep., Ns., M.Kep
5. Ns. Indra Garaf, S.Kep., M.Kep
6. Ns. Sri Bintari Rahayu, .S.Kep., M.Kep

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>Knowledge (K):</p> <p>Mastering the knowledge of nursing, health information systems, and health technology to provide nursing care based on an evidence-based nursing process approach</p>	<p>CLO1: Students Able to explain concepts and principles in patient safety and security procedures. (K).</p>	<p>Active participation during group presentation based on the cases provided.</p> <p>Written exam: Multiple Choice Questions.</p> <ul style="list-style-type: none"> - Mode of delivery: Online through Learning Management System (LMS) & other platform available (ex. GForm exam). - Total number of questions: 100. - Each question must be completed within 1 minute. - Duration of exam: 100 minutes. 	<p>Rubric for class participation</p> <p>Student attendance register</p> <p>-</p>
<p>Knowledge (K):</p> <p>Mastering the knowledge of nursing, health information systems, and health technology to provide nursing care based on an evidence-based nursing process approach</p>	<p>CLO2: Students are capable to explain concepts and principles in basic nursing procedures. (K).</p>	<p>Active participation during group presentation based on the cases provided.</p> <p>Written exam: Multiple Choice Questions.</p> <ul style="list-style-type: none"> - Mode of delivery: Online through Learning Management System (LMS) & other platform available (ex. GForm exam). - Total number of questions: 100. - Each question must be completed within 1 minute. - Duration of exam: 100 minutes. 	<p>Rubric for class participation</p> <p>Student attendance register</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Competence (C2): Having the competency to perform nursing care and services that can compete nationally and globally.	CLO3: Students are able to demonstrate basic nursing skills procedures. (C2).	Assignment: Practicum report	Rubric for Practicum Report

Proportion of assessment aspects according to the course learning outcomes.

ILO Code	CLO	Sub-CLO	Learning Method	Evaluation Method			Weighting	Score (1-100)
				Participatory Analysis (Case Method)	Project Presentation (Project-Based Learning)	Others		
K	CLO1	Sub-CLO1 Sub-CLO2 Sub-CLO3	- Pre-class reading & summary, lectures, discussions - Case-Method, group investigation, Group Presentation	10% Active Presentation during Group presentation <i>Case- Method</i>		20% MCQ (Multiple Choice Questions)	30%	
K	CLO2	Sub-CLO4 Sub-CLO5 Sub-CLO6 Sub-CLO7	- Pre-class reading & summary, lectures, discussions - Case-Method, group investigation, Group Presentation	10% Active Presentation during Group presentation <i>Case- Method</i>		20% MCQ (Multiple Choice Questions)	30%	

C2	CLO3	Sub-CLO8 Sub-CLO9 Sub-CLO10 Sub-CLO11 Sub-CLO12 Sub-CLO13 Sub-CLO14	<ul style="list-style-type: none"> - Practicum/ Anatomy Laboratory - Independent Study of making report 			40% Practicum Exam or Report	40%	
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Example of Written Test Exam

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

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

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