

**Module Description: Adult Nursing - Cardiovascular, Respiratory and Hematopoietic Systems (21R01120505)**

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	III
<b>Person responsible for the module</b>	Syahrul Ningrat, S.Kep., Ns., M.Kep., Sp.Kep.MB (coordinator) Moh. Syafar Sangkala, S.Kep., Ns., MANP Dr. Yuliana Syam, S.Kep., Ns., M.Kes Abdul Majid, S.Kep., Ns., M.Kep., Sp.KMB Rini Rachmawaty, S.Kep., Ns., MN., PhD
<b>Language</b>	Bilingual, Bahasa Indonesia and English
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 3 <sup>rd</sup> semester.
<b>Teaching Methods</b>	Teaching methods used in this course are: <ul style="list-style-type: none"> <li>- Lecture (i.e., SGD, Problem Based Learning, Focus Group Discussion, TPS, TGT, NHT, case study, demonstration, and video-based learning)</li> <li>- Structured assignments (i.e., report and mind mapping)</li> <li>- Practice in Nursing Laboratory (i.e., Clinical Skill Lab)</li> <li>- Team based project during Clinical Fieldwork (i.e., field observation)</li> </ul> <p>The class size for lecture is approximately 60 students, while for clinical skill lab is about 15 -20 students for each lecturer and clinical field work is about 7 – 10 students for each lecturer.</p> <p>Contact hours for lecture is 40 hours, assignments are 48 hours, and practice are 90,67 hours</p>
<b>Workload</b> (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 226,67 hours in one semester, which consist of: <ul style="list-style-type: none"> <li>- 40 hours (equals with ECTS) for lecture,</li> <li>- 48 hours for structured assignments,</li> <li>- 48 hours for self-study hours,</li> </ul> 90,67 hours for clinical skill laboratories and clinical fieldwork.
<b>Credit points</b>	5 credit points (equivalent with 7.56 ECTS)
<b>Required and recommended prerequisites for joining the module</b>	Students must have taken following courses: <ol style="list-style-type: none"> <li>1. Philosophy and Nursing Theory</li> <li>2. Basic Concept in Nursing</li> <li>3. Nursing Process and Critical Thinking</li> <li>4. Basic Biomedical Science</li> <li>5. Farmacology in Nursing</li> <li>6. Basic Communication in Nursing</li> <li>7. Psychosocial and Cultural in Nursing</li> <li>8. Human Basic Needs Fulfillment</li> <li>9. Basic Skills in Nursing</li> <li>10. Basic Science in Nursing</li> </ol>
<b>Module objectives/intended learning outcomes</b>	After completing the course and given with a adult nursing - cardiovascular, respiratory and hematopoietic systems case, students will be:

	<p><b>Attitude:</b>  <b>CLO1:</b> Understanding the concept and principles of advocacy and the legal, ethical, and cultural aspects of adult clients with respiratory, cardiovascular, and hematopoietic system disorders. <b>(A)</b>.</p> <p><b>Knowledge:</b>  <b>CLO2:</b> Adult Nursing Care for clients with respiratory, cardiovascular, and hematopoietic system disorders. <b>(K)</b></p> <p><b>Skill:</b>  <b>CLO3:</b> Simulation of nursing care for adult clients with respiratory, cardiovascular, and hematopoietic system disorders, considering legal and ethical aspects. <b>(S)</b>  <b>CLO4:</b> Demonstrating nursing care for adult clients with respiratory, cardiovascular, and hematopoietic system disorders. <b>(S)</b></p> <p><b>Competence:</b>  <b>CLO5:</b> Integrating research findings into nursing care for respiratory, cardiovascular, and hematopoietic system disorders. <b>(C)</b>  <b>CLO6:</b> Applying critical thinking skills in providing nursing care and health education for adult clients with respiratory, cardiovascular, and hematopoietic system disorders. <b>(C)</b></p>
<b>Content</b>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Review of Anatomy and Physiology of the Respiratory System</li> <li>- Assessment and Diagnostic Examination of Clients with Respiratory Disorders</li> <li>- Nursing Care for Clients with Upper Respiratory Tract Disorders</li> <li>- Nursing Care for Clients with Chest and Lower Respiratory Tract Disorders</li> <li>- Review of the Anatomy and Physiology of the Cardiovascular System</li> <li>- Assessment and Diagnostic Examination of Clients with Cardiovascular Disorders</li> <li>- Nursing Care for Clients with Heart Disorders</li> <li>- Nursing Care for Clients with Arterial and Venous Blood Vessel Disorders</li> <li>- Review of the Anatomy and Physiology of the Hematopoietic and Lymphatic Systems</li> <li>- Assessment and Diagnostic Examination of Clients with Hematopoietic and Lymphatic Disorders</li> <li>- Nursing Care for Clients with Erythrocyte Disorders</li> <li>- Nursing Care for Clients with Platelet Disorders</li> <li>- Nursing Care for Clients with Leukocyte Disorders</li> <li>- Nursing Care for Clients with Lymphatic Disorders</li> </ul>
<b>Examination forms</b>	<p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <p><b>Skill examination:</b> Objective Structured Clinical Examination (OSCE)</p>
<b>Study and examination requirements</b>	<ul style="list-style-type: none"> <li>- Students must attend 15 minutes before the class starts.</li> <li>- Students must inform the lecturer if they will not attend the class due to sickness, etc.</li> <li>- Students must submit all class assignments before the deadline.</li> <li>- Students must attend all classes of clinical skill laboratories.</li> </ul>

	<ul style="list-style-type: none"> <li>- Student must attend the early clinical exposure.</li> <li>- Student must attend OSCE to get final clinical examination grade.</li> <li>- Students must attend the exam to get final grade.</li> <li>- Students must get final mark minimum of 40</li> </ul>
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Ackley, B. J. &amp; Ladwig, G. B. (2013). <i>Nursing Diagnosis Handbook: An Evidence Based Guide to Planning Care, 10th edition</i>. Mosby: Elsevier Inc.</li> <li>2. Barber B, Robertson D, (2012). <i>Essential of Pharmacology for Nurses, 2nd edition</i>, Belland Bain Ltd, Glasgow</li> <li>3. Black J.M., Hawks J.H. (2014). <i>Keperawatan Medikal Bedah: Manajemen Klinis untuk Hasil yang Diharapkan (3-vol set)</i>. Edisi Bahasa Indonesia 8. Singapore: Elsevier (S) Pte Ltd</li> <li>4. Bulechek, G. M. &amp; Butcher, H. K. McCloskey Dochterman, J. M. &amp; Wagner, C. (2012). <i>Nursing Interventions Classification (NIC), 6e</i>. Mosby: Elsevier Inc.</li> <li>5. Grodner M., Escott-Stump S., Dorner S. (2016) <i>Nutritional Foundations and Clinical Applications: A Nursing Approach. 6th edition</i>. St. Louis: Mosby Elsevier.</li> <li>6. Johnson, M., Moorhead, S., Bulechek, G. M., Butcher, H. K., Maas, M. L. &amp; Swanson, S. (2012). <i>NOC and NIC Linkages to NANDA-I and Clinical Conditions: Supporting Critical Reasoning and Quality Care, 3rd edition</i>. Mosby: Elsevier Inc.</li> <li>7. Huether S.E. and McCance K.L. (2016) <i>Understanding Pathophysiology. 6th edition</i>. Mosby: Elsevier Inc.</li> <li>8. Lewis S. L., Dirksen S. R., Heitkemper M. M., Bucher L. (2014). <i>Medical Surgical Nursing, Assessment and Management of Clinical Problems. 9th edition</i>. Mosby: Elsevier Inc.</li> <li>9. Lynn P. (2011). <i>Taylor's Handbook of Clinical Nursing Skill</i>, China: Wolter Kluwer Health</li> <li>10. Madara B, Denino VP, (2008). <i>Pathophysiology; Quick Look Nursing, 2nd ed</i>. Jones and Barklet Publisher, Sudbury</li> <li>11. McCance, K.L. &amp; Huether, S. E. (2013). <i>Pathophysiology: The Biologic Basis for Disease in Adults and Children, 7th edition</i>. Mosby: Elsevier Inc.</li> <li>12. McCuistion L.E., Kee, J.L. and Hayes, E.R. (2014). <i>Pharmacology: A Patient Centered Nursing process approach. 8th ed</i>. Saunders: Elsevier Inc.</li> <li>13. Moorehead, S., Johnson, M., Maas, M.L. &amp; Swanson, E. (2012). <i>Nursing Outcomes Classification (NOC): Measurement of Health Outcomes. 5th edition</i>. Mosby: Elsevier Inc.</li> <li>14. Nanda International. (2017). <i>Nursing Diagnoses 2018-2021: Definitions and Classification (Nanda International) 11th Ed</i>. Philadelphia: Wiley Blackwell</li> <li>15. Tim Pokja SDKI PPNI (2017). <i>Standar Diagnosis Keperawatan Indonesia – Definisi dan indikator diagnostic Edisi 1</i>. DPP PPNI.</li> <li>16. Silverthorn, D. U. (2012). <i>Human Physiology: An Integrated Approach (6th Edition)</i>.</li> <li>17. Skidmore-Roth, Linda (2009). <i>Mosby's 2009 nursing drug reference Toronto : Mosby</i></li> <li>18. Waugh A., Grant A., Nurachmah E., Angriani R. (2011). <i>Dasar-dasar Anatomi dan Fisiologi Ross dan Wilson</i>. Edisi Indonesia 10. Elsevier (Singapore) Pte Ltd.</li> </ol>

	19. Waugh A., Grant A. (2014). <i>Buku Kerja Anatomi dan Fisiologi Ross and Wilson</i> . Edisi Bahasa Indonesia 3. Churchill Livingstone: Elsevier (Singapore) Pte.Ltd
<b>Cluster of Competence</b>	Nursing Clinical Sciences and Skills
<b>Form of Assessments</b>	<ul style="list-style-type: none"> <li>- <b>Assignments:</b> Case studies, Nursing Care Plans, Group Presentations (25%)</li> <li>- <b>Assignments:</b> Creating Standard Operating Procedures (SOP) and skill simulation videos (15%)</li> <li>- <b>Assignments:</b> Field Practice and Reports (Early Exposure) (20%)</li> <li>- Quiz (5%)</li> <li>- <b>Tests:</b> Written Exam 1 (MCQ) (10%), Written Exam 2 (MCQ) (10%), Written Exam 3 (MCQ) (5%)</li> <li>- OSCE (10%)</li> </ul>
<b>Date of last amendment made</b>	June 2023

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

**Course Module Name** : Adult Nursing - Cardiovascular, Respiratory and Hematopoietic Systems  
**Code** : 21R01120505  
**Semester** : III  
**Person responsible for the module** : Syahrul Ningrat S.Kep., Ns., M.Kep., Sp.Kep.MB  
**Lecturers** :  
 1. Moh Syafar Sangkala, S.Kep., Ns., MANP  
 2. Dr. Yuliana Syam, S.Kep., Ns., MANP  
 3. Abdul Majid, S.Kep., Ns., M.Kep., Sp.KMB  
 4. Rini Rachmawaty, S.Kep., Ns., MN., PhD

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<b>Attitude (A):</b>  Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing	After completing the course and given with adult cases, students will be:  <b>CLO1:</b> Capable of internalizing the role of professional adult nurses and ethical principles in adult nursing	<b>Class participation</b>  <b>Class attendance</b> (Reflects the student's compliance with the agreed upon course contract)	<b>Rubric for class participation</b>  <b>Student attendance register</b>
<b>Knowledge (K):</b>  Mastering nursing nursing science and also information system and technology to provide patients with	<b>Knowledge:</b>  <b>CLO2:</b> Able to synthesize research-based adult nursing	<b>Class participation</b>  <b>Assignments:</b> - Case study report: Students are asked to compile a nursing care	<b>Rubric for Presentation</b>  <b>Rubric for Case study</b>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>nursing care based on scientific nursing process and approaches</p>	<p>concepts and theories, as well as trends and issues in adult nursing</p>	<p>report according to the case obtained, using applicable nursing care standards.</p> <ul style="list-style-type: none"> <li>- Group Presentation</li> </ul> <p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <ul style="list-style-type: none"> <li>- Mode of delivery: Online through Learning Management System (LMS) &amp; paper-based exam.</li> <li>- Total number of questions: 100.</li> <li>- Each question must be completed within 1 minute.</li> <li>- Duration of exam: 100 minutes.</li> </ul>	<p><b>Rubric for Multiple Choice Questions</b></p> <ul style="list-style-type: none"> <li>- Scored 1, if the answer is correct.</li> <li>- Scored 0, if the answer is wrong.</li> <li>- Final grade= Total corrected items divided by total items multiply 100.</li> </ul>
<p><b>Skill (S2):</b></p> <p>Graduates are possessing working competence in delivering nursing care and services that meet the competitive global and national standards.</p>	<p><b>CLO3:</b> Student will able to simulation of nursing care for adult clients with respiratory, cardiovascular, and hematopoietic system disorders, considering legal and ethical aspects. <b>(S2)</b></p> <p><b>CLO4:</b> Students are able to demonstrate nursing care for adult clients with respiratory, cardiovascular, and hematopoietic system disorders. <b>(S2)</b></p>	<p><b>Class participation</b></p> <p><b>Discussion Participation</b></p> <p><b>Simulation:</b></p> <ul style="list-style-type: none"> <li>- Physical Examination of the Hematopoietic System</li> <li>- Hemoglobin Examination</li> <li>- Intravenous Catheter Insertion</li> <li>- Intravenous Therapy</li> <li>- Z-Track IM Injection Method</li> <li>- Venipuncture Technique</li> <li>- Interpretation of Blood Gas Analysis</li> </ul>	<p><b>Rubric for class participation</b></p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
		<ul style="list-style-type: none"> <li>- Tourniquet Test</li> <li>- Blood Transfusion</li> <li>- Cardiac Physical Examination</li> <li>- Interpretation of Cardiothoracic Ratio (CTR)</li> <li>- Recording and Interpretation of Electrocardiogram (EKG/ECG)</li> <li>- Measurement of Ankle-Brachial Index (ABI)</li> <li>- Physical Examination of the Respiratory System</li> <li>- Clients Requiring Airway Management: Endotracheal Tube (ETT) and Tracheostomy Suctioning</li> <li>- Management of Respiratory System Disorders: Oxygen Therapy, Nebulizer, Inhaler, and Upper Airway Suction Device (UWSD) Placement</li> <li>- Clients Undergoing Thoracic Surgery</li> </ul>	
<p><b>Competence (C1):</b></p> <p>Able to manage comprehensive and continuous nursing care that ensures research-based patient safety in accordance to nursing care standards in all areas of nursing particularly of</p>	<p><b>Competence:</b></p> <p><b>CLO5:</b> Students will able to Integrate research findings into nursing care for respiratory,</p>	<p><b>Clinical Skill Lab Mastery:</b></p> <p>Physical and physiological assessment Adult Care nursing cardiovascular, respiratory and hematopoietic systems</p>	<p><b>Rubric for Clinical Skill Lab Observation</b></p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>diseases that are common in Indonesia as a tropical and maritime country.</p>	<p>cardiovascular, and hematopoietic system disorders (C1)</p>	<p>Objective Structured Clinical Examination (OSCE)</p>	
	<p><b>CLO6:</b> Able to apply critical thinking skills in providing nursing care and health education for adult clients with respiratory, cardiovascular, and hematopoietic system disorders (C1)</p>	<p><b>Assignment</b></p> <p>During the early clinical exposure period, students are given tasks to assess patients, analyze data, formulate nursing diagnoses, determine nursing intervention plans, and implement non-invasive interventions that can be performed by students. The results are reported in groups in the form of a complete nursing care report.</p>	<p><b>Rubric for nursing care report</b></p>



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

No	Code	CLO	Sub CLO	Learning Method	Metode Evaluasi					
					Participatory Analysis	Project result	Assignment	Quis	Bobot	Nilai
1	A	CLO1	Sub CLO1	group investigation, Case-Based Learning.	- Activeness in discussions (1%) - Group presentations (1%)  - Activeness in discussions (4%) - Group presentations (4%)			MCQ Test (6%)	<b>8</b>	
1	K	CLO 2	Sub CLO 2	Pre-class reading & summary, Lectures, discussions, group investigation				MCQ Test (6%)	<b>8%</b>	
2	S	CLO 3	Sub CLO 2	Pre-class reading & summary, Lectures, discussions, group investigation	- Activeness in discussions (3%) - Group presentations (4%)			MCQ Test (6%)	<b>13%</b>	
			Sub CLO 3	CSL						
3	C1	CLO 6	Sub CLO 4	Analytic paper 1	- Activeness in discussions (5%) - Group presentations (4%)			MCQ Test (6%)	<b>35%</b>	
			Sub CLO 5	Lectures, SGD, group presentation, group Investigation dan Case-based learning						
			Sub CLO 6	Lectures, SGD, group presentation, video player, group Investigation dan case-based learning						
			Sub CLO 7	Lectures, SGD, group presentation, group Investigation dan Case-based learning						
5	C3	CLO 6	Sub CLO 8	Clinical Early Exposure. Project Based Learning ( <i>Reflective Paper</i> )	- Presentation (Reflection on Field Practice Results) (15%)		Report on the implementation of adult nursing in the hospital (15%)	MCQ Test (6%)	<b>36%</b>	

### Example of Written Test Exam

1. A 38-year-old male patient is being treated in the internal medicine ward with pleural effusion and has a Chest tube with a closed drainage system inserted into his left chest to aid in re-expanding his collapsed lungs. What is the purpose of the water seal used in this closed drainage system? **(CLO1)**
  - A. Facilitate measuring drainage fluid
  - B. Prevent air from entering the pleural space**
  - C. Prevent fluid from entering the pleural space
  - D. Serve as an indicator for breathing capability
  - E. Prevent the trapping of thick pleural fluid in the drainage bottle
2. A 38-year-old male patient, admitted to the High Care Unit (HCU) isolation room with acute respiratory failure and positive pulmonary tuberculosis (TB), is intubated and on mechanical ventilation. A nurse is about to perform a suctioning procedure to clear the patient's airway. What is the priority action the nurse should take before inserting the suction tubing into the ETT lumen? **(CLO3)**
  - A. Perform chest physiotherapy
  - B. Hyperoxygenate the patient**
  - C. Limit suctioning to no more than 10 seconds
  - D. Maintain aseptic technique during the procedure
  - E. Lubricate the suction catheter with 0.9% NaCl solution.
3. After measuring a patient's blood pressure, the following data was obtained: BP: 150/90 mm Hg. What is the Mean Arterial Pressure (MAP) of the patient? **(CLO2)**
  - A. 90 mm Hg
  - B. 100 mm Hg
  - C. 110 mm Hg**
  - D. 120 mm Hg
  - E. 130 mm Hg
4. A 45-year-old man was brought to the Emergency Department by his family with complaints of shortness of breath and decreased level of consciousness that he has been experiencing for the past 3 hours. He has a history of being diagnosed with pericarditis for the past 2 months. Assessment findings: paradoxical carotid pulse (disappears during inspiration), distended jugular veins, distant and muffled heart sounds on auscultation, cold extremities, BP 90/50 mmHg, Heart rate 108 beats per minute, Respiratory rate 28 breaths per minute, and temperature of 37.5°C. The patient is suspected to have cardiac tamponade. What is the priority nursing problem for this patient? **(CLO6)**
  - A. Impaired gas exchange
  - B. Decreased cardiac output**
  - C. Decreased peripheral tissue perfusion
  - D. Decreased coronary tissue perfusion
  - E. Decreased cerebral tissue perfusion
5. A 38-year-old man was brought to the hospital with complaints of weakness and easy fatigue over the last month. Physical examination findings include pale conjunctiva, cold extremities, BP 90/60 mmHg, Heart rate 70 beats per minute, temperature of 37°C, and respiratory rate of 24 breaths per minute. From routine blood tests, abnormal data were obtained including Hb 7 g/dL, RBC  $3.2 \times 10^{12}/L$ , MCV 60 fL/cell, MCH 18 pg/cell,

MCHC 320 g/dL. What is the priority nursing problem experienced by this patient?  
(CLO5)

- A. Weakness
- B. Activity intolerance**
- C. Ineffective breathing pattern
- D. Impaired peripheral tissue perfusion
- E. Impaired self-care ability

