

### Module Description: Health Education and Promotion (21R01120203)

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	III
<b>Person responsible for the module</b>	Andi Fajrin Permana, S.Kep., Ns., M.Sc (Coordinator) Nurhaya Nurdin, S.Kep.,Ns.,MN.,MPH Wa Ode Nur Isnah, S.Kep.,Ns.,M.Kes Nurfadilah, S.Kep.,Ns.,MN Dr. Karmila Sarih, S.Kep.,Ns.,M.Kes
<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>	<p>Teaching methods used in this course are:</p> <ol style="list-style-type: none"> <li>1. Lecture (i.e., group investigation, small group discussion, case study, jurnal reading, simulation, role play)</li> <li>2. Structured assignments (i.e., essays, activity in group, presentation, quiz)</li> <li>3. Practice in Nursing Laboratory</li> <li>4. Clinical fieldwork (i.e. field observation).</li> </ol> <p>The class size for lecture is approximately 99 students, while for clinical fieldwork is about 24 – 25 students for each lecturer.</p> <p>Contact hours for lecture is 11.67 hours, assignments is 14 hours, practice is 39.67 and clinical fieldwork is 46.67 hours.</p>
<b>Workload</b> (incl. contact hours, self-study hours)	<p>For this course, students are required to meet a minimum of 126.00 hours in one semester, which consist of:</p> <ol style="list-style-type: none"> <li>1. 11.67 hours for lecture,</li> <li>2. 14 hours for structured assignments,</li> <li>3. 14 hours for private study,</li> <li>4. 39.67 hours for practice,</li> <li>5. 46.67 hours for clinical fieldwork.</li> </ol>
<b>Credit points</b>	3 credit points (equivalent with 5.04 ECTS)
<b>Required and recommended prerequisites for joining the module</b>	<p>Students must have attended minimum 80% classes and submitted all class assignments that are scheduled before the final tests. Students must have taken following courses:</p> <ol style="list-style-type: none"> <li>1. Basic Nursing Science</li> <li>2. Basic Nursing communication</li> <li>3. Psychosocial and culture in nursing</li> <li>4. Basic human needs fulfillment</li> <li>5. Nursing basic skills</li> </ol>
<b>Module objectives/intended learning outcomes</b>	<p>After completing this course, students will be</p> <p><b>Attitude:</b> <b>CLO1:</b> able to understand the basic concepts of Health promotion and education. <b>(A)</b></p>

	<p><b>Knowledge (K):</b>  <b>CLO2:</b> able to identify culturally sensitive and effective health promotion and education strategies according to group characteristics. (K)</p> <p><b>Skill (S1):</b>  <b>CLO3:</b> able to design health education and health promotion plans for general health problems both in clinical settings and in the community. (S1)  <b>CLO4:</b> able to implement health promotion and health education programs for clients in a variety of clinical settings. (S1)</p>
<b>Content</b>	<p>Students will learn about:</p> <ol style="list-style-type: none"> <li>1. Basic Concepts of Health Promotion</li> <li>2. Assessment of Health promotion needs and problems</li> <li>3. Health Promotion Methods and Media</li> <li>4. Health Coaching</li> <li>5. Health Literacy</li> <li>6. Hospital Health Promotion</li> <li>7. Planning and Evaluation Design in Health Promotion</li> <li>8. Strategy for implementing Health promotion</li> <li>9. Application of Health Promotion to individuals and communities</li> </ol>
<b>Examination forms</b>	<p>Written exam: Multiple Choice Questions using Vignettes.</p> <p>Skill examination: Roleplay</p>
<b>Study and examination requirements</b>	<ol style="list-style-type: none"> <li>1. Students must attend 15 minutes before the class starts.</li> <li>2. Students must inform the lecturer if they will not attend the class due to sickness, etc.</li> <li>3. Students must submit all class assignments before the deadline.</li> <li>4. Students must attend the exam to get a final grade.</li> <li>5. Students must get final mark minimum of 40</li> </ol>
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Nursing Printed Teaching Material Module; Health Promotion : <a href="http://bppsdmk.kemkes.go.id/pusdiksdmk/wp-content/uploads/2017/08/Promkes-Komprehensif.pdf">http://bppsdmk.kemkes.go.id/pusdiksdmk/wp-content/uploads/2017/08/Promkes-Komprehensif.pdf</a></li> <li>2. Health Promotion vs Health education <a href="http://samples.jbpub.com/9781449697211/28123_CH01_Pass2.pdf">http://samples.jbpub.com/9781449697211/28123_CH01_Pass2.pdf</a></li> <li>3. Health Promotion Ebook (Unair): <a href="https://repository.unair.ac.id/87974/2/Buku%20Promosi%20Kesehatan.pdf">https://repository.unair.ac.id/87974/2/Buku%20Promosi%20Kesehatan.pdf</a></li> <li>4. Learning Need Assessment: <a href="https://nursing.ceconnection.com/ovidfiles/01709760-201607000-0003.pdf">https://nursing.ceconnection.com/ovidfiles/01709760-201607000-0003.pdf</a></li> <li>5. Learning Needs Assessment: <a href="https://www.academia.edu/29067634/PENGAJIAN_kebutuhan_belajar">https://www.academia.edu/29067634/PENGAJIAN_kebutuhan_belajar</a></li> <li>6. Determinants of health: <a href="https://www.healthypeople.gov/2023/about/foundation-health-measures/Determinants-of-Health">https://www.healthypeople.gov/2023/about/foundation-health-measures/Determinants-of-Health</a></li> <li>7. Health Promotion Throughout the Life Span: <a href="https://b-ok.cc/book/3560026/0ee71d">https://b-ok.cc/book/3560026/0ee71d</a></li> <li>8. The Pocket Guide to health promotion (downloadable): <a href="https://b-ok.cc/book/2836895/3cc613">https://b-ok.cc/book/2836895/3cc613</a></li> <li>9. Health Promotion in School (downloadable): <a href="https://b-ok.cc/book/2568900/faefad">https://b-ok.cc/book/2568900/faefad</a></li> </ol>

	<p>10. Evaluation of health promotion and disease prevention programs: i mproving population health through evidence-based practice: <a href="https://b-ok.cc/book/2946407/28d919">https:// /b-ok.cc/book/2946407/28d919</a></p> <p>11. Health Promotion Practice: <a href="https://b-ok.cc/book/2836883/bd640e">https://b-ok.cc/book/2836883/bd640e</a></p> <p>12. The Future for Health promotion: <a href="https://book.cc/book/4988812/e212c4">https://book.cc/book/4988812/e212c4</a></p>
<b>Cluster of Competence</b>	Nursing Clinical Sciences and Skills
<b>Form of Assessments</b>	<p>1. Assignment: Case study report (10%), Team-based project report 1/ presentation (10%), Team-based project report 2/ Media review (10%), Team-based project report 3/ SAP Developing (10%).</p> <p>2. Written Test (20%)</p> <p>3. Roleplay (40%)</p>
<b>Date of last amendment made</b>	September 2023

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

**Course Module Name** : Health Education and Promotion  
**Code** : 21R01120103  
**Semester** : III  
**Person responsible for the module** : Andi Fajrin Permana, S.Kep., Ns., M.Sc  
**Lecturers** :  
 1. Nurhaya Nurdin, S.Kep.,Ns.,MN.,MPH  
 2. Wa Ode Nur Isnah, S.Kep.,Ns.,M.Kes  
 3. Nurfadilah, S.Kep.,Ns.,MN  
 4. Dr. Karmila Sarih, S.Kep.,Ns.,M.Kes

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<b>Attitude (A):</b> Faithful to God Almighty, embody a maritime spirit, demonstrate professionalism, ethical principles, legal perspectives, and cultural aspects in nursing.	<b>Attitude (A):</b> <b>CLO1:</b> Students will be able to understand the basic concepts of Health promotion and education	<b>Assignment:</b> - Case study report : Students are asked to identify principles and challenges in health promotion and education implementation in some different group targets  - Presentation Review of Current Issue Topics in Education & Promotion; Group assignment	- <b>Rubric for study case</b> - <b>Rubric for presentation</b>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p><b>Knowledge (K):</b> Mastering the concepts and theories of nursing in the management of nursing care to clients as well as the principles of nursing management in various health care settings based on research results.</p>	<p><b>Knowledge:</b> <b>CLO2:</b> able to identify culturally sensitive and effective health promotion and education strategies according to group characteristics. <b>(K)</b></p>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>- Make Reviews and revisions of Online Education Media using PEMAT format</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: 50.</li> <li>- Each question must be completed within 1 minute.</li> <li>- Duration of exam: 50 minutes.</li> </ul>	<p><b>Rubric for presentation</b></p> <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 50.</li> </ul>
<p><b>Skill (S1):</b> Able to communicate thoughts/arguments or innovative works verbally and in writing that are beneficial for the development of the nursing profession at the national and international levels, which can be scientifically and ethically accountable.</p>	<p><b>CLO3:</b> able to design health education and health promotion plans for general health problems both in clinical settings and in the community. <b>(S1)</b></p>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>- Create an Individual and Community Health Promotion (SAP) plan</li> </ul>	<p><b>Rubric for SAP Evaluation</b></p>
	<p><b>CLO4:</b> able to implement health promotion and health education programs for clients in a variety of clinical settings. <b>(S1)</b></p>	<p><b>Assignment: -</b></p> <p><b>Non-Written exam:</b> Roleplay in Health promotion and Education for individual or community</p>	<p><b>Rubric for Health Promotion Roleplay</b></p>

### Proportion of Assessment Aspects According to the Course Learning Outcomes

No	Code	CLO	Sub CLO	Learning Method	Metode Evaluasi						Proporsi
					Participatory Analysis	Project result	Assignment	Quis	Mid-test	Final Test	
1	A	CLO 1	Sub CLO 1	Lecture, Discussion, case method Team-based project			Assignment: case study report 10%				<b>10%</b>
			Sub CLO 2	Lecture, Discussion Team-based project			Presentation Review of Current Issue Topics in Education & Promotion; Group assignment 10%				<b>10%</b>
2	K	CLO 2	Sub CLO 3	Lecture, Discussion						Written test 20%	<b>20%</b>
			Sub CLO 4	Lecture, Discussion Team-based project			Make Reviews and revisions of Online Education Media using PEMAT format 10%				<b>10%</b>
3	S1	CLO 3	Sub CLO 5	Lecture, Discussion Team-based project		Create an Individual and Community Health Promotion (SAP) plan 10%					<b>10%</b>
		CLO 4	Sub CLO 6	Lecture, Discussion Team-based project		Roleplay in Health promotion and Education for individual or community 40%					<b>40%</b>
<b>TOTAL</b>						<b>50%</b>	<b>30%</b>			<b>20%</b>	<b>100%</b>

### Example of Written Test Exam

1. A method that presents several speakers and prioritizes different aspects of the views expressed by the speakers on a particular topic is called
  - a. Seminar
  - b. Workshops
  - c. Symposium
  - d. Lecture
  
2. The weakness of the group discussion method is
  - a. It takes a long time for information to spread evenly
  - b. The resource persons were overwhelmed with providing answers if there were participants who asked questions
  - c. Some individuals can dominate the discussion
  - d. Requires a lot of property
  
3. Health education in densely populated areas regarding sanitary facilities that are suitable for health is called a method.
  - a. Mass
  - b. Public
  - c. Small group
  - d. Big group
  
4. The objectives of advocacy for health workers in schools are as follows, except.
  - a. So that local governments provide support for health promotion programs in schools
  - b. School principals and teachers are willing to provide technical assistance in implementing health promotion in schools
  - c. Formation of a large group consisting of students, parents, teachers and the community (school committee) to evaluate health promotion activities in schools, including paying resources
  - d. Increasing the ability of students, parents, teachers and the community in health promotion programs in schools
  
5. In the framework of the PRECEDE-PROCEED model, the behavioral and environmental diagnosis step is carried out after the process/step?
  - a. Epidemiological diagnosis
  - b. Social diagnosis
  - c. Educational and organizational diagnosis
  - d. Administrative and policy diagnosis