

**Module Description: Paediatric Nursing - Healthy Child and Acute Conditions  
(21R01121104)**

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| <b>Module designation</b>  | Course Module   |
| <b>Semester(s) in which the module is taught</b>                     | IV  |
| <b>Person responsible for the module</b>                             | 1. Nur Fadillah, S.Kep.,Ns.,MN (Coordinator)<br>2. Dr. Kadek Ayu Erika, S.Kep.,Ns.,M.Kes<br>3. Dr. Suni Hariati, S.Kep.,Ns.,M.Kep   |
| <b>Language</b>  | Bilingual, Bahasa Indonesia and English   |
| <b>Relation to Curriculum</b>  | This course is a compulsory course and offered in the 4 <sup>th</sup> semester.   |
| <b>Teaching Methods</b>  | Teaching methods used in this course are:<br>- Lecture (i.e., SGD, problem based learning, case study, and demonstration)<br>- Structured assignments (i.e., report)<br>- Practice in Nursing Laboratory (i.e., Clinical Skill Lab)<br>- Team based project during Clinical Fieldwork (i.e., field observation)<br><br>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. |
| <b>Workload</b><br>(incl. contact hours, self-study hours)           | Contact hours for lecture is 26.67 hours, assignments are 32 hours, and practice are 90,67 hours.<br>For this course, students are required to meet a minimum of 181,33 hours in one semester, which consist of:<br>- 26,67 hours (equals with ECTS) for lecture,<br>- 32 hours for structured assignments,<br>- 32 hours for self-study hours,<br>- 90,67 hours for clinical skill laboratories and clinical fieldwork.  |
| <b>Credit points</b>   | 4 credit points (equivalent with 6.04 ECTS)   |
| <b>Required and recommended prerequisites for joining the module</b> | Students must have taken following courses:<br>1. Philosophy and Nursing Theory<br>2. Basic Concept in Nursing<br>3. Nursing Process and Critical Thinking<br>4. Basic Biomedical Science<br>5. Pharmacology in Nursing<br>6. Basic Communication in Nursing<br>7. Psychosocial and Cultural in Nursing<br>8. Human Basic Needs Fulfillment<br>9. Basic Skills in Nursing<br>10. Basic Science in Nursing   |
| <b>Module objectives/intended learning outcomes</b>                  | After completing the course and given with a paediatric nursing case, students will be:<br><br>Attitude:<br>CLO1: Able to choose pediatric nursing interventions by paying attention to ethical, legal & culturally sensitive practices at various child age levels in the family context. (A)  |

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|   | <p>Knowledge:<br/>CLO2: Able to explain explain the concepts and theories of nursing for healthy and acutely ill children (K)</p> <p>Skill:<br/>CLO3: Able to demonstrate care for high risk children &amp; babies, nutritional disorders, respiratory system disorders, digestive, neurology, integumentary systems.(S)</p> <p>CLO4: Able to provide nursing care to high risk babies, children with nutritional disorders, respiratory, digestive, neurological, integumentary system disorders in a comprehensive &amp; sustainable manner that guarantees client safety based on research results according to child nursing care standards.(S)</p> <p>Competence:<br/>CLO5: able to integrate research results into procedures to overcome problems in high-risk babies, children with disorders of various systems (C)<br/>CLO 6. Able to perform critical thinking skills in providing nursing care to high risk babies &amp; children with various system disorders (C)</p>   |
| <b>Content</b>                            | <p>Students will learn about:</p> <ol style="list-style-type: none"> <li>1. Pediatric nursing perspective</li> <li>2. Communication with children</li> <li>3. Child growth and development</li> <li>4. The role of play in development</li> <li>5. Educational simulation (Anticipatory guidance and Health promotion for infants and teenagers)</li> <li>6. The concept of immunization</li> <li>7. Pathophysiology, pharmacology and nursing care of children with nutritional disorders and their impact on fulfilling basic human needs (in the family context</li> <li>8. Pathophysiology, pharmacology and nursing care for high risk babies and their impact on fulfilling basic human needs (in the family context;</li> <li>9. Pathophysiology, pharmacology and nursing care for children with body system disorders and the impact on meeting basic needs;</li> <li>10. Nurse advocacy function (Child abuse and Neglect)</li> <li>11. Integrated management of sick toddlers</li> <li>12. Physical assessment and child development</li> <li>13. Nursing interventions for infants and children:</li> <li>14. Provide pediatric nursing interventions by paying attention to ethical, legal and culturally sensitive practices at various age levels of children in the family context</li> </ol> |
| <b>Examination forms</b>                  | <ul style="list-style-type: none"> <li>- Written exam: Multiple Choice Questions using Vignettes.</li> <li>- Skill examination: Objective Structured Clinical Examination (OSCE)</li> </ul>   |
| <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> <li>- Student must attend the early clinical exposure.</li> <li>- Student must attend OSCE to get final clinical examination grade.</li> </ul>   |

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|                                    | <ul style="list-style-type: none"> <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. Burn, C.E., Dunn, A.M., Brady, M.A., Starr N.B., Blosser C.G. (2013). <i>Pediatric Primary Care</i>. 5th edition. Saunders: Elsevier Inc.</li> <li>2. Ball, J.W., Bindler, R.C., and Cowen, K.J., (2010). <i>Child Health Nursing. Partnering with children and families</i> (second edition). New Jersey, Pearson Education Ltd.</li> <li>3. Hockenberry, M.J. &amp; Wilson, D. (2013). <i>Wong's Essentials of Pediatric Nursing</i>. 9th edition. Mosby: Elsevier Inc.</li> <li>4. Hockenberry, M.J. &amp; Wilson, D. (2014). <i>Wong's Nursing Care of Infant and Children</i>. 10th edition. Mosby: Elsevier Inc.</li> <li>5. Mardiana K.J., Kliegman R.M., Jenson H.B., Behrman R.E., IDAI (2014) <i>Nelson Ilmu Kesehatan Anak Esensial</i>, Edisi Indonesia</li> <li>6. Saunders: Elsevier (Singapore) Pte Ltd.</li> <li>6. Mott, S.R. et al, (1990). <i>Nursing Care of Children and Families</i>. Redwood city : Addison Wesley.</li> <li>7. Pillitteri, A., (1999). <i>Maternal &amp; Child Health Nursing : Care of The Childbearing &amp; Childrearing Family</i>. Third Edition. Philadelphia : J.B. Lippincott.</li> <li>8. Pott, NL. and Mandleco, BL., (2002). <i>Pediatric Nursing : Caring for Children and Their Families</i>. United State : Thomson Learning.</li> <li>9. Erika, K. A., Winarto, V. F., Bahri, R. S., &amp; Hariati, S. (2022). <i>Manajemen Hipotermia Menggunakan Pembungkus Polyethylene Pada Bayi Prematur di Ruang Neonatal Intensif Care Unit: Studi Kasus</i>. <i>Dunia keperawatan: Jurnal Keperawatan dan Kesehatan</i>, 10(3), 291-297.</li> <li>10. Hariati, S., Febriani, A. D. B., Sutomo, R., Lusmilasari, L., &amp; McKenna, L. (2022). <i>Exploring Indonesian nurses' perspectives on preparing parents of preterm infants for hospital discharge: A qualitative study</i>. <i>Journal of Neonatal Nursing</i>, 28(1), 59-66.</li> <li>11. Syam, Y., Erika, K. A., Fadilah, N., &amp; Syahrul, S. (2021). <i>Physical activity among obese school-aged children: A cross-sectional study</i>. <i>Enfermería Clínica</i>, 31, S704-S708.</li> <li>12. Erika, K. A., Nurachmah, E., Rustina, Y., As'ad, S., &amp; Nontji, W. (2016). <i>Effect of family empowerment modified model to a family's ability in controlling life style and physical activity of children with overweight and obesity</i>. <i>Pakistan Journal of Nutrition</i>, 15(8), 737-744.</li> <li>13. Andis, A. S., Seniwati, T., &amp; Fadilah, N. (2022). <i>An Overview of Management Newborn Based on Apgar Score in Makassar City Hospital</i>. <i>Indonesian Contemporary Nursing Journal</i>, 70-79.</li> </ol> |
| <b>Cluster of Competence</b>       | Nursing Clinical Sciences and Skills  |
| <b>Form of Assessments</b>         | <ul style="list-style-type: none"> <li>- Written Test/exam (30%)</li> <li>- OSCE (20%)</li> <li>- Assignment: fieldwork project report (10%)</li> <li>- Case study report (15%), Team-based project report (10%)</li> <li>- Class/group participation (10%)</li> <li>- Class attendance (5%)</li> </ul>   |
| <b>Date of last amendment made</b> | July 2021   |

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

**Course Module Name** : Paediatric Nursing - Healthy Child and Acute Conditions  
**Code** : (21R01121104)  
**Semester** : IV  
**Person responsible for the module** : Nur Fadillah, S.Kep.,Ns.,MN (Coordinator)  
**Lecturers** :  
     1. Dr. Kadek Ayu Erika, S.Kep.,Ns.,M.Kes  
     2. Dr. Suni Hariati, S.Kep.,Ns.,M.Kep

| Intended Learning Outcomes   | Course Module Objectives   | List of Assessments  | List of Rubrics   |
|--|--|--|---|
| <b>Attitude (A):</b><br><br><i>Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing</i> | After completing the course and given with a paediatric nursing case, students will be:<br><br><b>Attitude</b><br>CLO1: Able to choose pediatric nursing interventions by paying attention to ethical, legal & culturally sensitive practices at various child age levels in the family context. (A) | <b>Class participation</b><br><br><b>Class attendance</b> (Reflects the student's compliance with the agreed upon course contract)   | Rubric for class participation<br><br>Student attendance register   |
| <b>Knowledge (K):</b><br><br>Nursing graduates master nursing science and also information system and technology to provide patients   | <b>Knowledge:</b><br>CLO2: Able to explain explain the concepts and theories of nursing for healthy and acutely ill children (K)   | <b>Assignment:</b><br><br>- Case study report : Students are asked to compile a nursing care report according to the case obtained, using applicable nursing care standards. | <b>Rubric for case study report</b><br><br><b>Rubric for report</b> |

| Intended Learning Outcomes   | Course Module Objectives   | List of Assessments   | List of Rubrics  |
|--|--|---|--|
| with nursing care based on scientific nursing process and approaches   |  | <ul style="list-style-type: none"> <li>- Problem based learning report: Students are asked to compile a report according to the problem given, using scientific sources</li> <li>- <b>Individual and group presentation</b></li> <li><b>Written exam:</b> Multiple Choice Questions using Vignettes.</li> <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 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 100.</li> </ul> |
| <p><b>Skill (S):</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>Skill:</b></p> <p>CLO3: Able to demonstrate care for high risk children &amp; babies, nutritional disorders, respiratory system disorders, digestive, neurology, integumentary systems.(S)</p> <p>CLO4: Able to provide nursing care to high risk babies, children with nutritional disorders, respiratory, digestive,</p> | <ul style="list-style-type: none"> <li>- <b>Class participation</b></li> <li>- <b>Discussion Participation</b></li> <li>- <b>Simulation:</b> <ul style="list-style-type: none"> <li>- Physical examination, Growth and developmental measurement</li> <li>- Physiological measurements (head to toe)</li> <li>- Installation of infusion</li> <li>- Providing blood transfusions</li> <li>- Medication administration</li> <li>- Providing nutrition through NGT/OGT</li> <li>- Providing parenteral nutrition total (TPN)</li> <li>- Anthropometric measurements</li> <li>- Nutrition education and MPA</li> </ul> </li> </ul> | <p><b>Rubric for class participation</b></p>   |

| Intended Learning Outcomes  | Course Module Objectives   | List of Assessments  | List of Rubrics   |
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|   | neurological, integumentary system disorders in a comprehensive & sustainable manner that guarantees client safety based on research results according to child nursing care standards.(S) | <ul style="list-style-type: none"> <li>- Bathing with a swaddle (swaddle bathing)</li> <li>- Newborn examination</li> <li>- KMC</li> <li>- Phototherapy</li> <li>- Vital signs monitoring</li> <li>- Oxygen therapy</li> <li>- Nebulization</li> <li>- Suctioning</li> <li>- Chest physiotherapy</li> <li>- Immunization</li> </ul>  |   |
| <p><b>Competence (C):</b></p> <p>Graduates are able to provide comprehensive and continuous nursing care that ensures research-based patient safety in accordance to nursing care standards in all areas of nursing particularly of diseases that are common in Indonesia as a tropical and maritime country.</p> | <p><b>Competence:</b></p> <p><b>CLO5:</b> able to integrate research results into procedures to overcome problems in high-risk babies, children with disorders of various systems (C)</p>  | <p><b>Clinical Skill Lab Mastery:</b></p> <p>Nursing interventions/care for infants and children</p> <p>Objective Structured Clinical Examination (OSCE)</p>   | <p><b>Rubric for Clinical Skill Lab Observation</b></p> |
|   | <p><b>CLO 6:</b> Able to perform critical thinking skills in providing nursing care to high risk babies &amp; children with various system disorders ©</p>                                 | <p><b>Assignment</b></p> <p>During the early clinical exposure/ fieldwork 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  | Evaluation Method  |   |   |           |           |                     | Proporsi    |
|--------------|------|-------|---------------|--|--|---|---|-----------|-----------|---------------------|-------------|
|              |      |       |               |  | Participatory Analysis   | Project result  | Assignment                              | Quiz      | Mid-test  | Final Test          |             |
| 1            | A    | CLO 1 | Sub CLO 1     | Lecture, Discussion, pbl                                 | <ul style="list-style-type: none"> <li>Attendance in class 5%</li> </ul>                           | <ul style="list-style-type: none"> <li>Team-based project report (10%)</li> </ul> |   |           |           | Final test: MCQ 5%  | 20%         |
| 2            | K    | CLO 2 | Sub CLO 2-4   | Lectures, discussions, case method                       | <ul style="list-style-type: none"> <li>Activeness in discussions and presentations 2.5%</li> </ul> |   | Assignment: case study report 7.5%      |           |           | Final test: MCQ 10% | 20%         |
| 3            | S    | CLO 3 | Sub CLO 5-6   | Lectures, discussions, Individual and group presentation | <ul style="list-style-type: none"> <li>Activeness in discussions and presentations 2.5%</li> </ul> |   |   |           |           | Final test: MCQ 10% | 20%         |
|              |      | CLO 4 | Sub CLO 7-10  | Lectures, discussions, case method                       | <ul style="list-style-type: none"> <li>Activeness in discussions and presentations 5%</li> </ul>   |   | Assignment: case study report 7.5%      |           |           | Final test: MCQ 5%  | 10%         |
| 4            | C1   | CLO 5 | Sub CLO 11-13 | Clinical Skill Lab                                       |  |   |   |           |           | OSCE 20%            | 20%         |
|              |      | CLO 6 | Sub CLO 14    | Fieldwork, clinical exposure                             |  |   | Assignment fieldwork project report 10% |           |           |                     | 10%         |
| <b>TOTAL</b> |      |       |               |  | <b>15%</b>   | <b>10%</b>  | <b>25%</b>                              | <b>0%</b> | <b>0%</b> | <b>50%</b>          | <b>100%</b> |

## Example of Written Test Exam

1. A 3 month old baby was brought by his mother to the community health center for immunization. The results of the mother's assessment stated that her child had been given immunizations according to schedule and the vaccine card showed that none of the baby's immunizations had been given late. What types of vaccines can be administered for visit at this time? (CLO2)

- a. Hepatitis B
- b. DPT2\_Hib2\_HepB3
- c. influenza
- d. Rotavirus
- e. Polio 2

2. An 11-day old baby boy was admitted to the neonatal intensive care unit (NICU) with complaints of shortness of breath since birth accompanied by a bluish body. The results of the assessment showed that the baby was cyanotic, capillary refill time was more than 4 seconds, oxygen saturation was 91%, breathing frequency was 41 x/minute, pulse rate was 125 x/minute, temperature was 36.8<sup>0</sup> C, birth weight was 1950 grams. What are the nursing problems in this case? (CLO2)

- A. Risk of hypothermia
- B. Impaired gas exchange
- C. Ineffective breathing pattern
- D. Ineffectiveness of thermoregulation
- E. Risk of decreased peripheral tissue perfusion

3. A newborn girl was treated with a weak cry, lips and nail tips were blue, lips appeared bluish, moaned when breathing, weak muscle movements, no sucking reflex, the patient was born at 33 weeks' gestation, weight 1040 grams, pulse frequency 90 x/minute, respiratory frequency 65 x/minute, temperature 36.5<sup>0</sup>C. Currently the baby has been given oxygen and an IV has been installed. What is the next priority action in this case? (CLO 3)

- A. Suction
- B. Phototherapy
- C. Installation of an infusion
- D. Installation of OGT
- E. Warm the baby