

### Module Description: Critical Care Nursing (21R01131003)

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	VI
<b>Person responsible for the module</b>	Syahrul Ningrat, S.Kep., Ns., M.Kep., Sp.Kep.MB (coordinator) Abdul Majid, S.Kep., Ns., M.Kep., Sp.KMB Abdul Kadir, S.Kep., Ns., M.Kes Syahrani Said, S.Kep., Ns., Sp.KV., M.Kep Musmulyono, S.Kep., Ns., MHPA Muhammad Ramli Arsyad, S.Kep., Ns., M.Kep Andi Baso Tombong, S.Kep., Ns., M.ANP Yunita Nurmalasari 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 6 <sup>th</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., Nursing care plan)</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 26,67 hours, assignments are 32 hours, private study is 32 and practices are 45,33 hours</p>
<b>Workload</b> (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 136 hours in one semester, which consist of: <ul style="list-style-type: none"> <li>- 26,67 hours (equals with ECTS) for lecture,</li> <li>- 32 hours for structured assignments,</li> <li>- 32 hours for self-study hours,</li> </ul> 45,33 hours for clinical skill laboratories and clinical fieldwork.
<b>Credit points</b>	3 credit points (equivalent with 4.53 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. Medical-Surgical Nursing</li> <li>2. Pediatric Nursing</li> <li>3. Maternity Nursing</li> <li>4. Emergency Nursing</li> </ol>
<b>Module objectives/intended learning outcomes</b>	After completing the course and given with critical care nursing case, students will be:  <b>Attitude:</b> <b>CLO1:</b> Understanding the concept and principles of advocacy, as well as legal, ethical, and culturally sensitive aspects for clients of various age groups with critical cases <b>(A)</b>

	<p><b>Knowledge:</b>  <b>CLO2:</b> Developing critical care nursing care plans for clients of various age groups with critical cases (<b>K</b>)</p> <p><b>Skill:</b>  <b>CLO3:</b> Simulating critical care nursing care for clients of various age groups with critical cases (<b>S2</b>)</p> <p><b>Competence:</b>  <b>CLO4:</b> Demonstrating critical care nursing care for clients of various age groups with critical cases (<b>C1</b>)  <b>CLO5:</b> Integrating research findings into critical care nursing care for clients of various age groups with critical cases (<b>C1</b>)</p>
<b>Content</b>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Basic Concepts of Critical Nursing</li> <li>- Legal and Ethical Issues Concept</li> <li>- Basic Concepts of Critical Care Nursing</li> <li>- Skill: Assessment, Documentation, and Reporting of Critical Patients</li> <li>- Methods of Nutritional Support for Critical Patients</li> <li>- End of Life Care for Critical Patients</li> <li>- Basic Concepts of Mechanical Ventilation</li> <li>- Assessment of Sedation and Delirium</li> <li>- Injury Prevention, Infection Control, and Sepsis Management</li> <li>- Concepts of Shock, Resuscitation, Fluid and Electrolyte Balance in Critical Patients (Adults, Children, Infants)</li> <li>- Basic Concepts of Perioperative Nursing</li> <li>- Patient Safety in the Operating Room</li> <li>- Nursing Care for Critical Cases: STEMI, Non-STEMI, UAP</li> <li>- Nursing Care for Critical Cases: Diabetic Ketoacidosis (DKA), Gastrointestinal Bleeding, Acute Liver Failure</li> <li>- Nursing Care for Critical Cases: Acute Kidney Injury (AKI), Chronic Kidney Disease (CKD)</li> <li>- Nursing Care for Critical Cases: ARDS, Pneumonia, Pulmonary Edema, Pleural Effusion, Atelectasis</li> <li>- Nursing Care for Critical Cases: Congestive Heart Failure (CHF), Coronary Artery Bypass Grafting (CABG), Heart Valve Surgery</li> <li>- Invasive and Non-Invasive Hemodynamic Monitoring</li> <li>- Nutritional Management in Neonatal Critical Patients</li> <li>- Assessment of Critical Conditions in Pediatrics (PEWS) and Neonates (NEWS)</li> <li>- Pain Assessment in Neonates</li> <li>- Down Syndrome Scoring</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> <li>- Student must attend the early clinical exposure.</li> </ul>

	<ul style="list-style-type: none"> <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. AACN, Alspach, J. G. (2006). <i>AACN Core Curriculum for Critical Care Nursing</i>, 6th Ed. Saunders: Elsevier Inc.</li> <li>2. Ackley &amp; Ladwig (2004). <i>Nursing Diagnosis Handbook: A Guide to Planning Care</i>. 6<sup>th</sup> edition. Mosby Inc.</li> <li>3. Alfaro-LeFevre R. (2013). <i>Critical thinking, clinical reasoning, and clinical Judgment</i>. 5th edition. Saunders: Elsevier Inc.</li> <li>4. Beauchamp, T. L., &amp; Childress, J. F. (1994). <i>Principles of biomedical ethics</i> (5th ed.). New York: Oxford University Press.</li> <li>5. Bench, S &amp; Brown, K. (2011). <i>Critical Care Nursing: Learning from Practice</i>. Iowa: Blackwell Publishing</li> <li>6. Bersten, A. D., &amp; Soni, N. (2009). <i>Oh's intensive care manual</i> (6th ed.). Philadelphia: Butterworth Heinemann.</li> <li>7. Bulechek, G. M., Butcher, H. K., Dochterman, J. M., &amp; Wagner, C. M. (Eds.) (2013). <i>Nursing Interventions Classification (NIC)</i> (6th ed.). St. Louis, Missouri: Elsevier Mosby</li> <li>8. Burghardt, J. C. (2012). <i>Medical-surgical nursing made incredibly easy!</i> (Third Ed.). Philadelphia, PA: Wolters Kluwer Lippincott Williams &amp; Wilkins.</li> <li>9. Burns, S. (2014). <a href="#">AACN Essentials of Critical Care Nursing, Third Edition (Chulay, AACN Essentials of Critical Care Nursing). Mc Graw Hill</a></li> <li>10. Comer. S. (2005). <i>Delmar's Critical Care Nursing Care Plans</i>. 2<sup>nd</sup> ed. Clifton Park: Thomson Delmar Learning</li> <li>11. Curtis, K., Ramsden, C., &amp; Friendship, J., (Eds). (2007). <i>Emergency and trauma nursing</i>. Philadelphia: Mosby.</li> <li>12. Elliott, D., Aitken, L. &amp; Chaboyer, C. (2012). <i>ACCCN's Critical Care Nursing</i>, 2nd ed. Mosby: Elsevier Australia</li> <li>13. Emergency Nurses Association (ENA). (2018). <i>Keperawatan Gawat Darurat dan Bencana Sheehy</i> (Edisi Indonesia 1 ed.). Singapore: Elsevier.</li> <li>14. Guyton &amp; Hall (2007). <i>Text Book of Medical Physiology</i>. W. B. Saunders Company, Philadelphia, Pennsylvania.</li> <li>15. Herdman, H., &amp; Kamitsuru, S. (Eds.) (2014). <i>NANDA International Nursing Diagnoses: Definitions &amp; Classification, 2015 - 2017</i> (10th ed.). Oxford, UK: Wiley Blackwell.</li> <li>16. Lemone, P. &amp; Burke, K. (2004). <i>Medical surgical nursing critical thinking in client care</i> (Third Ed.). New Jersey, NJ: Pearson Prentice Hall.</li> <li>17. Lewis, S.L., Dirksen, S. R., Heitkemper, M.M &amp; Bucher, L. (2014). <i>Medical surgical nursing: Assessment and management of clinical problems</i> (Ninth Ed.). St. Louis, MO: Mosby.</li> <li>18. McCance, K. L., Huether, S. E., Brashers, V. L., &amp; Rote, N. S. (2010). <i>Pathophysiology: the biologic basis for disease in adults and children</i> (6th ed.). Philadelphia: Mosby.</li> <li>19. Moorhead, S., Johnson, M., Maas, M. L., &amp; Swanson, E. (Eds.) (2013). <i>Nursing Outcome Classification (NOC): Measurement of Health Outcome</i> (5th ed.). St. Louis, Missouri: Elsevier Mosby.</li> <li>20. Porte, W. (2008). <i>Critical Care Nursing Handbook</i>. Sudbury: Jones and Bartlett Publishers</li> <li>21. Potter &amp; Perry (2009). <i>Fundamental of Nursing : Concepts, Process, and Practice</i>. Mosby-Year Book Inc.</li> </ol>

	<p>22. Schumacher, L. &amp; Chernecky, C. C. (2009). <a href="#">Saunders Nursing Survival Guide: Critical Care &amp; Emergency Nursing, 2e. Saunders: Elsevier Inc.</a></p> <p>23. Smeltzer, S. C., Bare, B. G., Hinkle, J. L., &amp; Cheever, K. H. (2010). <i>Burnner &amp; Suddarth's Textbook of medical-surgical nursing</i> (Twelfth edition). Philadelphia: Lippincott Williams &amp; Wilkins.</p> <p>24. Urden, L.D., Stacy, K. M. &amp; Lough, M. E. (2014). <i>Critical care Nursing: diagnosis and Management</i>. 7th ed. Mosby: Elsevier Inc.</p>
<b>Cluster of Competence</b>	Nursing Clinical Sciences and Skills
<b>Form of Assessments</b>	<ul style="list-style-type: none"> <li>- <b>Assignment:</b> Presentation (10%)</li> <li>- <b>Assignment:</b> Case study (15%)</li> <li>- <b>Assignment:</b> CSL (Intervention SOP) and Simulation Video (15%)</li> <li>- Clinical Early Exposure (20%)</li> <li>- Quiz (5%)</li> <li>- OSCE (20%)</li> <li>- Final Test (MCQ) (15%)</li> </ul>
<b>Date of last amendment made</b>	June 2023

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

**Course Module Name** : Clinical Care Nursing  
**Code** : 21R01131003  
**Semester** : VI  
**Person responsible for the module** : Syahrul Ningrat S.Kep., Ns., M.Kep., Sp.Kep.MB  
**Lecturers** :  
 1. Abdul Majid, S.Kep., Ns., M.Kep., Sp.KMB  
 2. Abdul Kadir, S.Kep., Ns., M.Kes  
 3. Syahrani Said, S.Kep., Ns., Sp.KV., M.Kep  
 4. Andi Baso Tombong, S.Kep., Ns., M.ANP  
 5. Musmulyono, S.Kep., Ns., MHPA  
 6. Muhammad Ramli Arsyad, S.Kep., Ns., M.Kep  
 7. Yunita Nurmalasari, S.Kep., Ns., M.Kep

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p><b>Attitude (A):</b></p> <p>Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing</p>	<p>After completing the course and given with adult cases, students will be:</p> <p><b>CLO1:</b> Students are able to understand the concept and principles of advocacy, as well as legal, ethical, and culturally sensitive aspects for clients of various age groups with critical cases (A)</p>	<p><b>Class participation</b></p> <p><b>Class attendance</b> (Reflects the student's compliance with the agreed upon course contract)</p>	<p><b>Rubric for class participation</b></p> <p><b>Student attendance register</b></p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p><b>Knowledge (K):</b></p> <p>Mastering nursing nursing science and also information system and technology to provide patients with nursing care based on scientific nursing process and approaches</p>	<p><b>Knowledge:</b></p> <p><b>CLO2:</b> Able to develop critical care nursing care plans for clients of various age groups with critical cases <b>(K)</b></p>	<p><b>Class participation</b></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>- Case study report: Students are asked to compile a nursing care report according to the case obtained, using applicable nursing care standards.</li> <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 Presentation</b></p> <p><b>Rubric for Case study</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 (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> Students capable to simulate critical care nursing care for clients of various age groups with critical cases <b>(S2)</b></p>	<p><b>Class participation</b></p> <p><b>Discussion Participation</b></p> <p><b>Roleplay &amp; Simulation:</b></p> <ul style="list-style-type: none"> <li>- Assessment, Documentation, and Reporting of Critical Patients</li> <li>- Interpretation of Laboratory Results in Critical Patient Cases</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>- Ambulation and Mobilization Techniques for Patients with Multi-Assisted Devices</li> <li>- Simulation of Critical Patient Management (Mega Code) – Trauma &amp; Non-trauma</li> <li>- Resuscitation, Fluid, and Electrolyte Balance Maintenance in Critical Patients (Adults, Children, Infants)</li> <li>- Interpretation of Arterial Blood Gas (ABG) Analysis in Critical Patient Cases</li> <li>- Scrubbing, Gowning, Gloving, Skin Prep, Draping in the Operating Room</li> <li>- Preparation of Basic Surgical Set</li> <li>- High Flow High Concentration Oxygen Therapy, High Flow Nasal Cannula</li> <li>- Mechanical Ventilation</li> <li>- Medication Dilution and Dosage Calculation (Pain, Sedation, Inotropic, Vasopressor, Vasodilator)</li> <li>- Syringe Pump and Infusion Pump</li> <li>- Cardiac Output, Ejection Fraction Calculation</li> <li>- Fibrinolytic Management</li> </ul>	

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
		<ul style="list-style-type: none"> <li>- Thermoregulation Management in High-Risk Neonates</li> <li>- Neonatal Resuscitation</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 diseases that are common in Indonesia as a tropical and maritime country.</p>	<p><b>Competence:</b></p> <p><b>CLO4:</b> Students are able to demonstrate critical care nursing care for clients of various age groups with critical cases (C1)</p>	<p><b>Written Exam:</b> Multiple choice Questions using Vignettes</p> <p><b>Clinical Skill Lab Mastery:</b></p> <p>Physical and physiological assessment emergency nursing, able to demonstrate roleplay and simulation (CSL)</p> <p>Objective Structured Clinical Examination (OSCE)</p>	<p><b>Rubric for Paper</b></p> <p><b>Rubric for Clinical Skill Lab Observation</b></p>
	<p><b>CLO5:</b> Able to integrate research findings into critical care nursing care for clients of various age groups with critical cases (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 Evaluation					
					Participatory Analysis	Project result	Assignment	Quis	Bobot	Nilai
1	A	CLO1	Sub CLO1	group investigation, Case-Based Learning.	- Activeness in discussions (1%) - Group presentations (2%)			MCQ Test (1%)	<b>4%</b>	
2	K	CLO 2	Sub CLO 2	Pre-class reading & summary, Lectures, discussions, group investigation	- Activeness in discussions (1%) - Group presentations (2%)			MCQ Test (1%)	<b>4%</b>	
3	S	CLO 3	Sub CLO 2	Pre-class reading & summary, Lectures, discussions, group investigation	- Activeness in discussions (1%) - Group presentations (2%)		Simulation Video (15%)	MCQ Test (2%)	<b>20%</b>	
			Sub CLO 3	CSL						
4	C1	CLO 6	Sub CLO 4	Lectures, SGD, group presentation, group Investigation dan Case-based learning	- Activeness in discussions (1%) - Group presentations (4%)	OSCE (20%)	Case Study (15%)	MCQ Test (1%)	<b>41%</b>	
			Sub CLO 5	Lectures, SGD, group presentation, video player, group Investigation dan case-based learning						
			Sub CLO 6	Lectures, SGD, group presentation, 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 7	Clinical Early Exposure. Project	- Presentation (Reflection on Field Practice Results) (20%)		Report on the implementation of adult nursing	MCQ Test (1%)	<b>36%</b>	

				Based Learning <i>(Reflective Paper)</i>			in the hospital (15%)			
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## Example of Written Test Exam

1. A triage nurse in the emergency department receives 5 simultaneous patient visits. The first patient is an elderly woman complaining of shortness of breath; the second is a hit-and-run accident victim with lacerations on the head and hand; the third is a toddler with a temperature of 39°C, a history of tonic-clonic seizures at home for 15 minutes; the fourth and fifth patients are a husband and wife involved in an accident where the husband has an open fracture of the mid-shaft of his right tibia, while the wife has a head injury and appears apathetic. Which patient needs first-priority assistance? **(CLO2)**
  - A. The first patient
  - B. The second patient
  - C. The third patient
  - D. The fourth patient
  - E. The fifth patient
2. A 45-year-old male patient is being treated in the CVCU for Acute Coronary Syndrome (ACS). While a nurse is monitoring vital signs, the patient suddenly complains of chest pain and then experiences cardiac arrest. The nurse intends to perform CPR, but the family objects and refuses the procedure, despite having been provided with an explanation, with the rationale that the patient should be able to pass away peacefully. What ethical dilemma is the nurse facing? **(CLO1)**
  - A. Autonomy and Beneficence
  - B. Beneficence and Justice
  - C. Justice and Nonmaleficence
  - D. Nonmaleficence and Fidelity
  - E. Fidelity and Autonomy
3. A male unconscious victim suspected of having a heart attack is found. In the primary assessment, the victim is unresponsive to pain, and carotid pulse palpation is not felt. According to AHA 2010, what should the rescuer do next? **(CLO3)**
  - A. Perform chest compressions 30 times
  - B. Provide ventilation assistance 2 times
  - C. Look, listen, and feel for the victim's breathing
  - D. Open the airway with a head tilt chin lift
4. A prehospital nurse encounters a 25-year-old male victim of a car accident on the highway. The patient is conscious, appears to be short of breath, and complains of chest and right thigh pain. In the initial assessment, the airway is clear; the breathing rate is 30 breaths per minute, there is an open wound, asymmetrical movement, and a rib fracture on the right side of the chest, and chest percussion produces hyper resonant sounds. What is the most appropriate intervention to address this emergency? **(CLO5)**
  - A. Placement of a chest tube (WSD)
  - B. Needle thoracentesis
  - C. Application of a 3-sided dressing
  - D. Fixation with an elastic bandage
  - E. Administration of oxygen via a non-rebreather mask (NRM)
5. A 17-year-old male is brought to the emergency department by ambulance after being involved in a motorcycle accident while crossing the road. The patient is conscious, appears to be short of

breath, and complains of chest and right thigh pain. In the initial assessment, the airway is clear; the breathing rate is 28 breaths per minute; there are abrasions and asymmetrical movement on the right side of the chest, and percussion of the chest produces a dull sound. The patient appears pale, has cold extremities, and a pulse rate of 108 beats per minute. Crepitus is felt in the right femur, and there are lacerations and bleeding on the right hand and calf. What is the priority nursing diagnosis for this patient? **(CLO4)**

- A. Pain
- B. Deficient Fluid Volume
- C. Impaired Gas Exchange
- D. Impaired Peripheral Tissue Perfusion
- E. Risk for Peripheral Neurovascular Dysfunction