

## Module Description : Leadership and Management in Nursing

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	VI
<b>Person responsible for the module</b>	<ul style="list-style-type: none"> <li>- Rini Rachmawaty, S.Kep., Ns., MN, PhD</li> <li>- Indra Gaffar, S.Kep.,Ns.,M.Kep</li> <li>- Andi Baso Tombong, S.Kep.,Ns.,M.ANP</li> <li>- Paridah Lairing, S.Kep., Ns., M.Kep</li> <li>- Ikar Swito, S.Kep.,Ns., MARS</li> </ul>
<b>Language</b>	Mixed, Indonesian and English
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 6th semester.
<b>Teaching Methods</b>	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> <li>- Lecture (i.e., Small Group Discussion, Role-Play &amp; Simulation Problem Based Learning, Focus Group Discussion, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, Case Study, and Video-Based Learning)</li> <li>- Structured assignments (i.e., Analytic Paper and Reflective Paper)</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 50 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, private study are 48 hours and practice are 45,3 hours.</p>
<b>Workload (incl. contact hours, self-study hours)</b>	<p>For this course, students are required to meet a minimum of 181,33 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> <li>- 40 hours for lecture (1,33 ECTS)</li> <li>- 48 hours for structured assignments (1,6 ECTS)</li> <li>- 48 hours for private study (1,6 ECTS)</li> <li>- 45,3 hours for clinical fieldwork (1,51 ECTS)</li> </ul>
<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 passed all core nursing courses

<p><b>Module objectives/intended learning outcomes</b></p>	<p>After completing the course and given with a Leadership and Management in Nursing case :</p> <p><b>Knowledge:</b>  <b>CLO1:</b> Students will be able to examine theories and types of leadership; roles and principles of nursing management; conceptual theory, and process of change (<b>K</b>)</p> <p><b>Skill :</b>  <b>CLO2:</b> Students will be able to apply process of nursing care and management at the ward level (<b>S</b>).</p> <p><b>Competence:</b>  <b>CLO3:</b> Students will able to apply the processes or functions of nursing management, especially organizing, manpower, directing, and controlling in the management of an inpatient room in a hospital (<b>C1</b>).  <b>CLO4:</b> Students are able to evaluate the implementation of the Professional Nursing Practice Model (MPKP) at the ward level at the hospital. (<b>C2</b>)</p> <p><b>Attitude :</b>  <b>CLO5:</b> Students will able to apply strategies to manage conflicts that have the potential to occur between health workers at the ward level (<b>A</b>)</p>
<p><b>Content</b></p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Introduction to nursing management courses: Application of –Management Functions in Nursing</li> <li>- Concepts, theories, and processes change</li> <li>- Theories, concepts, and basic principles of leadership in nursing; Leadership style; Application of leadership-management theory, concepts, and principles in the ward.</li> <li>- Basic concepts, objectives, requirements, planning components; The type of planning prepared by the head of the inpatient room; The process of preparing a management problem solving plan; Planning in the management of care and nursing services in the ward according to national and international hospital accreditation standard</li> <li>- Introduction to financial and budgeting management; Introduction to health insurance (i.e. BPJS)</li> <li>- Basic concepts, goals, and organizing principles; Different types of organizational structures in nursing; Differences in organizational culture and climate; Implementation of nursing organization in the wards.</li> <li>- Basic concepts, principles and objectives of the workforce; Variables that affect performance (including patient acuity); Method of calculating the number of workers in a shift; Allocation and scheduling of nursing staff for each shift; Improving the quality of effective manpower according to accreditation standards; Type of assignment method in the inpatient room; BOR, LOS, TOI</li> <li>- Concept and Application of Professional Nursing Practice Model (MPKP); Professional Nursing Service Delivery System (SP2KP)</li> <li>- The basic concept and purpose of briefing; Nursing manager activities on the directing function; The practice of directing the head of the room according to accreditation standards; Implementation of delegation in the wards</li> </ul>

	<ul style="list-style-type: none"> <li>- Basic concept and purpose of control; Dimensions - dimensions of quality of care; Role Play for implementing MPKP Activities (Make Videos); Type of control room inpatient; The process of maintaining the quality of nursing care in the ward Health quality organizations; Indicators of quality of nursing care</li> <li>- Types of conflict in the ward; conflict stages; Conflict management techniques in the management of inpatient rooms</li> <li>- Time and stress management</li> <li>- Management and arrangement of workflow in handling Covid-19 patients</li> <li>- Advocating for hospital management in the effectiveness and efficiency of patient service and healing processes</li> <li>- Intrapersonal adaptation and managing emotions in dealing with burnout for Covid-19 patients</li> </ul>
<p><b>Study and examination requirements</b></p>	<p><b>Study and examination requirements:</b></p> <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 the exam to get final grade.</li> <li>-</li> </ul> <p><b>Form of examination:</b> Written exam: Multiple Choice Questions using Vignettes</p>
<p><b>Reading list</b></p>	<ol style="list-style-type: none"> <li>1. Adair, J. (2006). <i>Leadership and Motivation</i>. London, GBR: Kogan Page, Limited.</li> <li>2. Amalina, S.F., <b>Rachmawaty, R.</b>, Ilkafah, I., &amp; Erfina, E. (2020). Patient experiences of nurse caring behaviors based on Swanson's theory in Indonesian hospital. <i>Enfermería Clínica</i>, 30(Supplement 2), 332-336.</li> <li>3. Amin, A., <b>Rachmawaty, R.</b>, Tahir, T., &amp; Musmulyono, M. (2021). Evaluation of quality of life-based on the length of use and the number of stents of post percutaneous coronary intervention (PCI) patients. <i>Enfermería Clínica</i>, 31, S653–S657. <a href="https://doi.org/10.1016/j.enfcli.2021.07.012">https://doi.org/10.1016/j.enfcli.2021.07.012</a></li> <li>4. Cahyani, I. G., <b>Rachmawaty, R.</b>, Ilkafah, I., &amp; Erfina, E. (2021). Cancer patient's experiences towards nurse's caring demeanor based on Watson's theory: A qualitative study. <i>Enfermería Clínica</i>, 31, S672–S676. <a href="https://doi.org/10.1016/j.enfcli.2021.09.002">https://doi.org/10.1016/j.enfcli.2021.09.002</a></li> <li>5. Chassin, M. R. &amp; Becher, E. C. (2002). The Wrong Patient. <i>Ann Intern Med</i>, 136(11), 826-833.</li> <li>6. Coben, J. H., Owens, P. L., Steiner, C. A., &amp; Crocco, T. J. (2008) Hospital and demographic influences on the disposition of transient ischemic attack. <i>Academic Emergency Medicine</i>, 15, 171–176.</li> <li>7. Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i>, 78(2), 78-90.</li> <li>8. Haslinda, H., <b>Rachmawaty, R.</b>, &amp; Saleh, A. (2021). Strategies to improve patients' involvement in achieving patient safety goals: A literature review. <i>Enfermería Clínica</i>, 31, S609–S613. <a href="https://doi.org/10.1016/j.enfcli.2021.07.002">https://doi.org/10.1016/j.enfcli.2021.07.002</a></li> <li>9. Harris, M.G &amp; Associates. (2006). <i>Managing health services: Concepts and practice (2nd ed.)</i>. Australia: Elsevier.</li> </ol>

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11. Huber, D. (2010). *Leadership and nursing care management* (4th ed.). Philadelphia: W.B. Saunders.
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13. Keputusan Menteri Kesehatan Republik Indonesia tentang Standar Akreditasi Rumah Sakit, Nomor HK.01.07/MENKES/1128 (2022). [https://yankes.kemkes.go.id/unduhuan/fileunduhuan\\_1654499045\\_682777.pdf](https://yankes.kemkes.go.id/unduhuan/fileunduhuan_1654499045_682777.pdf)
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16. Peraturan Menteri Kesehatan Republik Indonesia tentang Akreditasi Rumah Sakit, Nomor 12 (2020). <https://peraturan.bpk.go.id/Home/Details/152511/permenkes-no-12-tahun-2020#:~:text=Permenkes%20No.%2012%20Tahun%202020%20tentang%20Akreditasi%20Rumah.Kesehatan%20Nomor%2012%20Tahun%202020%20Akreditasi%20Rumah%20Sakit>
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20. **Rachmawaty, R.**, Ilkafah, Syahrul, Pailungan, F. Y. (2018). *Program Pendampingan Keluarga dalam Mencegah Cegah Konstipasi Melalui Masase Abdomen Pada Pasien Stroke di Rumah*. PT. Isam Cahaya Indonesia.
21. **Rachmawaty, R.**, Kadar, K. S., & Badrin, N. N. (2019). *Instrumen Kepuasan Pasien Terhadap Perilaku Caring perawat*. HAKI granted. Unpublished.

23. **Rachmawaty, R.**, Syahrul, & Supri, A. (2019). *Sistem Informasi Penilaian Kinerja Perawat Berbasis Kewenangan Klinis Keperawatan (SIMPKP)*. HAKI granted. Unpublished.
24. **Rachmawaty, R.**, Erika, K. A., & Tamher, S. (2020a). *Instrumen Sensus Harian Terintegrasi (SERASI) SNARS 2018 di Ruang Rawat Inap*. HAKI granted. Unpublished.
25. **Rachmawaty, R.**, Saleh, A., & Haslinda (2020b). *Instrumen Penilaian Patient Safety dari Perspektif Pasien*. HAKI granted. Unpublished.
26. **Rachmawaty, R.**, et al (2021b). *Panduan Praktik Klinis, Panduan Asuhan Keperawatan, Panduan Asuhan Gizi, Panduan Asuhan Kefarmasian & Integrated Clinical Pathway Penyakit Paru Obstruktif Kronik (PPOK)*. HAKI granted. Unpublished.
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34. Setyowati, A. (a.a). *Analisa kebutuhan tenaga perawatan di rumah sakit*. <http://www.scribd.com/doc/8537398/Analisis-Kebutuhan-Tenaga-Perawatan-Rumah-Sakit>.
35. Shaffer, F. A. (2009). Nursing leadership's responsibility for patient quality, safety, and satisfaction. *Nurse Leader*, 7(3), 34-43.
36. Shannon S. E., Mitchell, P. H., & Cain, K. C. (2002). Patients, nurses, and physicians have differing views of quality of critical care. *Journal of Nursing Scholarship*, 34(2), 173-179.

	<p>37. Shulkin, D. J. (2008). Like night and day- shedding light on off-hours care. <i>New England Journal of Medicine</i>, 358, 2091-2093.</p> <p>38. Sitorus, R. (2006). <i>Model praktik keperawatan profesional di rumah sakit: penataan struktur &amp; proses (sistem) pemberian asuhan keperawatan di ruang rawat</i>. Jakarta: EGC.</p> <p>39. Sitorus, R. (2004). <i>Modifikasi keperawatan primer sebagai suatu metoda pemberian asuhan keperawatan pada praktek keperawatan profesional</i>. Materi Semiloka III. Jakarta: Panitia Semiloka MPKP FIK-UI.</p> <p>40. Subur, S., <b>Rachmawaty, R.</b>, Saleh, A. (2022). Efektivitas penerapan pay-for-performance pada asuransi kesehatan di negara-negara Asia: literature review. <i>Care: Jurnal Ilmiah Ilmu Kesehatan</i>, 10 (1), 64-74</p> <p>41. Sullivan, E. J. &amp; Decker, P. J. (2009). <i>Effective leadership and management in nursing</i> (7<sup>th</sup> ed.). New Jersey: Pearson Education, Inc.</p> <p>42. Tamher, S. D., <b>Rachmawaty, R.</b>, &amp; Erika, K. A. (2021). The effectiveness of Plan Do Check Act (PDCA) method implementation in improving nursing care quality: A systematic review. <i>Enfermeria Clinica</i>, 31, S627–S631. <a href="https://doi.org/https://doi.org/10.1016/j.enfcli.2021.07.00">https://doi.org/https://doi.org/10.1016/j.enfcli.2021.07.00</a></p> <p>43. Wulandari, A. R. C., <b>Rachmawaty, R.</b>, Ilkafah, I., &amp; Erfina, E. (2021). Patient satisfaction towards healthcare quality in Indonesian Public Hospital. <i>Enfermeria Clínica</i>, 31, S745–S750. <a href="https://doi.org/10.1016/j.enfcli.2021.09.006">https://doi.org/10.1016/j.enfcli.2021.09.006</a></p>
<b>Cluster of Competence</b>	Nursing Management
<b>Forms of Assessment</b>	<ul style="list-style-type: none"> <li>- Class participation : 10%</li> <li>- Group Presentation : 10%</li> <li>- OSCE (Activity Roleplay in the Professional Nursing Practice Model (MPKP)) : 10%</li> <li>- Analytic Paper : 10%</li> <li>- Reflective Paper : 15%</li> <li>- Presentation of Reflections on Field Practice Results (Project Based Learning) : 15%</li> <li>- Written exam : 30%</li> </ul>
<b>Date of last amendment made</b>	Juni 2023

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

**Course Module Name** : Leadership and Management in Nursing  
**Code** : 21R01131304  
**Semester** : VI  
**Person responsible for the module** : Rini Rachmawaty, S.Kep., Ns., MN, PhD  
**Lecturers** :  
 1. Indra Gaffar, S.Kep.,Ns.,M.Kep  
 2. Andi Baso Tombong, S.Kep.,Ns.,M.ANP  
 3. Paridah Lairing, S.Kep., Ns., M.Kep  
 4. Ikar Swito, S.Kep.,Ns., MARS

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<b>Knowledge (K1):</b> Mastering nursing science, information systems and health technology to carry out nursing care based on a research evidence-based nursing process approach (Communicator, Health Educator & Promoter, Care Provider, Manager and Leader, Researcher).	<b>CLO1:</b> Students will be able to examine theories and types of leadership; roles and principles of nursing management; conceptual theory, and process of change.	<b>Class participation</b> <b>Group Presentation</b> <b>Written exam:</b> Multiple Choice Questions using Vignettes. - Mode of delivery: Online through Learning Management System (LMS) & paper-based exam. - Total number of questions: 100. - Each question must be completed within 1 minute. - Duration of exam: 100 minutes.	<b>Rubric for Multiple Choice Questions</b> - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 100.
<b>Skill (S2) :</b>	<b>CLO2:</b> Students will be able to apply process of nursing care and management at the ward level.	<b>Class participation</b>	<b>Rubric for Multiple Choice Questions</b>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>Have work needs and entrepreneurial skills in the fields of expenditure and health that are able to compete nationally and globally.</p>		<p><b>Group Presentation</b></p> <p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <p><b>Class participation</b></p> <p><b>Group Presentation</b></p>	
<p><b>Competence (C1):</b></p> <p>Able to manage comprehensive and continuous nursing care that ensures client safety (patient safety) based on research results according to nursing care standards in all areas of nursing according to their authority, especially diseases that are common in Indonesia as a tropical and maritime country through lifelong learning ( Health Educator &amp; Promoter, Care Provider, Manager and Leader, Researcher).</p>	<p><b>CLO3:</b> Students will able to apply the processes or functions of nursing management, especially organizing, manpower, directing, and controlling in the management of an inpatient room in a hospital (C1).</p>	<p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <p><b>Assignment :</b> Analytic Papers</p> <p><b>OSCE :</b></p> <p><b>- Role Play &amp; Simulation :</b></p> <ul style="list-style-type: none"> <li>- Implementing MPKP Activities (Create Video):</li> <li>- Operant/Weigh Receive</li> <li>- Pre Conference</li> <li>- Orientation for new patients and families</li> <li>- Nursing rounds</li> <li>- Seminars/case discussions</li> <li>- Post Conference</li> </ul>	<p><b>Rubric for Multiple Choice Questions</b></p> <p><b>Rubric for Paper</b></p> <p><b>Rubric for Clinical Skill Lab Observation</b></p>



Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p><b>Competence (C3):</b></p> <p>Able to manage nursing and health service systems according to their authority and responsibility through collaboration with fellow nurses and collaboration with other health teams and community groups to reduce morbidity, improve quality of life and a healthy environment (Manager and Leader).</p>	<p><b>CLO5:</b> Students are able to evaluate the implementation of the Professional Nursing Practice Model (MPKP) at the ward level at the hospital. (C2)</p>	<p><b>Written exam:</b> Multiple Choice Questions using Vignettes.</p> <p><b>Assignment :</b></p> <ul style="list-style-type: none"> <li>- MPKP implementation report at Hospital</li> <li>- Pretentation (Reflection on Field Practice Results)</li> </ul>	<p><b>Rubric for paper</b></p> <p><b>Rubric for group presentation</b></p>
<p><b>Attitude (A):</b></p> <p>Faithful to God Almighty, maritime spirit, showing a professional attitude, ethical principles, legal and cultural perspectives in nursing (Communicator, Health Educator &amp; Promoter, Care Provider, Manager and Leader, Researcher).</p>	<p>After completing the course and given with a maternity nursing case, students will be:</p> <p><b>CLO4:</b> Students will able to apply strategies to manage conflicts that have the potential to occur between health workers at the ward level (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>

**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	K	CLO 1	Sub CLO 1	Pre-class reading & summary, Lectures, discussions, group investigation	- Activeness in discussions (1%) - Group presentations (1%)			MCQ Test (6%)	<b>8%</b>	
2	S	CLO 2	Sub CLO 2	Pre-class reading & summary, Lectures, discussions, group investigation	- Activeness in discussions (3%) - Group presentations (4%)			MCQ Test (6%)	<b>13%</b>	
3	C1	CLO 3	Sub CLO 3	Analytic paper 1	- Activeness in discussions (5%) - Group presentations (4%)	OSCE (10%)	Analytic Paper (10%)	MCQ Test (6%)	<b>35%</b>	
			Sub CLO 4	Lectures, SGD, group presentation, group Investigation dan Case-based learning						
			Sub CLO 5	Lectures, SGD, group presentation, video player, group Investigation dan case-based learning						
			Sub CLO 6	CSL						
			Sub CLO 7	Lectures, SGD, group presentation, group Investigation dan Case-based learning						
4	A	CLO 4	Sub CLO 8	group investigation, Case-Based Learning.	- Activeness in discussions (1%) - Group presentations (1%)			MCQ Test (6%)	<b>8%</b>	
5	C3	CLO 5	Sub CLO 9	Clinical Early Exposure. Project Based Learning ( <i>Reflective Paper</i> )	- Presentation (Reflection on Field Practice Results) (15%)		Report on the implementation of MPKP in the hospital (15%)	MCQ Test (6%)	<b>36%</b>	

### Example of Written Test Exam

1. A head nurse is supervising the nurse in the ward. Currently, they have arrived at the stage of agreeing the supervision implementation schedule and the patients who will be involved in the activity. **(CLO1)**  
What is the management function that is being carried out by the head nurse and the implementing nurse?

  - A. *Planning*
  - B. *Organizing*
  - C. *Actuating*
  - D. *Controlling*
  - E. *Evaluating*
2. A nurse in the operating room is a nurse who has just graduated from a nursing degree. During work, the nurse considers many policies that are less strict are applied by the head nurse such as making official schedules. The nurse often gives opinions during regular meetings in the room. The head nurse did not like the nurse and delegated a lot of work. What is the cause of the ineffectiveness of the delegation? **(CLO2)**

  - A. Under delegation
  - B. Over delegation
  - C. Improper delegation
  - D. Errors in the time of assignment, the right person
  - E. Assignments given and reasons of delegation are just based on like/dislike factors
3. Occupancy Rate (BOR) in a digestive surgery ward with 25 beds was 87% last year. A Head nurse will conduct a patient safety survey. He will be assisted by 10 nursing nurses and conduct a pre-conference to discuss indicators of patient safety that they must prepare and have to do.  
What is one of the patient safety indicators that the team must prepare and study to improve the quality of nursing care? **(CLO3)**

  - A. Patient satisfaction
  - B. Patient comfort
  - C. Errors in drug administration
  - D. New patient admission
  - E. Discharge planning for each patient
4. An executive nurse complained about the lame division of patients by primary nurses. The nurse felt she was always burdened to the patients with partial dependency levels which were always more than other team members. The primary nurse said this was done because he believed the nurse could solve it well.  
What should the nurse do? **(CLO4)**

  - A. Improve work performance
  - B. Convey complaints to primary nurses
  - C. Report problem to the head of room
  - D. Receive trust which given by primary nurse
  - E. Request to primary nurse to be able to act more justly
5. An associate nurse feels uncomfortable with the leadership pattern of the team leader. According to him, the performance of the team leader is good, it's just that the relationship between humans is shown to make it uncomfortable if you have to communicate long.  
What is the most appropriate action taken by the nurse ? **(CLO5)**

  - A. Ask for input from a teammate about the actions he should do

- B. Avoid meeting with the team leader unless forced
  - C. Discuss the matter with the head of the room
  - D. Convey the problem to the team leader
  - E. Conduct self-evaluation
6. Cempaka room is a room with implementation of MPKP plans in providing nursing care. The head nurse was an educated Ners with experience. What is the MPKP level in the room? **(CLO6)**
- A. Beginner
  - B. Level I
  - C. Level II
  - D. Level III
  - E. Tingkat IV