

Module Description: Mental Health Nursing (21R01410403)

Module designation	Course Module
Semester(s) in which the module is taught	VIII
Person responsible for the module	Hapsah, S.Kep., M. Kep., Ns. (coordinator)
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 8 th semester.
Teaching Methods	Teaching methods used in this course are: Bed Side Teaching, Pre-post conference, Journal Critical Appraisal, One-Minute Preceptorship (OMP), Case Based Discussion.- Clinical fieldwork (i.e. field observation). The class size for lecture is approximately 8-10 students, while for clinical fieldwork is about 2-3 students for each lecturer/preceptor. Contact hours for clinical fieldwork is 186.67 hours.
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 186.67 hours in one semester which consist of : clinical fieldwork only.
Credit points	3 credit points (equivalent with 4.53 ECTS)
Required and recommended prerequisites for joining the module	Students must have taken following courses: Fundamental Nursing (21R01410102)
Module objectives/intended learning outcomes	After completing the course and given with a psychiatric and mental health case, students will be able to : Attitude: Faithful to God Almighty, embody a maritime spirit, demonstrate professionalism, ethical principles, legal perspectives, and cultural aspects in nursing. Competence : C1 : Able to manage comprehensive and continuous nursing care that ensures patient safety based on research outcomes, in accordance with nursing care standards across all nursing areas, according to their authority, especially for diseases commonly occurring in Indonesia as a tropical and maritime country. CLO 1 : C2 : Able to conduct therapeutic communication with clients and provide accurate information to clients and/or family/caregivers/advisors to obtain the necessary nursing consent that falls within their responsibility. C3 : Able to manage nursing and health service systems within their authority and responsibilities through collaboration with

	<p>fellow nurses and cooperation with other healthcare teams and community groups to reduce morbidity, enhance quality of life, and promote a healthy environment.</p> <p>C4 : Able to enhance the quality of nursing and health services by applying research skills and integrating theory into nursing practice</p> <p>C5 : Able to enhance professional expertise in the field of nursing through lifelong learning.</p>
Content	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. Nursing care process of seven types of mental illness (patient with low self-esteem, social isolation, self-care deficit, delusion, hallucination, suicide or violence in hospital and community setting). 2. Nursing care process of patients with psychosocial problems (situational low self-esteem, low self-image, anxiety, ineffective coping, powerlessness, hopelessness, etc). 3. Evidence based nursing practice in psychiatric and mental health nursing. 4. Therapeutic modalities in psychiatric nursing. 5. Professional Nursing Care Service Management in Clinical Setting.
Examination forms	<p>Comprehensive examination</p> <p>Form of examination:</p> <ul style="list-style-type: none"> ● Clinical Observation form ● Case report form ● Mini check of activities report form
Study and examination requirements	<p>Study and examination requirements:</p> <ul style="list-style-type: none"> ● Students must attend 15 minutes early before her/his shifts. ● Students must switch off all electronic devices when shifting. ● Students must inform the clinical preceptor and institution preceptor if they will not attend the shift due to sickness, etc. ● Students must submit all class assignments before the deadline. ● Students must attend the exam to get a final grade.
Reading list	<ol style="list-style-type: none"> 1. Stuart, G.W.T., Keliat B.A., Pasaribu J. (2016). <i>Prinsip dan Praktik Keperawatan Kesehatan Jiwa Stuart</i>. Edisi Indonesia 10. Mosby: Elsevier (Singapore) Pte Ltd. 2. Berman, A., Snyder, S.J., Kozier, B., & Erb, G.(2008). <i>Fundamental of Nursing, Concept, Process and Practice, 8ed</i>. USA: Pearson Education, Inc. 3. Boynton, B., (2016). <i>Successful Nurse Communication. Safe Care, Healthy Workplaces & Rewarding Careers</i>. Philadelphia:F.A. Davis Company. 4. Gail Williams, Mark Soucy. (2013). <i>Course Overview - Role of the Advanced Practice Nurse & Primary Care Issues of Mental Health/Therapeutic Use of Self</i>. School of Nursing, The University of Texas Health Science Center at San Antonio.

	<ol style="list-style-type: none"> 5. Halter MJ. (2014). <i>Varcarolis' Foundations of Psychiatric Mental Health Nursing: A Clinical Approach</i>. 7th edition. Saunders: Elsevier Inc. 6. Hapsah, et. al. (2017). <i>Buku Putih 33 Area Keperawatan Jilid 1</i>. Makassar : Isam Cahaya. 7. Hockenberry, M.J. & Wilson,D. (2014). <i>Wong's Nursing care of Infant and children</i>. 10 th edition.Mosby: Elsevier Inc. 8. Mundakir. (2016). <i>Buku Ajar Komunikasi Pelayanan Kesehatan</i>. Indonesia: Indomesia Pustaka & Distributor. 9. Sarfika, R., Maisa, E.A., & Freska, W. (2018). <i>Buku Ajar Keperawatan Dasar 2 Komunikasi Terapeutik Dalam Keperawatan</i>. Indonesia: Andalas University Press. 10. Townsend, Mary C. (2009). <i>Psychiatric Mental Health Nursing: Concept of Care in Evidence Based Practise (6thEd)</i>. F.A. davis Company 11. Keliat, B. A., Hamid, A. Y. S., Putri, Y. S. E., Daulima, N. H. C., Wardani, I. Y., Susanti, H., Hargiana, G., & Panjaitan, R. U. (2020). <i>Asuhan Keperawatan Jiwa</i>. Jakarta: EGC. 12. Nurhalimah, N. (2016). <i>Keperawatan Jiwa</i>. Kementerian Kesehatan Republik Indonesia 13. Sriati, A., Kurniawan, K., Senjaya, S., Khoirunnisa, K., Muslim, R. N. I., Putri, A. M., Aghnia, N., & Fitriani, N. (2023). The Effectiveness of Digital-Based Psychotherapy in Overcoming Psychological Problems in College Students During the COVID-19 Pandemic: A Scoping Review. <i>Journal of holistic nursing : official journal of the American Holistic Nurses' Association</i>, 8980101231162990. Advance online publication. https://doi.org/10.1177/08980101231162990
Cluster of Competence	Nursing Clinical Sciences and Skills
Form of Assessments	<p>The assessment is adjusted to the characteristics of the assignment in each setting (hospital and health centre work areas), so that the assessment percentage consists of three main parts, namely: "</p> <ol style="list-style-type: none"> 1. Practice assessment in primary health center (47,5%) : <ul style="list-style-type: none"> - Written Test (Competencies Test) : 5% - Case Report : 25% - Journal Reading: 5% - SOCA (Student Oral Case Analysis): 25% - DOPS (Direct Observation of Procedural Skills) : 15% - OSLER (Objective Structured Long Examination Record) : 30% - Attitude performance (is a pre-requisite for passing any exam) 2. Practice assessment in hospital (47,5%) <ul style="list-style-type: none"> - Case Report : 37% - SOCA (Student Oral Case Analysis): 27% - DOPS (Direct Observation of Procedural Skills) : 10%

	<ul style="list-style-type: none">- OSLER (Objective Structured Long Examination Record) : 26% <p>3. Result of Try out national assessment (5%)</p>
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Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Psychiatric and Mental health Nursing
Code : 21R01410403
Semester : III
Person responsible for the module : Hapsah, S.Kep., M.Kep., Ns.
Lecturers : 1. Prof. Dr. Ariyanti Saleh., S.Kp., M.Si
 2. Nurlaila Fitriani, S.Kep., M.Kep., Ns.Sp.Kep.J
 3. Akbar Harisa., S.Kep., Ns., MN., PMNC
 4. Dr. Hastuti., S.Kep., M.Kes.

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Attitude (A) : Faithful to God Almighty, embody a maritime spirit, demonstrate professionalism, ethical principles, legal perspectives, and cultural aspects in nursing.	CLO1: Application of ethical, legal and culturally sensitive aspects in the care of patients with mental and psychosocial disorders	Assignment: All assignments are completed by applying the values of honesty, openness, integrity, responsibility and professional attitude. DOPS (Direct Observation of Procedural Skills)	Rubric of direct observation for attitude Observation assessment form consist of 4 aspects : 1. Discipline performance (30): <ul style="list-style-type: none"> ● Arriving and leaving on time; ● Reporting to the supervisor when leaving the duty location; ● Bringing the necessary equipment for professional practice 2. Ethic & attitude (30),

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Indonesia as a tropical and maritime country.		3. SOCA through group presentation/seminar 4. DOPS (Direct Observation of Procedural Skills) : supervision & mental health education; activity group therapy (TAK)	Rubric for seminar/supervision Rubric for DOPS / Supervision Rubric of activity group therapy
C2 : Able to conduct therapeutic communication with clients and provide accurate information to clients and/or family/caregivers/advisors to obtain the necessary nursing consent that falls within their responsibility.	CLO 3: able to Implementation of therapeutic communication in the care of patients with mental and psychosocial disorders (C2)	Assignment: 1. Therapeutic communication planning strategy paper 2. OSLER : Two minute assessment for client in Outpatient ward. 3. DOPS (Direct Observation of Procedural Skills) : supervision/practice evaluation	Rubric of therapeutic communication strategy paper Rubric for two minute assessment Rubric for seminar/supervision

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>C3 : Able to manage nursing and health service systems within their authority and responsibilities through collaboration with fellow nurses and cooperation with other healthcare teams and community groups to reduce morbidity, enhance quality of life, and promote a healthy environment.</p>	<p>CLO4 : Able to Case management and care process for patients with mental and psychosocial disorders</p>	<ol style="list-style-type: none"> 1. Case reports for clinical setting and community setting 2. Short case report (resume) for clinical setting 3. Case analysis and case management in community setting 	<p>Rubric of case report</p>
<p>C4 : Able to enhance the quality of nursing and health services by applying research skills and integrating theory into nursing practice.</p>	<p>CLO5 : Criticism and implementation of Evidence based practice in patients with mental and psychosocial disorders</p>	<p>Journal Reading</p>	<p>Rubric of journal reading</p>
<p>C5 : Able to enhance professional expertise in the field of nursing through lifelong learning.</p>	<p>CLO6 : Perform critical thinking skills in nursing services for patients with mental and psychosocial disorders.</p>	<ol style="list-style-type: none"> 1. Early detection/screening of mental health cases and mapping in community setting, analysis and present it. 2. Group presentation the case report 	<p>Rubric of seminar</p>

Proportion of assessment aspects according to the course learning outcomes.

No	Code	CLO	Sub CLO	Learning Method	Evaluation method										Try out National exam (5%)	
					Community setting (47,5%)					%	Hospital/ clinical setting(47,5%)					%
					OSLER	CASE REPORT	SOCA	DOPS	Journal Reading		OSLER	CASE REPORT	SOCA	DOPS		
1	A*	CLO 1	Sub CLO1													
2	C1	CLO 2	Sub CLO 2	Bed Side Teaching	Preliminary report (5%)			Mental health education (5%)		10%	Preliminary report (5%)				5%	
3	C2	CLO 3	Sub CLO3	Case Based Discussion, Bed Side Teaching	2 minutes assessment (10%)		Reflective study for preliminary report in early stage (10%)	Practice evaluation/ supervision (10%)		30 %	Therapeutic communication planning strategy paper (10%) Interaction process analysis (API) (7%)		Reflective study for preliminary report in early stage (7%);	Practice evaluation/ supervision (10%); Activities group therapy (TKT) (10%)	44%	
4	C3	CLO 4	Sub CLO 4	Case Based Discussion, Bed Side Teaching, OMP, Pre-post conference	Early detection/ screening mental health problem (10%), data analysis (5%)	Case report (25%)				40%	Case analysis & case management (4%)	Case report (25%) + Resume Case Report (12%)			41%	
5	C4	CLO 5	Sub CLO 5	Journal critical appraisal				Journal reading (5%)		5%						
6	C5	CLO6	Sub CLO 6	Case Based Discussion, group presentation			Group presentation (15%)			15%			Seminar (10%)		10%	
Total					30%	25%	25%	15%	5%	100 %	26%	37%	17%	20%	100%	5%

* pre-requisite for passing any exam