

Module Description: Pediatric Nursing Practice (17506R0203)

Module designation	Course Module
Semester(s) in which the module is taught	VIII
Person responsible for the module	<ol style="list-style-type: none"> 1. Dr. Suni Hariati, S.Kep.,Ns.,M.Kep 2. Dr. Kadek Ayu Erika, S.Kep.,Ns.,M.Kep 3. Nur Fadila, , S.Kep.,Ns.,MN 4. Tuti Seniwati, , S.Kep.,Ns.,M.Kes
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 8 th semester.
Teaching Methods	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> - Bedside teaching - Pre-post conference, - Reflective study - One-Minute Preceptorship (OMP) - Case Based Discussion. <p>The class size is approximately 50 students each class, while for practice is about 5-6 students each group for each preceptor</p>
Workload (incl. contact hours, self-study hours)	Contact hours for practice 160 hours
Credit points	3 credit points (equivalent with 5.33 ECTS)
Required and recommended prerequisites for joining the module	<p>Students must have taken following courses:</p> <ol style="list-style-type: none"> 1. Pediatric Nursing - Healthy Child and Acute Conditions 2. Pediatric Nursing - Chronic and Terminal Conditions 3. Fundamental of Nursing Practice
Module objectives/intended learning outcomes	<p>The practice of pediatric nursing profession includes providing nursing care to children of various age levels (neonates, infants, toddlers, pre-schoolers, school-age children, and adolescents) in the context of the family, with the aim of optimizing growth and development in healthy children, acute and life-threatening illnesses, children with pediatric, social, and integrated management problems for sick toddlers, using a nursing process approach in a clinical setting..</p> <p>Attitude</p> <p>CLO 1. Students are able to provide nursing care for children with cultural sensitivity, respecting the ethics, religion, or other factors of each child, and applying ethical and legal aspects in pediatric nursing practice</p> <p>Competence 1</p>

	<p>CLO 2. Students are capable of applying comprehensive and sustainable nursing care for children in clinical and community settings based on research findings.</p> <p>Competence 2 CLO 3. Students can effectively communicate to establish interpersonal relationships with children and/or families</p> <p>Competence 4 CLO 4. Students are adept at applying research findings to enhance the quality of pediatric nursing care delivery</p>
<p>Content</p>	<p>Students will learn about:</p> <ol style="list-style-type: none"> 1. Nursing care for pediatric clients at various age levels within the family context in a clinical setting: <ol style="list-style-type: none"> a. Nursing care for infants with Neonatal Asphyxia, Respiratory Distress Syndrome (RDS), low birth weight and premature infants, with hyperbilirubinemia, neonatal sepsis b. Nursing care for children with typhoid, measles, Acute Respiratory Infections (ARI)/pneumonia/bronchopneumonia, tuberculosis, asthma, anemia, thalassemia, Hirschsprung's disease/omphalocele/esophageal atresia/gastroschisis, hypospadias, cleft lip and palate, diarrhea, Dengue Hemorrhagic Fever (DHF), nephrotic syndrome Acute Glomerulonephritis (AGN)/Chronic Glomerulonephritis (CGN), malnutrition, Juvenile Diabetes Mellitus (DM), Idiopathic Thrombocytopenic Purpura (ITP), meningitis/encephalitis/hydrocephalus, seizures, growth and developmental disorders, burns, fractures, congenital heart defects (TOF, ASD, VSD, PDA), retinoblastoma, rhabdomyosarcoma, malignant lymphoma, meningoencephalocele, SOL, Wilms tumor, SLE, HIV/AIDS) 2. General Skills <ol style="list-style-type: none"> a. Communication techniques appropriate for children of different ages b. Age-appropriate play therapy c. Restraint and therapeutic hugging methods d. Intravenous catheter insertion e. Blood transfusion f. Fluid calculation g. Safe administration of medications, including oral, intramuscular, subcutaneous, intradermal, intravenous, and rectal administration h. Providing education to families 3. Specific Skills: <ol style="list-style-type: none"> a. High-risk infant care procedures: care of newborns, bathing infants, umbilical cord care, Ballard scoring, KMC, phototherapy care, proper breastfeeding techniques, breast milk and formula feeding, post-discharge baby examination, family education b. Respiratory function care procedures: vital signs monitoring, oxygen therapy, inhalation therapy, suctioning, chest physiotherapy, family education

	<ul style="list-style-type: none"> c. Digestive function care procedures: Nasogastric tube (NGT) insertion, enteral nutrition via NGT, Total Parenteral Nutrition (TPN) administration, anthropometric measurements, family education d. Neurological function care procedures: managing seizures in children, family education e. Physical examination in children (head to toe) f. Neurological function screening: Denver II, SDIDTK g. Chemotherapy administration <p>4. Other Skills:</p> <ul style="list-style-type: none"> Early detection: child mental health, stunting Education simulation: anticipatory guidance for infants and adolescents; health promotion for infants and adolescents Assessment and demonstration: demonstrating and documenting care using the Integrated Management of Childhood Illness (IMCI) approach, providing care to sick infants using the Integrated Management of Childhood Illness (IMCI) approach Parenting support for parents of children with special needs Palliative care for children Immunization/vaccination administration Tepid sponge application Early detection and care education for HIV/AIDS in infants/children; parenting Infant massage Promotion of physical activities/exercises for children Education on home care for infants/children
Examination forms	<p>CLO 1. Multiple Choice Questions (MCQ), Multi-Source Feedback (MSF)/360 degree assessment</p> <p>CLO 2. Subjective Oral Case Analysis (SOCA), Achievement of skill targets, Portfolio, Nursing care report, Discipline assessment</p> <p>CLO 3. Education assessment, Play therapy assessment, Collaboration assessment, Multi-Source Feedback (MSF)/360 degree assessment</p> <p>CLO 4. Journal reading assessment, Case seminar assessment</p>
Study and examination requirements	<ol style="list-style-type: none"> 1. Students are engaged in a professional program in accordance with their intended objectives. 2. Students are required to arrive 15 minutes before the start of any activity; if a student is late, they must report to their supervisor. 3. Students must wear the complete attire (appropriate attire as per the professional program regulations and an ID Card). If the attire is incomplete, students are not allowed to participate in practical activities and will be subject to professional duty replacement. 4. Students must carry their nursing kit every day (child cuff, infant cuff, digital thermometer, sphygmomanometer, stethoscope, stopwatch/wristwatch, gloves, mask, hand sanitizer, and other necessary tools). Failure to do so will result in students not being allowed to participate in practical activities and will necessitate professional duty replacement. 5. Students are not permitted to use their mobile phones during practical sessions (phones should be stored in lockers if available,

	<p>but if no locker storage is available, phones must be set to silent mode during the practice).</p> <ol style="list-style-type: none"> 6. Students are prohibited from taking photos or videos of patients and any part of the hospital premises, and from disseminating information (directly or indirectly) on social media. 7. If a student arrives late (maximum 15 minutes) at the practice location, they are required to serve a 2-day professional duty replacement.
<p>Reading list</p>	<ol style="list-style-type: none"> 1. Ball, J.W., Bindler, R.C., and Cowen, K.J., (2010). <i>Child Health Nursing. Partnering with children and families (second edition)</i>. New Jersey, Pearson Education Ltd. 2. 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. 3. Chamley Carol et al. (2005). <i>Developmental Anatomy and Physiology of Children</i>. Elsevier Churchill Livingstone. Philadelphia. 4. Engel, J., (2009). <i>Pengkajian Pediatrik: Seri Pedoman Praktis</i>. Edisi 4. Jakarta: EGC. 5. Erika, K.E., (2017). <i>Asuhan Keperawatan Sistem Kardiovaskuler Anak: Diagnosis NANDA, Intervensi NIC, Hasil NOC</i>. Edisi Pertama. Jakarta : Sagung Seto. 6. Gomella TL. Et al. (2004). <i>Neonatology: Management, Procedures, On-Call Problem, Diseases, and Drug</i>. Fifth Edition. International Edition. The McGraw-Hill Companies, Inc. 7. Hariati, S (2018). <i>Asuhan Keperawatan bayi risiko tinggi</i>. Jakarta : Sagung Seto 8. Herdman, T.H., & Kamitsuru, S.(Eds). (2014). <i>Nanda International Nursing Diagnoses: Definitiona & Classification</i>. 2015-2017. Oxford: Wiley Blackwell. 9. Hockenberry, M.J. & Wilson, D. (2014). <i>Wong's Nursing Care of Infant and Children</i>. 10th edition. Mosby: Elsevier Inc. 10. Hockenberry, M.J. & Wilson, D. (2013). <i>Wong's Essentials of Pediatric Nursing</i>. 9th edition. Mosby: Elsevier Inc. 11. James, S.R., Nelson, K.A., & Ashwill, J.W. (2013). <i>Nursing Care of Children Principles & Practice (4th edition)</i>. St. Louis: Elsevier Saunders. 12. Khasanah, N.N, Wahyuningrum, A.D, Rachmawati, P.D., Rusana, Rahmah, Hariati S. (2019). <i>Asuhan Keperawatan Anak: Gangguan hematologik, keganasan dan kedaruratan</i>. Jakarta, Indonesia; Penerbit Buku Kedokteran EGC. 13. Kyle, T., & Carman, S. (2015). <i>Buku Ajar Keperawatan Peditri</i>. Edisi 2. Vol. 2,4. Jakarta: EGC. 14. Marcdante K.J., Kliegman R.M., Jenson H.B., Behrman R.E. (2014) <i>Nelson Ilmu Kesehatan Anak Esensial</i>, Edisi Indonesia 6. Saunders: Elsevier (Singapore) Pte Ltd 15. Meadow & Newel . (2005). <i>Lecture Notes: Pediatrika</i>. Edisi Ketujuh. Jakarta : Erlangga. 16. Moorhead, S., Johnson, M., Maas, M.L., Swanson, E. (Eds). (2013). <i>Nursing Outcome Classification (NOC) (5th ed)</i>. St. Louis: Mosby Elsevier. 17. Pillitteri, A., (2009). <i>Maternal & Child Health Nursing : Care of The Childbearing & Childrearing Family</i>. Sixth Edition. Philadelphia : J.B. Lippincott.

	<p>18. Rusana, Arnis A., Wahyuningrum A.D., Herlina, Hariati S. (2021). <i>Asuhan Keperawatan Anak: Gangguan mata, THT dan Penyakit tropis</i>. Jakarta, Indonesia; Penerbit Buku Kedokteran EGC.</p> <p>19. Speer Kathleen Morgan. (2008). <i>Pediatric Care Planning : Now with Clinical Pathway</i>. 3th edition. Springhouse Corporation, Lippincott Williams & Wilkins Inc.USA.</p> <p>20. Wilkinson, J.M&ahern, N.R. (2011). <i>Diagnosis Keperawatan Diagnosis NANDA. NIC Intervensi. NOC Outcome (Edisi 9)</i>. Jakarta: EGC.</p> <p>21. Wholey L.F. And D.L. Wong, (2007). <i>Nursing Care of Infants and Children</i>. St. Louis : Mosby year Book.</p>
Cluster of Competence	Nursing Clinical and professional Skill
Form of Assessments	<ul style="list-style-type: none"> - Case management Nursing care (30%) - Nursing skill (10%) - Profesional performance (5%) - Ethical application (5%) - Implementation of play program (10%) - Seminar (10%) - Implementation of research (10%) - Case and Competency Examination (20%)
Date of last amendment made	July 2021

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Pediatric Nursing Practice
Code : (17506R0203)
Semester : VIII
Person responsible for the module : Dr. Suni Hariati S.Kep., Ns., M.Kep
Lecturers : Dr. Kadek Ayu Erika, S.Kep.,Ns.,M.Kep
 Nur Fadila , S.Kep.,Ns.,MN
 Tuti Seniwati , S.Kep.,Ns.,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.	After completing the course and given with a Pediatric nursing case, students will be: CLO 1. Students are able to provide nursing care for children with cultural sensitivity, respecting the ethics, religion, or other factors of each child, and applying ethical and legal aspects in pediatric nursing practice (A) .	Ethical application: The students analyse the ethical case that they met during practice	Rubric for Ethical application
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	Competence: CLO 2. Students are capable of applying comprehensive and sustainable nursing care for children in clinical and community settings based on research findings	Practice using Case management Nursing care Physical and physiological assessment on neonatal or paediatric patient and implementation nursing care	Rubric for case management nursing care report

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>all nursing areas, according to their authority, especially for diseases commonly occurring in Indonesia as a tropical and maritime country.</p>		<p>Assignment:</p> <p>Student writing the assessment, nursing diagnosis, nursing plan dan nursing evaluation on pediatric patient</p> <p>Skill Practice:</p> <p>Students practice nursing skill every day that supervised by preceptor. The preceptor observed the performance of students</p>	<p>Rubric of performance students</p>
<p>Competence (C2):</p> <p>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.</p>	<p>CLO 3. Students can effectively communicate to establish interpersonal relationships with children and/or families</p>	<p>Professional Performance : Students are observed their performance for therapeutic communication during implementation nursing care, interpersonal and interprofessional communication.</p> <p>Implementing play therapy and health education</p> <p>Students perform assessment in children and provide the appropriate play therapt</p>	<p>Rubric for Professional performance</p> <p>Rubrik Play Therapy</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>Competence (C4):</p> <p>Able to enhance the quality of nursing and health services by applying research skills and integrating theory into nursing practice</p>	<p>CLO 4. Students are adapt at applying research findings to enhance the quality of pediatric nursing care delivery</p>	<p>Assignment:</p> <p>Students are divided in groups are asked to search a paper on trends and issues, as well as evidence-based nursing practices in pediatric nursing and implementing in their case</p> <p>Assignment:</p> <p>Students are divided in groups are asked to manage one cases in a week and writing the report of their cases n presenting in their class</p>	<p>Rubric for paper</p> <p>Rubric for group presentation</p> <p>Rubric of seminar</p>

Proportion of assessment aspects according to the course learning outcomes.

No	Code	CLO	Learning Method	Evaluation Method			Total
				Participatory Analysis	Project result	Competence exam	
1	A	CLO 1	- Pre-Post Conference - Reflective study		Ethical application (5%)	Nasional Try Out of INCE (2.5%)	7.5%
2	C1	CLO 2	- Bedside teaching - Pre-post conference, - Reflective study - Case Based Discussion.	Nursing skill (10%)	Case management Nursing care (30%)	Nasional Try Out of INCE (2.5%)	42.5%
3	C2	CLO 3	Bedside teaching	- Profesional performance (5%)	- Implementation of play program (10%)	Nasional Try Out of INCE (2.5%)	17.5%
4	C4	CLO 4	- Seminar Case Based Discussion		- Implementation of research (10%) - Case study Seminar (10%)	Nasional Try Out of INCE (2.5%)	12.5%
Total				15%	75%	10%	100%