

Module Description: Community Nursing Practice (21R01410903)

Module designation	Course Module
Semester(s) in which the module is taught	IX
Person responsible for the module	Syahrul Said, S.Kep. Ns. M.Kes. PhD (Coordinator) Arnis Puspitha, S.Kep. Ns. M.Kes. Nuurhidayat Jafar, S.Kep. Ns. M.Kep. Nurhaya Nurdin, Ns. MN. MPH Wa Ode Nur Isnah, S.Kep. Ns. M.Kes Kusrini S. Kadar, S.Kp. MN.PhD Andi Masyitha Irwan, Ns. MAN. PhD Silvia Malasari, S.Kep. Ns. MN Framita, S.Kep. Ns. MSc
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 9 th semester.
Teaching Methods	Teaching methods used in this course are: – Community Side Teaching (CST) – Pre-post conference – Reflective study – One-Minute Preceptorship (OMP) – Case Based Discussion. The class size for lecture is approximately 50-100 students, while for Project Based learning is about 7-10 students for each group.
Workload (incl. contact hours, self-study hours)	Contact hours for practice are 160 hours. For this course, students are required to meet a minimum of 181,33 hours in one semester, which consist of: 160 hours (equals with 5.33 ECTS) for practice.
Credit points	3 credit points (equivalent with 5.33 ECTS)
Required and recommended prerequisites for joining the module	Students must have graduated with Bachelor Science in Nursing (BSN) and must have passed the Fundamental of Nursing Practice, Medical Surgical Nursing, Maternity Nursing, Paediatric Nursing, Emergency Nursing Practice, Critical Care Nursing Practice, Psychiatric and Mental Health Nursing Practice, and Nursing Management Practice.
Module objectives/intended learning outcomes	After completing the course and given with a maternity nursing case, students will be: Attitude CLO1: Able to provide community care with cultural sensitivity and respect for ethics, religion, and other factors as well as legal aspects in community nursing. (A) Competence CLO2: Apply comprehensive community nursing services. (C1) CLO3: Able to communicate effectively in interpersonal relationships within the community. (C2) CLO4: Implement community nursing care through cross-program, cross-sector, and community group collaboration. (C3) CLO5: Students are able to apply research results in an effort to improve the quality of community nursing services. (C4)

	CLO6: Students are able to develop their potential related to improving professional competence in community nursing.(C5)
Content	<p>Students will learn about:</p> <ul style="list-style-type: none"> ● Make effective communication in providing nursing care to communities. ● Using effective interpersonal skills in teamwork. ● Use health technology and information effectively and responsibly. ● Using the nursing process in solving problems related to individuals, families, groups and communities. ● Cooperate with related elements in the community ● Use ethical and legal decision-making steps. ● Providing cultural sensitive care by respecting ethnicity, religion or other factors ● Collaborate on various aspects in meeting the health needs of individuals and families in community. ● Demonstrate nursing technical skills in accordance with applicable standards or creatively and innovatively so that the services provided are efficient and effective. ● Nursing care on aggregate in the Community: school health ● Nursing care on aggregates in the Community: Child and Adolescent Health ● Nursing care on aggregates in the Community: Women's and Men's Health ● Nursing care on aggregate in the Community: elderly health ● Nursing care on aggregates in the community: vulnerable populations: Mental Disability, Disability, and abandoned populations ● Nursing care in aggregate in the community: with Population Health Problems: Infectious Diseases ● Nursing care on aggregate in the community: health problems population: chronic Disease ● Nursing care on aggregate in the community: health problems population: tropical Disease ● Nursing care by developing complementary therapies
Examination forms	<p>A. Written test (MCQ)</p> <p>B. Team based report:</p> <ul style="list-style-type: none"> • DOPS (Direct Observation of Procedural Skills) • SOCA (Student Oral Case Analysis) • Case Report • Portpholio
Study and examination requirements	<p>Study and examination requirements:</p> <ol style="list-style-type: none"> 1. Students carry out Community Nursing Practice in accordance with the objectives to be achieved. 2. Students must be present 15 minutes before the activity begins, if students are late, they are required to report to the supervisors. 3. Students work in the morning shift only according to community health centres working hours however, students are obliged to extend the shift to afternoon if it is needed to do assessment in communities

	<ol style="list-style-type: none"> 4. Students must wear complete attributes, if the attributes used are incomplete, students are not allowed to take part in practical activities and must replace the shift on other day. 5. If students are late to attend at the community health centre (maximum of 15 minutes from the actual schedule), they are required to change their shift for 2 days. 6. If students are absent for 3 days without any information, then their community nursing practice is considered fail. 7. If during the practice, students are absent without any confirmation, students are required to replace the shift for 2 days, while if students report sick, student only required to replace 1 day. 8. The presence of students during this Community Nursing Practice must be 100% 9. Students are not allowed to leave practice site except with the permission of the supervisor 10. All the assignments and log book must be collected maximum of 1 week after the practice takes place. The score of late assignments will be reduced by 1 point per day.
<p>Reading list</p>	<ol style="list-style-type: none"> 1. Anderson & Mc Farlane. 2011. <i>Community as Partner: Theory and Practice in Nursing</i>, 6th edition. USA: Lippincott Williams & Wilkins. 2. Ajzen, I. 2011. Behavioral interventions: Design and evaluation guided by the theory of planned behavior. In M. M. Mark, S. I. Donaldson, & B. C. Campbell (Eds.), <i>Social psychology for program and policy evaluation</i> (pp. 74-100). New York: Guilford. 3. Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), <i>Annals of child development. Vol. 6. Six theories of child development</i> (pp. 1-60). Greenwich, CT: JAI Press. 4. Departemen Kesehatan RI. 2009. Promosi kesehatan, komitmen global dari Ottawa- Jakarta-Nairobi menuju rakyat sehat. Jakarta: Pusat Promosi Kesehatan, Depkes RI bekerja sama dengan Departemen Pendidikan Kesehatan dan Ilmu Perilaku-FKM UI. 5. Ferry & Makhfudli. 2009. <i>Buku Ajar Keperawatan Kesehatan Komunitas</i>. Jakarta : Salemba Medika. 6. Leddy, S.K. 2006. Health promotion mobilizing. Philadelphia: Davis Company. 7. Lucas dan Lloyd. 2005. Health promotion evidence and experience. London: SAGE Publications. 8. Nies, M.A., McEwen M. 2014. Community/Public Health Nursing, 6th edition.Saunders: Elsevier Inc. 9. Notoatmojo, S. 2010. Promosi kesehatan: teori dan aplikasi. Jakarta: Rineka Cipta. Ridwan, M. 2009. Promosi kesehatan dalam rangka perubahan perilaku. <i>Jurnal Kesehatan Metro Sai Wawai</i>, Volume 2 Nomor 2, hal 71-80. 10. Pender, N. 2011. <i>The health promotion model, manual</i>. Retrieved February 4, 2012, from nursing.umich.edu: http://nursing.umich.edu/faculty-staff/nola-j-pender.

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Cluster of Competence	Nursing Clinical Sciences and Skills
Form of Assessments	<ul style="list-style-type: none">- Team based project report: 70%- Structured assignments (Journal reading resume) : 5%- Class discussion participation: 15%- UKOM Computer based test: 10%
Date of last amendment made	July 2021

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : **Community Nursing Practice**
Code : **21R01410903**
Semester : IX
Person responsible for the module : Syahrul Said, S.Kep. Ns. M.Kes. PhD (Coordinator)
Lecturers : 1. Arnis Puspitha, S.Kep. Ns. M.Kes.
 2. Arnis Puspitha, S.Kep. Ns. M.Kes.
 3. Nurhidayat Jafar, S.Kep. Ns. M.Kep.
 4. Nurhaya Nurdin, Ns. MN. MPH
 5. Wa Ode Nur Isnah, S.Kep. Ns. M.Kes.
 6. Kusrini S. Kadar, S.Kp. MN. PhD
 7. Andi Masyitha Irwan, Ns. MAN. PhD
 8. Silvia Malasari, S.Kep. Ns. MN
 9. Framita, S.Kep. Ns. MSc

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
Attitude (A): Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing	CLO1: Able to provide community care with cultural sensitivity and respect for ethics, religion, and other factors as well as legal aspects in community nursing. (A)	Team-based project: Case report (a,b,d) Team-based project: DOPS (Direct Observation of Procedural Skills) (a)	Team-based project 1 rubric Team-based project 2 rubric
Competence C1. Graduates are able to provide comprehensive and continuous nursing care that ensures research-based patient safety in	CLO2: Apply comprehensive community nursing services. (C1)	Class discussion participation: SOCA (Student Oral Case Analysis) (a,b,c)	Discussion based on case study scenario

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>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>C2. Graduates are able to implement therapeutic communication with clients, and to provide accurate information for clients and/or families/companions/counsellors to obtain consent regarding nursing care for clients being cared.</p> <p>C3. Graduates are able to manage nursing and health care system based on competence and responsibility through cooperation with fellow nurses and collaboration with allied healthcare teams and community groups to reduce sickness-rate and to improve quality of live and healthy environment.</p> <p>C4. Graduates are able to improve the quality of nursing and health services by implementing</p>	<p>CLO3: Able to communicate effectively in interpersonal relationships within the community.(C2)</p>	<p>Team-based project: Case Report (e)</p>	<p>Team-based project 1 rubric</p>
	<p>CLO4: Implement community nursing care through cross-program, cross-sector, and community group collaboration.(C3)</p>	<p>Team-based projec: Case Report (c) Team-based projec: DOPS (Direct Observation of Procedural Skills) (b,c,d) Portpholio</p>	<p>Team-based project 1 rubric Team-based project 2 rubric Team-based project 4 rubric</p>
	<p>CLO5: Students are able to apply research results in an effort to improve the quality of community nursing services.(C4)</p>	<p>Structured assignments (Journal reading resume) DOPS (Direct Observation of Procedural Skills) (f)</p>	<p>Reflective paper rubric</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
research skills and integrating nursing theories into practices. C5. Graduates are able to improve professional expertise in nursing field through long life learning.	CLO6: Students are able to develop their potential related to improving professional competence in community nursing.(C5)	Team-based project: Case Report (f) Class discussion participation: SOCA (Student Oral Case Analysis) (d) UKOM Computer based Test (MCQ)	Team-based projec 1 Discussion based on case study scenario Rubric for Multiple Choice Questions - 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.

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	Quis	Mid-test	Final Test	
1	A	CLO 1	Sub CLO 1	- Community Side Teaching (CST) - Pre-post conference		Team based project report 1 (a,b,d) 7%					7%
			Sub CLO 2								
			Sub CLO 4								

			Sub CLO 9	– Reflective study
				– One-Minute Preceptorship (OMP)
2	C1	CLO 2	Sub CLO 6	– Case Based Discussion.
			Sub CLO 7	
			Sub CLO 15	
3	C2	CLO 3	Sub CLO 5	
4	C3	CLO 4	Sub CLO 3	
			Sub CLO 10	
			Sub CLO 11	
			Sub CLO 12	
			Sub CLO 14	
5	C4	CLO 5	Sub CLO 8	
			Sub CLO 13	
6	C5	CLO 6	Sub CLO 16	

	Team based project report 2 (a) 1%						1%
Discussion based on case study scenario (a,b,c) 7%					UKOM Computer based Test (MCQ) 10%		17%
	Team based project report 1 5%						5%
	Team based project report 1 (c) 3%						3%
	Team based project report 2 (b,c) 5%						5%
	Team based project report 4 - 20%						20%
	Team based project report 2 (d) 4%						4%
		Journal reading resume 5%					5%
	Team based project report 3 - 15%						15
	Team based project report 1 (f) 10%						10
Discussion based on case study scenario							8%

				(d) 8%					
									10%
Total				15%	70%	5%		10%	100%

Example of Written Test Exam

The number of suspected cases of measles in the slum areas assisted by the health center is 32 cases. There were no deaths, 6 suspected cases were treated. Posyandu and immunization did not work because the community was not present. The results of the interviews showed that the people objected to the side effects of the vaccine. Based on observations, people go to health services only if the disease is severe. What is the most appropriate nursing problem in this scenario? **(CLO2)**

- A. Community health deficit
- B. Community coping is not effective
- C. Health management is ineffective
- D. Health care is ineffective
- E. Health behavior tends to be risky