

Module Description: Emergency Nursing (21R01411302)

Module designation	Course Module
Semester(s) in which the module is taught	IX
Person responsible for the module	Syahrul Ningrat, S.Kep., Ns., M.Kep., Sp.Kep.MB (coordinator) Moh. Syafar Sangkala, S.Kep., Ns., MANP Suhatman A. Hakim, S.Kep., Ns., M.Kep
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: <ul style="list-style-type: none"> - Case Based Discussion - One-Minute Preceptorship (OMP) - Reflective Study - Journal Critical Appraisal - Pre-post Conference - Bed side teaching <p>Clinical field work is proximal 10 students.</p> <p>Contact hours practices are 106,67 hours</p>
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 106,67 hours in one semester, which consist of: 106,67 hours for clinical skill laboratories and clinical fieldwork.
Credit points	2 credit points (equivalent with 3,56 ECTS)
Required and recommended prerequisites for joining the module	Students must have taken following courses: <ol style="list-style-type: none"> 1. Fundamental of Nursing 2. Medical-Surgical Nursing Practice I 3. Medical-Surgical Nursing Practice II 4. Critical Care Nursing Practice 5. Emergency Nursing Practice
Module objectives/intended learning outcomes	After completing the course and given with Advanced Medical Surgical I case, students will be: Attitude: CLO1: Provide emergency nursing care for Trauma/Non-trauma cases with cultural sensitivity that respects the norms, values, religion, or other factors of each client and apply ethical and legal aspects in emergency nursing practice. (A) Competence: CLO2: Apply comprehensive and sustainable emergency nursing care for Trauma/Non-trauma cases based on research that ensures patient safety in accordance with standard care in the emergency nursing area (C1) CLO3: Perform therapeutic communication and provide accurate information in emergency situations to clients and/or families/guardians to obtain their consent to treatment that is their responsibility. (C2)

	<p>CLO4: Manage the nursing care system in the emergency nursing unit within their responsibility by collaborating with other nurses and healthcare professionals. (C3)</p> <p>CLO5: Apply research findings in an effort to improve the quality of emergency nursing care for Trauma/Non-trauma cases (C4)</p> <p>CLO6: Apply critical thinking skills and develop nursing competencies in handling nursing problems in the emergency nursing area. (C4)</p>
Content	<p>Students will learn about:</p> <ul style="list-style-type: none"> - Conducting and analyzing emergency assessments; primary assessment and secondary assessment, as well as appropriate supportive assessments. - Performing triage for emergency cases. - Establishing actual nursing problems/diagnoses and risks with appropriate supporting data. - Identifying appropriate emergency actions based on problem priorities. - Creating necessary emergency action plans. - Providing rationales for emergency actions. - Providing evaluation and modifying the nursing care provided. - Implementing Universal Precautions and infection control measures in the hospital. - Engaging in therapeutic communication with clients and their families in emergency situations. - Analyzing nursing care management and ethical-legal issues related to the provision of emergency nursing care.
Examination forms	<ul style="list-style-type: none"> - Comprehensive Examination - Clinical Incidence Report Seminar - Case Seminar - OSCE
Study and examination requirements	<ul style="list-style-type: none"> - Students should dress code should conform to the uniform of Nursing Program students at the Faculty of Nursing, Hasanuddin University. For specific areas (ICU, CVCU, & OR), the OR uniform (green colour) should be worn, along with flip-flops/shoes as per the regulations of each respective area - Students use a name tag (ID card) that identifies as a student of the Faculty of Nursing, Hasanuddin University during Clinical Practice - Students carry a Nursing Kit all times during duty - Student attendance during clinical practice should be 100% with a total of 42-45 hours/week - Students who are unable to attend clinical practice must report their absence to the profession department, preceptor coordinator, and clinical preceptor - The maximum allowable absence is 6 days for illness and/or 3 days for leave/unauthorized absence. If a student exceeds the specified limit of absences, they will be considered to have failed the respective practical phase and will need to reschedule this course. - Students are required to make up for the missed clinical practice hours on days of leave, absence, or without notification by competing double hours/day for the missed hours. The change of duty is carried out according to the professional calendar schedule - Attendance at the clinical practice site is based on the schedule: Shift I: 07.00-14.00

	<p>Shift II: 14.00-21.00 Shift III: 21.00-07.00</p>
Reading list	<ol style="list-style-type: none"> 1. Ackley, B. J. & Ladwig, G. B. (2013). <i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care, 10th edition</i>. Mosby: Elsevier Inc. 2. Black J.M., Hawks J.H. (2014). <i>Keperawatan Medikal Bedah: Manajemen Klinis untuk Hasil yang Diharapkan (3-vol set)</i>. Edisi Bahasa Indonesia 8. Singapore: Elsevier (S) Pte Ltd. 3. Bulechek, G. M. & Butcher, H. K. McCloskey Dochterman, J. M. & Wagner, C. (2012). <i>Nursing Interventions Classification (NIC), 6e</i>. Mosby: Elsevier Inc. 4. Daniels. 2010. <i>Nursing Fundamental: Caring & Clinical Decision Making</i>. New York. Delmar Cengage Learning 5. Douglas G., Nicol F., Robertson C., Rudijanto A. (2014). <i>Pemeriksaan Klinis Macleod (dengan 28 online video)</i>. Edisi Bahasa Indonesia 13. Churchill Livingstone: Elsevier (Singapore) Pte. Ltd. 6. Lynn P. (2011). <i>Taylor's Handbook of Clinical Nursing Skill</i>, China: Wolter Kluwer Health 7. Kozier, Barbara. 2008. <i>Fundamentals of Nursing: Concepts, Process and Practice</i>. 8th ed. New Jersey. Pearson Education 8. Kozier, B., Erb, G., Berwan, A.J., & Burke, K. (2008). <i>Fundamentals of Nursing: Concepts, Process, and Practice</i>. New Jersey: Prentice Hall Health. 9. Lynn, P (2011). <i>Taylor's Handbook of Clinical Nursing Skills</i>. 3rd ed. Wolter Kluwer, Lippincott Williams & Wilkins. Philadelphia. 10. Mosby. (2014). <i>Mosby's Nursing Video Skills DVD Package: Basic, intermediate and advanced</i>. 4th Edition. Mosby: Elsevier Inc. 11. Perry A.G., Potter P.A., Ostendorf W. (2014). <i>Clinical Nursing Skills and Techniques</i>. 8th edition. Mosby: Elsevier Inc. 12. Potter, P.A. & Perry, A.G. (2010). <i>Fundamental Keperawatan (3-vol set)</i>. Edisi Bahasa Indonesia 7. Elsevier (Singapore) Pte. Ltd 13. Potter, P.A., Perry, A.G., Stockert P., Hall A. (2014). <i>Essentials for Nursing Practice</i>. 8th Ed. St. Louis, Missouri: Mosby Elsevier. 14. Rebeiro G., Jack L., Scully N., Wilson D., Novieastari E., Supartini Y. (2015). <i>Keperawatan Dasar: Manual Keterampilan Klinis</i>. Edisi Indonesia. Elsevier (Singapore) Pte Ltd. 15. Grodner M., Escott-Stump S., Dorner S. (2016) <i>Nutritional Foundations and Clinical Applications: A Nursing Approach</i>. 6th edition. St. Louis: Mosby Elsevier 16. Johnson, M., Moorhead, S., Bulechek, G. M., Butcher, H. K., Maas, M. L. & Swanson, S. (2012). <i>NOC and NIC Linkages to NANDA and Clinical Conditions: Supporting Critical Reasoning and Quality Care, 3rd edition</i>. Mosby: Elsevier Inc. 17. Huether S.E. and McCance K.L. (2016) <i>Understanding Pathophysiology</i>. 6th edition. Mosby: Elsevier Inc. 18. Lewis S. L., Dirksen S. R., Heitkemper M. M., Bucher L. (2014). <i>Medical Surgical Nursing, Assessment and Management of Clinical Problems</i>. 9th edition. Mosby: Elsevier Inc. 19. Madara B, Denino VP, (2008). <i>Pathophysiology; Quick Look Nursing, 2nd ed</i>. Jones and Barklet Publisher, Sudbury

	<p>20. Nanda International. (2014). <i>Nursing Diagnoses 2015-17: Definitions and Classification</i> (Nanda International). Philadelphia: Wiley Blackwell</p> <p>21. Moorehead, S., Johnson, M., Maas, M.L. & Swanson, E. (2012). <i>Nursing Outcomes Classification (NOC): Measurement of Health Outcomes. 5th edition</i>. Mosby: Elsevier Inc.</p>
Cluster of Competence	Nursing Clinical Sciences and Skills
Form of Assessments	<ul style="list-style-type: none"> - Nursing Care and Case Analysis: 15% - Cardiovascular-related Journal Articles: 10% - Case Discussion: 10% - Clinical Performance (Attitude & Discipline): 10% - Logbook Daily: 10% - Comprehensive Examination: 15% - OSCE: 30%
Date of last amendment made	July 2023

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Emergency Nursing
Code : 21R01411302
Semester : IX
Person responsible for the module : Syahrul Ningrat S.Kep., Ns., M.Kep., Sp.Kep.MB
Lecturers :
 1. Moh. Syafar Sangkala, S.Kep., Ns., MANP
 2. Suhatman A. Hakim, S.Kep., Ns., M.Kep

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>Attitude (A)</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>Attitude:</p> <p>CLO1: Students will able to provide emergency nursing care for Trauma/Non-trauma cases with cultural sensitivity that respects the norms, values, religion, or other factors of each client and apply ethical and legal aspects in emergency nursing practice (A)</p>	<p>Multi-Source Feedback (MSF)/360 degree assessment: provide a more comprehensive and well-rounded view of an individual's strengths and weaknesses. It helps in identifying areas for improvement and personal development. This type of assessment is commonly used in performance appraisals, leadership development programs, and in organizations that value a 360-degree perspective on clinical student performance.</p>	<p>Rubric for Clinical Performance (Attitude & Discipline)</p>
<p>Competence (C1):</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</p>	<p>Competence:</p> <p>CLO2: Able to apply comprehensive and sustainable emergency nursing care for Trauma/Non-trauma cases based on research that ensures patient safety</p>	<p>Assignment:</p> <ul style="list-style-type: none"> - Case Study Report: students are asked to compile a nursing care report according to the case 	<p>Rubric for Case study</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
diseases that are common in Indonesia as a tropical and maritime country.	in accordance with standard care in the emergency nursing area (C1)	<p>obtained, using applicable nursing care standards</p> <p>Subjective Oral Case Analysis (SOCA)</p>	Rubric for Case discussion
<p>Competence (C2):</p> <p>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>Competence:</p> <p>CLO3: Students will be able to perform therapeutic communication and provide accurate information in emergency situations to clients and/or families/guardians to obtain their consent to treatment that is their responsibility (C2)</p>	<p>Multi-Source Feedback (MSF)/360 degree assessment: provide a more comprehensive and well-rounded view of an individual's strengths and weaknesses. It helps in identifying areas for improvement and personal development. This type of assessment is commonly used in performance appraisals, leadership development programs, and in organizations that value a 360-degree perspective on clinical student performance.</p>	Rubric for Clinical Performance (Attitude & Discipline)
<p>Competence (C3):</p> <p>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>Competence:</p> <p>CLO4: Students are able to Manage the nursing care system in the emergency nursing unit within their responsibility by collaborating with other nurses and healthcare professionals (C3)</p>	<p>Comprehensive Exam:</p> <p>Case study, Nursing care plan and Implementation based on Research and Journals</p> <p>Clinical Skill Lab Mastery:</p> <p>Objective Structured Clinical Examination (OSCE)</p>	<p>Rubric for Comprehensive Exam</p> <p>Rubric for OSCE</p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>Competence (C4):</p> <p>Able to improve the quality of nursing and health services by implementing research skills and integrating nursing theories into practices</p>	<p>Competence:</p> <p>CLO5: Able to apply research findings in an effort to improve the quality of emergency nursing care for Trauma/Non-trauma cases (C4)</p> <p>CLO6: Able to apply critical thinking skills and develop nursing competencies in handling critical nursing problems in the emergency nursing area (C4)</p>	<p>Assignments:</p> <ul style="list-style-type: none"> - Journal Article Critical Appraisal - Critical Incident Report (CIR) 	<p>Rubric for Journal</p> <p>Rubric for CIR</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	CLO 1	Sub CLO 1	Pre-conference, discussions, Multisource feedback (MSF), Post-conference, bed-side teaching	Clinical Performance (4%)	Subjective oral case Analysis (SOCA) (10%)	Case study (15%)		4%	
	C1	CLO2	Sub CLO 2	BST, clinical tutorial/case reflection, Nursing ward rounds	Logbook (10%)					35%
	C2	CLO 3	Sub CLO 3	Multisource feedback (MSF), BSD, Nursing ward rounds	Clinical Performance (3%)					3%
2	C3	CLO4	Sub CLO4	Pre-conference, discussions, Multisource feedback (MSF), Post-conference, bed-side teaching, clinical tutorial/case reflection	Clinical Performance (3%)	- Comprehensive Exam (15%) - OSCE (30%)			48%	
	C4	CLO 5	Sub CLO 5	Presentation, discussions, Multisource feedback (MSF), clinical tutorial/case reflection			- Journal Article Critical Appraisal (10%)		10%	
CLO6										

