

**Module Description: Pediatric Critical Care (21R01411502)**

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	IX
<b>Person responsible for the module</b>	Dr. Kadek Ayu Erika, S.Kep., Ns., M.Kes (coordinator) Dr. Suni Hariati, S.Kep., Ns., M.Kep Nur Fadilah, S.Kep., Ns., MN
<b>Language</b>	Bilingual, Bahasa Indonesia and English
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 2 <sup>th</sup> semester.
<b>Teaching Methods</b>	Teaching methods used in this course are: <ul style="list-style-type: none"> <li>- Conference</li> <li>- Clinical tutorial</li> <li>- One-Minute Preceptorship (OMP)</li> <li>- Case Based Discussion</li> <li>- Project Based Learning</li> <li>- Small Group Discussion (SGD)</li> <li>- Bedside teaching</li> <li>- Seminar</li> <li>- Integrated presentation</li> </ul> The class size for lecture is approximately 11 students.
<b>Workload</b> (incl. contact hours, self-study hours)	Contact hours for field practice is 106.6 hours, assignments are 32 hours, and private study are 32 hours. For this course, students are required to meet a minimum of 90,67 hours in one semester, which consist of: <ul style="list-style-type: none"> <li>- 106.6 hours (equals with 0.88 ECTS) for field practice,</li> <li>- 32 hours (equals with 1.06 ECTS) for structured assignments,</li> <li>- 32 hours (equals with 1.06 ECTS) for private study.</li> </ul>
<b>Credit points</b>	2 credit points (equivalent with 3.02 ECTS)
<b>Required and recommended prerequisites for joining the module</b>	Fundamental of Nursing Practice
<b>Module objectives/intended learning outcomes</b>	After completing the course students will be:  <b>Competence:</b> <b>CLO1:</b> apply pediatric nursing care based on research results to children of various age levels in the context of family in the intensive care unit (C1) <b>CLO2:</b> perform effective communication and therapeutic communication at various age levels in the context of family in the intensive care unit (C2) <b>CLO3:</b> manage holistic nursing care for children by collaborating with other healthcare professionals appropriately, quickly and accurately according to the principles of critical care for children (C3) <b>Attitude:</b> <b>CLO4:</b> able to decide on aspects of ethical, legal and culturally sensitive principles in providing nursing care to critical children in the intensive care unit (A)

<p><b>Content</b></p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Pathophysiology, pharmacology, nutrition, professional ethics, health education, primary, secondary and tertiary prevention efforts involving families in care, paying attention to the rights of children and families, paying attention to the level of child development, communication, paying attention to legal aspects, legal ethics and sensitivity culture, and how to care for children with critical conditions in various diseases.</li> <li>- Nursing care for critical children: nursing assessment (anamnesis, physical examination, supporting examination), data analysis, nursing diagnosis, nursing intervention, nursing implementation and comprehensive evaluation (bio, psycho, sociocultural, spiritual) which refers to Standard Operating Procedures that take into account principles of patient safety and evidence based practice in intensive care units.</li> <li>- Nursing care for children with CKD</li> <li>- Nursing care for children with Hirschprung</li> <li>- Nursing care for children with Wilms Tumor</li> <li>- Nursing care for children with Covid-19 and other respiratory disorders</li> <li>- Nursing care for children with heart failure</li> <li>- Nursing care for children with cancer</li> <li>- Nursing care for congenital heart disease</li> <li>- Nursing care for babies with high and congenital risk</li> <li>- Nursing care for babies with Asphyxia Neonatorum, Respiratory Distress Syndrome (RDS)</li> <li>- Nursing care for low birth weight and premature babies</li> <li>- Nursing care for babies with hyperbilirubinemia, neonatal sepsis</li> </ul>
<p><b>Examination forms</b></p>	<p>Comprehensive examination and Objective Structured Clinical Examination (OSCE)</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 all classes of clinical skill practice.</li> <li>- Students must attend the exam to get final grade.</li> <li>- Students must get final mark minimum of 40</li> </ul>
<p><b>Reading list</b></p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Chamley Carol et al. (2005). <i>Developmental Anatomy and Physiology of Children</i>. Elsevier Churchill Livingstone. Philadelphia.</li> <li>4. Engel, J., (2009). <i>Pengkajian Pediatrik: Seri Pedoman Praktis</i>. Edisi 4. Jakarta: EGC.</li> <li>5. Erika, K.A., (2017). <i>Asuhan Keperawatan Sistem Kardiovaskuler Anak: Diagnosis NANDA, Intervensi NIC, Hasil NOC</i>. Edisi Pertama. Jakarta : Sagung Seto.</li> </ol>

6. Erika, K.A., (2023). *Asuhan Keperawatan Anak dengan Gangguan Nutrisi*. Jakarta: Penerbit Nuansa Fajar Cemerlang
7. Gomella TL. Et al. (2004). *Neonatology: Management, Procedures, On-Call Problem, Diseases, and Drug*. Fifth Edition. International Edition. The McGraw-Hill Companies, Inc.
8. Hariati, S (2018). *Asuhan Keperawatan bayi risiko tinggi*. Jakarta : Sagung Seto
9. Herdman, T.H., Kamitsuru, S., & Lopes, C.T., (2021). *Nanda International Nursing Diagnoses: Definitions & Classification. 2021-2023*. Twelfth Edition. New York: Thieme Medical Publishers, Inc.
10. Hockenberry, M.J. & Wilson, D. (2014). *Wong's Nursing Care of Infant and Children*. 10th edition. Mosby: Elsevier Inc.
11. Hockenberry, M.J. & Wilson, D. (2013). *Wong's Essentials of Pediatric Nursing*. 9th edition. Mosby: Elsevier Inc.
12. James, S.R., Nelson, K.A., & Ashwill, J.W. (2013). *Nursing Care of Children Principles & Practice (4th edition)*. St. Louis: Elsevier Saunders
13. Khasanah, N.N, Wahyuningrum, A.D, Rachmawati, P.D., Rusana, Rahmah, Hariati S. (2019). *Asuhan Keperawatan Anak: Gangguan hematologik, keganasan dan kedaruratan*. Penerbit Buku Kedokteran EGC.
14. Kyle, T., & Carman, S. (2015). *Buku Ajar Keperawatan Peditri. Edisi 2. Vol. 2,4*. Jakarta: EGC.
15. Marcdante K.J., Kliegman R.M., Jenson H.B., Behrman R.E. (2014) *Nelson Ilmu Kesehatan Anak Esensial*, Edisi Indonesia 6. Saunders: Elsevier (Singapore) Pte Ltd
16. Meadow & Newel . (2005). *Lecture Notes: Pediatrika*. Edisi Ketujuh. Jakarta : Erlangga.
17. Moorhead, S., Swanson, E., Johnson, M., & Maas, M. L. (2018). *Nursing Outcomes Classification (NOC)-e-book: Measurement of health outcomes*. Elsevier Health Sciences.
18. Nanda International. (2021). *Nursing Diagnoses 2021-23: Definitions and Classification (Nanda International)*. Philladelphia: Wiley Blackwell
19. Pillitteri, A., (2009). *Maternal & Child Health Nursing : Care of The Childbearing & Childrearing Family*. Sixth Edition. Philadelphia : J.B. Lippincott.
20. Speer Kathleen Morgan. (2008). *Pediatric Care Planning : Now with Clinical Pathway*. 3th edition. Springhouse Corporation, Lippincott Williams & Wilkins Inc. USA.
21. Tim Pokja SDKI DPP PPNI. (2017). *Standar Diagnosis Keperawatan Indonesia*. Jakarta: Persatuan Perawat Indonesia (PPNI).
22. Tim Pokja SIKI DPP PPNI. (2018). *Standar Intervensi Keperawatan Indonesia*. Jakarta: Persatuan Perawat Indonesia (PPNI).
23. Tim Pokja SLKI PPNI. (2018). *Standar Luaran Keperawatan Indonesia*. Jakarta: Persatuan Perawat Indonesia (PPNI).
24. Wilkinson, J.M&ahern, N.R. (2011). *Diagnosis Keperawatan Diagnosis NANDA. NIC Intervensi. NOC Outcome (Edisi 9)*. Jakarta: EGC.
25. Wholey L.F. And D.L. Wong, (2007). *Nursing Care Of Infants and Children*. St. Louis : Mosby year Book.

	26. American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: The American Psychological Association.
<b>Cluster of Competence</b>	Nursing Clinical Sciences and Skills
<b>Form of Assessments</b>	<ul style="list-style-type: none"> <li>- Portfolio (preliminary report, case report: nursing care/resume, Critical Incident Report, case reflection); Activity Daily Living (30%)</li> <li>- Case reports based on review of articles from reputable national or international journals SINTA and implementation of research results (10%)</li> <li>- Health education proposals, educational media and health education reports (10%)</li> <li>- Skill achievement target through clinical skills, namely observation and independent action with supervision (10%)</li> <li>- OSCE skill stations (30%)</li> <li>- Report on analysis of ethical, legal and culturally sensitive applications in cases (5%)</li> <li>- Professional behavior and appearance (5%)</li> </ul>
<b>Date of last amendment made</b>	May 2023

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

**Course Module Name** : Pediatric Critical Care  
**Code** : 21R01411502  
**Semester** : IX  
**Person responsible for the module** : Dr. Kadek Ayu Erika, S.Kep., Ns., M.Kes (coordinator).  
**Lecturers** : 1. Dr. Suni Hariati, S.Kep., Ns., M.Kep  
                   2. Nur Fadilah, S.Kep.Ns. MN

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p><b>Competence (C):</b>            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.</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><b>Competence (C):</b>  <b>CLO1:</b> apply pediatric nursing care based on research results to children of various age levels in the context of family in the intensive care unit</p> <p><b>CLO2:</b> perform effective communication and therapeutic communication at various age levels in the context of family in the intensive care unit</p>	<ul style="list-style-type: none"> <li>- Portfolio (preliminary report, case report: nursing care/resume, Critical Incident Report, case reflection)</li> <li>- Report of Activity Daily Living</li> <li>- Case reports based on review of articles and implementation of research results</li> <li>- Health education proposals</li> <li>- Skill achievement target</li> <li>- OSCE skill stations</li> <li>- Seminar</li> </ul>	<p><b>Rubric for portfolio</b></p> <p><b>Rubric for Presentation</b></p> <p><b>Rubric for case report</b></p> <p><b>Rubric for health education</b></p>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>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><b>CLO3:</b> manage holistic nursing care for children by collaborating with other healthcare professionals appropriately, quickly and accurately according to the principles of critical care for children</p>		
<p><b>Attitude (A):</b></p> <p>Bertaqwa kepada Tuhan YME, berjiwa maritim, menunjukkan sikap profesional, prinsip etik, perspektif hukum dan budaya dalam keperawatan.</p>	<p><b>Attitude:</b></p> <p><b>CLO4:</b> able to decide on aspects of ethical, legal and culturally sensitive principles in providing nursing care to critical children in the intensive care unit</p>	<p><b>Report of case analysis</b></p> <p><b>Professional appearances</b></p>	<p><b>Rubric for case analysis</b></p> <p><b>Rubric for professional appearances</b></p>

**Proportion of assessment aspects according to the course learning outcomes.**

No	Code	CLO	Sub CLO	Learning Method	Metode Evaluasi						Proporsi	
					Participatory Analysis	Project result	Assignment	Quis	Mid-test	Final Test		
1	C	CLO 1	Sub CLO 1	<ul style="list-style-type: none"> <li>- Conference</li> <li>- Clinical tutorial</li> <li>- One-Minute Preceptorship (OMP)</li> <li>- Case Based Discussion</li> <li>- Project Based Learning</li> <li>- Small Group Discussion (SGD)</li> <li>- Bedside teaching</li> <li>- Seminar</li> <li>- Integrated presentation</li> </ul>	Portfolio (preliminary report, case report: nursing care/resume, Critical Incident Report, case reflection); Activity Daily Living	-	-	-	-	-	30%	
			Sub CLO 2		-	Case reports based on review of articles and implementation of research results	-	-	-	-	-	10%
		CLO 2	Sub CLO 3		-	-	Health education proposals, educational media and health education reports	-	-	-	-	10%
			CLO 3		Sub CLO 4	-	-	Skill achievement target through clinical skills	-	-	-	-
		-				-	-	-	-	OSCE skill stations	30%	
	A	CLO 4	Sub CLO 5		Project Based Learning Case Based Discussion	-	-	Report on analysis of ethical, legal and culturally sensitive applications in cases	-	-	-	5%
						-	-	Professional behavior and appearance	-	-	-	5%
<b>TOTAL</b>					<b>30%</b>	<b>10%</b>	<b>30%</b>			<b>30%</b>	<b>100%</b>	



