

**Module Description: Information Technology in Nursing (21R01120402)**

<b>Module designation</b>	Course Module
<b>Semester(s) in which the module is taught</b>	III
<b>Person responsible for the module</b>	Saldy Yusuf, PhD.,ETN.
<b>Lecturer</b>	<ol style="list-style-type: none"> <li>1. Saldy Yusuf, PhD.,ETN (Kordinator) (SY)</li> <li>2. Nurhaya Nurdin, S.Kep.Ns.,MN.,MPH. (NN)</li> <li>3. Arnis Puspita, S.Kep.,Ns.,M.Kes. (AP)</li> <li>4. Andi Fajrin Permana, S.Kep., Ns., MSc.(AFP)</li> <li>5. Nurfadihillah., S.Kep.,Ns.,MN (NF)</li> <li>6. A. Muh. Amil Siddik., S.Si.,M.Si (AMI)</li> </ol>
<b>Language</b>	Indonesian Language [Bahasa Indonesia]
<b>Relation to Curriculum</b>	This course is a compulsory course and offered in the 3 <sup>rd</sup> semester.
<b>Teaching methods</b>	<ul style="list-style-type: none"> <li>● Lecturer</li> <li>● Simulation</li> <li>● Practice</li> <li>● Project based.</li> </ul>
<b>Workload (incl. contact hours, self-study hours)</b>	<p>For this course, students are required to meet a minimum of 181.33 hours in one semester, which consist of:</p> <ol style="list-style-type: none"> <li>1. 40.00 hours for lecture,</li> <li>2. 48.00 hours for structured assignments,</li> <li>3. 48.00 hours for private study,</li> <li>4. 45.33 hours for practice</li> </ol>
<b>Credit points</b>	2 credit points (equivalent with 3.02 ECTS)
<b>Required and recommended prerequisites for joining the module</b>	Students must have attended minimum 80% classes and submitted all class assignments that are scheduled before the final tests
<b>Module objectives/intended learning outcomes</b>	<p>After completing the course students will be:</p> <p><b>Attitude</b> To be devoted to the Almighty, maritime in spirit, demonstrate professionalism, ethical principles, and possess legal and cultural perspectives in nursing</p> <p><b>Knowledge (K):</b></p>

	<p>Mastering the knowledge of nursing, health information systems, and health technology to provide nursing care based on an evidence-based nursing process approach</p> <p><b>Skill (S)</b>          Capable of communicating thoughts, arguments, or innovative works both orally and in writing that are beneficial for the advancement of the nursing profession at the national and international levels, and can be academically and ethically justified.</p>
<p><b>Content</b></p>	<p>Students will learn about:</p> <ol style="list-style-type: none"> <li>1. Ethical Aspects and Legal Principles (Copyright).</li> <li>2. Legal and Cultural Perspectives and Understanding Trends and Issues in Nursing Information Technology (Telenursing) (S1).</li> <li>3. Effective Information Technology in Nursing: Trends and Issues (S1).</li> <li>4. Effective Searching.</li> <li>5. Practice in Journal Database Searching (PubMed, WOS, DOAJ, CINAHL, Google Scholar) (Ns. Saldy) (P1).</li> <li>6. Introduction to CANVA Features.</li> <li>7. Designing Nursing Intervention Materials Using CANVA (Ns. Fajrin) (P1).</li> <li>8. CANVA Design Practice (Ns. Fajrin) (KU 2).</li> <li>9. Optimizing the Use of MS Office in Support of Evidence-Based Nursing Processes (Ns. Arnis) (P1).</li> <li>10. Practice in Optimizing the Use of MS Office to Support Evidence-Based Nursing Processes (Ns. Arnis) (KU 2).</li> <li>11. Designing Nursing Intervention Materials Using VIDEO ANIMATOR to Support Evidence-Based Nursing Processes (Ns. Dila) (KU 2).</li> <li>12. Practice in Disseminating Nursing Intervention Materials Using VIDEO ANIMATOR to Support Evidence-Based Nursing Processes (Ns. Dila) (KU 2).</li> <li>13. Designing Nursing Intervention Materials Using Android Applications to Support Evidence-Based Nursing Processes (Ns. Dila) (KU 2).</li> <li>14. Practice in Disseminating Nursing Intervention Materials Using Android Applications to Support Evidence-Based Nursing Processes (Ns. Dila) (KU 2).</li> <li>15. Optimizing Google Features for Nursing Process Documentation (Ns. Aya) (KU 2).</li> </ol>

	<p>16. Presentation of Innovative Nursing Intervention Materials on YouTube for the Advancement of the Nursing Profession (Ns. Aya) (KU 2).</p> <p>17. Dissemination of Project-Based Work Across Various Virtual Platforms (Faculty Mentor Team).</p>
<b>Study and examination requirements</b>	Student are required to make a mini project regarding to health education or nursing intervention using information technology platform (video, website, android application, etc)
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Kaihlanen, A. M., Elovainio, M., Virtanen, L., Kinnunen, U. M., Vehko, T., Saranto, K., &amp; Heponiemi, T. (2023). Nursing informatics competence profiles and perceptions of health information system usefulness among registered nurses: A latent profile analysis. <i>Journal of advanced nursing</i>, 79(10), 4022–4033. <a href="https://doi.org/10.1111/jan.15718">https://doi.org/10.1111/jan.15718</a></li> <li>2. Kleib, M., Chauvette, A., Furlong, K., Nagle, L., Slater, L., &amp; McCloskey, R. (2021). Approaches for defining and assessing nursing informatics competencies: a scoping review. <i>JBI evidence synthesis</i>, 19(4), 794–841. <a href="https://doi.org/10.11124/JBIES-20-00100">https://doi.org/10.11124/JBIES-20-00100</a></li> <li>3. Haupteltshofer, A., Egerer, V., &amp; Seeling, S. (2020). Promoting health literacy: What potential does nursing informatics offer to support older adults in the use of technology? A scoping review. <i>Health informatics journal</i>, 26(4), 2707–2721. <a href="https://doi.org/10.1177/1460458220933417">https://doi.org/10.1177/1460458220933417</a></li> <li>4. Betts, H. J., &amp; Wright, G. (2020). 200 Years Since the Birth of Nursing Informatics?. <i>Studies in health technology and informatics</i>, 272, 28–32. <a href="https://doi.org/10.3233/SHTI200485">https://doi.org/10.3233/SHTI200485</a></li> <li>5. Reid, L., Maeder, A., Button, D., Breaden, K., &amp; Brommeyer, M. (2021). Defining Nursing Informatics: A Narrative Review. <i>Studies in health technology and informatics</i>, 284, 108–112. <a href="https://doi.org/10.3233/SHTI210680">https://doi.org/10.3233/SHTI210680</a></li> <li>6. Liu, J., Liu, S., Shi, Q., &amp; Wang, M. (2021). Bibliometric Analysis of Nursing Informatics Research. <i>Studies in health technology and informatics</i>, 284, 47–49. <a href="https://doi.org/10.3233/SHTI210661">https://doi.org/10.3233/SHTI210661</a></li> </ol>
<b>Cluster of Competence</b>	Nursing Clinical Science and Skill
<b>Forms of Assessment</b>	<ul style="list-style-type: none"> <li>- Lecturer.</li> <li>- Simulation.</li> <li>- Practice.</li> </ul>

	- Project.
<b>Date of Last Amendment Date</b>	June 2023

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

**Course Module Name** : Information Technology in Nursing  
**Code** : 17206R0102  
**Semester** : III  
**Person responsible for the module** : Saldy Yusuf, PhD  
**Lecturers** :

1. Saldy Yusuf, PhD.,ETN (Kordinator) (SY)
2. Nurhaya Nurdin, S.Kep.Ns.,MN.,MPH. (NN)
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Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<b>Attitude</b> To be devoted to the Almighty, maritime in spirit, demonstrate professionalism, ethical principles, and possess legal and cultural perspectives in nursing	Ethical aspects, legal principles (copyright), legal and cultural perspectives, as well as an understanding of trends and issues in nursing information technology (telenursing)	<ul style="list-style-type: none"> <li>● Quiz.</li> <li>● Individual Assignment.</li> <li>● Project.</li> </ul>	Project based rubric, using ordinal scoring, based on following aspect: <ul style="list-style-type: none"> <li>● Problem Statement.</li> <li>● Urgency of Project.</li> <li>● Novelty of Projected.</li> <li>● Advantages of Project</li> </ul>

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p><b>Knowledge (K):</b> Mastering the knowledge of nursing, health information systems, and health technology to provide nursing care based on an evidence-based nursing process approach</p>	<p>Searching for evidence-based nursing knowledge in journal databases and writing citations and references using Mendeley</p>	<ul style="list-style-type: none"> <li>● Quiz.</li> <li>● Individual Assignment.</li> <li>● Project.</li> </ul>	<p>Project based rubric, using ordinal scoring, based on following aspect:</p> <ul style="list-style-type: none"> <li>● Problem Statement.</li> <li>● Urgency of Project.</li> <li>● Novelty of Projected.</li> </ul> <p>Advantages of Project</p>
<p><b>Skill (S)</b> Capable of communicating thoughts, arguments, or innovative works both orally and in writing that are beneficial for the advancement of the nursing profession at the national and international levels, and can be academically and ethically justified.</p>	<ol style="list-style-type: none"> <li>1. Designing Innovative Nursing Intervention Using Canva and Video Animator for the Advancement of the Nursing Profession.</li> <li>2. Optimizing the Use of Ms. Office to Support Evidence-Based Nursing Processes.</li> <li>3. Dissemination of Innovative Nursing Intervention Outcomes Using Android Applications Beneficial for the Advancement of the Nursing Profession.</li> </ol>	<ul style="list-style-type: none"> <li>● Quiz.</li> <li>● Individual Assignment.</li> <li>● Project.</li> </ul>	<p>Project based rubric, using ordinal scoring, based on following aspect:</p> <ul style="list-style-type: none"> <li>● Problem Statement.</li> <li>● Urgency of Project.</li> <li>● Novelty of Projected.</li> <li>● Advantages of Project</li> </ul>

<b>Intended Learning Outcomes</b>	<b>Course Module Objectives</b>	<b>List of Assessments</b>	<b>List of Rubrics</b>
	4. Optimizing Google Drive and YouTube Features for the Dissemination of Innovative Nursing Interventions.		

**CPL (Graduate Learning Outcomes), CPMK (Course Learning Outcomes), and Assessment Methods (Assessment and Evaluation of Student Achievement of CPMK**

Learning Outcome	Course Learning Outcome	Sub-Course Learning Outcom	Assessment method			Proportion	Score range (0-100)	Student Score
			Quiz	Project based learning	Lain-lain			
<b>S1</b>	CLO 1	Sub-CLO 1.1.	V			10%		
<b>P1</b>	CLO 2	Sub-CLO 2.1.		V		10%		
		Sub-CLO 2.2.						
<b>KU 2</b>	CLO 3	Sub CLO 3.2.		V		20%		
		Sub CLO 3.4.						
		Sub CLO 3.6.						
	CLO 4	Sub CLO 2		V		20%		
		Sub CLO 3						
	CLO 5	Sub CLO 5.1.		V		20%		
		Sub CLO 5.2.						
		Sub CLO 5.3.						
CLO 6	Sub CLO 6.1.		V		20%			
<b>Proportion for each assessment method</b>			<b>10%</b>	<b>90%</b>				
	<b>Final Score</b>							



### Assessment of the Nursing Information System Project Report

No	Aspect	Portion (%)	Score
1	Relevance of literature	20	
2	Logical flow of narration	20	
3	Integration narration and visual	20	
4	Visual project easy to understand	20	
5	Audio is clear	20	
<b>Final Score</b>		<b>100</b>	