

Module Description: Community Health Nursing & Home Care (23R02411902)

Module designation	Course Module
Semester(s) in which the module is taught	IX
Person responsible for the module	Kusrini S. Kadar, S.Kp., MN., PhD (Koordinator) Nurhaya Nurdin, S.Kep., Ns. MN., MPH Nuurhidayat Jafar, S.Kep., Ns. M.Kep 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 2 nd semester.
Teaching Methods	Teaching methods used in this course are: <ul style="list-style-type: none"> - Conference - Clinical Written Assignment - Clinical Tutorial - <i>One-Minute Preceptorship (OMP)</i> - <i>Case Based Discussion</i> - <i>Family Side Teaching (Clinical Supervision)</i> - Integrated Presentation and self-learning <p>The class size for a group of students in clinical practice is approximately 10 students, while 2 to 3 students for each facilitator/lecturer.</p>
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 106 hours in three weeks, which consist of: <ul style="list-style-type: none"> - 35,5 hours/week
Credit points	2 credit points (equivalent with 3.56 ECTS)
Required and recommended prerequisites for joining the module	Students must have taken community, family and gerontological nursing course.
Module objectives/intended learning outcomes	After completing the course and being given cases related to bcommunity health nursing and home care, students will be: <p>Skill:</p> <p>CLO 1: Applying community nursing with cultural sensitivity and respecting ethics, religion, and other factors, as well as legal aspects in community nursing. (C1)</p> <p>CLO 2: Identifying families in need of home care nursing services. (C2)</p> <p>CLO 3: Managing nursing care for families in need of home care services. (C3)</p> <p>CLO 4: Developing critical thinking skills in community nursing practice based on home care. (C4)</p>

Content	<p>Students will learn about:</p> <ul style="list-style-type: none"> - Families with postpartum (neonates) - Families with malnourished/underweight toddlers - Families with chronic illnesses (asthma, stroke, diabetes, hypertension, etc.) - Families with infectious diseases (TB, scabies, dengue fever, chickenpox, respiratory infections, etc.) - Families at various stages of development - Families dealing with mental and emotional issues (depression, anxiety, etc.) - Families post-hospitalization - Families with high-risk pregnancies - Family planning - Health coaching for various health issues
Examination forms	<ul style="list-style-type: none"> - Family Side Teaching (Clinical Supervision)
Study and examination requirements	<p>Study and examination requirements:</p> <ul style="list-style-type: none"> - Student's dress code should conform to the uniform of Nursing Program at the Faculty of Nursing, Hasanuddin University. - 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 home visit. - Student attendance during clinical practice should be 100%. - Students who are unable to attend clinical practice must report their absence to the head of professional nurse program, institutional preceptor, and clinical preceptor. - 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: Morning 08.00 – 14.00 WITA <p>Form of examination: Family Side Teaching (Clinical Supervision by Preceptor)</p>
Reading list	<ol style="list-style-type: none"> 1. Anderson & Mc Farlane. 2011. Community as Partner: Theory and Practice in Nursing, 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.), Social psychology for program and policy evaluation (pp. 74-100). New York: Guilford. 3. Allender, et al. 2011. Community health nursing: promoting and protecting the public's health, 7th edition. USA: Lippincott Williams & Wilkins. 4. Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), Annals of child development. Vol. 6. Six theories of child development (pp. 1-60). Greenwich, CT: JAI Press.

	<ol style="list-style-type: none"> 5. 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. 6. Ferry & Makhfudli. 2009. Buku Ajar Keperawatan Kesehatan Komunitas. Jakarta : Salemba Medika. 7. Leddy, S.K. 2006. Health promotion mobilizing. Philadelphia: Davis Company. 8. Lucas dan Lloyd. 2005. Health promotion evidence and experience. London: SAGE Publications. 9. Nies, M.A., McEwen M. 2014. Community/Public Health Nursing. 6th edition. Saunders: Elsevier Inc. 10. Notoatmojo, S. 2010. Promosi kesehatan: teori dan aplikasi. Jakarta: Rineka Cipta. 11. Ridwan, M. 2009. Promosi kesehatan dalam rangka perubahan perilaku. Jurnal Kesehatan Metro Sai Wawai, Volume 2 Nomor 2, hal 71-80. 12. Pender, N. 2011. The health promotion model, manual. Retrieved February 4, 2012, from nursing.umich.edu: http://nursing.umich.edu/faculty-staff/nola-j-pender. 13. Yun, et al. 2010. The role of social support and social networks in smoking behavior among middle and older aged people in rural areas of South Korea: A cross-sectional study. BMC Public Health: 10:78. 14. Rogers. 2003. Diffusion of Innovations. Fifth Edition. Free Press, New York, p221 15. Jafar, N., Huriyati, E., Haryani, Lazuardi, L., & Setyawati, A. (2023). Exploring the coach-client interaction of virtual health coaching conducted in patients with type 2 diabetes mellitus: A scoping review. Diabetes & Metabolic Syndrome: Clinical Research & Reviews, 17(7), 102787. https://doi.org/https://doi.org/10.1016/j.dsx.2023.102787 16. Zuraida, E., Irwan, A. M., & Sjattar, E. L. (2022). Self-Care Management Education Through Health Coaching for Heart Failure Patients. The Journal for Nurse Practitioners, 18(2), 172-178. https://doi.org/https://doi.org/10.1016/j.nurpra.2021.09.017 17. American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: The American Psychological Association.
Cluster of Competence	Elective nursing source (Community, family, and gerontological nursing)
Form of Assessments	<ul style="list-style-type: none"> - Class Participation (case method) = 20% - Project based learning = 30% - Documentation Logbook = 35% - Analytic Paper = 15%
Date of last amendment made	April 2022

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Community Health Nursing & Home Care
Code : 23R02411902
Semester : IX
Person responsible for the module : Kusrini S. Kadar, S.Kp., MN., PhD
Lecturers :
1. Kusrini S. Kadar, S.Kp., MN., PhD (Koordinator)
2. Nurhaya Nurdin, S.Kep., Ns. MN., MPH
3. Nuurhidayat Jafar, S.Kep., Ns. M.Kep
4. Silvia Malasari, S.Kep., Ns., MN
5. Framita, S.Kep., Ns., MSc

Intended Learning Outcomes	Course Module Objectives	List of Assessments	List of Rubrics
<p>Attitude (A):</p> <p>Able to demonstrate a culturally sensitive attitude in accordance with the ethical and legal principles of nursing.</p>	<p>CLO 1: Applying community nursing with cultural sensitivity and respecting ethics, religion, and other factors, as well as legal aspects in community nursing. (C1)</p>	<p>Active participation home visit to the assigned family.</p>	<p>Rubric for Individual Performance from Institutional preceptor and clinical preceptor</p>
<p>Competence (C):</p> <p>Able to manage comprehensive and continuous nursing care ensuring patient safety (patient safety) based on research results according to nursing care standards in all nursing areas, especially in tropical diseases common in maritime areas, in accordance with their authority. (C1)</p>	<p>CLO 2: Identifying families in need of home care nursing services. (C2)</p>	<p>Project Based Learning</p> <ul style="list-style-type: none"> - Compile case reports based on the analysis of articles from reputable national or international SINTA journals. - Implement and present cases based on the implementation of research results. 	<p>Two reports for each individual</p>
<p>Competence (C)</p> <p>Able to perform therapeutic communication with clients and provide accurate information to clients and/or family/companions/advisors to obtain consent for nursing care, which is their responsibility. (C3)</p>	<p>CLO 3: Managing nursing care for families in need of home care services. (C3)</p>	<p>Documenting the achievement targets of skills through observational and independent actions with supervision conducted on the family according to SOP.</p>	<p>Two reports for each individual</p>
<p>Competence (C)</p>			

S	CLO1	Sub-CLO1	<ul style="list-style-type: none"> - Family Side Teaching - Clinical Tutorial - Student Oral Case Analysis 	Active participation home visit to the assigned family. Professional attitude and appearance.			20%	
C1	CLO2	Sub-CLO2	<ul style="list-style-type: none"> - Family side teaching - Pre-post Conference - Student Oral Case Analysis - Clinical Tutorial - Case-Based Discussion - Journal Critical Appraisal - Reflective study 		<ul style="list-style-type: none"> - Compile case reports based on the analysis of articles from reputable national or international SINTA journals. - Implement and present cases based on the implementation of research results. 		30%	
C2	CLO3	Sub-CLO3	<ul style="list-style-type: none"> - Pre-post Conference - Student Oral Case Analysis - Clinical Tutorial - Case-Based Discussion - Journal Critical Appraisal - Reflective study 			Documenting the achievement targets of skills through observational and independent actions with supervision conducted on the family according to SOP.	35%	
	CLO3							

C3	CLO4	Sub-CLO4	<ul style="list-style-type: none"> - Project-based learning - Journal Critical Appraisal - Reflective study 	Making analytic paper about homecare service in Indonesia			15%	
Total							100%	

