

## Module Description: Community Nursing I

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| <b>Module name</b>   | Course Module  |
| <b>Module level, if applicable</b>                           | Bachelor of Science in Nursing (BSN)   |
| <b>Code, if applicable</b>                                   | 17260R0102   |
| <b>Subtitle, if applicable</b>                               | -  |
| <b>Course, if applicable</b>                                 | Community Nursing I  |
| <b>Semester(s) in which the module is taught</b>             | IV   |
| <b>Person responsible for the module</b>                     | Nuurhidayat Jafar, S.Kep. Ns. M.Kep  |
| <b>Lecturer</b>  | <ol style="list-style-type: none"> <li>1. Kusrini Kadar, SKp., MN, PhD</li> <li>2. Syahrul Said, S.Kep. Ns. M.Kes. PhD</li> <li>3. Nurhaya Nurdin, S.Kep. Ns. MN. MPH</li> <li>4. Wa Ode Isnah, S.Kep. Ns. M.Kes</li> </ol>  |
| <b>Language</b>  | Indonesian Language [Bahasa Indonesia]   |
| <b>Relation to Curriculum</b>                                | This course is a compulsory course and offered in the 4 <sup>th</sup> semester.  |
| <b>Type of teaching, contact hours</b>                       | <p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> <li>- Lecture (i.e., group investigation, small group discussion, case study, role play)</li> <li>- Structured assignments (i.e., essays and reflective paper)</li> <li>- Project Based Learning</li> </ul> <p>The class size for lecture is approximately 50 students<br/>           Contact hours for lecture is 11.67 hours, assignments is 12 hours, and practice in laboratorium is 39.67 hours</p> |
| <b>Workload</b>  | <p>For this course, students are required to meet a minimum of 79.33 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> <li>- 11.67 hours for lecture,</li> <li>- 14 hours for structured assignments,</li> <li>- 14 hours for private study, and</li> <li>- 39.67 hours for practice</li> </ul>  |
| <b>Credit points</b>   | 2 credit points (equivalent with 3.17 ECTS)  |
| <b>Requirements according to the examination regulations</b> | Students must have attended all classes and submitted all class assignments that are scheduled before the mid and final tests.   |
| <b>Recommended prerequisites</b>                             | Students must have passed all basic nursing courses.   |
| <b>Module objectives/intended learning outcomes</b>          | <p>After completing the course and given with community nursing cases:</p> <p><b>Knowledge</b><br/> <b>CLO1:</b> Students will be able to examine basic concept in community health and community health nursing; policy related to community health and to overcome community health problems in Indonesia; and trend and issue in community health nursing. <b>(K1)</b></p> <p><b>Competence</b></p>   |

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|  | <p><b>CLO2:</b>Students will be able to formulate nursing care plan for community within healthy – illness range and in the specific areas of community nursing minimal occupational health and school health focus on health promotion and disease prevention. (C1)</p> <p><b>Skill</b></p> <p><b>CLO3:</b>Students will be able to have competence to deliver nursing care plan focus on health promotion and disease prevention. (S2)</p> <p><b>CLO4:</b>Students will be able to design health education plan for common health problems in community focus on health promotion and disease prevention.(C2)</p> <p><b>Attitude</b></p> <p><b>CLO5:</b> Students will be able to evaluate community nurses’ roles in Puskesmas (A1)</p>   |
| <b>Content</b>   | <p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Basic concept of community health and community health nursing</li> <li>- Community health nurses roles in Puskesmas (Community Health Centre)</li> <li>- Concept model and theories in community health nursing</li> <li>- Policy related to community health and to overcome community health problems in Indonesia</li> <li>- Health promotion and disease prevention</li> <li>- Trend and issues in community health nursing</li> <li>- Community Nursing Care: Assessment to Evaluation</li> </ul>   |
| <b>Forms of Assessment</b>   | <ul style="list-style-type: none"> <li>- Structured assignments (essays and reflective paper): 35%</li> <li>- Individual and group presentation: 10%</li> <li>- Clinical skill lab mastery: Simulating health education to community based on common health problems in Indonesia: 10%</li> <li>- Written exam: 35%</li> <li>- Class attendance and participation: 10%</li> </ul>  |
| <b>Study and examination requirements and forms of examination</b> | <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 switch off all electronic devices.</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 the exam to get final grade.</li> </ul> <p><b>Form of examination:</b></p> <p>Written exam: Multiple Choice Questions using Vignettes</p>  |
| <b>Media employed</b>  | Video and PowerPoint Presentation.   |
| <b>Reading list</b>  | <ol style="list-style-type: none"> <li>1. Ajzen, I. 2011. Behavioral interventions: Design and evaluation guided by the theory of planned behavior. In M. M. Mark, S. I. Donaldson, &amp; B. C. Campbell (Eds.), <i>Social psychology for program and policy evaluation</i> (pp. 74-100). New York: Guilford.</li> <li>2. Allender, et al. 2011. <i>Community health nursing: promoting and protecting the public’s health, 7<sup>th</sup> edition</i>. USA: Lippincott Williams &amp; Wilkins. (Ruang Baca Henderson)</li> <li>3. Anderson &amp; Mc Farlane. 2011. <i>Community as Partner: Theory and Practice in Nursing, 6<sup>th</sup> edition</i>. USA: Lippincott Williams &amp; Wilkins. (Ruang Baca Henderson)</li> <li>4. 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.</li> <li>5. Departemen Kesehatan RI. 2009. Promosi kesehatan, komitmen global dari Ottawa-Jakarta-Nairobi menuju rakyat sehat. Jakarta:</li> </ol> |

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|  | <p>Pusat Promosi Kesehatan, Depkes RI bekerja sama dengan Departemen Pendidikan Kesehatan dan Ilmu Perilaku-FKM UI.</p> <ol style="list-style-type: none"> <li>6. Ferry &amp; Makhfudli. 2009. <i>Buku Ajar Keperawatan Kesehatan Komunitas</i>. Jakarta : Salemba Medika.</li> <li>7. Kotler dan Lee. 2007. <i>Social marketing: influencing behavior for good</i>. London: SAGE Publication</li> <li>8. Leddy, S.K. 2006. <i>Health promotion mobilizing</i>. Philadelphia: Davis Company.</li> <li>9. Lucas dan Lloyd. 2005. <i>Health promotion evidence and experience</i>. London: SAGE Publications.</li> <li>10. Notoatmojo, S. 2010. <i>Promosi kesehatan: teori dan aplikasi</i>. Jakarta: Rineka Cipta.</li> <li>11. Nies, M.A., McEwen M. 2014. <i>Community/Public Health Nursing</i>. 6<sup>th</sup> edition. Saunders: Elsevier Inc.</li> <li>12. Ridwan, M. 2009. Promosi kesehatan dalam rangka perubahan perilaku. <i>Jurnal Kesehatan Metro Sai Wawai</i>, Volume 2 Nomor 2, hal 71-80.</li> <li>13. Pender, N. 2011. <i>The health promotion model, manual</i>. Retrieved February 4, 2012, from nursing.umich.edu: <a href="http://nursing.umich.edu/faculty-staff/nola-j-pender">http://nursing.umich.edu/faculty-staff/nola-j-pender</a>.</li> <li>14. Rogers. 2003. <i>Diffusion of Innovations</i>. Fifth Edition. Free Press, New York, p221</li> <li>15. Siagian, S. 2004. <i>Teori motivasi dan aplikasinya</i>. Jakarta: Rineka Cipta.</li> <li>16. Stanhope M. &amp; Lancaster J. 2013. <i>Foundation of Nursing in the Community: Community-Oriented Practice</i>, 4<sup>th</sup> edition. Mosby:Elsevier Inc. (Ruang Baca Henderson)</li> <li>17. Yun, <i>et al</i>. 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. <i>BMC Public Health</i>: 10:78.</li> </ol> |
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