

## Module Description: Community Nursing II

<b>Module name</b>	Course Module
<b>Module level, if applicable</b>	Bachelor of Science in Nursing (BSN)
<b>Code, if applicable</b>	17316R0103
<b>Subtitle, if applicable</b>	-
<b>Course, if applicable</b>	Community Nursing II
<b>Semester(s) in which the module is taught</b>	V
<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> <li>5. Andi Masyita Irwan, S.Kep.Ns.MAN.Ph.D.</li> <li>6. Silvia Malasari, S.Kep.Ns.,MN.</li> <li>7. Arnis Puspitha, 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 5 <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., Small Group Discussion (SGD), video based learning, SBL, role play)</li> <li>- Structured assignments (i.e., essays and reflective paper)</li> <li>- Field Observation</li> </ul> <p>The class size for lecture is approximately 50 students            Contact hours for lecture is 23.33 hours, and field study is 46.67 hours</p>
<b>Workload</b>	<p>For this course, students are required to meet a minimum of 126.00 hours in one semester, which consist of:</p> <ul style="list-style-type: none"> <li>- 23.33 hours for lecture,</li> <li>- 28.00 hours for structured assignments,</li> <li>- 46.67 hours for field study,</li> <li>- 28.00 hours for private study</li> </ul>
<b>Credit points</b>	3 credit points (equivalent with 5.04 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 community nursing I

<b>Module objectives/intended learning outcomes</b>	<p>After completing the course and given with community nursing cases:</p> <p><b>Knowledge</b>  <b>CLO1:</b> Students will have task competencies in providing nursing care and services that are able to compete nationally and globally <b>(K1)</b></p> <p><b>Competence</b>  <b>CLO2:</b> Able to manage the nursing service system in one ward unit within the scope of its responsibilities through collaboration with fellow nurses, other professionals and community groups to reduce morbidity, improve lifestyles and a healthy environment. <b>(C1)</b></p> <p><b>CLO3:</b> Able to manage nursing care systems in one unit or ward their responsibilities by collaborating with other nurses, professionals other health, and a group of people in the community to reduce levels morbidity, to improve a healthy lifestyle and a healthy environment. <b>(C2)</b></p> <p><b>Attitude</b>  <b>CLO4:</b> Students will be able to work professionally with the spirit and determination based on the maritime continent's culture in achieving patient care goals in accordance with clinical privileges and responsibilities, especially in nursing care for tropical diseases <b>(A2)</b></p>
<b>Content</b>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>- Community nursing care plan focusing on promotion</li> <li>- Nursing care in the target area</li> <li>- Nursing care at home</li> <li>- Community organizing</li> <li>- Nursing care on aggregate in the Community: school health</li> <li>- Nursing care on aggregates in the Community: Child and Adolescent Health</li> <li>- Nursing care on aggregates in the Community: Women's and Men's Health</li> <li>- Nursing care on aggregate in the Community: elderly health</li> <li>- Nursing care on aggregates in the community: vulnerable populations: Mental Disability, Disability, and abandoned populations</li> <li>- Nursing care in aggregate in the community: with Population Health Problems: Infectious Diseases</li> <li>- Nursing care on aggregate in the community: health problems population: chronic Disease</li> <li>- Nursing care by developing complementary therapies</li> </ul>
<b>Forms of Assessment</b>	<ol style="list-style-type: none"> <li>1. Structured assignments : 35%</li> <li>2. Clinical skill lab mastery: Simulating health work group and community meeting: 20%</li> <li>3. Written exam: 25%</li> <li>4. Class attendance, group presentation and participation: 20%</li> </ol>
<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>  Written exam: Multiple Choice Questions using Vignettes</p>
<b>Media employed</b>	Video and PowerPoint Presentation.

<p><b>Reading list</b></p>	<ol style="list-style-type: none"> <li>1. Anderson &amp; Mc Farlane. 2011. <i>Community as Partner: Theory and Practice in Nursing</i>, 6th edition. USA: Lippincott Williams &amp; Wilkins.</li> <li>2. 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>3. Allender, et al. 2011. <i>Community health nursing: promoting and protecting the public's health</i>, 7th edition. USA: Lippincott Williams &amp; Wilkins.</li> <li>4. Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), <i>Annals of child development</i>. Vol. 6. Six theories of child development (pp. 1-60). Greenwich, CT: JAI Press.</li> <li>5. Departemen Kesehatan RI. 2009. <i>Promosi kesehatan, komitmen global dari Ottawa-Jakarta-Nairobi menuju rakyat sehat</i>. Jakarta: Pusat Promosi Kesehatan, Depkes RI bekerja sama dengan Departemen Pendidikan Kesehatan dan Ilmu Perilaku-FKM UI.</li> <li>6. Ferry &amp; Makhfudli. 2009. <i>Buku Ajar Keperawatan Kesehatan Komunitas</i>. Jakarta : Salemba Medika.</li> <li>7. Leddy, S.K. 2006. <i>Health promotion mobilizing</i>. Philadelphia: Davis Company.</li> <li>8. Lucas dan Lloyd. 2005. <i>Health promotion evidence and experience</i>. London: SAGE Publications.</li> <li>9. Nies, M.A., McEwen M. 2014. <i>Community/Public Health Nursing</i>. 6th edition. Saunders: Elsevier Inc.</li> <li>10. Notoatmojo, S. 2010. <i>Promosi kesehatan: teori dan aplikasi</i>. Jakarta: Rineka Cipta.</li> <li>11. 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>12. 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>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. <i>BMC Public Health</i>: 10:78.</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>, 4th edition. Mosby:Elsevier Inc.</li> <li>17. Kotler dan Lee. 2007. <i>Social marketing: influencing behavior for good</i>. London: SAGE Publication</li> </ol>
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