



**UNDERGRADUATE NURSING
STUDY PROGRAM**

CURRICULUM OVERVIEW



**FACULTY OF NURSING
UNIVERSITAS AIRLANGGA**

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Chapter 1

Background

The establishment of the Nursing Education Study Program at the Faculty of Nursing, Universitas Airlangga, began in November 1997 with the opening of the Diploma IV Nurse Educator Program under the auspices of the Faculty of Medicine, Universitas Airlangga. The initiative to establish this program was driven by the growing societal need to improve the quality of professional nursing services, as well as by the national policy on health human resource development as outlined in the National Health System (Sistem Kesehatan Nasional, SKN). As one of the leading medical education institutions in eastern Indonesia, the Faculty of Medicine, Universitas Airlangga, held a strategic responsibility to contribute to the advancement of healthcare professionals, including nurses. Supported by highly qualified human resources, the Faculty of Medicine provided a strong foundation for the implementation of higher nursing education. Through the advancement of nursing education to the undergraduate (Strata 1) level, the program aims to cultivate professional attitudes, knowledge, and skills essential for nurses to perform effectively in their roles as professional practitioners. Further development was marked by the establishment of the Nursing Science Study Program (Program Studi Ilmu Keperawatan, PSIK), which was the result of collaboration among the Ministry of Education and Culture, the Ministry of Health, and various related institutions that had conducted a series of intensive workshops since 1998. In December 1997, a Nursing Working Group was formed under the Health Sciences Consortium of the Faculty of Medicine, Universitas Airlangga.

Through the Decree of the Director General of Higher Education No. 122/Dikti/Kep/1999 dated April 7, 1999, the Faculty of Medicine, Universitas Airlangga, was officially appointed to organize the Bachelor of Nursing Science Program (S1) or the Nursing Education Program. As the program evolved, on June 20, 2008, the Nursing Science Study Program was upgraded to the Faculty of Nursing based on Rector's Decree No. 5404/J03/OT/2008. Subsequently, the program's name was changed again according to Rector's Decree No. 9626/UN3/KR/2013 dated June 28, 2014, from the Nursing Science Study Program to the Nursing Education Study Program. In 2018, pursuant to Rector's Decree No. 898/UN3/2018, a nomenclature adjustment was made, establishing the Nursing Study Program for the undergraduate (academic) level and the Professional Nursing Education Study Program for the professional level.

The implementation of the Nursing Education Study Program at the Faculty of Nursing, Universitas Airlangga, is guided by the Law of the Republic of Indonesia No. 12 of 2012 on

Higher Education, Government Regulation No. 4 of 2014 on the Implementation of Higher Education and Management of Higher Education Institutions, and Ministerial Regulation of Research, Technology, and Higher Education No. 44 of 2015 on National Standards for Higher Education. Moreover, its implementation aligns with the policies of the Indonesian Association of Nursing Education Institutions (Asosiasi Institusi Pendidikan Ners Indonesia, AIPNI) and the prevailing regulations issued by the Rector of Universitas Airlangga. All core courses within the curriculum have been carefully structured to ensure the achievement of competencies established in accordance with national higher education standards. Changes occurring within the health care sector—driven by advances in science, technological developments, and the effects of globalization—necessitate continuous improvement in the quality of health professionals, including nurses. The public now has broader access to health information, resulting in higher expectations regarding the quality of nursing services provided both in clinical and community settings. In response to these developments, the Faculty of Nursing, Universitas Airlangga, is committed to continuously updating and evaluating its educational system to ensure the sustained quality of its graduates, enabling them to deliver safe, high-quality, and satisfying nursing care. The dynamic evolution of science, technology, and health issues at both national and global levels serves as the foundation for the Faculty’s ongoing efforts to review and adapt its curriculum, ensuring its continued relevance to contemporary needs.

Curriculum evaluation and renewal are conducted continuously through annual tracer study activities. The results of these studies serve as important input for curriculum revisions to ensure alignment with labor market demands and developments in national education policy. Since the implementation of the Competency-Based Curriculum (CBC) in 2013, the Undergraduate Nursing Program at Universitas Airlangga has undergone several refinements. The most recent revision took place in 2016, focusing on adjustments to course structures in response to policy changes at both university and faculty levels. The evaluation process also incorporates feedback from various stakeholders, including alumni, students, and employers of graduates. The main foundations for curriculum modification encompass several key aspects. First, the need for input from stakeholders—particularly alumni and employers—regarding the competencies required for professional nursing practice. Second, alignment with Universitas Airlangga’s internal policies through the implementation of Shared Basic Learning (Pembelajaran Dasar Bersama, PDB), which aims to strengthen the character of new students in accordance with Universitas Airlangga’s core values of “Excellence with Morality.” Third, the curriculum revision also reflects updates introduced by the Indonesian Association of Nursing Education Institutions (Asosiasi Institusi Pendidikan Ners Indonesia, AIPNI), as part of ongoing efforts to ensure that nursing graduates maintain high standards of competence consistent with both national and international expectations.

The 2021 curriculum of the Undergraduate Nursing Program was designed to address the global challenges and evolving demands for professional nursing personnel. The revision process took into account social dynamics and national policies, including adaptation to post-COVID-19 conditions (the New Normal era) and the implementation of the Merdeka Belajar-Kampus Merdeka (Freedom to Learn-Independent Campus) policy. The new curriculum integrates character building, national values, and the development of human attribute skills through an interdisciplinary and interprofessional approach that emphasizes collaborative learning among students. Furthermore, the revised curriculum structure divides the study period into seven semesters for the academic program and two semesters for the professional program, aligning with national standards for professional nursing education. In its design, the development of the Undergraduate Nursing Study Program curriculum at the Faculty of Nursing, Universitas Airlangga, is grounded in four key aspects: philosophical, sociological, psychological, and legal foundations. The philosophical foundation is rooted in the values of Pancasila and aims to cultivate well-rounded Indonesian citizens through character strengthening, human potential development, and the promotion of social virtue consistent with the essence of humanity. The curriculum is structured to foster critical thinking, professional skills, and mastery of scientific knowledge that can be applied practically within the context of nursing education. From a sociological perspective, the curriculum is designed to align with the needs and characteristics of Indonesian society. Nursing education is expected to produce graduates who remain grounded in the social contexts in which they will serve, possess a deep understanding of cultural values, and are able to adapt to the dynamics of the community. The Faculty of Nursing, Universitas Airlangga, plays a vital role in preparing professional nurses who are resilient, possess integrity, and are capable of addressing public health challenges at local, national, and global levels.

The psychological foundation in curriculum development is closely related to the educational process, which involves interaction among students, lecturers, and the academic community. Developmental psychology and educational psychology serve as the basis for formulating learning objectives, selecting teaching methods, and designing evaluation strategies. This approach is expected to foster an effective and adaptive learning process that meets students' needs and supports the optimal achievement of competencies. Meanwhile, the legal foundation of curriculum development refers to various national regulations and internal university policies. These include Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, Law No. 12 of 2012 on Higher Education, as well as several government regulations and ministerial decrees governing the National Qualifications Framework, higher education standards, and program accreditation. In addition, the curriculum design is guided by the Merdeka Belajar-Kampus Merdeka

(Freedom to Learn–Independent Campus) Handbook, the Airlangga Smart Education Handbook, and several Rector’s Regulations of Universitas Airlangga concerning the implementation of Shared Basic Learning, internship programs, and learning activities conducted outside the study program. Collectively, these legal frameworks serve as the principal reference to ensure that the implementation of education within the Nursing Education Study Program, Faculty of Nursing, Universitas Airlangga, complies with current national regulations and quality standards.

Chapter 2

VISION

A. Vision of Bachelor of Nursing Program:

To become an independent, innovative, leading Nursing Undergraduate Study Program, a pioneer in the development of science, technology, and practice in nursing care with excellence in emergency and disaster nursing at national and international levels, based on ethical and religious moral values

B. Vision of the Professional Nursing Program:

To become an independent, innovative, leading Nursing Professional Education Study Program, a pioneer in the development of science, technology and practice in nursing care with excellence in Emergency Nursing, Critical Care and Disaster Nursing at national and international levels, based on ethical and religious moral values.

Chapter 3

Mission

A. Mission of the Bachelor of Nursing Program:

Organizing the tridharma of higher education in the national and international scope based on national values, ethics, and religious morals, by:

1. Organizing and developing education at the academic level in accordance with the development of science and technology
2. Organizing innovative basic, clinical and community research based on evidence to support the development of education and community service
3. Organizing community service in the field of science and nursing practice

B. Mission of the Professional Nursing Program:

Organizing the Tridharma of higher education in the national and international scope based on national values, ethics, and religious morals, by:

1. Organizing and developing education at the Nursing Professional Education Program level in accordance with the development of science and technology
2. Organizing innovative basic, clinical and community research based on evidence to support the development of education and community service
3. Organizing community service in the field of science and nursing practice.

Chapter 4

GRADUATES PROFILE

The graduates of Undegraduate Nursing Program (Bachelor and Profession Program) are expected to play roles as: a) Care provider, b) Communicator, c) Health Educator, d) Manager dan Leader, e) Researcher

1. Care Provider

Graduates are able to plan and provide nursing care for individuals, families, groups, and communities across the health–illness continuum in clinical, family, and community settings to comprehensively meet basic human needs based on evidence

2. Communicator

Graduates are able to demonstrate effective communication with clients and collaboration with the healthcare team

3. Health Educator

Graduates are able to provide education and health promotion to clients to enable them to achieve self-care independence.

4. Manager dan Leader

Graduates are able to analyze the organization of nursing care and coordinate with the healthcare team by demonstrating effective leadership to achieve client care objectives.

5. Researcher

Graduates are able to apply scientific approaches in solving nursing problems

Chapter 5

LEARNING OUTCOMES

A. Program learning outcome for Bachelor of Nursing Program

- LO1 Able to provide nursing care in accordance with the Indonesian Nursing Code of Ethics, demonstrating logical, critical, systematic, creative, and innovative thinking; able to work collaboratively, exhibit social sensitivity, and take scientific responsibility toward the professional community and clients through the application of nursing science and technology
- LO2 Able to perform education, communication, and collaboration in providing nursing care and/or services grounded in the most recent scientific evidence
- LO3 Able to manage the organization of nursing care and coordinate with the healthcare team by demonstrating leadership to achieve client care objectives
- LO4 Able to conduct monodisciplinary research in nursing science and technology to address health issues using critical, ethical, and innovative approaches

B. Program learning outcome for Nursing Professional Program

- LO1 Able to administer nursing care in accordance with the Indonesian Nursing Code of Ethics, demonstrating logical, critical, systematic, creative, and innovative thinking; able to work collaboratively, exhibit social sensitivity, and take scientific responsibility toward the professional community and clients through the application of nursing science and technology
- LO2 Able to implements education, communication, and collaboration in providing nursing care and/or services grounded in the most recent scientific evidence
- LO3 Able to implements the organization of nursing care and coordinate with the healthcare team by demonstrating leadership to achieve client care objectives
- LO4 Able to analyze monodisciplinary research output in nursing science and technology to address health issues using critical, ethical, and innovative approaches

Chapter 6

ANALYSIS OF COMPETENCE

Table 1. Curriculum Map of Undergraduate Nursing study programme

	Year & Semester	Competency
Professional Nursing Program	Year 5 (Sem 10)	Able to performed holistic nursing care (bio-psycho-social-cultural-spiritual) in Community and Family; Disaster and Critical Care Nursing, and Nursing Management, also conduct monodiciplinary research.
	Year 5 (Sem 9)	Able to performed basic nursing care and holistic nursing care (bio-psycho-social-cultural-spiritual) in Medical-surgical, Pediatric, Maternity, Mental-health, and Gerontological nursing
Bachelor Nursing Program	Year 4 (Sem 7 & 8)	Able to design and simulate nursing care for patients, critical conditions, and disaster situations, as well as manage nursing services by utilizing information technology; and able to disseminate research findings.
	Year 3 (Sem 5 & 6)	Able to design and simulate holistic nursing care (bio-psycho-social-cultural-spiritual) for pediatric patients, adults in clinical settings, geriatric patients, families, and communities, including emergency conditions.
	Year 2 (Sem 3 & 4)	Able to design and simulate nursing care for reproductive-age women, children, and adults, while considering patient safety holistically (bio-psycho-social-cultural-spiritual); and able to design research proposals.
	Year 1 (Sem 1 & 2)	Able to explain the basic concepts and nursing theories as well as fundamental biomedical sciences.

Chapter 7

LEVEL OF DEGREE PROGRAM ON IQF

(Indonesian Qualification Framework)

The Indonesian Qualification Framework (IQF) level 6 and 7, based on the Presidential Decree Number 8/2012, is described below.

A. Bachelor of Nursing Program

Graduates of the Bachelor of Nursing (S.Kep) Program from the Nursing Education Study Program, Faculty of Nursing, Universitas Airlangga, are equivalent to Level 6 of the Indonesian National Qualifications Framework (*Kerangka Kualifikasi Nasional Indonesia – KKNI*), characterized by the following competencies:

1. Ability to apply their area of expertise and utilize science, technology, and/or the arts within their field to solve problems, as well as to adapt to various situations encountered.
2. Comprehensive understanding of theoretical concepts in general areas of knowledge and in-depth mastery of specific theoretical concepts within their discipline, with the ability to formulate procedural solutions to problems.
3. Capability to make appropriate decisions based on analysis of information and data, and to provide guidance in selecting various alternative solutions, both independently and collaboratively.
4. Responsibility for their own work and accountability for the achievement of organizational work outcomes.

B. Professional Nursing Program

Level 7

1. Ability to plan and manage resources under their area of responsibility and to conduct comprehensive evaluations of their performance by utilizing science, technology, and/or the arts to develop strategic initiatives that contribute to organizational advancement.
2. Ability to solve problems related to science, technology, and/or the arts within their professional field through a monodisciplinary approach.
3. Ability to conduct research and make strategic decisions with full accountability and responsibility for all aspects within their professional domain.

Chapter 8

CREDIT EQUIVALENCE

The unit used to estimate the study load is the **Semester Credit Unit (sks)**, which refers to the national standard set by the Ministry of Education, Research, and Technology of the Republic of Indonesia (Regulation No. 3 of 2020 on National Higher Education Standards) and the internal academic regulations of Universitas Airlangga.

According to these regulations, 1 credit (sks) is equivalent to 45 hours of student workload per semester, which may include, but not limited to, classroom learning (lectures, tutorials, discussion, seminars), laboratory and practicum activities, clinical practice and fieldwork, structured assignment and projects, independent study and preparation for examinations.

For the bachelor program, the curriculum comprises 148 credits = 6,660 hours, consisting of 105 credits of theory, 32 credits of laboratory/practicum, and 11 credits of clinical practice. The Professional nurse program adds 36 credits = 1,620 hours.

Chapter 9

MODULE DESCRIPTION

The bachelor degree in Bachelor nursing Program is normally completed in 4 years or 8 semesters, with minimum credits of 148. Professional degree is normally completed in 1 years or 2 semesters, with 36 credits. The program curriculum structure consists of the following courses:

Bachelor Nursing Program	
Qualifications	Total Courses
Scientific or artistic qualification	13
Qualified occupation	33
Social responsibility	36
Personality development	17

Professional Nursing Program	
Qualifications	Total Courses
Scientific or artistic qualification	2
Qualified occupation	10
Social responsibility	10
Personality development	11

Courses are implementation of the learning process takes place in the form of interaction between lecturer, students, and learning resources in a particular learning environment. Some courses are grouped into modules, composed of several course components of lecture, tutorial and practical work/laboratorium work and field work activities, tutorials, discussion or presentation. Course and modules are listed below:

A. Bachelor of Nursing Program

No	Code	Subject	Category	Credit			
				Lecture	Practice	Field Practice	Total Credit
SEMESTER 1							
1.	AGI101	Islam Religion 1 (2 sks)	MKWU, MBKM	2	-	-	2
	AGK101	Katolik Religion 1 (2 sks)			-	-	
	AGP101	Protestan Religion 1 (2 sks)			-	-	
	AGH101	Hindu Religion 1 (2 sks)			-	-	
	AGB101	Budha Religion 1 (2 sks)			-	-	
2.	NOP103	Pancasila	MKWU, MBKM	2	-	-	2
3.	NOP101	Civic Study	MKWU, MBKM	2	-	-	2
4.	BAI101	Indonesian Language	MKWU, MBKM	2	-	-	2
5.	SIP107	Data and Referencing	MKWU, MBKM	2	-	-	2
6.	ETM101	Health Ethics and Law	MKRI MBKM	2	-	-	2
7.	KMU103	Health Communication	MKRI MBKM	2	-	-	2

No	Code	Subject	Category	Credit			
				Lecture	Practice	Field Practice	Total Credit
		and Primary Health Care					
8.	KPD111	Nursing Concept	MKWP	3	-	-	3
JUMLAH BEBAN STUDI SEMESTER 1				17	-	-	17
SEMESTER 2							
9.	KPD114	Pharmacology for Nursing	MKWP	2	1	-	3
10.	KPD115	Nursing proses and critical thinking	MKWP	3	-	-	3
11.	MNM106	Communication and self-development	MKWU MBKM	2	-	-	2
12.	PHP103	Logical thinking and critical thinking	MKWU MBKM	2	-	-	2
13.	MNM107	Introduction to Multidisciplinary Collaboration	MKWU MBKM	2	-	-	2
14.	KPD116	Basic Biomedical Science	MKWP	3	1	-	4
15.	KPD113	Nursing philosophy and Nursing Theories	MKWP	3	-	-	3
JUMLAH BEBAN STUDI SEMESTER 2				17	2	-	19
SEMESTER 3							

No	Code	Subject	Category	Credit			
				Lecture	Practice	Field Practice	Total Credit
16.	KPB203	Nursing Care for Adult Clients with Cardiovascular, Respiratory, and Hematologic Disorders	MKWP	3	1	-	4
17.	KPD201	Patient Safety and Workplace Safety in Nursing	MKWP	1	1	-	2
18.	KPD203	Health Education and Promotion in Nursing	MKWP	2	1	-	3
19.	BAE110	English in Nursing	MKWP	1	1	-	2
20.	KPD206	Basic Nursing Science	MKWP	2	1	-	3
21.	KPD207	Addressing Basic Human Needs	MKWP	3	1	-	4
22.	KPD208	Fundamental Nursing Skills	MKWP	1	2	-	3
23.	SOK112	Nursing Therapeutic Communication.	MKWP	2	1	-	3
Total Credit 3				15	9	-	24
SEMESTER 4							
24.	KPB204	Nursing Care for Adult Clients with Endocrine, Digestive, Urinary,	MKWP	3	1		4

No	Code	Subject	Category	Credit			
				Lecture	Practice	Field Practice	Total Credit
		and Immune Systems Disorder					
25.	KPO201	Maternity Nursing	MKWP	2	2		4
26.	KPA203	Pediatric Nursing: Care of Healthy and Acutely Ill Children	MKWP	2	1		3
27.	KPJ203	Mental-health Nursing	MKWP	2	1		3
28.	KPC203	Community Nursing Concepts	MKWP	2	-		2
29.	PNN497	Research Methodology	MKWP	1	1		2
30.	MAS111	Biostatistics	MKWP	1	1		2
31.	SII206	Nursing Information System	MKWP	1	1	-	2
32.	KPD202	Psychosocial and Culture in Nursing	MKWP	2		-	2
JUMLAH BEBAN STUDI SEMESTER 4				16	8		24
SEMESTER 5							
33.	KPB302	Adult Client for Nursing Musculoskeletal, Integumentary, Sensory Perception, and	MKWP	3	1		4

No	Code	Subject	Category	Credit			
				Lecture	Practice	Field Practice	Total Credit
		Neurological Systems					
34.	KPJ305	Psychiatric Nursing	MKWP	2	1		3
35.	KPA301	Pediatric Nursing for Chronic and Emergency Cases	MKWP	3	-		3
36.	KPO306	Reproductive Health Nursing	MKWP	2	1		3
37.	KPC307	Community Aggregate Nursing	MKWP	2	1	-	3
38.	KPH303	End-of-Life and Palliative Nursing	MKWP	1	1	-	2
39.	AGI401	Islam Religion 2 (2 sks)	MKWP	2	-	-	2
40.	AGK401	Katolik Religion 2 (2 sks)					
41.	AGP401	Protestan Religion 2 (2 sks)					
42.	AGH401	Hindu Religion 2 (2 sks)					
43.	AGB401	Budha Religion 2 (2 sks)					
44.	SOK231	Elektif: Public Speaking	MKWP MBKM	2	-	-	2

No	Code	Subject	Category	Credit			
				Lecture	Practice	Field Practice	Total Credit
45.	PSU108	Psychology of Personality		2	-	-	
46.	PSS306	Psychology in Disaster		2	-	-	
47.	MNW201	Entrepreneurship	MKWP	2	-		2
JUMLAH BEBAN STUDI SEMESTER 5				19	5	-	24
SEMESTER 6							
48.	KPC304	Gerontological Nursing	MKWP	3	1	-	4
49.	KPC305	Family Nursing	MKWP	3	1	-	4
50.	KPG402	Emergency Nursing	MKWP	3	2	-	5
51.	PKM301	Complementary and Alternative Nursing	MKWP MBKM	2	-	-	2
52.	KNN401	Community Service Program	MKWU	-	-	3	3
53.	PNN498	Thesis Proposal (or Undergraduate Thesis Proposal)	MKWP	2	-	-	2
TOTAL CREDIT SEMESTER 6				13	4	3	20
SEMESTER 7							
54.	KPG401	Disaster Nursing	MKWP MBKM	3	2		5

No	Code	Subject	Category	Credit			
				Lecture	Practice	Field Practice	Total Credit
55.	KPG303	Critical Care Nursing	MKWP	2	1		3
56.	MNS411	Nursing Leadership and Management	MKWP	3	1		4
57.	KPH402	Clinical Nursing Practice	MKWP	-	-	4	4
TOTAL CREDIT SEMESTER 7				8	4	8	16
SEMESTER 8							
58.	PNN499	Bachelor Thesis	MKWP	-	-	4	4
Total Credit Semester 8							4
TOTAL CREDIT							148

Keterangan: MKWU (University Compulsory Courses: Character Building course)

MKRI (Scientific Cluster Courses: Interdisciplinary Course within the Same Field of Study)

MKWP (Program Compulsory Course)

MBKM (Independent learning independent campus)

Total Credit: 148 Credit

B. Professional Nursing Program

No	Code	Subject	Category	Credit			
				Lecture	Practice	Field Practice	Total Credit
SEMESTER 1							

1	KPD502	Professional Basic Nursing	MKWP, MBKM	-	-	2	2
2	KPB501	Medical-Surgical Nursing	MKWP, MBKM	-	-	7	7
3	KPA501	Pediatric Nursing	MKWP, MBKM	-	-	3	3
4	KPO501	Maternity Nursing	MKWP, MBKM	-	-	3	3
5	KPJ501	Mental Health Nursing (atau Psychiatric Nursing)	MKWP, MBKM	-	-	3	3
6	KPC502	Gerontological Nursing	MKWP, MBKM	-	-	3	3
Total Credit Profession Semester 1						20	20
SEMESTER 2							
7	KPC503	Family Nursing	MKWP, MBKM	-	-	2	2
8	KPC504	Community Nursing	MKWP, MBKM	-	-	3	3
9	KPG502	Emergency, Critical Care, and Disaster Nursing	MKWP, MBKM	-	-	5	5
10	MNS501	Nursing Management	MKWP, MBKM	-	-	3	3
11	PNN 598	Professional Program Thesis	MKWP, MBKM	-	-	2	2

Total Credit Profession 2	16	16
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An example of a module is presented below:

Module Title	:	Child Health Nursing and Acute Illness
Module Number	:	KPA
Level/Semester	:	4 th semester/Second Year
Credit hours	:	There of lecture hours: 100 minutes
	:	There of practical hours: 170 minutes
	:	There of self-study hours:
Language	:	Indonesian Language
Learning outcomes/goals/skills of the module	:	<p>After completing the learning activities, students of the Nursing Education Program at the Faculty of Nursing, Airlangga University Surabaya will be able to:</p> <ol style="list-style-type: none"> 1. Conduct nursing care simulations for healthy children/their families by developing critical, logical, and ethical thinking, using therapeutic communication, and considering cultural aspects, respecting ethnic, religious, or other unique factors of each patient. 2. Perform nursing care simulations for children with acute illnesses/their families by developing critical, logical, and ethical thinking, using therapeutic communication, and considering cultural aspects while respecting ethnic, religious, or other unique factors of each patient. 3. Demonstrate nursing interventions, both independently and collaboratively, for healthy children/children with acute illnesses by

		<p>applying the basic nursing knowledge and basic nursing principles according to standard operating procedures (SOP), while implementing atraumatic care principles, and adhering to legal and ethical standards.</p> <ol style="list-style-type: none"> 4. Provide health education simulations to children/families as part of primary, secondary, and tertiary prevention efforts. 5. Carry out advocacy functions for children/families in various cases, ensuring the client's rights are maintained so they can make decisions for themselves.
Content of the module	:	<p>This course is a nursing expertise course that focuses on the responses of children and their families at every stage of development, from birth to the end of adolescence, both in healthy conditions and during acute illness, in the community or hospital settings, as well as the nursing interventions that are both independent and collaborative.</p> <p>This course also integrates and applies basic nursing knowledge and foundational nursing sciences, helping students to deepen their understanding of how to provide professional (holistic) nursing care, deliver health education, perform advocacy functions for clients/families by applying effective communication, and make decisions considering legal and ethical aspects.</p>
Examination	:	<ol style="list-style-type: none"> 1. Participatory Activities 20% 2. Project Results 30% 3. Assignments 15% 4. Quiz 5% 5. Midterm Exam (UTS) 15% 6. Final Exam (UAS) 15%

Chapter 10

CORRELATION BETWEEN MODULES AND LEARNING OUTCOME

A. Bachelor of Nursing Program

Translate	Course Code	Credits	Qualifications			
			Scientific or artistic qualification	Qualified occupation	Social responsibility	Personality development
Semester 1						
Religion	AGI101	2			√	√
Pancasila	NOP103	2			√	√
Civic Study	NOP101	2			√	√
Indonesian Language	BAI101	2			√	√
Data and Referencing	SIP107	2	√			
Health Ethics and Law	ETM101	2		√	√	
Health Communication and Primary Health Care	KMU103	2		√	√	
Nursing Concept	KPD111	3	√	√		
Semester 2						
Pharmacology for Nursing	KPD114	2 + 1		√		
Nursing proses and critical thinking	KPD115	3	√	√		
Communication and self-development	SOK	2		√	√	√
Logical thinking and critical thinking	PHP103	2	√			√
Introduction to Multidisciplinary Collaboration	MNM107	2		√	√	
Basic Biomedical Science	KPD116	3 + 1	√			
Nursing philosophy and Nursing Theories	KPD113	3	√			
Semester 3						
Nursing Care for Adult Clients with	KPB203	3+1		√	√	

Translate	Course Code	Credits	Qualifications			
			Scientific or artistic qualification	Qualified occupation	Social responsibility	Personality development
Cardiovascular, Respiratory, and Hematologic Disorders						
Patient Safety and Workplace Safety in Nursing	KPD201	1+1		√	√	
Health Education and Promotion in Nursing	KPD203	2+1		√	√	√
English in Nursing	BAE110	1+1				√
Basic Nursing Science	KPD206	2+1	√			
Addressing Basic Human Needs	KPD207	3+1		√	√	
Fundamental Nursing Skills	KPD208	1+2		√		
Nursing Therapeutic Communication.	SOK112	2+1		√	√	
Semester 4						
Nursing Care for Adult Clients with Endocrine, Digestive, Urinary, and Immune Systems Disorders	KPB204	3+1		√	√	
Maternity Nursing	KPO201	2+2		√	√	
Pediatric Nursing: Care of Healthy and Acutely Ill Children	KPA203	2+1		√	√	
Mental-health Nursing	KPJ203	2+1		√	√	
Community Nursing Concepts	KPC203	2	√	√		
Research Methodology	PNN497	1+1	√			√
Biostatistics	MAS111	1+1	√			
Nursing Information System	SII206	1+1	√			
Psychosocial and Culture in Nursing	KPD202	2		√	√	
Semester 5						
Adult Client Nursing for Musculoskeletal, Integumentary, Sensory Perception, and Neurological	KBM302	3+1		√	√	

Translate	Course Code	Credits	Qualifications			
			Scientific or artistic qualification	Qualified occupation	Social responsibility	Personality development
Systems						
Psychiatric Nursing	KPJ305	2+1		√	√	
Pediatric Nursing for Chronic and Emergency Cases	KPA301	3		√	√	
Reproductive Health Nursing	KPO306	2+1		√	√	
Community Aggregate Nursing	KPC307	2+1		√	√	
End-of-Life and Palliative Nursing	KPH303	1+1		√	√	
Religion 2 (2 credits)		2			√	√
Elective:					√	√
1. Public speaking	SAK 231	2				
2. Psychology of Personality	PSS306					
3. Psychology in Disaster	PSU108					
Entrepreneurship	MNW201	2			√	√
Semester 6						
Gerontological Nursing	KPC304	3+1		√	√	
Family Nursing	KPC305	3+1		√	√	
Emergency Nursing	KPG402	3+2		√	√	
Complementary and Alternative Nursing	PKM301	2		√	√	
Community Service Program	KNN401	3			√	√
Thesis Proposal (or Undergraduate Thesis Proposal)	PNN498	2	√			√
Semester 7						
Disaster Nursing	KPG401	3+2		√	√	
Critical Care Nursing	KPG303	2+1		√	√	
Nursing Leadership and Management	MNS 411	3+1		√	√	√
Clinical Nursing Practice	KPH402	4		√	√	√
Semester 8						
Bachelor Thesis	PNN499	4	√			√

B. Professional Nursing Program

Courses	Type	Credits	Qualifications			
			Scientific or artistic qualification	Qualified occupation	Social responsibility	Personality development
Semester 1						
Professional Basic Nursing	KPD502	2		√	√	√
Medical-Surgical Nursing	KPB501	7		√	√	√
Pediatric Nursing	KPA501	3		√	√	√
Maternity Nursing	KPO501	3		√	√	√
Mental Health Nursing (atau Psychiatric Nursing)	KPJ501	3		√	√	√
Gerontological Nursing	KPC502	3		√	√	√
Semester 2						
Family Nursing	KPC503	2		√	√	√
Community Nursing	KPC504	3		√	√	√
Emergency, Critical Care, and Disaster Nursing	KPG502	5		√	√	√
Nursing Management	MNS501	3	√	√	√	√
Professional Program Thesis	PNN 598	2	√			√

Chapter 11

LEARNING MODELS AND MEDIA

A. Bachelor of Nursing Program

The teaching methods used in the Undergraduate Nursing Study Program at the Faculty of Nursing include the following: group discussions, simulations, case-based learning, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other methods that can effectively facilitate the achievement of student learning outcomes.

1. Discussion

Discussions are conducted among students under the supervision of a lecturer who serves as a facilitator. The discussion method may take the form of *small group discussions*, in which students are divided into smaller groups to prepare written papers and present specific topics to the class. Meanwhile, students from other groups are encouraged to provide feedback, ask questions, and offer constructive input.

The lecturer, as the facilitator, is responsible for clarifying the material and guiding students in constructing knowledge, expressing their opinions confidently, and respecting the viewpoints of others. The discussion method is an interactive learning approach aimed at encouraging students to think critically, articulate their ideas, and explore alternative solutions.

However, a limitation of this method is that it cannot be effectively implemented in large groups and may tend to be dominated by more outspoken students.

2. Simulation

Simulations are conducted by students and lecturers as part of both practical sessions and classroom learning activities. Lecturers design simulation plans, including the scenarios to be implemented by students. During the simulation, students engage in role-playing to demonstrate specific behaviors or actions as if they were occurring in real-life situations. This activity is integrated with the study of particular cases relevant to the students' learning topics.

3. Case Study

In this learning method, participants use real cases (problems) as the primary input for conducting case analysis aimed at problem-solving or decision-making. This process involves actively seeking relevant theoretical concepts and engaging in interactions with other participants, culminating in a class discussion guided by a facilitator.

4. Project-Based Learning

The *Project-Based Learning* (PjBL) method encompasses five core principles: problem orientation (focusing on real-world problems), project organization (planning and managing project activities), interdisciplinary consideration (analyzing problems from multiple perspectives), participant's control (students taking ownership and control of the chosen project), and exemplary function (linking theoretical concepts with the selected project) (Graff & Kolmos, 2007).

In this learning approach, projects may either be assigned by the lecturer or initiated by students based on a *trigger* provided by the lecturer. Through this process, students are encouraged to design and implement a project aimed at solving a specific problem, thereby integrating theoretical understanding with practical application.

5. Collaborative Learning

Collaborative learning is an educational approach that emphasizes group-based learning through interaction, cooperation, and shared responsibility among students to achieve common academic goals. It encourages the exchange of ideas, critical thinking, and problem-solving through discussions, joint projects, and peer feedback. In this approach, lecturers serve as facilitators who design activities that promote teamwork and active engagement, often supported by digital platforms that enable both synchronous and asynchronous collaboration.

Collaborative learning not only enhances students' understanding of course materials but also develops essential soft skills such as communication, leadership, and teamwork, preparing them for professional and interdisciplinary environments.

6. Cooperative Learning

Cooperative learning is a structured instructional approach in which students work together in small, organized groups to achieve shared academic goals while being individually accountable for their learning. This method emphasizes positive interdependence, face-to-face interaction, and the development of interpersonal skills through teamwork and mutual support. Lecturers play a key role in designing tasks that require cooperation, assigning specific roles to each group member, and assessing both individual and group performance. Through cooperative learning, students not only enhance their understanding of academic content but also develop

critical soft skills such as communication, responsibility, and collaboration, which are essential for success in academic and professional settings.

B. Professional Nursing Program

The learning methods implemented in the Professional Nursing Education Program at the Faculty of Nursing include the following: group discussions, simulations, case studies, cooperative learning, project-based learning, case-based learning, self-directed learning, discovery learning, collaborative learning, journal review, bedside teaching, conferences, seminars, preceptorship, and research activities.

1. Discussion

Discussions are conducted among students under the guidance of a lecturer who serves as a facilitator. The discussion method may take the form of *small group discussions*, in which students are divided into small groups to prepare papers and present specific topics to the class, while students from other groups provide feedback, ask questions, or offer suggestions.

The lecturer, as the facilitator, is responsible for clarifying the material and guiding students to construct knowledge, express their opinions confidently, and appreciate differing viewpoints. The discussion method is an interactive learning approach that aims to encourage students to think critically, articulate their ideas, and explore alternative solutions.

However, one limitation of this method is that it cannot be effectively implemented in large groups and may tend to be dominated by more outspoken students.

2. Case Based Learning

Participants use real cases (problems) as the primary input for conducting case analyses aimed at solving problems or making decisions. This process involves the active exploration of relevant theoretical concepts and interaction with other participants, culminating in a class discussion guided by a facilitator.

3. Project Based Learning

The *Project-Based Learning* (PjBL) method encompasses five core principles: problem orientation (focusing on real-world problems), project organization (planning and managing project activities), interdisciplinary consideration (analyzing problems from multiple perspectives), participant's control (students exercising

control and responsibility over their chosen projects), and exemplary function (linking theoretical concepts to the selected projects) (Graff & Kolmos, 2007).

In this learning approach, projects may be assigned directly by the lecturer or initiated by students based on a *trigger* provided by the lecturer. Through this process, students are encouraged to design and implement a project aimed at solving a specific problem, thereby integrating theoretical understanding with practical application.

4. Self directed learning

This learning method is carried out based on the individual initiative of the student. In this approach, the planning, implementation, and evaluation of the learning experiences are entirely managed by the individual student. The lecturer acts solely as a facilitator, providing direction, guidance, and confirmation regarding the student's learning progress and achievements.

5. Discovery learning

Discovery Learning is a form of self-directed learning in which students engage in activities to gather and compile various types of information, compare, categorize, and analyze data to construct conceptual understanding or draw conclusions on a specific topic determined by the lecturer.

6. Collaborative learning

This learning method emphasizes cooperation among students, which is based on consensus developed collectively by group members. Although the problems, tasks, or cases are provided by the lecturer and are open-ended in nature, the formation of groups—based on shared interests—the group's working procedures, scheduling and location of discussions or group work, as well as the criteria by which the results will be assessed by the lecturer, are all determined through mutual agreement among the group members.

7. Bed side teaching

Bedside teaching is a clinical learning method that involves clients, students, and clinical instructors within a clinical context. This method aims to provide students with direct clinical experience in a real setting, allowing them to learn through hands-on practice as well as from feedback given by both the clinical instructor and the client.

8. Journal review

Journal review is a method of literature exploration that involves the use of scientific journal articles. This activity is conducted when students are presented with a case that requires evidence-based discussion and solution formulation. In this process, students perform a critical analysis using the PICO framework—*Problem*,

Intervention, Comparison, and Outcome—to identify, evaluate, and synthesize relevant research findings that support clinical decision-making

9. Practical Learning

Practical learning is a method of instruction in which students engage in training or practice activities to develop and reinforce skills beyond the theoretical knowledge acquired in class. This learning approach enhances students' ability to apply their knowledge and competencies in real-world settings. The activities are conducted within hospital and community environments to provide authentic learning experiences aligned with professional nursing practice.

10. Conference

A conference is a form of group discussion that focuses on various aspects of clinical practice. Its primary purpose is to provide guidance, clarify and construct clinical knowledge, and assist students in problem-solving. The discussion may also be linked to written assignments prepared by the students, thereby promoting critical reflection and the integration of theoretical and clinical learning.

11. Seminar

A *seminar* is a scholarly activity conducted by a group of students in a formal session to discuss specific issues or topics with the aim of identifying solutions or developing implementation guidelines. Through this activity, students are trained to think and act scientifically while fostering collaboration and teamwork among participants.

12. Preceptorship

Preceptorship is a teaching and learning method in which a nurse serves as a professional role model for students. It is implemented through a formal, individualized, and one-on-one interaction between an experienced nurse (*preceptor*) and a novice nurse (*preceptee*). The primary goal of this method is to assist the novice nurse in adapting to the professional environment, performing assigned duties, and developing the roles and responsibilities required to become a competent and professional nurse.

13. Research

Research is an active, diligent, and systematic process of investigation aimed at discovering, interpreting, and revising facts. This intellectual inquiry produces a deeper understanding of phenomena, behaviors, and theories, while also providing opportunities for the practical application of the acquired knowledge.

C. Learning Media

1. Handout

Lecturers provide instructional materials to facilitate the learning process. Handouts may consist of printed materials, either in the form of slide copies or written lecture notes.

2. Teaching Materials

Lecturers and the teaching team develop structured teaching materials to be used by students as primary learning references, complemented by other relevant sources as needed.

3. Module

Lecturers design learning modules as guides for students to study specific topics, thereby supporting comprehension and mastery of the subject matter.

4. Phantom

In laboratory learning, students utilize phantoms to practice, simulate, and demonstrate specific clinical or technical skills relevant to the topics being studied.

5. Laboratory Equipment

Laboratory equipment is utilized by students during simulation and skill demonstration activities. The laboratory tools used by students in the Nursing Education Program include, among others, stethoscopes, sphygmomanometers, syringes, infusion pumps, hospital beds, wheelchairs, and traction devices.

6. Information and Communication Technology (ICT) – e-Learning

E-learning serves as one of Universitas Airlangga's innovative learning media, known as the *Airlangga University e-Learning Application (AULA)*, which is accessible at aula2.unair.ac.id

D. Educational Settings

In addition to on-campus learning activities, nursing education also utilizes various educational settings as part of the learning process. These settings are employed in both the academic and professional phases of the Nursing Education Program and include the following:

1. Hospitals,
2. Primary Health Care Centers (*Puskesmas*),
3. Government Institutions,
4. Private Institutions, and
5. Communities or Community Settings.

Chapter 12

ASSESSMENT OF STUDENT LEARNING OUTCOMES

A. Evaluation Methods and Assessment Components

The types of evaluation and their respective weight percentages toward the final grade are determined by the Course Coordinator as stated in the Semester Learning Plan (*Rencana Pembelajaran Semester*), in accordance with the intended learning outcomes. Various assessment methods are implemented in both the academic and professional stages of the program.

1. Academic Stage Assessment:

1. Mid-Semester Examination
2. End-of-Semester Examination
3. Laboratory Examination
4. Assessment of Papers and Presentations
5. Seminar
6. Undergraduate Thesis Examination
7. Soft Skills Evaluation

2. Professional Stage Assessment:

1. Professional Stage Examination for Each Clinical Rotation
2. Assessment of Nursing Care (Pre- and Post-Conference)
3. Clinical Skills Assessment
4. Portfolio Evaluation
5. Seminar
6. Health Promotion Assessment
7. OSCE (Objective Structured Clinical Examination)
8. Final Scientific Paper (*Karya Ilmiah Akhir*) Examination

B. Assessment of Paper Assignments and Seminars

The following is an example of the assessment criteria for paper assignments and seminars:

1. Assessment for the presenting student group

Assessment	No	Assessment Aspect	weight	Score (0-100)	Weight x score
Discussion Process (50%)	A.	Active participation during the discussion	10		
	B.	Active in answering audience questions	10		
	C.	Communicative	10		
	D.	Enthusiastic during the discussion	10		
	E.	Teamwork	10		
Paper Preparation	F.	Clear and concise introduction	10		
	G.	<ul style="list-style-type: none"> ▪ Literature review consists of: <ul style="list-style-type: none"> ▪ 80% recent journals (last 5 years) ▪ 20% relevant books and other sources 	10		
	H.	Discussion of nursing care	20		
	I.	Conclusion and recommendations aligned with the discussion	10		
Final score = <u>Total (weight x score)</u> 100					

2. Assessment for Student Audience

Assessment	No	Assessment Aspect	weight	Score (0-100)	Weight x score
Discussion Process (50%)	A.	Active in asking questions	5		
	B.	Active in giving ideas/opinions	10		
	C.	Actively participates as a moderator	5		
	D.	Assertive in expressing opinions	5		
	E.	Communicative	5		
	F.	Appreciates others' opinions and works	10		
	G.	Able to think critically	5		
	H.	Enthusiastic during the discussion	5		

Resume Preparation	I.	Resume is concise and systematic	25		
	J.	Resume content aligns with the presented material	25		
Final score = $\frac{\text{Total}}{(\text{weight} \times \text{score})}$ 100					

3. Soft skill Assessment

The assessment of soft skills is based on a rubric describing the indicators of soft skills selected for each learning activity. The following is an example of the soft skills assessment rubric scoring.

Attribute	Definition	Indicator	Scoring
Discipline (Attendance Punctuality)	Present in learning activities according to the scheduled time	Attendance	1. Absent 2. Arrives more than 15 minutes late 3. Arrives 10–15 minutes late 4. Arrives less than 10 minutes late 5. Arrives on time
Discipline (Assignment Submission)	Submits assignments according to the agreed deadline	Task submission	1. Submitted 4 days late (–90%) 2. Submitted 3 days late (–60%) 3. Submitted 2 days late (–40%) 4. Submitted 1 day late (–20%) 5. Submitted on time (100%)
Ethics	Behaves according to norms established in the learning environment	Conversations/Interactions without clear purpose	1. Frequently engages in unrelated conversations 2. Occasionally engages in unrelated conversations 3. Follows the learning process appropriately
Teamwork	Active participation in learning activities	Participation (asking, answering, giving opinions)	1. Does not ask or answer questions 2. Actively asks questions 3. Actively answers questions 4. Actively asks, answers, and gives opinions