

SEKOLAH TINGGI
ILMU KESEHATAN



saptabakti

**JURNAL PERKULIAHAN
BAHASA INGGRIS II (01145042)**

**MAHASISWA TK. III SEMESTER V
PRODI DIII KEPERAWATAN
T.A. 2020/ 2021**

SYLLABUS

ACADEMIC YEAR 2020-2021

A. Subject Identity

Subject	: English For Nursell
Study Program	: Nurse Academy
Semester/credit	: 3 (three)/ 2 credit
Lecture	: Ns. Siska Iskandar, MAN

B. Competence standard :

Students have the ability to communicate with the other people in their field including doctors and patients that are capable of applying learning design procedures, conversation Methods and learning strategies in order to produce subject learning system /the lessons that are held at school or university/ college and are based on the norms of academic English specific purpose (English For Nurse)

C. The short Description of subject:

This subject are competence in English has become an urgent need for nurses who are involved in medical services and M developmental skill for intermediate to advance students of nursing academy; communicative aspects of understanding and conversation are more fully developed and regularly introduce topics of interest to stimulate the free expression of ideas in speaking as well as open discussion for students. The interactive aspects emphasis in many of the exercises formerly designated and encourages interactivity for students to decide what degree of interactivity best suits their needs. The controlled-response exercises to aid initial understanding of the form, meaning, and usage of the target speaking. It also includes practical topic s for nurse that based on speaking skill.Nursing is truly global profession, providing opportunities for individuals to gain valuable experience in other healthcare systems. Many International nurses have already completed the program and have successfully adapted to our health service, including some working. It has been a joy to see their communication skills develop as the program progress. Their confidence and their professionalism are testimony to the success of this approach. In today's multicultural health service, good communication is key to safe nursing practice and to the delivery of a service that meets the needs of patients, similarly from diverse backgrounds.

B.LES SON PLAN :Mee tings	Basic-competence	Learning materials		Learning Strategies	Achievement indicator	Score
		topics	Sub-topics			
1	2	3	4	5	6	7
1	<ul style="list-style-type: none"> - Applying of the role-play and cooperative learning that used the conversation and making discussion for stimulating students in order to practice. - Familiar with specific vocabularies and terminology in nursing and able to express in English 	<ul style="list-style-type: none"> - Introduction - Module 1. Starting an Intervention - Unit 2 General Understanding 	Language competency Language function Language focus Vocabulary Useful expression <ul style="list-style-type: none"> - Diseases - Skin diseases - Department of hospital - The parts of the human body - Nursing - Acronym, abbreviations 	Motivate students to read, comprehend the materials. Cooperative learning, orientation for discussions, and review for making conclusion that based on imagination development.	<ol style="list-style-type: none"> 1. Detail explanation of subject for communicative and interactive approach. 2. Discussions for making innovation learning styles that based on the conversation and performance 3. Detail explanation of the basic conversation forms concept of English for nurse. 	10
2	<ul style="list-style-type: none"> - Able to practice useful expressions and translate some sentences into communicative English 	<ul style="list-style-type: none"> - Module 2 Asking the dimensions of Symptom - Asking questions (chapter 5) 	<ul style="list-style-type: none"> - Language competency - Vocabulary for Nurses - Yes/no questions and 	<ul style="list-style-type: none"> - Constructivism development learning process. - Orientation and discussion 	<ol style="list-style-type: none"> 4. Guide the students to comprehend the expression forms and how to apply in the sentences. 	10

	<ul style="list-style-type: none"> - Understand when hospital had existed in the middle East and south Asia, what the function of hospital - To create innovation of speaking style that grows the confident to the students. Show-over their English ability in front of the class 	<ul style="list-style-type: none"> - Unit 3 Hospital 	<ul style="list-style-type: none"> information questions - Vocabulary and reading about hospital 	<ul style="list-style-type: none"> - Explanation Concepts and feed-back - Review of the kinds of expressions and making conclusions of vocabularies and conversation meanings. 	<p>5. Making conclusion that based on the teacher's explanations especially for conversations</p>	
3 and 4	<ul style="list-style-type: none"> - understand communication techniques on helping patients -Detail describing of reading. - able to understand how to get the basic equipment for sterile procedures. 	<p>Module 3. Sharing Observation</p> <p>Sterile procedures and Instruments</p> <p>Using How about and what about (149)</p> <p>Plural Forms and nouns (158)</p>	<p>Language competency Vocabulary Useful expressions</p> <p>Vocabualry and reading about sterile procedures and instruments</p>	<ul style="list-style-type: none"> - orientation - making feedback - review for the lessons - making conclusions are based on the discussion result 	<p>6. give short explanation of pattern conversations and expressions</p> <p>7. give the free opportunity to students in order that students are able to make conclu-feedback</p>	11
5	<ul style="list-style-type: none"> - Making comprehend the conversations and 	<ul style="list-style-type: none"> - Module 4. Ensuring a mtual 	<ul style="list-style-type: none"> - Communicating a mtual understanding 	<ul style="list-style-type: none"> -Interactive strategy: create 	<p>8. making explanations that based on basic concepts of</p>	12

	<p>expressions that based on useful expressions</p> <ul style="list-style-type: none"> - Practice the short conversation in front of the class. (role play). - Read loud in front of the class about personal identity 	<p>understanding</p> <ul style="list-style-type: none"> - Modul 5. Geeneral Assessment 	<ul style="list-style-type: none"> - Patient's expressions about helath problems - Collecting Demographic data elements - History of past health and illnesses 	<p>interaction between students and lecture</p> <ul style="list-style-type: none"> - making feedback - making conclusions that based review 	<p>conversation's patterns</p> <p>9. explain the meanings of conversation and then give explanation about useful expressions.</p>	
6	<ul style="list-style-type: none"> - Explain the instructions forms for implementations that refers to conversation - practice for Physical Examination skills - Practice Useful experssions Nursing Documentation 	<p>Module 6. Patient Assesment 1</p>	<p>Giving instructions Physical Examination skills</p> <p>Assessing the head, face, neck</p> <p>Useful experssions Nursing Documentation</p>	<ul style="list-style-type: none"> - orientation - making feedback - review for the lessons - Communicative approach for discussing 	<p>10. encourage students to ask suggestions</p> <p>11. Give good Instructions to the students in order to make good organization for learning process.</p>	13
7	<ul style="list-style-type: none"> - Give detail explanations about conversation (Can you Convert Fahrenheit Into Celsius, Please? - Illustrate about how to use expressions that based on the 	<p>Module 7. Patient's Assessment 2</p> <p>Respiration, the cough and sputum</p>	<ul style="list-style-type: none"> - Nose, sinuses, mouth and Pharynx - Vocabulary - Useful expression - Nursing Documentation - Reading : respiration, 	<ul style="list-style-type: none"> - applying FREQUENCY hypothesis strategy for teaching-learning in the classroom - orientation - making feedback - review for the 	<p>12. Describing of focus on conversation forms and improving students' ability for practicing</p> <p>13. Interaction process between lecture and students for finding the solution students' problems</p>	14

	conversation and practice it in the front of class.		the cough, sputum	lessons - Communicative approach for discussing		
MID – SMESTER (practice for conversation in front of the class)						
8 and 9	<ul style="list-style-type: none"> - Explain the patient assessment conversation and the implementation that refers to dialogue, and to show over in front of the class - Understanding the diagram of digestive system. - Reading practice (read loudly in front of the class) 	<p>Module 8. Patient Assessment 3</p> <p>Reading : Vopmitus and faeces</p> <p>Polite questions : May I, could I, Can I.</p> <p>Expressing Advice : should ought to, had better (202)</p>	<p>(eyes and ears) Assessing eyes Useful expressions How your eyes function Assessing ears</p>	<p>Interactive strategy: create interaction between students and lecture - making feedback - making conclusions that based review</p>	<p>14. applying for expressions and many kinds of clauses that included Useful expressions</p> <p>15. developing students' ability for practicing. - to guide and to filter the reducing process for implementation conversation</p>	15
10 and 11	<ul style="list-style-type: none"> - Explain the conversation-implementation of bedside/complete Bathing - Practice about useful expressions to ask and show the direction 	<p>Module 9. Promoting Hygiene 1 (bedside/complete Bathing)</p> <p>Module 10 . Promoting Hygiene 2 (oral Hygiene and denture care</p>	<p>Nursing Note Vocabulary Useful expersions Oral Hygiene Providing denture Care</p>	<ul style="list-style-type: none"> - Constructivism development learning process. - Orientation and discussion - Explanation Concepts and feedback - Review of the kinds of 	<p>16. Describing of focus on conversation forms and improving students' ability for them</p> <p>17. Interaction process between lecture and students for finding the solution students' problems of useful expressions</p>	16

				tenses and making conclusions		
12	<ul style="list-style-type: none"> - Give detail explanation about how to practice Promoting Hygiene - Understanding the diagram of urinary system 	<p>Module 11. Promoting Hygiene 3</p> <p>Module 12. Injection Reading : 7. Urine</p>	<p>-Assistng with Elimination Nursing note Vocabulary Understanding the diagram of urinary system Useful expression Giving instructions and expressions during implementation</p>	<ul style="list-style-type: none"> - applying FREQUENCY hypothesis strategy for teaching-learning in the classroom - orientation - making feedback - review for the lessons - Communicative approach for discussing 	<p>18. explore how to practice the dialogue in front of the class.</p> <p>19. To show over the conversation.</p>	17
13 and 14	<ul style="list-style-type: none"> - Role play – practiceApplying an infusionin front of the class - Practice the prohibition expressions <p>The final test</p>	<p>Module 13. Applying an infusion</p> <p>Module 14 . Taking The lab sample 1</p> <p>Module 15. Taking The lab sample 2</p>	<p>Vocabulary Useful expression</p> <p>Taking a blood sample</p> <p>Sputum, feces, urine, phelgm-sample</p>	<p>orientation</p> <ul style="list-style-type: none"> - making feedback - review for the lessons - Communicative approach for discussing 	<p>Describing of focus on conversation forms and improving students’ ability for practicing</p> <ul style="list-style-type: none"> - Interaction process between lecture and students for finding the solution students’ problems 	

B. MAKING SCORE PROCEDURE

1. INSTRUMENTS :

A. PERCENTAGE OF PARTICIPATION :

- 1. PERSENTATION (ATENDENCE LIST)
- 2. ACTIVITIES (OBSERVATION FORM SHEET)
- 3. ATTITUDES (OBSERVATION RUBRIC SHEET)

B. ASSIGNMENTS :

- 1. PRACTICAL EXERCISES FOR CONVERSATION (SCORING SHEET)
- 2. DISCUSSIONS (OBSERVATION FORM SHEET)
- 3. ATTENDENCE (SCORING SHEET)
- 4. SUBJECT PRODUCTION (SCORING SHEET)

c. MID-SEMESTER (TEST)

D. THE FINAL TEST (TEST)

2. SCORING CRITERIA

NO	ASPECTS	Percentage score
1	Participation (Attendance, activities, attitude)	10 %
2	Assignments (PRACTICAL EXERCISES FOR CONVERSATION, discussions, and SUBJECT PRODUCTION	20 %
3	MID- SEMESTER	35 %
4	THE FINAL TEST	35%
	Total	100 %

3. Assignment-plan

Subject : English Specific purpose (for Nurse)

Semester/credit : 2 credits

1. **The purposing of assignment : Students are capable of applying for instructional development procedure In order to produce instructional subject system that based on the academic norms.**

2. The common problems of English conversation have to be overcome by all students, and the difficulties they find are similar in all parts, all the dialogue

must try out and find practicable and will also prove these conversation useful and valuable to many other students of English. The speaking for nurse in these conversation is graded as well as the conversation used, but advanced exercises do not necessarily contain difficult words.

Emphasis on form throughout, and as much variety as possible. Better communication skills and greater confidence lead to more opportunities for taking on responsibilities and extending your professional role. Some conversations provide quick practice in aspects of language- normally

vocabulary and pronunciation.

3. Scoring criteria

NO	ASPECTS	COMPONENTS (elements of subject)	Score
1	RELEVANCES	A. INTERNAL (THE COMPONENTS OF LEARNING DESIGNS)	20
		B. EXTERNAL (RELEVANCE WITH ANALYSIS OF CONVERSATION NEED FOR STUDENTS)	
2	SIGNIFICANCE OF OBJECTIVE	A. SEQUENCES	10
		B. SCOPE	10
3	FLEXIBILITIES	PROBABLY DEVELOPMENT THAT BASED ON OBJECTIVE CONDITION	10
4	PRATICAL	OPERATIONAL SYSTEM	20
5	EFFECTIVE	TO REACH ACHIEVEMENT	20
	TOTAL		100

C. REFERENCES

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Arakelian, C.,2003. Hospital English: the Brilliant learning workbook for international Nurses
Bartram, M. 2013. Let's Speak English, Nurse, Radelife Medical Press
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Swan, M., 2000, *Practical English Usage*, oxford University Press
Pamudya, L., 2016. English for Professional Nurses, Interactive Multimedia

Bengkulu, September 1th, 2020
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