Module Description: Nursing Therapeutic Communication (21R01120103)

Module designation	Course Module
Semester(s) in which the module is taught	III
Person responsible for the module	Akbar Harisa, S.Kep., Ns., PMNC., MN. (AH) (Coordinator) Prof. Dr. Ariyanti Saleh, S.Kp., M.Si. (AS) Hapsah, S.Kep., Ns., M.Kep. (HS) Nurlaila Fitriani, S.Kep., Ns., M.Kep., Sp.Kep.J (NF)
Language	Bilingual, Bahasa Indonesia and English
Relation to Curriculum	This course is a compulsory course and offered in the 3rd semester.
Teaching Methods	Teaching methods used in this course are: 1. Lecture (i.e., group investigation, small group discussion, case 2. study, jurnal reading, simulation, role play) 3. Structured assignments (i.e., essays, activity in group, 4. presentation, quiz) 5. Practice in Nursing Laboratory 6. Clinical fieldwork (i.e. field observation). The class size for lecture is approximately 99 students, while for clinical fieldwork is about 24 – 25 students for each lecturer. Contact hours for lecture is 11.67 hours, assignments is 14 hours, practice is 39.67 and clinical fieldwork is 46.67 hours.
Workload (incl. contact hours, self-study hours)	For this course, students are required to meet a minimum of 126.00 hours in one semester, which consist of: 1. 11.67 hours for lecture, 2. 14 hours for structured assignments, 3. 14 hours for private study, 4. 39.67 hours for practice, 46.67 hours for clinical fieldwork.
Credit points	3 credit points (equivalent with 5.04 ECTS)
Required and recommended prerequisites for joining the module	Students must have attended minimum 80% classes and submitted all class assignments that are scheduled before the final tests. Students must have taken following courses: 1. The concept of therapeutic communication 2. Characteristics of nurses who facilitate the therapeutic relationship 3. Self Awareness (intrapersonal awareness in interpersonal relationships 4. Present yourself therapeutically, Dimensions of response and action, and Barriers to therapeutic communication 5. Attitudes and techniques - therapeutic communication techniques and stages - stages in therapeutic communication 6. Therapeutic communication in special conditions and various age ranges: Therapeutic communication in children, adolescents, adults and the elderly

	7. Therapeutic communication to individuals, families, communities and health workers 8. Therapeutic communication to clients in various situations and conditions 9. Implementation of therapeutic communication at the ward level in teaching hospitals (Unhas Hospital), Community Health Centers and RSKD South Sulawesi Provincial Government
Module objectives/intended learning outcomes	After completing this course, if students are given problems implementing therapeutic communication in providing nursing care in a nursing unit, either in a clinic or community, students will be: **Knowledge:** **CLO1:** Students are able to understand the basic concepts of therapeutic communication in nursing. **(K1)** **CLO2:** Students are able to understand the concept of therapeutic communication to clients (individuals, families, and communities) at various age levels and situations. **(K1)** **Competence:** **CLO3:** Students are able to demonstrate therapeutic communication to clients (individuals, families, and communities) at various age levels and situations. **(C2)**
Content	Students will learn about: 1. Review of the concept of therapeutic communication and helping relationship in the context of the nurse-client therapeutic relationship in help solve problems that are being faced by clients in clinic and community setting. 2. Characteristic of nurses who facilitate therapeutic relationship, foster self-awareness in interpersonal relationships and use themselves effectively in therapeutic communication. 3. Obstruction and impasse in therapeutic communication 4. Therapeutic communication at patient, family, group and health workers/teams. 5. Therapeutic communication appropriately in accordance with the stution, general and special conditions and various age ranges. 6. Techniques, attitudes and stages in therapeutic communication.
Examination forms	Written exam: Multiple Choice Questions using Vignettes. Skill examination: Objective Structured Clinical Examination (OSCE)
Study and examination requirements	1. Students must attend 15 minutes before the class starts. 2. Students must inform the lecturer if they will not attend the class due to sickness, etc. 3. Students must submit all class assignments before the deadline. 4. Students must attend all classes of clinical skill laboratories. 5. Student must attend the early clinical exposure. 6. Student must attend OSCE to get final clinical examination grade. 7. Students must attend the exam to get final grade. 8. Students must get final mark minimum of 40
Reading list	1. Antai-Otong, D. (2008). *Nurse-Client Communication: A Life Span Approach.* United Kingdom: Jones and Barlett Publishers.

	2. Bateman, T. (2011). *Nursing Team Dynamics: Communication, Culture, Collaboration. Thesis,* Canada: Library and Archives. Diakses dari proquest dissertation and Thesis 3. Berman, A., Snyder, S.J., Kozier, B., & Erb, G.(2008). *Fundamental of Nursing, Concept, process and practice, 8ed.* USA:Pearson Education, Inc. 4. Jones, L (2009). The healing relationship. *Nursing Standart*. 24 (3): 64. 5. Hockenberry, M.J. & Wilson,D. (2014). *Wong's Nursing care of Infant and children.* 10th edition.Mosby: Elsevier Inc. 6. Leininger, M. & Mc Farland, M.R. (2006). *Culture Care Diversity and Universality: a Worldwide Nursing Theory.* Canada: Jones and Bartlett Publisher. 7. Railey J.B. (2013). *Communications in Nursing*. 7th edition. Mosby: Elsevier Inc. 8. Stein-Parbury J. (2013). *Patient and Person: Interpersonal Skills in Nursing*. 5th edition. Churchill Livingstone: Elsevier Australia. 9. Stickley, T. & Freshwater, D. (2006). The art of listening in the rherapeutic relationship. *Mental health practice*, 9 (5): 12-18. 10. Taylor C. (1993). *Fundamental of Nursinng: The Art and Science of Nursing Care. Philadelphia :* Lippincott – Raven Publisher. 11. Suryani (2014). *Komunikasi terapeutik: Teori dan Praktik*. Jakarta: EGC
Cluster of Competence	Nursing Clinical Sciences and Skills
Form of Assessments	1. Class/group participation (5%) 2. Class attendance (10%) 3. Assignment: Case study report (5%), mind mapping report (5%), Team-based project report 1 (10%), Team-based project report 2 (15%), trend and issue report (5%). 4. Written Test (20%) 5. Quiz (5%) 6. OSCE (20%)
Date of last amendment made	April 2025

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Nursing Therapeutic Communication (21R01120103)
Code : 21R01120103
Semester : III
Person responsible for the module : Akbar Harisa, S.Kep., Ns., PMNC., MN.
Lecturers : 1. Prof. Dr. Ariyanti Saleh, S.Kp., M.Si.
2. Hapsah, S.Kep., Ns., M.Kep.
3. Nurlaila Fitriani, S.Kep., Ns., M.Kep., Sp.Kep.J

Week/ Meeting	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Readi
1, 2	**Knowledge (K1):** Nursing graduates master nursing science and also information system and technology to provide patients with nursing care based on scientific nursing process and approaches	**Knowledge:** **CLO1:** Students are able to understand the basic concepts of therapeutic communication in nursing. **(K1)**	─ Attendance ─ Participation in discussion	─ Review of communication in general ─ Review of the concept of therapeutic communication and helping relationship in the context of the nurse-client therapeutic relationship in help solve problems that are being faced by clients in clinic and community setting ─ Characteristic of nurses who facilitate therapeutic relationship	─ **Lecture** ─ **Study case** ─ **Colaborative Learning**	**Assignment:** - Case study report : Students are asked distinguishing various concepts of therapeutic communication and helping relationships in the context of nurse-client therapeutic relationships	**Rubric for Multiple Choice Questions** - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected items divided by total items multiply 50.	─ Antai-Oto (2008). N Communi Life Span United Ki Jones and Publishers ─ Berman, A S.J., Kozi G.(2008) Fundamer Nursing, C process ar 8ed. USA Education ─ Leininger Farland, M

						and simulating their application in helping to solve problems that are being faced by clients. - Mind mapping: Students are asked to Analyze the characteristics of nurses that facilitate the therapeutic relationship. **Written exam:** Multiple Choice Questions using Vignettes. - Mode of delivery: Online through Learning	**Rubric for case study report** **Rubric for mind mapping** **Rubric for Presentation**	Culture C and Unive Worldwid Theory. C and Bartle – Railey J.E Communi Nursing. 1 Mosby: E – Stickley, T Freshwate The art of the rherap relationsh health pra 12-18. – Taylor C. Fundamer Nursinng: Science o Care. Phil Lippincot Publisher. – Suryani (2 Komunika terapeutik Praktik. Ja

						Management System (LMS) & paper-based exam. - Total number of questions: 50. - Each question must be completed within 1 minute. - Duration of exam: 50 minutes. **Individual and group presentation**		
3, 4, 5		**CLO2:** Students are able to understand the concept of therapeutic communication to clients (individuals, families, and communities) at various age levels and situations. **(K1)**	─ Attendance ─ Participation in discussion	─ Foster self-awareness in interpersonal relationships and use themselves effectively in therapeutic communication ─ Dimensions of Response and Action ─ Obstruction and impasse in therapeutic communication ─ Attitudes and Techniques of Therapeutic Communication	─ **Lecture** ─ **Study case** ─ **Colaborative Learning**	**Assignment:** - Case study report : Students are asked to understandin g self-analysis to foster self-awarenes s in interpersonal relationships	**Rubric for Multiple Choice Questions** - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong. - Final grade= Total corrected	─ Antai-Oto (2008). N Communi Life Span United Ki Jones and Publisher ─ Berman, A S.J., Kozi G.(2008) Fundamer Nursing, C process ar

				— Stages of Therapeutic Communication		and Use oneself effectively in therapeutic communication. - Mind mapping: Students are asked analyze barriers in therapeutic communication and apply them appropriately when dealing with clients. **Written exam:** Multiple Choice Questions using Vignettes. - Mode of delivery: Online through Learning Management System (LMS) &	items divided by total items multiply 50. **Rubric for case study report** **Rubric for mind mapping** **Rubric for Presentation**	8ed. USA Education — Leininger Farland, M Culture C and Unive Worldwid Theory. C and Bartle — Railey J.E Communi Nursing. Mosby: E — Stickley, Freshwate The art of the rherap relationsh health pra 12-18. — Taylor C. Fundamer Nursinng: Science o Care. Phil Lippincot Publisher. — Suryani (2 Komunika terapeutik Praktik. Ja

						paper-based exam. - Total number of questions: 50. - Each question must be completed within 1 minute. - Duration of exam: 50 minutes. **Individual and group presentation**		
6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	**Competence (C2):** Perform therapeutic communication and provide accurate information to clients and families in the form of assistance or advocates in obtaining informed consent for treatment in their responsibilities.	**Competence:** **CLO3:** Students are able to demonstrate therapeutic communication to clients (individuals, families, and communities) at various age levels and situations. **(C2)**	─ Attendance ─ Participation in discussion ─ Clinical skill lab ─ Observation	─ Therapeutic Communication to Children and Adolescent ─ Therapeutic Communication to Adult and Elderly ─ Therapeutic Communication to Individuals and Families ─ Therapeutic communication to communities and health workers ─ Therapeutic communication to clients in various situations and conditions	─ **Lecture** ─ **Study case** ─ **Colaborative Learning** ─ **Collaborative learning** ─ **Presentation** ─ **Simulation/ role play**	**Clinical Skill Lab Mastery:** Apply therapeutic communication techniques appropriately according to the client's situation and condition. Apply the stages in therapeutic communication .	**Rubric for Clinical Skill Lab Observation**	─ Antai-Oto (2008). N Communi Life Span United Ki Jones and Publishers ─ Bateman, Nursing T Dynamics Communi Culture, C Thesis, Ca Library ar

				– Implementation of therapeutic communication at the ward level in teaching hospitals (Unhas Hospital), Community Health Centers and RSKD South Sulawesi Provincial Government		Objective Structured Clinical Examination (OSCE) **Assignment:** Students playing a role in therapeutic communication in special conditions and various age ranges. Students observing the implementation of therapeutic communication (SP) at the ward level at the Teaching Hospital (Unhas Hospital), Community Health Center and South Sulawesi Regional Government Hospital.	**Rubric for poster presentation**	Diakses d dissertatio – Berman, A S.J., Kozi G.(2008) Fundamer Nursing, C process ar 8ed. USA Education – Jones, L (healing re Nursing S (3): 64. – Hockenbe Wilson,D Wong's N of Infant a 10th editi Elsevier I – Leininger Farland, M Culture C and Unive Worldwid Theory. C and Bartle – Railey J.E Communi Nursing. 1 Mosby: E – Stein-Parl (2013). Pa

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Proportion of Assessment Aspects According to the Course Learning Outcomes

No	Code	CLO	Sub CLO	Learning Method	Metode Evaluasi						Proporsi
					Participatory Analysis	Project result	Assignment	Quis	Mid-test	Final Test	
1	K1	CLO 1	Sub CLO 1	Jigsaw			Assignment: Mind Map 5%				5%
				Lecture						Final test: MCQ 5%	5%
			Sub CLO 2	Discussion, case method	Assignement: case study report 5%						5%
				Lecture				Quis 1.5%			1.5%
										Final test: MCQ 5%	5%
			Sub CLO 3	Discussion, case method	Assignement: case study report 5%						5%
				Lecture				Quis 1.5%			1.55%
										Final test: MCQ 5%	5%
				Discussion, case method	Assignement: case study report 5%						5%
		CLO 2	Sub CLO 4	Lecture				Quis 2%			2%
										Final test: MCQ 5%	5%
			Sub CLO 5	Team-based project: creating health education posters		Assignent 3: Team-based project: creating posters & health education 15%					15%
			Sub CLO 6	CSL	OSCE 20%						20%
2	C2	CLO 3	Sub CLO 7	Team-based project: Early Clinical Exposure.		Assignment 4: Team-based project: creating a complete nursing care report 15%					15%

			Sub CLO 8	SGD, group presentation			Assignment 5: Paper on trends and issues and EBNP 5%				**5%**
TOTAL					**35%**	**30%**	**10%**	**5%**	**0%**	**20%**	**100%**

Example of Written Test Exam

1. "Mother, I hope you can practice this way of rebuking the hallucinations when you hear the voices that you said earlier. You can practice these abilities according to the schedule of activities that we have arranged. What do you think?" What phase of communication did the nurse demonstrate in this case? **(CLO 3)**
   A. Future contracts
   B. Follow-up plan
   C. Subjective evaluation
   D. Objective evaluation
   E. Termination