Module Description: Nursing Therapeutic Communication (21R01120103)

Module designation	Course Module
Semester(s) in which	III
the module is taught	All H; CK N DOC MY (AH) (C 1; 4)
Person responsible for the module	Akbar Harisa, S.Kep., Ns., PMNC., MN. (AH) (Coordinator)
lor the module	Prof. Dr. Ariyanti Saleh, S.Kp., M.Si. (AS)
	Hapsah, S.Kep., Ns., M.Kep. (HS)
T	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 3 rd 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	For this course, students are required to meet a minimum of 126.00
(incl. contact hours,	hours in one semester, which consist of:
self-study hours)	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
	 Present yourself therapeutically, Dimensions of response and action, and Barriers to therapeutic communication Attitudes and techniques - therapeutic communication techniques and stages - stages in therapeutic communication 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	After completing this course, if students are given problems
objectives/intended	implementing therapeutic communication in providing nursing care in a
learning outcomes	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.
Examination forms	6. Techniques, attitudes and stages in therapeutic communication.Written exam: Multiple Choice Questions using Vignettes.
Examination forms	written exam. Wuttiple Choice Questions using vigileties.
	Skill examination: Objective Structured Clinical Examination (OSCE)
Study and	1. Students must attend 15 minutes before the class starts.
examination	2. Students must inform the lecturer if they will not attend the class due
requirements	to sickness, etc. Students must submit all class assignments before the deadline.
	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 Nursing: The Art and Science of Nursing Care. Philadelphia: Lippincott – Raven Publisher. 11. Suryani (2014). Komunikasi terapeutik: Teori dan Praktik. Jakarta: EGC Cluster of Competence 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%)		
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		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	Торіс	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 distinguishin g various concepts of therapeutic communicati on 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, 0 process ar 8ed. USA Education — Leininger Farland, N

delivery: Online through Learning

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	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 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) Fundame Nursing, o process an
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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 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	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 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 an
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Proportion of Assessment Aspects According to the Course Learning Outcomes

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No	Code	CLO	Sub CLO	Learning Method	Participatory Analysis	Project result	Assignment	Quis	Mid-test	Final Test	Proporsi
			Sub CLO 1	Jigsaw			Assignment: Mind Map 5%				5%
			Sub CLO 1	Lecture						Final test: MCQ 5%	5%
				Discussion, case method	Assignement: case study report 5%						5%
		CLO 1	Sub CLO 2	Lecture				Quis 1.5%			1.5%
		CLO								Final test: MCQ 5%	5%
1	K1			Discussion, case method	Assignement: case study report 5%						5%
			Sub CLO 3	*				Quis 1.5%			1.55%
				Lecture						Final test: MCQ 5%	5%
				Discussion, case method	Assignement: case study report 5%						5%
		CLO 2	Sub CLO 4	T				Quis 2%			2%
				Lecture						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