

Module Description: Basic Nursing Communication (21R01110702)

Module designation	Course Module
Semester(s) in which the module is taught	II
Person responsible for the module	Dr. Hastuti, S.Kep., Ns., M.Kes (HS) (Coordinator) Prof. Dr. Ariyanti Saleh, SKp., M.Si. (AS) Akbar Harisa, S.Kep., Ns., PMNC., MN. (AH) 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 2 nd semester.
Teaching Methods	Teaching methods used in this course are: 1. Lecture (i.e., group investigation, small group discussion, case study, jurnal reading, simulation, role play) 2. Structured assignments (i.e., essays, activity in group, presentation, quiz) 3. Practice in Nursing Laboratory The class size for lecture is approximately 100 students, while for laboratory is about 24 – 25 students for each lecturer. Contact hours for lecture is 11.67 hours, assignments is 14 hours, practice is 39.67.
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,
Credit points	2 credit points (equivalent with 3.02 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. Definition of communication, Components of communication, Forms of communication, Goals and functions of communication 2. The importance of communication, communication process, types of communication 3. Communication models, levels of communication, verbal communication and non-verbal communication 4. Factors that influence communication and communication barriers 5. Perspectives, Trends and communication issues in health services, 6. Effective communication in interpersonal relationships with clients, families, groups, fellow nurses and other health workers 7. Communication in health services, especially multidisciplinary communication and the role of emotional intelligence in communication

	8. Stages of communication and preparation of implementation strategies (SP) 9. Communication in the concept of effective communication in social context and cultural background (cultural diversity) and beliefs 10. Effective Communication Between Nurses and Patients and Effective Communication Between Nurses and Patient Families 11. Effective Communication Between Nurses and Groups and Effective Communication Between Nurses 12. Effective communication between nurses and other health workers
Module objectives/intended learning outcomes	After completing this course, if students are faced with problems in terms of communication in a care unit, whether in a clinic or community, students will be: Attitude: CLO1: Students are able to understand the general concept of communication in general. (A1) Knowledge: CLO2: Students are able to understand the concept of effective communication in nursing. (K1) CLO3: Students are able to communicate in social contexts and cultural backgrounds (cultural diversity) and beliefs. (K1) Skill: CLO4: Students are able to demonstrate effective communication in health services. (S2)
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 situation, 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	● Berman, A., Snyder, S.J., Kozier, B., & Erb, G. (2008). Fundamental of Nursing, Concept, Process and Practice, 8ed. USA: Pearson Education, Inc. ● Boynton, B., (2016). Successful Nurse Communication. Safe Care, Healthy Workplaces & Rewarding Careers. Philadelphia: F.A. Davis Company. ● Hockenberry, M.J. & Wilson,D. (2014). Wong's Nursing care of Infant and children. 10th edition.Mosby: Elsevier Inc. ● Mundakir. (2016). Buku Ajar Komunikasi Pelayanan Kesehatan. Indonesia: Indomesia Pustaka & Distributor. ● Sarfika, R., Maisa, E.A., & Freska, W. (2018). Buku Ajar Keperawatan Dasar 2 Komunikasi Terapeutik Dalam Keperawatan. Indonesia: Andalas University Press. ● Stuart, G.W.T., Keliat B.A., Pasaribu J. (2016). Prinsip dan Praktik Keperawatan Kesehatan Jiwa Stuart. Edisi Indonesia 10. Mosby: Elsevier (Singapore) Pte Ltd. ● American Psychological Association. (2009). Publication Manual of The American Psychological Association (6th ed). Washington, DC: The American Psychological Association.
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	

Course Learning Outcome Assessment of Learning Outcomes for Course Modules

Course Module Name : Basic Nursing Communication (21R01110702)
Code : 21R01110702
Semester : II
Person responsible for the module : Hastuti, S.Kep., Ns., M.Kes
Lecturers : 1. Prof. Dr. Ariyanti Saleh, SKp., M.Si.
 2. Akbar Harisa, S.Kep., Ns., PMNC., MN.
 3. Nurlaila Fitriani, S.Kep., Ns., M.Kep., Sp.Kep.J

Week/ Meetin g	Intended Learning Outcomes	Course Learning Objectives	Performance Indicator	Topic	Learning Method	List of Assessments	List of Rubrics	Reading
1	Attitude (A) Nursing graduates are individuals who are pious and maritime spirited, exhibit professional behaviors, ethical principles, legal perspective, and embrace culturally sensitive aspects in nursing.	After completing this course, if students are faced with problems in terms of communication in a care unit, whether in a clinic or community, students will be: Attitude: CLO1: Students are able to understand the general concept of communication in general. (A1)	1. Attendance 2. Participation in discussions 3. Ability to solve cases	- Course contract - Definition of communication, Components of communication, Forms of communication, Goals and functions of communication	Lecture case study	Class participation - Class attendance (Reflects the student's compliance with the agreed upon course contract)	Rubric for class participation Student attendance register	- Berman Snyder, Kozier, L. G. (2000). Fundamentals of Nursing: Concepts and Practice, 8ed. US: Pearson Education - Boynton (2016). Successful Communication in Safe Care

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2,3,4,5,6,7	Knowledge (K) 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: CLO2: Students are able to understand the concept of effective communication in nursing. (K1)	1. Attendance 2. Participation in discussions 3. Ability to solve cases	• The Importance of Communication, Communication Processes, and Types of Communication • Communication models, levels of	• Lecture • case study • Presentation • Discussion • Collaborative learning • Role play	Assignment: - Case study report : Students are asked distinguishin g the concept of effective communication, communication processes,	Rubric for Multiple Choice Questions - Scored 1, if the answer is correct. - Scored 0, if the answer is wrong.	• Berman, Snyder, Kozier, G. Fundam Nursing Process Practice, USA: Education • Boynton (2016).

				communication, verbal communication and non-verbal communication • Factors that influence communication and communication barriers • Perspectives, Trends, and Issues of Communication in Healthcare Services • Effective Communication in Interpersonal Relationships with Clients, Families, Groups, Fellow Nurses, and Other		models, levels of communication, types of communication, factors that influence communication, communication barriers, the role of emotional intelligence in communication, perspectives, trends and communication issues in health services. - Mind mapping: Students are asked to Analyze effective communication in interpersonal relationships with clients,	- Final grade= Total corrected items divided by total items multiply 50. Rubric for case study report Rubric for mind mapping Rubric for Presentation	Nurse Commun Safe Ca Workpla Rewardi Careers. Philadel Davis C Hockenb & (2014). Nursing Infant an 10th edition.M Elsevier • Mundak Buku Komuni Pelayana Kesehata Indonesi Indomes & Distri • Sarfika, E.A., & (2018). Keperaw 2 K Terapeut Keperaw Indonesi Universi • Stuart, Keliat
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				Healthcare Professionals Communication in Healthcare, Multidisciplinary Communication, and the Role of Emotional Intelligence in Communication		families, groups, fellow nurses and other health workers, as well as communication in health services, especially multidisciplinary communication. Written exam: Multiple Choice Questions using Vignettes. - Mode of delivery: Online through Learning Management System (LMS) & paper-based exam. - Total number of		Pasaribu Prinsip o Keperaw Kesehat Stuart. Indonesi Mosby: (Singapo Ltd. America Psycholo Associat (2009). Manual America Psycholo Associat ed). W DC: The Psycholo Associat
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						questions: 50. - Each question must be completed within 1 minute. - Duration of exam: 50 minutes. Individual and group presentation		
8,9		CLO3: Students are able to communicate in social contexts and cultural backgrounds (cultural diversity) and beliefs. (K1)	1. Attendance 2. Participation in discussions 3. Ability to solve cases	• Stages of Communication and Preparation of Implementation Strategies • Communication in the concept of effective communication in social context and cultural background (cultural	• Lecture • Case study • Presentation • Discussion • Collaborative learning • Role play	Assignment: - Case study report : Students are asked to compiling communication stages and communication implementation strategies (SP) in effective communication. - Mind mapping:	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	• Berman, Snyder, Kozier, G. Fundamentals of Nursing: Process and Practice, USA: Education, Boynton (2016). • Nurse Communities Safe Care Workplaces Rewarding Careers.

				diversity) and beliefs		Students are asked analyze the social context and cultural background (cultural diversity) and beliefs. Written exam: Multiple Choice Questions using Vignettes. - Mode of delivery: Online through Learning Management System (LMS) & paper-based exam. - Total number of questions: 50. - Each question must be completed	multiply 50. Rubric for case study report Rubric for mind mapping Rubric for Presentation	Philadel Davis C Hockenb & (2014). Nursing Infant an 10th edition.M Elsevier • Mundak Buku Komuni Pelayana Kesehata Indonesi Indomes & Distri • Sarfika, E.A., & (2018). Keperaw 2 K Terapeut Keperaw Indonesi Universi • Stuart, Keliat Pasaribu Prinsip o Keperaw Kesehata Stuart. Indonesi
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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	A1	CLO 1	Sub CLO 1	Lectures, discussions, case method	Activeness in discussions and presentations 4%						5%
					Attendance in class 6%						5%
2	K1	CLO 2	Sub CLO 2	Jigsaw			Assignment: Mind Map 5%				5%
				Lecture						Final test: MCQ 5%	5%
			Sub CLO3	Discussion, case method	Assignment: case study report 5%						5%
				Lecture				Quis 2.5%			2.5%
										Final test: MCQ 5%	5%
		CLO3	Sub CL04	Discussion, case method	Assignment: case study report 5%						5%
				Lecture				Quis 2.5%			2.5%
										Final test: MCQ 5%	5%
			Sub CLO5	Discussion, case method	Assignment: case study report 5%						5%
				Lecture				Quis 5%			5%
										Final test: MCQ 5%	5%
				Team-based project: creating health education posters		Assignment 3: Team-based project: creating posters & health education 20%					15%
3	S2	CLO 4	Sub CLO 6	CSL	OSCE 15%						20%
				SGD, group presentation			Assignment 5: Paper on trends				5%

							and issues and EBNP 5%				
TOTAL					40%	20%	10%	10%	0%	20%	100%

Example of Written Test Exam

1. A nurse is talking to a young person who has been diagnosed with HIV. During these interactions, nurses do not force patients if they do not want to answer personal questions. What is the psychological atmosphere that the nurse is trying to uphold? **(CLO1)**
 - A. Mutual open
 - B. Appreciate the thought
 - C. Respect opinions
 - D. Respect feelings
 - E. Respect opinions

2. The nurse is communicating with the patient at the final termination stage. Interaction activities with patients are carried out by nurses before being picked up by their families. What is the nurse's sentence that is most appropriate in this scenario? **(CLO2)**
 - A. How are you feeling this afternoon?
 - B. When will we meet again?
 - C. Tell me, Mom, what did we talk about while you were being treated here?
 - D. Shall we talk here?
 - E. Good afternoon, what exercises have you done?

3. "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