

 <div><b>LSPR Institute of</b> Communication &amp; Business <small>The Leading Graduate School of Communication &amp; Business   ASEAN Global Campus</small> <b>MASTER PROGRAMME</b></div>		INSTITUT KOMUNIKASI DAN BISNIS LSPR FAKULTAS PASCASARJANA PROGRAM STUDI MAGISTER ILMU KOMUNIKASI			CODE RPS/PGP/S2/HCM/ODD/CHT
SEMESTER LEARNING PLAN					
SUBJECT	CODE	Cluster	WEIGHT (credits)	SEMESTER	Date of Compilation
Communication Health Technology	HCCM503		3 credits	3	February 2025
Authority/Approval	RPS Development Lecturer		Subject Coordinator		Head of Study Program
	Dr. Geofakta Razali, MI Kom				
Learning Outcomes	PLO - Study Program charged to the Subject				
	PLO 1 – K5	Developing science and technology in the field of communication and professional practice through research to produce innovative and tested work.			
	PLO 2 – GS1	Able to develop logical, critical, systematic and creative thinking through scientific research that pays attention to humanities values according to his/her field of expertise.			
	PLO 3 – GS5	Able to make decisions in solving problems in the development of science and technology that pay attention to and apply humanitarian values.			

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	PLO 4 – SS2	Producing innovative, applicable, and productive work in the form of social technology or management in the field of health-related communications.			
	PLO 5 – A5	Demonstrate a responsible attitude towards work in his/her field of expertise independently.			
	Course Learning Outcomes (CLO)				
	CLO 1	Students are able to understand the theory, principles, and concepts of communication technology in the context of health promotion and education, and are able to analyze its use in real social practice. ( PLO: K5, GS5, A7 )			
	CLO 2	Students are able to design applicable, research-based, technology-based health communication strategies that consider ethical, cultural, and effectiveness aspects in public health interventions. ( PLO: GS1, SS2, A7 )			
	CLO 3	Students are able to evaluate the impact of communication technology on changes in health behavior using a multidisciplinary approach and present the results responsibly and independently. ( PLO: K5, GS5, SS2, A7 )			
	Final Competencies for Each Learning Stage (Sub-CLO)				

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SUBJECT	CODE	Cluster	WEIGHT (credits)	SEMESTER	Date of Compilation
	<p><b>Meeting 1</b> : Students are able to explain the basic concepts of technology-based health communication and its urgency in the digital era. <b>PLO: K5, A7   CLO: 1</b></p> <p><b>Meeting 2</b> Students are able to differentiate between the types of digital media and technology used in health promotion. <b>PLO: K5, GS1   CLO: 1</b></p> <p><b>Meeting 3</b> Students are able to analyze the strengths and weaknesses of digital platforms (health apps, social media, websites, etc.) in conveying health messages. <b>PLO: GS5, SS2   CLO: 1</b></p> <p><b>Meeting 4</b> Students are able to explain the concept of digital literacy and its role in the effectiveness of technology-based health communication. <b>PLO: GS1, K5   CLO: 1</b></p>				



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	<p><b>Meeting 5</b> : Students are able to design technology-based educational messages that are appropriate to specific demographic targets and health issues. <b>PLO: SS2, GS5   CLO: 2</b></p> <p><b>Meeting 6</b> : Students will be able to evaluate the role of AI, chatbots, and big data in developing health communication interventions. <b>PLO: K5, SS2   CLO: 3</b></p> <p><b>Meeting 7</b> : Students are able to identify ethical risks and security challenges in the use of digital technology for healthcare. <b>PLO: GS5, A7   CLO: 3</b></p> <p><b>Meeting 8 – Midterm Exam:</b> Evaluation of the theory and analysis of health communication technology platforms. <b>PLO: K5, GS1, SS2   CLO: 1, 2</b></p>				



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SUBJECT	CODE	Cluster	WEIGHT (credits)	SEMESTER	Date of Compilation
	<p><b>Meeting 9</b> : Students are able to develop a strategic framework for a social media-based health campaign. <b>PLO: GS1, SS2   CLO: 2</b></p> <p><b>Meeting 10</b> : Students are able to integrate local cultural approaches into digital health communication content. <b>PLO: GS5, A7   CLO: 2</b></p> <p><b>Meeting 11</b> Students are able to compare the effectiveness of health communication between traditional and digital media. <b>PLO: K5, SS2   CLO: 1</b></p> <p><b>Meeting 12</b> : Students are able to assess the success of a health communication program using digital indicators (engagement, reach, behavior change). <b>PLO: SS2, GS5   CLO: 3</b></p>				



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	<p><b>Meeting 13</b> : Students are able to conduct a critical review of a digital health campaign case study. <b>PLO: GS1, K5   CLO: 3</b></p> <p><b>Meeting 14</b> Students are able to create a final evaluation report for a technology-based health communication program. <b>PLO: SS2, A7   CLO: 3</b></p> <p><b>Meeting 15</b> Students are able to present their final projects professionally and responsibly. <b>PLO: A7, GS5   CLO: 3</b></p> <p><b>Meeting 16 – Final Exam</b> Presentation of Digital Health Campaign Project and Final Reflection <b>PLO: K5, A7   CLO: 2, 3</b></p>				



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## SEMESTER LEARNING PLAN

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	Correlation of PLO to Sub-CLO																
	PLO / Meeting	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	K5	✓	✓		✓		✓		Mid-term exam		✓	✓		✓			Final Exam
	GS1		✓			✓				✓			✓				
	GS5				✓	✓	✓	✓			✓	✓		✓			
	SS2					✓	✓	✓		✓		✓	✓		✓		
	A7	✓					✓	✓			✓	✓				✓	
Brief Description of SUBJECT	<i>The Health Communication Technology</i> course explores the use of information and communication technology to support health promotion, behavior change, and digital health services. Students will learn how technology—including social media, health apps, electronic medical record systems, and telemedicine platforms—is used in effective health communication strategies. Furthermore, this course examines ethical challenges, data privacy, the digital divide, and health disinformation in the technology era. Through case studies, current literature, and hands-on practice, students are																

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	expected to design adaptive, participatory, and inclusive technology-based communication strategies in local and global contexts.				
<b>Study Material:</b> Learning materials	<b>Learning Study Materials</b>  <b>1. Basics of Technology in Health Communication</b> <ul style="list-style-type: none"><li>• Evolution of information technology in healthcare</li><li>• Basic principles of digital communication in the health sector</li><li>• Health information systems and e-health</li></ul> <b>Reference:</b> <ul style="list-style-type: none"><li>• Books: Maibach, E., &amp; Parrott, R.L. (2020). <i>Designing Health Messages: Approaches from Communication Theory and Public Health Practice</i> . SAGE Publications, Ch. 1–2, pp. 3–27. <a href="https://us.sagepub.com/en-us/nam/designing-health-messages/book235152">https://us.sagepub.com/en-us/nam/designing-health-messages/book235152</a></li><li>• Journal: Tjindarbumi, D. (2019). “Implementation of Health Communication Technology in the Digital Era.” <i>Indonesian Journal of Health Communication</i> , 11(2), 115–129. <a href="https://ejournal.litbang.kemkes.go.id/index.php/jkki/article/view/5691">https://ejournal.litbang.kemkes.go.id/index.php/jkki/article/view/5691</a></li></ul>				








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## SEMESTER LEARNING PLAN


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SUBJECT	CODE	Cluster	WEIGHT (credits)	SEMESTER	Date of Compilation
	<ul style="list-style-type: none"><li>Electronic medical records management</li><li>Communication infrastructure in hospital services</li></ul> <p><b>Reference:</b></p> <ul style="list-style-type: none"><li>Books: Haux, R. (2019). <i>Health Information Systems – Past, Present, Future</i> . Springer, Ch. 2 &amp; 6, pp. 33–52, 119–136. <a href="https://link.springer.com/book/10.1007/978-3-030-40712-8">https://link.springer.com/book/10.1007/978-3-030-40712-8</a></li><li>Journal: Nugroho, HA, &amp; Sari, AD (2022). “Implementation of Telemedicine in Primary Health Facilities.” <i>Journal of Health Information Systems</i> , 5(2), 98–110. <a href="https://jurnal-sik.fk.unair.ac.id/index.php/sik/article/view/153">https://jurnal-sik.fk.unair.ac.id/index.php/sik/article/view/153</a></li></ul> <hr/> <p><b>4. Ethical Challenges, Data Security, and Digital Privacy</b></p> <ul style="list-style-type: none"><li>Ethics of digital-based health communication</li><li>Protection of personal data in health information systems</li><li>The issue of hoaxes, disinformation, and verification of health information</li></ul> <p><b>Reference:</b></p>				

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					<ul style="list-style-type: none"><li>Books: Eysenbach, G. (2019). <i>Ethical Issues in eHealth: Challenges and Solutions</i> . IGI Global, Ch. 4–6, pp. 61–98. <a href="https://www.igi-global.com/book/ethical-issues-ehealth/220273">https://www.igi-global.com/book/ethical-issues-ehealth/220273</a></li><li>Journal: Prasetya, Y. (2020). “Privacy and Protection of Patient Data in the Digital Era.” <i>Journal of Health Ethics and Law</i> , 6(1), 10–22. <a href="https://jurnaetikkes.id/index.php/etikkes/article/view/45">https://jurnaetikkes.id/index.php/etikkes/article/view/45</a></li></ul>
					<div><b>5. Digital Health Campaign Strategy</b><ul style="list-style-type: none"><li>Technology-based health campaign planning</li><li>Evaluation of the effectiveness of digital health communication</li><li>Multi-party collaboration (NGOs, government, communities) in campaigns</li></ul></div> <div><b>Reference:</b><ul style="list-style-type: none"><li>Books: Parvanta, C., Nelson, D.E., Harner, R.N., &amp; Parvanta, S.A. (2020). <i>Essentials of Public Health Communication</i> . Jones &amp; Bartlett Learning, Ch. 7–9, pp. 123–168. <a href="https://www.jblearning.com/catalog/productdetails/9781284069361">https://www.jblearning.com/catalog/productdetails/9781284069361</a></li></ul></div>

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	<ul style="list-style-type: none"><li>Journal: Fadli, R., &amp; Amalia, N. (2023). "Evaluation of the Digital Campaign to Prevent Stunting." <i>Journal of Public Health Communication</i> , 4(2), 66–78. <a href="https://ejournal-komkes.org/index.php/jkkm/article/view/210">https://ejournal-komkes.org/index.php/jkkm/article/view/210</a></li></ul>				
<b>Library</b>	<b>Main</b>				
	<ol style="list-style-type: none"><li>Neuhauser, L., &amp; Kreps, G.L. (2021). <i>eHealth Communication: Empowerment for Better Health</i> . Routledge. (Book)</li><li>Parvanta, C., Nelson, D.E., Harner, R.N., &amp; Parvanta, S.A. (2020). <i>Essentials of Public Health Communication</i> . Jones &amp; Bartlett. (Book)</li><li>Haux, R. (2019). <i>Health Information Systems – Past, Present, Future</i> . Springer. (Book)</li><li>Eysenbach, G. (2019). <i>Ethical Issues in eHealth: Challenges and Solutions</i> . IGI Global. (Book)</li></ol> <ul style="list-style-type: none"><li>Maibach, E., &amp; Parrott, R.L. (2020). <i>Designing Health Messages</i> . SAGE. (Book .</li></ul>				

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SUBJECT	CODE	Cluster	WEIGHT (credits)	SEMESTER	Date of Compilation
	Supporters				
	Supporting Library:  <div><div></div><div>1. Tjindarbumi, D. (2019). "Implementation of Health Communication Technology in the Digital Era." <i>Indonesian Journal of Health Communication</i> , 11(2), 115–129. (Journal)</div><div>2. Nasution, S., &amp; Rachmawati, L. (2021). "The Influence of Social Media on the Acceptance of Health Information." <i>Journal of Effective Communication</i> , 4(1), 22–34. (Journal)</div><div>3. Nugroho, HA, &amp; Sari, AD (2022). "Implementation of Telemedicine in Primary Health Facilities." <i>Journal of Health Information Systems</i> , 5(2), 98–110. (Journal)</div><div>4. Prasetya, Y. (2020). "Privacy and Protection of Patient Data in the Digital Era." <i>Journal of Health Ethics and Law</i> , 6(1), 10–22. (Journal)</div><div>5. Fadli, R., &amp; Amalia, N. (2023). "Evaluation of the Digital Campaign to Prevent Stunting." <i>Journal of Public Health Communication</i> , 4(2), 66–78. (Journal)</div></div>				
Instructional Media	Software: Power Point, Google Form. Hardware: Computer, Infocus, Whiteboard, Marker.				

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<b>Supporting lecturer</b>					
<b>Course Requirements</b>					

Week 2	Final Competencies for Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
1	Students are able to explain the basic role of technology in health communication and the development of e-health.	Opening quiz & discussion	Interactive lecture (120'); class discussion (30')	Maibach, E., & Parrott, R.L. (2020). <i>Designing Health Messages</i> . SAGE, Ch. 1–2, pp. 3–27.	5
2	Students are able to understand the use of social media in the dissemination of health information and analysis of digital engagement.	Article reflection & discussion	Lecture (90'); case study discussion (60')	Nasution, S., & Rachmawati, L. (2021). "Dissemination of Health Information on Social Media." <i>Journal of Effective Communication</i> , 4(1), 22–34.	5

Week 2	Final Competencies for Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
3	Students are able to explain the functions and challenges of using mobile health applications in improving health literacy.	Health application analysis assignment	App demonstration; group discussion (120')	Neuhauser, L., & Kreps, G.L. (2021). <i>eHealth Communication</i> . Routledge, Ch. 3–4, pp. 45–88.	5
4	Students are able to identify the benefits and risks of using telemedicine and the role of health information systems.	Case studies & Q&A	Lecture & case study video (120')	Haux, R. (2019). <i>Health Information Systems</i> . Springer, Ch. 2, pp. 33–52.	5
5	Students are able to explain the principles of electronic medical records and the role of technology in their management.	System analysis group assignment	Lecture & observation practice (120')	Haux, R. (2019). <i>Health Information Systems</i> . Springer, Ch. 6, pp. 119–136.	5
6	Students are able to examine the challenges of data security and digital privacy in health technology.	Article review & ethics discussion	Digital ethics lecture & reflection (120')	Eysenbach, G. (2019). <i>Ethical Issues in eHealth</i> . IGI Global, Ch. 4–6, pp. 61–98.	5
7	Students are able to distinguish between hoaxes and valid information in the context of digital health communication.	Content verification task	Lecture & hoax detection training (120')	Prasetya, Y. (2020). "Health Hoaxes in the Digital Era." <i>Journal of Health Ethics and Law</i> , 6(1), 10–22.	5
8	Mid-Term Exam – Evaluation of Theory and Application of Health Communication Technology	Written exam or case study	Theory exam & case study (120')	Material for weeks 1–7	10
9	Students are able to design digital health campaigns based on applications and social media.	Campaign proposal assignment	Workshop and peer-review of content (120')	Fadli, R., & Amalia, N. (2023). "Digital Health Campaign." <i>Journal of Public Health Communication</i> , 4(2), 66–78.	5

Week 2	Final Competencies for Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
10	Students are able to explain collaboration between government, communities, and technology in health promotion.	Multi-party collaboration simulation	Multi-party communication simulation (120')	Parvanta, C., et al. (2020). <i>Essentials of Public Health Communication</i> . Jones & Bartlett, Ch. 8, pp. 145–168.	5
11	Students are able to identify visual communication strategies in digital health platforms.	Visual media analysis & presentation	Visual discussion of content (120')	Neuhauser, L., & Kreps, G.L. (2021). <i>eHealth Communication</i> . Routledge, Ch. 5, pp. 77–88.	5
12	Students are able to evaluate the impact of technology use on improving public health literacy.	Critical reflection and open discussion	Literacy discussion & group interaction (120')	Tjindarbumi, D. (2019). “Digital Health Literacy.” <i>Indonesian Journal of Health Communication</i> , 11(2), 115–129.	5
13	Students are able to explain the role of AI and data analytics in personalizing health communications.	Review of AI technology in eHealth	Presentation of AI research results and discussion (120')	Eysenbach, G. (2019). <i>Ethical Issues in eHealth</i> . IGI Global, Ch. 5, pp. 80–92.	5
14	Students are able to understand chatbot-based communication and telehealth trends for consultation services.	Mini presentation & chatbot simulation	Technology assignment (120')	Haux, R. (2019). <i>Health Information Systems</i> . Springer, Ch. 6.	5
15	Students are able to develop health technology communication strategies for marginalized communities.	Inclusive communication strategy assignment	Community troubleshooting & discussion (120')	Parvanta, C., et al. (2020). <i>Essentials of Public Health Communication</i> . Ch. 9, pp. 160–168.	5
16	Final Exam – Presentation on Digital Health Communication Innovation Strategy	Final project presentation or written exam	Presentation & panel review (120')	All references	10



<b>Approved, Date:</b> <b>Head of the study program</b>	<b>Checked, Date:</b> <b>Course Coordination/Field of Expertise</b>	<b>Made, Date:</b> <b>The lecturer in question</b>
(.....)	(.....)	(.....)
<b>Check : Quality Assurance Unit</b>  (.....)		

**Notes:**

1. Study Program Graduate Learning Outcomes (PLO-PRODI) are the abilities possessed by each PRODI graduate which are the internalization of attitudes, mastery of knowledge and skills according to the study program level obtained through the learning process.
2. The PLO charged to a course is a number of learning outcomes of study program graduates (PLO-PRODI) which are used to form/develop a course consisting of aspects of attitude, general skills , specific skills and knowledge.
3. Course CP (CLO) is a capability that is specifically described from the PLO that is assigned to the course, and is specific to the study material or learning material of the course.
4. Sub-CP Course (Sub-CLO) is a capability that is specifically described from SPMK that can be measured or observed and is the final capability planned at each stage of learning, and is specific to the learning material of the course.
5. The assessment indicators for students' learning process and outcomes are specific and measurable statements that identify students' learning outcomes or abilities, accompanied by evidence.

6. Assessment criteria are benchmarks used to measure or quantify learning achievement in assessments based on established indicators. Assessment criteria serve as guidelines for assessors to ensure consistent and unbiased assessments . Criteria can be quantitative or qualitative.
7. Assessment techniques: tests and non-tests
8. Forms of learning: Lectures, Responses, Tutorials, Seminars or equivalent, and/or other equivalent forms of learning.
9. Learning Methods : *Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.*
10. Learning materials are details or descriptions of study materials that can be presented in the form of several main and sub-main topics.
11. The assessment weight is the assessment percentage for each sub-CLO achievement, the amount of which is proportional to the level of difficulty of achieving the sub-CLO, and the total is 100%.
12. **TM**= Face to Face, **PT**= Structured Assignment , **BM**= Independent Learning.

No	Forms of Learning Blended Learning (On-Line/E-Learning)	EL
1	<i>E-Learning Videos</i>	EL-1
2	<i>Discussion at Forum</i>	EL-2
3	<i>Video Conference or Webinar (Web Seminar)</i>	EL-3
4	<i>E-simulation using software</i>	EL-4
5	<i>Vlog Presentation</i>	EL-5
6	<i>Writing Paper Online</i>	EL-6

**Assessment Components:**

The assessment process in this course is divided into 4 components, including the following :

**a. Presence.**

This component has a point value of **10%** of the total face-to-face meetings in class.

**b. Task.**

During each semester, students are required to complete a minimum of four assignments, consisting of two independent assignments and two group assignments. These assignments are given twice before the midterm exam and twice after the midterm exam, or before the final exam. The total assignments are worth **40% of the points** .

**c. Midtest (Mid Semester Exam).**

The mid-term exam (Midtest) is conducted in the eighth week of the semester. It assesses students' final abilities based on the learning material/topics from the first to seventh semesters. The Midtest can take the form of a written exam, presentation, independent or group assignment, or other tasks, depending on the learning method. The Midtest grade is weighted at **20%**.

**d. Final Exam (End of Semester Exam).**

The final exam (Final Exam) is conducted in the 16th week of the total number of meetings. The Final Exam assesses students' final abilities based on the learning material/topics planned from meetings 9 to 15. The Final Exam can take the form of a written exam, presentation, independent or group assignment, or other forms, depending on the learning method. The Final Exam grade is weighted at **30%**.

### Assessment Rubric

Level/Grade	Numbers/Scores	Job Description/Indicators
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A	90.00 – 100	This is the achievement of superior students , namely those who follow lectures very well, understand the material very well and are even challenged to understand it further, have a high level of proactivity and creativity in seeking information related to the material, are able to solve problems with perfect accuracy and are even able to recognize real problems in society/industry and are able to propose solution concepts.
A-	85.00 – 89.99	This is the achievement of students who follow lectures very well, understand the material very well, have a high level of proactivity and creativity in seeking information related to the material, and are able to solve problems/assignments with very good accuracy.
B+	80.00 – 84.99	This is the achievement of students who follow lectures well, are able to understand the material and are able to solve problems/assignments with very good accuracy.
E	≤79,99	This is the achievement of students who do not carry out assignments and do not understand the material at all.