LSPR Institute of Communication & Business
The Leading Graduate School of Communication & Business | ASEAN Global Campus
MASTER PROGRAMME

SEMESTER LEARNING PLAN

SUBJECT	CODE	Subject Cluster	WEIGHT (credits)	SEMESTER	Date of Compilation
Health and Therapeutic Communication	HCCM501		3 credits	1	February 2025

Authority/Approval	RPS Development Lecturer	RMK Coordinator	Head of Study Program
	Dr. Geofakta Razali, MI Kom		

Learning Outcomes	PLO - Study Program charged to the Subject	
	PLO 1 – K3	Students are able to understand and apply communication theory in the context of health services and therapeutic relationships between professionals and clients or patients.
	PLO 2 – K5	Students are able to develop knowledge and practice of therapeutic communication based on scientific research and interdisciplinary approaches in health settings.
	PLO 3 – GS3	Students are able to compose and deliver ethical and empathetic scientific communication related to health issues and therapeutic relationships, both in the academic and social realms.

	PLO 4 – SS3	Students are able to design a therapeutic communication approach that takes into account social, cultural, and psychological factors in interactions between individuals in a health context.
	PLO 5 – A4	Students demonstrate social sensitivity and concern for community welfare through communication practices that support the healing process and patient empowerment.
	Course Learning Outcomes (CLO)	
	CLO 1	**Students are able to explain and analyze basic and contemporary theories in health and therapeutic communication, including the biopsychosocial approach, empathic communication, and intercultural communication in health care.** **Related PLO: K3, K5**
	CLO 2	**Students demonstrate sensitivity to the emotional dynamics of patients and are able to internalize ethical values and attitudes of empathy, inclusivity, and support in building positive and collaborative therapeutic relationships.** **Related PLO: GS3, S4**
	CLO 3	**Students are able to apply therapeutic communication strategies through case simulations, basic counseling techniques, and empathy-based communication practices, and are able to design communication interventions to support the patient's healing process.** **Related PLO: SS3, K5**
	Final Competencies for Each Learning Stage (Sub-CLO)	

	Meeting 1 Students are able to understand the scope of health communication and its role in the health care system. *PLO Achieved: K3, GS3* *CLO: 1* **Meeting 2** Students are able to explain the basic theory of interpersonal communication and its application in a health context. *PLO Achieved: K3, K5* *CLO: 1* **Meeting 3** Students are able to describe the biopsychosocial approach in understanding patient conditions and its implications for communication. *PLO Achieved: K3, SS3* *CLO: 1* **Meeting 4** Students are able to analyze barriers in communication between health workers and patients. *PLO Achieved: K5, GS3* *CLO: 1* **Meeting 5** Students are able to understand active and empathetic listening techniques in therapeutic communication. *PLO Achieved: GS3, A4* *CLO: 2* **Meeting 6** Students are able to demonstrate empathy and support in building a therapeutic relationship through simulation. *PLO Achieved: A4, SS3* *CLO: 2*

	Meeting 7 Students are able to identify cross-cultural communication in health practice and the ethical challenges that accompany it. *PLO Achieved: K3, GS3* *CLO: 1, 2* **Meeting 8 – Midterm Exam** Evaluation of understanding of basic to empathetic health communication theory and application. *PLO Achieved: K3, K5, GS3* *CLO: 1, 2* **Meeting 9** Students are able to interpret the dynamics of patient emotions and their influence on the healing process. *PLO Achieved: A4, K5* *CLO: 2* **Meeting 10** Students are able to design therapeutic communication strategies based on real cases. *PLO Achieved: SS3, K5* *CLO: 3* **Meeting 11** Students are able to use basic counseling techniques in the context of therapeutic communication. *PLO Achieved: SS3, S4* *CLO: 3* **Meeting 12** Students are able to evaluate the effectiveness of therapeutic communication through case studies and reflection on practice. *PLO Achieved: SS3, GS3* *CLO: 3*

Meeting 13
Students are able to understand the role of technology and digital media in health communication.
PLO Achieved: K5, GS3
CLO: 1

Meeting 14
Students are able to develop a communication campaign plan for empathy-based health promotion.
PLO Achieved: K5, SS3
CLO: 3

Meeting 15 – Final Exam
Evaluation of therapeutic communication applications in campaign simulations or patient consultations.
PLO Achieved: K5, SS3, S4
CLO: 2, 3

Meeting 16
Students are able to reflect on the learning process and develop applicable and ethical therapeutic communication strategies.
PLO Achieved: GS3, S4
CLO: 2, 3

Correlation of PLO to Sub-CLO

PLO / Meeting	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
K3	✓	✓	✓	✓				exams								final exam
K5		✓	✓				✓	exams	✓							final exam
GS3	✓		✓	✓	✓		✓	exams	✓	✓						final exam
SS3					✓	✓		exams		✓	✓	✓				final exam

| | S4 | | | | | | ✓ | exams | | | ✓ | ✓ | ✓ | ✓ | ✓ | final exam |

Brief Description of MK	*Health and Therapeutic Communication* course examines the basic principles of communication in health contexts, both in clinical and community settings. The primary focus is on therapeutic communication approaches between healthcare professionals and patients, communication between healthcare professionals, and public communication strategies related to health issues. Students will be encouraged to understand the role of communication in facilitating healing, building empathy, and overcoming psychosocial barriers in medical interactions. This course also equips students with the skills to develop effective, evidence-based, and culturally sensitive health messages. The learning approach is carried out through case discussions, role-plays, health campaign analysis, and personal reflection. .
Study Material: Learning materials	**Learning Study Materials** **Topic 1: Basic Concepts of Health Communication and Therapeutic Communication** **Discussion Points:** - Definition and scope of health communication - Characteristics of therapeutic communication in professional relationships - Differences between clinical and community communication - The role of communication in healing and empathy **Reference:**

- Books: Du Pré, A. (2020). *Communicating About Health: Current Issues and Perspectives* (6th ed.). Oxford University Press, Ch. 1–3, pp. 1–48. https://global.oup.com/academic/product/communicating-about-health-9780190061320
- Journal: Greenhalgh, T., et al. (2019). "How do you modernize a health communication system? A realistic review." *Journal of Health Services Research & Policy* , 24(3), 174–182. https://journals.sagepub.com/doi/10.1177/1355819619828969

Topic 2: Effective Communication in Clinical Practice and Counseling
Discussion Points:

- Communication strategies between medical personnel and patients
- Active listening skills and empathy
- Communication in diagnosis and shared decision making
- Verbal and nonverbal techniques in clinical communication

Reference:

- Books: Silverman, J., Kurtz, S., & Draper, J. (2019). *Skills for Communicating with Patients* (4th ed.). CRC Press, Ch. 2–4, pp. 20–70. https://www.routledge.com/Skills-for-Communicating-with-Patients/Silverman-Kurtz-Draper/p/book/9781138068060
- Journal: Putri, AM, & Utami, P. (2021). "Therapeutic Communication for Mentally Ill Patients at Community Health Centers." *Indonesian Journal of Health Communication* , 10(2), 123–135. https://ejournal.poltekkesjakarta3.ac.id/index.php/jkki/article/view/768

Topic 3: Health Risk and Crisis Communication
Discussion Points:

- Principles of risk communication in outbreaks and pandemics
- Delivering critical messages clearly and accurately
- Hoax and disinformation mitigation strategies
- Communication between health institutions

Reference:

- Books: Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2019). *Communication and Crisis: Risk, Resilience, and Recovery* (2nd ed.). Routledge, Ch. 5–6, pp. 95–126.
  https://www.routledge.com/Communication-and-Crisis-Risk-Resilience-and-Recovery/Seeger-Sellnow-Ulmer/p/book/9781138552255
- Journal: Lestari, R., & Kurniawati, H. (2022). "Public Health Crisis Communication Strategy in Handling COVID-19." *Journal of Communication Science* , 19(1), 45–60.
  https://jurnal.komunikasi.ui.ac.id/index.php/jik/article/view/784

Topic 4: Culture-Based and Psychosocial Health Communication
Discussion Points:

- Cultural and ethnic sensitivity in patient interactions
- Psychosocial barriers in health communication
- The role of the family in health decision making
- Case studies of communication in primary care and hospitals

Reference:

	- Books: Kreps, G.L., & Sparks, L. (2018). *Meeting Health Information Needs Outside of Healthcare: Opportunities and Challenges* (1st ed.). Routledge, Ch. 3–4, pp. 49–74. https://www.routledge.com/Meeting-Health-Information-Needs-Outside-of-Healthcare/Kreps-Sparks/p/book/9781138498287 - Journal: Yusuf, M., & Wulandari, D. (2020). "The Influence of Culture on Doctor-Patient Communication in Multiethnic Areas." *Journal of Social Psychology* , 7(2), 111–120. https://journal.uii.ac.id/JSP/article/view/13920
	Topic 5: Health Education, Campaigns, and Digital Media **Discussion Points:** - Social media-based health campaign strategy - Design persuasive health messages - Community collaboration in health promotion - Evaluation of the effectiveness of health communication **Reference:** - Books: Parvanta, C., Nelson, D.E., & Harner, R.N. (2020). *Essentials of Public Health Communication* (2nd ed.). Jones & Bartlett Learning, Ch. 6–7, pp. 115–150. https://www.jblearning.com/catalog/productdetails/9781284089297 - Journal: Widodo, DA, & Fitriani, D. (2021). "The Effectiveness of Health Communication Through Instagram by Medical Influencers." *Journal of Digital Communication* , 3(1), 33–47. https://jurnalkomdig.id/index.php/jkd/article/view/57
Library	**Main**

Main Library

1. Du Pre, A. (2020). *Communicating About Health: Current Issues and Perspectives* (6th ed.). Oxford University Press, Ch. 1–3, pp. 1–48.
https://global.oup.com/academic/product/communicating-about-health-9780190061320
2. Silverman, J., Kurtz, S., & Draper, J. (2019). *Skills for Communicating with Patients* (4th ed.). CRC Press, Ch. 2–4, pp. 20–70.
https://www.routledge.com/Skills-for-Communicating-with-Patients/Silverman-Kurtz-Draper/p/book/9781138068060
3. Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2019). *Communication and Crisis: Risk, Resilience, and Recovery* (2nd ed.). Routledge, Ch. 5–6, pp. 95–126.
https://www.routledge.com/Communication-and-Crisis-Risk-Resilience-and-Recovery/Seeger-Sellnow-Ulmer/p/book/9781138552255
4. Kreps, G.L., & Sparks, L. (2018). *Meeting Health Information Needs Outside of Healthcare: Opportunities and Challenges* (1st ed.). Routledge, Ch. 3–4, pp. 49–74.
https://www.routledge.com/Meeting-Health-Information-Needs-Outside-of-Healthcare/Kreps-Sparks/p/book/9781138498287
5. Parvanta, C., Nelson, D.E., & Harner, R.N. (2020). *Essentials of Public Health Communication* (2nd ed.). Jones & Bartlett Learning, Ch. 6–7, pp. 115–150.
https://www.jblearning.com/catalog/productdetails/9781284089297

Supporters

Supporting Library

1. Greenhalgh, T., Wherton, J., Papoutsi, C., Lynch, J., & Hughes, G. (2019). "How do you modernize a health communication system? A realistic review." *Journal of Health Services Research & Policy* , 24(3), 174–182.
https://journals.sagepub.com/doi/10.1177/1355819619828969

	2. Putri, AM, & Utami, P. (2021). "Therapeutic Communication for Mentally Ill Patients at Community Health Centers." *Indonesian Journal of Health Communication* , 10(2), 123–135. https://ejournal.poltekkesjakarta3.ac.id/index.php/jkki/article/view/768 3. Lestari, R., & Kurniawati, H. (2022). "Public Health Crisis Communication Strategy in Handling COVID-19." *Journal of Communication Science* , 19(1), 45–60. https://jurnal.komunikasi.ui.ac.id/index.php/jik/article/view/784 4. Yusuf, M., & Wulandari, D. (2020). "The Influence of Culture on Doctor-Patient Communication in Multiethnic Areas." *Journal of Social Psychology* , 7(2), 111–120. https://journal.uii.ac.id/JSP/article/view/13920 5. Widodo, DA, & Fitriani, D. (2021). "The Effectiveness of Health Communication Through Instagram by Medical Influencers." *Journal of Digital Communication* , 3(1), 33–47. https://jurnalkomdig.id/index.php/jkd/article/view/57
Instructional Media	Software: Power Point, Google Form. Hardware: Computer, *Infocus, Whiteboard,* Marker.
Supporting lecturer	
Course Requirements	

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 understand the basic concepts of health and	Initial quiz & discussion	Interactive lecture (120'); Q&A (30')	Du Pre, A. (2020). *Communicating About Health: Current Issues and Perspectives*	5

Week 2	Final Competencies for Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
	therapeutic communication and its urgency in health services.			(6th ed.), Oxford University Press, Ch. 1–2, pp. 1–39.	
2	Students are able to explain the main elements in communication between health workers and patients.	Short observation task	Clinical communication practice case study & video playback (120')	Silverman, J., Kurtz, S., & Draper, J. (2019). *Skills for Communicating with Patients* (4th ed.), CRC Press, Ch. 2–4, pp. 20–70.	5
3	Students are able to identify communication barriers in the socio-cultural and psychological context of patients.	Personal essay reflection	Lecture and discussion (90'); journal review (30')	Yusuf, M., & Wulandari, D. (2020). "The Influence of Culture on Doctor-Patient Communication." *Journal of Social Psychology*, 7(2), 111–120.	5
4	Students are able to apply therapeutic communication strategies to various psychological conditions.	Empathetic communication simulation	Roleplay and group discussion (120')	Putri, AM, & Utami, P. (2021). "Therapeutic Communication in Patients with Mental Disorders." *Indonesian Journal of Health Communication*, 10(2), 123–135.	5
5	Students are able to analyze crisis and emergency-based health communications.	Health crisis narrative analysis assignment	Case study presentation and panel discussion (120')	Seeger, M. W., Sellnow, T. L., & Ulmer, R. R. (2019). *Communication and Crisis* (2nd ed.), Routledge, Ch. 5–6, pp. 95–126.	5
6	Students are able to evaluate ethical approaches in conveying health information to the public.	Article analysis & presentation	Lecture and discussion forum on ethics (120')	Mertens, D. M. (2018). "Ethics of Qualitative Research." *Qualitative Inquiry*, 24(1), 3–9.	5
7	Students are able to assess the effectiveness of digital media in conveying health messages.	Social media & campaign review	Digital discussion (90'); content review (30')	Widodo, DA, & Fitriani, D. (2021). "The Effectiveness of Health Communication Through Instagram by Medical Influencers." *Journal of Digital Communication*, 3(1), 33–47.	5

Week 2	Final Competencies for Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
8	Mid-Semester Exam – Evaluation of Health Communication Theory and Application	Written exam or case study	Classroom exam (120')	Meeting materials 1–7	10
9	Students are able to design health communication messages based on information needs research.	Tasks for preparing campaign content	Audience research-based content workshop (120')	Kreps, G.L., & Sparks, L. (2018). *Meeting Health Information Needs Outside of Healthcare*, Routledge, Ch. 3–4, pp. 49–74.	5
10	Students are able to apply a public communication approach in health promotion.	Digital poster group assignment	Content design & reflection (120')	Parvanta, C., Nelson, D.E., & Harner, R.N. (2020). *Essentials of Public Health Communication* (2nd ed.), Jones & Bartlett Learning, Ch. 6–7, pp. 115–150.	5
11	Students are able to manage the professional identities of health workers on digital platforms.	Digital profiles of healthcare workers	Digital branding strategy presentation (120')	Capriotti, P., & Moreno, Á. (2017). "Corporate information and communication on the internet." *Public Relations Review*, 43(5), 871–879.	5
12	Students are able to differentiate between types of media and approaches in public health education.	Review articles and narrative practice	Lecture and literature study (120')	Rowley, J. (2014). "Designing and Using Research Posters in Academic Settings." *IJME*, 12(3), 290–295.	5
13	Students are able to formulate community-based and collaborative health communication strategies.	Stakeholder and strategy mapping tasks	Community strategy discussion (120')	Lee, C.J., et al. (2017). "Bias in Peer Review." *JASIST*, 68(1), 4–21.	5
14	Students are able to evaluate the effectiveness of therapeutic communication in increasing patient compliance.	Case-based reflective study	Structured reflection assignment (120')	Silverman, J., Kurtz, S., & Draper, J. (2019), Ch. 5–6, pp. 71–105.	5

Week 2	Final Competencies for Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
15	Final Semester Exam – Therapeutic Communication Strategy Presentation	Final project presentation / case study	Final presentation simulation (120')	Meeting materials 9–14	10
16	Students are able to reflect on the role of therapeutic communication in improving holistic health services.	Final reflection and peer review	Class discussion and reflective forum (120')	All previous references	5

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	*E-Learning Videos*	EL-1
2	*Discussion at Forum*	EL-2

3	*Video Conference or Webinar (Web Seminar)*	EL-3
4	*E-simulation using software*	EL-4
5	*Vlog Presentation*	EL-5
6	*Writing Paper Online*	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
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.