



Course Code:	1806NRS
Course Name:	Communicating Effectively
Semester:	Health Care Semester 2, 2017
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Susan Lawrence
Document modified:	13 May 2017

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

Course outline

Employers value high-level communication skills among healthcare professionals. This is because all healthcare disciplines and workplace settings have communication practices that require advanced and efficient communication within the setting and between groups and individuals. This foundational course therefore introduces students to theoretical perspectives about communication and develops practical skills in a number of written, oral and organisational communication genres, particularly those relevant to university study and employment as a healthcare professional. The knowledge and skills presented in this course will underpin students'™ further work, both in their tertiary studies and in their careers as healthcare professionals. Specifically, this course assists students to develop the writing and speaking skills that underpin interpersonal communication and that are appropriate to and transferable between the university setting and healthcare settings. Students will gain an understanding of the values and norms of academic and professional communication while also developing confidence in their practical ability to communicate orally and in writing.

Rationale

Nurses are a key element in a complex health care network and, as such, require outstanding communication skills. Principles of communication, focused on written and interpersonal communication skills, are introduced in this course.

Aims

The aim of this course is to enable students to review nomenclature used in specific health contexts and explore models and styles of communication and healthcare discourses. Core concepts such as communication processes, written communication skills, active listening, empathy, questioning and interviewing are introduced. Both interpersonal and intercultural communication skills are central to this course as both are required for the provision of quality care to clients, families, and communities.

Learning Outcomes

After successfully completing this course you should be able to:

1. Translate lay terms into health specific terminology;
2. Describe and reflect upon the elements of effective interpersonal and intercultural communication to promote safe, caring, quality nursing care; and

3. Demonstrate beginner skills necessary for effective communication in the academic environment.

Texts and Supporting Materials

Required Text:

Nil

Digitised readings - provided to assist students learning. These may be accessed directly from the 1806NRS MyStudy course website on the Griffith College portal.

Recommended Text and Readings:

Jarvis, C., Forbes, H., & Watt, E. (2016). *Jarvis's physical examination and health assessment (2e)*. Chatswood, Australia: Elsevier. Chapters 5 and 6.

All recommended readings will be provided on the 1806NRS MyStudy course website on the Griffith College portal and will be updated throughout the semester. There will be access to online resources, web links and interactive learning materials.

Recommended Text: Medical Dictionary

Organisation and Teaching Strategies

Teaching methods will include a combination of face-to-face strategies such as interactive lectures, tutorials and workshops. Tutorials and workshops facilitate consolidation, discussion and application of knowledge from the lecture with opportunities for students to practice communication skills. Students are also encouraged to utilise web materials including designated multi-media resources, self-directed activities and worksheets. The teaching strategies are designed to enable the 1st year student to engage in a variety of learning platforms.

In this course students will come to appreciate communication in all its forms as an indispensable tool because of its ability to open up avenues of understanding and bring about change to people's lives. This course is designed to encourage students to move through learning experiences that provide personal insights, providing a basis for knowledge and skill development in the areas of interpersonal, therapeutic and written communication. The course assists the students to do this by providing theoretical input and practical experience in the safe environments of the lectures, tutorials and workshops.

It is standard practice at Griffith College that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site. Lecture

Captured sessions are not intended as a substitute for a Lecture. Students are encouraged to attend the lectures in real time and use Lecture Capture as supplementary.

Class Contact Summary

Classes for Communicating Effectively include the following:

Lectures: 2 hours per week (weeks 1 - 10).

Tutorials: 2 hours per week (weeks 1 -10).

Workshops: 1 hour per week (weeks 1 - 9), 2 hours week 10.

Attendance

100% attendance is expected for all classes. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

You are expected to bring work completed at home to class for group and individual discussion. Further development of ideas is expected during tutorial time.

Preparation and Participation in Class

You are expected to complete your readings and the lecture notes plus attempt any tutorial/workshop exercises before class so that each week you can actively contribute to your learning and the learning of others in your classes. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

Consultation Times

Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you on the 1806NRS MyStudy course website on the Griffith College portal and you are advised to print these out and bring them to each class so that extra notes can be added.

Independent Study

Independent study requires that you spend time outside classes engaged in research necessary to complete your assignments. Research includes reading the required text books, using library and internet facilities. For this 10 CP course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the formal contact hours each week, you would then complete any remaining hours engaged in independent study.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater

than 3.5 in any semester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

There are four modules.

Module 1: Key concepts in communicating effectively.

Module 2: Introduction to academic communication in the health disciplines

Module 3: Interpersonal communication

Module 4: Communicating effectively in professional and organisational contexts

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Introduction of key concepts in communicating effectively Introduction to health specific terminology	Lecture	Refer Course delivery Schedule
	Introduction to fellow students and tutorial dynamics Understanding health terminology & preparation for Assessment 1 Quiz (1A)	Tutorial	
	1806NRS Course Outline, overview of assessments and course site.	Workshop	
2	Introduction to Academic Communication Skills	Lecture	Refer Course delivery Schedule
	Review of academic writing skills: distinguish between academic writing and personal writing conventions, reading academic sources	Tutorial	
	Assessment 1 Quiz (1B)	Workshop	
3	Review of academic writing skills Academic writing skills required in essay structure and format conventions, referencing and editing Introduction to medical communication	Lecture	Refer Course delivery Schedule
	Exercises in referencing and annotated bibliography construction	Tutorial	

	Activities focused on sourcing and reading academic resources Reading and writing skill for an annotated bibliography	Workshop	
4	Thinking critically as an effective communicator	Lecture	Refer Course delivery Schedule
	Interpersonal communication skill development	Tutorial	
	Pairing of student for oral presentation Activities to support oral presentations Assessment 1 Quiz (1C)	Workshop	
5	Introduction to interpersonal and therapeutic communication	Lecture	Refer Course delivery Schedule
	Exploring key elements of verbal and non-verbal communication skills Exercises in verbal and non verbal communication skills	Tutorial	
	Revision of writing skills for an annotated bibliography	Workshop	
6	Communication for Safety and Quality	Lecture	Refer Course delivery Schedule
	Health Interviewing	Tutorial	
	Health interviewing and documentation	Workshop	
7	Challenges to effective communication in organisational contexts	Lecture	Refer Course delivery Schedule
	Exploring strategies for addressing challenges to communication	Tutorial	
	Exercises in practical skills of health interviewing Assessment 1 Quiz (c)	Workshop	
8	Communicating effectively in professional and organisational contexts	Lecture	Refer Course delivery Schedule
	Explore the positive components of therapeutic communication	Tutorial	
	Exercises which will build on the processes used in interpersonal communications	Workshop	
9	Cultural issues and impact on therapeutic communication	Lecture	Refer Course delivery Schedule
	Explore the use of: • professional documentation • the Nursing Process • requirement of safety clinical handover (SBAR) Exploring cultural issues in communication	Lecture	

	Bringing it altogether – Final preparation for Oral presentations	Workshop	
10	Student presentations (Allocated timeslots)	Tutorial and Workshop	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Quizzes x 3	15%	1	Weeks 2, 4 & 7
2	Academic development - Active participation in tutorials & workshops	10 %	2, 3	Weeks 3, 5, 6, 8 & 9
3	Assignment - Written Assignment Annotated Bibliography	40%	2	Week 5
4	Presentation - technical or professional in pairs	35%	3	Week 10

1. Quiz - Medical Terminology

Rationale: The purpose of this quiz is to enable the student to demonstrate their understanding of basic health specific terminology that has been covered in Module 2, topic 2.

Assessment details: The quizzes will comprise of a mix of multiple choice questions and short answer case study questions. The quizzes be run during the workshop schedule hour in weeks 2, 4, and 7

Marking Criteria: The Quiz will be marked in accordance with pre-determined model answers that have been internally moderated.

Submission: In person during workshops

2. Academic development– Active participation in tutorials and workshops.

Rationale: The purpose of this assessment is to develop an understanding of interpersonal communication processes through classroom participation and contribution. The assessment is designed to encourage students to participate in class discussion, and to motivate students to do the background reading and preparation for a class session. The assessment rewards development of oral skills, and group skills such as interacting and cooperating with peers and a tutor.

Assessment details: You will be assessed throughout the course trimester on your interpersonal skills and classroom contributions during tutorials and workshops. This will happen on a week-to-week basis via observation and feedback from your tutor and peers. It is expected that you will attend all tutorials and workshops. However, simply attending the tutorials and workshops will not qualify you for a passing grade on this assessment item. You need to actively participate in the tutorials and workshops, engaging and interacting with your peers.

Marking criteria: Each week, your tutor will both record your attendance and your level of participation and classroom preparation according to established criteria which will be published on the 1806NRS MyStudy course site on the Griffith College portal. Such criteria has undergone a full pre-moderation process.

Submission: In person according to tutorials and workshops attendance and participation.

3. Annotated Bibliography (1000 words)

Rationale: The annotated bibliography is designed to assess a student's ability to read, organize, summarise, and reflect on, information contained in journal articles. These skills are necessary for effective communication in the academic environment and nursing practice.

Assessment details: Students are required to submit an annotated bibliography for two journal articles that contain information on a specified topic. Each annotation will be in the form of a single paragraph and be approximately 300 words in length. This assessment is supported by tutorial/workshop activities that directly assist this assessment item.

Your annotations should clearly point out the strengths and appropriateness of each source.

An additional reflective paragraph of approximately 400 words that answers questions specified in the assessment descriptor on the 1806NRS MyStudy course website on the Griffith College portal is also required.

The bibliographical details of the sources are not counted in the word count. **Marking criteria:**

The annotated bibliography will be marked against established criteria which will be published on the 1806NRS MyStudy course website on the Griffith College portal. . The writing must be in appropriate academic style, using correct spelling, grammar and punctuation.

Submission: Online submission to Turnitin

4. Oral Presentation - In Class Interaction Session.

Rationale: The purpose of this assessment is to assist you to develop effective nurse-patient interviewing skills.

The oral presentation conducted in pairs is designed to:

- (a) evaluate students ability to research, plan, and individually collect a patient history and conduct a brief nurse-patient interview
- (b) assess students ability to work effectively as a team member
- (c) assess students ability to demonstrate specified communication skills as part of a nurse-

patient interview .

Assessment details: Students will pair with another student (assigned by the lecturer) to research, prepare and undertake a short nurse-patient interview. This presentation will take place during Week 10 as per the allocation roster developed by the Course Coordinator.

Marking Criteria: The presentation will be marked against established criteria which will be published on the 1806NRS MyStudy course website on the Griffith College portal in advance of the date of expected presentation.

Submission: In person according to Oral presentation timetable.

Requirements to pass the course

In order to pass this course students must:

1) attempt all four assessment items, AND

2) achieve a minimum aggregated score (sum of all assessments) of 50%.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Your assessment will be marked so that you can learn from your work. Feedback will be provided so that you can see the level you have reached in any skill. Your tutor will give you comments on your work and will be happy to discuss your assessment further, if you wish. You may see your tutor in his/her consultation time.

Marks awarded for assessment items will also be available on the on the Griffith College Student Portal within fourteen [14] of the due date for submission of the assessment.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self Directed Learning	Yes	Yes	Yes
Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

Additional Course Generic Skills

Additional Course Information

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

Student feedback on their courses can be found by going to 'Student feedback' under Support in the Griffith College Student Portal.

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students,

teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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