



Course Code:	1806NRS
Course Name:	Communicating Effectively
Semester:	Trimester 2, 2018
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Susan Lawrence
Document modified:	2 <sup>nd</sup> May 2018

### **Teaching Team**

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

Susan Lawrence: [Susan.Lawrence@staff.griffithcollege.edu.au](mailto:Susan.Lawrence@staff.griffithcollege.edu.au)

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### **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.

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### **Prerequisites**

There are no prerequisites for this course

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## **Brief Course Description**

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.

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## **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.

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## **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.

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## **Learning Outcomes**

After successfully completing this course you should be able to:

1. Identify, describe and reflect upon the elements of effective interpersonal and intercultural communication to promote safe, caring, quality nursing care.
2. Demonstrate beginner skills necessary for effective communication in the academic environment.
3. Identify factors that support or hinder effective communication.

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## **Texts and Supporting Materials**

### **Required Text:**

There is no designated text for 1806NRS

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

### **Recommended Readings:**

All recommended reading will be provided on the MyStudy site and will be updated throughout the trimester. There will be access to online resources, web links and interactive learning materials.

### **Recommended Texts:**

- Medical Dictionary
- Jarvis, C., Forbes, H., & Watt, E. (2016). *Jarvis's physical examination and health assessment (2e)*. Chatswood, Australia: Elsevier. Chapters 5 and 6.
- Stein-Parbury, J. (2017). *Patient and Person: interpersonal skills in nursing (6<sup>th</sup> Ed)*. Churchill Livingstone, Australia: Elsevier. eBook ISBN: 9780729586290

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## **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 - 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 review 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 MyStudy website 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

**Modules 3:** Interpersonal communication

**Module 4:** Communicating effectively in professional and organisational contexts

### Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	<input type="checkbox"/> Introduction of key concepts in communicating effectively <input type="checkbox"/>	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Introduction to fellow students and tutorial dynamics <input type="checkbox"/> Understanding communication	Tutorial	
	<input type="checkbox"/> 1806NRS Course Outline, overview of assessments and course site.	Workshop	
2	<input type="checkbox"/> Introduction to academic communication skills <input type="checkbox"/> Academic writing skills required in essay structure and format conventions, referencing and editing	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Review of academic writing skills: distinguish between academic writing and personal writing conventions, reading academic sources <input type="checkbox"/> Exercises in annotated bibliography construction <input type="checkbox"/> Review of reflective writing skills	Tutorial	
	<input type="checkbox"/> Computer Labs: On-line searching	Workshop	
3	<input type="checkbox"/> Introduction to interpersonal and therapeutic communication <input type="checkbox"/>	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Exercises in referencing and annotated bibliography construction <input type="checkbox"/>	Tutorial	
	<input type="checkbox"/> Activities focused on sourcing and reading academic resources <input type="checkbox"/> Reading and writing skill for an annotated bibliography	Workshop	

4	<input type="checkbox"/> Exploring key elements of verbal and non-verbal communication skills <input type="checkbox"/>	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Critical thinking approaches in the healthcare setting <input type="checkbox"/> Critical thinking in healthcare - Thinking outside of the square <input type="checkbox"/>	Tutorial	
	<input type="checkbox"/> Exercises in verbal and nonverbal communication skills <input type="checkbox"/>	Workshop	
5	<input type="checkbox"/> Listening and attending <input type="checkbox"/> The listening process <input type="checkbox"/> Nursing readiness to listen	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Exploring key elements of active and passive listening <input type="checkbox"/> The nursing presence <input type="checkbox"/> The use of silence <input type="checkbox"/> Paraphrasing and summarising	Tutorial	
	<input type="checkbox"/>	Workshop	
6	<input type="checkbox"/> Challenges to effective communication in organisational contexts, Part 1	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Exploring strategies for addressing challenges to communication	Tutorial	
	<input type="checkbox"/> Exercises in practical skills discussed in lectures and tutorials	Workshop	
7	<input type="checkbox"/> Communicating effectively through documentation	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Professional documentation and the Nursing Process <input type="checkbox"/> Legal documentation and litigation <input type="checkbox"/> Health interviewing & history taking <input type="checkbox"/> Exploration of communication content	Tutorial	

	<input type="checkbox"/> Exercises which will build on the processes used in inter-professional communication <input type="checkbox"/>	Workshop	
8	<input type="checkbox"/> Communication for Safety and Quality	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Explore the use of: <input type="checkbox"/> Professional documentation and the Nursing Process <input type="checkbox"/> Requirement of safety- clinical handover (ISOBAR) <input type="checkbox"/> Health interviewing & history taking	Tutorial	
	<input type="checkbox"/> Formulating questions for health interviewing and history taking <input type="checkbox"/> Recording notes and completing documentation in an interview	Workshop	
9	<input type="checkbox"/> Cultural issues and impact on therapeutic communication	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Explore the positive components of therapeutic communication	Tutorial	
	<input type="checkbox"/> Exercises which will build on the processes used in interviewing and history taking	Workshop	
10	<input type="checkbox"/> Course Review <input type="checkbox"/> Interviewing review	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Online Exam <input type="checkbox"/> Learning activities: interviewing	Tutorial	
	<input type="checkbox"/> Exercises which will build on the processes use in health interviews	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	Academic development – Active participation in tutorials & workshops	10%	2, 3	Weeks 3, 5, 6, 7 & 8
2	Assignment - Written Assignment Annotated Bibliography	30%	2	Week 4
3	Online Quiz	30%	1, 2, 3	Week 10
4	Presentation - technical or professional (in pairs)	30%	3	Revision and Exam week

### Assessment Details

Details of assessment items will be posted on the MyStudy Student Portal by Week 1 of the semester.

#### Assessment 1. 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 discussions, and to motivate students to do the background reading and preparation for a class session. The assessment rewards development of oral communication skills, and group skills such as interacting and cooperating with peers and a tutor.

**Assessment details:** You will be assessed throughout the 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. This criteria has undergone a full pre-moderation process.

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

#### Assessment 2. Annotated Bibliography and Reflection (1,000 words)

**Rationale:** This assessment 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 (2) journal articles that contain information on a specified topic. Each annotation will be in the form of a single paragraph and should be approximately 200 words in length. This assessment will be supported by tutorial / workshop activities that directly assist with this assessment item.

Your annotations should clearly point out the strengths and appropriateness of each source. In addition student will write three reflective paragraphs of approximately 200 words each that answers questions specified in the assessment descriptor on the 1806NRS course website in MyStudy is also required. The bibliographical details of the sources are not counted in the word count.

**Marking criteria:** The annotated bibliographies will be marked against established criteria which will be published on the 1806NRS MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar and punctuation.

**Submission:** Online submission to Turnitin

### **Assessment 3: Online Quiz**

**Rationale:** The purpose of this quiz is to assess content from the whole course and provide an impetus for students to engage in all of the course learning content. This quiz will assess vital communication skills in relation to patient safety and challenges to communication.

**Assessment details:** This quiz is fully on-line and will be completed during week 10 tutorial/workshop. Students will have one (1) hour and 30 minutes to complete the quiz once started. The quiz will comprise of a mix of multiple choice and true and false questions covering all topics addressed throughout the trimester.

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

**Submission:** Online during tutorial or workshop

### **Assessment 4: Oral Presentation.**

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

The oral presentation conducted is designed to:

- (a) evaluate students' ability to research, plan, and individually collect a patient history and conduct a 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 work with (an) other student(s), (assigned by the lecturer) to research, prepare and undertake a short nurse-patient interview. This presentation will take place during the revision week and examination period 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 site in advance of the date of expected presentation.

**Submission:** In person according to Oral presentation timetable.

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## 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%.**
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## Submission and Return of Assessment Items

Students are required to submit written assessments via TURNITIN and attend all practical (Interview) and online / written examinations as scheduled.

### 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. The Annotated Bibliography will be marked on-line with comments available for you to view, once marked, through TURNITIN. 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 in-trimester assessment items, except those being moderated externally with Griffith University, will also be available on the on the GRIFFITH COLLEGE Student Portal within fourteen [14] of the due date for submission of the assessment. This does not apply to the final piece of assessment in this course - marks for this item will be provided with the final course result.

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### **Generic Skills**

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:

<b>Generic Skills</b>	<b>Taught</b>	<b>Practiced</b>	<b>Assessed</b>
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

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### **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.

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### **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.

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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