



Course Code:	1806NRS
Course Name:	Communicating Effectively
Semester:	Trimester 1, 2019
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Susan Lawrence
Document modified:	11 February 2019

Teaching Team

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

Susan Lawrence: Susan.Lawrence@staff.griffithcollege.edu.au

Greta Bryson: Greta.Bryson@staff.griffithcollege.edu.au

Kelly Latty: kela@portal.griffithcollege.edu.au

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

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 college and 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 college and university 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. Identify, describe and reflect upon the elements of effective interpersonal, intercultural and interprofessional communication including clarification of other health professionals' roles to promote safe, caring and collaborative nursing care;
 2. Demonstrate beginner skills necessary for effective communication in the academic environment.
 3. Identify factors that support or hinder effective communication.
-

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 semester. 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*. (6th Ed). Churchill Livingstone, Australia: Elsevier. eBook ISBN: 9780729586290
-

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	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"/> Review of reflective writing skills	Tutorial	
	<input type="checkbox"/> Online IPL Quiz	Workshop	
3	<input type="checkbox"/> Use of evidence and referencing skills Introduction to verbal and non-verbal communication skills <input type="checkbox"/> Introduction to interpersonal and therapeutic communication	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Exercises in referencing and essay construction	Tutorial	
	<input type="checkbox"/> Activities focused on sourcing and reading academic resources	Workshop	

	<input type="checkbox"/> Reading and writing skill for an essay		
4	<input type="checkbox"/> Exploring key elements of verbal and non-verbal communication skills <input type="checkbox"/> Assessing communication	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	Tutorial	
	Online IPL Quiz 15%	Workshop	
5	<input type="checkbox"/> Therapeutic communication <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"/> Exercises in verbal and nonverbal communication skills	Workshop	
6	allenges to effective communication in organisational contexts, Part 1	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Exploring strategies for addressing challenges to communication <ul style="list-style-type: none"> • 	Tutorial	
	<input type="checkbox"/> Exercises in practical skills discussed in lectures and tutorials ication of ISOBAR	Workshop	
7	<input type="checkbox"/> Communication for Safety and Quality <input type="checkbox"/>	Lecture	Refer Course Delivery Schedule
	<ul style="list-style-type: none"> • Explore the use of: • Professional documentation and the Nursing Process • Requirement of safety- clinical handover (ISOBAR) 	Tutorial	

	<input type="checkbox"/> Health interviewing & history taking		
	<input type="checkbox"/> <input type="checkbox"/> Oral presentations	Workshop	
8	<input type="checkbox"/> Communicating effectively in professional and organisational contexts,.	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> Explore the positive components of therapeutic communication <input type="checkbox"/> Questioning styles <input type="checkbox"/> Exploration of communication content <input type="checkbox"/> Exercises which will build on the processes used in interprofessional communication	Tutorial	
	<input type="checkbox"/> Oral presentations	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 <input type="checkbox"/> Exercises which will build on the processes used in interviewing and history taking	Tutorial	
	<input type="checkbox"/> <input type="checkbox"/> Oral presentations	Workshop	
10	<input type="checkbox"/> TBA Revision	Lecture	Refer Course Delivery Schedule
	<input type="checkbox"/> TBA	Tutorial	
	<input type="checkbox"/> TBA	Workshop	

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Assessment Task	Due Date	Weighting	Learning Outcomes
-----------------	----------	-----------	-------------------

Online quiz IPL quiz (A1)	Week 2 Scheduled tutorial times	0%/	1, 3
Online quiz IPL Quiz (A2)	Week 4 Scheduled tutorial times	15%	1, 3
Assignment - Written Effective Communication Essay (1500 words) (A3)	Week 6 Friday 5 th April at 1700	45%	1, 2, 3
Presentation - technical or professional Individual Oral Presentation (A4)	Weeks 8 to 10 TBA in a scheduled workshop	40%	1, 2, 3

Assessment Details

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

Assessment 1.

Title: IPL quiz (A1)

Type: Online quiz

Due Date: Week 2 in scheduled tutorial/workshop times

Weight: 0%

Rationale: The purpose of this assessment is to create a baseline understanding of interpersonal communication processes

Assessment details: IPL Quiz (A1) will identify your knowledge of the roles and responsibilities of varying health professionals that you may interact with throughout your nursing career. You are not expected to know most of this and there are no marks allocated to this assessment.

This assessment item:

- is a college based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Marking criteria:

This quiz (part 1) is online and consists of 20 multiple choice questions marked at one mark per question.

This criteria has undergone a full pre-moderation process.

Submission: Online in person according to tutorials and workshops attendance

Assessment 2.

Title: IPL Quiz (A2)

Type: Online quiz

Learning Outcomes Assessed: 1, 3

Due Date: Week 4 in scheduled tutorial/workshop times via Computer labs

Weight: 15%

Rationale: The purpose of this assessment is to reassess baseline understanding of interprofessional roles and responsibilities of varying health professionals following lecture instruction

Assessment details:

In week two (2) you will have completed an online quiz of 20 questions. The lectures in week three (3) will contain components of the Interprofessional Learning Module. There will also be a video available for you to view following the completion of the week two (2) online quiz.

This second online quiz (A2) of 20 questions (15%) is to be completed in week four (4).

Marking criteria:

This is an online quiz of 20 multiple choice questions. Each question is worth 1 mark.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Submission: Online in person according to tutorials and workshops attendance

Assessment 3:

Title: Effective Communication Essay (1500 words)

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3

Due Date: Week 6 5th Apr 19 17:00

Weight: 45%

Marked out of: 100

Rationale:

Nurses are a key element in a complex health care network and, as such, require outstanding communication skills. The purpose of this written assignment is to enable you to produce a short piece of writing that adheres to academic conventions and discusses the importance of effective communication in healthcare.

Assessment details: You will be required to write a 1500 word essay that discusses the importance of effective communication in healthcare settings.

Marking Criteria:

The essay 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

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity

Assessment 4: Title: Individual Oral Presentation

Type: Presentation - technical or professional

Learning Outcomes Assessed: 1, 2, 3

Due Date: Weeks 8 to 10. TBA Conducted in a scheduled workshop

Weight: 40%

Marked out of: 50

Rationale: As a nurse you will communicate with a wide range of people in a variety of settings. The purpose of this task is for you to investigate the importance of effective communication and for you to practice your oral communication skills.

Assessment details: For this task, you need to present an eight-minute oral presentation to your peers in one of your timetabled workshop classes for Weeks 8-10.

Marking Criteria: The assignment description and marking criteria/rubric will be provided on the MyStudy course site within the Assessment section, subfolder Assessment 3 (A3): Individual Oral Presentation.

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. The assessment date/time will be arranged within a scheduled workshop between weeks 8-10.

Task Description:

Criteria & Marking:

Submission: This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

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 draft work and final assessment items 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.

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:

Generic Skills	Taught	Practiced	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 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.

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.

Copyright © - GRIFFITH COLLEGE

Note: For all Diploma level programs, GRIFFITH COLLEGE acknowledges content derived from Griffith University.