



Course Code:	1020GCH
Course Name:	Academic & Professional Skills Development for Science and Technology
Trimester:	Trimester 2, 2019
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Mia Mitropoulos
Document modified:	

Teaching Team

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

Mia Mitropoulos maria.mitropoulos@staff.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 “my Timetable” link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

Academic and Professional Skills Development for Science and Technology is a 10 Credit Point course within the Diploma of Health Care. The course is situated within the first trimester of each of these programs. The Diploma of Health Care provides students with a pathway to:

- * further university studies in Health related degrees, or
- * direct employment in base level roles within these discipline.

The course offers students a broad introduction to the skills involved in acquiring information and in displaying knowledge to others. It includes the basic knowledge skills required to successfully participate in an undergraduate degree program and to operate effectively in an industry context.

Rationale

Academic and Professional Skills Development for Science and Technology provides the necessary knowledge and skills required for effective functioning in the professional or tertiary sectors.

Aims

This course aims to enable students to develop skills in the following three main areas:

1. Learning skills and awareness relevant to both a university or workplace context.
 2. Skills required to extend learning beyond lectures and textbooks by applying skills to 'real world' situations.
 3. Skills required to display information in the most effective manner.
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Learning Outcomes

Upon the successful completion of the course you will be able to:

1. Adopt and use appropriate learning orientations and reflective practices in order to nurture identified skills required for the purpose of building academic and professional capabilities.

2. Select and / or evaluate scholarly literature, in order plan, analyse, synthesise, organise, and communicate relevant information through a range of academic contexts and modes;
 3. Respond critically to topics, scenarios, questions or hypotheses in various written and spoken modes and display attribution of source material using accepted referencing conventions where required;
 4. Use a range of co-operative learning and group work techniques to enhance collaboration experiences and outcomes;
 5. Apply core values of academic integrity in own learning to build social and ethical responsibility.
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Texts and Supporting Materials

Required Text:

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). *Essential Academic Skills*. (2nd ed.) Melbourne: Oxford University Press

Organisation and Teaching Strategies

This course involves or five (5) formal contact hours per week incorporating seminars, tutorials and - computer lab sessions. The seminars will introduce you to the theoretical content of the course while tutorials and lab sessions put the concepts and theories learnt in lectures into practice. Lab sessions are designed to give students an opportunity to complete a range of practical tasks. This includes opportunities to prepare for assessment items with the help of tutor/s. The teaching and learning approaches used will consider the nature of learning and the diverse nature of students within the classroom.

Class Contact Summary

Attendance

Your attendance in class will be marked twice during a five hour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to attend and participate in all classes throughout the trimester.

Participation in Class

You are expected to actively participate in all classes each week.

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 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 Learning

You should allocate approximately 10 hours of study per week (including the lecture/tutorial time) to this course. However, you will find that more than this will be required in some weeks.

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 [please see Griffith College Policy Library - Program progression Policy - for more information].

Content Schedule

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Curriculum, Learning and higher education.	Lecture	Chapter 2 and 3
	Setting goals and mastering learning. Reflective writing; Introduction to APA referencing - paraphrasing with basic in – text citations, reference lists	Tutorials	
	1020CGH Course Outline. Overview of assessment requirements. Time management and planning for success. Progress Student Workbook.	Workshop	
2	Self-efficacy and the independent learner.	Lecture	Chapter 1
	Building resilience. Presentation group allocations. Academic writing and learning activities; reference lists; paraphrasing and in-text citations; Overview and analyse presentation topic –Assessment 2. Search statements and online academic search skills.	Tutorials	
	Reflection on Weeks 1 and 2.	Workshop	

	Progress Student Workbook activities.		
3	Approaches to learning; learning from and with others and feedback.	Lecture	Chapter 7
	(Critical) Reflection on learning. Reflective writing. Overview of Assessment 3 Essay - Topic analysis. Academic writing and learning activities; paraphrasing and in-text citations and writing reference lists; Review online academic search skills inc review of developing a research strategy	Tutorials	
	Progress with Assessment 1 Student Workbook activities and draft critical reflection.	Workshop	
4	Reading academically – Engaging with Academic literature developed paragraph writing, paraphrasing and in-text citations.	Lecture	Chapter 4
	Research and the discipline of nursing. Reading research - journal articles; Search strategies and online academic search skills.Using technology for research and learning. Review essay and presentation topics.	Tutorials	
	Academic writing learning activities & reflection on Weeks 3 and 4.Progress on Workbook and critical reflection Presentation planning and development.	Workshop	
5	Analysing ideas in research; Argument; other forms of academic writing	Lecture	Chapter 12
	Writing a developed paragraph using 2 sources. Progress with Presentation.	Tutorials	
	Academic writing learning activities.	Workshop	
6	Constructing and presenting an Academic Argument.	Lecture	Chapter 9
	Collaboration, cooperation and collusion – learning with and from others. Key skills in writing academically – writing introductions/conclusions and developed paragraphs.	Tutorials	

	Learning activities & reflection on Weeks 5 and 6. Presentation progress and review of key skills.	Workshop	
7	Thinking Like a Scientist	Lecture	Chapters 5 and 13
	Presentations due in class.	Tutorials	
	Learning activities Key skills in writing academically; review of essay plans. Progress with essay.	Workshop	
8	Innovative problem solving.	Lecture	Chapter 6
	Academic integrity; in class tutor consultation review of essay plans.	Tutorials	
	Learning activities & reflection on Weeks 7 and 8. Essay plan review –in class tutor consultation.	Workshop	
9	Communication in Health Care.	Lecture	Chapter 10
	Examining Principles of Cultural Identity and Cultural Competence; Examining Communication, Critical Thinking Skills, Problem Solving and the Nursing Process; Essay plan review –in class tutor consultation. .	Tutorials	
	Learning activities. Progress with Essay and essay plan review .	Workshop	
10	Skills in Health Care and Nursing.	Lecture	
	Learning as a lifelong phenomenon. Learning activities & reflection on Weeks 9 and 10. Career Self-Assessment Activities – Revisiting goals.	Tutorials	
	Progress with Essay.	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	Student Workbook and Final Critical Reflection (+ SWOT Analysis)	35%	1, 2, 3, 5	4
2	Team Presentation	25%	2, 3, 4, 5	7
3	Written Essay and Plan	40%	1, 2, 3, 4, 5	10

Assessment Details

Assessment 1: Student Workbook and Final Critical Reflection

Rationale: Completing the student workbook helps students to reflect upon and understand the reasons for their past, present and future academic performances and to identify improvement goals and strategies. The student work book and critical reflection encourage critical thinking and decision making by students as well as the development of student self-evaluation skills. The student workbook and critical reflection encourage students to engage with their motivation for being at university whilst developing a sense of their present learning environment, the necessity to develop new skills and the need to balance university and work-life.

Assessment details:

This task requires students to complete the student workbook (available online via Portal) and critical reflection on the outcomes of their analysis of their learning abilities.

Students are required to complete a range of activities across the first 4 weeks that provide an induction to Griffith College and learning in higher education. These activities would include:

- Library engagement exercise
- Teacher consultation interview
- Contact with student support services
- Timetable and study plan development
- Goal setting exercises.
- Critical reflection and SWOT

After completion of the Assessment 1 Workbook tasks students are expected to reflect on these and their SWOT analysis of their learning abilities created for the Workbook and write a Critical Reflection on the outcomes of this analysis.

Students will submit the completed Workbook including their final critical reflection and SWOT online to Turnitin. The Student Workbook will be marked against established criteria which will be published on the 1020GCH MyStudy course site. The writing in the Workbook and the Critical reflection must be in appropriate academic style, using correct spelling, grammar and punctuation

Submission: The final version of the Workbook will be submitted via online submission to Turnitin.

The due date of the Workbook is Week 4.

Assessment 2: Team Presentation - Explaining a key discipline concept

Length: 3 minutes per person (9-12 minutes per group)

Rationale: Creating a Team Presentation assesses students understanding of the principles of effective group work and effective communication about a discipline specific topic of choice. It encourages individual and collaborative learning. The team presentation tests students' ability to use investigation, imaginative and critical thinking, and synthesis of ideas. The Team Presentation tests students' skills in collecting, analyzing, evaluating and organising information; their abilities in communicating ideas and information and planning and organising activities; as well as their skills in working with others in teams problem solving and using technology to create ppts.

Assessment details: Working in groups of 3-4 students are required to produce a 9-12 minute presentation (3 minutes per person) that explains to a non-expert audience a key idea or work practice from their discipline area. This presentation will be created by groups of 3 or 4 students with a requirement for every group member to be part of the presentation. During the presentation students are required to demonstrate critical analytical thinking and make reference to academic research in their discipline field that relates to their chosen topic. Students are expected to provide a paper copy of the powerpoint presentation, meeting records, criteria and marking sheets and reference list to their tutor prior to the presentation. Students will also complete and submit an individual peer and self-evaluation of their participation in their group through the development of their presentation. A template is provided for this on the Portal.

The team presentations will be presented in class Week 7. Submission: a). A single group copy of presentation powerpoints, record of meetings and reference list to be submitted online via Turnitin in Week 7. b). Individual script and reference list and an individual peer and self-evaluation for each student will also be submitted online via Turnitin Week 7.

Submission: Online submission to Turnitin via link on the 1020GCH Learning Support page.

Marking criteria:

Students will be assessed against the following criteria:

- Ability to communicate clearly orally
- Ability to analyse key ideas and research within their discipline
- Knowledge of discipline ideas and challenges in explaining these ideas to different audiences
- Ability to work effectively as part of a group.

Assessment 3: Essay and Planning Documents

Rationale: Writing an essay tests a student's ability to: research and locate relevant literature, assess ideas and information in the relevant literature, formulate an argument, and critically evaluate different perspectives on and alternatives to issues or problems. The critical essay will also assess a student's ability to: research, select and read relevant sources analytically and critically; to plan an essay; avoid plagiarism; paraphrase and quote skillfully; use citations; write coherent developed paragraphs using the structure taught in the course; link developed paragraphs in a logical order; write an introduction and conclusion; create an argument in an essay format; and use knowledge from academic sources to support an argument.

Assessment details: Students will be guided across Weeks 4, 5, 6 & 7 in the process of searching for, identifying and analysing research journal articles related to health care and nursing. **Essay:** Using this guided learning students are required to develop a 1200 word essay using **5 key journal articles** relevant to health care and nursing on a topic related to health care and nursing This includes **a compulsory reading** which is provided on the Portal to guide the development of the essay. **Planning Documents:** Essay planning documents will be developed during class time (and for homework) which will be reviewed in class in Weeks 8 and 9 and feedback given. The completed planning documents must be submitted with the final essay document. The essay should provide an argument on the topic that is supported with evidence from 5 journal articles (which includes the compulsory article provided on the Portal) located via the research process. The planning document templates are provided on the Portal.

Marking criteria: The Essay will be marked against established criteria which will be published on the 1020GCH MyStudy course site. The essay must be written in appropriate academic style, using correct spelling, grammar and punctuation and formatted appropriately.

Submission: Online submission to Turnitin via link on the 1020GCH Learning Support page.

The due date of the Essay and Planning Documents is Week 10.

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.

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	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	
English Language Proficiency	Yes	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.

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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