



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	1806NRS
<b>Course Name:</b>	Communicating Effectively
<b>Trimester:</b>	Health Care Trimester 1, 2020
<b>Program:</b>	Diploma of Health Care
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Susan Lawrence
<b>Document modified:</b>	16 December 2019

### 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.

### Assumed Knowledge

There is no assumed prior knowledge required for this course.

### 1.2 Teaching Team

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

Name	Email
Susan Lawrence	<a href="mailto:Susan.Lawrence@staff.griffithcollege.edu">Susan.Lawrence@staff.griffithcollege.edu</a>

### 1.3 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 "Support and Services/Teacher Consultation Times" link.

### 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

### 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 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.

### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Conceptualise elements of effective personal, professional and cultural communication skills which promote safe, caring, quality nursing care;
2. Demonstrate skills necessary for effective communication in the academic environment.
3. Outline factors that support or hinder effective communication in healthcare settings.

### 2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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 and Capabilities</b>	<b>Taught</b>	<b>Practised</b>	<b>Assessed</b>
Acquisition of discipline knowledge and skills with critical judgement	✓	✓	✓
Communication and collaboration	✓	✓	✓
Self-directed and active learning	✓	✓	
Creative and future thinking	✓	✓	✓
Social responsibility and ethical awareness	✓	✓	
Cultural competence and awareness in a culturally diverse environment	✓	✓	✓

### 3. Learning Resources

#### 3.1 Required Resources

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.

#### 3.2 Recommended Resources

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. (6<sup>th</sup> Ed). Churchill Livingstone, Australia: Elsevier. eBook ISBN: 9780729586290

#### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Learning Information

#### **Attendance**

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### **Preparation and Participation in Class**

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time 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 in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

#### **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

#### **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].

#### **Teacher and course Evaluation**

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 via Griffith College's evaluation tool whenever these are available.

## 4. Learning and Teaching Activities

### 4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	<input type="checkbox"/> Introduction of key concepts in communicating effectively	Lecture	Refer Course Delivery Schedule	1, 2, 3
	<input type="checkbox"/> Introduction to fellow students and tutorial dynamics <input type="checkbox"/> Understanding communication	Tutorial		1, 3
	<input type="checkbox"/> 1806NRS Course Outline, overview of assessments and course site.	Workshop		1, 2,
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	1, 2, 3
	<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		1, 2, 3
	<input type="checkbox"/> Online IPL Quiz 0%	Workshop		1, 2, 3
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	1, 2, 3
	<input type="checkbox"/> Exercises in referencing and essay construction	Tutorial		2
	<input type="checkbox"/> Activities focused on sourcing and reading academic resources <input type="checkbox"/> Reading and writing skill for an essay	Workshop		2
4	<input type="checkbox"/> Exploring key elements of verbal and non-verbal communication skills <input type="checkbox"/> Assessing communication	Lecture	Refer Course Delivery Schedule	1, 3
	<input type="checkbox"/> Critical thinking approaches in the healthcare setting <input type="checkbox"/> Critical thinking in healthcare - Thinking outside of the square	Tutorial		1, 3
	<input type="checkbox"/> Exercises in essay planning and construction	Workshop		2
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	1, 2, 3
	<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		1, 3
	<input type="checkbox"/> Exercises in verbal and nonverbal communication skills	Workshop		1, 3

6	<input type="checkbox"/> Challenges to effective communication in organisational contexts	Lecture	Refer Course Delivery Schedule	1, 2, 3
	<input type="checkbox"/> Exploring strategies for addressing challenges to communication	Tutorial		1, 2, 3
	<input type="checkbox"/> Application of ISOBAR	Workshop		1, 2, 3
7	<input type="checkbox"/> Communication for Safety and Quality	Lecture	Refer Course Delivery Schedule	1, 2, 3
	<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) Health interviewing & history taking	Tutorial		1, 2, 3
	<input type="checkbox"/> Oral presentations	Workshop		1, 2
8	<input type="checkbox"/> Communicating effectively in professional and organisational contexts.	Lecture	Refer Course Delivery Schedule	1, 2, 3
	<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 inter-professional communication	Tutorial		1, 2, 3
	<input type="checkbox"/> Oral presentations	Workshop		1, 2
9	<input type="checkbox"/> Cultural issues and impact on therapeutic communication	Lecture	Refer Course Delivery Schedule	1, 2, 3
	<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		1, 2, 3
	<input type="checkbox"/> Oral presentations	Workshop		1, 2
10	<input type="checkbox"/> Revision	Lecture	Refer Course Delivery Schedule	1, 2, 3
	<input type="checkbox"/> Course revision <input type="checkbox"/> Oral presentations	Tutorial		1, 2, 3
	<input type="checkbox"/> Online IPL Quiz 15%	Workshop		1, 2, 3

## 5. Assessment Plan

### 5.1 Assessment Summary

Item	Assessment Task	Weighting	Learning Outcomes	Due Date
1	Online quiz IPL quiz (A1)	Week 2 Scheduled tutorial times	1,3	0%
2	Assignment - Written Effective Communication Essay (1200 words) (A2)	Week 6 Friday at 1700	1, 2, 3	45%
3	Presentation - technical or professional Individual Oral Presentation (A3)	Weeks 8 to 10 TBA in a scheduled workshop	1, 2, 3	40%
4	Online quiz IPL Quiz (A4)	Week 10 Scheduled tutorial times	1, 3	15%

### 5.2 Assessment Detail

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. This quiz is to be completed in the students own time in either the college computer labs or as an at home assessment.

**Weight:** 0%

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

**Assessment details:** IPL Quiz (A1) will identify your knowledge of the role and responsibilities of varying health professionals that you may interact with throughout your nursing career. You are not expected to know all of this and there are no marks allocated to this assessment. This assessment is mandatory and must be submitted.

**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:** Effective Communication Essay (1200 words)

**Type:** Assignment - Written Assignment

**Learning Outcomes Assessed:** 1, 2, 3

**Due Date:** Week 6, Friday 3<sup>rd</sup> at 17:00 hours

**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 1200-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.

**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

**Submission:** Online submission to Turnitin

**Assessment 3:**

**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 pair with a peer colleague to present a 10-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.

**Submission:** In person during tutorial/workshop allocated time schedules

**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

**Assessment 4:**

**Title:** IPL Quiz (A2)

**Type:** Online quiz

**Learning Outcomes Assessed:** 1, 3

**Due Date:** Week 10 in scheduled tutorial/workshop times

**Weight:** 15%

**Rationale:** The purpose of this assessment is to reassess baseline understanding of interpersonal communication processes following lecture instruction.

**Assessment details:**

In week ten (10) you will have completed an online quiz of 20 questions. The lectures throughout the trimester will contain components of the Interprofessional Learning Module. There will also be videos available for you to view following the completion of the week two (2) online quiz.

This second online quiz (A4) of 20 questions (15%) is to be completed in week ten (10).

**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



**Marking criteria:**

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

**Submission:** Online in person according to tutorials and workshops timetable schedule

**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.

### 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

### 5.4 Other Assessment Information

**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.

**Requests for extension**

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

**Return of Assessment Items**

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

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

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