



1. General Course Information

1.1 Course Details

Course Code:	1806NRS
Course Name:	Communicating Effectively
Trimester:	Health Care Trimester 2, 2020
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Susan Lawrence
Document modified:	25 May 2020

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 knowledge for this course

1.2 Teaching Team

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

Name	Email
Susan Lawrence	Susan.Lawrence@staff.griffithcollege.edu.au
Kelly Latty	kela@portal.griffithcollege.edu.au

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 found on the Moodle Course Site.

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 and Capabilities

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:

Generic Skills and Capabilities		Taught	Practised	Assessed
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 Learning 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 Learning Resources

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. (6th 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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Week	Module 1 : Effective Communication				
1	Introduction of key concepts in communicating effectively <ul style="list-style-type: none"> <input type="checkbox"/> Building awareness of science of effective communication <input type="checkbox"/> Review study approach to course 	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	(Zoom) Tutorials incorporating debate, group work and individual activities through: -Presentations -Polling quizzes -Completing the electronic tutorial workbook activities	Non-graded weekly quiz	1, 2, 3
2	Understanding differences between personal and academic reading and writing <ul style="list-style-type: none"> <input type="checkbox"/> Explore health terminology knowledge <input type="checkbox"/> Develop academic writing skills <input type="checkbox"/> Build strengths and techniques required for presentations 	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	(Zoom) Tutorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes -Quizlet flashcards -Completing the electronic tutorial workbook activities	Non-graded weekly quiz A1 Video profile presentation non-graded Assessment (A1) Online Quiz IPL knowledge Non grade weight	1, 2, 3
3	Understanding how to utilise scholarly evidence to support academic writing. <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to APA 7th referencing <input type="checkbox"/> Develop academic reading skill <input type="checkbox"/> Academic essay construction 	-Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions	(Zoom) Tutorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes -Quizlet flashcards -Completing the electronic tutorial workbook activities	Non-graded weekly quiz	2





Module 2: Therapeutic Communication Skills					
4	<p>Introduction to verbal and non-verbal communication skills</p> <p>Introduction to interpersonal and therapeutic communication</p> <p>Exploring key elements of</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal and non-verbal communication skills <input type="checkbox"/> Active and passive listening <input type="checkbox"/> Nursing presence <input type="checkbox"/> Use of silence <input type="checkbox"/> Paraphrasing and summarising 	<p>Complete workbook exercises</p> <p>-Watch the mini lecture(s), additional videos and resources (incl. the course textbook)</p> <p>-Complete Review Questions</p>	<p>Zoom) Tutorials incorporating debate, group work and individual activities through:</p> <p>-Presentations</p> <p>-polling quizzes</p> <p>-Kahoot Quizzes</p> <p>-Completing the electronic tutorial workbook activities</p>	<p>Non-graded weekly quiz</p> <p>Assessment (A2a) Essay Plan- Part 1 Grade 5% (200 words)</p>	1, 2, 3
5	<p>Professional Boundaries in Healthcare</p> <p>Exploring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> boundary crossing and violations <input type="checkbox"/> barriers to effective communication <input type="checkbox"/> verbal and nonverbal communication skills 	<p>Complete workbook exercises</p> <p>-Watch the mini lecture(s), additional videos and resources (incl. the course textbook)</p> <p>-Complete Review Questions</p>	<p>Zoom) Tutorials incorporating debate, group work and individual activities through:</p> <p>-Presentations</p> <p>-polling quizzes</p> <p>-Kahoot Quizzes</p> <p>-Completing the electronic tutorial workbook activities</p>	<p>Non-graded weekly quiz</p>	1, 3
6	<p>Cultural considerations and the impact on therapeutic communication</p> <p>Explore:</p> <ul style="list-style-type: none"> <input type="checkbox"/> positive components of therapeutic communication <input type="checkbox"/> interviewing and history taking 	<p>Complete workbook exercises</p> <p>-Watch the mini lecture(s), additional videos and resources (incl. the course textbook)</p> <p>-Complete Review Questions</p> <p>Watch peer presentations</p>	<p>Zoom) Tutorials incorporating debate, group work and individual activities through:</p> <p>-Presentations</p> <p>-polling quizzes</p> <p>-Completing the electronic tutorial workbook activities</p>	<p>Non-graded weekly quiz</p> <p>Assessment (A2b) Part 2 Effective Communication Essay (1200 words) Grade: 45%</p>	1, 3

Module 3: Communicating effectively in professional and organisational contexts					
7	Challenges to effective communication in organisational contexts Exploring <ul style="list-style-type: none"> <input type="checkbox"/> challenges to communication 	Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations	Zoom) Tutorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes -Completing the electronic tutorial workbook activities	Non-graded weekly quiz A3 Allocated Group Oral Presentation Grade 35%	1, 3
8	Communication for Safety and Quality Exploring <ul style="list-style-type: none"> <input type="checkbox"/> Professional documentation <input type="checkbox"/> Nursing Process <input type="checkbox"/> Clinical handover <input type="checkbox"/> interviewing and history taking 	Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations	Zoom) Tutorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes -Completing the electronic tutorial workbook activities	Non-graded weekly quiz A3 Allocated Group Oral Presentation Grade 35%	1
9	Communicating effectively in professional and organisational contexts <ul style="list-style-type: none"> <input type="checkbox"/> build on processes for inter-professional communication 	Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations	Zoom) Tutorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes -Completing the electronic tutorial workbook activities	Non-graded weekly quiz A3 Allocated Group Oral Presentation Grade 35%	1
10	Course Revision <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Auslan Conversation's 	Complete workbook exercises -Watch the mini lecture(s), additional videos and resources (incl. the course textbook) -Complete Review Questions Watch peer presentations	Zoom) Tutorials incorporating debate, group work and individual activities through: -Presentations -polling quizzes -Kahoot Quizzes -Completing the electronic tutorial workbook activities	A3 Allocated Group Oral Presentation Grade 35%	1



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Online quiz IPL Quiz (A1)	non-graded 0%	1	Week 2 TBA in a Scheduled Lectorial
2	Assignment- Written Essay Plan (200 words) (A2a)	5%	2	Week 4 Friday at 1700
3	Assignment - Written Effective Communication Essay (1200 words) (A2b)	40%	1, 2, 3	Week 6 Friday at 1700
4	Presentation - technical or professional Oral Presentation (A3)	40%	1	Weeks 7 to 10 TBA in a Scheduled Lectorial
5	Online quiz IPL Quiz (A4)	15%	1	Week 10 TBA in a Scheduled Lectorial

5.2 Evidence of Learning Task 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

Learning Outcomes Assessed: 1

Due Date: Week 2 . TBA Conducted in a scheduled Lectorials

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 (online) 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 lectorial attendance

Assessment 2a: Part 1

Title: Essay Plan (200 words)
Type: Assignment - Written Assignment
Learning Outcomes Assessed: 2
Due Date: Week 2 Friday at 17:00 hours
Weight: 5%
Marked out of: 10

Rationale:

An essay plan helps a writer to organise ideas and modified as they read, think or discuss the essay topic. It helps to create a basic outline or structure for an essay, highlighting weaknesses, clarity of ideas and is useful for students who want to discuss their structure approach to an essay with their lecturer, tutor or with an academic learning advisor.

Assessment details: You will be required to write approximately a 200-word essay plan that addressing the topic areas required in Part 2(b) of your essay assignment.

Marking Criteria:

The essay plan 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 (online) 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 2b: Part 2

Title: Effective Communication Essay (1200 words)
Type: Assignment - Written Assignment
Learning Outcomes Assessed: 1, 2, 3
Due Date: Week 6, Friday at 17:00 hours
Weight: 40%**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 (online) 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**Due Date:** Weeks 7 to 10. TBA Conducted in a scheduled Lectorials**Weight:** 40%**Marked out of:** 100

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 8-minute oral presentation to your peers in one of your timetabled workshop classes for Weeks 7-10.

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 lectorials between weeks 7-10.

Submission: In person during lectorials allocated time schedules

This assessment item:

- is a college based (online) 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**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 (online) 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

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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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