1. General Course Information

1.1 Course Details

Course Code:	**LDH100**
Course Name:	**Language Development Module for Health Care**
Trimester:	**Health Care Trimester 1, 2021**
Program:	Language Development
Credit Points:	0
Course Coordinator:	Remy Boccalatte
Document modified:	1 September 2020

Course Description

The module is designed to provide students with opportunities to review, develop and practice the English language systems and skills required to successfully participate in an undergraduate degree program.

Assumed Knowledge

There are no prerequisites for this course

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Jessica So	jessica.so@griffithcollege.edu.au or _jso@portal.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher 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

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. recognise and effectively use language to assess pain and take patient history
2. recognise and effectively use language to advise on diet and wound management
3. recognise and effectively use language to check vital signs and transfer patients
4. recognise and effectively use language to give bad news and deal with aggressive patients
5. recognise and effectively use language to discharge patients
6. understand how your English level rates against exit level requirements

* NOTE: Students that: do not achieve a non-graded pass for the Language Development Module For Health Care 1 (LDH100), will be required to re-enrol in LDH100 in the following trimester.

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

The text required for this course will be provided in the first week of class. All learning materials necessary will be provided to you via the Learning@Griffith College section of the Griffith College portal.

3.2 Recommended Learning Resources

Swan, M. (2005). *Practical English Usage (3rd ed.).* Oxford University Press.

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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

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 experiences	Learning activities	Evidence of learning	Learning outcome
		Module				
1		**Pain Assessment and Patient History**	S: Functional role play- assessing pain/ Summarising Conditions S: Functional Role Play- Taking patient history	L: Note taking on symptoms G: Open/Closed Questions Describing Pain V: Colloquial language R: Pain Assessment V: Lexis associated with pain L: Taking Medical History R: Comprehension Drug Administration	W: Referral letter 1 R: Comp. Quiz 1	*1*
2		*Dietary Advice and Wound Management*	S: Case Study group discussion S: Role play- Giving dietary advice S: Wound management form role play and discussion	S: Giving Dietary Advice V: Colloquial language L: Patient diet history R: Managing dietary needs V: Vocabulary Development L: Wound presentation R: Comprehension- Wound Management	L: Comp. Quiz 1 W: Referral Letter 2	*2*
3		*Checking Vital Signs and Transferring Patients*	S: Handover Taking vital signs role play S: Role play- deciding equipment to move a patient	L: Taking vital signs V: Colloquial language S: Communication focus R: Monitoring vital signs V: Vocabulary development L: Moving a patient S: Communication focus - request/reassure R: Comprehension- Moving a patient	R: Comp. Quiz 2 L: Comp. Quiz 2	*3*

4	*Giving Bad News and Dealing with Aggressive Patients*	S: Delivering bad news role play S: Role play dealing with aggressive patients	L: Breaking bad news V: Colloquial language R: Jigsaw reading comp (prep/comm/plan/follow) V: Word building S: Communication focus- appropriacy of delivery L: Dealing with difficult patients R: Types of aggressive patients	W: Referral Letter 3 R: Comp. Quiz 3	*4*
5	*Discharge Planning*	S: Role play- patient discharge	L: Discharge planning V: Colloquial language R: Reading comp stages of discharge V: Word building	L: Comp. Quiz 3 Oral assessment- Role Play Password Test	*5*

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Reading Quizzes	15%	1,2,3,4,5	Week 2,5,8
2	Listening Quizzes	15%	1,2,3,4,5	Week 3,6, 9
3	Writing Referral	20%	1,2,3,4,5	Week 1,4,7
4	Oral Assessment	20%	1,2,3,4,5,	Week 10
5	Vocabulary Journal	10%	1,2,3,4,5	Weekly
6	Password Diagnostic Test	20%	6	Week 10

5.2 Evidence of Learning Task Detail

Rationale for assessment

Assessment in this course is primarily aimed at assessing English language skills. All assessment in the Language Development Modules target the building of vocabulary and increasing precision with accuracy of grammatical structures, and to provide opportunity to apply these within other courses in an academic environment. The assessment is broken down into five (5) equally weighted sections.

Successful completion of LDH100 requires that students:
* attend their LDH100 classes, and
* complete assessment items. If you do not complete the assessment items, you cannot be awarded marks.

Summary of Assessment

1. Reading Comprehension Quizzes

These three (3) quizzes can be accessed online and you will have unlimited attempts to answer the questions. Your grade will take an average of all of your attempts. The stimulus will be taken from medical articles. The access to these quizzes will stay open for the nominated amount of time outlined in the course notes. The total of the quizzes is worth 20% of the final grade.

2. Listening Comprehension Quizzes

These three (3) quizzes can be accessed online and you will have unlimited attempts to answer the questions. Your grade will take an average of all of your attempts. The stimulus for these quizzes are from medical communication. The access to these quizzes will stay open for the nominated amount of time outlined in the course notes. The total of the quizzes is worth 20% of the final grade.

3. Referral Letter Writing

Over the trimester, you will be required to submit three (3) written referral letters online through the course notes. Each letter requires you to write at least 200 words and your teacher will give you online feedback about your language. These tasks will only stay open for a period of a few weeks, to allow your teachers to mark effectively. You only get *one* attempt at each task. The total of the writing tasks is worth 20% of the final grade.

4. Speaking Role Play

Conducted in the final week, the speaking role play is a one on one task with your teacher. You will have a conversation as a nurse to a patient. You will be given a situation and are required to speak for between 3-5 minutes. The total of the speaking task is worth 20% of the final grade.

5. **Vocabulary Building Journal**

   Over the trimester, you will be required to complete eight (8) separate pages of a vocabulary journal (at the back of each week's workbook). You are to choose at least ten (10) words from one of your text books from your other courses and explore the meaning, word family, synonyms, and example sentence to build your vocabulary. Your teacher will check this each week at the start of each class. The total of the vocabulary journal is worth 20% of the final grade.

6. **Password Diagnostic Test**

   Due to the increased requirements to show higher language levels before entering the University (IELTS 7.0 or equivalent), this online test run by The Griffith English Language Institute (GELI) is a milestone diagnostic test of English language levels after 1 trimester of study. The test involves online multiple choice and extended typed questions and is conducted in week 10 in GELI centre. The feedback of this test helps to update students on their progress with language development.

Note: LDH100 is a non-award course and as such is not included in the calculation of your grade point average (GPA). At the completion of the course you will be awarded either an NP (Non-graded Pass) or an NC (Not Complete) grade. If you have been required to complete LDH100, receive a NC grade and you have poor academic performance (as outlined in the Program Progression Policy), you will be required to repeat LDH100 the following trimester.

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 Sittings, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed 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 within 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.

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