1. General Course Information

1.1 Course Details

Course Code:	**LDH200**
Course Name:	**Language Development Module for Health Care 2**
Trimester:	**Trimester 3, 2021**
Program:	**Language Development**
Credit Points:	0
Course Coordinator:	Remy Boccalatte
Document modified:	1 June 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@staff.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 feed a patient and maintain hygiene
2. recognise and effectively use language to shower a patient and show empathy
3. recognise and effectively use language to request consent and confirm information
4. recognise and effectively use language to concede or refute
5. recognise and effectively use language to show encouragement

* NOTE: Students that: do not achieve a non-graded pass for the Language Development Module for Health Care 2 (LDH200), will be required to re-enrol in LDH200 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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Academic Integrity online modules within the suite of Academic and Professional Studies courses.

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 teacher'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 Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 teacher. 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 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Activities and Learning Experience

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	**Feeding a dependent patient and maintaining hygiene**	S: Functional role feeding scenario S: Discussion hygiene standards S: Create a poster promoting hygiene	L: Feeding a patient G: Questions order V: Colloquial language R: Feeding a patient V: Lexis associated with assisting feeding L: Hand hygiene stages G: Polite/indirect questions	W: Referral letter 1 R: Comp. Quiz 1 Vocabulary Journal 1 and 2	*1*
2	*Showering a patient and showing empathy*	S: Role play-Bathing scenario S: Rural nursing setting role play	S: Different bathing approaches V: Colloquial language L: Patient showering G: Making soft suggestions/ Alternative future forms R: Rationale for showering approach V: Vocabulary Development L: Rural nursing V: Showing empathy R: Comprehension-Rural nursing	L: Comp. Quiz 1 W: Referral Letter 2 Vocabulary Journal 3 and 4	*2*
3	*Request consent and confirming information*	S: Requesting consent role play S: Role play-dispensing medication	S: Different modes of consent L: Requesting consent V: Colloquial language	R: Comp. Quiz 2 L: Comp. Quiz 2	*3*

			G: Asking for permission- modal verbs R: Ethics of consent V: Vocabulary development L: Medication dispensing S: Communication focus - confirm/clarify G: Question tags R: Comprehension- Medication dispensing	Vocabulary Journal 5 and 6	
4	*Concede and refute and assessing workplace risks*	S: Debate - for or against legalisation of euthanasia S: Role play dealing with intoxicated patients	L: Voluntary euthanasia V: Colloquial language- concession and refutation G: Subordinating conjunctions R: Legalisation of euthanasia V: Word building L: Dealing with intoxicated patients R: Violence in healthcare settings	W: Referral Letter 3 R: Comp Quiz 3 Vocabulary Journal 7 and 8	*4*
5	*Language of encouragement*	S: Role play - midwife and jaundiced baby	L: Midwifery V: Colloquial language R: Qualities of a midwife W: Jigsaw summary V: Word building	L: Comp. Quiz 3 Oral Evidence of Learning Task - Role Play	*5*

 5. Evidence of Learning

5.1 Evidence of Learning Summary

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

5.2 Evidence of Learning Task Detail

Rationale for Evidence of Learning Task

Evidence of learning in this course is primarily aimed at assessing English language skills. All evidence of learning 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 evidence of learning is broken down into five (5) equally weighted sections.

Successful completion of LDH200 requires that students:

* complete Evidence of Learning Tasks. If you do not complete the Evidence of Learning Tasks, you cannot be awarded marks.

Summary of Evidence of Learning Tasks

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 textbooks 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.

Note: LDH200 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 LDH200, receive a NC grade and you have poor academic performance (as outlined in the Program Progression Policy), you will be required to repeat LDH200 the following trimester.

5.3 Late Submission

An evidence of learning task 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 Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 evidence of learning tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 task in this course (marks for this task 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 tasks 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 *tasks 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 Evidence of Learning Task-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 teachers 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 Evidence of Learning Tasks – 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 Evidence of Learning Tasks 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.