# NURS11164 *Effective Communication in the Health Care Environment*

## Term 1 - 2021

Profile information current as at 08/05/2024 04:22 pm

## General Information

### Overview

This unit introduces you to effective and essential communication strategies relevant for health professionals which will help you to relate well with patients, significant others, and health care team members. Professional communication can be distinguished from everyday conversations you may be familiar with already. You will develop specific skills such as therapeutic communication, ethical standards and the maintenance of professional boundaries, oral skills needed in clinical handover, and written and digital skills for reporting. Communication strategies to maintain relationships and resolve challenging situations will be learned and include inclusive practice, reflection, collaboration, negotiation, assertion, conflict management, and feedback.

### Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

### Offerings For Term 1 - 2021

- Online
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

# Class and Assessment Overview

## Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

## Class Timetable

### Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

### Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview

1. **Online discussion forum**
Weighting: 10%
2. **Presentation**
Weighting: 30%
3. **Written Assessment**
Weighting: 40%
4. **Online Quiz(zes)**
Weighting: 20%

## Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

# CQUniversity Policies

**All University policies are available on the CQUniversity Policy site.**
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

# Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Distinguish between professional and personal relationships and the differences in communication styles
2. Demonstrate an effective clinical handover to healthcare team members
3. Tailor communication strategies to establish, maintain and terminate relationships
4. Articulate insight into own cultural norms and biases around human difference and diverse cultures
5. Explain and apply strategies to respond appropriately and professionally to situations that may create personal discomfort.

**Content in this unit incorporates a number of professional nursing requirements**
**Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice**
Thinks critically and analyses nursing practice
Engages in therapeutic and professional relationships
Maintains the capability for practice
Provides safe, appropriate and responsive quality nursing practice
Evaluates outcomes to inform nursing practice
**Nursing and Midwifery Board of Australia Nursing Code of Conduct**
Person-centred practice
Cultural practice and respectful relationships
Professional behaviour
Health and wellbeing
**International Council of Nurses Code of Ethics for Nurses**
Nurses and People
**National Safety and Quality Health Service Standards**
Partnering with consumers
Comprehensive care
Communicating for safety
Nurses and Practice
**Patient Safety Competency Framework**
Person-centred care
Therapeutic communication
Cultural competence
Teamwork and collaborative practice
Evidence-based practice
Preventing, minimising and responding to adverse events
Nurses and the Profession
**Aged Care Quality Standards**
Consumer dignity and choice
Nurses and co-workers

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ∘ Introductory Level | ∘ Intermediate Level | ● Graduate Level | ∘ Professional Level | ∘ Advanced Level |

## Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **1 - Online discussion forum - 10%** | ● | | ● | ● | ● |
| **2 - Presentation - 30%** | ● | ● | ● | | |
| **3 - Written Assessment - 40%** | ● | | ● | ● | ● |

| Assessment Tasks | Learning Outcomes | | | | |
| --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 |
| 4 - Online Quiz(zes) - 20% | • | | | | • |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
| --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Communication | • | • | • | • | • |
| 2 - Problem Solving | | | | | |
| 3 - Critical Thinking | • | • | • | • | • |
| 4 - Information Literacy | • | • | • | | |
| 5 - Team Work | | | | | |
| 6 - Information Technology Competence | • | | | • | • |
| 7 - Cross Cultural Competence | • | • | • | • | • |
| 8 - Ethical practice | • | • | • | | |
| 9 - Social Innovation | | | | | |
| 10 - Aboriginal and Torres Strait Islander Cultures | | | | | |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 - Online discussion forum - 10% | • | | • | • | | • | • | • | | |
| 2 - Presentation - 30% | • | | • | • | | • | • | • | | |
| 3 - Written Assessment - 40% | • | | • | • | | • | • | • | | |
| 4 - Online Quiz(zes) - 20% | • | | • | • | | • | • | • | | |

## Textbooks and Resources

## Textbooks
NURS11164

**Supplementary**

**Core Interpersonal Skills for Healthcare Professionals**
Edition: 4e (2020)
Authors: Gjyn O'Toole
Elsevier
China
ISBN: 978-0-7295-4325-5
Binding: Paperback

**Additional Textbook Information**
E-Book is also available for this text

**View textbooks at the CQUniversity Bookshop**

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom account (Free)

## Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Lucinda Brown** Unit Coordinator
l.brown2@cqu.edu.au
**Alanna Ivory** Unit Coordinator
a.ivory@cqu.edu.au
**Leone Hinton** Unit Coordinator
l.hinton@cqu.edu.au

## Schedule

**Week 1 - 08 Mar 2021**

| Module/Topic | Chapter | Events and Submissions/Topic |
| --- | --- | --- |

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Welcome! This week we will consider what it means to be a student nurse. Your lecturers will provide you with an overview of CQUniversity academic processes and resources. This includes tips on where to find help. We will draw up a set of group expectations for the term and these will help us to manage our time and our stress levels. Professional communication is a skill and this week you will learn about the different types of communication you will use as a student nurse and after you graduate. | Module 1: Week 1 - Becoming a student nurse and the foundations of communication | These tables are a guide. It is normal for things to take a little more time in the first week of study. However, if you continue to find that you require more than 12.5hr a week to complete the unit learning tasks, please contact the unit coordinator. |

These tables are a guide. It is normal for things to take a little more time in the first week of study. However, if you continue to find that you require more than 12.5hr a week to complete the unit learning tasks, please contact the unit coordinator.

| Event | Time Commitment |
|---|---|
| Navigate your way to Moodle through the CQUniversity student portal https://sportal.cqu.edu.au/ | 30 minutes |
| Learn how to use Zoom https://sportal.cqu.edu.au/learning-support/it-help/zoom | 30minutes |
| Double-check your zoom sessions, advertised in Moodle. | 30 minutes |
| Introduce yourself to your classmates in the forums | 20 minutes |
| Read through the assessment items and make notes of questions you have for your lecturer. | 1hr |
| Work through Module 1: Week 1 completing all activities | 6hr |
| Look at the online lecture snippets | 1hr |
| Attend one of the zoom sessions or review the zoom recoding | 1hr |
| Content review - start planning for the end of term quiz now! | 20 minutes |

## Week 2 - 15 Mar 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| Event | Time Commitment |
|---|---|
| Get help early. If you have an underlying medical condition, disability or diagnosed condition that may impact on your studies, contact the CQUniversity accessibility team. You may be eligible for additional supports. Need to boost your academic and library skills? Connect with the Academic Learning Centre for further support. | 1 hour |
| Work through Module 1: Week 2 completing all activities | 6 hours |
| Spend time interacting with your classmates on the forums | 20 minutes |
| Start working on assessment 1: 1. Break down the task 2. Decide what information you need 3. Learn how to find scholarly literature through CQUniversity Library 4. Start researching | 3 hours |
| Look at the online lecture snippets | 1 hour |
| Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| Content review | 20 minutes |

At university, we like to use models and theories to explain structures and processes; they help us to understand complex "things".
This week, we will explore some models and theories of health care communication.

Module 1: Week 2 - Models and theories of communication

## Week 3 - 22 Mar 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | Event | Time Commitment |
|---|---|---|---|
| We will build upon your first two weeks of learning. There is a lot to unpack, and we will begin with some of the types of communication that nurses use. | Module 2: Week 1 - Professional communication. This will be the first week of face to classes to be held in Rockhampton and which will continue each week until week 8 (excluding vacation week) Rockhampton students please check your timetable for the day and times of your class | Work through Module 2: Week 1 completing all activities | 5 hours |
| | | Spend time interacting with your classmates on the forums | 20 minutes |
| | | Continue working on assessment 1 | 3 hours |
| | | Look at the online lecture snippets | 1 hour |
| | | Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| | | Content review | 20 minutes |

## Week 4 - 29 Mar 2021

| Module/Topic | Chapter | Events and Submissions/Topic | |
|---|---|---|---|
| | | Event | Time Commitment |
| Week four is a continuation of last week. In the first three weeks, we have explored professional communication among health professionals. Now we are going to consider communicating with patients. | Module 2: Week 2 - Professional communication This will be the  second week of face to classes to be held in Rockhampton and which will continue each week until week 8 (excluding vacation week) Rockhampton students please check your timetable for the day and times of your class | Work through Module 2: Week 2 completing all activities | 5 hours |
| | | Spend time interacting with your classmates on the forums | 20 minutes |
| | | Continue your preparation for assessment 1 | 3 hours |
| | | Look at the online lecture snippets | 1 hour |
| | | Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| | | Content review | 20 minutes |

## Week 5 - 05 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| Event | Time Commitment |
|---|---|
| Work through Module 3: Week 2 completing all activities | 5 hours |
| Spend time interacting with your classmates on the forums | 20 minutes |
| Start your preparation for assessment 2<br>1. Break down the task<br>2. Locate the assessment resources in Moodle<br>3. Start working on the assessment | 3 hours |
| Look at the online lecture snippets | 1 hour |
| Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| Content review | 20 minutes |

Over the next two weeks, we will be working on Module 3. This week (week 5) we will delve into health information - specifically the communication of health information. At the end of this week, you will come away with some exciting communication frameworks.

Module 3: Week 1 - Health information
This will be the third week of face to classes to be held in Rockhampton and which will continue each week until week 8 (excluding vacation week)
Rockhampton students please check your timetable for the day and times of your class

**Online discussion board, discussion board management and response to other student discussions/posts.** Due: Week 5 Monday (5 Apr 2021) 4:00 pm AEST

### Vacation Week - 12 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

There is no learning planned for this week. Please enjoy a well-earned rest.

### Week 6 - 19 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

| | | | Event | Time Commitment |
|---|---|---|---|---|
| Think of a time when you felt like you communicated well? What made your communication so successful? This week we will probe into the enablers (supports) and barriers of professional communication. | Module 3: Week 2 - Enablers and barriers to professional communication This will be the fourth week of face to classes to be held in Rockhampton and which will continue each week until week 8 (excluding vacation week) Rockhampton students please check your timetable for the day and times of your class | | Work through Module 3: Week 2 completing all activities | 5 hours |
| | | | Spend time interacting with your classmates on the forums | 20 minutes |
| | | | Continue your preparation for assessment 2 | 3 hours |
| | | | Look at the online lecture snippets | 1 hour |
| | | | Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| | | | Content review | 20 minutes |

## Week 7 - 26 Apr 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

Do you like to work in teams or are you more of a solo operator?
As a nursing student, you will be part of many teams. For example, you will be part of study groups, zoom classes, and residential school groups. As you progress to your professional experience placement you will be part of the nursing and wider health care team.
This week we will explore the nature of health care teams and how to be a successful team member.

Module 4: Week 1 - The nature of teams
This will be the fifth week of face to classes to be held in Rockhampton and which will continue each week until week 8 (excluding vacation week)
Rockhampton students please check your timetable for the day and times of your class

| Event | Time Commitment |
|---|---|
| Work through Module 3: Week 2 completing all activities | 5 hours |
| Spend time interacting with your classmates on the forums | 20 minutes |
| Start your preparation for assessment 3 1. Break down the task 2. Locate the assessment resources in Moodle 3. Start working on the assessment | 3 hours |
| Look at the online lecture snippets | 1 hour |
| Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| Content review | 20 minutes |

**Video presentation and written assessment** Due: Week 7 Monday (26 Apr 2021) 4:00 pm AEST

**Week 8 - 03 May 2021**

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
|---|---|---|

| | | Event | Time Commitment |
|---|---|---|---|
| | | Work through Module 3: Week 2 completing all activities | 5 hours |
| You may have begun to realise that professional communication keeps patients and the health care team safe.<br>This week we will spotlight the safety aspects of professional communication. | Module 4: Week 2 - Why we communicate professionally<br>This will be the final week of face to classes to be held in Rockhampton and which will continue each week until week 8 (excluding vacation week)<br>Rockhampton students please check your timetable for the day and times of your class | Spend time interacting with your classmates on the forums | 20 minutes |
| | | Continue to prepare for assessment 3 | 3 hours |
| | | Look at the online lecture snippets | 1 hour |
| | | Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| | | Content review | 20 minutes |

### Week 9 - 10 May 2021

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** | |
|---|---|---|---|
| | | Event | Time Commitment |
| | | Work through Module 3: Week 2 completing all activities | 5 hours |
| As a nursing student (and then as a registered nurse) you become the patient's advocate. This week we will study communicating as an advocate. | Module 5: Week 1 - Communicating with health care consumers and their families | Spend time interacting with your classmates on the forums | 20 minutes |
| | | Continue to prepare for assessment 3 | 3 hours |
| | | Look at the online lecture snippets | 1 hour |
| | | Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| | | Content review | 20 minutes |

### Week 10 - 17 May 2021

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
|---|---|---|
| | | |

| | | Event | Time Commitment |
|---|---|---|---|
| By the time you go out on clinical placement, you must be able to demonstrate that you can think critically and analyse your nursing practice (Standard 1, Registered Nurse Standards for Practice). Reflective practice is a key component of this standard and this week you will learn about reflection. | Module 5: Week 2 - Reflective practice and nursing communication | Work through Module 3: Week 2 completing all activities | 5 hours |
| | | Spend time interacting with your classmates on the forums | 20 minutes |
| | | Continue to prepare for assessment 3 | 3 hours |
| | | Look at the online lecture snippets | 1 hour |
| | | Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| | | Content review | 20 minutes |

## Week 11 - 24 May 2021

| Module/Topic | Chapter | Events and Submissions/Topic | |
|---|---|---|---|
| | | Event | Time Commitment |
| Giving and receiving is an important part of being a nurse (both as a student and as graduate). The module will focus on different types of feedback you may encounter (and provide). You will learn about feedback models** and this will assist you to provide feedback. **Practice putting the feedback models in practice. The student survey is live. | Module 6: Week 1 - Receiving feedback and self-care | Work through Module 3: Week 2 completing all activities | 5 hours |
| | | Spend time interacting with your classmates on the forums | 20 minutes |
| | | Revise for the quiz | 3 hours |
| | | Look at the online lecture snippets | 1 hour |
| | | Attend one of the zoom sessions or review the zoom recoding | 1 hour |
| | | Content review | 20 minutes |

**Assessment Three (3) - Written Assessment** Due: Week 11 Monday (24 May 2021) 4:00 pm AEST

## Week 12 - 31 May 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | |

| | | Event | Time Commitment |
|---|---|---|---|
| | | Student Survey | 20 minutes |

Module 6: Week 2 - Review

**Assessment 4 Online quiz** Due: Week 12 Monday (31 May 2021) 11:45 pm AEST

**Review/Exam Week - 07 Jun 2021**

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
|---|---|---|

**Exam Week - 14 Jun 2021**

| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
|---|---|---|

# Assessment Tasks

1 Online discussion board, discussion board management and response to other student discussions/posts.

**Assessment Type**
Online discussion forum

**Task Description**
**NURS 11164 Effective Communication in Health Care**

# Assessment 1

**Online discussion board, discussion board management and response to other student discussions/posts.**
**There are 3 tasks in this assessment.**

Type: Written assessment
Due date:4pm (AEST) Monday, 5ᵗʰ April 2021 (Week 5)
Weighting: 10%
Length: 425-600 words + 10%
Unit Coordinator: Lucinda Brown
**Learning Outcomes assessed in this assessment.**

1. Distinguish between professional and personal relationships and the differences in communication.

1. Tailors' communication strategies to establish, maintain and terminate relationships.

1. Articulate insight into your own cultural norms and biases around human difference and diverse cultures.

1. Explain and apply strategies to respond appropriately and professionally to situations that may create personal discomfort.

**Aim.**
The aim of this assessment is to enhance your understanding of communication that is used in a professional setting. It will enable you to:

- develop an understanding of the communication differences in a professional and a personal relationship.

- develop insight into your own current, or potential, cultural norms and bias around human differences.
- discover a potential strategy, which you could tailor and use in a professional situation, in which you feel personally uncomfortable.

**Instructions**

This assignment asks you to review a recorded communication (found on your Moodle site under Assessment One) between a Registered Nurse and student nurse whilst caring for a client. You need to complete the following **three (3) tasks**.

**Task One (1)**: **Upon watching the videoed conversation allocated to your <u>groups</u> discussion forum - Post a discussion <u>thread.</u>**

In your allocated group, you will post, on the relevant discussion board in Moodle, a post with two headings:

a. **Conversation (2 activities)**

Under this heading discuss your impression of the conversation which is being held in a professional setting by:

- Identifying one (1) example of professional communication **AND** one (1) example of personal communication. (75-100 words)
- Outlining one difference you observed between the two types of communication (personal vs professional) (50-75 words)

a. **Communication Strategy (1 activity)**

Under this heading you are the student nurse in the video, you feel personally uncomfortable in this scenario/ discussion. In this task you need to:

- Explain one (1) appropriate communication strategy that you could use offer the Registered Nurse (RN) as a response to this scenario/discussion. Support this strategy with available literature. (100-125 words)
- Referencing as per APA (American Psychological Association) style 7th Edition.
- Minimum of one scholarly reference(s)[1].

**Task Two (2): Managing your discussion <u>thread</u> (1 activity with 2 components)**

Manage the discussion board thread pertaining to Task 1 by:

Responding to at least two (2) comments, with reference to the literature <u>where</u> appropriate. (50-75 words for *each* comment)

Your style of writing should facilitate communication and be free of grammatical, spelling and punctuation errors.

Referencing as per APA style 7th Edition (no minimum).

**Task Three (3): Post on other's Task 1 (1 activity with two components)**

Respond to two (2) other student discussion posts for Task 1 within your group discussion board (50-75 words for each response) in which you:

a. The patient in the video is an older person, who is unwell, discuss a human bias you, or that others may have, towards the patient the video.

***and in another/different student's discussion***

a. If the patient in the video was from a different culture to you, discuss a cultural bias

that you, or others, may possibly have towards this patient.

**Requirements**

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

1. Always refer to the CQUniversity APA writing and referencing guide. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#)

1. Ensure that you use scholarly literature [1] (digitalised readings, research articles, relevant government reports and textbooks) that have been published in the last seven (7) years.

1. First person may be used and, where appropriate, academic and professional language. [2]

1. Refer to the marking rubric when completing your assignment. This will assist you in calculating the weightings of the sections for your assignment.

1. Make sure you include a title page and a reference list

**NB:** Your discussion posts will **not** require an introduction or conclusion.

[1] Scholarly or peer-reviewed journal articles are written by scholars or professionals who are experts in their fields, as opposed to literature such as magazine articles, which reflect the tastes of the general public and are often meant as entertainment.

[2] Everyday language is predominantly subjective. It is mainly used to express opinions based on personal preference or belief rather than evidence. Written academic English is formal. It avoids colloquialisms and slang, which may be subject to local and social variations. Formal language is more precise and stable, and therefore more suitable for the expression of complex ideas and the development of reasoned argumentation.

**Resources**

- You can use unit provided materials and other scholarly sources to assist you. They are listed in the assessment resource section in your Moodle
- For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.

**Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned and the expected criteria the assessment should meet.

**Submission**

Submit your word document via the portfolium link in the Assessment One (1) Moodle site. Your document should be word doc or docx only.

**Fail Grade**

If students receive a Fail grade for this assessment, the Unit Coordinator may allow an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, the Unit Coordinator will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have

only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

**Assessment Due Date**
Week 5 Monday (5 Apr 2021) 4:00 pm AEST

**Return Date to Students**

**Weighting**
10%

**Assessment Criteria**

| HD 84.5-100% | D 74.50 – 84.49% | C 64.50 – 74.49% | P 49.50 – 64.49% | F <49.5% | Marks |
|---|---|---|---|---|---|
| Presentation and Structure – overall submission = 10% | | | | | |
| Discussion posts and submission **completely** conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs Within the expected word limit. | Discussion posts and submission **mostly** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Within the expected word limit. | Discussion posts and submission **adequately** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Within the expected word limit. | Discussion posts and submission **occasionally** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Within/exceeds expected word limit. | Discussion posts and submission **unsuccessfully** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Deviates from the expected word limit. | /10 |
| **TASK ONE – Discussion Thread Post** | | | | | |
| Student has clearly and accurately identified: One professional **and** one personal communication example identified. One accurate difference between personal vs professional communication is outlined extremely well. One appropriate communication strategy to offer the Registered Nurse is outlined extremely well and is supported by appropriate literature. | Student has mostly been clear and/or has mostly accurately identified: One professional **and** one personal communication example identified. One accurate difference between personal vs professional communication is outlined very well. One appropriate communication strategy to offer the Registered Nurse is outlined very well and is supported by appropriate literature. | Student has adequately identified: One professional **and** one personal communication example identified. One accurate difference between personal vs professional communication is adequately outlined. Discussion is only sometimes clear. One appropriate communication strategy to offer the Registered Nurse is outlined adequately and is supported by appropriate literature. | Student has poorly identified: One professional **and** one personal communication example identified. Difference between personal vs professional communication has attempted to be outlined but is not accurate. Discussion is mostly unclear. One appropriate communication strategy to offer the Registered Nurse is poorly outlined and is supported by appropriate literature. | Student has not identified: One professional **and** one personal communication example identified. Difference between personal vs professional communication is poorly outlined, or not identified. Discussion is unclear. One appropriate communication strategy to offer the Registered Nurse is outlined adequately and is not supported by appropriate literature. | /40 |
| **TASK TWO Managing your discussion thread ( 2 comments)** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| There are at least two comments in response to comments posted on the thread. These responses are extremely well structured and appropriate. The responses have been supported with literature that is appropriate | There are at least two comments in response to comments posted on the thread. These responses are well structured and appropriate. The responses have been supported with literature that is appropriate. | There are at least two comments in response to comments posted on the thread. These responses are extremely mostly well-structured and appropriate. The responses have been supported with literature that is appropriate. | There are at least two comments in response to comments posted on the thread. These responses are occasionally well structured and appropriate. The responses have been supported with literature that is appropriate. | There is only one or no comments in response to comments posted on the thread. These responses are poorly structured and/or not appropriate. The responses have not been supported with literature, or the literature is inappropriate. | /20 |

**TASK THREE Post on others Task One (2 posts)**

| | | | | | |
|---|---|---|---|---|---|
| The student has responded to 2 other posts in their group discussion forum. A human bias has been identified and is extremely relevant to an older, unwell patient. A cultural bias has been identified for a patient from a different culture to the student and is extremely relevant. The responses are extremely well thought out and appropriate. | The student has responded to 2 other posts in their group discussion forum. A human bias has been identified and very relevant to an older, unwell patient. A cultural bias has been identified for a patient from a different culture to the student and is very relevant. The responses are well thought out and appropriate. | The student has responded to 2 other posts in their group discussion forum. A human bias has been identified and mostly relevant to an older, unwell patient. A cultural bias has been identified for a patient from a different culture to the student and is mostly relevant. The responses are well thought out and appropriate. | The student has responded to 2 other posts in their group discussion forum. A human bias has been identified and is somewhat relevant to an older, unwell patient. A cultural bias has been identified for a patient from a different culture to the student and somewhat relevant. The responses are well thought out and appropriate. | The student has responded to 1 or no other posts in their group discussion forum. A human bias has been identified and is minimally or not relevant to an older, unwell patient. A cultural bias has been identified for a patient from a different culture to the student and is minimally or not relevant. The responses are well thought out and appropriate. | /20 |

REFERENCING

| | | | | | |
|---|---|---|---|---|---|
| All literature used is appropriate and scholarly. APA referencing formatted used with no mistakes. | Most of the literature used is appropriate and scholarly. APA referencing formatted used with minimal. mistakes | Most of the literature used is appropriate and scholarly. APA referencing formatted used with some mistakes. | Some of literature used is appropriate and scholarly. APA referencing formatted used with many mistakes. | Most of the literature used is inappropriate and not from a scholarly source. APA referencing formatted not used. | /10 |

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**
Online

**Submission Instructions**
Submit your word document via the portfolium link in the Assessment One (1) Moodle site. Your document should be word doc or docx only.

**Learning Outcomes Assessed**

- Distinguish between professional and personal relationships and the differences in communication styles
- Tailor communication strategies to establish, maintain and terminate relationships
- Articulate insight into own cultural norms and biases around human difference and diverse cultures
- Explain and apply strategies to respond appropriately and professionally to situations that may create personal discomfort.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

- Ethical practice

# 2 Video presentation and written assessment

**Assessment Type**
Presentation

**Task Description**
**UNIT CODE NURS11164**
**UNIT TITLE Effective Communication in Health Care**
**Assessment 2**
Type: Video presentation and written assessment

Due date: 4 pm (AEST) Monday 19th April 2021 (Week 6)
Weighting: 30%
Length: 2–3-minute video and 700 words + 10%
Unit Coordinator: Lucinda Brown

Learning Outcomes Assessed

1 Demonstrate an effective clinical handover to healthcare team members.

Aim

The aim of this assessment is to enable you to develop an understanding of the format of an effective clinical ISBAR handover.
You will also be able to demonstrate an effective clinical ISBAR handover to other healthcare members.

Instructions

Review the recorded video of a clinical ISBAR handover in the Assessment 2 Moodle folder. You then need to complete the following **three (3) tasks.**
**Task One (1)**: (approx. 300 words)
· After watching the above videoed clinical handover discuss how the handover was not an **effective** clinical ISBAR

handover. Support your discussion with scholarly literature.[1]
**Task two (2)**
· From the Moodle folder in Assessment 2 select ONE (1) written patient scenario and using either ZOOM ( the link is available on the Moodle site), your mobile phone video function or a digital camera with video function, record a two [2] to three [3] minute video of you giving an **effective** clinical handover using ISBAR.
**Task three (3)** (approx. 400 words)
Using the table provided:
· List two (2) things that you changed or did differently to the prerecorded video.
· You will then need to justify why you changed, or did differently, that aspect of the handover. Support your justification

with available scholarly literature.[1]

Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Always refer to the CQUniversity APA writing and referencing guide. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide

3. Ensure that you use scholarly literature [1] (digitalised readings, research articles, relevant government reports and textbooks) that have been published in the last seven (7) years.

4. First person may be used and, where appropriate, academic and professional language. [2]
5. Refer to the marking rubric when completing your assignment. This will assist you in calculating the weightings of the sections for your assignment.

[1] Scholarly or peer-reviewed journal articles are written by scholars or professionals who are experts in their fields, as opposed to literature such as magazine articles, which reflect the tastes of the general public and are often meant as entertainment.

Everyday language is predominantly subjective. It is mainly used to express opinions based on personal preference or belief rather than evidence. Written academic English is formal. It avoids colloquialisms and slang, which may be subject to local and social variations. Formal language is more precise and stable, and therefore more suitable for the expression of complex ideas and the development of reasoned argumentation.

### Resources

· Your ZOOM account OR your mobile phone video function OR a digital camera with video function
· For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.
· Make sure you look at the resources folder in Moodle for some recommended resources
· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here.](#)

### Marking Criteria

The marking criteria/rubric for this assessment is in your Moodle site under Assessment 2

### Fail Grade

If students receive a Fail grade for this assessment, the Unit Coordinator may allow an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, the Unit Coordinator will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

### Submission

Submit your video assessment and word document via the portfolium link in the Assessment 2 Moodle site. The video presentation should be an mp4 file only. Your document should be word doc or docx only.

**Assessment Due Date**
Week 7 Monday (26 Apr 2021) 4:00 pm AEST
**Return Date to Students**
**Weighting**
30%
**Assessment Criteria**

| HD 84.5-100% | D 74.50 – 84.49% | C 64.50 – 74.49% | P 49.50 – 64.49% | **F <49.5%** | Marks |
|---|---|---|---|---|---|
| **TASK ONE – Discussion on why video shown was NOT an effective clinical ISBAR handover. Please note: You DO NOT need an introduction or conclusion for any of the tasks.** | | | | | |
| Student provided a comprehensive discussion on why the video was not an effective ISBAR handover. The discussion was supported with appropriate scholarly literature. | Student provided a very good discussion on why the video was not an effective ISBAR handover. The discussion was supported with appropriate scholarly literature. | Student provides a good discussion on why the video was not an effective ISBAR handover. The discussion was mostly supported with appropriate scholarly literature. | Student provides a passable discussion on why the video was not an effective ISBAR handover. The discussion was somewhat supported with appropriate scholarly literature. | Student provides a comprehensive discussion on why the video was not an effective ISBAR handover. The discussion was supported with minimal to none appropriate scholarly literature. | /20 |
| **Task Two - Video Presentation** | | | | | |

| | | | | |
|---|---|---|---|---|
| Excellent ISBAR presentation with no errors: the inclusion of all correct components: completed within the prescribed time limit. Content provides a **comprehensive delivery** that demonstrates an excellent understanding of the principles for undertaking an effective ISBAR handover. Professional language and clear communication always present. | Well-presented ISBAR presentation with minimal errors with correct components: completed within the prescribed time limit. Content provides a **strong and appropriate delivery** that demonstrates a very good understanding of the principles for undertaking an effective ISBAR handover. Professional language and clear communication almost always present. | Good ISBAR presentation with few errors with correct components. Completed within the prescribed time limit. Content provides an **adequate delivery** that demonstrates a good understanding of the principles for undertaking an effective ISBAR handover. Professional language and clear communication mostly present. | Adequate ISBAR presentation of the correct components. Completed within the prescribed time limit. Content provides a **delivery** that demonstrates a fair understanding of the principles for undertaking an effective ISBAR handover. Professional language and clear communication generally present. | Poor ISBAR presentation. With several errors Not all correct components included. Deviation from the prescribed time limit. Content provides a **delivery** that demonstrates a poor understanding of the principles for undertaking an effective ISBAR handover. Professional language and clear communication sometimes, or not at all present. | /30 |

**TASK THREE -Identification and Justification of differences/changes**

| | | | | |
|---|---|---|---|---|
| The student listed two things that were done differently or changed in the students' ISBAR handover when compared to the prescribed ISBAR handover. Excellent justification for changes in ISBAR given. Justification supported by appropriate scholarly literature. | The student listed two things that were done differently or changed in the students' ISBAR handover when compared to the prescribed ISBAR handover. Very strong justification for changes in ISBAR given. Justification supported by appropriate scholarly literature. | The student listed two things that were done differently or changed in the students' ISBAR handover when compared to the prescribed ISBAR handover. Good justification for changes in ISBAR given. Justification supported by appropriate scholarly literature. | The student listed two things that were done differently or changed in the students' ISBAR handover when compared to the prescribed ISBAR handover. Fair justification for changes in ISBAR given. Justification supported by appropriate scholarly literature. | The student listed two things that were done differently or changed in the students' ISBAR handover when compared to the prescribed ISBAR handover. Poor justification for changes in ISBAR given. Justification minimally or not supported by appropriate scholarly literature. | /30 |

**Structure and Presentation**

| | | | | |
|---|---|---|---|---|
| Assessment **always** conforms to the: Assignment Presentation guidelines. Assignment title page attached. Including name, assessment title, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs Correct headings throughout submission No introduction and conclusion have been written. Within expected word limit. | Assessment **mostly** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission No introduction and conclusion have been written. Within expected word limit. | Assessment **adequately** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Correct headings throughout submission No introduction and conclusion have been written. Within expected word limit. | Assessment **occasionally** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Correct headings throughout submission No introduction and conclusion have been written. Within/exceeds expected word limit. | Assessment **partly** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Correct headings not used or occasionally used throughout submission. introduction and conclusion have been included. Deviates from expected word limit. | /10 |

**Referencing**

| All literature used is appropriate and scholarly. APA referencing formatted used with no mistakes. | Most of the literature used is appropriate and scholarly. APA referencing formatted used with minimal. mistakes | Most of the literature used is appropriate and scholarly. APA referencing formatted used with some mistakes. | Some of literature used is appropriate and scholarly. APA referencing formatted used with many mistakes. | Most of the literature used is inappropriate and not from a scholarly source. APA referencing formatted not used | /10 |
|---|---|---|---|---|---|
| TOTAL MARKS | /100 | | | | |

**Referencing Style**

- [American Psychological Association 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Submit your video assessment and word document via the portfolium link in the Assessment 2 Moodle site. The video presentation should be an mp4 file only. Your document should be word doc or docx only.

**Learning Outcomes Assessed**

- Distinguish between professional and personal relationships and the differences in communication styles
- Demonstrate an effective clinical handover to healthcare team members
- Tailor communication strategies to establish, maintain and terminate relationships

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

# 3 Assessment Three (3) - Written Assessment

**Assessment Type**
Written Assessment

**Task Description**
**UNIT CODE NURS11164**
**UNIT TITLE Effective Communication in Health Care**
**Assessment 3 – Written Assessment**
Type: Written assessment
Due date: 4pm (AEST) Monday 26ᵗʰ May 2021 (Week 11)
Weighting: 40%
Length: 1100 words +/- 10%
Unit Coordinator:

**Learning Outcomes Assessed**

1. Distinguish between professional and personal relationships and the differences in communication.

1. Tailors communication strategies to establish, maintain and terminate relationships.

1. Articulate insight into own cultural norms and biases around human difference and diverse cultures

1. Explain and apply strategies to respond appropriately and professionally to situations that may create personal discomfort.

**Aim**

This assessment builds on what you learnt in assessment one. The aim of this assessment is to:

- Explore one (1) of the two (2) patient presentations, which may make you personally uncomfortable, in order to gain insight into your own stereotypes, assumptions and bias around different cultures and/or human differences.

- Explain how person-centered communication could be used to establish and maintain an effective relationship with the patient, and the strategies you could use to establish and maintain a professional relationship with the patient.

**Instructions**

This assignment asks you to choose one (1) of the patient videos from the assessment 3 Moodle tab and:

Identify two (2) assumptions, stereotypes or bias that you, or others, may have towards this patient.

Then using a person-centred approach, discuss how personal assumptions stereotypes or bias (which may cause personal discomfort) could impact professional communication between the patient and nurse.

Include in your discussion two (2) strategies that could be used, in this scenario, to establish and maintain a professional patient relationship. Support your discussion with scholarly literature.

**NB**: This assignment has three elements. Please make sure that your answer addresses all elements of the question.

**Requirements**

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

1. Always refer to the CQUniversity APA writing and referencing guide. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

1. Ensure that you use scholarly literature [1] (digitalised readings, research articles, relevant government reports and textbooks) that have been published in the last seven (7) years.

1. Academic and professional language should be used for this assignment. [2]

1. Refer to the marking criteria/rubric when completing your assignment. This will assist you in calculating the weightings of the sections for your assignment.

**NB:** This assessment **will** require you to write an introduction and conclusion.

[1] Scholarly or peer-reviewed journal articles are written by scholars or professionals who are experts in their fields, as opposed to literature such as magazine articles, which reflect the tastes of the general public and are often meant as entertainment.

Everyday language is predominantly subjective. It is mainly used to express opinions based on personal preference or belief rather than evidence. Written academic English is formal. It avoids colloquialisms and slang, which may be subject to local and social variations. Formal language is more precise and stable, and therefore more suitable for the expression of complex ideas and the development of reasoned argumentation.

## Resources

- You can use unit provided materials and other scholarly sources to assist you to distinguish personal and professional communication.
- For information on academic communication, please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources, including information for students with English as a second language.

## Marking Criteria/rubric

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

## Submission

Submit your word document via the portfolium link in the Assessment 3 Moodle site. Your document should be word doc or docx only.

- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

## Fail Grade

If students receive a Fail grade for this assessment, the Unit Coordinator may allow an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, the Unit Coordinator will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

**Assessment Due Date**
Week 11 Monday (24 May 2021) 4:00 pm AEST

**Return Date to Students**

**Weighting**
40%

**Assessment Criteria**

| HD 84.5-100% | D 74.50 – 84.49% | C 64.50 – 74.49% | P 49.50 – 64.49% | F <49.5% | Marks |
|---|---|---|---|---|---|
| Presentation and Structure – overall submission = 10% | | | | | |

| Discussion **completely** conforms to the Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit. | Discussion **mostly** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Correct spelling, grammar, sentence structure and paragraphs. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit. | Discussion **adequately** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Mostly correct spelling, grammar, sentence structure and paragraphs, content can occasionally be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within expected word limit. | Discussion **occasionally** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Somewhat correct spelling, grammar, sentence structure and paragraphs, content often, can be difficult to follow or understand. Correct headings throughout submission Introduction and conclusion have been written. Within/exceeds expected word limit. | Discussion **unsuccessfully** conforms to the: Assignment Presentation guidelines. Assignment title page including name, student number, and word count. Poor spelling, grammar, sentence structure and paragraphs, making content difficult to read or follow. Correct headings not used or occasionally used throughout submission. Introduction and conclusion have been included. Deviates from expected word limit. | /10 |
|---|---|---|---|---|---|
| **Identification of two (2) assumptions, stereotypes and bias** | | | | | |
| Excellent identification of two assumptions, stereotypes or bias that they, or others may have, towards ONE of the patients identified in the patient video. The identified points were appropriate and relevant to the patient scenario. | Very good identification of two assumptions, stereotypes or bias that they, or others may have, towards ONE of the patients identified in the patient video. The identified points were appropriate and relevant to the patient scenario. | Good identification of two assumptions, stereotypes or bias that they, or others may have, towards ONE of the patients identified in the patient video. The identified points were mostly appropriate and relevant to the patient scenario. | Fair identification of two assumptions, stereotypes or bias that they, or others may have, towards ONE of the patients identified in the patient video. The identified points were generally appropriate and relevant to the patient scenario. | Poor or no, identification of two assumptions, stereotypes or bias that they, or others may have, towards ONE of the patients identified in the patient video. The identified points were appropriate and relevant to the patient scenario. | /10 |
| **Using a person-centered approach - discuss how stereotypes, assumptions and bias can impact professional communication.** | | | | | |
| Discussion had an excellent person-centered focus, and the student was able to link person centered care to professional communication between patient and nurse all of the time. Discussion on how the assumptions, stereotypes and bias can impact professional communication between the patient and the nurse was excellent. | Discussion had a very good person-centered focus, and the student was able to link person centered care to professional communication between patient and nurse most of the time. Discussion on how the assumptions, stereotypes and bias can impact professional communication between the patient and the nurse was very good. | Discussion had a good person-centered focus, and the student was generally able to link person centered care to professional communication between patient and nurse. Discussion on how the assumptions, stereotypes and bias can impact professional communication between the patient and the nurse was good. | Discussion had a fair person-centered focus, and the student was able to link person centered care to professional communication between patient and nurse occasionally. Discussion on how the assumptions, stereotypes and bias can impact professional communication between the patient and the nurse was fair. | Discussion had a minimal to none person-centered focus, and the student was not able too, or had no ability to link person centered care to professional communication between patient and nurse. Discussion on how the assumptions, stereotypes and bias can impact professional communication between the patient and the nurse was poor. | /50 |
| **Include in the discussion 2 strategies that could be used in this scenario to establish and maintain professional communication.** | | | | | |

| | | | | |
|---|---|---|---|---|
| Included in the discussion were 2 strategies that could be used to establish and maintain a professional patient relationship. The strategies were clear and always contributed to the discussion. They were always relevant to the patient scenario and person-centered care. | Included in the discussion were 2 strategies that could be used to establish and maintain a professional patient relationship. The strategies were mostly clear and mostly contributed to the discussion. They were mostly relevant to the patient scenario and person-centered care. | Included in the discussion were 2 strategies – that could be used to establish and maintain a professional patient relationship. The strategies were clear and often contributed to the discussion. They were often relevant to the patient scenario and person-centered care. | Included in the discussion were 2 strategies that could be used to establish and maintain a professional patient relationship. The strategies were at times unclear and occasionally contributed to the discussion. They were occasionally relevant to the patient scenario and occasionally, person-centered care. | Included in the discussion were strategies (or only one or no strategies), that were inappropriate to establishing or maintaining a professional patient relationship. The strategies were unclear and poorly contributed to the discussion. They had no, or minimal relevance to the patient scenario and person-centered care. | /20 |
| REFERENCING | | | | | |
| All literature used is appropriate and scholarly. Minimum of 5 references APA referencing formatted used with no mistakes. | Most of the literature used is appropriate and scholarly. Minimum of 5 references. APA referencing formatted used with minimal. mistakes | Most of the literature used is appropriate and scholarly. Minimum of 5 references. APA referencing formatted used with some mistakes. | Some of literature used is appropriate and scholarly. Minimum of 5 references APA referencing formatted used with many mistakes. | Most of the literature used is inappropriate and not from a scholarly source. APA referencing formatted not used. Less than 5 references | /10 |

**Referencing Style**

- [American Psychological Association 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Submit through the assessment 3 submission port in Moodle - Under Assessment Three (3)

**Learning Outcomes Assessed**

- Distinguish between professional and personal relationships and the differences in communication styles
- Tailor communication strategies to establish, maintain and terminate relationships
- Articulate insight into own cultural norms and biases around human difference and diverse cultures
- Explain and apply strategies to respond appropriately and professionally to situations that may create personal discomfort.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

# 4 Assessment 4 Online quiz

**Assessment Type**
Online Quiz(zes)

**Task Description**
## NURS 11164 Effective Communication in Health Care
# Assessment Four (4)
## Online Quiz

Type: Online Quiz
Due date: Will be open during week Monday – Sunday). The quiz will be open from 0900am and will

close at 4.00pm. You will have 30 minutes to complete the Quiz.
Weighting: 20%
Length: There will be a random selection of 21 questions.
20 will be either multiple choice, mix and match, sorting or classification, sequencing or drag and drop, questions which are randomly selected from a large bank of questions. There will be one qualifier question to ensure academic integrity (not included in your mark).
You can have a maximum of two (2) attempts at the quiz if you choose, and we will take the highest score of the two (2) attempts as your result.
Unit Coordinator: Lucinda Brown

**Learning Outcomes assessed in this assessment.**
1. Distinguish between professional and personal relationships and the differences in communication.
3. Tailors' communication strategies to establish, maintain and terminate relationships.
4. Articulate insight into your own cultural norms and biases around human difference and diverse cultures.
5. Explain and apply strategies to respond appropriately and professionally to situations that may create personal discomfort.

**Aim.**
The aim of this assessment is to enhance your understanding of communication that is used in a professional setting. It will enable you to:

- develop an understanding of the communication differences in a professional and a personal relationship.
- develop insight into your own current, or potential, cultural norms and bias around human differences.
- Review potential strategy, which you could tailor and use in a professional situation, in which you feel personally uncomfortable.

## Resources

- You can use unit provided materials and other scholarly sources to assist you. They are listed in the assessment resource section in your Moodle

- For information on academic communication, please go to the [Academic Learning Centre Moodle site](). The [Academic Communication section]() has many helpful resources, including information for students with English as a second language.

## Submission
Complete your Quiz Online via the portfolium link in the Assessment Four (4) Moodle site.

**Number of Quizzes**

**Frequency of Quizzes**

**Assessment Due Date**
Week 12 Monday (31 May 2021) 11:45 pm AEST
Please NOTE: Quiz will be open all week 12. It will open at 0900AM on Monday the 1st of June and close 4.00PM on Sunday 6th June at 4.00PM

**Return Date to Students**
Week 12 Monday (31 May 2021)

**Weighting**
20%

**Assessment Criteria**
No Assessment Criteria

**Referencing Style**

- [American Psychological Association 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Learning Outcomes Assessed**

- Distinguish between professional and personal relationships and the differences in communication styles
- Explain and apply strategies to respond appropriately and professionally to situations that may create personal discomfort.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

# Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

**What is a breach of academic integrity?**
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

**Why is academic integrity important?**
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

**Where can I get assistance?**
For academic advice and guidance, the [Academic Learning Centre (ALC)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

**What can you do to act with integrity?**

**Be Honest**
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem