



NURS11164 Effective Communication in the Health Care Environment

Term 2 - 2021

Profile information current as at 14/12/2025 03:36 pm

All details in this unit profile for NURS11164 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit introduces you to effective and essential communication strategies relevant for health professionals. These communication strategies will become part of your inter-professional practice and will help you to relate with patients, significant others, and interprofessional team members. You will develop specific skills such as inter-professional communication, an awareness of the professional standards and how they support effective communication. You will be introduced to the concept of implicit bias and the barriers and facilitators to effective communication. You will learn communication strategies including reflection, assertiveness and constructive 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

There are no requisites for this unit.

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 2 - 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 Quiz(zes)**

Weighting: 20%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 50%

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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have your say. Student emails.

Feedback

Students commented that the unit was thought provoking and encouraged them to reflect on their own views and biases and the impact of this on their nursing practice and communication

Recommendation

Continue this content and teaching into Term 2.

Feedback from Coordinator reflection. Have your say.

Feedback

Some content was identified as repetitive from unit to unit.

Recommendation

This was also recognized by the lead coordinator (Lucinda) and collaboration has occurred with the other coordinators to reduce the repetitiveness of the unit content.

Feedback from Staff reflection. Emails from students. Have your say.

Feedback

Assessment tasks were complicated, confusing and closely timed. This meant students and markers struggled to understand the tasks and did not have a lot of time between assessments to improve their work.

Recommendation

This was recognised early in the term. Update Unit Proposal has now been completed. The learning outcomes have been improved as well as the assessment tasks being better aligned to these outcomes. The number of assessment tasks has also been reduced and are designed to scaffold the students learning throughout the term.

Feedback from Coordinator reflection. Emails from students. Have your say.

Feedback

Marking consistency was highlighted as a concern, with some students feeling they did not receive as much feedback as others. Marker reliability was an issue throughout term 1 and meant that new markers were introduced in every marking period.

Recommendation

A lot of work was done with the markers throughout the term to try and reach consistency (including pre-populated quickmarks). Mentoring continues in term 2 with newer markers to help develop an experienced and reliable team moving forward.

Feedback from Have your say.

Feedback

Students enjoyed the use of multiple mediums of the learning content. The unit used a mix of eBooks, online videos, readings, interactive questionnaires and live workshops with students.

Recommendation

To continue using a mix of multi-media content in future terms.

Unit Learning Outcomes

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

1. Examine the role of communication in person-centered care.
2. Demonstrate an understanding of the impact that implicit bias has on communication.
3. Explain the barriers and facilitators that affect communication within inter-professional practice.
4. Apply communication strategies informed by professional standards.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 20%	•	•		•
2 - Written Assessment - 30%		•	•	•
3 - Written Assessment - 50%	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 Quiz(zes) - 20%	•		•			•				
2 - Written Assessment - 30%	•	•	•	•			•	•		
3 - Written Assessment - 50%	•		•	•						

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

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

Alanna Ivory Unit Coordinator

a.ivory@cqu.edu.au

Penny Heidke Unit Coordinator

p.heidke@cqu.edu.au

Schedule

Week 1 Welcome - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic																				
<p>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.</p> <p>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.</p>	<p>Week 1 - Becoming a student nurse and the foundations of communication. This will be the first week of face to classes to be held in Rockhampton and will continue each week until week 6 (excluding vacation week). Rockhampton students please check your timetable for the day and times of your class.</p>	<p>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 12.5 hrs a week to complete the unit learning tasks please contact the unit coordinator.</p>																				
		<table><tr><th>Event</th><th>Time Commitment</th></tr><tr><td>Navigate your way to Moodle through the CQUniversity student portal https://sportal.cqu.edu.au/.</td><td>30 minutes</td></tr><tr><td>Learn how to use Zoom https://sportal.cqu.edu.au/learning-support/it-help/zoom.</td><td>30minutes</td></tr><tr><td>Double-check your Zoom session, advertised in Moodle.</td><td>30 minutes</td></tr><tr><td>Introduce yourself to your classmates in the forums.</td><td>20 minutes</td></tr><tr><td>Read through the assessment items and make notes of questions you have for your lecturer.</td><td>1hr</td></tr><tr><td>Work through week 1 e-book completing all activities.</td><td>5.5-6 hrs</td></tr><tr><td>Look at the online lecture snippets and additional materials.</td><td>1.5 hrs</td></tr><tr><td>Attend the Zoom session or review the Zoom recording.</td><td>1hr</td></tr><tr><td>Content review - start planning for the end of term quiz now!</td><td>20 minutes</td></tr></table>	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 session, 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 week 1 e-book completing all activities.	5.5-6 hrs	Look at the online lecture snippets and additional materials.	1.5 hrs	Attend the Zoom session or review the Zoom recording.	1hr	Content review - start planning for the end of term quiz now!	20 minutes
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Content review - start planning for the end of term quiz now!	20 minutes																					

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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This week we will build on last week learning and start to introduce and explore the types of communication that nurses use. There is a lot to unpack this week.

Week 2 - Nursing communication.
This will be the second week of face to classes to be held in Rockhampton and will continue each week until week 6 (excluding vacation week). Rockhampton students please check your timetable for the day and times of your class.

Event	Time Commitment
Get help early. If you have an underlying medical condition, disability or diagnosed condition that may impact 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 information and support.	1 hour
Work through week 2 e-book completing all activities.	6 hours
Spend time interacting with your classmates on the forums.	20 minutes
Start keeping notes and reviewing content for assessment 1 quiz. Start preparing for assessment 2 and 3. 1. Learn how to find scholarly literature through CQUniversity Library . 2 if you haven't already, complete your foundations of academic integrity module. 3. Look at the library website and familiarise yourself with how to search databases and the APA 7 reference note.	3 hours
Look at the online lecture snippets and or additional readings.	1 hour
Attend the Zoom session or review the Zoom recording.	1 hour
Content review.	20 minutes

Week 3 - 26 Jul 2021

Module/Topic

Chapter

Events and Submissions/Topic

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.

Week 3 - Person-Centered Care. Introduction to person-centered care and communicating with health care consumers and their families. This will be the third week of face to classes to be held in Rockhampton and will continue each week until week 6 (excluding vacation week). Rockhampton students please check your timetable for the day and times of your class.

Event	Time Commitment
Work through week 3 e-book completing all activities.	5 hours
Spend time interacting with your classmates on the forums.	20 minutes
Continue to prepare for assessment one.	2 hours
Look at the online lecture snippets and additional materials.	2 hours
Attend the Zoom session or review the zoom recording.	1 hour
Content review.	20 minutes

Week 4 - 02 Aug 2021

Module/Topic

Chapter

Events and Submissions/Topic

Week four is a continuation of last week, last week you were introduced to the concepts of person-centered care. Now we are going to look at the application of person-centered care into your practice.

Week 4 - Partnering with consumers. This will be the fourth week of face to classes to be held in Rockhampton and will continue each week until week 6 (excluding vacation week). Rockhampton students please check your timetable for the day and times of your class.

Event	Time Commitment
Work through week 4 e-book completing all activities.	5 hours
Spend time interacting with your classmates on the forums.	20 minutes
Continue to prepare for assessment one.	2 hours
Look at the online lecture snippets and additional materials.	2 hours
Attend the Zoom session or review the Zoom recording.	1 hour
Content review.	20 minutes

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic	
<p>This week's learning is designed to challenge the way you think about the world, and how you interact with it. We will explore communication filters such as privilege and implicit bias and think about how these might impede communication.</p>	<p>Week 5 - Implicate bias in nursing. This will be the fifth week of face to classes to be held in Rockhampton and will continue each week until week 6 (excluding vacation week). Rockhampton students please check your timetable for the day and times of your class.</p>	Event	Time Commitment
		Work through Week 5 e-book completing all activities.	4.5 - 5 hours
		Spend time interacting with your classmates on the forums.	20 minutes
		If you haven't already started then start your preparation for assessment 2. 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 and additional materials.	1.5 hours
		Attend the Zoom session or review the Zoom recording.	1 hour
		Content review.	20 minutes

Assessment One - Online Quiz.

Due: Week 5 Friday (13 Aug 2021)

4:00 pm AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>There is no learning planned for this week. Please enjoy a well-earned rest.</p>		

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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.

Week 6 - Enablers and barriers to professional communication. This will be the final week of face to face classes to be held in Rockhampton. Rockhampton students please check your timetable for the day and times of your class.

Event	Time Commitment
Work through Week 6 e-book completing all activities.	5 hours
Spend time interacting with your classmates on the forums.	20 minutes
Continue your writing for assessment 2.	3 hours
Look at the online lecture snippets and additional materials.	1.5 hours
Attend the Zoom session or review the Zoom recording.	1 hour
Content review.	20 minutes

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Module/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.

Week 7 - The nature of teams.

Event	Time Commitment
Work through Week 7 e-book, completing all activities.	4.5 - 5 hours
Spend time interacting with your classmates on the forums.	20 minutes
Start your preparation for assessment 3. Break down task. Locate the assessment resources in Moodle. Start working on the assessment - book an appointment with the Academic Learning Centre if you need support.	3 hours
Look at the online lecture snippets and additional material.	1.5 hour
Attend the Zoom session or review the Zoom recording.	1 hour
Content review.	20 minutes

Assessment Two - Communication Strategies and Implicit Bias Due: Week 7 Tuesday (31 Aug 2021) 4:00 pm AEST

Week 8 - 06 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

You may have begun to realise that professional communication keeps patients and the health care team safe.
This week we will spotlight the safety aspects of professional communication.
We will also delve into the communication of health information and some of the challenges that we face with technology.

Week 8 - Communicating safely and professional communication.

Event	Time Commitment
Work through week 8 e-book completing all activities.	5 hours
Spend time interacting with your classmates on the forums.	20 minutes
Start your preparation for assessment 3. Complete your outline and start your research. Do you need help with your assessment writing and structure? Make an appointment with the Academic Learning Centre. Having trouble searching for journal articles - make an appointment with a librarian for some ideas and support,	3 hours
Look at the online lecture snippets and additional material.	1.5 hours
Attend the Zoom session or review the Zoom recording.	1 hour
Content review.	20 minutes

Week 9 - 13 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

This week we will start to translate what you have learnt about communication into practice. How does this impact you as a Registered Nurse?

You may have begun to realise that professional communication keeps patients and the health care team safe.

This week we will spotlight the safety aspects of professional communication.

Week 9- Translating communication into practice.

Event	Time Commitment
Work through week 9 e-book completing all activities.	5 hours
Spend time interacting with your classmates on the forums.	20 minutes
Start researching and writing for assessment 3. Seek help from the Academic Learning Centre and/or library if you are needing extra support. Check your feedback from your previous assessment what do you need to improve on?	2 hours
Look at the online lecture snippets and additional material.	2 hour
Attend the Zoom session or review the Zoom recording.	1 hour
Content review.	20 minutes

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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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.

Week 10 - Reflective practice and nursing communication.

Event	Time Commitment
Work through Week 10 -book completing all activities.	5 hours
Spend time interacting with your classmates on the forums.	20 minutes
Continue to write for assessment 3.	3 hours
Look at the online lecture snippets, check out the additional reading.	1 hour
Attend the Zoom session or review the Zoom recording.	1 hour
Content review.	20 minutes

Week 11 - 27 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

Giving and receiving is an important part of being a nurse (both as a student and as a 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.

Week 11 - Receiving feedback and self-care.

Event	Time Commitment
Work through week 11 e-book completing all activities.	5 hours
Spend time interacting with your classmates on the forums.	20 minutes
Complete the end of term student evaluation (the big red button in Moodle).	3 minutes
Look at the online lecture snippets and additional material.	1 hour
Attend the Zoom session or review the Zoom recording.	1 hour
Content review.	20 minutes

Assessment Three - Communication in Person Centered Care Due: Week 11
Tuesday (28 Sept 2021) 4:00 pm AEST

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
You made it! This week has been set aside for content review.		

Assessment Tasks

1 Assessment One - Online Quiz.

Assessment Type

Online Quiz(zes)

Task Description

Type: Online quiz

Quiz opens: 0900 am Monday 9th August 2021 Week 5

Quiz closes: 4.00 pm Friday 13th August 2021 Week 5

Completion time: 30 minutes

Weighting: 20 %

Length: 20 multiple choice mix and match, sorting or classification, sequencing or drag and drop, questions which are randomly selected from a large bank of questions.

Unit Coordinator: Alanna Ivory

Learning Outcomes Assessed

- Examine the role of communication in person-centered care

- Demonstrate an understanding of the impact that implicit bias has on communication.
- Apply communication strategies informed by professional standards.

Aim

The aim of this assessment is to enhance your knowledge of the material covered in the course content, lecture snippets and additional readings on the Moodle site

Instructions.

You are completing an online quiz. The quiz will assess your knowledge and understanding of materials covered in Weeks 1-4

Access the quiz via the Assessment 1 portal on the Moodle site.

The quiz consists of 20 questions. Each question is worth 1 mark.

This is an open book quiz. You can refer to your learning materials at any time during your attempt.

You have a maximum of 30 minutes to complete the quiz.

You must complete the quiz in one sitting.

Once you start the quiz, you must complete it in 30 minutes. The quiz will automatically close at the end of 30 minutes and will submit your result even if you have not finished.

You can have a maximum of 2 attempts for the quiz. The highest result will be recorded as your grade.

Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

If you have any technical issues let the unit coordinator know immediately. Take a screenshot or photo of the issue and email it to the unit coordinator on NURS11164@cqu.edu.au.

We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements.

- Computer access with a reliable internet connection.
- We recommend that you do not use your mobile phone
- Relevant learning materials available to access during the quiz.

Submission.

- You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
- Results for the quiz will be available immediately after the attempt is complete.
- If you are happy with your mark, you do not have to complete the 2nd attempt, please note: the 2nd attempt is optional.

Number of Quizzes

1

Frequency of Quizzes

Assessment Due Date

Week 5 Friday (13 Aug 2021) 4:00 pm AEST

Please NOTE: The quiz will be open Mon-Friday Week 5. The quiz will open at 0900 am Monday 9th August and close at 4.00 pm Friday 13th August 2021.

Return Date to Students

Week 5 - results immediately available after quiz is completed.

Weighting

20%

Assessment Criteria

No assessment criteria

Referencing Style

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

Submission

Online

Submission Instructions

Complete your quiz online via the link in the Assessment One (1) on the Moodle site for NURS11164.

Learning Outcomes Assessed

- Examine the role of communication in person-centered care.
- Demonstrate an understanding of the impact that implicit bias has on communication.
- Apply communication strategies informed by professional standards.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence

2 Assessment Two - Communication Strategies and Implicit Bias

Assessment Type

Written Assessment

Task Description

You are writing a 1000-word essay in which you will use the following case study. There are five parts to this essay. You must support the discussion with scholarly evidence.

Case study:

Charlie is a patient in your care. He has had an exacerbation of his asthma and has been admitted for observation. He is 55 years old and weighs 168 kg.

Task (there are 5 parts to this task).

1. Write an introduction that clearly contextualizes your assignment and identifies what will be discussed (approx. 75 words).
2. Define implicit bias (approx. 75-100 words).
3. Weight bias is one type of implicit bias. It occurs when we judge a person negatively because they are larger or heavier than average. Discuss the impact of weight bias as a barrier to communication between the Registered Nurse, Charlie, and his family (approx. 300 words).
4. Non-assumptive questioning and neutral language are strategies used to minimise the impact of weight bias when we communicate with patients. Discuss how the Registered Nurse could implement these strategies into their communication with Charlie (approx. 400 words).
5. Write a conclusion that summarises the overall assignment, without introducing any new information or references (approx. 75 words).

Please follow the steps below to complete your assessment task:

Literature and references.

In this assessment use at least 5 contemporary references (<7 years) to support your discussion. You may also use seminal scholarly literature where relevant.

Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Health and Quality Health Standards.

Requirements.

- Include a title page and reference list (on separate pages).
- 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).
- Refer to the marking rubric when completing your assignment. This will assist you in calculating the weightings of the sections for your assignment.
- Include page numbers and student numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources.

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#). Please make sure EndNote is set to APA 7, not APA 6.
- 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.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission.

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Assessment Due Date

Week 7 Tuesday (31 Aug 2021) 4:00 pm AEST

Return Date to Students

Week 10 Monday (20 Sept 2021)

Assessment submitted on time, and with no extensions, will be returned by the end of week 10.

Weighting

30%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.5 - 84.49 %	Credit 64.5- 74.49%	Pass 49.45 - 64.49%	Fail <49.5%	Fail (content absent) 0%
<p>Presentation and Structure</p> <p>An introduction contextualises the assignment and identifies the aim of the assignment. (3)</p> <p>Presentation Discussion conforms to expected presentation guidelines. (3)</p> <p>The assignment title page includes student name, number, unit coordinator name, assessment number, assessment title, due date and actual word count. (1)</p> <p>Concluding paragraph summarises the overall assignment and does not introduce any new information or references. (3)</p> <p>TOTAL (10 marks) (10%)</p>	<p>The assignment title page includes all relevant information. Quality of writing is exceptional with minimal spelling, grammar, sentence structure and paragraphs mistakes. The Introduction and conclusion have no mistakes. Within expected word limit.</p>	<p>The assignment title page includes all relevant information. Quality of writing is of a high standard with only minor grammar, spelling, sentence structure, and punctuation mistakes. The introduction and conclusion have minor mistakes. Within expected word limit.</p>	<p>The assignment title page includes all relevant information. Quality of writing is of a good standard with a few grammar, sentence structure, spelling punctuation mistakes evident. The introduction and conclusion have a few mistakes. Within expected word limit.</p>	<p>The assignment title page includes almost all the relevant information. Quality of writing is of a reasonable standard. Mistakes often occurring with grammar, sentence structure, spelling punctuation mistakes evident. The introduction and conclusion have some mistakes. Below the expected word limit..</p>	<p>The assignment title page includes only minimal or no relevant information. Quality of writing and presentation is at a poor standard with many mistakes and a lack of clarity evident. Introduction and conclusion do not meet the criteria or are not included. Well, below-expected word count</p>	<p>The assignment title page not included. Little to no meaningful writing.</p>
<p>Define Implicit bias. Supported with literature. 10 marks (10%)</p>	<p>Implicit bias is clearly defined and well supported with appropriate literature.</p>	<p>Very good effort to define implicit bias and well supported with appropriate literature.</p>	<p>Good effort to define implicit bias and well supported with appropriate literature.</p>	<p>Reasonable effort to define implicit bias and supported with literature.</p>	<p>Poor effort to define implicit bias or not supported with literature or task requirements have been misunderstood.</p>	<p>Submission is missing definition of implicit bias. Little evidence of task requirements.</p>
<p>Weight Bias is one type of implicit bias. Discuss the impact of weight bias as a barrier to communication between the Registered Nurse, Charlie, and his family). Supported by appropriate literature. (approx. 300 words) 30 marks (30%)</p>	<p>Weight bias is clearly explained. Excellent discussion on the impact that weight bias has on communication b/w the Registered Nurse, Charlie, and his family. Well supported by appropriate literature.</p>	<p>Weight bias is clearly explained. Very good standard of discussion on the impact that weight bias has on communication b/w the Registered Nurse, Charlie and his family. Well supported by appropriate literature.</p>	<p>Good explanation of weight bias. Good standard of discussion on the impact that weight bias has on communication b/w the Registered Nurse, Charlie, and his family. Mostly well supported by appropriate literature.</p>	<p>A reasonable explanation of weight bias. A reasonable standard of discussion on the impact that weight bias has on communication b/w the Registered Nurse, Charlie, and his family. Generally supported by appropriate literature.</p>	<p>Poor explanation of weight bias. Poor standard of discussion on the impact that weight bias has on communication b/w the Registered Nurse, Charlie, and his family. Poorly supported by appropriate literature or literature inappropriate.</p>	<p>No discussion or supporting literature present.</p>
<p>Discuss how the Registered Nurse could implement these strategies into their communication with Charlie (approx.400 words). 40 marks (40%)</p>	<p>Excellent discussion on how the nurse could implement BOTH strategies into their communication with Charlie Well supported by appropriate literature.</p>	<p>Very good standard of discussion on how the nurse could implement BOTH strategies into their communication with Charlie. Well supported by appropriate literature.</p>	<p>Good standard of discussion on how the nurse could implement BOTH strategies into their communication with Charlie. Mostly well supported by appropriate literature.</p>	<p>A reasonable standard of discussion on how the nurse could implement at least one of the strategies mentioned in their communication with Charlie. Generally supported by appropriate literature.</p>	<p>Poor standard of discussion on how the nurse could implement strategies into their communication with Charlie. Poorly supported by appropriate literature or literature is at times inappropriate.</p>	<p>No discussion or supporting literature present.</p>
<p>Referencing In-text referencing (5) Reference List (5) Total 10 marks (10%)</p>	<p>Always uses appropriate in text referencing that meets APA 7 guidelines. The reference list always meets APA 7 guidelines. No or very minor mistakes evident.</p>	<p>Almost always uses appropriate in text referencing that meets APA 7 guidelines. The reference list almost always meets APA 7 guidelines. Minor mistakes evident.</p>	<p>Mostly uses appropriate in text referencing that meets APA 7 guidelines. The reference list mostly meets APA 7 guidelines. A few referencing mistakes evident.</p>	<p>Generally, uses appropriate in text referencing that meets APA 7 guidelines. The reference list generally meets APA 7 guidelines. Quite a few i referencing mistakes evident.</p>	<p>Poor standard with many mistakes both in text and in the reference list OR does not meet APA 7 guidelines.</p>	<p>Little to no in-text referencing or reference list.</p>

Referencing Style

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

Submission

Online

Submission Instructions

Submit a word or a docx document via the link Assessment Two (2) on the Moodle site for NURS11164.

Learning Outcomes Assessed

- Demonstrate an understanding of the impact that implicit bias has on communication.
- Explain the barriers and facilitators that affect communication within inter-professional practice.
- Apply communication strategies informed by professional standards.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Assessment Three - Communication in Person Centered Care

Assessment Type

Written Assessment

Task Description

You are writing a 1200-word essay. There are five parts to this essay. You must support the discussion with scholarly evidence.

Task (there are 5 parts to this task).

1. Write an introduction that clearly contextualizes your assignment and identifies what will be discussed (approx. 75 -100 words).
2. Define and describe person-centered care, then discuss one (1) reason why person-centered care is important to the RN role (approx. 200 words).
3. According to Laird, McCance, McCormack' and McGibbon's (2015), model of person-centered practice, shared decision making is one aspect of the care process. Discuss the role that communication plays in shared decision making amongst the interprofessional team (approx. 450 words).
4. Patient education and empowerment is one strategy that facilitates shared decision making. Discuss how you could incorporate this strategy into your communication with the interprofessional team. (approx. 400 words).
5. Write a conclusion that summarises the overall assignment, without introducing any new information or references (approx. 75 - 100 words).

Reference: Laird, E., McCance, T., McCormack, B., & Gribben, B. (2015). Patients' experiences of in-hospital care when nursing staff were engaged in a practice development programme to promote person-centredness: A narrative analysis study. *International Journal of Nursing Studies*, 52(9), 1454-1462.

Please follow the steps below to complete your assessment task:

Literature and referencing.

In this assessment use at least 5 contemporary references (<7 years) to support your discussion. You may also use seminal scholarly literature where relevant.

Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Health and Quality Health Standards. Referencing both in-text and in the reference list must be as per APA 7 guidelines.

Requirements.

- Include a title page and reference list (on separate pages).
- 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).
- Refer to the marking rubric when completing your assignment. This will assist you in calculating the weightings of the sections for your assignment.
- Include page numbers and student numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources.

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote

is available at the [CQUniversity Library website](#). Please make sure EndNote is set to APA 7, not APA 6.

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

Submission.

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Assessment Due Date

Week 11 Tuesday (28 Sept 2021) 4:00 pm AEST

Return Date to Students

Exam Week Monday (18 Oct 2021)

Assessment that have been submitted on time, and with no extensions, will be returned by the end of exam week.

Weighting

50%

Assessment Criteria

Key Criteria	High Distinction 84.5 – 100%	Distinction 74.5– 84.49%	Credit 64.5– 74.49%	Pass 49.50– 64.49%	Fail <49.5%	Fail (content absent) 0%
Presentation and Structure Introduction contextualises the assignment and identifies the aim of the assignment. (3) Presentation Discussion conforms to expected presentation guidelines. (3) The assignment title page includes student name, number, unit coordinator name, assessment number, assessment title, due date and actual word count. (1) Concluding paragraph summarises the overall assignment and does not introduce any new information or references. (3) TOTAL (10 marks) (10%)	The assignment title page includes all relevant information. Quality of writing is exceptional with minimal spelling, grammar, sentence structure and paragraphs mistakes. The introduction and conclusion have no mistakes. Within expected word limit.	The assignment title page includes all relevant information. Quality of writing is of a high standard with only minor grammar, spelling, sentence structure, and punctuation mistakes. The introduction and conclusion have minor mistakes. Within expected word limit.	The assignment title page includes all relevant information. Quality of writing is of a good standard with a few grammar, sentence structure, spelling punctuation mistakes evident. The introduction and conclusion have a few mistakes. Within expected word limit.	The assignment title page includes almost all the relevant information. Quality of writing is of a reasonable standard. Mistakes often occurring with grammar, sentence structure, spelling punctuation mistakes evident. The introduction and conclusion have some mistakes. Below the expected word limit.	The assignment title page includes only minimal or no relevant information. Quality of writing and presentation is at a poor standard with many mistakes and a lack of clarity evident. The introduction and conclusion do not meet the criteria or are not included. Well, below-expected word count.	The assignment title page not included. Little to no meaningful writing.
Define and Describe Person Centered care. (10) Discuss one reason why person-centered care is important to the RN role. (10) Supported with literature. (approx. 200 words) TOTAL (20 marks) (20%)	Person-Centered care is clearly defined and described. An excellent discussion of ONE reason why person-centered care is important to the RN role. Well supported with appropriate literature.	Person-Centered care is clearly defined and described. Very good discussion of ONE reason why person-centered care is important to the RN role. Well supported with appropriate literature.	Good definition and description of Person-Centered care. Good discussion of ONE reason why person-centered care is important to the RN role. Mostly well supported with appropriate literature.	Reasonable definition and description of Person-Centered care. Reasonable discussion of ONE reason why person-centered care is important to the RN role. Generally, well supported with appropriate literature.	Poor definition and description of Person-Centered care. Poor to minimal discussion of ONE reason why person-centered care is important to the RN role. Poorly supported with literature OR literature is at times inappropriate.	No discussion or supporting literature present.
According to Laird, McCance, McCormack and McGibbon's (2015) model of person-centred practice, shared decision making is one aspect of the care process. Discuss the role that communication plays in shared decision making amongst the interprofessional team. (30 marks) (approx. 450 words). (30%)	Excellent discussion on the role that communication plays in shared decision making amongst the interprofessional team. Well supported by appropriate literature.	Very good standard discussion on the role that communication plays in shared decision making amongst the interprofessional team. Well supported by appropriate literature.	Good standard of discussion on the role that communication plays in shared decision making amongst the interprofessional team. Mostly well supported by appropriate literature.	A reasonable standard of discussion on the role that communication plays in shared decision making amongst the interprofessional team. Generally supported by appropriate literature.	Poor standard of discussion on the role that communication plays in shared decision making amongst the interprofessional team. Poorly supported by appropriate literature or literature inappropriate.	No discussion or supporting literature present.
Patient education and empowerment is one strategy that facilitates shared decision making. Discuss how you could incorporate this strategy into your communication with the interprofessional team. (approx. 400 words). (30 marks) (30%)	Excellent discussion on how you could incorporate the strategy of patient education and empowerment into your communication with the interprofessional team. Well supported by appropriate literature.	Very good standard of discussion on how you could incorporate the strategy of patient education and empowerment into your communication with the interprofessional team. Well supported by appropriate literature.	Good standard of discussion on how you could incorporate the strategy of patient education and empowerment into your communication with the interprofessional team. Mostly well supported by appropriate literature.	A reasonable standard of discussion on how you could incorporate the strategy of patient education and empowerment into your communication with the interprofessional team. Generally supported by appropriate literature.	Poor standard of discussion on how you could incorporate the strategy of patient education and empowerment into your communication with the interprofessional team. Poorly supported by appropriate literature or literature inappropriate.	No discussion or supporting literature present.

Referencing In-text referencing (5) Reference List (5) TOTAL (10 marks) (10%)	Always uses appropriate in-text referencing that meets APA 7 guidelines. The reference list always meets APA 7 guidelines. No or very minor mistakes evident.	Almost always uses appropriate in-text referencing that meets APA 7 guidelines. The reference list almost always meets APA 7 guidelines. Different minor mistakes are evident.	Mostly uses appropriate in-text referencing that meets APA 7 guidelines. The reference list mostly meets APA 7 guidelines. A few different referencing mistakes evident.	Generally, uses appropriate in-text referencing that meets APA 7 guidelines. The reference list generally meets APA 7 guidelines. Quite a few different referencing mistakes evident.	Poor standard with many different mistakes both in text and in the reference list OR does not meet APA 7 guidelines.	Little to no in-text referencing or reference list.
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Referencing Style

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

Submission

Online

Submission Instructions

Submit a word or a docx document via the link Assessment Three (3) on the Moodle site for NURS11164.

Learning Outcomes Assessed

- Examine the role of communication in person-centered care.
- Explain the barriers and facilitators that affect communication within inter-professional practice.
- Apply communication strategies informed by professional standards.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

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