



NURS11164 Effective Communication in the Health Care Environment

Term 1 - 2022

Profile information current as at 14/12/2025 03:40 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 the important role of communication in nursing practice and strategies to effectively communicate as a nurse. You will examine types of communication strategies that are relevant to different health contexts. In particular, you will explore your own strengths in communication and how you can best use these to manage future challenges when nursing. Throughout this unit you will have the opportunity to work in small teams to explore the many different facets of communication in nursing and to build a portfolio that documents your learning and your development of skills and strategies to use in future nursing practice.

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

Students need to be enrolled in CL91 or Start Unit Now in order to undertake 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 1 - 2022

- 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: 40%

2. **Portfolio**

Weighting: 60%

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 fundamental role of communication in nursing practice as informed by professional standards
2. Explain communication strategies that enable effective professional relationships
3. Adapt communication strategies to facilitate effective communication in one-on-one and group contexts
4. Analyse and evaluate your communication strengths and identify communication challenges you may encounter in future clinical practice.

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
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 40%	•	•	•	
2 - Portfolio - 60%	•	•	•	•

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				

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)
- Access to Microsoft Word or other word processing package

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

Stephen Haines Unit Coordinator

s.haines@cqu.edu.au

Jen Mulvogue Unit Coordinator

j.mulvogue@cqu.edu.au

Penny Heidke Unit Coordinator

p.heidke@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Being a Nurse - Being a person.	Resources are provided on the Moodle site and via your e-reading list	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
"Choose your words"	Resources are provided on the Moodle site and via your e-reading list	Portfolio Part A: Communication Contract Due: Week 2 (Tuesday 15th March 2022 @ 4 pm AEST).

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
"Are you hearing me?"	Resources are provided on the Moodle site and via your e-reading list	QUIZ A: Opens: Monday 21st March 2022 @ 8am (AEST) Closes: Friday 25th March 2022 @ 5pm (AEST)

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Distress	Resources are provided on the Moodle site and via your e-reading list	

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Cultural differences	Resources are provided on the Moodle site and via your e-reading list	

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
BREAK WEEK		

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
External environments.	Resources are provided on the Moodle site and via your e-reading list	

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Uniforms and personal appearance impacts.	Resources are provided on the Moodle site and via your e-reading list	

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Making sense to a person about what is happening.	Resources are provided on the Moodle site and via your e-reading list	

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Navigating communication in times of crisis.	Resources are provided on the Moodle site and via your e-reading list	

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Families and children	Resources are provided on the Moodle site and via your e-reading list	

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Communicating with someone with differences	Resources are provided on the Moodle site and via your e-reading list	

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for practice and placement.	Resources are provided on the Moodle site and via your e-reading list	QUIZ B: Opens Monday 30th May 2022 @ 8am (AEST) Closes: Friday 3rd June 2022 @ 5pm (AEST) Portfolio Part B: Week 12 (Wednesday 1st June 2022 @ 4pm AEST) Please complete the Student Satisfaction Survey

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
This unit does NOT have an examination.		

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 QUIZZ: (Quiz A and Quiz B)

Assessment Type

Online Quiz(zes)

Task Description

Aim

This assessment is designed to assess your knowledge of the theory of communication and communication strategies explored within the unit. Quiz A (10 questions) will assess content from weeks 1-3 (inclusive). Quiz B (30 questions) will assess content from weeks 4-12 (inclusive).

Learning Outcomes Assessed

1. Examine the fundamental role of communication in nursing practice as informed by professional standards.
2. Explain communication strategies that enable effective professional relationships.
3. Adapt communication strategies to individual and group contexts.

Number of Quizzes

2

Frequency of Quizzes

Assessment Due Date

Quiz A OPENS: Monday 21st March 2022 @ 8am (AEST) CLOSES: Friday 25th March 2022 @ 5pm (AEST) AND Quiz B OPENS: Monday 30th May 2022 @ 8am (AEST) CLOSES Friday 3rd June 2022 @ 5pm (AEST)

Return Date to Students

Results (as a numerical score) for the quiz will be available immediately after the attempt is complete.

Weighting

40%

Assessment Criteria

Requirements

1. Computer access with a reliable internet connection.
2. Relevant learning materials available to access during the quiz.

Please note the following:

All questions are extracted from the Moodle content, readings, and recorded videos (available on Moodle).

You must complete each quiz in one sitting and within the set time limit.

The quiz will automatically close at the end of the time limit and will submit your result even if you have not finished.

You can have up to **2 attempts for Quiz A and Quiz B**. Moodle will accept the highest 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 DO NOT close the screen, instead, let the unit coordinators know immediately. Ensure you take a screenshot or photo of the issue and email this to the unit coordinators with an explanation of the issue. The unit coordinators will assist you with resolving the issue or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Referencing Style

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

Submission

Online

Submission Instructions

You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.

Learning Outcomes Assessed

- Examine the fundamental role of communication in nursing practice as informed by professional standards
- Explain communication strategies that enable effective professional relationships
- Adapt communication strategies to facilitate effective communication in one-on-one and group contexts

2 Portfolio: Evidence of Learning

Assessment Type

Portfolio

Task Description

Aim: The aim of this assessment is to demonstrate your understanding of the role of communication in nursing practice and your understanding of communication strategies that can be used to enhance professional relationships in clinical practice.

Learning Outcomes Assessed:

1. Examine the fundamental role of communication in nursing practice as informed by professional standards.
2. Explain communication strategies that enable effective professional relationships.
3. Adapt communication strategies to individual and group contexts.
4. Analyse and evaluate your communication strengths and identify communication challenges you may encounter in future practice.

Instructions: This assessment consists of **TWO** parts.

Requirements

1. Follow the individual task instructions.
2. Part A must be submitted in Week 2. Students who have not found a study partner/group by the end of Week 1 must contact the unit coordinators urgently.
3. Part B will contain 13 short answer tasks (12 learning tasks and 1 reflective piece).
4. All portfolio tasks relate to the learning content and are designed to be completed week by week, students are advised to keep up to date with the learning materials to complete the portfolio tasks.
5. Tasks that require referencing will have this stated in the task instruction. Students are to use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide. A reference list for the individual task should be included immediately below the student's response to the task.
6. The reflective task will require students to reflect on their learning from the term, students will need to complete the reflective activities in Moodle each week and save a copy of their responses to enable them to complete the reflective piece at the end of this assessment.
7. Students are to present the portfolio submission in a word document (a template is provided in the assessment tab in Moodle).
8. Students ARE NOT required to include a cover sheet as part of their submission.
9. Students are to submit via the Assessment portal within Moodle by the required due date/time. Late penalties of 5% of the available mark may be applied as per the assessment policy.

PART A:

Introductory Task:

Create a study partnership or group and complete the communication contract. Upload this to the contract submission page by Monday week 2. (*If you have not found a study buddy/partner by Thursday of week 1 please urgently contact your unit coordinators). All group members must upload a copy of the group's communication contract. Submission of the communication contract between study partners/group members. A copy of this document must be submitted by all students by week 2.

Word limit: N/A

Important note: This must be submitted by Tuesday of Week 2 but will be included in the overall marking, post submission of Part B.

Marking: As per the rubric (5% of overall mark).

PART B:

PART B will include tasks related to the unit content of weeks 1-12.

Students will work in partnership or small groups (maximum of 4 members) throughout the term. The portfolio will consist of tasks related to individual and group learning activities within Moodle. Tasks will require you to participate in a group activity and then answer post-activity questions individually to demonstrate your understanding.

Each task will have individual instructions. It is important to ensure you read and understand each task, if you are unsure, please contact your coordinators as soon as possible. Task instructions are included below.

Students will present their portfolio using headings for each task. A sample template in a word document will be provided in the assessment tab in Moodle.

Task 1:

With your buddy or group, choose one criterion from Standard 2, and discuss the meaning of the criterion and minute (take notes) of your discussion. In your portfolio include a 100-word report of your group's discussion.

Word limit: 100 words

Marking: As per the rubric

Learning outcomes assessed: LO1

Task 2:

From the learning activity 2.4, choose 1 of your 3 chosen people and include your answers here.

(Learning activity 2.4 instructions in Moodle: Identify three people you know and admire. We have suggested one from a work setting, one from a family setting and one from a friendship setting. Think about their communication skills. Name what it is that you admire (what communication skills) and provide an example of how this person uses this skill effectively. Then describe how you can improve your communication by incorporating this quality into your communication toolbox.)

Structure your response using the following prompts (more detailed examples are within module 2.4):

A person I know who communicates well with others in a xxxx setting is:

The communication skill I admire is ...

I can use this behaviour when...

Word limit: 100 words (only choosing 1 of the 3 examples)

Marking: As per the marking rubric

Learning outcomes assessed: 2 & 3

Task 3:

Complete learning activity 3.3 with your study buddy/group. Then, in no more than 200 words explain one strategy that you used in the exercise that went well and why it is a beneficial strategy to include in your communication toolbox.

Word limit: 200 words

Marking: As per the marking rubric

Learning outcomes assessed: 2,3 & 4

Task 4:

After completing Moodle activities 4.1.1 and 4.1.2 with your group. Provide an example of one (1) behaviour that would suggest to you a person may be in distress. Choose one of the strategies included in the learning material and explain why the strategy may help to decrease a person's distress. Ensure you include at least 1 reference in your work.

Word limit: 150 words

Marking: As per the marking rubric

Learning outcomes assessed: 2, 3, 4.

Reference required: At least 1 reference, using APA 7.

Task 5:

After completing activity 5.3.1 with your study partner/group. Provide in your portfolio 1 example of each of the following terms that you observed in the video:

- Emblems
- Illustrators
- Affect displays
- Regulators

Word limit: 150 words

Marking: As per the rubric

Learning outcomes assessed: 1 & 2

Task 6:

After completing learning activity 6.4.1 in Moodle, choose 2 key points from your list and in no more than 100 words explain how these key points enhance communication in the healthcare environment.

Word limit: 100 words

Marking: As per the marking rubric

Learning outcomes assessed: 1,2 & 4.

Task 7:

In no more than 100 words outline how physical appearance may impact on professional communication of the nurse

Word limit: 100 words

Marking: as per the marking rubric

Task 8:

Spend some time researching the term Blood Sugar Level Blood Sugar Level (also known as BGL). You may have come across this term in other units, or it may be new to you. Once you understand the term and procedure, in no more than 100 words explain what BSL is OR how you perform this task (Hint: Think about this task as if you were explaining the term to a patient or friend who has no medical knowledge). Remember to ensure that you are using everyday language that is free of jargon.

Word limit: 150 words

Marking: as per the marking rubric

Learning outcomes assessed: 1 & 3.

Task 9:

Spend some time researching closed-loop communication and in no more than 150 words describe 3 advantages to this communication technique. Use literature to support your reasoning.

Word limit: 150 words

Marking:

Learning outcomes assessed: 1, 2 & 3.

Referencing: At least one reference using APA 7.

Task 10:

After completing learning activity 10.3.2 with your group. Choose 2 developmental groups that you believe may create a communication challenge for you. Name 1 key characteristic of your chosen developmental groups and explain 1 way you can adapt your communication to suit your chosen groups.

Developmental groups (choose 2):

- Infancy
- Toddlerhood
- Early Childhood
- Middle Childhood
- Adolescence

Suggested structure:

A developmental stage I may find communicating with challenging is ...

I can adapt my communication by ...

Word limit: no more than 100 words per developmental category (200 words total).

Learning outcomes assessed: 1, 2, 3 & 4.

Task 11:

After completing learning task 11.6, explain why an interpreter is integral to positive health outcomes and list 5 things to remember when utilizing the interpreter service during clinical placement. Ensure that you include at least 1 reference within your work.

Word limit: 150 words

Marking: as per the marking rubric.

Learning outcomes assessed: 1, 2, 3, 4.

Reference: 1 reference, APA 7.

Task 12:

After completing learning activity 12.3.3, choose one of the acronyms that can assist you to speak up for safety, and explain what the acronym means and how it can be used in clinical practice to promote safe and effective communication. Use at least 1 reference to support your work.

Word limit: 150 words

Marking: As per the marking rubric

Learning outcomes assessed: 1, 2, 3.

References: at least 1 reference, using APA 7.

Task 13 - Reflective Task:

After completing learning activity 12.5. Choose a model of reflection provided in the activity and use this to complete your final reflection for the term. In your reflection discuss what has impacted your communication technique the most and how this enables you to move into your clinical units next term. Then describe one communication challenge that you need to continue to work on as you progress through your studies.

Word limit: 300 words

Marking: As per the marking rubric

Learning outcomes assessed: 4

Assessment Due Date

Portfolio Part A: Communication Contract Due: Week 2 (Tuesday 15th March 2022 @ 4pm AEST). 5% AND Portfolio Part B: Week 12 (Wednesday 1st June 2022 @ 4pm AEST) 55%

Return Date to Students**Weighting**

60%

Minimum mark or grade

50% (Must pass this assessment task).

Assessment Criteria**Marking Criteria**

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. The Marking Rubric is located on the unit Moodle site.

Re-Attempts

To achieve a passing grade for this unit, you must pass this assessment item. If you do not pass this assessment item, you may be offered an opportunity to re-attempt. A re-attempt may be offered if you have demonstrated a reasonable initial attempt to complete all components of the task.

If you are required to re-attempt, you can only achieve a maximum of 50% of the available marks for this assessment.

NURS11164 Portfolio Assessment Marking Rubric Term 1 2022

HD	D	C	P	F	Score
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Presentation 5%

Consistently accurate with spelling, grammar, and paragraph structure. Adheres to the word count.	Minimal (2-3) errors in spelling, grammar, or paragraph structure. Adheres to the word count.	Few (3 - 4) errors with spelling, grammar, or paragraph structure. Adheres to the word count.	Several (4-5) errors with spelling, grammar, or paragraph structure. Adheres to the word count.	Many (>6) errors with spelling, grammar, or paragraph structure. Fails to adhere to the word count.	/5
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Part A (5%) Communication Contract

Submitted on time and fully completed.	Submitted on time with one element not completed or all elements completed but not submitted on time.	Submitted on time with 2 elements not completed OR Not submitted on time and 1 element not completed	Submitted on time with 3 elements not completed OR not submitted on time and 2 elements not completed	Contract submitted but not completed OR did not submit.	/5
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Part B (70%) Learning Activities

					Task 1 /5
					Task 2 /5
					Task 3 /10
Content provides comprehensive and critical discussion appropriate to the task set and includes: Reading and research participation in group activities Relevant arguments Relevant concepts Evidence of originality	Content provides a strong and appropriate discussion to the task set and includes: Reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality	Content provides adequate discussion and includes: Reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality	Content provides some relevant discussion and includes: Reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality	Content provides no or inadequate discussion and lacks many: Reading and research Relevant arguments Supporting examples Relevant concepts Evidence of originality	Task 4 /5 Task 5 /5 Task 6 /5 Task 7 /5 Task 8 /5 Task 9 /5 Task 10 /10 Task 11 /5 Task 12 /5

Part B Reflection (task 13) (15%)

Reflection provides comprehensive and critical discussion and includes: Use of a reflective model Relevant discussion Supporting examples Relevant concepts Evidence of originality	Reflection provides a strong and appropriate discussion and includes: Use of a reflective model Relevant discussion Supporting examples Relevant concepts Evidence of originality	Content provides adequate discussion and includes: Use of a reflective model Relevant discussion Supporting examples Relevant concepts Evidence of originality	Content provides some relevant discussion and includes: Use of a reflective model Relevant discussion Supporting examples Relevant concepts Evidence of originality	Content provides no or inadequate discussion and lacks many: Use of a reflective model Relevant discussion Supporting examples Relevant concepts Evidence of originality	/15
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Referencing (5%)

Consistently integrates references to support and reflect all ideas, factual information and quotations in tasks that require referencing. Consistently accurate with in-text referencing. Reference list is in alphabetical order and follows APA 7 guidelines.	Generally, integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions in tasks that require referencing. 1-2 consistent in-text referencing errors identified. Reference list is in alphabetical order and follows APA 7 guidelines with minimal errors.	Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions in tasks that require referencing. 3-4 consistent in-text referencing errors identified. Reference list is in alphabetical order and follows APA 7 guidelines with some consistent errors.	Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions in tasks that require referencing. 5-6 inconsistent in-text referencing errors identified. Reference list is in alphabetical order and follows APA 7 guidelines with many errors. OR reference list is not included immediately after the task requiring referencing.	Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, factual information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing. Reference list is not in alphabetical order and does not follow APA 7 guidelines.	/5
Total Score					/100

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Examine the fundamental role of communication in nursing practice as informed by professional standards
- Explain communication strategies that enable effective professional relationships
- Adapt communication strategies to facilitate effective communication in one-on-one and group contexts
- Analyse and evaluate your communication strengths and identify communication challenges you may encounter in future clinical 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