



# NURS11164 *Effective Communication in the Health Care Environment*

## Term 2 - 2022

Profile information current as at 26/04/2024 06:51 pm

All details in this unit profile for NURS11164 have been officially approved by CQU University 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 2 - 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 Student feedback via emails, SUTE evaluations and coordinator observation.

##### **Feedback**

Portfolio assessment due dates created challenges such as: • Many extension requests. • Students were completing the final activities for the portfolio the same week the portfolio was due. • Students did not receive any formal feedback on written assessments until the end of the term.

##### **Recommendation**

• Due date of Assessment 2 in term 2 pushed out a week to enable students to submit on time and complete the learning activities without the pressure of submitting in the same week. • Continue to review the due dates of the written assessments post term 2 offering.

#### Feedback from SUTE, emails to coordinators, zoom workshops.

##### **Feedback**

Mixed feedback from students about groupwork. Some students felt that group work via distance/online was not desirable whereas other students commented that being pushed to meet other students and forming connections was a positive start to their university study.

##### **Recommendation**

• The unit is a communication unit offered to students in their first term of study. • Group work offers students the opportunity to meet fellow students, build relationships in their first term and enables the opportunity to practice skills. • Continue to review how the groups are formed.

#### Feedback from SUTE, emails to coordinators.

##### **Feedback**

Rockhampton based students (on-campus) who attended the face-to-face workshops, reported the scheduling and structure of the workshops frustrating as these workshops were held in weeks 1-6 which meant that workshops from week 2 were ahead of the online content.

##### **Recommendation**

• The face-to-face workshops in term 2 have been rescheduled to weekly workshops (held in weeks 1-12) and will align with the Moodle content. • Continue to revise workshop material.

#### Feedback from SUTE, emails to coordinators, zoom workshops.

##### **Feedback**

Weekly online zoom workshops had minimal attendance. Students who attended enjoyed connecting with coordinators and other students as well as breaking down the Moodle content and having an extra opportunity to practice the skills taught in the unit.

##### **Recommendation**

• Review online structure for future offerings to maximise student engagement.

## 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



### 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
- Zoom
- MS Teams

## 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](mailto:a.ivory@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 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 - 18 Jul 2022

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

### Week 3 - 25 Jul 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	<b>Portfolio Part A:</b> Communication Contract Due: Week 3 (Tuesday 26th July 2022 @ 4 pm AEST). <b>QUIZ A: Opens:</b> Monday 25th July 2022 @ 8am (AEST) <b>Closes:</b> Friday 29th July 2022 @ 5pm (AEST)

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Recognising this is hard - Responding to a person experiencing distress	Resources are provided on the Moodle site and via your e-reading list	

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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The power of non-verbal communication

Resources are provided on the Moodle site and via your e-reading list

#### **Vacation Week - 15 Aug 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

BREAK WEEK

#### **Week 6 - 22 Aug 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

The impact of the external environment.

Resources are provided on the Moodle site and via your e-reading list

**QUIZ B: Opens:** Monday 22nd August 2022 @ 8am (AEST) **Closes:** Friday 28th August 2022 @ 5pm (AEST)

#### **Week 7 - 29 Aug 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Appearances

Resources are provided on the Moodle site and via your e-reading list

#### **Week 8 - 05 Sep 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

What's in a word?

Resources are provided on the Moodle site and via your e-reading list

#### **Week 9 - 12 Sep 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

My patient is sick!

Resources are provided on the Moodle site and via your e-reading list

#### **Week 10 - 19 Sep 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Communicating with children and families

Resources are provided on the Moodle site and via your e-reading list

#### **Week 11 - 26 Sep 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Diverse communication needs

Resources are provided on the Moodle site and via your e-reading list

#### **Week 12 - 03 Oct 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Preparing for placement - the final frontier

Resources are provided on the Moodle site and via your e-reading list

**QUIZ C: Opens** Monday 3rd October 2022 @ 8am (AEST) **Closes:** Friday 7th October 2022 @ 5pm (AEST)  
Please complete the Student Satisfaction Survey.

#### **Review/Exam Week - 10 Oct 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

This unit does NOT have an examination.

**Portfolio Part B:** Tasks 1-12 DUE: Week 13 (Tuesday 11th October 2022 @ 4pm AEST).

#### **Exam Week - 17 Oct 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

## Assessment Tasks

# 1 Quiz (Part A, B and C)

## Assessment Type

Online Quiz(zes)

## Task Description

### Aim

To demonstrate your understanding of the role of fundamental communication theories and communication strategies within nursing practice.

Quiz A will assess content from weeks 1-3 (inclusive). Quiz B will assess content from weeks 4-6 (inclusive). Quiz C will assess content from weeks 7-12 (inclusive).

### Learning Outcomes Assessed

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

### Number of Quizzes

0

### Frequency of Quizzes

Other

### Assessment Due Date

Quiz A opens: Monday 25th July 2022 @ 8am (AEST) Quiz A Closes: Friday 29th July 2022 @ 5pm (AEST). Quiz B opens: Monday 22nd August 2022 @ 5pm (AEST) Quiz B closes Friday 26th August 2022 @ 5pm (AEST) AND Quiz C opens: Monday 3rd October 2022 @ 8am (AEST) Quiz C Closes: Friday 7th October 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 each Quiz (Quiz A, Quiz B, Quiz C)**. 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 clinical practice.

#### **Requirements**

1. Follow the individual task instructions.
2. **Part A** must be submitted in Week 3. Students who have not found a study partner/group by the end of Week 1 are to urgently contact the unit coordinators.
3. **Part B** will contain 12 short answer tasks and must be submitted in Week 13.
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. Referencing is required for any task that requires the use of materials (outside of the Moodle content). Tasks that require additional research beyond the learning material 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. Students are to present the portfolio submission in a word document (a template is provided in the assessment tab in Moodle).
7. Students ARE NOT required to include a cover sheet as part of their submission.
8. 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.

#### **Instructions:**

This assessment consists of **TWO** parts.

#### **PART A:**

Submission of the communication contract between study partners/group members. A

copy of this document must be submitted by all students by Week 3. Instructions are provided below.

### **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 at the end of this document.

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.

### **Portfolio Task instructions:**

#### **Part A (due 26<sup>th</sup> July 2022, 4pm AEST):**

##### **Introductory Task:**

Create study partnership or group and complete the communication contract. Upload this to the contract submission page by Tuesday week 3. (\*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.

Word limit: N/A

Important note: This must be submitted by Tuesday of Week 3 but will be included in the overall marking, post submission of Part C.

Marking: As per the rubric.

#### **Part B (due 11<sup>TH</sup> OCTOBER 2022, 4PM AEST):**

##### **Task 1:**

With your buddy or group, choose one criterion from Standard 2, and discuss the definition of the criterion and how you could apply this criterion in practice and minute (take notes) your discussion. In your portfolio include a 150 word report of your group discussion. (LO1)

Word limit: 150 words

Marking: as per the rubric

Learning outcomes assessed: LO1

##### **Task 2:**

With your buddy or your group, one person should tell the other of something that is currently concerning them or something in the past that has been a concern. Take it in turns to be the receiver and the sender.

The receiver should use an example of each of the communication strategies listed above to check meaning and to facilitate further communication.

Once you have participated as both the receiver and the sender, reflect on the following questions and write your response in no more than 100 words per question.

1. What was the most difficult communication strategy to use? Was one person more

comfortable than others in using that strategy?

2. What was the easiest strategy to use? Was one person more comfortable than others in using that strategy?

3. In order to prepare for your clinical placement, what strategies would you like to practice?

Word limit: 100 words per question (300 words total)

Marking: as per the marking rubric

Learning outcomes assessed: 2 & 3

**Task 3:**

Complete learning activity 3.3 (role play) with your study buddy/group. Then, in no more than 200 words explain one strategy that you used in the exercise that was challenging and why it is important to continue to develop this skill for future clinical practice.

Word limit: 200 words

Marking: as per the marking rubric

Learning outcomes assessed: 2,3 & 4

**Task 4:**

After completing module 4 describe how decreasing a person's distress will enhance communication. Ensure you include at least 1 reference in your work.

Word limit: 100 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: 100 words

Marking: as per the rubric

Learning outcomes assessed: 1 & 2

**Task 6:**

After completing learning activity 6.2.1 with your study buddy/group, provide an example of a health care context that is a Secondary territory and then identify one communication strategy that the nurse could use to ensure the patient does not feel disempowered. (Hint - a health care context can be any setting where interactions occur between a patient and a health professional)

Word limit: 100 words

Marking: as per the marking rubric

Learning outcomes assessed: 1, 2, 4.

**Task 7:**

Once you have read the article in 7.6 and read the Registered nurse standards for practice write the key message you have learnt about professional appearance and list 2 things about your own appearance you will do to promote professional relationships on your first student placement.

Word limit: 150 words

Marking: as per the marking rubric

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

**Task 8:**

Once you have completed learning activity 8.5 with your group, re-write your script explaining your chosen medical term without Jargon. (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: 100 words

Marking: as per the marking rubric

Learning outcomes assessed: 1 & 3.

**Task 9:**

Spend some time researching the handover tool ISBAR and in no more than 150 words describe why ISBAR is a vital tool in an emergency. Use literature to support your reasoning.

Word limit: 150 words

Marking: as per the marking rubric.

Learning outcomes assessed: 1, 2 & 3.

Referencing: At least one reference using APA 7.

**Task 10:**

Complete the readings and learning activities in 10.3 with your group. Spend some time researching adolescence and name 1 key characteristic that may make communication challenging and explain 1 way you can adapt your communication to enhance communicating with adolescents.

Word limit: 100 words

Marking: as per the marking rubric

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

**Task 11:**

Choose one of the communication needs/difficulties discussed in Module 9 and explain a strategy you can use to improve communication in clinical practice. 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:**

Ensure you have completed learning activities 12.3 and 12.5 before commencing this activity. Choose one of the reflection models provided in activity 12.5 (Gibbs or Borton) and then in no more than 250 words reflect on the scenario you enacted in learning activity 12.3 using your chosen model of reflection. Your reflection should include how you will continue to work on this skill as you progress through your nursing studies.

Word limit: 250 words

Marking: As per the marking rubric.

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

**Assessment Due Date**

Portfolio Part A: Week 3 (26th July 2022, 4pm AEST). Portfolio Part B: Week 13 (11TH October 2022, 4PM AEST)

**Return Date to Students**

Results for the entire portfolio task will be returned to students within 3 weeks of the PART B submission.

**Weighting**

60%

**Minimum mark or grade**

50% (Must pass this assessment task)

**Assessment Criteria**

**Re-Attempts**

To achieve a passing grade for this unit you are required to 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.

**Additional important information:**

Parts A and B must be submitted by the due date described above however the entire portfolio will be marked and released at the end of the term.

Marking Criteria:

HD	D	C	P	F	Score
Presentation					
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
Part A					

Contract fully completed with relevant and appropriate information. All signatures correctly signed (no typed signatures)	One element not completed, or all elements complete with one element missing relevant and appropriate information. One signature typed.	2 elements not completed OR 2 elements missing relevant and appropriate information. At least 1 signature missing, or 2 or more signatures typed.	3 elements not completed and/or 3 elements missing relevant and appropriate information. At least 2 signatures missing or typed.	Contract submitted but not completed OR did not submit.	/6
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Tasks 1-11

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 1/7
					Task 2/7
					Task 3/7
					Task 4/7
					Task 5/7
					Task 6/7
					Task 7/7
					Task 8/7
					Task 9/7
					Task 10/7
					Task 11/7

Task 12

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	/7
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Referencing

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