



# NURS11164 *Effective Communication in the Health Care Environment*

## Term 1 - 2023

Profile information current as at 25/04/2024 01:49 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 - 2023

- Brisbane
- 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. **Portfolio**

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 - Portfolio - 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  
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## Schedule

### Week 1 - 06 Mar 2023

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	Ensure you have completed the Unit introduction tile and quiz to have an understanding of the unit requirements.

### Week 2 - 13 Mar 2023

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 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
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"Are you hearing me?"  
Resources are provided on the Moodle site and via your e-reading list

#### Week 4 - 27 Mar 2023

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 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
The power of non-verbal communication	Resources are provided on the Moodle site and via your e-reading list	Group enrollments via Moodle open for Task 1, Portfolio 2.

#### Vacation Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
BREAK WEEK		

#### Week 6 - 17 Apr 2023

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	Group enrolments via Moodle open for Portfolio 2, Task 2.

#### Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Appearances	Resources are provided on the Moodle site and via your e-reading list	Assessment 1 (Portfolio 1 due). Students to begin group work for assessment 2. Group enrolments for Portfolio 2, task 3-6 open via Moodle. <b>Portfolio 1</b> Due: Week 7 Monday (24 Apr 2023) 9:00 am AEST

#### Week 8 - 01 May 2023

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 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
My patient is sick!	Resources are provided on the Moodle site and via your e-reading list	Students should have completed group activities for Portfolio 2 tasks 1 and 2 and engaged with their group for tasks 3-6. Students who have not begun group tasks should contact the coordinators urgently.

#### Week 10 - 15 May 2023

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 - 22 May 2023

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

### Week 12 - 29 May 2023

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	

### Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 (Portfolio 2) due.  <b>Portfolio 2</b> Due: Review/Exam Week Tuesday (6 June 2023) 9:00 am AEST

### Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Portfolio 1

#### Assessment Type

Portfolio

#### Task Description

##### Aim

The aim of this assessment is for you to examine the fundamental role of communication in nursing and explain communication strategies that will enable you to develop professional relationships in your nursing practice. You will also begin to explore how you can adapt your communication to different nursing contexts and identify your own communication strengths and challenges.

##### Instructions

Please follow the steps below to complete your assessment task:

1. Complete the short answer tasks (described below) alongside the weekly learning content. 2. Submit your responses to the tasks on the template provided.

Please note: If your task relates to group work, you must submit an **individually** written response.

##### Portfolio task instructions:

Task 1: Registered nurse standards for practice. Standard 2: Engages in therapeutic and professional relationships. 'RN practice is based on purposefully engaging in effective therapeutic and professional relationships. This includes collegial generosity in the context of mutual trust and respect in professional relationships' (Nursing and Midwifery Board of Australia, 2016).

After reading Standard 2 of the Registered nurse standards for practice, and watching the video about the standards in Moodle, identify challenges you may have upholding this standard when communicating in therapeutic and professional relationships.

Word limit: 200 words

Task 2: Getting your message across. Module 2 discusses numerous strategies to assist you to build a meaningful professional/therapeutic connection with a person with dementia. Choose a strategy that you may find challenging, and in 300 words explore why this strategy may help to build a meaningful connection and why it may be challenging for you.

Word limit: 300 words

Task 3: Active listening.

Active listening is an essential component of nursing. Choose one active listening stage. In 150 words describe this stage including why it is important to include in your communication toolbox.

Word limit: 150 words

Task 4: Responding to a person experiencing distress - reflective activity.

Explain the role of mindfulness in helping you respond appropriately to a person in distress? You should answer the following questions within your response.

What is mindfulness?



What are the benefits of utilising mindfulness when responding to a person in distress?  
Will you need to practice the skill of mindfulness before going on placement? Why/Why not?

Word limit: 300 words (total)

Task 5: The power of non-verbal communication.

Learning activity 5.4.1 (strategies for communicating with a person from another culture) asks you to explain five strategies that you could use when communicating with a person from another culture in a healthcare setting to assist them to feel empowered and culturally safe.

In 150 words, explain one of these strategies including how you will incorporate it into your communication when on clinical placement.

Word limit: 150 words

Task 6: The impact of the external environment and communication.

Revisit the five recommendations you made in Module 6, Learning Activity 6.6.1, choose one and in 200 words:

Provide a rationale for your recommendation.

Relate your rationale to the content of module 6 including the information relating to territories, markers and space, the article by Robinson et al. (2018), and the video by William Schlein.

Word limit: 200 words

### **Literature and references**

In this assessment use literature of no more than 10 years old (from peer-reviewed sources) 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 Association of Social Workers.

### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
- 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 [CQU APA Referencing Style Guide](#).
- The word count is considered from the first word of the response to the last word of response in each individual task. The word count excludes the reference list but includes in-text references and direct quotations.
- Introductions and conclusions are not required for individual tasks.

### **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.
- You may use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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**

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

#### **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 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.

### **Re-Attempts**

A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. If you fail this assessment, you may be given the opportunity to re-attempt this assessment but will only achieve a mark no greater than the minimum for a pass standard (50%). You must:

Have shown a reasonable attempt to complete the initial assessment (a reasonable attempt includes fully completing at least 4 of the 6 portfolio tasks).

Be granted a re-attempt by your unit lead/coordinator.

Not have received a fail mark due to the application of late penalties.

Make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days from notification, no extensions will be approved.

Please note that you can only be offered one re-attempt.

### References

Nursing and Midwifery Board of Australia. (2016). Registered Nurse Standards for Practice.

<https://www.nursingmidwiferyboard.gov.au/codes-guidelines-statements/professional-standards/registered-nurse-standards-for-practice.aspx>

Robinson, J., Gott, M., Gardiner, C., & Ingleton, C. (2018). The impact of the environment on patient experiences of hospital admissions in palliative care. *BMJ Supportive & Palliative Care*, 8(4), 485-492.

### Assessment Due Date

Week 7 Monday (24 Apr 2023) 9:00 am AEST

### Return Date to Students

Week 10 Tuesday (16 May 2023)

Students will be notified via email when marks and feedback are released to students.

### Weighting

40%

### Assessment 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
Content					
	Content provides a strong and appropriate discussion to the task set and includes: -Reading and research	Content provides adequate discussion and includes: -Reading and research	Content provides some relevant discussion and includes: -Reading and research	Content provides no or inadequate discussion and lacks many: -Reading and research	Task 1 /15
Content provides comprehensive and critical discussion appropriate to the task set and includes: -	-Relevant arguments	-Relevant arguments	-Relevant arguments	-Relevant arguments	Task 2 /15
-Reading and research	-Relevant arguments	-Relevant arguments	-Relevant arguments	-Relevant arguments	Task 3 /15
-Supporting examples	-Supporting examples	-Supporting examples	-Supporting examples	-Supporting examples	Task 4 /15
-Relevant concepts	-Relevant concepts	-Relevant concepts	-Relevant concepts	-Relevant concepts	Task 5 /15
-Evidence of originality	-Evidence of originality	-Evidence of originality	-Evidence of originality	-Evidence of originality	Task 6 /15
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.	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

### Learning Outcomes Assessed

- Examine the fundamental role of communication in 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.

## 2 Portfolio 2

### Assessment Type

Portfolio

### Task Description

#### Aim

The aim of this assessment is for you 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.

#### Instructions

Complete the six tasks that relate to your learning across the term.

Complete the tasks with your group members (as per the task instructions outline below) and answer the tasks questions **individually**.

Self-select your group for tasks 1-3 via Moodle. You will remain in your chosen group from task 3-6. Enrolments for groups will open in Moodle in week 5 for Task 1, week 6 for Task 2 and week 7 for tasks 3-6.

Contact your coordinators if you do not understand the task instructions or are experiencing difficulties within your group.

Use the template provided in Moodle to present your portfolio.

To complete task 6, you will utilise the Student Peer Assessment tool (SPA) within Moodle.

#### Portfolio task instructions:

##### Task 1: Appearances

This activity is based on your learnings from Module 7.

“It is important for a nurse to dress professionally but there is not a single clothing approach that relates to all nursing environments, in some areas there are different clothing requirements”.

Choose your group according to your chosen topic and discuss.

Topic choices:

Scrubs vs uniforms (eg scrubs or shirt/pants)

Scrubs vs plain clothes

Uniform vs plain clothes

Make up vs no make up

## Facial hair vs clean shaven

Task notes: This should be a discussion presenting pros and cons of each option. You can choose to have a debate style discussion, or each group member present their individual opinions (that include pros and cons of each). During your discussion you will need to use the communication skills you have learnt during the term to ensure the message you are sending is heard correctly and that you as the listener are accurately receiving the message from your group members. After your group debate report the outcome of your debate/discussion by reflecting on your discussion. Your reflection should be guided by the following questions:

What communication skill did you use to ensure your message was heard correctly?

What active listening skill did you use to ensure you received the sender's message accurately?

Were there any barriers (for example noise) that impacted on your ability to communicate effectively?

What did you do to reduce these barriers?

Would you change how you communicated during this discussion? Why/Why not?

Word limit: 300 words

### Task 2: Health literacy.

This task relates to your learning in Week 8.

Choose a health literacy and communication myth and enrol in that task's group on Moodle. Then, in your group discuss the myth and prove or debunk it.

Topic choices:

You can't provide education on a health condition if you have not personally experienced the condition.

Nurses do not have time to really understand their patient's health education needs.

Every patient has the same health literacy needs.

You can't educate your patient if they do not speak English.

Providing health education is an easy task.

After your group discussion utilise the information and literature from the term (especially Weeks 1-3) and in 300 words report on the process used in this discussion.

You should include the following considerations in your report:

After listening to your colleagues how did you ensure you heard what was being said?

What did your group members share with you that you had not considered before?

Has this information changed your views/opinion of the myth? Why/why not?

Word limit: 300 words

Task 3: ISBAR This task relates to your learning in Module 9.

Choose your group based on the scenarios below.

\*Important note: The group you choose to join this week will remain your group for the rest of the assessment.

Group choices (note: scenario details will be made available in Moodle once you have enrolled in your group):

Aged care

Paediatric

Mental health

Adolescent

Adult medical

Present an ISBAR to your group members based on your choice of scenario below. Once you and your group members have each presented answer the following questions:

What did you do well?

What could you improve upon?

What did your group members do well?

What will you 'steal' from your group members and why?

Word limit: 350 words

### Task 4: Who's in a family?

This task relates to learning from Module 10.

In your group from Task 3, discuss what family is to you and who you would consider your next of kin (NOK) to be.

Then, in 300 words discuss what you have learnt about families and NOK, paying particular attention to ideas that you weren't aware of or hadn't considered prior to the discussion.

Some ideas to get you started:

Cultural differences

Minority groups

Age

Word limit: 300 words

Task 5: Diversity. Remaining in your group from Tasks 3 and 4, meet with your group again this week and explore the diversity within your group.

Then in 450 words, write a report that describes the diversity as well as how you came to know this information. To accomplish this task, support your discussion with the tools, reading and learnings presented throughout the unit.

Word limit: 450 words

Task 6: Student peer assessment. This task relates to your learning in Module 12 and your group work from Tasks 3-5. There are 2 components to this task. It is important to complete both components to ensure that you are eligible for full marks.

1. Reflect on your group meetings during Tasks 3-5.

2. Open the Student Peer Assessment (SPA) tool in Moodle and answer the criteria statements. Within the tool you will give your group members a score utilising the criteria statements and likert scale as well as written feedback (question 10 in SPA) about how they have performed within the group. Your scoring should consider how your group members have performed in the group according to the registered nurse standards for practice. The score you give will contribute to your group members score for this assessment. The criteria statements included in the SPA tool are detailed below.

3. Copy the written feedback you have provided in SPA into the word document/template. You will be marked according to the feedback you have given your group members.

Criteria statements for SPA tool: Was dependable in attending group meetings.

Willingly accepted assigned tasks.

Contributed positively to group discussions.

Completed work on time or made alternative arrangements.

Helped others with their work when needed.

Did work accurately and completely.

Contributed their fair share of the work.

Worked well with other group members.

Overall was a valuable member of the team.

Additional comments (this is where you will enter the written feedback).

Word limit: Maximum 300 words

### **Literature and references**

In this assessment use literature of no more than 10 years old (from peer-reviewed sources) 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 Association of Social Workers.

### **Requirements**

Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include page numbers on the top right side of each page in a header.

You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.

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 [CQU APA Referencing Style Guide](#).

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

Introductions and conclusions are not required for individual tasks.

### **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.

You may use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).

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. \*For task 6 you will complete the Student Peer Assessment (SPA) tool and include a copy of the written feedback provided to your group members within the submitted word document.

## 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.

## Re-attempts

There is NOT the opportunity to re-attempt this assessment.

## Assessment Due Date

Review/Exam Week Tuesday (6 June 2023) 9:00 am AEST

## Return Date to Students

Students will receive marks and feedback prior to certification of grades.

## Weighting

60%

## Assessment 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
Tasks 1-5					
Content provides comprehensive and critical discussion appropriate to the task set and includes: -Reading and research -Evidence of participation in group activities -Relevant arguments -Supporting examples -Relevant concepts -Evidence of originality	Content provides a strong and appropriate discussion to the task set and includes: -Reading and research -Evidence of participation in group activities -Relevant arguments -Supporting examples -Evidence of originality	Content provides adequate discussion and includes: - Reading and research -Evidence of participation in group activities -Relevant arguments -Supporting examples -Relevant concepts -Evidence of originality	Content provides some relevant discussion and includes: -Reading and research -Evidence of participation in group activities -Relevant arguments -Supporting examples -Relevant concepts -Evidence of originality	Content provides no or inadequate discussion and lacks many: -Reading and research -Evidence of participation in group activities -Relevant arguments -Supporting examples -Relevant concepts -Evidence of originality	Task 1 /15
					Task 2 /15
					Task 3 /15
					Task 4 /15
					Task 5 /15
Task 6 - Evaluation of feedback provided to peer					

Evaluation provides clear and comprehensive feedback to peer that is based on the student's performance against the criteria statements in the Student Peer Assessment tool and the registered nurse standards for practice and includes: - Constructive feedback utilizing a strengths based focus -Use of a feedback model or structure -Supporting examples -Suggestions for future practice -Evidence of originality	Evaluation provides clear and appropriate feedback to peer that is based on the student's performance against the criteria statements in the Student Peer Assessment tool and the registered nurse standards for practice and includes: - Constructive feedback utilising a strengths-based focus -Use of a feedback model or structure -Supporting examples -Suggestions for future practice -Evidence of originality	Evaluation provides adequate feedback to peer that is based on the student's performance against the criteria statements in the Student Peer Assessment tool and the registered nurse standards for practice and includes: - Constructive feedback utilising a strengths-based focus -Use of a feedback model or structure -Supporting examples -Suggestions for future practice -Evidence of originality	Evaluation provides some relevant feedback to peer that is based on the student's performance against the criteria statements in the Student Peer Assessment tool and the registered nurse standards for practice and includes: - Constructive feedback utilising a strengths-based focus -Use of a feedback model or structure -Supporting examples -Suggestions for future practice -Evidence of originality	Did not complete the Student Peer Assessment activity OR Evaluation provides no or inadequate feedback to peer and/or is not based on the student's performance against the criteria statements in the Student Peer Assessment tool and/or the registered nurse standards for practice and lacks many: -Constructive feedback utilising a strengths-based focus -Use of a feedback model or structure -Supporting examples -Suggestions for future practice -Evidence of originality	/10
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Student Peer Assessment (note this is the mark from the SPA tool in Moodle): /5

**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.	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

**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