NURS11164 *Effective Communication in the Health Care Environment*
Term 2 - 2023

Profile information current as at 04/05/2024 11:47 pm

All details in this unit profile for NURS11164 have been officially approved by CQUniversity 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 - 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.

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 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 |

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

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Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Being a Nurse - Being a person.	Resources are provided on the Moodle site and via your ereading list	Ensure you have completed the Unit introduction tile and quiz to have an understanding of the unit requirements.

Week 2 - 17 Jul 2023

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

Week 3 - 24 Jul 2023

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

Week 4 - 31 Jul 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 ereading list	

Week 5 - 07 Aug 2023

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

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
break week		

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
The impact of the external environment.	Resources are provided on the Moodle site and via your ereading list	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Appearances	Resources are provided on the Moodle site and via your ereading list	Students to begin group work for assessment 2. **Portfolio** Due: Week 7 Tuesday (29 Aug 2023) 9:00 am AEST

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
What's in a word?	Resources are provided on the Moodle site and via your ereading list	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
My patient is sick!	Resources are provided on the Moodle site and via your ereading list	

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Communicating with children and families	Resources are provided on the Moodle site and via your ereading list	

Week 11 - 25 Sep 2023

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

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for placement - the final frontier	Resources are provided on the Moodle site and via your ereading list	**Portfolio** Due: Week 12 Tuesday (3 Oct 2023) 9:00 am AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio

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) after engaging in the weekly learning content.

2. Submit your responses to the tasks on the template provided.

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, describe an incident that you have witnessed that would not adhere to the professional standard.
Word limit: 200 words

Task 2: Getting your message across. Module 2 discusses numerous strategies to assist you to build meaningful professional/therapeutic connections. Using up to date peer reviewed references, in 300 words explore how the meaning of a message may be constructed or received and what may influence how this meaning is constructed or received.
Word limit: 300 words

Task 3: Active listening.
Active listening is an essential component of nursing. Choose one active listening stage and in 200 words, utilising peer reviewed literature describe how chronic pain may affect this stage
Word limit: 200 words

Task 4: Responding to a person experiencing distress – reflective activity.
Explain the role of trauma informed care in helping you respond appropriately to a person

in distress? You should answer the following questions within your response.
What is trauma informed care?
What are the benefits of utilising trauma informed care when responding to a person in distress?
Word limit: 300 words (total)

Task 5: The power of non-verbal communication.
Touch is such a fundamental component of nursing, In 150 words, explain one example of a time when touch may be detrimental to forming a therapeutic relationship.
Word limit: 150 words

Task 6: The impact of the external environment and communication.
Artifactual communication is generally associated with the messages communicated by 'things' made by humans. In 200 words using up to date peer reviewed references discuss how can artifactual communication influence your professional relationships/communication?
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 Tuesday (29 Aug 2023) 9:00 am AEST

Return Date to Students
Week 10 Tuesday (19 Sept 2023)
Students will be notified via email when marks and feedback are released to students.

Weighting
40%

Assessment Criteria

ssessment 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 comprehensive and critical discussion appropriate to the task set and includes: -Reading and research -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 -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 /15 Task 2 /15 Task 3 /15 Task 4 /15 Task 5 /15 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

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

1. Complete the six tasks that relate to your learning across the term.
2. Complete the tasks with your group members (as per the task instructions outline below) and answer the task questions individually.
3. Use the template provided in Moodle to present your portfolio.
4. To complete task 6, use the Student Peer Assessment tool (SPA) within Moodle. Contact your coordinators if you do not understand the task instructions or are experiencing difficulties within your group.

Portfolio task instructions:

Task 1: Appearances

This activity is based on your learning 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 a topic and discuss with you group.

Topic choices:

• Scrubs versus casual clothing.
• All health care workers should wear uniforms.
• What you wear doesn't mean much as what you know – it is what you know that is important.

Task notes: This should be a discussion presenting the pros and cons of each option. You can choose to have a debate style discussion, or each group member may present their individual opinions (that include pros and cons of each). During your discussion you will need to use 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/discussion 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 discussion topic from the list below, then, in your group discuss it.

Topic choices:

• You should only provide education on a health condition if you have personally experienced the condition.
• Nurses are the only professionals in a position to really understand their patient's health education needs.
• Providing health education is not a necessary task.

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

• **Aged care:**

Manfred Elderman, an 87-year-old man, is a resident you are caring for in an aged care facility. Manfred has a diagnosis of dementia and has become very irritable and verbally aggressive. He is ambulant. It is noted that he has a low grade fever and has not passed urine for 12 hours.

• **Paediatric**

6 year old Edwina Suite has a diagnosis of type 1 diabetes. She presents with an altered consciousness. She is pale, diaphoretic and cool to cold to touch. You take her observations and note her pulse is 164Bpm. She is becoming confused and slurring her speech.

• **Adult medical**

Fred Ringer (62) is walking into your ward to visit his wife Shirley. Out of the corner of your eye, you see him slip on a freshly mopped floor. When you get to him he is conscious but drowsy and has a moderate laceration on his forehead that is bleeding quite heavily. You note that his right foot has a notable internal rotation and he is moaning with pain.

Present an ISBAR to your group members based on your choice of scenario. 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.

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 Task 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) on how they have performed within the group. Your scoring should consider how your group members have performed in the group according to standard 2 of the registered nurse standards for practice "Engages in therapeutic and professional relationships". 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:

1. Was dependable in attending group meetings.
2. Willingly accepted assigned tasks.
3. Contributed positively to group discussions.
4. Completed work on time or made alternative arrangements.
5. Helped others with their work when needed.

6. Did work accurately and completely.
7. Contributed their fair share of the work.
8. Worked well with other group members.
9. Overall was a valuable member of the team.
10. 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.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.
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
There is NOT the opportunity to re-attempt this assessment.

Assessment Due Date
Week 12 Tuesday (3 Oct 2023) 9:00 am AEST

Return Date to Students
Exam Week Tuesday (17 Oct 2023)

Weighting
60%

Assessment Criteria
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 -Relevant concepts -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 utlising 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

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 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