

## NURS1002: Essentials of Professional Communication

Callaghan and Gosford  
Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

Effective professional communication is an essential requirement for today's registered nurse caring for Australian population. This course provides students with the knowledge and principles of interpersonal communication, guiding them to develop verbal, non-verbal and written communication skills in various healthcare contexts. It explores therapeutic and person-centred communication including those with special needs and/or in challenging situations, promoting quality care and patient safety. This course prepares students to communicate with patients, healthcare professionals, academics and peers, providing opportunities to practice communication skills, through case studies informed by the National Health Priority Areas. By the end of the course students will demonstrate knowledge, understanding and skills integral to effective professional communication.

### Academic Progress Requirements

This course is a compulsory program requirement for students in the following program(s): Bachelor of Nursing [40298].

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

### Requisites

This course is available to students who are active in the Bachelor of Nursing [40298] program and have not previously successfully completed NURS1201.

### Contact Hours

#### Lectures

Online.  
1 hour(s) per Week for 12 Weeks.

#### Self-Directed Learning

Self-Directed.  
7 hour(s) per Week for 12 Weeks.

#### Tutorials

Face to Face On Campus.  
2 hour(s) per Week for 12 Weeks.

### Unit Weighting

10.

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

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# CONTACTS

**Course Coordinator**      **Callaghan and Gosford**  
**Dr Mieko Omura**  
Mieko.Omura@newcastle.edu.au  
(02) 4055 3333

Consultation: Contact via email to arrange a suitable time. Consultation will occur in person or via Zoom.

NOTE: Responses to emails can be expected within three (3) working days unless the tutor or Course Coordinator is off campus.

Scheduled drop-in sessions for NURS1002 will be available via Canvas.

General Course Questions should be posted to Canvas, where the answer may be of benefit to other students. Students are required to check their UON (University of Newcastle) email account regularly and to use their student-mail accounts for all email correspondence with the University.

**Teaching Staff**                      Teaching staff will be advised on the course Canvas site.

**School Office**                      **School of Nursing and Midwifery**  
Richardson Wing  
University of Newcastle  
University Drive  
CALLAGHAN NSW 2308

**Central Coast Central Coast Clinical School**  
77A Holden Street  
Gosford NSW 2250

Tel: (+61) 2 4921 6304

Web: [SoNM-academic-support@newcastle.edu.au](mailto:SoNM-academic-support@newcastle.edu.au)

**General Enquiries**                [AskUoN@newcastle.edu.au](mailto:AskUoN@newcastle.edu.au)  
(+61) 2 4921 5000

**Program &  
Enrolment Advice**                [programadvice@newcastle.edu.au](mailto:programadvice@newcastle.edu.au)

**Student Support**                For academic and personal support services for students, visit  
<https://www.newcastle.edu.au/current-students/support>

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# SYLLABUS

## Course Content

### Module 1: Communication process

- Definition and goal/purpose of effective communication in health care.
- The NMBA Registered Nurse standards for practice related to professional communication.
- Models of communication relevant to healthcare professionals and its elements.
- Forms of communication – written, digital, verbal and non-verbal communication.
- Communicating across the lifespan – childhood, adolescence, adulthood, and older people.
- Factors influencing communicating - biological, psychological, sociocultural, environmental, politico-economic factors.
- Process of providing and receiving constructive feedback.
- Intrapersonal communication and emotional intelligence.
- Reflection on self-communication style.
- Communicating with academics; contributing to discussions in tutorials and using digital technology.
- Introduction to key terminology for the discipline of nursing.
- Introduction to academic literacy requirements, performing effective searches to locate quality evidence-based literature.

### Module 2: Therapeutic communication

- Definition and goal/purpose of therapeutic communication.
- The person-centred patient-nurse relationship and the role of therapeutic communication.
- Applying key attributes of therapeutic communication.
- Therapeutic communication skills including interviewing techniques, SOLER, HAIDET, active listening and patient care boards.
- Therapeutic communication applied to the Roper, Logan, Tierney model and the initial interview.
- Open disclosure and saying sorry in health care.
- Applying various communication strategies (verbal and non-verbal) when communicating with:
  - culturally and linguistically diverse people
  - children and adolescents
  - older people
  - people who are angry or aggressive
  - people with sensory deficits
  - people with cognitive impairment
  - people in palliative care
  - people in end-of-life care

### Module 3: Intraprofessional and Interprofessional communication

- Definition and goal/purpose of intraprofessional and interprofessional communication.
- Communication to enhance interprofessional collaboration.
- Effective communication techniques within various healthcare scenarios.
- Relationship of intraprofessional and interprofessional communication to patient safety.
- Standardised verbal and written communication tools within Australian Healthcare settings.
- Intra and interprofessional communication discharge planning and continuity of care.
- Apply communication strategies including graded assertive communication skills, asking for help, clarifying, escalating concerns, patient and self-advocacy and moral courage.
- Conflict resolution techniques.

- Interdisciplinary roles and responsibilities of each profession within healthcare team, that is imperative to effective interprofessional communication.
- Importance of good teamwork and communication for patient safety (for interprofessional and nursing teams).

### Course Learning Outcomes

#### On successful completion of this course, students will be able to:

1. Demonstrate effective communication skills in oral, digital and written communication including fundamental academic literacy skills
2. Explain how therapeutic communication contributes to the development of safe person-centred nurse-patient relationships
3. Identify appropriate communication strategies for people from different cultures, people with special needs and challenging communication situations
4. Apply effective intraprofessional and interprofessional communication strategies in simulated healthcare scenarios

### Course Materials

#### Required Text

Levett-Jones, T. (2020). Communicating. In A. Berman, S. Snyder, T. Levett-Jones, A. Burston, T. Dwyer, M. Hales, N Harvey, T. Langtree, F. Rolf, & D. Stanley (Eds.), *Kozier and Erb's fundamentals of nursing, Volumes 1-3* (5th ed., pp.482-552). Pearson.

#### Recommended Text

Levett-Jones, T. (2019). *Critical conversations for patient safety: An essential guide for healthcare students* (2nd ed.). Person.

O'Toole, G. (2020). *Communication: Core interpersonal skills for healthcare professionals* (4th ed.). Elsevier.

Stein-Parbury, J. (2021). *Patient & person: Interpersonal skills in nursing* (7th ed.). Elsevier.

#### Course Resources

Course readings will be provided via Canvas.

# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## Course Assessment Requirements:

- Assessment 1 – Written Assignment / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- Assessment 2 – Written Assignment / Submission Requirement - Students must attempt/submit this assessment item to pass the course
- Assessment 3 - Oral Presentation / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

To pass this course students must attain an overall grade of 50% or higher. Progressive marks on Canvas do not necessarily indicate final grades.

## Contact Hour Requirements:

There is a compulsory attendance requirement in this course.

### Tutorials

All commencing students must attend 80% of tutorials.

Commencing students are those who have commenced study at UON for the first time in 2024.

An attendance roll will be kept for each class.

Commencing students who do not attend 80% of tutorials can apply for adverse circumstances. DO NOT submit an adverse circumstances application UNTIL you have missed more than 20% of classes. At this point, you can submit an adverse circumstances application with evidence for the subsequent missed classes. The evidence required is as per the UON adverse circumstances policy <https://policies.newcastle.edu.au/document/view-current.php?id=236>

Commencing students who do not attend 80% of tutorials and do not have approved adverse circumstances for having more than 20% absence will receive a Criterion Fail (CF) grade for the course.

# SCHEDULE

Weekly schedule will be advised on the course Canvas site.

Week	Week Begins	Learning Activity	Delivery	Assessment Due
1	26/2/24	Introduction to NURS1002	Face-to-face	
2	4/3/24	Basics of communication	Face-to-face	
3	11/3/24	Factors influencing the communication process	Face-to-face	
4	18/3/24	Emotional Intelligence, Reflection, and Feedback	Face-to-face	
5	25/3/24	Therapeutic relationship	Face-to-face	
6	1/4/24	Therapeutic communication skills and cultural consideration I	Face-to-face	

7	8/4/24	Communication across the lifespan and cultural consideration II	Face-to-face	Assessment 1 8/4/24
15/4/24		Mid Term Break		
28/4/24		Mid Term Break		
8	29/4/24	Challenging communication	Face-to-face	
9	6/5/24	Intra and Interprofessional communication	Face-to-face	
10	13/5/24	Team communication	Face-to-face	
11	20/5/24	Effective Intra and Interprofessional communication strategies	Face-to-face	Assessment 2a 20/5/24
12	27/5/24	Communication that enhances continuity of care	Face-to-face	
13	3/6/24	No tutorial		Assessment 2b 3/6/24
10/6/24		Examination Period		
17/6/24		Examination Period		

## ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assignment	Monday 8/4/24 23:00 hours (AEST)	Individual	50%	1, 2, 3
2a	Written patient report*	Monday 20/5/24 23:00 hours (AEST)	Individual	30%	1, 2, 3, 4
2b	Video presentation*	Monday 3/6/24 23:00 hours (AEST)	Individual	20%	1, 4

\* This assessment has a compulsory requirement.

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

### Note

No more than 10% of any written assessment item may consist of material directly quoted from another source.

**Assistance with academic literacies is available at:**

1. APA 7th referencing style: <https://libguides.newcastle.edu.au/apa-7th>
2. Academic Learning Support: <https://www.newcastle.edu.au/current-students/support/academic>

## Assessment 1 - Barriers to communication

<b>Assessment Type</b>	Written Assignment.
<b>Description</b>	<p>Using the scenario for assessment 1 (located on Canvas) complete the two tasks below.</p> <ol style="list-style-type: none"><li>A. Identify and explain three (3) communication barriers that are present in the scenario and describe an appropriate communication technique/strategy to address <u>each</u> communication barrier identified with support from the literature.</li><li>B. Construct one (1) effective probing question (not statements) to draw out information that is relevant and important for the care of an individual in the scenario. Explain your rationale for asking this question with support from the literature.</li></ol> <p>Use of evidence and references in both tasks.</p> <p>*Students are encouraged to use the Template provided on Canvas to complete this assessment. The recommended font is Arial, 12 pt, 1.5 spaced.</p>
<b>Weighting</b>	50%.
<b>Compulsory Requirements</b>	Students must attempt/submit this assessment item to pass the course.
<b>Length</b>	1500 words (+/- 10% allowance).
<b>Due Date</b>	Monday 8/4/24 at 23:00 hours (AEST).
<b>Submission Method</b>	Via Canvas.
<b>Assessment Criteria</b>	Via Canvas
<b>Return Method</b>	Via Canvas.
<b>Feedback Provided</b>	Via Canvas, 15 university working days after submission.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

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## Assessment 2a – Written patient report

<b>Assessment Type</b>	Written Assignment.
<b>Description</b>	<p>Using the scenario for Assessment 2 (provided on Canvas) – Provide a written clinical report based on the ISBAR framework.</p> <ul style="list-style-type: none"><li>A. <b>Introduction:</b> Introduce yourself, your role and location. Clearly identify patient and family and carer if present.</li><li>B. <b>Situation:</b> State the immediate clinical situation at admission to the hospital. State particular issues, concerns or risks</li><li>C. <b>Background:</b> Provide relevant clinical history referring to medical record.</li><li>D. <b>Assessment:</b> Work through A-G physical assessment. Refer to observations, medication and other patient charts. Summarise current risk management strategies. Whether or not observations breached Clinical Emergency Response System (CERS) criteria.</li><li>E. <b>Recommendation:</b> Recommendations for the shift. What further assessments and actions are required by who/when. State expected frequency of observations.</li></ul>
<b>Weighting</b>	30%.
<b>Length</b>	700 words (+/- 10% allowance).
<b>Due Date</b>	Monday 20/5/24 at 23:00 hours (AEST).
<b>Submission Method</b>	Via Canvas.
<b>Assessment Criteria</b>	Via Canvas
<b>Return Method</b>	Via Canvas.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.



## Assessment 2b - Video presentation of ISBAR handover

<b>Assessment Type</b>	Presentation.
<b>Description</b>	Based on the written patient report from Assessment 2 – Record an ISBAR handover video of the patient in the scenario for registered nurses in the next shift.
<b>Weighting</b>	20%.
<b>Length</b>	2 - 4 minutes
<b>Due Date</b>	Monday 3/6/24 23:00 hours (AEST).
<b>Submission Method</b>	Via Canvas.
<b>Assessment Criteria</b>	Via Canvas
<b>Return Method</b>	Via Canvas.
<b>Feedback Provided</b>	Via Canvas.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## ADDITIONAL INFORMATION

**Grading Scheme** This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

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<b>Withdrawal from Course</b>	You can withdraw from a course without financial penalty on or before the census date <b>Friday 22nd March 2024</b> . If you withdraw after this date, it is considered you have been enrolled in the course and will be liable for HECS-HELP payment or degree fee. For further information see University Key dates.
<b>Communication Methods</b>	Communication methods used in this course include the Canvas Discussion Board or via email to the course coordinator or individual tutorial teacher.
<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. Assessments and marking criteria reviewed and modified. Content reviewed and updated.
<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a>
<b>Adverse Circumstances</b>	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s).</p> <p>Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <a href="https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures">https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures</a> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.*

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