

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	COMMUNICATION FOR HEALTH PROFESSIONALS
Unit ID:	HEALT1113
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	069999

Description of the Unit:

This introductory unit will enable students to gain a better understanding of the role of effective communication across health professions. It will identify enablers and barriers to effective communication, how these may affect our interaction with others. It will also introduce students to a range of communication techniques and strategies essential for the development and maintenance of workplace relationships and teamwork. These will enable effective interpersonal and therapeutic communication, including clear expression of ideas and views; concise and confident oral and written communication skills; and tailoring communication styles for specific audiences. The unit will be offered to health professions to promote inter-professional learning as required by the Health Professional's Accreditation Standards and National Safety and Quality Health Service (NSQHS) Standards.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Does Recognition of Prior Learning apply to this Unit? No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

Knowledge:

- K1.** Identify effective communication strategies and techniques, including technology that can be used in and across health professions;
- K2.** Discuss the enablers and barriers to effective communication and how it impacts our interaction with others;
- K3.** Identify key aspects of effective public, interpersonal and therapeutic communication in various professional contexts;
- K4.** Explain group processes and group dynamics essential for workplace teamwork interactions; and
- K5.** Explore cultural safety, intercultural and inclusive communication strategies in and across health professions.

Skills:

- S1.** Establish self-awareness about personal communication strengths and weaknesses;
- S2.** Develop empathetic questioning and active listening skills to break down barriers to effective communication;
- S3.** Demonstrate effective academic skills, oral and written communication skills appropriate for health professionals.
- S4.** Demonstrate digital literacy skills including health informatics.

Application of knowledge and skills:

- A1.** Employ active listening techniques and effective questioning skills to enhance understanding and show empathy in interpersonal and therapeutic interactions;
- A2.** Self evaluate communication skills and adopt behaviours that enhance working relationships;
- A3.** Utilise effective communication techniques and conflict resolution skills to deal with difficult situations in professional and health contexts.

Unit Content:

Communication

- Communication strategies and techniques
- Enablers and barriers to effective communication
- Language in context
- Communication technology etiquette, social media, health informatics, e-documentation
- Intercultural communication and cultural safety

- Inclusive communication
- NSQHS Standards especially Standard 6 on Communication
- Develop and assess graduate capabilities and Professional Standards of Practice allocated to this unit

Interpersonal communication

- Self-awareness and impact of our interactions with others
- Verbal and non-verbal communication
- Active listening and questioning skills
- Therapeutic and helping skills
- Empathy versus sympathy
- Ethical decision making in communication
- Active, passive and aggressive communication and its impacts
- Interviewing skills

Working with others and inter-professional skills

- Group processes and dynamics
- Effective group membership and leadership
- Teamwork
- Conflict resolution skills
- Negotiation and Persuasion
- Networking and advocacy
- Maintaining professional health care relationships
- e-documentation, referral, and health informatics
- Inter and intra-professional communication strategies including ISBAR (Identify, Situation, Background, Assessment and Recommendation)

Academic skills

- Public speaking
- Presentation skills
- Conflict resolution skills
- Critical and reflective thinking
- Professional writing for a specific audience
- Digital literacy

Learning Task and Assessment:

A 15-credit point unit will involve a minimum of 150 hours of learning. For every one hour of teacher-directed learning, there will be a minimum of two hours of learner directed learning. Additional hours will be required to complete the associated assessment tasks. Learner-directed hours will include self-directed learning, directed activities and formative assessment opportunities via the learning management system. The teacher-directed hours of learning in this unit will be through a variety of in-person or online small group learning sessions. Students are expected to attend and engage with all scheduled classes as per the assessment hurdle requirements for this unit.

The hurdle assessment task is excluded from supplementary assessment.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5 S1, S2, S3, S4, A1, A2, A3	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, K3, K5, S2, S3, A1, A2, A3	Recorded interview with simulated patient.	Asynchronous oral presentation	30-50%
K1, K2, K3, K4, K5, S3, S4, A1, A2, A3	Group communication infographic.	Poster	25-45%
K2, K3, K4, K5, S1, S3, S4, A1, A2, A3	Reflection on personal communication strategy and group dynamic.	Reflection	15-35%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit

Yes

Date:

May 12, 2023

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)