

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	COMMUNICATION SKILLS FOR HEALTH PROFESSIONALS
<b>Unit ID:</b>	NHPRH1002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	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 and 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.

**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, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

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
- K5.** Explore cultural safety, intercultural and inclusive communication strategies in and across health professions while maintaining ethical considerations

**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, oral, and written communication skills appropriate for health professionals
- S4.** Exhibit digital literacy and e-documentation skills including health informatics
- S5.** Develop and assess graduate attributes and Professional Standards of Practice allocated to this unit

**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.** Apply communication skills and adopt behaviours that enhance working relationships
- A3.** Utilise proven communication techniques and conflict resolution skills to deal with difficult situations in professional and health contexts
- A4.** Critically review and reflect upon personal and professional communication skills to promote strategies for ongoing development as a student and a health professional

**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 & 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 thinking and reflective thinking
- Professional writing for a specific audience
- Digital literacy

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5 S1, S2, S3, S4, S5, A1, A2, A3, A4	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A2, A3, A4	Recorded interview with simulated patient	Video	30-50%
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A2, A3, A4	Communication infographic	Group, e-poster	25-45%
K1, K2, K3, K4, K5 S1, S2, S3, S4, S5 A1, A2, A3	Reflection on personal communication strategy and group dynamic	Individual, written	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:** No

Date:

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)