**Modern University FOR Business & Science**

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**SCHOOL OF HEALTH SCIENCES**

**-SHS-**

**Course Handbook**

**Effective Communication Skills for Health (PCH 306)**

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# Important Things to Remember

* **Make-Up Exam Policy:** Students missing an exam, a quiz or any graded assignment, must submit a **petition** to Students Affairs Office (SAO) within **(7) working days** for review. Note that make-up activities are subject to 10 %-20 % penalty depending on the nature of the excuse. Please email the petition to the respective campus using the following emails:

Beirutpetition@mubs.edu.lb

Aleypetition@mubs.edu.lb

Damourpetition@mubs.edu.lb

* **Attendance & Tardiness Policy:** Attendance is mandatory for all classes and constitutes 5 % of the students’ final grade. Students arriving more than (10) minutes late will be allowed to join the lecture, but no attendance will be awarded.
* **Course Materials & UMS/Moodle:** A course handbook, which includes a course outline, detailing all aspects of each course will be posted on UMS/Moodle. If such file does not exist, please email the corresponding Chair of the Department.

Chair’s email: ralhalaby@mubs.edu.lb

* **Students’ Expectations:** Students are expected to have a textbook, and where applicable, a calculator. In addition, students should adhere to the code of conduct set forth by the MUBS administration in the classroom and during examination. ***Please note that cell phone usage is prohibited in the classroom.***
* **Events Participation:** Depending on the nature of the course, students may be required to participate in certain related events. Active participation in these events may affect the students’ final grades positively.
* **Communication with the SHS:** As an SHS student, you can email the SHS for any suggestion, complain, comment, problem, etc. at:

Executive Administrator’s email: rnasr@mubs.edu.lb

Chair’s email: ralhalaby@mubs.edu.lb

# Course Outline

**Course**: Effective Communication Skills for Health (PCH 306)

**Session**: TTH 9:00 – 10:30

**Textbook:** Holli, B.B., & Beto, J.A. (2014) *Nutrition Counseling and Education Skills for Dietetics Professionals*. 6th Edition. Philadelphia: Lippincott, Williams & Wilkins.

**Office Hours:** TTH11:00 – 12:00 or by appointment

**Office:** Damour campus - Acting Chairs - Faculty Office 2 (ext. 244)

**Instructor:** Ms.Ruba Al-Halaby

**Email:** ralhalaby@mubs.edu.lb

**Course Description:**

**PCH 306 Effective Communication Skills for Health Pre/Co-requisite: ENG 201**

This course teaches you skills’ enhancement in effective communication for healthcare professionals. Theoretical content for this course will involve principles of effective counseling, theories of individual and groups counseling approaches and theories of group dynamics in addition to some marketing concepts in healthcare. Skill enhancement will involve you engaging in simulated experiential learning opportunities with colleagues using real life examples from clinical settings and interchanging case studies.

**Course Objectives:**

**The purpose of the course is to:**

1. Instruct the students about the origin of people’s food habits & behaviors.
2. Discuss various educational methods and techniques.
3. Explain how a person’s cognitions affect their behavior.
4. Analyze learning and teaching styles.
5. Design an educational program relevant to needs of a specific audience using the steps in the curriculum development process and present it to the target audience in a community setting.

**Learning Outcomes:**

By the end of this course, the students will have demonstrated the ability to:

1. Discuss individual, interpersonal, and environmental factors related to food consumption and lifestyle behaviors.
2. List the components of the communication model and identify common communication barriers.
3. Demonstrate the ability to interview a client/patient and provide him/her a meaningful, relevant and effective feedback.
4. Plan, implement, and evaluate an effective educational session for a specific target audience, including appropriate materials.
5. Apply program planning models and theories of health behavior change in clinical or community situations.

|  |  |
| --- | --- |
| Attendance  | 5% |
| Participation | 5% |
| Poster Presentation | 30% |
| Assignments | 25% |
| Final Exam | 35% |

**Grade Allocation:**

**Grading Scale:**

|  |  |
| --- | --- |
| 97% - 100%  | A+ |
| 93% - 96%  | A |
| 90% - 92%  | A- |
| 87% - 89% | B+ |
| 83% - 86%  | B |
| 80% - 82%  | B- |
| 77% - 79%  | C+ |
| 73% - 76%  | C |
| 70% - 72%  | C- |
| 67% - 69% | D+ |
| 63% - 66% | D |
| 60% – 62% | D- |
| < 59% | F |

**Teaching Methods:**

The course will be taught using a combination of active learning strategies. These will include:

1. **Lecture**: Presented in a semiformal format to allow for questions and brief discussion.
2. **Poster Presentation**: Students will be required to work in groups, to develop a poster for a specific topic.
3. **Class participation**: Students are expected to review the lecture materials and handouts in advance to participate actively in the in class discussion.
4. **Teaching Through Smart Boards**: Smart boards are an effective way to bring the classroom to life while helping students experience a deeper level of engagement and understanding. This is done by making the course content interactive and visual. The [smart boards transform the teaching experience](https://syntheticsmarts.com/smart-boards/) into an interactive and collaborative experience as the instructor will use dynamic multimedia content, to help convey the topic more effectively to the students and making it a visual, engaging experience.
5. **Flipping Classroom:** In this technique, the students are made active participants of the learning process by passing the onus of learning on them, it requires the teachers to relegate to the role of resource providers and the students take the responsibility of gathering concepts information. Using various tools of technology the students are encouraged to constructing knowledge, fill in the information gaps and make inferences on their own as and when needed.

**Course Plan:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weeks** | **Important Dates** | **Topics** | **Tasks** | **Teaching Methods** |
| **Week 1**Oct 15 – 17 |  | Introduction/ SyllabusCh 1: Communication |  | C |
| **Week 2**Oct 22 – 24 |  |  | A | C, P  |
| **Week 3**Oct 29 – 31 |  |  | A | C, P |
| **Week 4**Nov 5 – 7 |  |  | A | C, P |
| **Week 5**Nov 12 – 14 | Nov 10: Prophet’s Birthday |  | A | C, P |
| **Week 6**Nov 19 – 21 | Nov 22: Independence Day | Poster guidelinesCh 2: Interviewing | A | C, P |
| **Week 7**Nov 26 – 28 |  | Ch 3: Person-Centered CounselingCh 4: Stages and Processes of Health Behavior Change | A | C, P |
| **Week 8**Dec 3 – 5 |  | Ch 5: Counseling for Behavior Modification  | **A** | C, P |
| **Week 9**Dec 10 – 12 |  | Ch 6: Counseling for Cognitive ModificationCase Study |  | C, P |
| **Week 10**Dec 17 – 19 |  | Ch 7: Communication and Cultural DiversityArticle discussion |  |  |
| **Week 11**Dec 24 – 26 | Christmas vacation |  |  |  |
| **Week 12**Dec 31 – 3 | Christmas vacation  |  |  |  |
| **Week 13**Jan 7 – 9 | Jan 6: Armenian Christmas | Ch 8: Principles and theories of learning |  |  |
| **Week 14**Jan 13 – 15 |  | Ch 9: Planning learningCh 10: Implementing and evaluating learning |  |  |
| **Week 15**Jan 20 – 22 |  | **Poster Presentations**  |  |  |
| **Week 16**Jan 27 – 28 | Jan 28: Last Day of classes | Revision session  |  |  |

\* A: Assignment; C: Class discussion; P: PowerPoint presentation; T: Textbook

**Classroom Policies:**

**Attendance:** Class attendance is mandatory and constitutes 5% of the final grade. If for some reason a student has to miss class unexpectedly, it is the student’s responsibility to make certain that all assigned work is completed. Excessive absenteeism will be grounds for disciplinary and corrective actions by the Office of Student Affairs. <http://www.mubs.edu.lb/en/current/rules.aspx>

**Participation:**  Participation is a necessary part of classroom learning and constitutes 5% of the final grade. It is not enough to merely attend courses; students must also participate in the learning process. Students are graded on participation separately from attendance, however absence from class necessarily deducts from a student’s total participation grade. Likewise, students who do not participate, or those who attend class and cause a disruption, will lose participation points. To fully participate in classes, students should read the chapter prior to the lesson, and add positive commentary or questions to the session. Cell phones are strictly forbidden in class and examination rooms, and the use of cell phones constitutes classroom disruption.

**Makeup Exams:** Exams will be given on the above scheduled dates. However, a makeup exam ***may be given*** by written consent of the department if the student sends an electronic petition within ***7 days*** of the date of the exam. The date of the makeup will be decided by the department concerned as will any penalty is applied toward any exam not taken on the scheduled exam date(s). <http://www.mubs.edu.lb/en/current/examination.aspx>

**Academic Integrity and misconduct:** Plagiarism is defined as the practice of (dishonestly) claiming or implying original authorship of material which one has not actually created. Plagiarism, or any form of cheating, will result in a **ZERO** for the course. In addition, it is everybody’s responsibility to provide an environment conducive for learning; therefore, mutual respect is required between students and instructors as well as between students themselves. Any notion of misconduct will be reported to the administration and may lead to suspension, probation, or dismissal from the university.

**Assignments & Projects:** Assignments and projects must be turned in by the **set due date**. If you are absent from class, you should call a fellow classmate to find out if there were any assigned exercises during your absence. You are responsible for any and all information given during your absence.

**Go Green:** MUBS is committed to reducing the university’s carbon footprint. Please do not submit hardcopy assignments unless necessary. Make sure that you throw away recyclable items in the allocated recycling bins on campus. Conserve the use of electricity by turning off the light when your leave a room.

For more information regarding the student code of conduct as well as other related subjects, please check policy on the website <http://www.mubs.edu.lb/en/current/rules.aspx>

# Students’ Contribution

Students’ contribution to this course is to:

* Attend all lectures
* Participate in lecture/seminar discussion and activities
* Work individually or in pairs on cases related to each chapter requested by the course leader
* Follow-up on sessions by identifying key concepts in appropriate reference literature and reading more about them

# How is the Course Assessed?

There are **three** assessments for this course:

1. Assignments
2. Poster Presentation
3. E-Portfolio

Details of the assessments can be found later in this handbook.

***The University regulations on plagiarism and unfair practice must be observed. Your attention is drawn in particular to the need to acknowledge all sources of information by clearly referencing all material using the referencing style required by the instructor.***

***The SHS reserves the right to ask for further proof of the nature and source of material used and you are advised to keep complete records of such sources.***

# IV.1 Assessment type – Assignments

**Word count** – not applicable

**Weighing** – 25 % of final mark for the course

**Learning outcomes:**

The student should be able to:

1. Discuss individual, interpersonal, and environmental factors related to food consumption and lifestyle behaviors.
2. Analyze and describe the communication methods: verbal and non-verbal messages.
3. Be able to demonstrate good interviewer and listener skills.
4. Identify the steps of behavior change.
5. Identify the requirements needed for behavior modification.

**How to prepare yourself for this assessment?**

Students should prepare well by studying chapters 1, 2, 3, 4, and 5.

The instructor will specify some hints regarding the material to be studied and how the students should study.

**Exam structure:**

The assignments are stated in separate documents.

**Marking scheme:**

# IV.2 Assessment type – Poster Presentation

**Word count** – not applicable

**Weighing** – 30% of final mark for the course

**Due date**: 20 & 22-1-2020

**Learning outcomes**:

The student should be able to:

1. Choose a topic of interest to the public.
2. Prepare an educational poster or tool that explains the most important ideas related to the chosen topic.
3. Explain and present the poster in a clear and understandable form to the public.
4. Answer the questions assigned by the public.

**How to prepare yourself for this assessment?**

Students should choose a public health-related topic, prepare an educational poster and present it in front of their instructors, colleagues, and public.

**Rubric:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **5** | **4** | **3** | **2** | **1** |
| **Attractiveness** | The poster is exceptionally attractive in terms of design, layout, and neatness | The poster is attractive in terms of design, layout and neatness | The poster is acceptably attractive though it may be a bit messy. | The poster is messy and could be done better. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| **Graphics relevance** | All graphics are related to the topic and make it easier to understand.  | All graphics are related to the topic and most make it easier to understand.  | All graphics relate to the topic.  | Some of the graphics are irrelevant to the topic. | Graphics do not relate to the topic  |
| **Communication and speaking ability** | Speaks clearly and confidently all the timeEstablishes eye contact with everyone in the room during the presentation | Speaks clearly most of the timeEstablishes eye contact with most of the audience | Speaks clearly most of the time.Does not establish eye contact. | Can’t be understood, doesn’t speak clearlyorDoesn’t establish eye contact with the audience | Can’t be understood, doesn’t speak clearlyandDoesn’t establish eye contact with the audience |
| **Knowledge and topic chosen**  | Student can accurately answer all questions related to facts inthe poster | Student can accurately answer most questions related to factsin the poster | Student can accurately answer about 75% of questions relatedto facts in the poster | Student can accurately answer about 50% of questions relatedto facts in the poster | Student appears to haveinsufficient knowledge about the facts |
| **Grammar** | There are no grammatical/mechanical mistakes on the poster | There are 1-2 grammatical/mechanical mistakes on the posterStudent uses some Arabic terms. | There are 3-4 grammatical/mechanical mistakes on the posterStudent uses Arabic language. | There are more than 4 grammatical/mechanical mistakes on the posterStudent uses Arabic as the main language. | There are lots of grammatical/mechanical mistakes on the poster.Student uses Arabic as the main language |

# IV.3 Assessment type – E-Portfolio

**Word count** – not applicable

**Weighing** – 35 % of final mark for the course

**Due date**: TBA

An E-portfolio is an electronic format for students to:

* record their work, goals, and achievements
* reflect on their learning
* share their learning and receive feedback and feedforward.

## What should an E-portfolio include?

* Learner goals – curriculum progress outcomes
* Guidelines for selecting materials
* Images, videos, embedded examples of student work in progress, or links to student work
* Criteria for evaluating work
* Teacher feedback/feedforward
* Student-reflection

E-Portfolios will be assessed both qualitatively and quantitatively; they are sound source of both kinds of information about students. In E-Portfolios  students build themselves a resource that, once assessment is complete, they can take with them into the workplace. E-Portfolios thus constitute a form of "sustainable assessment" . They enable students to present themselves in a number of ways, empowering them as learners.

E-Portfolios:

* act as sustainable assessment that enables students to identify their learning, make judgments about it and prepare themselves for future learning
* constitute ongoing, evidence-based assessment products that display a student's performance throughout the course
* provide a site for feedback that can be acted on and saved for future use
* encourage students to be self-directed and take responsibility for their own learning and assessment

# Assessment Criteria

The following is an indication of the academic characteristics that the assignment will be required to have satisfied in order to be awarded the grade indicated:

A (90% +) Excellent performance relative to designated learning outcomes. Demonstrates excellent understanding of the subject matter covered in the assessment. Demonstrates a high degree of analytical ability, originality and critical insight using a wide range of sources and literature. Demonstrates a very high level of comprehension of relevant academic content and shows clear evidence of appreciating its professional application. Work is well written, well presented, and fully referenced. Marks in the higher end of the marking band are awarded for exceptional pieces of work that demonstrate a deep understanding of the subject matter covered in the assessment. The work demonstrates an exceptional grasp of relevant theory and a rigorous application.

B (80-89%) Very good performance relative to designated learning outcomes. Demonstrates broad understanding of the subject matter covered in the assessment. Demonstrates solid analytical ability and a good grasp of the relevant academic content and its application. Demonstrates good powers of critical thought. The discussion is well organized and structured logically. Arguments are justified sufficiently. Work displays evidence of reading of the literature and other sources. Work is clearly written, clearly presented, and referenced appropriately

C (70-79%) Good performance relative to designated learning outcomes. Demonstrates understanding of the subject matter covered in the assessment. Demonstrates knowledge of the material provided in the basic readings but without much evidence of wider reading. There may be some isolated deficiencies in knowledge and understanding. The discussion reflects some ability to argue logically and organize an answer. Work is presented appropriately and is referenced adequately.

D (60-69%) Satisfactory performance in designed learning outcomes. Demonstrates a basic understanding of the subject matter covered in the assessment. Demonstrates some ability to identify key issues and construct an argument. Shows comprehension of the basic facts and principles but may present some notable deficiencies in knowledge and understanding. There may be some deficiencies in the presentation and the referencing of the work.

F (59%& below) There is an attempt to address the question but no real evidence of any specific structure. There is evidence of a lack of reading around the subject matter, leading to inconsistencies. Some attempt at descriptive argument but no real evidence of a coherent structure leading to a conclusion. There is confusion in the argument, leading to a less than satisfactory answer/ discussion. Referencing is either not in existence or inconsistent throughout.

# Student Success Center

**Description:**

The Student Success Center (SSC) was established to supports the academic, social, psychological, and professional development of students at the Modern University for Business and Science (MUBS). A team of dedicated educators have created student-centered approaches to empower students who experience individual challenges in order to offer them the guidance to overcome any barriers to their progress and success. The offered programs can be tailored to provide direct services by multiple means such as education, counseling, consultation, advisement, based on students’ needs.

**Objectives:**

* To enhance the internal brand name of MUBS and ensure the satisfaction of its stakeholders
* To empower MUBS students to achieve academic excellence and acquire market-based professional skills
* To help students overcome obstacles that could hinder their personal, academic, or career development

**Contact:** sso@mubs.edu.lb