

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

COURSE SPECIFICATION

2011

King Saud University

Course Specification

Institution: King Saud University

College/Department :

Health Allied Sciences / Clinical nutrition department

A Course Identification and General Information

1. Course title and code: **Communication skills CHS 446**

2. Credit hours **3(3+0)**

3. Program(s) in which the course is offered. : **Clinical nutrition**

4. Name of faculty member responsible for the course:
Prof. Dr.Elham Mohamed Abd El Kader Fayad

5. Level/year at which this course is offered: **Level 8**

6. Pre-requisites for this course (if any): Non

7. Co-requisites for this course (if any): non

8. Location if not on main campus; **College** of Health Allied Sciences

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.;

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

Discuss Recognize communication patterns used by self and others

Demonstrate fundamental skills necessary for establishing relationships with clients, families and colleagues.

Discuss and apply the principles of effective professional verbal and non verbal communication

Demonstrate skills involved in active listening, silence & feedback .

Recognise and identify factors that lead to barriers/challenges in communication

Demonstrate ways of preventing/ addressing communication difficulties

Establish strategies and skills necessary to enable communication

Discuss the role of assertiveness in communication and display increased insight into personal assertiveness behaviour.

Explain theoretical concepts of human communication.

Describe Berne's theory of ego states.

Demonstrate documentation as a form of communication.

Interview clients.

2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field):

Review evidence based researches in developing communication competency.

C. Course Description

This course is established to supplement to under graduate students to view herself from different angles, help her realize the importance of communication

in daily relationships within the family, and with friends, co-workers, clients and people in the community. Hospital environment is included from the perspective of dietitian - client or colleague relationship, emphasizing person to person relationship.

This course offers a frame work for therapeutic communication based on knowledge drained from theoretical concepts of human communication. Concepts that will be discussed in this course will include; Strategies that encourage Conversation and Elaboration, Strategies that help patient express thoughts and feelings, Strategies that insure mutual understanding, Reporting and Documenting, How to document,

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
<p><u>Basics of Communication</u></p> <ul style="list-style-type: none"> ▪ Definition & Nature ▪ Communication Process ▪ Elements Of Communication Process ▪ Communication Cycle ▪ Communication Models And Forms ▪ Principles of Effective Communication ▪ Barriers To Effective Communication 	3	9
<p><u>Basic Communication Competence</u></p> <ul style="list-style-type: none"> ▪ Meaning Of Interpersonal ▪ Meaning Of Assertive ▪ Meaning Of Responsible ▪ Meaning Of Caring ▪ Communicate Assertively & Responsibly 	3	9

<p><u>Interpersonal Perception And Attribution</u></p> <ul style="list-style-type: none"> ▪ Perception Process Stages ▪ Perception as Information Processing ▪ Perceptual Distortions ▪ Self Awareness ▪ Dynamic Skills In Interpersonal Communication: ▪ Active/Empathetic Listening ▪ Defensive & Supportive Communication ▪ Dynamic Skills In Interpersonal Communication 	3	9
<ul style="list-style-type: none"> • Fundamentals of Interviewing • Interviewing • Interpersonal Perception • Interpersonal Relationships • Dimensions of Interpersonal Relationships 	3	9
<p><u>Technological And Scientific Information:</u> <u>Approach To Communication:</u></p> <ul style="list-style-type: none"> ▪ Computers As Communication Tools ▪ Information Systems (IS) ▪ Patient Care Information System ▪ Documentation 	3	9

2 Course components (total contact hours per semester):			
Lecture:	Tutorial:	Practical/Fieldwork/Internship:	Other:
3 X 15 = 45 hrs.			

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)

(Assignment, Exercises and revision) average of 7hrs

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

Identify the nature of communication

Determine the elements Of Communication

Recognise factors that lead to barriers in communication

(ii) Teaching strategies to be used to develop that knowledge

- Lectures.
- Brain storming
- Discussions
- Small group assignment
- Role playing.

(iii) Methods of assessment of knowledge acquired

Summative assessment:

- Quiz exercises

- Group assignment
- Formative assessment
- Final written exam

b. Cognitive Skills

(i) Cognitive skills to be developed

Practise creative thinking techniques.

Explain types of therapeutic communication

Formulate way to improve communication

Explain theoretical concepts of human communication.

(ii) Teaching strategies to be used to develop these cognitive skills

- Lectures.
- Brain storming
- Seminars
- Scenarios

(iii) Methods of assessment of students cognitive skills

- Summative assessment:
 - Examination
 - Written submission such as case studies, essays
 - Final written exam

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Develop the ability to perceive, store and recall the relevant information.

Help student reach self understanding of the situation as quickly as possible

Evaluate the effectiveness of own communication skills

(ii) Teaching strategies to be used to develop these skills and abilities

- Role play.
- Conference and discussion.
- Small group assignment

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

Summative assessment:

- Self assessment Questionnaire
- Group work assessment questionnaire
- Written submission such as case studies, essays, Analysis of situations

Formative assessment

- Final written exam

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

- Implement effective written communication skills
- Apply effective oral communication techniques in diverse situations

(ii) Teaching strategies to be used to develop these skills

- Conference and discussion.
- Discussions
- Simulation
- Seminars & class presentation.

(iii) Methods of assessment of students numerical and communication skills

Summative assessment:

- Examination
- Written submission such as case studies, essays

Formative assessment <ul style="list-style-type: none"> • Final written exam
e. Psychomotor Skills (if applicable) Not applicable
(i) Description of the psychomotor skills to be developed and the level of performance required
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester			
Assesment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proporti on of Final Assessm ent
1	Group Work	3,12	10 %
2	Assignments	5,6,7,10	10 %*
3	Mid-term examination	9	20%
4	Quizzes	13	10
5	exercises	8,11	10
7	Final Written Examination		40

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)
4 hours office time for individual student consultation ,the student should

send e-mail for appointment prior to the office time
Contact via e-mail for reviewing group presentation

E Learning Resources

1. Required Text(s)

Balzer-Riley, J. (2003) Communication in Nursing. St. Louis: Mosby.

2. Essential References

Taylor and Francis Stevenson, C., Grieves, M., Stein-Parbury, J. (2004).
Patient and Person: Empowering Interpersonal Relations in Nursing.

Tomey A.M. Guide to Nursing Management and Leadership. 7th Ed.
Mosby 2004.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

Essential: Arnold, E & Boggs K U. (2008) Interpersonal relationships:
professional communication skills for nurses. Philadelphia: WB Saunders

4- Electronic Materials, Web Sites

etchttp://www.ucop.edu/ucophome/coordrev/policy/Stmt_Stds_Ethics.pdf

5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Lecture rooms, laboratories, etc.)

- Lecture room for 20 students

2. Computing resources

3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list)

- Magma tic teaching board
- PowerPoint/ transparency projector

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- Students/teacher focus group
- Students personal written reflections
- Students teaching appraisal questionnaire

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

- Analysis of students performance progress through factor analysis of written periodical exams
- Peer evaluation of the instructor

3 Processes for Improvement of Teaching

Response to all course evaluation

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

- Department committee to revise sample of randomly selected exams
- Department revision of exam report (grade: maximum, min , average ,mode, median)

- Periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- Review and analyze Collective summary of student performance of all teaching section of the course yearly