# Course Specifications

| | |
|---|---|
| **Course Title:** | **Professional and Communication Skills** |
| **Course Code:** | **373218-2** |
| **Program:** | **Bachelor's in Clinical Laboratory Sciences (Level-7)** |
| **Department:** | **Clinical Laboratory Sciences** |
| **College:** | **Applied Medical Sciences** |
| **Institution:** | **Taif University** |

## Table of Contents

## A. Course Identification

| | |
|---|---|
| 1. **Credit hours: 2Hours** | |

**2. Course type**

a.     University ☐     College ☐          Department ☑          Others ☐

b.     Required ☑          Elective ☐

**3. Level/year at which this course is offered: Level-3/2ⁿᵈ Year**

**4. Pre-requisites for this course** (if any)**:**
**None**

**5. Co-requisites for this course** (if any)**:**
**None**

### 6. Mode of Instruction (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|---|---|---|---|
| 1 | **Traditional classroom** | **2 hours /week= 30 hours/semester** | **100%** |
| 2 | **Blended** | **None** | **0%** |
| 3 | **E-learning** | **None** | **0%** |
| 4 | **Correspondence** | **None** | **0%** |
| 5 | **Other** | **None** | **0%** |

### 7. Actual Learning Hours (based on academic semester)

| No | Activity | Learning Hours |
|---|---|---|
| **Contact Hours** | | |
| 1 | **Lecture** | **30** |
| 2 | **Laboratory/Studio** | **None** |
| 3 | **Tutorial** | **None** |
| 4 | **Others** (specify) | **None** |
| | **Total** | **30** |
| **Other Learning Hours*** | | |
| 1 | **Study** | **26** |
| 2 | **Assignments** | **3** |
| 3 | **Library** | **None** |
| 4 | **Projects/Research Essays/Theses** | **None** |
| 5 | **Others**(specify) | **None** |
| | **Total** | **29** |

**\***The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

**1. Course Description**

This course will enable students to understand the significance of communication skills, types and channels of communication in professional life and while dealing with local community.

## 2. Course Main Objective

Upon completing this course, the students will enhance their communication skills and be effective communicators with the people having medical and non-medical background.

## 3. Course Learning Outcomes

| | CLOs | Aligned PLOs |
|---|---|---|
| 1 | **Knowledge:** | |
| | None | |
| 2 | **Skills:** | |
| | None | |
| 3 | **Competence:** | |
| 3.1 | Show excellent communication skills as well as professional and patient-centred attitude in health care setting. | C2 |
| 3.2 | Demonstrate skills for excellent time-management and judicial use of available resources. | C3 |
| 3.3 | Illustrate creative thinking, leadership and problem solving skills to fill communication gaps within the laboratory set-up and as well as enhance research skills. | C4 |

## C. Course Content

| No | List of Topics | Contact Hours |
|---|---|---|
| 1 | Introduction to communication skills<br>- Definition of communication | 2 |
| 2 | Types of communication | 2 |
| 3 | Importance of Communication in an organization | 2 |
| 4 | Channels of Communication | 2 |
| 5 | Factors Influencing communication | 2 |
| 6 | Intralaboratory communication | 4 |
| 7 | Extralaboratory communication | 4 |
| 8 | Why communication breakdown | 2 |
| 9 | Improving communication in organizations | 2 |
| 10 | Communication by computer technology | 4 |
| 11 | Professional and communication skills in overview | 4 |
| | **Final Exam (17th /18th Week)** | ---- |

## D. Teaching and Assessment

**1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods**

| Code | Course Learning Outcomes | Teaching Strategies | Assessment Methods |
|------|--------------------------|---------------------|--------------------|
| **3.0** | **Competence** | | |
| 3.1 | Show excellent communication skills as well as professional and patient-centred attitude in health care setting. | - Lectures<br>- Student learning activities (research activity) | - Written Exams<br>- Assessment of scientific activities |
| 3.2 | Demonstrate skills for excellent time-management and judicial use of available resources. | - Lectures<br>- Group Discussion | - Written Exams<br>- Assessment of scientific activities |
| 3.3 | Illustrate creative thinking, leadership and problem solving skills to fill communication gaps within the laboratory set-up and as well as enhance research skills. | - Problem-based learning<br>- Student learning activities (research activity) | - Written Exams<br>- Rubric assessment |

**2. Assessment Tasks for Students**

| # | Assessment task* | Week Due | Percentage of Total Assessment Score |
|---|------------------|----------|--------------------------------------|
| 1 | Mid-Term Exam | 8th Week | 30% |
| 2 | Activity | Throughout the semester | 10% |
| 3 | Final Exam | 17th/18th Week | 60% |
| | Total | | 100% |

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

- Course instructors are available for individual consultation in their free time. They are usually full-time permanent members present on-campus from 8:00 am to 2:30 pm on all working days. Appointments can be made in person with the instructor through email etc. Days and time availability of each instructor are posted on their doors. Course instructors provide a range of academic and course management advice including course planning and its progression.

- Each student at the department of Clinical Laboratory Sciences has an academic adviser who is available for individual consultation and guidance. Appointments can be made in person with the instructor through email etc. Days and time availability of each adviser are posted on their doors. The academic adviser can provide support with time

management, exam preparation, clarification of subject requirements, feedback on performance and dealing with personal issues as well.

## F. Learning Resources and Facilities

### 1. Learning Resources

| | |
|---|---|
| **Required Textbooks** | • Communication Skills for Healthcare Professionals (Kindle edition, 2011), By Laurie Kelly McCorry and Jeff Mason, Lippincott's William and Wilkin Publisher<br>• Effective Communication Leads to Understanding, Vince Fitzpatrick (*Submitted April 26, 2010).*<br>• Northcutt, S. (2009). *SANS Leadership and Management Competencies.* Bethesda, MD: The SANS Institute.<br>• Teaching and Learning Communication Skills in Medicine, (Suzanne Kurtz et al., 2016), 2nd Edition. |
| **Essential References Materials** | None |
| **Electronic Materials** | • The American Journal of Critical Care<br>http://ajcc.aacnjournals.org/site/misc/CEArchives.xhtml |
| **Other Learning Materials** | • Teaching of Communication Skills Using Multimedia and Language Laboratory<br>https://www.iupindia.in/1609/Soft%20Skills/Teaching_of_Communication.html |

### 2. Facilities Required

| Item | Resources |
|---|---|
| **Accommodation**<br>(Classrooms, laboratories, demonstration rooms/labs, etc.) | Classrooms |
| **Technology Resources**<br>(AV, data show, Smart Board, software, etc.) | Data show, Blackboard and A/V |
| **Other Resources**<br>(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | None |

## G. Course Quality Evaluation

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|---|
| Student's feedback on effectiveness of teaching and quality of courses. | Students | Indirect: Questionnaire Survey at the end of each semester. |
| Alignment map of course ILOs with that of program ILOs. | Development and accreditation committee | Direct: Student's Performance |

| Evaluation Areas/Issues | Evaluators | Evaluation Methods |
|---|---|---|
| Availability of learning resources, facilities and equipments related to each course. | Students and faculty | Indirect: Questionnaire Survey at the end of each semester. |
| Evaluation of teaching | Peer evaluators | Direct: Peer evaluation |
| Standard of student achievement | Examination Committee | Direct: Students grades |
| Periodical review of course effectiveness and planning for its improvement. | Teaching staff/ Development and accreditation committee | Indirect: Review by Department Committee |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes,Quality oflearning resources, etc.)
**Evaluators** (Students,Faculty, Program Leaders,Peer Reviewer, Others (specify)
**Assessment Methods**(Direct, Indirect)

## H. Specification Approval Data

| Council / Committee | Department Meeting |
|---|---|
| Reference No. | Meeting  No.10 |
| Date | 10-9-1440 |