

American University of Beirut
Faculty of Health Sciences
Department of Health Promotion and Community Health

HEALTH COMMUNICATION
(Interpersonal communication)
HPCH 203 (3 cr.): Section 1

Course Instructor

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Class schedule: Monday: 12:15-1:30
Wednesday: 5:00-6:15

Room 203 Van Dyck

Course Description

This course is an introduction to human communication theory and practice. It emphasizes both interpersonal and group communication skills. The course introduces students to assumptions we make about communication and key elements of the communication process. The course attempts to highlight the connection between communication concepts and everyday life by using interactive methods that allow students to experience concepts in relation to their own lives.

Resources

Adler R; Proctor R; Looking out looking in, 15th edition; Thomson Learning Inc. USA, 2014

Rothwell J; In Mixed Company: Communicating in Small Groups and Teams, 8th edition; Wadsworth 2013;

Course material is divided in two modules:

- Module One: Interpersonal communication
- Module Two: Interpersonal communication in small groups

Learning objectives

By the end of the course students should be able to:

LO5.1: Apply effective interpersonal communication skills

LO5.1a Discuss the emergence of group roles, leadership and the interconnectedness of task and social dimensions within a small group

LO5.1c Explore the process of effective decision making/problem solving in a small group

LO5.1d Identify fallacies that create debilitating emotions

LO5.1e Analyze misunderstandings and practice applying “I” statements in given situations

LO5.1f Identify effective/ineffective nonverbal communication in interpersonal and group communication

LO5.1g Demonstrate effective listening in a given situation through practice of interpersonal and group communication skills.

LO5.1i Identify ways in which mediated communication can impact interpersonal relationships

LO2.6a Determine types of communication that can create a positive climate between professionals and the public.

LO2.6b Discuss factors that impact people’s perception and affect interpersonal communication

LO5.5 Demonstrate sensitivity to & respect for cultural differences in communicative & media practices

Assessment

Criteria	Individual grade	Group grade	Learning outcome	Due date
Participation in class & online activities	15%			
Assignment 1: Pitching and social media exercise (Individual)	25%		LO5.1i LO5.5	Jan 29 th
In class: Case Analysis	25 %		LO5.1 LO5.1d, ,LO2.6a,LO2.6b	Week of March 26-28
Assignment 2: Final project (Group)		35%	LO5.1a LO5.1c LO5.1e L5.1g LO5.1f	May 2
Total	65 %	35%		

Class participation: Class participation means engaging in class discussions, mainly through role play, debates, storytelling, and other interactive activities that are so crucial in this course and not being physically present in class.

Movie analysis: The purpose of this exercise is to practice analyzing misunderstanding situations. Students will work in pairs and do the following:

- Select a 3–5-minute scene from a recent (2020 onwards) movie or YouTube video of their choice that depicts two people having a serious quarrel (no comedy scenes). The movie/YouTube segment should be in the English language.
- Provide a link or reference to the video, indicating the exact start and end of the scene (minutes and seconds).
- Produce a written report, including: 1) a short description of the scene and situation (200-300 words max) and 2) an analysis of the scene (650-700 words max) according to the “Report content” indicated below.
- Upload the document on Moodle. A detailed guideline will be shared with the students.

Pitching and social media exercise: The purpose of this activity is to strengthen the capacity of students as health promoters to advocate for a public health issue in a specific setting to a particular target audience. Students will use guiding questions to record a one-minute video to pitch about a public health issue (while deciding on the target audience) and post it on a Facebook page created by the instructor. Peers should comment on the video about what went well and what should be improved. A detailed guideline will be shared with the students beforehand.

In- Class: Case Analysis: This assignment consists of a short a case that students will analyse by answering a set of questions.

Final project: The purpose of this project is to provide students with the opportunity to experience small-group dynamics (stages of group development, role emergence, decision making, and problem-solving) while

accomplishing a specific task. Students will work in groups of 5, creating a 3-5 minute YouTube video to teach 2 communication concepts of their choice related to group communication covered in class. The target audience is students enrolled in HPCH 203. Students will write a report (~1000 words) on the group process in accomplishing this task. A detailed guideline will be shared with the students beforehand. The groups will present the highlights of their report in class using a power point presentation .

Requirements and expected conduct

- *Moodle*: you are requested to check MOODLE on regular basis and stay up to date on reading announcements and assignments. All assignments must be submitted on Moodle.
- *Readings*: you are expected to read the assigned material and prepare the assignments as indicated on your class schedule prior to class. You are expected to be ready to participate in class discussions and activities. Class and online participation will affect your grade.

Classroom Policies

- **Academic Integrity**: Education is demanding and time management is essential. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Please review the Student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. If you are in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. The American University of Beirut has a strict anti-cheating and anti-plagiarism policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records. Any text- generating software (such as ChatGPT, iA Writer, Marmot or Botowski) is not permitted, and it will be treated as plagiarism.
- **Attendance**: In accordance with the AUB Catalogue "Students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester (five weeks in the case of the summer term) are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken". Attendance will be taken regularly.
- **Cell phones are strictly forbidden in class**. They need to be put on silent and away from students' desks for the entire duration of the class.
- **Non-Discrimination – Title IX**: AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Equity/Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Equity/Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Accessible Education Office (AEO):

The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with our office,

we will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in West Hall room 314, and can be reached by phone at 1-350000 ext. 3246 or by email: accessibility@aub.edu.lb. Information about our services can be found at: <https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx>

Course schedule

Date	Topic	Activities	Objectives
Module 1 – Interpersonal Communication			
Readings for Module 1 are from Adler & Proctor 2014			
Session 1 M Jan 22	Introduction;	Discuss syllabus Expectations	
Session 2 W Jan 24	Interpersonal communication Chapter 1 (Adler & Proctor 2014)	Lecture / discussion*	1. Discuss communication principles and common misconceptions in specific situations 2. Describe the transactional model of communication 3. Identify characteristics of competent communicators
Session 3 M Jan 29	Interpersonal communication and social media Chapter 2	Interactive activity (pitching and SM posts)	1. Identify similarities and differences between F2F and mediated communication. 2. Discuss how mediated communication can impact interpersonal relationships.
Session 4 W Jan 31	Communication and Identity Chapter 3	Lecture / discussion/Guest Speaker	1. Discuss the relationship between self-concept, self-esteem, and communication 2. Explain how self- fulfilling prophecies shape self- concept and thus communication 3. Describe the role that identity management plays in F2F and mediated relationships
Session 5 M Feb 5	Communication and Identity Cont'd	class activities	
Session 6 W Feb 7	Perceptions Chapter 4	Lecture / discussion	1. Describe and discuss how the perception process can shape communication 2. Identify factors which influence perception and affect the communication process
Session 7 M Feb 12	Perceptions Cont'd	Activity session	
Session 8 W Feb 14	Emotions Chapter 5	Lecture / discussion	1. Identify and describe 6 influences that affect emotions and hence communication 2. Practice applying guidelines for effectively communicating emotions 3. Identify and discuss fallacies that create debilitating emotions
Session 9 M Feb 19	Emotions Cont'd	Activity session Q and A.	
Session 10 W Feb 21	Language Chapter 6	Lecture / discussion	1. Analyze a misunderstanding in terms of semantic or pragmatic rules 2. Describe how identity, affiliation, power, disruptive language and language of responsibility impact relationships 3. Practice using I statements 4. Analyze how gender & culture differences may affect quality of interaction in a given interaction
Session 11 M Feb 26	Language Cont'd	Introduction Assignment 1	
Session 12 W Feb 28	Nonverbal communication (NV) Chapter 7	Lecture / discussion	1. Explain characteristics of NV communication and give examples on each 2. Recognize and manage your own NV in a given situation
Session 13 M Mar 4	Listening: Chapter 8	Lecture / discussion	1. Identify elements of the listening process and types of ineffective listening

Date	Topic	Activities	Objectives
Session 14 W Mar 6	Listening Cont'd	Activities in class	2. Demonstrate effective listening styles that you can use to respond in a given situation
Session 15 M Mar 11	Communication Climate Chapter 11	Lecture / discussion Assignment 1 due date	1. Identify types of communication that can create a positive climate
Session 16 W Mar 13	Communication Climate Cont'd	Q and A activity Giving and receiving criticism;	2. Discuss ways to create supportive communication climate using Gibb's categories and assertive message format
Session 17 M Mar 18	Interpersonal conflicts Chapter 12	Discussion in class	1. Identify types of relational conflicts styles 2. Demonstrate how you can use win-win approach in a situation
Session 18 W Mar 20	Interpersonal conflicts Cont'd	activity / discussion Introduction Assignment 2 (Group project)	3. Describe personal conflict style, evaluate its effectiveness and suggest alternatives
M Mar 25	No classes		
W Mar 26th Session 19	Introduction group project Groups as systems Chapter 2 (Rothwell)	Lecture / discussion	Describe characteristics of groups as systems
Mar 26-28 (TBD)	In-Class Case Analysis		
Module 2 – Interpersonal Communication in Small Groups			
M Apr 1	No classes		
Session 20 W April 3	Group Development Chapter 3 (Rothwell)	Lecture / discussion	1. Identify and describe stages for group development 2. Discuss task and social dimension within the different phases of group development
Session 21 M Apr 8	Cont'd Group as systems and group development	Class Activity	
W April 10	No classes		
Session 22 M Apr 15	Roles & leadership in Groups: Chapter 5 (Rothwell) + activity	Lecture / discussion	1. Explain the significance of roles in groups 2. Identify different types of roles in a group 3. Discuss how to be an effective leader in a group
Session 23 W Apr 17	Decision making & problem solving Chapters 7&8 (Rothwell)	Activity + lecture	
Session 24 M Apr 22	Decision making & problem solving Cont'd	Class Activity	1. Analyze effects of excessive / insufficient information on group decision making & problem solving
Session 25 W Apr 24	Last class session	Presentation of Final project	2. Explain the role of mindsets in defective decision making 3. Describe & analyze group-think as an ineffective group decision making process 4. Apply steps for effective group decision making

* Discussion/activity sessions entail one or more of the following:

- Role play
- Storytelling and reflections from real-life experiences
- Debates