

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Infectious Diseases and Public Health  
with effect from Semester B 2020/21**

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**Part I Course Overview**

**Course Title:** Communication skills- Conference Organisation

**Course Code:** PH8003

**Course Duration:** Semester B

**Credit Units:** 3 credits

**Level:** \_\_\_\_\_

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

This course aims to make the postgraduate students a) equipped with scientific oral and written skills to be applied to chair scientific sessions, ask scientific questions to guest speakers b) developing communication outcomes such as conference website, posters, conference proceedings, c) organize a conference budget (finding sponsors, negotiating running costs), d) learn different communication styles related to different stakeholders (media, policy makers, general public, schools).

### 2. Course Intended Learning Outcomes (CILOs)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes		
			A1	A2	A3
1.	Preparing a conference programme, conference website, leaflets and conference proceedings (related to epidemiology, animal health or veterinary medicine)	20%	✓	✓	✓
2.	Preparing individual/group scientific presentations through oral or poster presentation	40%		✓	✓
3.	Designing and balancing budget, finding sponsors and developing communication skills applied to different stakeholders (media, policy makers, general public, schools)	10%		✓	✓
4.	Running an independent scientific conference	30%	✓	✓	✓
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4		
Lectures	Learning through lectures to understand the criteria and drivers to run a successful scientific conference related to epidemiology, animal health or veterinary medicine.	✓	✓	✓	✓		1.0 hr/two-week
Hands-on practice workshops	Learning through on problem-based practice to 1) strengthen oral and interpersonal communication skills and dealing with difficult situations, developing team playing activities and understanding individual team characteristics through psychometric tests 2) applying those skills to prepare and run independently a scientific conference with invited external guest speakers. 3) initiation to media communication training (inviting national media or companies using media training); 4/Initiation to policy maker communication training (inviting national/regional policy makers and understanding their marketing/communication policies)	✓	✓	✓	✓		2.0 hrs/two-week
Take-home assignments and reports	Learning through take-home assignments based on problem-based projects to seek sponsors and guest speakers, conference proceeding design.		✓	✓	✓		Out of classroom

### 4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
Classroom assessment	✓			✓		10%	Formative assessment will be carried out to check the students' individual communication skills.
Examination: (duration: 3 hours)	✓	✓	✓	✓		60%	Examination will take place as 1) individual or group oral presentations marked by the conference audience and peer-assessed by the students (30%) 2) conference evaluation from the conference audience and self/peer-assessed by the students (30%).
Individual report	✓	✓	✓	✓		30%	This task will be based on a personal reflective log book to evaluate the student's understanding of different communications tools and personal reflection on conference preparation, running and delivery.
						100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C)	Failure (F)
1. Classroom assessment	The comprehension of the contents in both the theoretical and practical parts.	High	Significant	Basic	Not even reaching marginal levels
2. Assignments	The ability to solve a specific biological problem using the techniques/tools learned/recommended in this course.	High	Significant	Basic	Not even reaching marginal levels
3. Examination	The comprehension of the key concepts and algorithms in the commonly used bioinformatics tools; ability to design a biological/veterinary experiment based on the principles taught in this course; ability of creating an analytical pipeline to solve a biological question.	High	Significant	Basic	Not even reaching marginal levels

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

Communication skills, Interpersonal skills, reflective log book, team building and psychometric tests, budget plans, Marketing and promotion plans, IT and AVC tools.

**2. Reading List**

**2.1 Compulsory Readings**

1	Catherine Armstrong- Skills needed to run an academic conference- <a href="https://www.jobs.ac.uk/careers-advice/managing-your-career/1229/skills-needed-to-run-an-academic-conference">https://www.jobs.ac.uk/careers-advice/managing-your-career/1229/skills-needed-to-run-an-academic-conference</a>
2	Belbin tests <a href="https://www.belbin.com/about/belbin-team-roles/">https://www.belbin.com/about/belbin-team-roles/</a>

**2.2 Additional Readings**

1	Oral communication skills <a href="https://study.com/academy/lesson/oral-communication-definition-types-advantages.html">https://study.com/academy/lesson/oral-communication-definition-types-advantages.html</a>
2	Teamwork skills <a href="https://www.thebalancecareers.com/list-of-teamwork-skills-2063773">https://www.thebalancecareers.com/list-of-teamwork-skills-2063773</a>
3	Defusing difficult situations <a href="https://www.amanet.org/articles/defusing-difficult-situations-the-unexpected-response/">https://www.amanet.org/articles/defusing-difficult-situations-the-unexpected-response/</a>