Course Syllabus

offered by Department of Infectious Diseases and Public Health
with effect from Semester A 2024/25

This form is for the completion by the _Course Leader_. The information provided on this form is the official record of the course. It will be used for the City University's database, various City University publications (including websites) and documentation for students and others as required.

Please refer to the Explanatory Notes on the various items of information required.

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City University of Hong Kong
Course Syllabus

offered by Department of Infectious Diseases and Public Health
with effect from Semester A 2024/25

Part I   Course Overview

Course Title:	Communication Skills - Conference Organisation
Course Code:	PH8003
Course Duration:	Semester B
Credit Units:	3 credits
Level:	R8
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
(A 150-word description about the course)

In this course, students will master the essential skills to independently organize a successful scientific conference. Through a combination of lectures, hands-on workshops, and self-directed projects, students will cultivate a well-rounded skillset.

Students will first demonstrate proficiency in public speaking and communication by chairing scientific and non-scientific sessions and engaging guest speakers with thought-provoking discussions. They will then apply these skills to create impactful conference materials, including the website, posters, and proceedings.

Furthermore, students will take on the managerial aspects of conference organization. They will secure sponsorships, negotiate running costs, and prepare a comprehensive budget. Notably, students will also learn to tailor their communication styles when interacting with diverse stakeholders, such as the media, policymakers, and the general public.

By leveraging a range of learning aids and soft skills tools, students will plan and execute a compelling scientific conference that showcases their abilities as emerging leaders in their field.

2. Intended Learning Outcomes (ILOs)
(ILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	ILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Students will organise and design a conference programme, website, promotional material and conference proceedings (related to epidemiology, animal health, veterinary medicine, neuroscience or other relevant topics)	20%	✓	✓	✓
2.	Students will develop skills to deliver presentations through various modes using digital media and AI.	40%		✓	✓
3.	Students will construct a balanced budget for the conference, incorporating various revenue streams and expenses. Identify potential sponsors and develop effective sponsorship proposals to secure funding from various sources such as media, policy makers, general public, schools, and corporates.	10%		✓	✓
4.	Students will conceptualize and plan the overall structure, theme, and objectives of an independent conference.	30%	✓	✓	✓
	* If weighting is assigned to ILOs, they should add up to 100%.	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 real-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)
(TLAs designed to facilitate students' achievement of the ILOs.)

LTA	Brief Description	ILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures (Teacher Controlled)	Students will attend 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
Participate in Hands-on Practice Workshops (Peer Controlled)	Students will engage in on problem-based practice workshops 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) apply those skills to prepare and run independently a scientific conference with invited external guest speakers. 3) receive initiation to media communication training (inviting national media or companies using media training); 4) receive initiation to policy maker communication training (inviting national/regional policy makers and understanding their marketing/communication policies).	✓	✓	✓	✓			2.0 hrs/two-week
Complete Take-home Assignments and Reports (Self-Controlled)	Students will work on take-home assignments based on problem-based projects to seek sponsors and guest speakers, as well as design the conference proceedings.		✓	✓	✓			Out of classroom

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the ILOs.)

Assessment Tasks/Activities	ILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>100%</u>								
Classroom assessment	✔			✔			10%	Students will be evaluated through formative assessment to check their individual communication skills.
Individual report	✔	✔	✔	✔			30%	Students will document their takeaways of different communication tools and personal observations and reflections on conference preparation, running, and delivery in a personal reflective logbook.
Project (Conference)	✔	✔	✔	✔			60%	

* The weightings should add up to 100%.

100%

5.   Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Classroom assessment	Students will apply their knowledge of the contents in both the theoretical and practical components.	High	Significant	Moderate	Basic	Not reaching basic levels
2. Assignments	Students will apply the techniques/tools learned/recommended in this course to solve specific problems.	High	Significant	Moderate	Basic	Not reaching basic levels
3. Project (Conference)	Students will showcase their communication and presentation skills during the student conference organized as part of this course. Working in teams, they will apply the skills learned to plan and deliver impactful conference sessions. This student-led conference will serve as a benchmark for evaluation by their peers, conference guests, and sponsors.	High	Significant	Moderate	Basic	Not reaching basic levels

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Classroom assessment	Students will apply their knowledge of the contents in both the theoretical and practical components.	High	Significant	Basic	Not even reaching marginal levels

2. Assignments	The ability to solve a specific biologic Students will apply the techniques/tools learned/recommended in this course to solve specific problems. al problem using the techniques/tools learned/recommended in this course.	High	Significant	Basic	Not even reaching marginal levels
3. Project (Conference)	Students will showcase their communication and presentation skills during the student conference organized as part of this course. Working in teams, they will apply the skills learned to plan and deliver impactful conference sessions. This student-led conference will serve as a benchmark for evaluation by their peers, conference guests, and sponsors.	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**
     (An indication of the key topics of the course.)

     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**
     (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Catherine Armstrong- 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
2.	Belbin tests https://www.belbin.com/about/belbin-team-roles/

2.2 **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

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