

**Stony Brook University**  
**School of Health Technology and Management**  
**Health Sciences Department**  
**Fall 2018**

Course: **HAN 333.03 - Communication Skills**  
Day/Time: Fridays, 10:00 am-1:00 pm  
Location: Lecture Hall 1, Level 2 (8/31-10/26); Lecture Hall 6, Level 3 (11/02-12/14)  
Instructor: Patricia A.W. Martin, MS Ed  
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Office hours: By appointment, HSC, Level 2, 476

**Course Description**

This course introduces the principles of effective communication as well as the stages of group development. It offers theory and practice of interpersonal and group communication in relation to health care.

**Course Goals**

To assist students in the development of:

- competence in communication skills
- effective presentation skills
- skills needed to work effectively as members of a team

**Course Objectives**

- Demonstrate an understanding of the principles of communication.
- Apply knowledge of communication models when given a scenario.
- Recognize how selection, organization, and interpretation occur during perception.
- Apply knowledge of figure and ground, proximity, closure, and similarity when given a scenario.
- Identify examples of perceptual errors.
- Demonstrate an understanding of the principles of verbal communication.
- Apply knowledge of the various types of nonverbal codes when given a scenario.
- Demonstrate an understanding of the relationship between verbal and nonverbal communication.
- Apply knowledge of the types of listening and barriers to listening when given a scenario.
- Explain how critical thinking impacts listening.
- Compare and contrast cultural differences (i.e., individualistic, context, etc.).
- Demonstrate an understanding of the barriers to intercultural communication.
- Apply components of the interview process to a mock interview.
- Demonstrate an understanding of the factors which determine group effectiveness.
- Implement the steps for group development and problem solving in small groups.
- Recognize the impact that the different types of conflict have on the group development process.
- Apply knowledge of conflict resolution styles when given a scenario.
- Demonstrate an understanding of how to use conflict resolution strategies.
- Prepare research, analyze, and evaluate evidence for a debate presentation.
- Demonstrate the ability to integrate the key concepts of communication when participating in a debate.

## **Teaching Strategies**

- Lecture
- Large and small group discussion
- Small group activities
- Written assignments
- Independent reading of textbook chapters and assigned journal articles

## **Reading Materials**

Text (required): Floyd, K. (2018). *Communication Matters*, 3rd edition. New York, NY: McGraw-Hill.  
[ISBN 978-1-259-70776-6]

Assigned readings found in journal assignments can be accessed by clicking on the Stony Brook University link, clicking on the library link, and typing the name of the journal article in the search bar. Make sure you click on the keyword icon under the search bar.

Haber, R.N., & Haber, L. (2000). Experiencing, remembering, and reporting events. *Psychology, Public Policy, and Law*, 6(4), 1-7.

Johnson, P. (2010). Four steps to effective collaboration. *Young Adult Library Services*. 9(1), 17-19.

Rorie, J.L., Paine, L.L., & Barger, M.K. (1996). Primary care for women: Cultural competence in primary care services. *Journal of Nurse-Midwifery*, 41(2), 92-100.

## **Videos**

YouTube: Purdue OWL (2013, October): An Introduction to Ethos

YouTube: Purdue OWL (2013, October): An Introduction to Pathos

YouTube: Purdue OWL (2013, October): An Introduction to Logos

TED Talk: Cuddy, A. (2012, October 12). Your body language shapes who you are | Amy Cuddy  
Retrieved from <http://www.youtube.com/>

## **Evaluation:**

- |                                  |     |
|----------------------------------|-----|
| • Test 1                         | 15% |
| • Test 2                         | 15% |
| • Cumulative Exam                | 25% |
| • Debate Project                 | 35% |
| • Class Attendance/Participation | 10% |

## **Class Participation**

Active class participation is vital in learning, and one cannot participate if one is not in class. Regardless of the reason for the absence, failure to attend class always results in missed opportunities to hear and learn from your professors and fellow classmates.

Class participation will be assessed through observation of each student's positive contribution to the class environment, active engagement during class discussions, attentiveness, and interaction during small group work, as well as attendance and promptness. Being present and on time for each lecture will not necessarily result in an **A**. Disruptive behaviors are prohibited and will adversely affect participation grade.

Attendance is mandatory and will be reflected in your class participation grade. Attendance will be taken at the beginning of every class. It is the responsibility of the student to ensure that he/she has signed the

attendance sheet upon arrival to class. Attendance will also be graded on timeliness. ***Being late twice will equal one absence.*** Three absences may result in a reduction a letter grade.

### **Course Expectations**

Every student should review the syllabus and submit assignments by the required due date, regardless of an absence. Bring your text or access to it to each class.

It is your responsibility to review your grades on Blackboard and bring any discrepancies to the instructor's attention in a timely manner. No changes will be made to any grade posted on Blackboard as of the last day of class.

Work done in class is part of a student's participation grade. Classwork that is missed due to an unexcused absence cannot be submitted at a later date/time.

Respect for the instructor and fellow students throughout class is expected.

- Students should be in the lecture hall prior to the beginning of class.
- Cell phones should not be used during class; the ringer must be set to vibrate only.
- Students may be permitted to use their laptops or other electronic devices during classroom time only at specified times-**not for notetaking**. Laptops are to be closed during lectures.
  - Checking email, surfing the web for entertainment purposes, etc., during class time will negatively impact your participation grade.
- Professional behavior is expected at all times while in the Health Science Center.

### **Grading Scale**

A: 100-95	C+: 79-77	F: <60
A-: 94-90	C: 76-73	
B+: 89-87	C-: 72-70	
B: 86-83	D+: 69-67	
B-: 82-80	D: 66-60	

### **Americans with Disabilities Act/Student Accessibility Support Center Statement**

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Student Accessibility Support Center (SASC), ECC (Educational Communications Center) Building, Rm. 128, phone: 631-632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

<http://studentaffairs.stonybrook.edu/dss/index.shtml>

Students requiring assistance during emergency evacuation are encouraged to discuss their needs with their professors and Student Accessibility Support Center. For procedures and information, go to the following web site: <http://www.ehs.sunysb.edu/fire/disabilities/asp>

### **Academic Integrity:**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty members are required to report any suspected instances of academic dishonesty as per the SHTM Academic Policies and Procedures. [http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

### **Critical Incident Management:**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty members are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to

follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

### **Privacy of Course Material**

When participating in social electronic communication (Twitter, YouTube, Facebook, Email, Text Messaging, etc.):

- A student assumes total responsibility for content (photos, comments, videos, etc.) and monitoring.
- Students are prohibited from photographing or video or audio recording any part of Health Science coursework unless they have permission from the course instructor.
- All academic materials (exams, assignments, student projects and presentations, case studies, lectures, etc.) are confidential and must not be disseminated in anyway unless the student receives approval from the department chairperson in writing.
- Posting course materials without the professor's permission is a copyright violation. This includes posting material on StudyBlue, Course Hero, StudySoup, Chegg Study, etc.

### **Technical Assistance**

The Division of Information Technology provides assistance to all who are having trouble accessing a system and/or connecting to our campus network. Should you have any issues, please contact their service desk on line at: <http://service.stonybrook.edu>; call: 631-632-9800 or visit a SINC Site or their new Tech Station located on the first floor of ECC.

### **Additional Policies and Procedures**

Please refer to the Health Science student handbook for policies regarding excused absences, religious absences, participation in University-sponsored events, privacy of course material, academic integrity, and absences and lateness.

### **Exams/Debates**

#### **Tests and Cumulative Exam**

- Each test may cover any material including journal articles, lecture notes, class discussion, and text material covered to date.
- If you are late to class, you will not be given additional time to complete exam.

#### **Make-up Exam**

A make-up examination will be given for students with an excused absence; the exam may be given in an alternative format.

#### **Group Debate Project**

The project will count for **35%** of your grade. See Debate Project Guidelines posted in the Documents link on Blackboard for an explanation of the project and grading guidelines.

### **Course Outline**

See next page:

### Course Outline

Session	Date	Lecture Topic	Reading/Assignment
1 LH 1	08/31	<ul style="list-style-type: none"> <li>Course overview</li> <li>Communication: A First Look</li> </ul>	<b>Reading</b> -Text: Floyd, Ch. 1
2 LH 1	09/07	<ul style="list-style-type: none"> <li>Communication: A First Look (cont.)</li> <li>Communication in Small Groups</li> </ul>	<b>Reading</b> -Text: Floyd, Ch. 9 - <b>Johnson, P.</b> (2010). Four steps to effective collaboration.
3 LH 1	09/14	<ul style="list-style-type: none"> <li>Perceiving Ourselves and Others</li> <li>Groups and debate topics assigned</li> </ul>	<b>Reading</b> -Text: Floyd, Ch. 3 - <b>Haber &amp; Haber</b> (2000). Experiencing, remembering, and reporting events, p. 1-7.
4 LH 1	09/21	<ul style="list-style-type: none"> <li>How We Use Language</li> <li>Communicating Nonverbally</li> </ul>	<b>Reading</b> -Text: Floyd, Ch. 4 and 5
5 LH 1	09/28	<ul style="list-style-type: none"> <li>Test 1</li> <li>Listening Effectively</li> </ul>	<b>Reading</b> -Text: Floyd, Ch. 6 <b>Assignment-Debate Document One due</b>
6 LH 1	10/05	<ul style="list-style-type: none"> <li>Decision Making and Leadership in Groups (Conflict)</li> </ul>	<b>Reading</b> -Text: Floyd, Ch. 10
7 LH 1	10/12	<ul style="list-style-type: none"> <li>Communication and Culture</li> </ul>	<b>Reading</b> -Text: Floyd, Ch. 2 <b>Rorie, L. J. et al.</b> (1996). Primary care for women: cultural competence for primary care services.
8 LH 1	10/19	<ul style="list-style-type: none"> <li>Test 2</li> <li>Presenting a Speech Confidently and Competently</li> </ul>	<b>Reading</b> -Text: Floyd, Ch. 13
9 LH 1	10/26	<ul style="list-style-type: none"> <li>Speaking Informatively and Persuasively</li> <li>Debate Skills</li> </ul>	<b>Reading</b> Text: Floyd, Ch. 14 and 15 -Owl at Purdue-YouTube: Ethos, Pathos, Logos <b>Assignment-Debate Document Two due</b>
10 LH 6	11/02	<ul style="list-style-type: none"> <li>Communicating Professionally</li> <li>Interview Skills</li> </ul>	<b>Reading</b> Text: Floyd, A11-A20
11	11/09	<ul style="list-style-type: none"> <li>Cumulative Exam Location and time to be announced</li> </ul>	
12 LH 6	11/16	<ul style="list-style-type: none"> <li>Debate Preparation</li> </ul>	
	11/23	No Class	

13 LH 6	11/30	<ul style="list-style-type: none"> <li>Debates</li> </ul>	<ul style="list-style-type: none"> <li>Peer Evaluation form is due at the beginning of class.</li> <li><b>Debate Document Three due by 12/02</b></li> </ul>
14 LH 6	12/07	<ul style="list-style-type: none"> <li>Debates</li> </ul>	<ul style="list-style-type: none"> <li>Peer Evaluation form is due at the beginning of class.</li> <li><b>Debate Document Three due by 12/09</b></li> </ul>
15 LH 6	12/14	<ul style="list-style-type: none"> <li>Debates</li> </ul>	<ul style="list-style-type: none"> <li>Peer Evaluation form is due at the beginning of class.</li> <li><b>Debate document Three due by 12/16</b></li> </ul>

**\*Please Note: Course Outline is subject to change.**

Notes: