

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Communication in healthcare: Theory and practice**
2. Course code:
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **Language and Communication in Healthcare**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **MA studies**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **1**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **lectures 30 hours**
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **prof. UAM dr hab. Agnieszka Kielkiewicz-Janowiak**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **NO**

II. Detailed information

1. Course aim (aims):

This interactive lecture aims at introducing students to the theory and practice of communication in a range of contexts related to healthcare as well as ways developing their analytical skills: collecting relevant data (discursive, interactional) and analysing it.

A1 to teach the basics of the theory of communication

A2 to teach about data collection and methods of researching communication in healthcare

A3 to develop the skills to apply methods of analysing healthcare-related language and discourse

A4 to develop the skills to present and critically evaluate own and others' views on healthcare communication in an academic debate

A5 to develop the skills to do individual work and teamwork

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): **competence in English at B2 level**
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
EU_01	understand and use basic terms and concepts of the theory of communication	K_W01, K_W02, K_W04, K_W05, K_U02, K_U07
EU_02	collect language data in healthcare contexts	K_W03, K_U010, K_U012
EU_03	know and apply selected methods of researching healthcare-related language and discourse	K_W03, K_U07
EU_04	design a mini-project on healthcare communication	K_U07, K_U09
EU_05	work individually and in teams	K_U014, K_K05
EU_06	present and critically evaluate own and others views on healthcare communication in an academic debate	K_U07, K_U09, K_U014, K_K01, K_K04

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Introduction to the theory of communication: basic terms and concepts	EU_01
Communication in a range of healthcare contexts: theory into practice	EU_01
Data collection in healthcare-related communication	EU_02
Selected approaches to data analysis: Interactional sociolinguistics and conversational analysis	EU_03
Selected approaches to data analysis: Discourse analysis and corpus analysis	EU_03
Research mini-projects conducted in teams – presentation and debate	EU_03, EU_04, EU_05, EU_06
Research mini-projects conducted individually – presentation and debate	EU_03, EU_04, EU_05, E_U06

5. Reading list:

Baker, Paul. 2010. *Sociolinguistics and corpus linguistics*. Edinburgh: Edinburgh University Press.

Cameron, Deborah. 2001 [2012]. *Working with spoken discourse*. Los Angeles: Sage.

Chilton, Paul. 2013. "Critical" in *Critical Discourse Analysis, Wiley-Blackwell Encyclopedia of Applied Linguistics*.

Dressler, Wolfgang Ulrich. 1978. *Current trends in textlinguistics*. Berlin: Mouton de Gruyter.

Fowler, Roger et al. T. 1979. *Language and control*. London, England: Routledge & Kegan Paul.

Francis, D. and S. Hester. 2004. *An invitation to ethnomethodology: Language, society and interaction*. London: Sage.

Gumperz, John J. 2008. "Interactional sociolinguistics: A personal perspective", in: Deborah Schiffrin, Deborah Tannen and Heidi E. Hamilton (eds.). 2008. *The handbook of discourse analysis*. Oxford: Wiley-Blackwell, 215-228.

Gwyn, Richard. 2001. *Communicating health and illness*. London: Sage.

Hamilton, Heidi and Wen-ying Sylvia Chou (eds) 2014. *The Routledge Handbook of Language and Health Communication 2nd Edition*

<https://www.routledge.com/The-Routledge-Handbook-of-Language-and-Health-Communication/Hamilton-Chou/p/book/9781138284487>

Harvey, Kevin and Neyla Koteyko. 2012. *Exploring health communication. Language in action*. London: Routledge.

Heller, Monica. 2008. "Discourse and interaction", in: Deborah Schiffrin, Deborah Tannen and Heidi E. Hamilton (eds.). 2008. *The handbook of discourse analysis*. Oxford: Wiley-Blackwell, 250-264.

Hymes, Dell. 1974. *Foundations of sociolinguistics: An ethnographic approach*. Philadelphia: University of Pennsylvania Press.

Markides, Markos. 2011. The importance of good communication between patient and health professionals, *Journal of Pediatric Hematology/Oncology* 33: 123-125.

https://journals.lww.com/jpho-online/fulltext/2011/10001/the_importance_of_good_communication_between.11.aspx

Schiffrin, Deborah, Deborah Tannen and Heidi E. Hamilton (eds.). 2001. *The handbook of discourse analysis*. Malden: Blackwell.

Thompson, Teresa L., Roxanne Parrott and Jon F. Nussbaum (eds) 2011. *The Routledge Handbook of Health Communication*. New York: Routledge.

Vermeir, P. 2015 Communication in healthcare: A narrative review of the literature and practical recommendations, *International Journal of Clinical Practice* 69/11: 1257-1267.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	x
Interactive lecture	x
Problem – based lecture	
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	x
Other (please specify) -	
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06
Written exam	x	x	x	x	x	x
Oral exam						

Open book exam						
Written test						
Oral test						
Multiple choice test						
Project						
Essay						
Report	x	x	x			
Individual presentation				x	x	x
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
...						

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		15h
Independent study*	Preparation for classes	10h
	Reading for classes	15h
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	20h
	Term paper preparation	
	Exam preparation	20h
	Other (please specify) -	
...		
Total hours		80
Total ECTS credits for the course		3

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0):

The student has developed knowledge and skills listed below to a **high degree of competence**:

1. The student is able to understand and use basic terms and concepts of the theory of communication
2. The student is able to collect language data in healthcare contexts
3. The student knows and is able to apply selected methods of researching healthcare-related language and discourse
4. The student is able to design a mini-project on healthcare communication

5. The student is able to work individually and in teams
6. The student is able to present and critically evaluate own and others views on healthcare communication in an academic debate.

Good plus (+db; 4,5): The student has developed the above-listed knowledge and skills to a high degree of competence, except for one.

Good (db; 4,0): The student has developed a good level of competence in the above-listed knowledge and skills.

Satisfactory plus (+dst; 3,5): The student has developed a good level of competence in the above-listed knowledge and skills, except for one.

Satisfactory (dst; 3,0): The student has developed a satisfactory level of competence in the above-listed knowledge and skills.

Unsatisfactory (ndst; 2,0): The student has not managed to develop a satisfactory level of competence in at least 5 of the 6 above-listed knowledge and skills.