

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

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

### II. Detailed information

1. Course aim (aims):
  - To acquaint students with basic concepts and theories related to dementia communication and communication-based dementia care;
  - To acquaint students with the trajectories and key findings of discourse analytic studies in the field of dementia and social interaction;
  - To develop students' awareness that by studying situated language use we can explore not only communication problems faced by people with dementia but also their retained skills and the active role of their conversational partners and social contexts in scaffolding the language and conversational skills of individuals with dementia;
  - To develop students' analytical skills in the examination of discourse in various social contexts;
  - To present and evaluate the practical relevance of discourse analytic methods in developing interventions for people with dementia and those who support them e.g., caregivers, families and dementia specialists.
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
  - excellent command of English (at least B2 level)
  - keen interest in language use in social contexts
  - basic knowledge of discourse analysis and possibly conversation analysis
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	know key concepts, methods and research trajectories in the field of dementia and discourse	K_W01; K_W02;
EU_02	understand the socially situated character of language use	K_W05;
EU_03	identify linguistic means which support people with dementia, promote or restrain their personhood	K_W11; K_W12; K_U013;
EU_04	identify linguistic resources and explain their meanings in the process of self-/other-identity and relationship construction and transformation	K_W05;
EU_05	critically read scholarly publications from the field of dementia communication	K_U01; K_U06; K_U013;
EU_06	identify research aims, questions and hypotheses, and describe methodologies used in scholarly publications	K_U02;

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

Course learning content:	Course learning outcome symbol (EU)
Introduction: Public discourse on dementia and its consequences for social interaction and individuals with dementia. From biomedicalization towards person-centeredness in dementia research and care.	EU_02;
Contrasting clinical discourse studies and discourse analytic studies in dementia (assumptions, methodologies and findings)	EU_01; EU_02; EU_05;
Narrative and identity	EU_02; EU_03; EU_04; EU_05; EU_06;
Elderspeak and its impact on communication	EU_02; EU_03; EU_5; EU_06;
Dementia and interactions in institutional settings (incl. decision-making encounters, interactions in day-care centres/nursing homes)	EU_02; EU_03; EU_05; EU_06;
Discursive construction of family roles and relationships in dementia care	EU_02; EU_03; EU_04; EU_05; EU_06;

#### 5. Reading list:

- Ballenger, J. F. 2006. *Self, senility, and Alzheimer's disease in modern America: A history*. Baltimore: The John Hopkins University Press.
- Boss, P. 2011. *Loving someone who has dementia: How to find hope while coping with stress and grief*. San Francisco, CA: Jossey-Bass.
- Chatwin, J., 2014, Conversation analysis as a method for investigating interaction in care home environments. *Dementia*, 13, 737–746.
- Davis, B. H. (ed.). 2005. *Alzheimer talk, text and context: Enhancing communication*. New York: Palgrave Macmillan.
- Davis, B. H., and Guendouzi, J. (eds.). 2013. *Pragmatics in dementia discourse*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Davis, B. and Maclagan, M. 2014, Talking with Maureen: extenders and formulaic language in small stories and canonical narratives. In R. W. Schrauf and N. Müller (eds.), *Dialogue and dementia: Cognitive and communicative resources for engagement*. New York, NY: Psychology Press: 87–120.
- Forbat, L. 2003. Relationship difficulties in dementia care. *Dementia*, 2(1), 67–84.
- Guendouzi, J. and Müller, N., 2006, *Dementia and its discourses: Approaches to discourse in dementia*. Mahwah, NJ: Lawrence Erlbaum.
- Hamilton, H. E. 1994. *Conversations with an Alzheimer's patient: An interactional sociolinguistic study*. Cambridge: Cambridge University Press.
- Hamilton, H. E., 2008, Language and dementia: sociolinguistic aspects. *Annual Review of Applied Linguistics*, 28, 91–110.
- Hamilton, H.E. 2019. *Language, dementia and meaning-making: Navigating challenges of cognition and face in everyday life*. London: Palgrave Macmillan.
- Hydén, L. C. 2011. Narrative collaboration and scaffolding in dementia. *Journal of Aging Studies*, 25, 339–347.
- Hydén, L. C. and Örvulv, L. 2009. Narrative and identity in Alzheimer's disease: A case study. *Journal of Aging Studies*, 23, 205–214.
- Hydén, L. C., Plejert, C., Samuelsson, C. and Örvulv, L. 2012. Feedback and common ground in conversational storytelling involving people with Alzheimer's disease. *Journal of Interactional Research in Communication Disorders*, 4, 211–247.
- Jansson, G. 2016. 'You're doing everything just fine': Praise in residential care settings. *Discourse Studies*, 18, 64–86.
- Jansson, G. and Plejert, C. 2014. Taking a shower: Managing a potentially imposing activity in dementia care. *Journal of Interactional Research in Communication Disorders*, 5, 27–62.
- Kitwood, T. 1997. *Dementia reconsidered: The person comes first*. Philadelphia, PA: Open University Press.
- Kruk, B. 2016. 'I can't bear the thought that he might not recognise me': Personal narratives as a site of identity work in the online Alzheimer's support group. *Communication and Medicine*, 12(2-3), 273–286.

- Leibing, A. and Cohen, L. 2006. Thinking about dementia. Culture, loss, and the anthropology of senility. New Jersey: Rutgers University Press.
- Lindholm, C. 2008, Laughter, communication problems and dementia. *Communication and Medicine*, 5, 3–14.
- Lindholm, C. 2014. Comprehension in interaction: communication at a day-care center. In L. C. Hydén, H. Lindemann and J. Brockmeier (eds.), *Beyond loss: Dementia, identity, personhood*. New York, NY: Oxford University Press, 155–172.
- Lindholm, C., 2015, Parallel realities: the interactional management of confabulation in dementia care encounters. *Research on Language and Social Interaction*, 48, 176–199.
- Parry, R. H. and Land, V. 2013. Systematically reviewing and synthesizing evidence from conversation analytic and related discursive research to inform healthcare communication practice and policy: An illustrated guide. *BMC Medical Research Methodology*, 13, 1–13.
- Peel, E. 2017. 'It has had quite a lot of reverberations through the family': Reconfiguring relationships through parent with dementia care. In R. Harding, R. Fletcher & C. Beasley (eds.) *Revaluing Care in Theory, Law and Policy: Cycles and Connections*. London: Routledge, 198-214.
- Perkins, I., Whitworth, A. and Lesser, R. 1998. Conversing in dementia: A conversation analytic approach. *Journal of Neurolinguistics*, 11, 33–55.
- Purves, B. 2010. Exploring positioning in Alzheimer's Disease through analyses of family talk. *Dementia*, 10, 35–58.
- Örvulv, L., and Hydén, L.-C. 2006. Confabulation: Sense-making, self-making and world-making in dementia. *Discourse Studies*, 8(5), 647–673.
- Österholm, J.H., Taghizadeh Larsson, A., and Olaison, A. 2015. Handling the dilemma of self-determination and dementia: A study of case managers' discursive strategies in assessment meetings. *Journal of Gerontological Social Work*, 58(6), 613-36.
- Österholm, J.H., and Samuelsson, C. (2015). Orally positioning persons with dementia in assessment meetings. *Ageing and Society*, 35(2), 367-88.
- Sabat, S.R. and Harré, R. 1992. The construction and deconstruction of self in Alzheimer's disease. *Ageing and Society*, 12(4), 443 – 461.
- R. Schrauf and N. Müller (eds.). 2013. *Dialogue and dementia: Cognitive and communicative resources for engagement*. New York: Psychology Press.
- Spilkin, M. L. and Bethlehem, D. 2003. A conversation analysis approach to facilitating communication with memory books. *Advances in Speech–Language Pathology*, 5, 105– 118.

### 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	x
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	x
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	x
Demonstration and observation	
Sound and/or video demonstration	
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						
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test						
Project		x	x	x	x	x
Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Reading response		x			x	x
Active participation in in-class discussions based on assigned readings	x	x	x	x	x	x

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		15
Independent study*	Preparation for classes	7
	Reading for classes	22
	Essay / report / presentation / demonstration preparation, etc.	-
	Project preparation	12
	Term paper preparation	-
	Exam preparation	-
	Reading response	4
...		
Total hours		60
Total ECTS credits for the course		2

\* 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): 92-100%

Good plus (+db; 4,5): 84-91%  
Good (db; 4,0): 76-83%  
Satisfactory plus (+dst; 3,5): 68-75%  
Satisfactory (dst; 3,0): 60-67%  
Unsatisfactory (ndst; 2,0): 0-59%

Methods:

- active participation in class discussions based on assigned readings,
- completion of a mini research project,
- submission of a reading response to one of the optional readings,