

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **Experts' lectures on communication in healthcare**
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): **2nd cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant):
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **lectures 14 hours + 1 hour consultations**
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr hab. Katarzyna Molek-Kozakowska, Dr Urszula Okulska-Łukawska, Prof. Dr. Eva-Maria Graf, dr hab. Łukasz Grabowski, prof. UO, prof. UŁ, dr Marta Kuraś-Chojnacka, dr hab. Emilia Soroko, prof. UAM, prof. dr hab. Joanna Jurewicz
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **YES, partly**

### II. Detailed information

1. Course aim (aims):
  - to acquaint students with the multifaceted nature of communication about health and disease – in different contexts, in different configurations of interactants and with different purposes
  - to demonstrate how linguistic analysis of communication about health and disease can be complemented with contributions from neighbouring disciplines, such as sociology of medicine, medical philosophy, medical anthropology, etc.
  - to sensitise students to the importance of communication in the medical context
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):  
genuine interest in broadly understood communication in/about healthcare  
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 the term media communication and its characteristic features	K_W01, K_W03, K_W05, K_U07
EU_02	know guidelines of harmonized communication in healthcare	K_W02, K_U06, K_K01
EU_03	understands the process of effecting psychological change by means of language	K_W05, K_U07, K_U11, K_U13
EU_04	use and understand fundamental terminology relevant to corpus linguistics and have the relevant language competence to use and understand professional discourse of researchers working in the field of corpus linguistics	K_W02-04, K_U05, K_U09 K_W03
EU_05	recognise the importance of narratives in the context of broadly understood healthcare and their healing potential	K_W05, K_W11
EU_06	discuss the significance of indirectness and non-verbal communication in healthcare	K_W01-03, K_W05
EU_07	is able to appreciate the significance of patient's perspective in communication in medicine as well as in doctor-patient relation Is able to define what is meant by a narrative and how that may differ from e.g. an account of healthcare experience	K_W01, K_W11, K_U01, K_U13, K_K01
EU_08	is able to differentiate between the biomedical and patient's perspective on the basis of the experience of pain and communication about it	K_W12, K_U13

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

Course learning content:	Course learning outcome symbol (EU)
1. Media messages about health and disease (dr hab. Katarzyna Molek-Kozakowska, UO)	EU_01
2. Building identity and social relations in healthcare (Dr Urszula Okulska-Łukawska, UW)	EU_02
3. Discursive practices as local and global agents of change in executive coaching: Focus questions (Prof. Dr. Eva-Maria Graf, Alpen-Adria Universität Klagenfurt)	EU_03
4. Key vocabulary and phraseology within English pharmaceutical discourse from a corpus linguistic perspective (dr hab. Łukasz Grabowski, prof. UO)	EU_04
5. Healing stories: therapeutic power of self-narratives (dr hab. Emilia Soroko, prof. UAM)	EU_05
6. Significance of indirectness and non-verbal communication in healthcare (prof. dr hab. Anna Jurewicz)	EU_06
7. Patient's perspective and language with respect to the biomedical approach to pain and illness (dr Marta Kuraś-Chojnacka, UW)	EU_07 EU_08

#### 5. Reading list:

- Ciepela, K. (ed.). (2019). *Language, Identity, Community*. Peter Lang.
- *Evidence scan: Quality improvement training for healthcare professionals*. 2012. (<https://www.health.org.uk/sites/default/files/QualityImprovementTrainingForHealthcareProfessionals.pdf>).
- Chojnacka-Kuraś, Marta. 2019. "Medycyna narracyjna z perspektywy lingwistyki i poetyki kognitywnej", w: Marta Chojnacka-Kuraś (red.), *Medycyna narracyjna. Opowieści o doświadczeniu choroby w perspektywie medycznej i humanistycznej*. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, 73-93.
- Doroszevska, Antonia. 2014. "Socjologiczne aspekty komunikacji z pacjentem.", w: Jan Doroszewski, Marek Kulus i Andrzej Markowski (red.), *Porozumienie z pacjentem. Relacje i komunikacja*. Warszawa: Wolters Kluwer, 64-83.
- Doroszevska, Antonia, A. Sadowska. 2013. "Mosty zamiast murów—socjologia medycyny przykładem udanej (?) interdyscyplinarnej współpracy", *Nauka i Szkolnictwo Wyższe* 57-68
- Doroszevska, Antonia. 2008. "Sociology and anthropology of medicine in action", *Studia Socjologiczne* 139-146.
- Goban-Klas, Tomasz. 2000. *Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu*. Kraków: PWN.
- Grabowski, Łukasz. 2014. "On lexical bundles in Polish patient information leaflets: A corpus-driven study", *Studies in Polish Linguistics* 9, 1: 21-43
- Graf, Eva-Maria. 2019. *The Pragmatics of Executive Coaching*. Amsterdam: John Benjamins Publishing Company.
- Graf, Eva-Maria, Dionne Frédérick & Thomas Spranz-Fogasy 2020. How to investigate the local and global change potential of questioning sequences in executive coaching? A call for interdisciplinary research. *Scandinavian Studies in Language* 11(1): 214-238.
- Molek-Kozakowska, Katarzyna. 2017. Journalistic practices of science popularization in the context of users' agenda: A case study of *New Scientist*. *Acta Universitatis Lodziensis. Folia Litteraria Polonica* 43: 93-109. doi.org/10.18778/1505-9057.43.07
- Okulska, Urszula (w druku) *Dialogue as Linguistic Peace-Building. Foundations of the Integrative Theory of Discourse*. Frankfurt am Mein: Peter Lang.
- Riessman, C. K. 2008. *Narrative Methods for the Human Sciences*. London: Sage Publications.

### 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	
Case study work	X
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	X
Project work	X
Demonstration and observation	
Sound and/or video demonstration	X
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	
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	EU_07	EU_08
Written exam								
Oral exam								
Open book exam								
Written test								
Oral test								
Multiple choice test								
Project								
Essay – term paper	x	x	x	x	x	x	x	x
Report								
Individual presentation								
Practical exam (performance observation)								
Portfolio								
Other (please specify) - class participation	x	x	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	
	Reading for classes	30
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	15
	Exam preparation	
	Other (please specify) -	
	...	
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): The student has attended all the lectures and has actively participated in the final discussions. The student has written an excellent essay inspired by the lectures.

Good plus (+db; 4,5): The student has attended 6 of the 7 lectures and has actively participated in the final discussions. The student has written a very good essay inspired by the lectures.

Good (db; 4,0): The student has attended 5 of the 7 lectures and has actively participated in the final discussions. The student has written a good essay inspired by the lectures.

Satisfactory plus (+dst; 3,5): The student has attended 4 of the 7 lectures and has sometimes actively participated in the final discussions. The student has written a satisfactory essay inspired by the lectures.

Satisfactory (dst; 3,0): The student has attended 4 of the 7 lectures. The student has written a satisfactory essay inspired by the lectures.

Unsatisfactory (ndst; 2,0): The student has attended fewer than 4 of the 7 lectures. OR The student has not written a satisfactory essay inspired by the lectures.

