

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Language and communication in psychotherapy**
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 – MA studies**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **1MA**
8. Type of classes and number of contact hours: **lecture 15 hours (konwersatorium)**
9. Number of ECTS credits: **2 ECTS**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff:
Joanna Pawelczyk, Prof. UAM dr hab.
11. Language of classes: **English**
12. Online learning – **no**

II. Detailed information

1. Course aim (aims):
 1. familiarize the students with the institutional vs. ordinary forms of talk
 2. familiarize the students with the discursive, linguistic and interactional practices of therapy talk
 3. increase the students' understanding, awareness of and sensitivity to the situated language use and the power of language in effecting change (in psychotherapy)
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): **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	Differentiate between intuitional forms of talk and an ordinary conversation	K_W01, K_W02, K_U02, K_K01
EU_02	Describe a therapeutic interaction as a series of situated interactional sequences and social actions	K_W01, K_W03
EU_03	Describe the therapeutic aspects of an interaction between the therapist and client/patient at the micro and macro levels (interactional practices vs. discourse norms)	K_W02, K_W05, K_W11, K_U02, K_K06, K_K01
EU_04	Identify and explain the occurrence of client/patient change in interaction	K_W04, K_W05, K_W06, K_W07, K_W12, K_U02, K_U013, K_U05
EU_05	Identify and explain the situated function of a linguistic form	K_W03, K_W11
EU_06	Identify and explain the relevance of gender in psychotherapy and a psychotherapeutic interaction	K_W09, K_U02, K_U013, K_K04

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

Course learning content:	Course learning outcome symbol (EU)
1. Institutional interaction and an ordinary conversation	EU_01
2. Analyzing institutional interaction in context: Issues of data collection, transcription	EU_01, EU_02, EU_05

3. Psychotherapeutic conversation as an institutional interaction: Discourse norms	EU_02, EU_03
4. Analyzing a psychotherapeutic interaction at the interactional micro-level	EU_01, EU_02, EU_03, EU_05
5. Analyzing client/patient change in psychotherapy	EU_02, EU_04, EU_05
6. The omnirelevance of gender in psychotherapeutic interaction	EU_02, EU_05, EU_06

5. Reading list:

Drew, Paul and John Heritage. 1992. *Talk at work. Interaction in institutional settings*. Cambridge: Cambridge University Press.

Graf, Eva, Sator Marlene and Thomas Spranz-Fogasy (Eds.). 2014. *Discourses of helping professions*. Amsterdam: John Benjamins.

Hutchby, Ian. 2007. *The discourse of child counseling*. Amsterdam: John Benjamins.

Janusz, Bernadetta, Barbara Józefik, and Anssi Peräkylä. 2018. Gender-related issues in couple therapists' internal voices and interactional practices. *Australian and New Zealand Journal of Family Therapy* 39 (4): 436–449.

Lester, Jessica N. and Michelle O'Reilly. 2019. *Applied conversation analysis*. New York: Sage.

McVittie, Chris, Slavka Craig and Margaret Temple (2019) A conversation analysis of communicative changes in a time-limited psychotherapy group for mothers with postnatal depression. *Psychotherapy Research*. Online first. <https://doi.org/10.1080/10503307.2019.1694721>

Pawelczyk, Joanna. 2011. *Talk as therapy. Psychotherapy in a linguistic perspective*. Berlin – Boston: Mouton de Gruyter.

Pawelczyk, Joanna and Eva-Maria Graf. 2020. Understanding change in psychotherapy; Current trends, methodological challenges, and future directions. *Communication and Medicine*, 16(2), 111–116. <https://doi.org/10.1558/cam.41909>

Pawelczyk, Joanna, Elena Faccio, and Małgorzata Talarczyk. 2021. "Working with gender in psychotherapy: A discursive analysis of psychotherapy sessions with women suffering from bulimia." *Text & Talk*. DOI: <https://doi.org/10.1515/text-2019-0132> , Published online: 23 Sep 2020.

Peräkylä, Anssi and Sanna Vehviläinen, 2003. Conversation analysis and the professional stocks of interactional knowledge. *Discourse & Society* 14/6: 727-750.

Voutilainen, Lisa, Peräkylä, Anssi and Johanna Ruusuvuori. 2011. Therapeutic change in interaction", Conversation analysis of a transforming experience. *Psychotherapy Research* 21(3): 348-365.

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	
Problem – based lecture	
Discussions	x
Text-based work	
Case study work	x
Problem-based learning	x
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	
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
Essay						
Report	x			x		
Individual presentation			x			
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
In-class tasks	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		15h
Independent study*	Preparation for classes	10h
	Reading for classes	10h
	Essay / report / presentation / demonstration preparation, etc.	10h
	Project preparation	15h
	Term paper preparation	

	Exam preparation	
	Other (please specify) -	
	...	
Total hours		60h
Total ECTS credits for the course		2 ECTS

* 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):

Good plus (+db; 4,5):

Good (db; 4,0):

Satisfactory plus (+dst; 3,5):

Satisfactory (dst; 3,0):

Unsatisfactory (ndst; 2,0):

Very good (bdb; 5,0): a diligent student of top / above-average performance

Good plus (+db; 4,5): a diligent student of top / above-average performance with minor problems

Good (db; 4,0): student performs all / most tasks on time / as required, and his/her performance is generally considered correct

Satisfactory plus (+dst; 3,5): student copes but minimally

Satisfactory (dst; 3,0): student has missed several deadlines / assignments

Unsatisfactory (ndst; 2,0): student's academic / research skills are not acceptable and / or he/she has been neglecting duties beyond acceptable measure