

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **Metaphors in talking and writing about health and disease (seminarium przedmiotowe)**
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): **2nd**
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): 15h
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr hab. Małgorzata Fabiszak, Prof. UAM; **inne osoby, które mogłyby to prowadzić:** Dr Anna Jelec, Dr Anna Rogos-Hebda.
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **yes (partly-online)**

### II. Detailed information

1. Course aim (aims):

A1: Students will learn about the influence of metaphors on the understanding of disease and treatment.

A2: Students will learn about the influence of metaphors on doctor – patient communication.

A3: Students will learn how to identify metaphors and their entailments in discourses about health and disease.

A4: Students will learn how to deploy metaphors strategically in communicating about health and disease.

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	understand the complex role of metaphors in interpersonal health care communication	K_W05, K_W07, KW_09, K_W11, K_W12
EU_02	understand and describe differences in metaphor use in different genres of healthcare communication	K_W05, K_W07, KW_09, K_W11, K_W12
EU_03	critically evaluate research articles about the role of metaphor in health care communication	K_U01, KU_02, KU_06, KU_07, KU_09
EU_04	analyze metaphors in health and disease related discourses, present the results of their analyses and discuss them	K_U01, KU_02, KU_06, KU_07, KU_09
EU_05	use metaphors in healthcare communication and be aware of their impact on the well-being of the patient	KU_011, KU_013, K_K02, K_K04

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

Course learning content:	Course learning outcome symbol (EU)
Figurative language processing and cognitive disorders	EU_01-EU_05
Metaphor and cancer	EU_01-EU_05
Metaphor and women's reproductive health	EU_01-EU_05
Metaphor and psychotherapy	EU_01-EU_05

## 5. Reading list:

- Coll-Florit, Marta, Salvador Climent, Marco Sanfilippo, and Eulàlia Hernández-Encuentra. 2021. "Metaphors of Depression. Studying First Person Accounts of Life with Depression Published in Blogs." *Metaphor & Symbol* 36 (1): 1–19. doi:10.1080/10926488.2020.1845096.
- Giora, Rachel, Oshrat Gazal, Idit Goldstein, Ofer Fein, and Argyris Stringaris. 2012. "Salience and Context: Interpretation of Metaphorical and Literal Language by Young Adults Diagnosed with Asperger's Syndrome." *Metaphor & Symbol* 27 (1): 22–54. doi:10.1080/10926488.2012.638823.
- Hendricks, Rose K., Zsófia Demjén, Elena Semino, and Lera Boroditsky. 2018. "Emotional Implications of Metaphor: Consequences of Metaphor Framing for Mindset about Cancer." *Metaphor & Symbol* 33 (4): 267–79. doi:10.1080/10926488.2018.1549835.
- Ho, Janet. 2020. "'She Starts Breakdancing, I Swear!': Metaphor, Framing, and Digital Pregnancy Discussions." *Metaphor & Symbol* 35 (3): 171–87. doi:10.1080/10926488.2020.1767335.
- Hobson, R.Peter. 2012. "Autism, Literal Language and Concrete Thinking: Some Developmental Considerations." *Metaphor & Symbol* 27 (1): 4–21. doi:10.1080/10926488.2012.638814.
- Johnson Carissimo, Melissa. 2020. "Rewriting Burnout as Metaphor: Metaphoric Affect Processing in Healthcare." *Metaphor & the Social World* 10 (2): 320–37. doi:10.1075/msw.00009.joh.
- Littlemore, Jeannette, and Sarah Turner. 2020. "Metaphors in Communication about Pregnancy Loss." *Metaphor & the Social World* 10 (1): 45–75. doi:10.1075/msw.18030.lit.
- Mathieson, Fiona, Jennifer Jordan, and Maria Stubbe. 2020. "Recent Applications of Metaphor Research in Cognitive Behaviour Therapy." *Metaphor & the Social World* 10 (2): 199–213. doi:10.1075/msw.00003.mat.
- Tay, Dennis. 2020. "Critical, Conceptual, and Collaborative Perspectives on Metaphor and Mental Health." *Metaphor & the Social World* 10 (2): 191–98. doi:10.1075/msw.00002.int.
- Törneke, Niklas. 2020. "Strategies for Using Metaphor in Psychological Treatment." *Metaphor & the Social World* 10 (2): 214–32. doi:10.1075/msw.00004.tor.

### 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)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	X
Demonstration and observation	X
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
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
Written exam					
Oral exam					
Open book exam					
Written test					
Oral test					
Multiple choice test					
Project					
Essay					
Oral literature report	X	X	X		
Individual presentation				X	
Practical exam (performance observation)					
Portfolio					
Group discussion	X	X	X	X	X
Short written tasks				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	20
	Individual presentation preparation	15
	Preparation for class group discussions and writing short written tasks	10
	Term paper preparation	
	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): A student has developed knowledge and skills listed below to a high degree of competence:

1. A student can understand the complex role of metaphors in interpersonal health care communication.
2. A student can understand and describe differences in metaphor use in different genres of healthcare communication.
3. A student can critically evaluate research articles about the role of metaphor in health care communication
4. A student can analyze metaphors in health and disease related discourses, present the results of their analyses and discuss them.
5. A student can use metaphors in healthcare communication and be aware of their impact on the well-being of the patient.

Good plus (+db; 4,5): A student has developed very good level of competence in 4 of the 5 skills listed above and good competence in the remaining one.

Good (db; 4,0): A student has developed a good level of competence in 3 of the 5 skills listed above and satisfactory competence in the remaining two.

Satisfactory plus (+dst; 3,5): A student has developed a good level of competence in 2 out of the 5 skills listed above and satisfactory competence in the remaining ones.

Satisfactory (dst; 3,0): A student has developed a satisfactory competence in at least 4 of the above skills.

Unsatisfactory (ndst; 2,0): A student has no acquired satisfactory competence in 3 or more of the above skills.