SYLLABUS – A COURSE DESCRIPTION

I. General information
1. Course name: **Narratives of health and illness**
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): **1**
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: **Kamila Ciepiela, doctor habilitowany (D. Litt.)**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online): **partly online**

II. Detailed information
1. Course aim (aims):
The aims of the course are:
(i)   to familiarise students with the four broad approaches to narrative analysis,
(ii)   to construct data for inquiry,
(iii)   to enable students to interrogate their own research projects in light of the exemplary studies presented during the course,
(iv)   to help students apply narrative analysis to navigate between scientific truth of organic disease and the meanings of human suffering experienced by patients, their loved ones, and health professionals who care for them.
(v)   To enable students critically evaluate narrative analytic approach

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	define what is meant by a narrative and how that may differ from e.g. an account of healthcare experience	K_W01 K_U01 K_K01
EU_2	construct narratives for inquiry	K_W03, K_U3
EU_3	characterize four broad approaches to narrative analysis	K_W02, K_U2
EU_4	select one approach relevant for the purposes of local analysis	K_W04; K_U7, K_K04
EU_5	explore narratives – those that are relevant in local practice, those of patients/clients and of healthcare practitioners	K_W05, K_W07, K_U10, K_K05
EU_6	critically assess and interpret narrative analysis and point to its flaws and values	K_U010, K_K01

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

Course learning content:	Course learning outcome symbol (EU)
Marking out the territory of narrative research in linguistics. Narrative turn.	EU_1
Production of texts for inquiry. Obtaining data, interviewing, recording, transcription, translation, identification of narratives.	EU_2

Approach 1: Thematic analysis.	EU_3, EU_4, EU_5
Approach 2: Structural analysis.	EU_3, EU_4, EU_5
Approach 3: Performance analysis.	EU_3, EU_4, EU_5
Approach 4: Visual analysis.	EU_3, EU_4, EU_5
Critical evaluation of methods and the issues of reliability and validity of the narrative research and analysis.	EU_3, EU_4, EU_5, EU_6

5. Reading list:
- Bury, M. (2001). Illness Narrative: Fact or Fiction. *Sociology of Health & Illness*, Vol. 23 No. 3, 263-285.
- Ciepiela, K. (Ed.). (2019). *Language, Identity, Community*. Peter Lang.
- Clandinin, D. J. (2013). *Engaging in Narrative Inquiry.* Routledge.
- Hardey, M. (2002). 'The story of my Illness'. Personal Accounts of illness on the Internet. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, Vol 6(1): 31–46.
- Parrot, R. (2009). *Talking about Health. Why Communication Matters*. Wiley-Blackwell.
- Riessman, C. K. (2008). *Narrative Methods for the Human Sciences*. Sage Publications Inc.
- Thompson, T. L., Parrott, R., Nussbaum, J. (Eds.). (2011). *The Routledge Handbook of Health Communication*. Routledge.

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	
Interactive lecture	
Problem – based lecture	
Discussions	**x**
Text-based work	**x**
Case study work	
Problem-based learning	**x**
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	**x**
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	**x**
Sound and/or video demonstration	
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

Written exam						
Oral exam						
Open book exam						
Written test	V					
Oral test			V			
Multiple choice test	V		V			
Project						
Essay						
Report						
Individual presentation		V		V	V	
Practical exam (performance observation)		V		V		V
Portfolio						
Other (please specify) -						
In-class ongoing performance observation	V	V	V	V	V	V

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	15
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	15
	Project preparation	
	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): student's knowledge of narrative analytic methods and approaches is exceptional; their performance is outstanding with only minor errors; students can critically assess their research for reliability and validity; they are aware of the flaws and values of narrative analysis and can fluently and accurately engage in academic discussion on the subject matter
Good plus (+db; 4,5): student's knowledge is above the average standard; they can do narrative research but with some errors; they can assess their research for reliability and validity; they are aware of the flaws and values of narrative analysis

Good (db; 4,0): student has broad knowledge of the four linguistic approaches to narrative analysis, can prepare data and perform sound narrative analysis with a number of notable errors
Satisfactory plus (+dst; 3,5): student has minimum knowledge of the four narrative approaches; can select one appropriate analytic approach to perform fair data analysis
Satisfactory (dst; 3,0): performance meets the minimum criteria; the student has minimum knowledge of the four narrative approaches; can perform basic data analysis selecting one of the approaches
Unsatisfactory (ndst; 2,0): some more work required before the credit can be awarded