SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Overcoming communication barriers in (health)care contexts**
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 (e.g. lectures: 15 hours; practical classes: 30 hours):
   15 practical classes (konwersatorium z elementami warsztatu)
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **Dorota Jaworska-Pasterska, M.A.**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information

1. Course aim (aims):
- to familiarise students with the concepts and problems of communication in health(care) contexts
- to make students aware of the barriers that impede communication in health(care) contexts
- to provide students with strategies for facilitating communication in health(care) contexts
- to equip students with tools enabling them to tailor communication to the needs of various clinical populations

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
- students should have a good command of English (at least B2)

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 nature of communication in health(care) contexts	K_W01 K_W03 K_W04 K_W05 K_W07 K_U01 K_U04 K_U05 K_U06 K_U07 K_K01 K_K02
EU_02	understand the barriers to effective communication in health(care) contexts	K_W04 K_W05 K_W09 K_W14 K_U06 K_U07 K_U012 K_U013 K_K01 K_K02
EU-03	facilitate cross-cultural communication in health(care) contexts	K_W10 K_W14 K_U07 K_U014 K_K05

		K_K06
		K_K10
EU_04	tailor communication to the specific needs of receivers, including clinical populations	K_W04
		K_W06
		K_W09
		K_W11
		K_W12
		K_W14
		K_U07
		K_U011
		K_U014
		K_K07
		K_K10
EU_05	further develop his or her communication skills drawing on research findings	K_W02
		K_W06
		K_U01
		K_U07
		K_U09
		K_U015
		K_K01
		K_K02
		K_K03
		K_K04

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

Course learning content:	**Course learning outcome symbol (EU)**
Communication: core concepts and skills. Barriers to effective communication.	EU_01 EU_03 EU_05
Overcoming communication barriers in health(care) contexts: risks and rewards.	EU_02 EU_03 EU_05
Language barriers: Introduction to cross-cultural communication.	EU_02 EU_03 EU_05
Cognitive barriers. Communication across the lifespan.	EU_02 EU_04 EU_05
Vision and hearing barriers. How to communicate with the visually impaired and the hearing impaired?	EU_02 EU_04 EU_05
Speech barriers. How to communicate with the speech impaired and the voice impaired?	EU_02 EU_04 EU_05
Beyond words: nonverbal communication in medical interactions. Key concepts and caveats.	EU_01 EU_03 EU_04 EU_05

5. Reading list:

– Barnett, Steven. 2002. "Communication with Deaf and Hard-of-hearing People: A Guide for Medical Education", *Academic Medicine* 77(7):591-592.
– Belzer, Ellen J. 2016. *Skills Training in Communication and Related Topics Part 1: Dealing with conflict and change.* Boca Raton: Taylor & Francis Group.
– Belzer, Ellen J. 2016. *Skills Training in Communication and Related Topics Part 2: Communicating with patients, colleagues, and communities.* Boca Raton: Taylor & Francis Group.
– Berlin Ray, Eileen (ed.). 2005. *Health communication in practice: a case study approach*. Mahwah: Lawrence Erlbaum Associates, Inc.

- Berry, Dianne. 2007. *Health communication: Theory and practice.* Maidenhead: Open University Press.
- Berry, Dianne. 2004. *Risk, Communication and Health Psychology*. Maidenhead: Open University Press.
- Brown, Brian, Paul Crawford and Ronald Carter. 2006. *Evidence-based health communication*. Maidenhead: Open University Press.
- California State Board of Pharmacy and the California Health and Human Services Agency. 2001. *Health notes: Care of Children & Adults with Developmental Disabilities.* Sacramento: State Board of Pharmacy Department of Consumer Affairs.
- Clancy, Cheri. 2019. *Critical Conversations in Healthcare: scripts & techniques for effective interprofessional & patient communication*. Indianapolis: Sigma Theta Tau International.
- Committee on Communication for Behavior Change in the 21st Century: Improving the Health of Diverse Populations, Board on Neuroscience and Behavioral Health, Institute of Medicine. 2002. *Speaking of health: assessing health communication strategies for diverse populations*. Washington: National Academy of Sciences.
- Cummings, Louise (ed.). 2017. *Research in Clinical Pragmatics*. Cham: Springer International Publishing AG.
- Hamilton, Heidi E. and Wen-ying Sylvia Chou (eds.). 2014. *The Routledge Handbook of Language and Health Communication.* Oxon: Routledge.
- Harrington, Nancy G. (ed.). 2015. *Health communication: theory, method, and application*. New York: Routledge.
- Hugman, Bruce. 2009. *Healthcare communication.* London: Pharmaceutical Press.
- Kar, Snehendu B., Rina Alcalay and Shana Alex (eds.). 2001. *Health Communication: A Multicultural Perspective*. Thousand Oaks: Sage Publications, Inc.
- Kiełkiewicz-Janowiak, Agnieszka and Magdalena Zabielska. 2018. "Healthcare communication in transition: A cross-cultural study of migrant patients and doctors", in: Broś, Karolina and Grzegorz Kowalski (eds.). *Discourse Studies – Ways and Crossroads: Insights into Cultural, Diachronic and Genre Issues in the Discipline*. Frankfurt: Peter Lang.
- Morrissey, Jean and Patrick Callaghan. 2011. *Communication Skills for Mental Health Nurses*. Maidenhead: Open University Press.
- Motschnig, Renate and Ladislav Nykl. 2014. *Person-centred communication: Theory, skills and practice.* Maidenhead: Open University Press.
- Nathan, Peter E. (ed.). 2014. *The Oxford Handbook of Health Communication, Behavior Change, and Treatment Adherence*. New York: Oxford University Press.
- O'Toole, Gjyn. 2012. *Communication: Core Interpersonal Skills for Health Professionals (second edition).* Chatswood: Elsevier Australia.
- Owens, Robert E. (jr.), Kimberly A. Farinella and Evan Dale. 2015. *Introduction to Communication Disorders: A Lifespan Evidence-Based Perspective (fifth edition)*. Harlow: Pearson Education Limited.
- Pagano, Michael P. 2015. *Communication case studies for healthcare professionals: An applied approach*. New York: Springer Publishing Company.
- Parrot, Roxanne. 2009. *Talking about Health: Why Communication Matters*. Chichester: John Wiley & Sons Ltd.
- Parsons, Patricia J. 2013. *Beyond Persuasion: Communication Strategies for Healthcare Managers in the Digital Age*. Toronto: University of Toronto Press.
- Parvanta, Claudia and Sarah Bauerle Bass. 2020. *Health communication: Strategies and skills for a new era*. Burlington: Jones & Bartlett Learning.
- Raphael-Grimm, Theresa. 2015. *The Art of Communication in Nursing and Health Care: An Interdisciplinary Approach*. New York: Springer Publishing Company, LLC.
- Schiavo, Renata. 2007. *Health Communication: From Theory to Practice.* San Francisco: John Wiley & Sons, Inc.
- Thomas, Richard K. 2006. *Health Communication.* New York: Springer Science+Business Media, Inc.
- Thompson, Teresa L. (ed.). 2014. *Encyclopedia of health communication*. London: SAGE Publications Ltd.
- Thompson, Teresa L., Alicia M. Dorsey, Katherine I. Miller and Roxanne Parrot (eds.). 2003. *Handbook of Health Communication.* Mahwah: Lawrence Erlbaum Associates, Inc.
- Thompson, Teresa L., Roxanne Parrot and Jon F. Nussbaum (eds.). 2011. *The Routledge Handbook of Health Communication (Second Edition)*. New York: Routledge.
- Valero-Garcés, Carmen. 2014. *Health, Communication and Multicultural Communities: Topics on*

Intercultural Communication for Healthcare Professionals. Newcastle upon Tyne: Cambridge Scholars Publishing.

− Van Servellen, Gwen M. 2020. *Communication skills for the health care professional: context, concepts, practice, and evidence (third edition)*. Burlington: Jones & Bartlett Learning.
− Williams, Diana. 1997. *Communication Skills in Practice: A Practical Guide for Health Professionals*. London: Jessica Kingsley Publishers.
− Wright, Kevin B., Lisa Sparks and H. Dan O'Hair. 2013. *Health communication in the 21st century*. Chichester: John Wiley & Sons, Inc.
− Zabielska, Magdalena. 2019. "What a Difference a Case Makes. A Discourse Study of the Patient's Presence in Contemporary Medical Case Reports", *Tertium Linguistic Journal* 4(1):257-275.

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	✓
Text-based work	✓
Case study work	✓
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	✓
Demonstration and observation	✓
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	
Written exam	✓	✓	✓	✓	✓	
Oral exam			✓	✓		
Open book exam						
Written test	✓	✓			✓	
Oral test						
Multiple choice test	✓	✓	✓	✓	✓	
Project	✓	✓	✓	✓	✓	

Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						

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
I n d e p e n d e n t s t u d y *	Preparation for classes	15
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	5
	Term paper preparation	
	Exam preparation	10
	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 very good knowledge and understanding of the concepts and problems of communication in health(care) contexts,
- is well familiar with the barriers that impede communication in these contexts,
- is able to use that knowledge in order to facilitate communication and to tailor it to the needs of various clinical populations.

 Good plus (+db; 4,5):
The student:

- has good knowledge and understanding of the concepts and problems of communication in health(care) contexts,
- is familiar with the barriers that impede communication in these contexts,

- is able to use that knowledge in order to facilitate communication and to tailor it to the needs of various clinical populations.

  Minor mistakes are allowed.

Good (db; 4,0):

The student:

- has good knowledge and understanding of the concepts and problems of communication in health(care) contexts,
- is familiar with the barriers that impede communication in these contexts,
- is able to use that knowledge in order to facilitate communication and to tailor it to the needs of various clinical populations.

  Occasional errors are allowed.

Satisfactory plus (+dst; 3,5):

The student:

- has satisfactory knowledge and understanding of the concepts and problems of communication in health(care) contexts,
- is familiar with the barriers that impede communication in these contexts,
- is able to use that knowledge in order to facilitate communication and to tailor it to the needs of various clinical populations.

  Some errors are allowed.

Satisfactory (dst; 3,0):

The student:

- has satisfactory knowledge and understanding of the concepts and problems of communication in health(care) contexts,
- is familiar with the barriers that impede communication in these contexts,
- is able to use that knowledge in order to facilitate communication and to tailor it to the needs of some clinical populations.

  More serious errors are allowed.

Unsatisfactory (ndst; 2,0):

The student:

- has little knowledge and understanding of the concepts and problems of communication in health(care) contexts,
- is not familiar with the barriers that impede communication in these contexts,
- is not able to use that knowledge in order to facilitate communication and to tailor it to the needs of clinical populations.