

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Qualitative research methods for medical humanities**
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):
8. Type of classes and number of contact hours: interactive lecture: **15 hours**
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 qualitative methods used in medical humanities
 2. enable the students to understand how qualitative methods focusing on language and interaction allow for better understanding of research issues in medical humanities and around medical practitioner- client communication
 3. enable the students to apply selected qualitative methods to naturally-occurring medical practitioner- client interaction
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 scope of qualitative inquiry and its relevance to the field of medical humanities	K_W01; K_W02, K_U012
EU_02	Understand the differences between different qualitative methods with broadly defined discourse analysis	K_W03, K_W05, K_W07, K_W11, K_U012
EU_03	Apply qualitative methods such as e.g., discourse analysis, conversation analysis and discursive psychology to explore research questions in medical humanities	K_W05, K_W11, K_W12, K_U01, K_U03, K_K04
EU_04	Collect and transcribe data in accordance with ethics	K_W08, K_U03, K_K07
EU_05	Present the findings of a qualitative analysis on a topic related to medical humanities	K_W12, K_W14, K_U03, K_U05, K_U011, K_U012

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

Course learning content:	Course learning outcome symbol (EU)
1. Introduction to qualitative methodology in medical humanities	EU_01
2. Ethical issues in data collection for medical humanities	EU_04
3. Theory and method of discourse analysis	EU_02, EU_03
4. The use of conversation analysis to explore topics in medical humanities	EU_02, EU_03

5. Other/selected qualitative approaches within discourse analysis	EU_02, EU_03
6. Data collection and transcription	EU_03, EU_04
7. Validity in qualitative research	EU_03, EU_05
8. Writing up the qualitative research	EU_04, EU_05

5. Reading list:

Antaki, Charles, Billing, Michael, Edwards, Derek and Potter, Jonathan. 2003. Discourse Analysis means doing analysis: a critique of six analytic shortcomings. *Discourse Analysis Online* 1.

Harvey, Kevin and Nelya Kotevko. 2013. *Exploring health communication. Language in action*. London and New York: Routledge.

Johnstone, Barbara. 2000. *Qualitative methods in sociolinguistics*. Oxford: Oxford University Press.

Lester, Jessica, N. 2021 forthcoming. *Discursive psychology and disability*. Basingstoke: Palgrave.

Litosseliti, Lia and Jane Sunderland (eds.). 2002. *Gender identity and discourse analysis*. Philadelphia, PA: John Benjamins.

Sarangi, Srikant. 2010. Practising discourse analysis in healthcare settings, in *The Sage handbook of qualitative methods in health research*, Ivy Bourgeault, Robert Dingwall and Ray de Vries (eds.), 395-416. London: Sage.

Sidnell, Jack and Tanya Stivers (eds.), 2012. *The handbook of conversation analysis*, Wiley Blackwell.

Roberts, Celia and Srikant Sarangi. 2005. Theme-oriented discourse analysis of medical encounters, *Medical Education* 39: 632-640.

Kiyimba, Nikki and Jessica N. Lester. 2018. *Using naturally occurring data in qualitative health research: A practical guide*. New York: Springer.

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	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	
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) -	
In-class tasks	x

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	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	x			x	
Individual presentation			x		x
Practical exam (performance observation)					
Portfolio					
Other (please specify) -					
In-class tasks		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	15
	Reading for classes	10
	Essay / report / presentation / demonstration preparation, etc.	10
	Project preparation	10
	Term paper preparation	
	Exam preparation	
	Other (please specify) -	
	...	
Total hours		60h
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):

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