

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **Dialogue in Healthcare**
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 cycle – MA studies**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **2MA**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):  
practical class (konwersatorium) **15h**
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **Urszula Okulska-Łukawska, Ph.D.**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: yes (preferably fully online)

### II. Detailed information

1. Course aim (aims):
  - familiarizing students with linguistic mechanisms of bridging communicative divides in healthcare contexts;
  - observing discursal reasons for violence and conflict in healthcare interaction;
  - analysing dialogic means of harmonizing medical communication;
  - practising dialogue in healthcare through cooperative and constructive talk
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):

Students should have general knowledge of linguistics and general understanding of social communication.

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	know guidelines of harmonized communication in healthcare	K_W02 K_U06 K_K01
EU_02	understand reasons for violence and conflict in medical settings	K_W05 K_U09 K_K06
EU_03	apply positions and practices of dialogue to healthcare interaction	K_W11 K_U13 K_K08
EU_04	mediate in cases of impaired communication in healthcare	K_W12 K_U11 K_K05
EU_05	advise healthcare agents on rules and strategies of dialogue in medical contacts	K_W09 K_U10 K_K10
EU_06	cooperate as a competent dialogue practitioner with medical partners and institutions	K_W13 K_U14 K_K09

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

Course learning content:	Course learning outcome symbol (EU)
Dialogue as a communication bridge in healthcare: Connecting medical agents linguistically	EU_01
Towards interactive cooperation, symmetry and participation in medical dialogue	EU_03
Making sense of health and disease through storytelling	EU_04
Communicating difficult information: Dialogic means of sharing medical knowledge in critical cases	EU_02
Online dialogue as a mediatized way of raising social consciousness of health and disease	EU_04
Empowering the patient through technologically assisted dialogue	EU_06
Ethics of medical communication: Discourses of trust-building and responsibility in healthcare	EU_05

#### 5. Reading list:

Bush, Robert A. Baruch / Joseph P. Folger. 2005. *The Promise of Mediation. The Transformative Approach to Conflict*. San Francisco: Jossey-Bass.

Cloke, Kenneth. 2001. *Mediating Dangerously. The Frontiers of Conflict Resolution*. San Francisco: Jossey-Bass.

Grillo, Eric. (ed.). 2005. *Power without Domination. Dialogism and the Empowering Property of Communication*. Amsterdam/Philadelphia: John Benjamins.

Winslade, John / Gerald Monk. 2000. *Narrative Mediation. A New Approach to Conflict Resolution*. San Francisco: Jossey-Bass.

### 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	x
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	x
Workshop method	
Project work	x
Demonstration and observation	x

Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	x
Other (please specify) - drama	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	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		x				
Multiple choice test						
Project					x	
Essay						
Report	x					
Individual presentation				x		
Practical exam (performance observation)			x			x
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
Independent study*	Preparation for classes	10
	Reading for classes	10
	Essay / report / presentation / demonstration preparation, etc.	10
	Project preparation	15
	Term paper preparation	
	Exam preparation	
	Other (please specify) -	
...		
Total hours		60

Total ECTS credits for the course	2
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\* please indicate the appropriate activity types and/or suggest different activities

#### 4. Assessment criteria in accordance with AMU in Poznan's grading system:

The final grade is based on the following components:

- coverage of the course material,
- knowledge of reading assignments,
- homework preparation,
- presentation of an individual semester project.

Combined share (%) of the assessment components in the final grade:

Very good (bdb; 5,0):	> 91%
Good plus (+db; 4,5):	81%-90%
Good (db; 4,0):	71%-80%
Satisfactory plus (+dst; 3,5):	61%-70%
Satisfactory (dst; 3,0):	51%-60%
Unsatisfactory (ndst; 2,0):	< 50%

The condition to approach the final evaluation is attendance at classes, with the maximum of 2 absences allowed.