

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **Experts' lectures on communication in healthcare 2**
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**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **2**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **lectures 14 hours + 1 hour consultations**
9. Number of ECTS credits: **2**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: dr hab. Emilia Soroko, prof. UAM, prof. Karen Korning Zethsen, dr hab. Jakub Isański, prof. UAM, dr Małgorzata Sokół, mgr Mariusz Zabielski, prof. Elżbieta Goździak, dr Bernadetta Janusz
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **YES, partly**

### II. Detailed information

1. Course aim (aims):

The aim of this course is for students to

- get an opportunity to listen to lectures and/or participate in workshops of distinguished researchers in various areas of medical humanities and experienced practitioners in healthcare and well-being activities
- become acquainted with an array of research projects and practices undertaken by these outstanding guest lecturers
- learn about a selection of problems addressed in the above projects and practices
- reflect upon how these problems are identified and solutions offered

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): genuine interest in broadly understood communication in/about healthcare

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	recognise the importance of narratives in the context of broadly understood healthcare and their healing potential	K_W11, K_U13
EU_02	is aware of the complexity of the process of interpreting/translation in multicultural contexts	K_W10, K_U13, K_K05
EU_03	identify different types of amateur fitness activities intended for different groups of users and to promote of pro-health behaviours in the area of physical and mental health	K_W02, K_U13
EU_04	understand how patients use social media to negotiate the meaning of their unique experience with illness, and how engagement with social media narratives affects practitioners' professional practice	K_W11-12, K_U13
EU_05	understand the basics of communicating via an IT system in a healthcare institution	K_W13
EU_06	understand cultural, social, political and economic shaping of illness and curing	K_W10, K_U13, K_K05

EU_07	understand the process of transformation in the internal grieving experience as it emerges in interaction and use conversational analysis to deconstruct it	K_U09, K_U11
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#### 4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
1. Narratives in psychopathology (dr hab. Emilia Soroko, UAM)	EU_01
2. Professional-layperson communication (intra-lingual translation) (prof. Karen Korning Zethsen, Aarhus University)	EU_02
3. Outdoor fitness activity for better health and quality of life (dr hab. Jakub Isański, prof. UAM)	EU_03
4. Narratives of illness in social media (dr Małgorzata Sokół, Uniw. Szczeciński)	EU_04
5. IT systems in healthcare institutions (mgr Mariusz Zabielski, Centrum Medyczne HCP)	EU_05
6. Growing up in migrancy and its effects on the well-being of migrant children (prof. Elżbieta Goździak, UAM, Georgetown University)	EU_06
7. Conversation analysis in the study of grieving family and couple therapy (dr Bernadetta Janusz, Coll Medicum UJ)	EU_07

#### 5. Reading list:

Brøgger, M.N. and K.K. Zethsen. 2020. Inter- and intra-lingual translation of medical information – the importance of comprehensibility. In S. Susam-Saraeva Ş and E. Spišiaková (eds.), *Routledge Handbook of Translation and Health*. Routledge.

Goździak, Elżbieta M. 2016. "Biała emigracja: Variegated Mobility of Polish Care Workers", *Social Identities* 22, 1: 26-43.

Janusz, Bernadetta, Katarzyna Gdowska i Bogdan de Barbaro. 2008. *Narracja. Teoria i praktyka*. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.

Janusz, Bernadetta i Lucyna Drożdżowicz. 2013. *Death and grief in the family: Therapeutic work. Psychoterapia* 2: 45-54.

Soroko, E. 2012. "Beneficial effects of writing and narration in the context of a traumatic experience", in: D. Kubacka-Jasiecka and M. Kuleta, (red.), *Reflections on psychological mechanisms of trauma and posttraumatic development*. Kraków: Krakowska Oficyna Naukowa TEKST, 215-241.

Soroko, E. 2009. *Wywoływanie autonarracji w badaniach psychologicznych. Ocena (auto)narracyjności wypowiedzi*. Poznań: Wydawnictwo Naukowe UAM.

Soroko, E. 2013. "Self-narrative analysis methods in clinical diagnosis: The example of paranoid personality disorder", *Roczniki Psychologiczne / Annals of Psychology* XVI, 1: 85-111.

Zethsen K.K. i V.Montalt Resurrecció. 2020. "Translating medical texts", in: *The Cambridge handbook of translation*. Cambridge University Press.

### 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)

Assessment methods	Course learning outcome symbol						
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06	EU_07
Written exam							
Oral exam							
Open book exam							
Written test							
Oral test							
Multiple choice test							
Project							
Essay	x	x	x	x	x	x	x
Report							
Individual presentation							
Practical exam (performance observation)							
Portfolio							
Other (please specify) - class participation	x	x	x	x	x	x	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	EU_06	EU_07
Written exam							
Oral exam							
Open book exam							
Written test							
Oral test							
Multiple choice test							
Project							
Essay – term paper	x	x	x	x	x	x	x
Report							

Individual presentation							
Practical exam (performance observation)							
Portfolio							
Other (please specify) - attendance	x	x	x	x	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
I n d e p e n d e n t s t u d y *	Preparation for classes	
	Reading for classes	30
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	15
	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): The student has attended all the lectures and has actively participated in the final discussions. The student has written an excellent essay inspired by the lectures.

Good plus (+db; 4,5): The student has attended 6 of the 7 lectures and has actively participated in the final discussions. The student has written a very good essay inspired by the lectures.

Good (db; 4,0): The student has attended 5 of the 7 lectures and has actively participated in the final discussions. The student has written a good essay inspired by the lectures.

Satisfactory plus (+dst; 3,5): The student has attended 4 of the 7 lectures and has sometimes actively participated in the final discussions. The student has written a satisfactory essay inspired by the lectures.

Satisfactory (dst; 3,0): The student has attended 4 of the 7 lectures. The student has written a satisfactory essay inspired by the lectures.

Unsatisfactory (ndst; 2,0): The student has attended fewer than 4 of the 7 lectures. OR The student has not written a satisfactory essay inspired by the lectures.