SYLLABUS – A COURSE DESCRIPTION

I. General information
1. Course name: **Healthcare communication across cultures**
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): **2MA**
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: **Agnieszka Dudzik, PhD**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **yes (partly)**

II. Detailed information
1. Course aim (aims):
-to increase participants' understanding of the essential components of healthcare communication
-to highlight the significance of effective communication skills in culturally diverse healthcare contexts
-to help participants develop intercultural communication competence by broadening their understanding of different cultural needs in healthcare settings
-to enable participants to reflect on their own healthcare communication skills and to help them consider how their communication could be perceived by others
-to enable participants to communicate clearly, sensitively and effectively with diverse patient populations by improving their verbal and non-verbal communication style

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	explain how communication processes differ among cultures, and the dynamics that influence human interaction and communication across cultures	K_W05, K_U011, K_K03
EU_02	reflect on the feelings and perceptions of individuals from other cultures and improve his/her interpersonal intercultural competence	K_W07, K_W11, K_K02
EU_03	identify and describe the various aspects of culture which affect a person's worldview, values, health-related behaviours and beliefs and articulate a complex understanding of them in verbal and nonverbal communication	K_W10, K_K05
EU_04	communicate profession-related information and issues in intercultural healthcare settings at an advanced level of linguistic competence (CEFR Level C1 or above)	K_U07, K_W04, K_W06, K_U05
EU_05	analyse and reflect on the impact of culture on values, assumptions, perceptions, expectations and behaviour	K_U013, K_W07
EU_06	reflect on the diversity of worldviews, values, behaviour, traditions and experiences of different cultures and become more empathetic and inclusive in intercultural encounters in healthcare contexts	K_K06, K_W09

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

Course learning content:	Course learning outcome symbol (EU)

Introduction to healthcare communication	EU_01
Significance of intercultural communication competence in 21st century healthcare	EU_03
Core components of effective communication in intercultural healthcare settings	EU_02
Effective verbal communication	EU_04, EU_05
Non-verbal communication	EU_05, EU_06
Role of effective listening	EU_05
Cultural considerations in healthcare communication	EU_06
Practice activities and constructive feedback	EU_01

5. Reading list:

Martin, J. N., and T. K. Nakayama. 2018. Experiencing intercultural communication: An introduction (6th ed.). Boston, MA: McGraw-Hill

Silverman, J., S. M. Kurtz, and J. Draper. 2005. Skills for Communicating with Patients. Oxford: Radcliffe Medical Press.

Lloyd, M., and R. Bor. 2009. Communications Skills for Medicine (3rd ed.). Edinburg: Churchill Livingstone.

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	
Case study work	x
Problem-based learning	x
Educational simulation/game	x
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	
Workshop method	x
Project work	
Demonstration and observation	
Sound and/or video demonstration	x
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	x
Group work	x
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	x	x	x	x	x	x
Open book exam						
Written test						
Oral test	x	x	x	x	x	x
Multiple choice test						
Project						
Essay						
Report						
Individual presentation						x
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
Independent study*	Preparation for classes	15
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	5
	Project preparation	
	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 articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use proximity, physical contact and/or eye contact while communicating in different cultures or uses direct/ indirect and explicit/implicit meanings) and is able to skilfully negotiate a shared understanding based on those differences.

Good plus (+db; 4,5):
The student recognizes and demonstrates awareness of cultural differences in verbal and nonverbal communication and is able to negotiate a shared understanding based on those differences.

Good (db; 4,0):
The student identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences and is able to negotiate a shared understanding in most contexts.

Satisfactory plus (+dst; 3,5):
The student is aware of some cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding in some contexts.

Satisfactory (dst; 3,0):
The student has a minimal level of understanding of cultural differences in verbal and nonverbal communication and is unable to negotiate a shared understanding.

Unsatisfactory (ndst; 2,0):
The student is unable to demonstrate a negotiation of a shared understanding; no demonstration of a minimal level of understanding of cultural differences in verbal and nonverbal communication.