

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Intergenerational communication about health and disease**
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): **MA studies**
6. Educational profile (general academic profile or practical profile): general academic
7. Year of studies (if relevant): **1**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): **lectures 15 hours**
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **prof. UAM dr hab. Agnieszka Kielkiewicz-Janowiak**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **NO**

II. Detailed information

1. Course aim (aims):

This seminar introduces students to issues of lifespan sociolinguistics and focuses on intergenerational communication. It is devoted to the patterns of communication between generations in familial (e.g. grandparent – grandchild) and non-familial contexts.

- A1 to introduce the basic concepts related to communication across age groups and generations
- A2 to explore and understand the context of health and illness as well as giving and receiving help
- A3 to teach about data collection and methods of researching intergenerational communication in healthcare
- A4 to develop the skills to present and critically evaluate own and others' views on intergenerational communication in an academic debate
- A5 to develop the skills to do individual work and teamwork

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): **competence in 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 and use basic terms and concepts related to communication across age groups and generations | K_W01, K_W02, K_W04, K_W05, K_U02, K_U07, K_U09 |
| EU_02 | collect language data on intergenerational communication in healthcare contexts | K_W03, K_U010, K_U012 |
| EU_03 | to know and apply selected methods of researching data on intergenerational communication in healthcare contexts | K_U02, K_W03, K_U07 |
| EU_04 | to design a mini-project on intergenerational communication on health, illness and quality of life | K_U02, K_U07, K_U09 |
| EU_05 | to work individually and in teams in order to design and present the project | K_U014, K_K05 |

| | | |
|-------|--|------------------------------------|
| EU_06 | to present and critically evaluate own and others views on intergenerational communication in an academic debate | K_U07, K_U09, K_U014, K_K01, K_K04 |
|-------|--|------------------------------------|

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

| Course learning content: | Course learning outcome symbol (EU) |
|--|-------------------------------------|
| Introduction to intergenerational communication: basic terms, concepts and theories (e.g. generation, solidarity and conflict, generational intelligence, communication accommodation) | EU_01 |
| The mechanisms and dynamic of intergenerational communication in a range of health-related contexts | EU_01 |
| Data collection in health-related communication across generations | EU_02 |
| Selected approaches to data analysis 1 | EU_03 |
| Selected approaches to data analysis 2 | EU_03 |
| Research mini-projects conducted in teams – presentation and debate | EU_03, EU_04, EU_05 |
| Research mini-projects conducted individually – presentation and debate | EU_03, EU_04, EU_05 |

5. Reading list:

- Bieman-Copland, S., E. B., Ryan, and J. Cassano. 1998. "Responding to the challenges of late life: Strategies for maintaining and enhancing competence", in: D. Pushkar et al. (eds.). *Improving competence across the lifespan: Building interventions based on theory and research*. New York: Plenum Press. 141–157.
- Coupland, Nikolas, Justine Coupland and Howard Giles. 1991. *Language, society and the elderly: Discourse, identity and ageing*. Oxford: Blackwell. (Chp. 5. 54-74.)
- Davey, A., Savla, J., Janke, M., & Anderson, S. 2009. "Grandparent-grandchild relationships: From families in contexts to families as contexts", *International Journal of Aging & Human Development* 69: 311-325. <https://doi.org/10.2190/AG.69.4.d>
- Hummert, M. L. 2015. Intergenerational Communication, in: W. Donsbach (ed.), *The concise encyclopedia of communication* West Sussex, Oxford, UK: Blackwell Publishing, 273-275.
- Kemper, S. 1994. "Elderspeak: speech accommodation to older adults", *Aging and Cognition* 1: 17-28.
- Schieffelin, B. and E. Ochs (eds.) (1986). *Language socialization across cultures*. Cambridge: Cambridge University Press.
- Holladay, Sherry J. and Heather L. Seipke. 2007. "Communication between grandparents and grandchildren in geographically separated relationships", *Communication Studies* 58, 3: 281-297.
- Michałek-Kwiecień, Justyna. 2020. "Grandparental influence on young adult grandchildren: the role of grandparental empathy and quality of intergenerational relationships", *Current Issues in Personality Psychology* 8/4: 329-338.
- Michałek-Kwiecień, J., & Kaźmierczak, M. 2020. „The empathic family and the development of mature personal identity in emerging adults”, *Journal of Youth Studies* 23: 269-290. <https://doi.org/10.1080/13676261.2019.1597256>
- Newman, Sally M., Elizabeth Larkin, Dov Friedlander and Richard Goff. 2004. *Intergenerational Relationships: Conversations on Practice and Research Across Cultures*. New York : Routledge.
- Nussbaum, Jon F. and Lorraine M. Bettini. 1994. "Shared stories of the grandparent-grandchild relationship", *International Journal of Aging and Human Development* 39: 67-80.
- Thompson, Teresa L., Roxanne Parrot and Jon F. Nussbaum (eds.). 2011. *The Routledge Handbook of Health Communication* (Second Edition). New York: Routledge.

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 | x |
| Interactive lecture | x |
| Problem – based lecture | |
| Discussions | x |
| Text-based work | x |
| 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 | x |
| Demonstration and observation | |
| 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) - | |
| ... | |

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 | | | | | | |
| Multiple choice test | | | | | | |
| Project | | | | x | x | x |
| Essay | | | | | | |
| Report | x | x | | | | |
| Individual presentation | | | | | x | 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 | 10 |
| | Essay / report / presentation / demonstration preparation, etc. | |
| | Project preparation | 20 |
| | Term paper preparation | |
| | 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 developed knowledge and skills listed below to a **high degree of competence**:

- The student is able to understand and use basic terms and concepts related to communication across age groups and generations.
- The student knows how to collect language data on intergenerational communication in healthcare contexts.
- The student knows and is able to apply selected methods of researching data on intergenerational communication in healthcare contexts.
- The student is able to design a mini-project on intergenerational communication on health, illness and quality of life.
- The student is able to work individually and in teams in order to design and present the project.
- The student is able to present and critically evaluate own and others views on intergenerational communication in an academic debate.

Good plus (+db; 4,5): The student has developed the above-listed knowledge and skills to a high degree of competence, except for one.

Good (db; 4,0): The student has developed a good level of competence in the above-listed knowledge and skills.

Satisfactory plus (+dst; 3,5): The student has developed a good level of competence in the above-listed knowledge and skills, except for one.

Satisfactory (dst; 3,0): The student has developed a satisfactory level of competence in the above-listed knowledge and skills.

Unsatisfactory (ndst; 2,0): The student has not managed to develop a satisfactory level of competence in at least 5 of the 6 above-listed knowledge and skills.

