

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **From specialist medical language to lay language**
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 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 stylistic, generic and contextual features of specialist and lay communication in healthcare;
 - identifying differences between professional and lay registers in various categories of medical texts: spoken, written, mediatized, etc.;
 - verifying communicative effects of style choices and genre activities in healthcare contexts;
 - testing the application of specialist and lay medical discourses in everyday practice;
 - searching for reasons of miscommunication and misunderstanding in situated contacts between specialist and lay agents of medical interaction

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
English at B2 level

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

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 linguistic parameters of specialist and lay varieties of medical discourse	K_W03 K_U05 K_K01
EU_02	recognize communicative differences between professional and lay registers of medical interaction	K_W04 K_U03 K_K06
EU_03	analyse diverse genres of specialist and lay medical discourse in specific contexts	K_W05 K_U02 K_K05
EU_04	assess levels of expertise in discourse contacts between medical professionals and laypeople	K_W02 K_U09 K_K03
EU_05	identify communication problems and reasons for miscommunication in healthcare	K_W09 K_U13 K_K10
EU_06	predict social consequences of style shifts within/across specialist and lay registers in the medical sphere	K_W11 K_U10 K_K07

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

Course learning content:	Course learning outcome symbol (EU)
Medical discourse as a medium of specialist and lay communication in healthcare	EU_01
Communicating expertise and lay stance in healthcare: Linguistic accommodation and style-shifting in medical interaction	EU_04
Transition of professional medical communication to lay medical communication: Interdiscursivity, intertextuality and genre chains in healthcare	EU_02
Disseminating medical knowledge to mass audiences: Recontextualization of specialist information in the media (Internet, TV, radio, press, etc.)	EU_06
Medical encounters of institutional and lay identities: Positioning individual and collective agents in healthcare settings	EU_04
Narrating healthcare through specialist and lay genres: topic choice, management and development; context building in medical texts	EU_03
From medical responsibility to medical domination in specialist--lay relations: Quality of linguistic interaction between discourse communities in healthcare	EU_05

5. Reading list:

- Fairclough, Norman. 2003. *Analysing Discourse. Textual Analysis for Social Research*. London / New York: Routledge.
- Graf, Eva, Marlene Sator and Thomas Spranz-Fogasy (eds.) 2014. *Discourses of Helping Professions*. Amsterdam/Philadelphia: John Benjamins.
- Okulska, Urszula and Grzegorz Kowalski (eds.) 2008. *Discourse Variation across Communities, Cultures and Times*. Warsaw: University of Warsaw.
- Sarangi, Srikant and Celia Roberts (eds.) 1999. *Talk, Work and Institutional Order. Discourse in Medical, Mediation and Management Settings*. Berlin and New York: Mouton de Gruyter.

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	
Problem-based learning	x
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
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	
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	x					
Multiple choice test						
Project				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	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

* 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.