

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Theatre for standardised/simulated-patient medical training**
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):
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
Practical classes: 15 h
9. Number of ECTS credits: **2 ECTS**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Dagmara Gizło**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **No**

II. Detailed information

1. Course aim (aims): **The aim of the course is for the students to get to know theatrical techniques and the theories behind them in the context of the simulated patient methodology. The students will learn to understand the acting techniques and ways in which the SPs portray the patient. The interconnectedness of acting, directing and SP coaching will be delineated. Elements of training the Standardised Patients will be introduced.**
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
English at B2 level

Some previous knowledge on the simulated patient methodology is welcome but not necessary.

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 the basic theories of the simulated patient methodology	K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 K_U08 KU-015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06
EU_02	Relate the theatrical techniques and theories to the simulated patient methodology	K_W01 K_W02 K_W04 K_W05

		K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 K_U08 KU-015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06
EU_03	Understand the acting techniques and ways in which the SPs portray the patient	K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 K_U08 K_U-015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06
EU_04	Understand the interconnectedness of acting, directing and SP coaching	K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 K_U08 KU_015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06
EU-05	Discuss elements of simulated patient training	K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03

		K_U04 K_U05 K_U06 K_U07 K_U08 KU_015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06
EU_06	Discuss basic psychological issues connected to the role of SPs in medical training	K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 K_U08 KU_015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06

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

Course learning content:	Course learning outcome symbol (EU)
The simulated patient methodology	EU_01, EU_06
Theatrical techniques and theories and the simulated patient methodology	EU_02, EU_06
Acting techniques and ways of portraying the patient by an SP	EU_03, EU_06
Interconnectedness of acting, directing and SP coaching	EU_04, EU_06
Elements of simulated patient training	EU_05, EU_06
SP in medical training and contemporary psychology	EU_05, EU_06

5. Reading list:

Dudley, Fiona. 2018. *The Simulated Patient Handbook. A Comprehensive Guide for Facilitators and Simulated Patients*. Boca Raton: CRC Press.

Gizło, Dagmara. 2021. *The Art of Experience. The Theatre of Marina Carr and Contemporary Psychology*. London and New York: Routledge.

Gliva-McCovey, Gayle, Catherine F. Nicholas and Lou Clark (eds.). 2020. *Comprehensive Healthcare Simulation: Implementing Best Practices in Standardized Patient Methodology*. Virginia Beach: Springer.

Nestel, Debra and Margaret Bearman (eds.). 2015. *Simulated Patient Methodology. Theory, Evidence and Practice*. West Sussex: Wiley Blackwell.

Wallace, Peggy. 2007. *Coaching Standardized Patients. For Use in the Assessment of Clinical Competence*. New York: Springer Publishing Company.

Zabar, Sondra, Elizabeth Krajic Kachur and Adina Kalet – Kathleen Hanley (eds.). 2013. *Objective Structured Clinical Examinations. 10 Steps to Planning and Implementing OSCEs and Other Standardized Patient Exercises*. New York: Springer.

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	X
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	
Laboratory work	
Scientific inquiry method	X
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)	
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						

Essay						
Report						
Individual presentation	X	X	X	X	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		
Independent study*	Preparation for classes	20
	Reading for classes	20
	Essay / report / presentation / demonstration preparation, etc.	20
	Project preparation	
	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 is very active and well-prepared for class discussions and has prepared a very good individual presentation

Good plus (+db; 4,5): The student is active during class discussions and has prepared a very good individual presentation

Good (db; 4,0): The student is moderately active during class discussion and has prepared a good individual presentation

Satisfactory plus (+dst; 3,5): The student is moderately active during class discussions and has prepared a satisfactory individual presentation

Satisfactory (dst; 3,0): The student has prepared a satisfactory individual presentation

Unsatisfactory (ndst; 2,0): The student is not active during class discussions and has failed to prepare an individual presentation