

EFEKTY UCZENIA SIĘ I TREŚCI PROGRAMOWE DLA ZAJĘĆ

Kierunek: **Language and Communication in Healthcare**

Poziom studiów: **Studia drugiego stopnia**

Course name: **Reading and speaking 1: Medicine and healthcare in popular culture and literature**
On successful completion of this course, a student

in terms of knowledge:

1. has competent knowledge on the topic of the presence of healthcare and medicine in popular culture and literature

in terms of skills:

1. analyses and interprets a literary text and fictional dialogue in the context of the presence of medicine in culture

2. proposes his/her own interpretation of the novel/TV series/film and actively participates in class discussions

3. applies proper academic vocabulary, phraseology and style (in connection with the requirement of medical communication)

in terms of social competences:

1. develops sensitivity to health issues and recognises their social symptoms

Course learning content:

Introduction: Teaching medicine and medical ethics using popular culture

Medical issues and learning about healthcare in medical TV dramas (Gray's Anatomy, Dr House, etc.)

Celebrity? Doctor? Celebrity Doctor? Celebrities as spokespersons for effective disease prevention (debate about a medical article)

On why medical ethics is exciting (presentation and debate)

Neurosurgery, hooliganism and doctor's ethics in Ian McEwan's Saturday (2005)

Biotechnology and bioethics or who owns the stuff of life: A debate based on Elysium (film, dir. Neill Blomkamp)

Posthumanism and Altered Carbon Netflix series

Project work/student presentations (the presence of medicine and healthcare in contemporary culture)

Course name: **Learning from practitioners of occupations related to communication in healthcare**

On successful completion of this course, a student

in terms of knowledge:

1. will know how to explore and evaluate the practice of using communication skills in institutions in a variety of healthcare contexts

2. will understand the necessity to adapt communication procedures to the needs of patients from various age/ethnic/cultural groups as well as vulnerable adults

in terms of skills:

1. will be able to contact and request consultation from a practitioner who uses communication skills as part of their job/occupation

2. will be able to arrange for a visit of the practitioner and moderate the in-class consultations

in terms of social competences:

1. is ready to promote good standards and practices in communication with patients and vulnerable adults in the workplace

Course learning content:

The learning content will depend on the expertise of particular practitioners contacted and invited to in-class consultations.

Students will list the types of practitioners whose jobs/occupations are critically related to their communicative skills in the healthcare context, for example:- medical

translator- physician- nurse- health promoter- audio descriptor- medical journalist- patient assistant- hospital director- psychotherapist- hospital information system administrator

Each student will select one practitioner, contact them, find out about their professional practice (for example through an interview), and invite them to class.

The student will present their guest to the class and will moderate the discussion following.

Course name: **Healthcare communication across cultures**

**On successful completion of this course, a student
in terms of skills:**

1. communicates profession-related information and issues in intercultural healthcare settings at an advanced level of linguistic competence (CEFR Level C1 or above)
2. explains how communication processes differ among cultures, and the dynamics that influence human interaction and communication across cultures
3. analyses and reflects on the impact of culture on values, assumptions, perceptions, expectations and behaviour

in terms of social competences:

1. identifies and describes the various aspects of culture which affect a person's worldview, values, health-related behaviours and beliefs and articulates a complex understanding of them in verbal and nonverbal communication
2. reflects on the feelings and perceptions of individuals from other cultures and improves his/her interpersonal intercultural competence
3. reflects on the diversity of worldviews, values, behaviour, traditions and experiences of different cultures and becomes more empathetic and inclusive in intercultural encounters in healthcare contexts

Course learning content:

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

Course name: **Communication in healthcare: theory and practice**

**On successful completion of this course, a student
in terms of knowledge:**

1. is able to understand and use basic terms and concepts of the theory of communication
2. knows selected methods of researching healthcare-related language and discourse

in terms of skills:

1. is able to apply selected methods of researching healthcare-related language and discourse
2. is able to collect language data in healthcare contexts
3. is able to work individually and in teams
4. is able to design a mini-project on healthcare communication

in terms of social competences:

1. is ready to work individually and in teams
2. is ready to present and critically evaluate own and others views on healthcare communication in an academic debate

Course learning content:

Introduction to the theory of communication: basic terms and concepts
Communication in a range of healthcare contexts: theory into practice
Data collection in healthcare-related communication
Selected approaches to data analysis: Interactional sociolinguistics and conversational analysis
Research mini-projects conducted individually or in teams – presentation and debate

Course name: **Qualitative research methods for medical humanities**

**On successful completion of this course, a student
in terms of knowledge:**

1. On successful completion of this course, a student will be able to understand the scope of qualitative inquiry and its relevance to the field of medical humanities.
2. On successful completion of this course, a student will be able to understand the differences between different qualitative methods with broadly defined discourse analysis.
3. On successful completion of this course, a student will understand how qualitative methods such as e.g., discourse analysis, conversation analysis and discursive psychology are used to explore research questions in medical humanities

in terms of skills:

1. On successful completion of this course, a student will be able to identify and use the qualitative research method to analyze and explain a problem within a broadly defined healthcare context.

2. On successful completion of this course, a student will be able to assess the effectiveness of communication within a broadly defined healthcare context.
3. On successful completion of this course, a student will be able to collect and transcribe data in accordance with ethics.
4. On successful completion of this course, a student will be able to present the findings of a qualitative analysis on a topic related to medical humanities.

in terms of social competences:

1. On successful completion of this course, a student will be able to advise others on the use of qualitative methodology to address issues within healthcare contexts.
2. On successful completion of this course, a student will be able to work on research projects with the focus on the qualitative examination of human experience in the healthcare contexts.

Course learning content:

Introduction to qualitative methodology in medical humanities.
Ethical issues in data collection for medical humanities.
Theory and method of discourse analysis.
The use of conversation analysis to explore topics in medical humanities.
Other/selected qualitative approaches within discourse analysis.
Data collection and transcription.
Validity in qualitative research.
Writing up the qualitative research.

Course name: **Discourses of health and disease**

On successful completion of this course, a student in terms of knowledge:

1. knows the terms discourse and genre as well as understands the rationale behind their analysis
2. knows the terms lay and professional discourse as well as their characteristic features

in terms of skills:

1. is able to describe the relations between the features of particular discourses/genres and their transmission media
2. is able to recognize various medical discourses/genres and is familiar with their characteristic features
3. is able to identify the directions of change in the process of the development of particular medical discourses/genres
4. is able to determine the topic of analysis and choose data in order to analyse an exemplary medical discourse/genre on the basis of selected genres used in different contexts
5. is able to read and understand academic texts concerning discourse/genre analysis and to use them in discursive analysis of linguistic material
6. is able to use selected concepts derived from medical humanities to be utilised in an analysis of linguistic material

Course learning content:

Discourse and genre as well as their analysis: Introduction
Medical discourse: Introduction and division
Specialised discourse: definition, characteristic features and examples
Lay discourse: definition, characteristic features and examples
The many voices in medical discourses
Narrative character of medical discourse
Medical discourse from the historical perspective
Patient's and doctor's discourses
Medical discourses in new media
Medical discourses in popular culture
Medical discourses in health promotion
Linguistic research on medical discourse – practical application

Course name: **Narrative medicine: Narratives of health and illness**

On successful completion of this course, a student in terms of knowledge:

1. knows what is meant by a narrative and how that may differ from e.g. an account of healthcare experience
2. knows what narrative analysis is as well as four broad approaches to it

in terms of skills:

1. constructs narratives for inquiry
2. selects one approach relevant for the purposes of local analysis
3. explores narratives – those that are relevant in local practice, those of patients/clients and of healthcare practitioners
4. critically assesses and interprets narrative analysis and point to its flaws and values

Course learning content:

Marking out the territory of narrative research in linguistics. Narrative turn.

Production of texts for inquiry. Obtaining data, interviewing, recording, transcription, translation, identification of narratives.

Approach 1: Thematic analysis.

Approach 2: Structural analysis.

Approach 3: Performance analysis.

Approach 4: Visual analysis.

Narratives in the context of healthcare

Critical evaluation of methods and the issues of reliability and validity of the narrative research and analysis.

Course name: **Medical discourses in literary and paraliterary texts in English across centuries**

On successful completion of this course, a student

in terms of knowledge:

1. Knows the methodology and terminology pertaining to medical humanities
2. Knows and understands the importance of humanities to medical studies
3. Knows and understands the interrelations and interdependencies between the discourses specific to medicine, linguistics as well as literary and cultural studies
4. Knows and understands the origins of past and contemporary representations of and narrations on various diseases and illnesses in cultural and (para)literary intertexts

in terms of skills:

1. Uses the methodology and terminology pertaining to medical humanities
2. Critically investigates and analyses various types of ethical, political, historical, cultural and sociolinguistic aspects of the phenomena of human health and illness
3. Critically reads and analyses interdisciplinary narratives pertaining to health/well-being, disease/illness and other forms of maladies across centuries
4. Builds upon and extends the research pertaining to medical humanities in other disciplines, especially linguistics, literary and discourse studies

in terms of social competences:

1. Is ready to conduct and facilitate communication related to health and illness in interpersonal interactions
2. Develops and is ready to apply greater sensitivity and understanding to discriminatory language connected to medical conditions in real life

Course learning content:

Introduction to medical humanities

- Literary and cultural perspectives. Definitions, terminology, goals and methodology of research.
- The body and the somatic turn: Embodying ideas, anxieties, desires, etc.
- The body politics: Cultural and (para)literary comments

The pure body: Morality and physicality

The life-giving body: Pregnancy and labour in health and conduct texts in English

“Fashionable” diseases: The English malady, the French illness, gout and tuberculosis in literary texts

Mental health and illness [1/2]: Melancholy; nostalgia; depression; Hysteria and the resting cure in literature

Mental health and illness [3]: Shellshock and PTSD in (post-)WWI literature in English

The un-dead and monstrous body: Blood diseases and unnatural appetites across centuries

Disability in literature and culture

Course name: **Intergenerational communication about health and disease**

On successful completion of this course, a student

in terms of knowledge:

1. understands terms and concepts related to communication across age groups and generations

in terms of skills:

1. is able to collect language data on intergenerational communication in healthcare contexts

2. is able to apply selected methods of researching data on intergenerational communication in healthcare contexts

3. is able to design a mini-project on intergenerational communication on health, illness and quality of life

in terms of social competences:

1. is ready to work individually and in teams in order to design and present a project

2. is ready to present and critically evaluate own and others views on intergenerational communication in the course of an academic debate

Course learning content:

Introduction to intergenerational communication: basic terms, concepts and theories (e.g. generation, solidarity and conflict, generational intelligence, communication accommodation)

The mechanisms and the dynamic of intergenerational communication in a range of health-related contexts

Data collection in health-related communication across generations

Selected approaches to data analysis 1

Research mini-projects conducted in teams – presentation and debate

Research mini-projects conducted individually – presentation and debate

Course name: **Metaphors in speaking and writing about health and disease**

On successful completion of this course, a student

in terms of knowledge:

1. will understand the complex role of metaphors in interpersonal health care communication

2. will understand and describe differences in metaphor use in different genres of healthcare communication

in terms of skills:

1. will be able to critically evaluate research articles about the role of metaphor in health care communication

2. will be able to use metaphors in healthcare communication and be aware of their impact on the well-being of the patient

in terms of social competences:

1. Will be able to use metaphors in healthcare communication and be aware of their impact on the well-being of the patient

Course learning content:

Figurative language processing and cognitive disorders

Metaphor and cancer

Metaphor and women's reproductive health

Metaphor and psychotherapy

Course name: **Quantitative research methods for medical humanities**

On successful completion of this course, a student

in terms of knowledge:

1. will know and understand fundamental statistical concepts relevant to categorical statistics employed for medical humanities

2. will know selected exploratory and confirmatory statistical analyses in R for categorical data in medical humanities

in terms of skills:

1. will be able to develop hypotheses, research questions, with specific focus on medical humanities (e.g., in analyses of discourses of health-related issues, language use in the global pandemic crisis, etc.)

2. will be able to test research questions and hypotheses in medical humanities by submitting data to statistical analyses in R, a free statistical software environment

3. will be able to collect data in medical humanities and prepare the data for analysis

4. will be able to perform selected exploratory and confirmatory statistical analyses in R for categorical data in medical humanities

5. will be able to present and report quantitative results of research in medical humanities according to the standards of academic writing

6. will be able to understand quantitative results reported in scientific and non-scientific publications

Course learning content:

Introduction and study design for quantitative research (2hrs):

The benefits of using quantitative methods in research

Operationalization of research questions & formulation of testable hypotheses
Basic concepts in statistics (types of data, types of variables, types of errors)

Taking first steps in R (2hrs):

installing packages
loading data
inspecting your data in R
handling your data
bivariate tests for statistical significance

Multivariate analyses:

Exploration of categorical data in medical humanities (5hrs)

Visualizing and identifying patterns within your sample
Interpreting and reporting the results

Multivariate analyses:

Confirmatory statistics for categorical data in medical humanities (6hrs)

Identifying statistically significant patterns beyond the sample
Interpreting and reporting the results

Course name: **Medical Anthropology in Global Perspective**

On successful completion of this course, a student

in terms of knowledge:

1. understands cultural, social, political and economic shaping of illness and curing
2. knows discourses of health, illness and healing

in terms of skills:

1. knows how to apply terminology used in discourses concerning medical anthropology
2. can describe strategies and practices of patients concerning health and healthcare
3. can discuss personal, family and social consequences of illness and communication in healthcare

in terms of social competences:

1. is capable of presenting work, receiving constructed criticism, participating in discussion with respect for others

Course learning content:

Medical anthropology and global health - theories, discourses, approaches

The body – cultural definitions (size, shape, scarifications, clothing, boundaries, functioning, disability, artificial body)

Methodology of research on health, illness and curing

Illness and curing – medical pluralism, diagnosis, relations patient-doctor, disease and illness

Health and lifestyle – healthism, daily practices, sport

Access to health care systems, medical tourism

Health and migration

Course name: **Reading and speaking 2: Medicine and healthcare in literary, cultural and philosophical texts**

On successful completion of this course, a student

in terms of knowledge:

1. has competent knowledge of the topic of the presence of healthcare and medicine in popular culture and literature

in terms of skills:

1. analyses and interprets a literary/philosophical/cultural text in the context of the presence of medicine in popular culture and in everyday life
2. proposes his/her own interpretation of a literary/philosophical/cultural text and actively participates in class discussions
3. applies proper vocabulary, phraseology and style (in connection with the requirement of medical communication) from literary/philosophical/cultural texts

in terms of social competences:

1. develops sensitivity to health issues in relation to literary/philosophical/cultural texts discussed

Course learning content:

Jürgen Habermas and Cyberpunk 2077: On the philosophical future of human nature

“Everyone’s Connected” or Aldous Huxley’s “Brave New World” (1931) revisited in “Brave New World” (2020) Netflix series

The “medical gaze”, the hospital and the power structure: Michele Foucault’s “The Birth of the Clinic” (1963)

The interpretation of dreams based on Freud's "Die Traumdeutung" (1899)
Zen, inner discipline and "The Book of Five Rings" (1643) by Miyamoto Musashi
The Elizabethan world order and Galen's theory of the four humours
Preparation for the final written assignment

Course name: **Dramatherapy and transformative aesthetics**

On successful completion of this course, a student

in terms of knowledge:

1. Enumerates and discusses the place of dramatherapy within the context of theatre studies as well as medical science
2. Enumerates and discusses the most important concepts in theatre history linked to the therapeutic outcome

in terms of skills:

1. Understands the theory of transformative aesthetics and be able to apply it to healthcare contexts
2. Enumerates and discusses therapeutic core processes.
3. Explains the concepts: performativity and performance.
4. Explains the idea of the transformative power of performance.

in terms of social competences:

1. Relates the theatrical experience to contemporary psychology research and psychotherapy practice.

Course learning content:

What is dramatherapy?

Drama, theatre and therapy - a history

Dramatherapy: therapeutic core processes

Performativity and performance

The transformative power of performance

The theatrical experience and contemporary psychology

Course name: **From specialist medical language to lay language**

On successful completion of this course, a student

in terms of knowledge:

1. knows linguistic parameters of specialist and lay varieties of medical discourse

in terms of skills:

1. recognizes communicative differences between professional and lay registers of medical interaction
2. analyses diverse genres of specialist and lay medical discourse in specific contexts
3. assesses levels of expertise in discourse contacts between medical professionals and laypeople
4. identifies communication problems and reasons for miscommunication in healthcare
5. predicts social consequences of style shifts within/across specialist and lay registers in the medical sphere

Course learning content:

Medical discourse as a medium of specialist and lay communication in healthcare

Communicating expertise and lay stance in healthcare: Linguistic accommodation and style-shifting in medical interaction

Transition of professional medical communication to lay medical communication: Interdiscursivity, intertextuality and genre chains in healthcare

Disseminating medical knowledge to mass audiences: Recontextualization of specialist information in the media (Internet, TV, radio, press, etc.)

Medical encounters of institutional and lay identities: Positioning individual and collective agents in healthcare settings

Narrating healthcare through specialist and lay genres: topic choice, management and development; context building in medical texts

From medical responsibility to medical domination in specialist--lay relations: Quality of linguistic interaction between discourse communities in healthcare

Course name: **Fieldwork in medical anthropology**

On successful completion of this course, a student

in terms of knowledge:

1. knows methodology of research on health, illness and curing

in terms of skills:

1. is capable of outlining research agenda

in terms of social competences:

1. knows and applies ethical aspects of fieldwork in medical anthropology

Course learning content:

Methodology of research on health, illness and curing

Ethics of fieldwork

Interviewing medical personnel and patients – topics and research goals

Ethnographic observation in healthcare facilities

Course name: **Audio description for persons with sight loss**

On successful completion of this course, a student

in terms of knowledge:

1. can define AD, understands the process of its creation as well as knows and understands the needs and expectations of its users.

2. differentiates between the main AD types.

3. knows the main AD elements and the strategies to describe such elements.

in terms of skills:

1. creates AD at the basic level.

in terms of social competences:

1. has communication and teamworking skills.

Course learning content:

Defining AD, discussion of the process of its creation, as well as the needs and expectations of its users.

Discussion of the main AD types (AD for film, theatre, museum, sports, etc.)

AD language

Spatial and temporal settings in AD

Describing film characters

Cultural references in AD

Filmic language in AD

AD group project

Course name: **Inclusive communication**

On successful completion of this course, a student

in terms of knowledge:

1. Knows what makes communication inclusive and to whom

2. Understands the linguistic phenomena involved in communication and how they affect understanding

in terms of skills:

1. Can give and receive feedback on the inclusivity of a particular utterance or text

2. Can discuss communication and reflect on its linguistic features and their effect on the success of communication in healthcare

in terms of social competences:

1. Is able to work alone and in group to develop solutions, standards and good practices in inclusive communication

2. Is able to review and improve problematic communication

Course learning content:

What makes communication inclusive and to whom

Introduction to cognitive frame theory

Frame analysis in healthcare

Wheaton's law: inclusive communication in practice

Conceptual metaphor and blending theories

Pragmatics of inclusive communication: language and gesture

Five standards for inclusive communication

Course name: **Theatre for standardised/simulated-patient medical training**

On successful completion of this course, a student

in terms of knowledge:

1. will get to know about the place of theatre studies within therapeutic contexts.

2. will get to know the modes of audience engagement shaped by therapeutic thought.

3. will get to know about dramatherapy as a field of study as well as a practical therapeutic approach.

in terms of skills:

1. will be able to draw links between theatre studies and medicine in the context of Standardized Patient programs using the theatre models.

in terms of social competences:

1. will be prepared to perform the roles of Standardized Patients for the English-speaking students of medicine
2. will be prepared to collaborate with doctors, patients and lecturers from Medical Departments, especially Poznan University of Medical Science, Center for Medical Education in English

Course learning content:

Introduction to the study of emotions
Empathy and theatre
Dramatherapy
Theatre and contemporary psychology
Standardized Patient programmes in medical education

Course name: **Introduction to medical translation**

On successful completion of this course, a student in terms of knowledge:

1. will know the types of medical texts and their structure
2. will know advanced specialist medical terminology

in terms of skills:

1. will be able to use advanced specialist medical terminology
2. will be able to apply proper translation strategies in translating medical texts
3. will be efficient in using reference tools – dictionaries, databases and professional literature
4. will be able to use proper Polish in English to Polish translation and advanced English in Polish to English translation
5. will be able to analyse source and target medical texts in terms of style, register and discourse feature typical of such texts

Course learning content:

Introduction to advanced medical terminology and style
Basics of anatomy and physiology
Translation of academic medical texts
Translation of case reports
Translation of patient's medical documentation
Translation of texts aimed at patients (information on websites, medicine leaflets etc., instructions)

Course name: **Writing for medical sciences in English**

On successful completion of this course, a student in terms of knowledge:

1. understands the structure of most typical medical texts in English

in terms of skills:

1. is able to critically read scientific medical texts in English
2. is able to summarize, paraphrase and synthesize information
3. is able to describe various research methodologies applied in academic medical texts
4. is able to tailor texts to intended readers (patients, medical professionals)
5. is able to proofread and edit medical texts

in terms of social competences:

1. recognises the need to tailor texts to intended readers (patients, medical professionals)

Course learning content:

Types and structure of medical texts in English
Critical reading and understanding of academic medical texts in English
Describing research methodology
Describing research results
Creating medical texts for patients in English
Proofreading English medical texts

Course name: **Old age in British and American culture and literature**

On successful completion of this course, a student in terms of knowledge:

1. Knows and understands the methodology and terminology pertaining to humanist gerontology to conduct critical research in literary and cultural narratives

2. Knows and understands the importance of humanist gerontology to medical studies
3. Knows and understands the interrelations and interdependencies between linguistics, gerontological (and geriatric) discourse and fictional/cultural artefacts

in terms of skills:

1. Is able to use the methodology and terminology pertaining to humanist gerontology to conduct critical research in literary and cultural narratives
2. Is able to critically read and analyse interdisciplinary narratives pertaining to old age and ageing across centuries
3. Is able to continue further research pertaining to humanist gerontology in other disciplines, especially linguistics and discourse studies
4. Is able to discriminate between proper and improper discourse towards aged/ageing individuals in fictional and parafictional forms of writing

in terms of social competences:

1. Is ready to conduct and facilitate communication related to gerontological topics in interpersonal interactions
2. Is ready to counteract (im)proper conduct towards aged/ageing interlocutors

Course learning content:

Introduction to cultural and humanistic gerontology, its origins and history:

- Definitions, terminology, goals and methodology of research.

Feminist perspectives: Genderisation of ageing in autobiographic narratives

The history of old age [Part 1]: The Antiquity and the [Christian] Middle Ages

- Literary and philosophical texts on Old Age
- Medieval drama and the stages of life

The history of old age [Part 2]: The Renaissance

- Ageing and the culture of the Renaissance
- Seven Ages of Man(kind)
- Evaluating late life wisdom in Shakespeare's plays

The history of old age [Part 3]: The Enlightenment and the (narrative) medicalisation of old age

- Debunking the dreams of longevity
- Paraliterary texts on ageing
- Intergenerational contracts and conflicts: 18th-century drama

The history of old age [Part 4]: The Victorian period

- Nineteenth-century perceptions of old age
- Gothic representations of ageing bodies

The history of old age [Part 5]: The modern era

Course name: **Dialogue in healthcare**

On successful completion of this course, a student

in terms of knowledge:

1. knows guidelines of harmonized communication in healthcare
2. understands reasons for violence and conflict in medical settings

in terms of skills:

1. applies positions and practices of dialogue to healthcare interaction

in terms of social competences:

1. mediates in cases of impaired communication in healthcare
2. advises healthcare agents on rules and strategies of dialogue in medical contacts
3. cooperates as a competent dialogue practitioner with medical partners and institutions

Course learning content:

Dialogue as a communication bridge in healthcare: Connecting medical agents linguistically

Towards interactive cooperation, symmetry and participation in medical dialogue

Making sense of health and disease through storytelling

Communicating difficult information: Dialogic means of sharing medical knowledge in critical cases

Online dialogue as a mediated way of raising social consciousness of health and disease

Empowering the patient through technologically assisted dialogue

Ethics of medical communication: Discourses of trust-building and responsibility in healthcare

Course name: **New technologies supporting communication in healthcare**

On successful completion of this course, a student

in terms of knowledge:

1. will know about a range of technologies facilitating communication with patients and people receiving care,
2. will be familiar with one selected technology supporting communication via language for health and well-being (e.g. related to voice interfaces, wearable devices, telemedicine, hospital information systems, audiodescription, remote patient monitoring, virtual patient platforms, augmented reality, digital therapeutics applications)

in terms of skills:

1. will be able to probe the communicative needs of people seeking help
2. will be able to design a solution for improving communication in healthcare with the use of one selected technology (for example, voice interfaces)

in terms of social competences:

1. will be ready to cooperate with people in need of assistance to test the technologies for improving communication in healthcare and for well-being
2. will be ready to engage in continuing learning for developing and applying technologies in healthcare and for human well-being

Course learning content:

The course will rely on the cooperation with various experts in designing and/or applying technologies in the context of healthcare and human-well-being. With each edition, another expert will be invited to conduct the course.

Proposed topics: voice interfaces, wearable devices, telemedicine, hospital information systems, audiodescription, remote patient monitoring, virtual patient platforms, augmented reality, digital therapeutics applications.

An example of a course may be: Conversational AI in healthcare. The application of voice interfaces in communication with patients, conducted in previous years by Ms. Magdalena Anioł, an expert in designing voice interfaces in healthcare.

the course contents:

Conversational AI in Healthcare: overview of the field
Case Study1: Conversational AI in patient treatment
Case Study 2: Conversational AI in communication training
Conversational AI under the hood (the components of a solution)
Voice interface design principles
Voice interface implementation
Evaluation, privacy, ethical considerations
Demo Day

Course name: **Invited experts' lectures on communication in healthcare**

On successful completion of this course, a student

in terms of knowledge:

1. becomes familiar with the way language and insights from linguistics are relevant for the theory and practice of communication in healthcare and for human well-being
2. knows about the state-of-the-art theoretical basis of communication in healthcare and the best practices of supporting people in need of assistance

in terms of skills:

1. is able to identify these aspects of research and practice in different disciplines and helping professions for which linguistic expertise is particularly informative
2. is able to participate in a discussion with an expert on communication in healthcare
3. is able to offer suggestions on how to change and improve the practices of communicating in healthcare contexts

in terms of social competences:

1. makes a contribution to the guidelines on efficient and empathetic communication in healthcare and in supporting persons in need of assistance

Course learning content:

The course will consist of 6 lectures by experts (scholars or practitioners) from Poland and abroad, invited individually for the purposes of each edition of the programme. Each will represent a different area of scholarship or practice in medicine, healthcare or the helping professions.

Course name: **Reading learning materials and research publications in medicine and healthcare**

On successful completion of this course, a student

in terms of knowledge:

1. Can name and define the social functions of scientific publications about healthcare

in terms of skills:

1. Can locate (in the library resources) and access texts on medical and healthcare topics
2. Can understand the typical structure and diction of research texts on medical and healthcare sciences
3. Can analyse selected medical and healthcare academic texts for specialist vocabulary

4. Can follow and understand (at the basic level) texts from medical coursebooks, as well as scientific publications on medical sciences and healthcare

in terms of social competences:

1. Understands the role of ethics in healthcare issues

Course learning content:

Scientific discourse and social contextualisation of research

Genres of scientific discourse

Components of most research articles: Abstract, Introduction, Methods, Results/findings, Discussion, References

Rhetorical and structural features of scientific discourse

Lexical features of medical and healthcare discourse 1

Syntactic features of medical and healthcare discourse

Register and style of medical and healthcare discourse

Critical reading of coursebook texts on medical and healthcare sciences in English (and Polish)

Bibliographic queries: how to explore library catalogues and databases

Bibliographic queries: exploring library catalogues and databases – individual and group presentations

Course name: **Language and communication in psychotherapy**

On successful completion of this course, a student

in terms of knowledge:

1. On successful completion of this course, a student will differentiate between intuitional forms of talk and an ordinary conversation.

2. On successful completion of this course, a student will interpret a therapeutic interaction as a series of situated interactional sequences and social actions.

3. On successful completion of this course, a student will describe the therapeutic aspects of an interaction between the therapist and client/patient at the micro and macro levels (interactional practices vs. discourse norms).

4. On successful completion of this course, a student will be able to understand and explain the occurrence of client/patient change in interaction

5. On successful completion of the course, a students will be able to understand the ethical aspects of conducting research

in terms of skills:

1. On successful completion of this course, a student will be able to understand the ethical aspects of conducting research.

2. On successful completion of this course, a student will be able to advise others on the use of supportive communication

3. On successful completion of this course, a student will be able to identify and explain the situated function of a linguistic form

4. On successful completion of this course, a student will be able to identify and explain the relevance of gender in psychotherapy and a psychotherapeutic interaction

in terms of social competences:

1. On successful completion of this course, a student will be able to understand and appreciate the role of diversity in the healthcare context.

2. On successful completion of this course, the student will be able to identify and solve conflict situations in the healthcare context.

Course learning content:

1. Institutional interaction and an ordinary conversation.

Analyzing institutional interaction in context: Issues of data collection, transcription.

Psychotherapeutic conversation as an institutional interaction: Discourse norms.

Analyzing a psychotherapeutic interaction at the interactional micro-level.

Analyzing client/patient change in psychotherapy.

The omnirelevance of gender in psychotherapeutic interaction.

Course name: **Medical vocabulary in English**

On successful completion of this course, a student

in terms of knowledge:

1. knows basic medical vocabulary

in terms of skills:

1. analyzes English medical texts in terms of the use of medical vocabulary and terminology

in terms of social competences:

1. communicates with use of basic medical terminology

Course learning content:

Basic medical vocabulary and terminology: Basics; Medical and paramedical personnel and places; Education and training; Systems, diseases and symptoms
Basic medical vocabulary and terminology: Investigations, Treatment, Prevention, Epidemiology, Ethics, Research, Taking a history
Working with authentic English texts.

Course name: **Grammar of the English language**

On successful completion of this course, a student

in terms of knowledge:

1. identify forms concerning selected grammatical constructions.
2. apply the knowledge of forms and use concerning selected grammatical structures in controlled exercises
3. analyze English texts in terms of their grammatical structure

in terms of skills:

1. apply the knowledge of forms and use concerning selected grammatical structures in controlled exercises
2. use corpus-based tools in self-study and for verification of grammatical accuracy
3. analyze English texts in terms of their grammatical structure

Course learning content:

Providing theoretical background and principles of use of selected grammatical aspects: tenses: Simple Present vs. Present Cont.; Tenses: Speaking about the future; Tenses: Simple Past vs Past Cont.; Tenses: Present Perfect; Tenses: Present Perfect (2) – all aspects plus contrasts with Simple Past (PLUS: since, ago, for how long, etc.); Tenses: Present Perfect Cont. (vs. other tenses) Tenses: Past Perfect (vs. other tenses); Tenses: Past Perfect and Past Perfect Cont (vs. other tenses); Nouns and noun phrases; Pronouns; Number and quantity; Quantifiers and demonstratives; Articles; Infinitive vs Gerund; Reported speech – Time sequence; Providing theoretical background and principles of use of the structures listed above.

Grammar tasks aiming to develop and assess students' skill of using language structures and applying correct grammatical principles: paraphrase, gap-fill, understanding written texts, word formation, multiple choice tests and error correction tasks.

Using corpora available at <https://www.english-corpora.org/coca/>

Working with authentic English texts.

Course name: **Reading and writing academic texts**

On successful completion of this course, a student

in terms of knowledge:

1. knows the WA Stylesheet and understands the rationale behind it

in terms of skills:

1. plans a longer academic argument
2. successfully integrates external sources into the argument and/or organises a literature review
3. makes effective use of academic language and discourse conventions - both in writing and in speech
4. effectively uses the BA/MA template and applies its formatting features
5. applies the WA Stylesheet and effectively searches for information in it

in terms of social competences:

1. presents and discusses the results of a study (as typical of their specialised discipline) as well as its concluding part

Course learning content:

Social contextualisation of research

MA paper structure, discipline variation and rhetorical structure

MA paper formatting and citation

Academic language and style – vocabulary, grammar, stance and hedging

Working with sources

Authorial persona

MA samples - consultations

Course name: **Reading and writing scientific and popular science texts on health**

On successful completion of this course, a student

in terms of knowledge:

1. knows characteristic features of scientific and popular discourse as well as its characteristic genres

in terms of skills:

1. discusses the complex character of communication about health/disease in scientific and popular context
2. identifies the strategies of construction of selected popular and scientific genres as well as their rhetorical features
3. contextualises the production, use and reception of selected popular and scientific genres with reference to their media and audience
4. designs a mini-project on selected popular and scientific genres

Course learning content:

Scientific and lay discourses - overview

Scientific and lay discourses of health and disease

Scientific discourse – genres (research article, review, case report, etc.) and features

Research paper – history and development

Popular discourse – genres (popularising article, leaflet, health-related campaigns) and features

Reading and writing scientific texts – strategies

Reading and writing popular texts - strategies

Scientific and popular discourses - media

Course name: **Discourse and communication in dementia and dementia care**

On successful completion of this course, a student

in terms of knowledge:

1. will know key concepts, methods and research trajectories in the field of dementia and discourse
2. will understand the socially situated character of language use
3. will be able to identify linguistic means which support people with dementia, promote or restrain their personhood
4. will be able to identify linguistic resources and explain their meanings in the process of self-/other-identity and relationship construction and transformation

in terms of skills:

1. will be able to critically read scholarly publications from the field of dementia communication
2. identify research aims, questions and hypotheses, and describe methodologies used in scholarly publications

Course learning content:

Introduction to the seminar.

Social construction of dementia and its consequences for social interaction and individuals living with dementia.

Contrasting clinical discourse studies and discourse analytic studies in dementia (assumptions, methodologies and findings)

Collaborative storytelling and identity construction

Person-centredness: Positive-care interaction

Dementia and interactions in institutional settings (e.g. decision-making encounters, interactions in day-care centres/nursing homes, managing confabulations)

Discursive construction of family roles and relationships in dementia care

Course name: **Communication in a health crisis**

On successful completion of this course, a student

in terms of knowledge:

1. knows and understands terms and categories from the area of communication in crisis (on the example of pandemic)
2. knows the history of the development of media thanks to technological progress
3. knows the term media communication and its characteristic features
4. knows the term professional/lay discourse as well as their characteristic features
5. knows the terms related to discourse/genre analysis, applied to the description of particular discourses and genres that belong to them (in the context of media communication)

in terms of skills:

1. is able to describe the relations between features of particular discourses/genres and media/channels of their distribution
2. is able to develop the topic and choose data to analyse an exemplary discourse on the basis of chosen genres (in the context of media communication)

3. is able to read and understand academic texts concerning discourse/genre analysis and to use them in discursive analysis of linguistic material

4. is able to apply selected terms/concepts from medical humanities to the analysis of linguistic material

Course learning content:

Communication in crisis – issues and experiences so far

(New) media communication in the pandemic

Media discourse: features and analysis

Ebola, MERS, SARS – discourses in context

Communication about COVID-19 – selected aspects

Linguistic features of the chosen examples of communication about COVID-19

Influence of media on the social perception of health crisis