

<p>1. Unidade curricular (UC)/Curricular Unit</p> <p>a) Designação: Comunicação em saúde: desafios e novas preocupações</p> <p>Name: Healthcare communication: challenges and open problems</p> <p>b) Número de vagas/Vacancies: 30</p>
<p>2. Pequeno texto introdutório que deve refletir, o enquadramento da UC proposta na oferta curricular da NOVA FCSH, bem como, o carácter inovador ou a complementaridade com outras UC's existentes.</p> <p>The course is designed to offer a theoretical framework and practical tools useful for the analysis of the main research issues discussed in the field of healthcare communication. The provided theoretical framework and practical tools make relevant this course for students interested to philosophy of language, linguistics, communication or health. Trans- and inter- disciplinary skills are needed to grasp the complex problems arising in this context, such as to provide effective and sustainable communicative solutions for healthcare providers and patients. Case studies chosen to discuss the main topics addressed in this course come from outstanding researches conducted in the context of healthcare communication by the professor and her colleagues.</p>
<p>3. Código da unidade curricular/Curricular unit code: [Não Preencher]</p>
<p>4. Faculdade/Faculty: Faculdade de Ciências Sociais e Humanas</p>
<p>5. Unidade de Investigação/Research Unit: IFILNOVA, https://www.ifilnova.pt/</p>
<p>6. Curso/Course: Opção livre aberta a todos os cursos de licenciatura / mestrado</p>
<p>7. Nível do curso/Course Level: Licenciatura/Mestrado</p>
<p>8. Carácter da unidade curricular: Opcional/Optional</p>
<p>9. Tipo da unidade curricular/Type of curricular unit: Unidade Curricular Letiva</p>
<p>10. Percentagem de aulas práticas/Percentage of practical classes: 60%</p>
<p>11. Ano do plano de estudos/Syllabus year: 1.º ano</p>
<p>12. Semestre/Semester: 1.º semestre/1st semester</p>
<p>13. Número de créditos/Number of credits (1 crédito = 28h): 6 ECTS (licenciatura)</p>
<p>14. Docente ou Investigador responsável/Teacher or principal researcher: Giovanni Damele</p>
<p>15. Número de horas por sessão/Number of hours per session: 2 horas(licenciatura)</p> <p>b) Número de sessões por semestre/Number of hours per semester: 32 horas (licenciatura)</p> <p>c) Periodicidade/periodicity: Semanal</p> <p>d) Período de funcionamento/Class period: 17 de setembro - 17 de dezembro</p>
<p>16. Objetivos da unidade curricular/Learning objectives (máx. 200 palavras; expostos em termos do que se espera que o aluno adquira):</p>

Participants will be able to understand the problems behind the main concepts and tools used in the context of health communication. The practical part will be designed also to assess the achievements of the learning objectives of the course:

1. Participants will be able to deal with the main theoretical problems and empirical challenges in the context of healthcare communication;
2. Participants will be required to develop critical knowledge to further develop projects in the area of health to analyse health communication from a philosophical and linguistic point of view;
3. Participants will be able to set up a research project by learning how to combine theoretical and empirical approaches.

17. **Competências gerais do grau/General skills of the degree:** a); b); c); d); e); f)

18. **Competências específicas do curso/Specific Course skills:** Não aplicável./Not applicable.

19. **Requisitos de frequência/Attendance requirements:** It is required an intermediate knowledge of the English language in reading, and understanding. Students' questions may be also in Portuguese, but classes will be given in English.

20. **Conteúdo da unidade curricular/Syllabus** (máx. 200 palavras): The main purpose of the course will be to provide an overview on why does communication matters in the context of healthcare. The relevance of communication will be discussed in relation to the two main approaches discussed in the context of healthcare: the bio-psychosocial approach to care and the patient-centred approach. Current challenges and open problems will be considered in relation to some of the main healthcare communication research topics: shared-decision making, patient engagement, patient education, using web and social media to seek medical information, the role of empathy and metaphors in doctor-patient communication.

Each class will be divided into two main parts:

- theoretical part: it will include an overview of the literature related to the specific topic addressed;
- case study discussion: it will include a deeper discussion of a case study related to the specific topic addressed.

21. **Bibliografia recomendada/Recommended reading:** (máx. 5 títulos. Por ordem decrescente de data de edição.)

1. Bigi, S. (2016). Communicating (with) Care: A Linguistic Approach to the Study of Doctor-patient Interactions (Vol. 12). IOS Press.
2. Demjén, Z., & Semino, E. (2016). Using metaphor in healthcare. The Routledge handbook

of metaphor and language, 385.

3. Makoul, G., & Clayman, M. L. (2006). An integrative model of shared decision making in medical encounters. *Patient education and counseling*, 60(3), 301-312.

4. Rossi, M. G., Daniela, L., & Bigi, S. F. M. (2017). The ethical convenience of non-neutrality in medical encounters: argumentative instruments for healthcare providers. *Teoria*, (2), 139-157.

5. Street Jr, R. L., Makoul, G., Arora, N. K., & Epstein, R. M. (2009). How does communication heal? Pathways linking clinician–patient communication to health outcomes. *Patient education and counseling*, 74(3), 295-301.

22. Métodos de ensino/Teaching Methods: Blended style: lecture methods, learning by doing and co-operative learning

23. Métodos de avaliação/Assessment methods:

1) Participation and discussion in class (30%)

2) Small research presentation (organized individually or in group, depending on the number of participants (30%)

3) Term paper (40%)

24. Língua de ensino/Teaching language: Inglês/English