

	<b>UČNI NAČRT PREDMETA/COURSE SYLLABUS</b>
<b>Predmet</b> <b>Course title</b>	<b>Medkulturno komuniciranje</b> <i>Intercultural Communication</i>

<b>Študijski program in stopnja</b> <b>Study programme and level</b>	<b>Študijska smer</b> <b>Study field</b>	<b>Letnik</b> <b>Academic year</b>	<b>Semester</b> <b>Semester</b>
Fizioterapija / 2. stopnja	Ni smeri študija	2. letnik	3.
Physiotherapy / 2 <sup>nd</sup> Cycle	No study field	2 <sup>nd</sup> year	3 <sup>th</sup>

**Vrsta predmeta/Course type** izbirni/elective

**Univerzitetna koda predmeta/University course code** 2\_FTH\_IP\_UN7

<b>Predavanja</b> <b>Lectures</b>	<b>Seminar</b> <b>Seminar</b>	<b>Sem. vaje</b> <b>Tutorial</b>	<b>Lab. vaje</b> <b>Laboratory work</b>	<b>Teren. vaje</b> <b>Field work</b>	<b>Samost. delo</b> <b>Individ. work</b>	<b>ECTS</b>
25		30			155	7

**Nosilec predmeta/Lecturer:** prof. dr. Karmen Erjavec

<b>Jeziki/ Languages:</b>	<b>Predavanja/Lectures:</b>	slovenski/Slovenian
	<b>Vaje/Tutorial:</b>	slovenski/Slovenian

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

- Vpis v drugi letnik študijskega programa.
- Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno nalogo.

**Prerequisites:**

- A prerequisite for inclusion is enrolment in the second year of study.
- Student has to prepare, present and defend a project paper before the exam.

**Vsebina:**

- *Uvod:* opredelitev in pomen medkulturnega komuniciranja v zdravstvu.
- *Raziskovalni pristop k medkulturnemu komuniciranju v zdravstvu:* proučevanje situacijskih primerov, naracij, metafor za identifikacijo virov medkulturnega nesporazuma v zdravstvu.
- *Komunikacija kulturne identitete:* sporočanje razlik v osebni, družbeni in kulturni identiteti v zdravstvu.
- *Teoretični okvir medkulturne komunikacije:* teoretični okvir na področju kulturnih predpostavk,

**Content (Syllabus outline):**

- *Introduction:* Definition and importance of intercultural communication in healthcare.
- *Research approach to intercultural communication in health care:* Examination of situational examples, narratives, metaphors to identify sources of intercultural misunderstanding in health care.
- *Communication about cultural identity:* Communicating differences in personal, social, and cultural identity in healthcare.
- *Theoretical framework of intercultural communication:* Theoretical

<p>pričakovanj in vedenja (Hall, Hofstede, Schwartz).</p> <ul style="list-style-type: none"> <li>• <i>Medkulturne razlike v tipičnih komunikacijskih praksah v zdravstvu:</i> razlika v medkulturni komunikaciji v zdravstvu z uporabo taksonomije za razumevanje konteksta, prostora, časa in drugih kontekstualnih dejavnikov: nizek in visok kontekst, proksemika, mimika, gestika, monokronija-polikronija, zvok-tišina.</li> <li>• <i>Komuniciranje o medkulturni diskriminaciji v zdravstvu:</i> komuniciranje o stereotipih, predsodkih in drugih oblikah diskriminacije v povezavi z medkulturno komunikacijo v zdravstvu.</li> <li>• <i>Obvladovanje medkulturne komunikacije v zdravstvu:</i> dinamika obvladovanja, procesi prilagajanja in rezultati rasti v medkulturni komunikaciji v zdravstvu.</li> </ul>	<p>framework in the field of cultural assumptions, expectations and behaviours (Hall, Hofstede, Schwartz),</p> <ul style="list-style-type: none"> <li>• <i>Intercultural differences in typical communication practises in health care:</i> Differences in intercultural communication in health care using a taxonomy for understanding context, space, time, and other contextual factors: low and high context, proxemics, facial expressions, gestures, monochrony-polychrony, tone-silence.</li> <li>• <i>Communication about intercultural discrimination in healthcare:</i> Communication about stereotypes, prejudice, and other forms of discrimination in the context of intercultural communication in healthcare.</li> <li>• <i>Mastering intercultural communication in healthcare:</i> Dynamics of mastery, adaptation processes and growth outcomes in intercultural communication in healthcare.</li> </ul>
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### Temeljna literatura in viri/Readings:

#### Temeljna literatura/Basic literature

- Crichton, J. Martin, G. (2021). *Handbook of Intercultural Communication in Health Care*. London: Mouton De Gruyer.
- Cross, R., Davis, S., O'Neil, I. (2017). *Health Communication: theoretical and critical perspectives*. Cambridge: Polity Press.
- Eaves, M. H. in Dale, L. (2018). *Successful nonverbal communication: principal and application*. New York: Routledge, Taylor & Francis.

#### Priporočljiva literatura/Recommended literature

- Valero-Garces, C. (2016). *Health, Communication and Multicultural Communities: Topics on Intercultural Communication for Healthcare professionals*. Cambridge: Cambridge Scholars Publishing.

### Cilji in kompetence:

*Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:*

- razumevanje pomena medkulturne komunikacije v zdravstvu,

### Objectives and competences:

*The learning unit contributes mainly to the development of the following general and specific competences:*

- understanding the importance of intercultural communication in healthcare,

<ul style="list-style-type: none"> <li>• razumevanje opisa pomena, sestave kulturnih identitet in njihovega izražanja v komunikaciji,</li> <li>• vrednotenje kulturnih razlik v komunikacijskih slogih v zdravstvu,</li> <li>• proučevanje medkulturnega komuniciranja v zdravstvu,</li> <li>• uporaba ustrezne medkulturne komunikacije v zdravstvu,</li> <li>• sposobnost prepoznavanja in ustreznega komuniciranja v primeru diskriminatornega in konfliktnega komuniciranja.</li> </ul>	<ul style="list-style-type: none"> <li>• understanding description of the meaning and composition of cultural identities and their expression in communication,</li> <li>• evaluation of cultural differences in communication styles in healthcare,</li> <li>• study of intercultural communication in healthcare,</li> <li>• communicate appropriately interculturally in healthcare,</li> <li>• the ability to recognise discriminatory and conflictual communication and to communicate appropriately.</li> </ul>
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**Predvideni študijski rezultati:**

**Intended learning outcomes:**

<p><b><i>Študent/študentka:</i></b></p> <ul style="list-style-type: none"> <li>• razume pomen medkulturne komunikacije v zdravstvu,</li> <li>• razume opis pomena, sestave kulturnih identitet in njihovega izražanja v komunikaciji,</li> <li>• prepozna kulturne razlike v komunikacijskih slogih v zdravstvu,</li> <li>• zna raziskati medkulturno komuniciranje v zdravstvu,</li> <li>• zna ustrezno medkulturno komunicirati v zdravstvu,</li> <li>• ustrezno komunicira v primeru diskriminatornega in konfliktnega komuniciranja.</li> </ul>	<p><b><i>Students:</i></b></p> <ul style="list-style-type: none"> <li>• understand the importance of intercultural communication in healthcare,</li> <li>• understand the meaning and composition of cultural identities and their expression in communication,</li> <li>• recognise cultural differences in communication styles in healthcare,</li> <li>• know how to study intercultural communication in healthcare,</li> <li>• know how to properly communicate interculturally in healthcare,</li> <li>• communicate appropriately in discriminatory and conflictual communication.</li> </ul>
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**Metode poučevanja in učenja:**

**Learning and teaching methods:**

<ul style="list-style-type: none"> <li>• <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),</li> <li>• <i>seminarske vaje</i>: predstavitev in uspešen zagovor projektne naloge, portfolio (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving),</li> <li>• <i>seminar tutorial</i>: presentation and successful defence of a project paper, portfolio (problem solving, case studies, methods of critical thinking, discussion, reflection on experience, evaluation, project work, teamwork).</li> </ul>
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Načini ocenjevanja:	Delež (v %) Weight (in %)	Assessment:
<p>Načini:</p> <ul style="list-style-type: none"> <li>• 100 % udeležba na predavanjih in vajah ter priprava, predstavitev in zagovor projektne naloge,</li> <li>• če študent ni 100 % udeležen na predavanjih in vajah:               <ul style="list-style-type: none"> <li>- izpit,</li> <li>- priprava, predstavitev in zagovor projektne naloge.</li> </ul> </li> </ul> <p>Ocenjevalna lestvica: ECTS.</p>	<p style="text-align: center;">100 %</p> <p style="text-align: center;">70 %</p> <p style="text-align: center;">30 %</p>	<p>Types:</p> <ul style="list-style-type: none"> <li>• 100% attendance of lectures and tutorials including preparation, presentation and defence of a project paper,</li> <li>• if the student has not fully attended lectures and tutorials (100%):               <ul style="list-style-type: none"> <li>- examination,</li> <li>- preparation, presentation and defense of a project paper.</li> </ul> </li> </ul> <p>Grading scheme: ECTS.</p>