



Table 2

3.2. Course description

| Basic description | | |
|---------------------------|--|--|
| Course coordinator | Amir Muzur, M.D., M.A., Ph.D., Associate Professor | |
| Course title | Communicating with deaf patients | |
| Study programme | Nursing Management | |
| Course status | elective | |
| Year | 2nd | |
| ECTS credits and teaching | ECTS student 's workload coefficient | 2,5 |
| | Number of hours (L+E+S) | 50 (10 L + 15 S + 25 autonomous work) |

| 1. Course description | | |
|--|---|--|
| 1.1. Course objectives | | |
| The acquiring of basic communicological knowledge and its use in solving communicological problems with deaf patients in health care institutions. | | |
| 1.2. Course enrolment requirements | | |
| No special requirements. | | |
| 1.3. Expected course learning outcomes | | |
| The students are expected to acquire knowledge on the specificities about deaf population, their minority culture and sign languages as national languages of the deaf, especially on Croatian Sign Language and its medical terminology. | | |
| 1.4. Course content | | |
| <p>1. Introduction</p> <p>Main communicological notions and terms</p> <p>Channels, ways, and systems of communication</p> <p>The "old" and "new" communication after Greene</p> <p>Main characteristics of interpersonal communication</p> <p>Directions for communicating with patients</p> <p>2. The deaf - from „stigma” to "national minority"</p> <p>Movement of the deaf and deaf culture</p> <p>Sign language as a basic characteristic of deaf culture</p> <p>American and Scandinavian practice with respect to the deaf</p> <p>Situation in Croatia and Rijeka</p> <p>3. Croatian Sign Language</p> <p>One-hand and two-hands sign ABC</p> <p>Medical sign terminology</p> | | |
| 1.5. Teaching methods | <p>x <input type="checkbox"/> lectures</p> <p>x <input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> exercises</p> <p><input type="checkbox"/> long distance education</p> <p><input type="checkbox"/> fieldwork</p> | <p><input type="checkbox"/> individual assignment</p> <p><input type="checkbox"/> multimedia and network</p> <p><input type="checkbox"/> laboratories</p> <p><input type="checkbox"/> mentorship</p> <p><input type="checkbox"/> other</p> |
| 1.6. Comments | The seminar part of the course will be lead by Damir Herega, B.Sc., the founder of Croatian Sign Language Interpreters' Association | |
| 1.7. Student's obligations | | |



Students are obliged to attend classes and actively participate in the course. To write and submit a seminar paper and to pass the final written exam.

1.8. Evaluation of student's work

| | | | | | | | |
|-------------------|-----|---------------------------|--|---------------|-----|-------------------|-----|
| Course attendance | 10% | Activity/Participation | | Seminar paper | 30% | Experimental work | |
| Written exam | 30% | Oral exam | | Essay | | Research | |
| Project | | Sustained knowledge check | | Report | | Practice | 30% |
| Portfolio | | | | | | | |

1.9. Assessment and evaluation of student's work during classes and on final exam

Students are obliged to regularly attend classes (10%). Practical work (30%) relates to the acquirement of the basics of sign language. Seminar paper (30%) is written to one of the themes offered, with all formal elements of a scientific review paper. Final written exam brings maximally 30 (%) points.

1.10. Assigned reading (at the time of the submission of study programme proposal)

1. Šegota, Ivan i suradnici, *Gluhi i znakovno medicinsko nazivlje*. Zagreb: Medicinska naklada, 2010.

1.11. Optional / additional reading (at the time of proposing study programme)

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

| Title | Number of copies | Number of students |
|---|------------------|--------------------|
| Šegota, Ivan i suradnici, <i>Gluhi i znakovno medicinsko nazivlje</i> | 10 | |
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1.1. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

The execution of the program will be followed by an anonymous enquiry on course-organization quality, course content, and the work of the teacher. Evaluated are the usefulness of the course from student perspective, course contents, teacher preparation, clearness of exposal, communication with students, the quantity of new contents, and the quality of presentation.