

## Course guide

# 370052 - COMMPROF - Professional Communication in Healthcare: Effective Patient-Clinician Interaction

**Last modified:** 04/07/2025

**Unit in charge:** Terrassa School of Optics and Optometry  
**Teaching unit:** 756 - THATC - Department of History and Theory of Architecture and Communication Techniques.

**Degree:** BACHELOR'S DEGREE IN OPTICS AND OPTOMETRY (Syllabus 2020). (Optional subject).

**Academic year:** 2025    **ECTS Credits:** 3.0    **Languages:** English

## LECTURER

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**Coordinating lecturer:** Moncada Comas, Balbina  
<https://futur.upc.edu/BalbinaMoncadaComas>

**Others:**

## PRIOR SKILLS

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In order to carry out professional communication activities in English, it is recommended that students have a starting level of B1 of the Common European Framework of Reference for Languages or higher.

## REQUIREMENTS

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Having passed 120 ECTS of the Degree in Optics and Optometry.

## DEGREE COMPETENCES TO WHICH THE SUBJECT CONTRIBUTES

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### Transversal:

CT6. Independent learning. Identify and overcome gaps in one's knowledge by thinking critically and choosing the best approach to extending one's knowledge.

CT7. Foreign language. Demonstrate knowledge of a foreign language, preferably English, at an oral and written level that is consistent with graduates' future needs.

CT3. Teamwork. To be able to work as a member of a multidisciplinary team, either as a base member or undertaking managerial decisions aiming at developing projects from a practical and responsible standpoint, adopting commitments given the available resources

### Basic:

CB4-OPT. (ENG) Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado

## TEACHING METHODOLOGY

MD01 - Participatory expository class of theoretical and practical contents.

MD02 - Active methodologies in the classroom (project-based learning (PBL), case studies, role-playing activities, cooperative learning, etc.)

MD03 - Practical resolution in class, with the participation of the students, of practical cases and/or exercises related to the contents of the subject.

MD06 - Realization of problems, exercises, works and resolution of doubts through the virtual campus (Atenea).

The contents of the course will be covered in sessions that combine a part of exposition by the teacher and a more extensive part of participation by the students. This participation is essential for the development of the course activities. The work of the course contents is based on the development of projects and tasks. The activities are based on solving problems and practical exercises with analysis of examples and models.

## LEARNING OBJECTIVES OF THE SUBJECT

At the end of the course the student should be able to:

- Communicate coherently about optics and optometry issues while working and studying in a hospital.
- Establish conversation exchanging experiences of patients. Identify functions and modes of communication in different professional situations, for example, giving instructions to patients.
- Know how to explain symptoms and diagnoses orally and in writing in English in professional contexts: adjectives to describe symptoms, and vocabulary related to problem-solution and cause-effect in the healthcare world.
- Take notes clearly and consistently.
- Draft referral documents (letters of referral)
- Collect and record medical information through specialized readings and listening to specific information in optics and optometry.
- Writing a medical diary and developing and applying skills to evaluate different experiences.

## STUDY LOAD

Type	Hours	Percentage
Hours medium group	15,0	20.00
Hours small group	15,0	20.00
Self study	45,0	60.00

**Total learning time:** 75 h

## CONTENTS

### Module 1 - Conducting a first consultation and taking history

**Description:**

In this module, students will learn the fundamental principles of effective communication with patients/users, and the importance of using the Calgary-Cambridge Framework in conducting a practitioner-user interview. Students will learn how to communicate effectively with patients/users in a healthcare setting and how to effectively discuss symptoms and pain with patients/users, administer and describe/manage treatment and its frequency.

**Specific objectives:**

Understand the Importance of Communication and Use the Calgary-Cambridge Framework

Communicate effectively with patients/users in a healthcare setting

Talk about symptoms/pain, administer and describe/manage treatment and its frequency

Take the patient/user's history

Use technical vocabulary in English (mild eye conditions)

**Related activities:**

Activities 1 and 5 are related to Module 1

**Full-or-part-time:** 25h

Practical classes: 5h

Laboratory classes: 5h

Self study : 15h

### Module 2 - Breaking bad news and referring a patient/user

**Description:**

This module will provide students with the necessary communication skills to deliver bad news to patients/users and refer them appropriately to other healthcare professionals. The module will begin with an overview of the importance of effective communication in the healthcare industry, especially when delivering bad news. The students will be introduced to various communication techniques that can be used to effectively communicate with patients/users, including active listening, empathy, and the use of appropriate language. The module will also cover the important topic of referring patients/users to other healthcare professionals through a referral letter.

**Specific objectives:**

Develop communication skills such as active listening, empathy, appropriate language, and non-verbal communication.

Deliver bad news effectively, using clear and concise language, breaking the news gently, and avoiding ambiguity.

Address patient/users reactions and emotions, show empathy and answer questions.

Identify the purpose and components of a letter of referral from an optometrist to an ophthalmologist

Understand the importance of clear and concise communication in referral letters

Develop language skills to write effective referral letters for optometry patients/users

**Related activities:**

Activities 2 and 5 are related to Module 2

**Full-or-part-time:** 25h

Practical classes: 5h

Laboratory classes: 5h

Self study : 15h

### Module 3 - Developing clear, jargon-free, effective patient/user-friendly materials

**Description:**

This module aims to help students create patient/user-friendly materials that are clear, jargon-free, and effective. Students will develop the necessary skills to communicate with patients/users in a way that promotes understanding and satisfaction. Students will develop various patient/user-friendly materials for a specific optics/optometry topic and gain a better understanding of the importance of clear, jargon-free language in their field.

**Specific objectives:**

Understand the importance of clear, jargon-free language in patient/user-friendly materials.

Identify and explain common jargon used in optics and optometry.

Analyze existing patient/user-friendly materials in optics and optometry for clarity and effectiveness.

Apply design principles to create visually appealing and easy-to-use materials.

Develop and present a patient/user-friendly material for a specific optics/optometry topic.

**Related activities:**

Activities 3, 4 and 5 are related to Module 3

**Full-or-part-time:** 25h

Practical classes: 5h

Laboratory classes: 5h

Self study : 15h

## ACTIVITIES

### Activity 1: Oral task 1 (professional-patient/user interview)

**Description:**

Completion in pairs in the small group classroom of a role-play activity in which the students will have to carry out a professional-patient/user interview in the context of an optical/optometric visit following the Calgary-Cambridge model. The grade will be individual taking into account only the interpretation of the optician/optometrist role.

**Material:**

For this task, students have class notes, presentations (PowerPoint) and exercises of the contents of the subjects being evaluated (Module 1), available on Atenea. Students cannot use (read) a script during the task. Students will be informed of the rubric for the oral task before the task and this will be posted on Atenea.

**Delivery:**

This will be a face-to-face task in class

**Full-or-part-time:** 4h

Laboratory classes: 4h

### Activity 2: Written task 1 (letter of referral)

**Description:**

Individual task in the medium group classroom that will consist of writing a referral letter in the field of optics/optometry.

**Material:**

For this task, students have class notes, presentations (PowerPoint) and exercises of the contents of the subjects being evaluated (Module 2), available on Atenea. Students cannot use class notes during the task. Students will be informed of the rubric for the oral task before the task and this will be posted on Atenea.

**Delivery:**

This will be a face-to-face task in class

**Full-or-part-time:** 2h

Practical classes: 2h

### Activity 3: Oral task 2 (educational material -video)

**Description:**

Individual production of an educational video with the aim of creating educational content to help patients/users understand different eye conditions and their treatments.

**Material:**

For this task, students have class notes, presentations (PowerPoint) and exercises of the contents of the subjects being evaluated (Module 3), available on Atenea. Students cannot use (read) a script during the task. Students will be informed of the rubric for the oral task before the task and this will be posted on Atenea.

**Delivery:**

Students will start preparing and developing this task in class, and then students will have to complete it individually. Afterwards, they must upload the completed task to the Atenea virtual space.

**Full-or-part-time:** 6h

Self study: 4h

Laboratory classes: 2h

### Activity 4: Written task 2 (educational material - leaflet)

**Description:**

Individual production of a leaflet with the aim of creating educational content to help patients/users understand different eye conditions and their treatments.

**Material:**

For this task, students have class notes, presentations (PowerPoint) and exercises of the contents of the subjects being evaluated (Module 1), available on Atenea. Students will be informed of the rubric for the oral task before the task and this will be posted on Atenea.

**Delivery:**

Students will start preparing and developing this task in class, and then students will have to complete it individually. Afterwards, they must upload the completed task to the Atenea virtual space.

**Full-or-part-time:** 6h

Self study: 4h

Laboratory classes: 2h

### Activity 5: Final test

**Description:**

Individual completion in the medium group classroom of vocabulary, grammar, listening and reading exercises.

**Material:**

For this task, students will have the notes, presentations (PowerPoint) and exercises of the contents of the subjects being assessed (Modules 1, 2 and 3), available on Atenea. Notes cannot be used during the test. The score for each exercise will be specified in each exercise statement.

**Delivery:**

Students hand in the written exam. The task represents 25% of the final grade. Official correction criteria and answers will be available on the day of the exam revision.

**Full-or-part-time:** 2h

Practical classes: 2h

## GRADING SYSTEM

The final grade (NF) for continuous assessment consists of the following calculation:

On the one hand, attendance and participation (AP) has a weight of 15%, and students are expected to complete all activities proposed in class, participate, and present answers in class for comments and discussion. They are also expected to work in collaboration with their peers.

On the other hand, there will be a final assessment test with a weight of 25% where the knowledge of the three modules (EX) will be considered.

Finally, the continuous assessment tests will have a total weight of 60%, covering both written and oral skills, and will result in the qualification of the transversal competence of autonomous learning: Oral test 1 (PO1) 20% (module 1); Written test 1 (PE1) 20% (module 2); Oral test 2 (PO2) 10% (module 3); Written test 2 (PE2) 10% (module 3).

Therefore, the final grade (NF) for the course will be the maximum between the attendance and participation grade (15%), the final exam grade (25%), and the grades for oral and written skills tests (20% (PO1) + 20% (PE1) + 10% (PO2) + 10% (PE2)).

Students who fail the subject with a grade equal to or higher than 3 will have the option to recover it through re-evaluation. This re-evaluation will consist of an assessment where the contents of all modules (30%), a written test (35%), and an oral test (35%) will be evaluated. This re-evaluation will be carried out according to the general conditions established each course by the Academic Regulations for undergraduate and master's studies at UPC (NAGRAMA) and the specific ones established by the Faculty of Optics and Optometry of Terrassa. Students who pass the re-evaluation exam will have a final grade of 5 in the subject. Otherwise, the highest grade obtained between the previous evaluation and the re-evaluation will be maintained.

## EXAMINATION RULES.

It is a necessary condition to appear in all tests to obtain the final grade for this subject. If any of the continuous assessment activities are not carried out, the subject will be considered graded with a zero. The student will not receive a grade for attendance and participation (AP) in class if they do not attend at least 75% of the sessions.

In the case of partial or total copying, or the use of dishonest tools (artificial intelligence) to complete evaluation tasks, in any of the subject's assessments, the provisions of the Academic Regulations for undergraduate and master's studies at the UPC will apply.

## BIBLIOGRAPHY

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### Basic:

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- Mol, Hans. Moving into healthcare & nursing. Reading, UK: Garnet Education, 2015. ISBN 9781907575679.
- Fitzgerald, Patrick; McCullagh, Marie; Wright, Ros. English for medicine in higher education studies. Reading, UK: Garnet Publishing, 2021. ISBN 9781782607625.
- Hull, Melodie. Medical english clear and simple: a practice-based approach to english for ESL healthcare professionals. Philadelphia: Davis Company, 2010. ISBN 9780803621657.
- McNally, Beth; Mackenzie, Anne. Study booster for OET: reading, writing and speaking skills development for effective communication in healthcare settings. [S.n.]: ELTworks, 2022. ISBN 9780648204312.
- McNally, Bethh; Mackenzie, Anne. Grammar booster for OET nursing: language and grammar for effective communication in healthcare settings. [S.n.]: ELTworks, 2018. ISBN 9780648204305.
- Cambridge Boxhill Language Assessment (OET). Optometry: official OET practice book 1. Independently published, 2019. ISBN 9781094926353.
- Lachlan, Jayden. OET updated reading for all professions: 5 sample tests with answers. Independently published, 2023. ISBN 9781794429420.

### Complementary:

- Dale, Paulette; Wolf, James F. Speech communication for international students. Englewood Cliffs: Prentice Hall Regents, 1988. ISBN 013827312X.
- Burton, Graham. Presenting: deliver presentations with confidence. London: Collins, 2013. ISBN 9780007507139.
- Lynch, Toni. Study listening: understanding lectures and talks in English. Cambridge, etc.: Cambridge University Press, 1983. ISBN 0521273145.
- Salehzadeh, Julia. Academic listening strategies: a guide to understanding lectures. Michigan: University of Michigan Press, 2005. ISBN 9780472030965.