



DEPARTMENT OF LEARNING, INFORMATICS, MANAGEMENT AND ETHICS

C7F5506, Research Communication in Health Science, 1.5 credits (hec)

Forskningskommunikation i hälsovetenskap, 1,5 högskolepoäng

Third-cycle level / Forskarnivå

Approval

This syllabus was approved by The Committee for Doctoral Education on 2023-12-08, and was last revised on 2025-08-13. The revised course syllabus is valid from autumn semester 2025.

Responsible department

Department of Learning, informatics, Management and Ethics, Faculty of Medicine

Prerequisite courses, or equivalent

No prerequisite courses, or equivalent, demanded for this course.

Purpose & Intended learning outcomes

Purpose

The course aims to support students in developing a foundational understanding of science communication. It provides opportunities for students to explore and practice how research can be communicated effectively, both within academia and to broader audiences.

Intended learning outcomes

By the end of the course, students are expected to be able to:

- *describe* the key features and structures of various forms of scholarly communication, including manuscripts, abstracts, posters and oral presentations.
- *define* and *apply* core concepts related to scientific communication.
- *present* their own research effectively, adapting content and format to suit different audiences and contexts.
- *assess* the quality of peers' research presentations and *provide* constructive feedback, using relevant theories of communication and learning.

Course content

Participants will have the opportunity to develop practical skills and deepen their theoretical understanding of how to deliver a coherent message in both written and verbal communication. The course focuses on essential aspects such as improving academic writing through structure, clarity and argumentation; adapting presentation techniques and rhetorical strategies to different settings and audiences; using various media effectively, including posters, projection tools and whiteboards; and expressing ideas clearly and purposefully in both spoken and written formats.

Forms of teaching and learning

The pedagogical approach is based on active student participation through interactive lectures, seminars and workshops. Scheduled face-to-face activities are combined with individual work and continuous feedback from teachers and peers. This feedback is provided via the web-based learning platform Canvas and through online meetings in Zoom.

Language of instruction

The course is given in English

Grading scale

Pass (G) /Fail (U)

Compulsory components & forms of assessment

Compulsory components

Participation in assignments, seminars and group activities is mandatory. If a student is absent from a compulsory session, the learning outcomes must be achieved through replacement activities.

Forms of assessment

Knowledge and skills are assessed through both written and oral components. Written assignments include an outline for a poster and either a letter to the editor or a journal abstract. Oral performance is assessed through a seven-minute platform presentation. To pass the course, all components must be completed and approved.

Course literature

Recommended literature:

- Russell N. (2009). Communicating science: Professional, popular, literary. Cambridge University Press.
- Rocco TS & Hatcher TG. (2011). The handbook of scholarly writing and publishing. John Wiley & Sons.

Additional, recommended reading may be added during the course.