

# Teaching guide

## IDENTIFICATION DETAILS

|                                      |  |               |      |
|--------------------------------------|--|---------------|------|
| Degree:                              | Medicine   |               |      |
| Field of Knowledge:                  | Health Science   |               |      |
| Faculty/School:                      | Bio-health Science   |               |      |
| Course:                              | SCIENTIFIC ENGLISH APPLIED TO MEDICINE                             |               |      |
| Type:                                | Compulsory   | ECTS credits: | 4    |
| Year:                                | 2  | Code:         | 2731 |
| Teaching period:                     | Third semester   |               |      |
| Area:                                | Medicine and society   |               |      |
| Module:                              | Social medicine, communication skills and introduction to research |               |      |
| Teaching type:                       | Classroom-based  |               |      |
| Language:                            | English  |               |      |
| Total number of student study hours: | 100  |               |      |

| Teaching staff     | E-mail              |
|--------------------|---------------------|
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## SUBJECT DESCRIPTION

Equip learners with the knowledge and skills which will enable them to use the English language in their future work environment as true professionals in the field of health science. Train and enable the learner to communicate effectively in English.

Scientific English Applied to Medicine is a course, which is compulsory and which carries 4 ECTS credits, implying 100 hours of dedication on the learner's part, taught in the Third Semester of the Second Year of Health Science Degree studies. This course is embodied within the Area of Medicine and Society within the Module: Social

medicine, communication skills and introduction to research.

Scientific English Applied to Medicine forms part of a well-rounded, integral education focused on the learner in all of his or her harmoniously integrated dimensions (intelligence, will, emotional nature, sociability, abilities, skills...). In the area of health science, our aim is that future doctors and health carers become true professionals with a true love and vocation for working in health care, and this involves the encounter with the patient, who is much more than just a person with health concerns, who is a whole person with a fully enclosed reality. Through second language learning, the learner is encouraged to expand his or her own horizons by raising questions about and exploring other cultures, which, besides facilitating communication in an increasingly globalized world, allows the learner to get to know other languages and other cultures making the person more aware of his or her own language and culture, that is, of one's self.

## GOAL

Develop communicative competence in English whether applied to communicating with the scientific community, with patients and/or with the rest of health care professionals in hospital environments.

## PRIOR KNOWLEDGE

That which has been acquired prior to university as well as in any previous year courses at university. The course is aimed at an overall B2 level as defined by the Common European Framework of Reference for Languages, taking for granted that students have successfully completed the English Language Test Section in the Spanish State University Access Exam (Selectividad), which requires an average B1 level.

## COURSE SYLLABUS

### 1. The Human Body

Students learn, consolidate and practise vocabulary and terminology of frequent use related to the human body, paying special attention to pronunciation and to communicating with people who are non-specialists, for example, patients and family members. Students become familiar with the main resources that can be used to consult medical vocabulary and the pronunciation of Latinate and Germanic medical terms.

### 2. Common Illnesses: Understanding Medical English

Students learn and practise vocabulary and terminology of frequent use related to some of the most common illnesses and general healthcare, paying special attention to pronunciation and to communicating with people who are non-specialists, for example, patients and family members. Students will engage in reading comprehension activities based on medical texts (press and specialised journals) in class. The focus will be on the structure and language used in medical articles. A series of seminars will be dedicated to interpreting and discussing the content of the texts using critical thinking skills, which is aimed at preparing the students to participate in clinical sessions and case study discussions.

### 3. Making Presentations: Participating in International Conferences

Learners will be provided with useful, necessary techniques on how to prepare and give an effective presentation in English. The classes prepare the learner to present before an audience, they will learn the language necessary to give presentations at international conferences using the critical thinking framework (selecting and evaluating information, properly quoting sources used, etc.). A series of seminars will be dedicated to practise and evaluation.

### 4. Communicating with the Patient (examination, treatment, tools, etc.)

Students learn and practise vocabulary and terminology of frequent use related to medical and surgical treatments, procedures and instruments, paying special attention to pronunciation and to communicating with people who are non-specialists, for example, patients and family members. They learn to distinguish between medical jargon and everyday language when describing health issues to patients and taking their medical history. A series of seminars will be dedicated to doctor-patient interviews.

### 5. Numbers and Measurements

This unit will increase fluency in understanding and communicating with numbers and measurements (temperature, dosage, percentages, etc.).

#### 6. Individual Project Work

The students will carry out a project in the form of a written essay about their first year internship experience or a multimedia project (video, podcast) on a degree-related topic agreed on with the teacher.

#### 7. Language Work

Increase overall knowledge of English grammar, in particular, that related to the themes dealt with herein. Learn about common pronunciation problems, common mistakes and the formal characteristics of medical English.

## EDUCATION ACTIVITIES

In second-language teaching-learning methodology, the how is as important as the what or even the final result. The way a second language is taught-learned is a learning experience in and of itself, through which the learner's knowledge and skills in the second language are continuously put into question, reflected upon, experienced, experimented with and advanced, thus allowing learning to take place and greater, improved language competence to be acquired.

Therefore the methodology applied in this course is, first and foremost, communicative. Communication being a two-way thing, the teacher-learner relationship and active participation/involvement in the course is fundamental to the achievement of the aforementioned 'greater, improved language competence'. The teacher-learner role is an active one, one requiring well-structured, clearly presented content, which is pertinent to the subject matter, the degree objectives and the interests of the learner.

The methodology is at the same time eclectic, taking into consideration that not all learners learn in the same way or at the same pace. Learning is guided by the teacher but is developed by the learner him/herself or together in collaboration with others (teacher/mentors/peers).

So, thirdly, the methodology is collaborative. Collaborative work/study provides the learner with the opportunity to develop as well competence in a growing sense of responsibility towards self and others, in addition to, a positive sense of interdependence and team-work.

This communicative, eclectic, collaborative methodology implies:

In class,

- Interactive class lectures
- Interactive seminars
- Student presentations
- Group dynamics: student-led discussions, debates, role-plays, simulations, interviews, etc.
- Group and pair tasks/activities: joint research, presentations, project work, assignments, study, online forums, etc.
- Two-way feedback: teacher to students; students to teacher; students to students, etc.
- Regular attendance and active involvement and participation
- Midterm and final written and/or oral exams

Outside of class, the autonomous student takes on the initiative, with or without the help of others, to identify his/her needs, to decide on his/her learning objectives, to choose the necessary resources and learning strategies that will lead towards the advancement and enrichment of his/her overall learning. In this process, the teacher becomes a guide, a facilitator, a source of information, a collaborator. This implies:

- Independent study
- Preparation of class/group/pair work
- Reading, writing, listening, visualizing
- Individual, personal reflection
- Online task completion and participation
- Individual and group tutorials
- Self-assessment

Implications:

- Initiative, active participation and a will to form part of the class are fundamental towards achieving the aims of this course.
- It is assumed that the student has passed the official Spanish University Access Exam (Selectividad) and therefore has a minimum B1 level, as defined by the CEFR (Common European Framework of Reference for Languages).
- The focus of this subject is on content, knowledge and skills relevant to the chosen degree area, being designed specifically with the aim to improve overall communication, oral and written.
- It is focused on a specific area of knowledge and lexicon, specific tasks and competences, not on improvement via level, nor on the achievement of second language accreditation.

- Having a high or low level of general English does not guarantee a pass or fail. As course-content is degree specific, assessment is based accordingly on this content.
- General English subjects and general English accreditation exams are never validated.
- ESP (English for Special Purposes) subjects, which form part of a similar degree program in another university, are not systematically validated. These will need to be examined by the Language Department on a case by case basis.
- English language courses in the degree programs do not certify any specific level. This is due to the fact that language level accreditation is attained by achieving a passing mark on one particular specialized exam, which tests the general linguistic mastery of the four language skills: listening, speaking, reading and writing.
- Adherence to university norms of conduct is understood.

## DISTRIBUTION OF WORK TIME

| CLASSROOM-BASED ACTIVITY   | INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY   |
|--|---|
| 46 hours   | 54 hours  |
| Participative lectures<br>30h<br>Individual and/or group presentations<br><br>2h<br>Assessment<br><br><br>Seminars 12h | Individual and group work<br><br>8h<br>Theoretical study<br><br>36h<br>Completion of assignments on UFV Virtu@I and /or other multimedia platforms.<br><br>6h<br>Tutorías |
| 2h   | 4h  |

## SKILLS

### Basic / general / cross skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To be able to formulate hypotheses and gather information and critically assess it in order to solve problems using scientific methodology.

To recognise one's limitations and the need to maintain and update professional skills, with particular emphasis on independent acquisition of new knowledge and techniques and a motivation to achieve quality.

## Specific skills

To be able to understand and critically interpret scientific texts.

To know how to write records, reports, instructions and other registers in an understandable manner for patients, families and other professionals.

To learn how to give oral and written presentations of scientific papers and/or professional reports in public.

To be able to use scientific English applied to medicine both orally and in writing in an accurate manner.

## LEARNING RESULTS

- Adjust one's discourse to the communicative context, taking into account the role of each speaker and the communicative needs with special attention being paid to doctor-patient communication.

- Recognise the importance of the English language as an international means of communication which provides access to and understanding of health issues on a European as well as global level.

- Create written and spoken messages in English in a fluent and correct way, thereby achieving effective communication.

- Apply English grammar and vocabulary adequately in a variety of different communicative contexts, whether academic, professional, leisure or otherwise.

- Interpret texts of relative difficulty related to learners' future work environment in a comprehensive and independent way.

- Share one's own ideas and opinions in English after an analysis and reflection based on reading and commenting extracts pertaining to scientific texts and articles from specialized magazines.

- Summarise one's own ideas through the use of English together with informed and critical reasoning.

- Create and develop a project related to course content which is meaningful and relevant making use of a variety of appropriate resources, including TICS and multimedia.

- Use different discursive styles always taking into account coherency and cohesion.

## LEARNING APPRAISAL SYSTEM

Second-language learning is an on-going process which requires constant exposure, practice and use. Therefore it is necessary and coherent to apply a continuous assessment system whereby the student is evaluated through his/her steady work, participation and involvement in the subject matter. The learner acquires knowledge and

practical experience throughout the course and this system is designed to verify those skills (as a way of demonstrating being "competent at something") obtained by the student in this subject as well as provide feedback regarding his/her progress. For this reason, the end of the course begins on the first day.

#### Development

Continuous assessment takes into account:

- a. The student's ability to integrate theoretical content in a practical way in the tasks, activities and assignments carried out throughout the course.
- b. The comprehension and acquisition of degree-specific content as well as the improvement in linguistic skills and abilities.
- c. The active participation in as well as positive disposition towards both inside and outside of class tasks/activities/assignments, all of which imply the completion thereof in due time and in proper form.
- d. Regular attendance to class, to compulsory tutorial sessions and to any group/pair work meetings.

#### CONTINUOUS ASSESSMENT:

**ORDINARY EXAM PERIOD:** Ordinary and extraordinary exam dates can be found posted on the academic calendar, which is published on the university website.

#### BLOCK 1: WRITTEN AND ORAL ASSESSMENT- 60%

•To form an overall grade average with BLOCKS 2 and 3, it is required that the student obtain an overall PASS (a final minimum average of 5/10) in BLOCK 1.

##### •20% - Oral

o Individual/group presentations, debates, discussions, simulations, interviews, etc., which are done throughout the course. (2-4 pieces of evaluated work)

o To form an average with the written, the student must obtain an overall PASS on the oral.

##### •40% - Written

###### o10% - Mid-term Exam

If a student does not sit the mid-term exam and does not present a formal excuse authorized by the Director of the Degree in question, he/she loses this 10%.

###### o30% - Final Exam

To form an average with the mid-term exam and the oral, the student must obtain an overall PASS on this final written exam.

#### BLOCK 2: INDEPENDENT STUDY-WORK ASSESSMENT - 30%

•To form an overall grade average with BLOCKS 1 and 3, it is required that the student obtain an overall PASS (a final minimum average of 5/10) in BLOCK 2.

•Preparation of class/group/pair work (reading, writing, listening, visualizing, researching, reflecting on, etc.), in due time and in proper form

•Preparation for and attendance to individual and group tutorials, in due time and in proper form

•Online task completion and participation (forums, blogs, etc.), in due time and in proper form

•Task/assignment completion (exercises / essays / projects / portfolios, etc.), in due time and in proper form

•A minimum of 3 pieces of work will be evaluated.

#### BLOCK 3: ATTENDANCE AND PARTICIPATION – 10%

•Regular attendance and active participation are given requirements.

•The student who does not attend class on a regular basis and who does not present a formal excuse authorized by the Director of the Degree in question automatically loses this 10%.

The final mark, which is posted in the PORTAL UNIVERSITARIO, is the final average of BLOCKS 1, 2 and 3, except in the event that the student does not pass the subject. If the student does not pass the subject, the mark posted is the mark obtained in the corresponding failed section or BLOCK.

#### FACTORS AFFECTING THE ABILITY TO PASS THE SUBJECT THROUGH CONTINUOUS ASSESSMENT

1. Deadlines are established at the beginning of the course for the submittance of certain evaluable assignments, projects, etc. No work will be accepted after the due date.

2. Should a student commit plagiarism in any piece of individual or group work, the student will obtain a FAIL grade for the subject and will have to repeat all blocks of the subject in the extraordinary exam period.

3. RAISING ONE'S GRADE: A student who has passed the subject through continuous assessment may not retake any part of the subject in the extraordinary exam period to increase his/her grade.

4. HONORABLE MENTION: An honorable mention is recognition of excellence. It is awarded exclusively to students who stand out from their peers, not only with academic grades for the subject, but also with respect to their attitude and interest towards the subject, their dedication, team work etc. throughout the course. The decision to award an honorable mention lies exclusively with the subject teacher.

#### STUDENTS WHO WORK AND REPEATERS:

5. In the event a student works or is a repeater and therefore unable to attend classes, it is the student's responsibility to contact and inform the subject teacher and present a formal written authorization from the Director of the Degree to excuse his/her absence.

6. It is the sole responsibility of the student to contact the subject teacher and request a study plan, as well as be informed of any specific assignments, exams and dates that the teacher may stipulate.

7. The same course requirements and deadlines (assignment submittance; midterm exam; final exam; oral

requirements) are applied to the student who works and to repeaters as the rest of the class.  
8.A student without a valid photo ID (DNI/passport/UFV card/driver's license) is not allowed to sit a midterm or final exam.

**EXTRAORDINARY EXAM PERIOD:** Ordinary and extraordinary exam dates can be found posted on the academic calendar, which is published on the university website.

**BLOCK 1: WRITTEN AND ORAL ASSESSMENT- 60%**

- In the event the student does not obtain an overall PASS in BLOCK 1, it is required that s/he repeat only the section(s) which has/have not been passed: the oral, the final exam, or both. The mid-term exam is never repeated.
- If the student has failed the oral, it is required that s/he repeat this section. This final oral assessment will consist in one prepared piece of work based on the oral work carried out in class, and one open question/interview/topic related to the course content, but announced at the time of the oral assessment.

**BLOCK 2: INDEPENDENT STUDY-WORK ASSESSMENT - 30%**

- In the event the student has not handed in or completed all the required assignments in due time and in proper form, s/he must submit them no later than the official final exam date and time in the extraordinary exam period.
- In the event the student does not obtain an overall PASS in BLOCK 2 due to poor quality, it is required that s/he redo, and re-submit the work in question no later than the official final exam date and time in the extraordinary exam period.

## **BIBLIOGRAPHY AND OTHER RESOURCES**

### **Basic**

Material created and developed specifically for this course: Coursepack 2nd Year Medicine Degree: Scientific English Applied to Medicine

### **Additional**

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