



## Information about the subject

**Degree:** Bachelor of Science Degree in Medicine

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 341107 **Name:** Medical English

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Social Medicine, Communication Skills and Initiation to Research

**Subject Matter:** English **Type:** Basic Formation

**Field of knowledge:** Health Science

**Department:** English

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** English

### Lecturer/-s:

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## Module organization

### Social Medicine, Communication Skills and Initiation to Research

Subject Matter	ECTS	Subject	ECTS	Year/semester
Communication Skills	3,00	Laboratory of Clinical Interview and Communication Skills	3,00	3/1
Social Medicine	15,00	Family and Community Medicine	3,00	5/2
		Legal Medicine and Toxicology	6,00	5/1
		Preventive Medicine and Public Health	6,00	4/2
Research inicialization	9,00	History of Medical Science, and Medical Documentation and Terminology	6,00	2/1
		Laboratory of Research Methodology	3,00	4/1
Statistics	6,00	Biostatistics	6,00	1/2
Ethics and professional issues	12,00	Bioethics and Medical Deontology	6,00	4/1
		Science, Reason and Faith	6,00	2/2
Health management	3,00	Healthcare Management	3,00	4/1
English	6,00	Medical English	6,00	1/1
Ethics	6,00	Ethics and Social Morality	6,00	2/1
Antropology	6,00	Medical Anthropology	6,00	1/1



## Recommended knowledge

There is not any established requisite, but grammatical and oral knowledge is required in English language at a B2 level

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Basic vocabulary in the health sciences record.
- R2 Understanding and oral expression.
- R3 Reading and understanding medical articles.
- R4 Composition of documents related to the medical profession.
- R5 The student will be able to explain diagnosis and treatment of diseases
- R6 The student will be able to present medical data and refer to the specialist
- R7 The student will be able to understand the main points of scientific articles in English and understand their logical structure consistently and with cohesion.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students have demonstrated to possess and understand knowledge in a study area that starts from the base of the general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study				X
CB2	Students know how to apply their knowledge to their job or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study				X
CB3	Students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical topics			X	
CB4	Students can pass on information, ideas, problems and solutions to both a specialized and non-specialized audience				X
CB5	Students have developed the learning skills needed to undertake further studies with a high degree of autonomy				X
GENERAL		Weighting			
		1	2	3	4
CG22	Writing medical histories and other medical records in an understandable way to outsiders				X
CG23	Communicating effectively and clearly, both orally and in writing, with patients, family members, media workers and other professionals				X
CG24	Establishing good interpersonal communication that enables patients, family members, media workers and other professionals to address patients, families, media and other professionals with efficiency and empathy				X



SPECIFIC	Weighting			
	1	2	3	4
CE13 Recognizing the need to maintain professional competence			X	
CE26 Understanding and critically interpreting scientific texts				X
CE32 Conducting a public, oral and written exhibition of scientific papers and/or professional reports				X

TRANSVERSAL	Weighting			
	1	2	3	4
CT2 Planification and organization capacity			X	
CT4 Foreign language knowledge				X
CT5 Informatics knowledge			X	
CT9 Team work				X
CT12 Interpersonal relationship skills				X
CT13 Recognition of diversity and multiculturalism				X
CT16 Individual learning				X
CT17 New situations' adaptation				X
CT20 Knowledge about other cultures and customs				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Open questions
R1, R2, R3, R4	25,00%	Presentations
R1, R2, R3, R4	10,00%	Work
R1, R2, R3, R4	5,00%	Participation in class

### Observations

1. Mandatory to obtain 50% in the written test in order to pass the course, and only obtaining 50% every part of the evaluation will be added.
2. Mandatory to obtain 50% in the oral expositions in order to pass the course, and only obtaining 50% every part of the evaluation will be added.
3. Mandatory to obtain 50% in the written work in order to pass the course, and only obtaining 50% every part of the evaluation will be added.
4. A 5% is obtained for participation and attendance, and this 5% is lost with 3 absences without any justification

### MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M4 Content presentations by teacher
- M5 Knowledges and skills explanation
- M7 Oral presentation by student
- M8 Group activities supervised by professor
- M9 Knowledge acquirance through student interaction and activity
- M11 Personalised attention by professor
- M12 Tests to understand the level of knowledge acquirance and skills
- M13 Written work
- M14 Online activity on e-learning
- M15 Personal study
- M16 Information research
- M19 Group work for searching, discussion and information research
- M20 Role-playing



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theory class M4, M5, M7, M8	R1, R2, R3, R4	42,00	1,68
Seminar and group practices M5, M7, M8	R1, R2, R3, R4	10,50	0,42
Practices in small groups M7, M8	R2, R3	4,50	0,18
Tutoring M5, M8	R1, R2, R4	1,50	0,06
Evaluation M5	R1, R2, R3, R4	1,50	0,06
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
No attendance M5, M8	R1, R2, R3, R4	90,00	3,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block

Contents



## THEORETICAL CONTENT

The basic objective in this course is to bring students to a level where they can use their English for international communication in the fields of Health Science, focusing on Medicine through specific readings. Therefore, the material for this course is divided into two parts. The first part deals with English from a general Health Science perspective, and the second applies these principles to specific medical contexts.

The first part is divided into five units, each one with six sub-sections through which students will acquire communicative competency in the four linguistic abilities in the Health Sciences to be applied in Medicine. Each lesson within the five units is designed to present, develop, and practice a particular job-related skill.

Through specific readings in Medicine, students will be exposed to real life situations through these readings that will enable them to use the language in meaningful ways. The integrated skills approach will help develop the student's self-confidence to succeed in professional and social encounters within an English-speaking global community. The four skills of listening, speaking, writing, and reading will be addressed throughout the course in professional contexts through the materials provided and in practical sessions which will form the second part of each class. Students will be motivated by the opportunity to practice and develop their English language skills in the following job-related situations, which comprises the general health sciences core of this course:

Unit 1 - **Diagnosing**: Putting a patient at ease with small talk, taking a medical history, asking open-ended questions, presenting a case, and explaining medical examinations and procedures to a patient.

Unit 2 - **Treating a patient**: Giving advice, explaining a case to a relative, explaining causes and treatments, giving instructions, and calming people down.

Unit 3 - **Dealing with difficult cases**: Describing and identifying causes of pain, being supportive, presenting a case in lay as well as medical terms, and breaking bad news.

Unit 4 - **Planning rehabilitation and long-term care**: Examining a nonverbal patient, communicating with the next-of-kin, explaining test results to patient and relatives,



explaining the characteristics of long-term care, and giving instructions for physical therapy.

Unit 5 - **Referring a patient**: Calling in a specialist, referring a patient to another doctor for tests and/or treatment, and giving postoperative advice.

## ORAL EXPOSITION CONTENT

1. Structure of an academic Project in the Health Sciences
2. Linkers & connectors in the Scientific context
3. Websites for Medical students
4. Health Sciences Dictionaries online
5. Medical list of Specialties
6. Common conditions in Medicine
7. Articles and Webpages in Medicine

## WRITTEN WORK CONTENT

## WORK IN RESEARCH PROJECTS

### Temporary organization of learning:

Block of content	Number of sessions	Hours
THEORETICAL CONTENT	22,00	44,00
ORAL EXPOSITION CONTENT	6,00	12,00
WRITTEN WORK CONTENT	2,00	4,00



## References

### REFERENCES:

#### **Basic Bibliography**

Glendinning, E.H. & Holmström, B. English in Medicine. 8th ed. Cambridge: CUP; 2009. Glendinning, E.H. & Howard, R. Professional English in Use. Medicine. 4th. Ed. Cambridge: Cambridge University Press; 2010. Milner, M. English for Health Sciences. Thomson ELT; 2006. McCarthy, M.: English Vocabulary in Use (with answers). Cambridge: Cambridge University Press; 2010. Murphy, R. English Grammar in Use (with Answers). 3rd ed. Cambridge: Cambridge University Press; 2005.

*Booklet Medical English*, Ph.D. Beatriz Ródenas Tolosa. Photocopy Center UCV.

#### **Complementary bibliography:**

Albertine, K. H. Anatomy Flash Cards. Revised Ed. University of Utah School of Medicine; 2008. Alcaraz Varo, E. Professional and Academic English. Madrid: Alianza Editorial; 2000. Chabner, D. The Language of Medicine. 6th Ed. Philadelphia: WB Saunders Company. Philadelphia; 2000. García Martínez, S. & A. Fagan. English for Personal Health. English Communication Course. La Laguna. G & F; 2003. McCarthy, M. & O'Dell, F. English Vocabulary in use, upper-intermediate. Sixth ed. Cambridge: Cambridge University Press; 2003. Murphy, R. Essential Grammar in Use (with answers). Cambridge: Cambridge University Press; 2007. Resnick, M. English Vocabulary in Use Intermediate (Self-Study and classroom use). Cambridge: Cambridge University Press; 2011. Riley, D. and Greasby, L. Check Your Vocabulary for Medicine. Teddington, UK: Peter; 2000.

#### **Online Resources:**

Medical Merriam-Webster's Dictionary (monolingüe en inglés) <http://www2.merriam-webster.com/cgi-bin/mwmedsamp?book=Medical&va=sample>  
Merriam-Webster's Dictionary (monolingüe en inglés) <http://www.merriam-webster.com/>  
Wordreference (multilingüe) <http://www.wordreference.com/es/>  
Medical dictionary online (monolingüe en inglés) <http://www.online-medical-dictionary.org/>

#### **Compilaciones de diccionarios (monolingües y bilingües):**

<http://www.saberingles.com.ar/dictionaries.html> <http://www.intermedicina.com/Servicios/DiccionariosMedicos.htm>

Enciclopedia médica en inglés: Medline

Plus <http://www.nlm.nih.gov/medlineplus/encyclopedia.html>

Medicinet.com (diccionario médico en inglés para no especialistas en medicina) <http://www.medterms.com/script/main/hp.asp>



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☐

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☒

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
EXAMEN ESCRITO	60%	EL EXAMEN ESCRITO SE CONVIERTE EN EXAMEN ORAL Y SE LE OTORGA EL 60%	MICROSOFT TEAMS: obligatoriedad de cámara y audio encendidos

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

We will carry out this modification in case we can't do a face to face test