

<b>MEDICAL ENGLISH 2</b>	
<b>GENERAL INFORMATION</b>	
Course coordinator	Lorna Dubac Nemet, MA
Assistant/Associate	-
Study Programme	Integrated undergraduate and graduate university study of Medicine
Status of the course	Mandatory
Year of study, semester	2 <sup>nd</sup> year, 3 <sup>rd</sup> semester
ECTS	<b>1</b>
Workload (hours)	Lectures (20)
Expected number of students	70
<b>COURSE DESCRIPTION</b>	
<b>Course objectives</b>	
<p>The course Medical English 2 encompasses the topics dealt with within the core medical curriculum (musculoskeletal system, integumentary system, blood, lymphatic system, and immunity). Students acquire English medical terminology related to the aforementioned body systems (anatomy, physiology, pathology), simultaneously correlating those English medical terms with corresponding terms in Croatian, as well as linking medical English terminology to general English forms (scapula – shoulder bone/blade – lat. scapula – lopatična kost/lopatica).</p> <p>By acquiring a specific number of the most frequent word roots, prefixes, and suffixes, the students are provided with the opportunity not only to recognize a large number of medical terms, but also to build them according to the need.</p> <p>The most important goal of the entire Medical English curriculum, however, is to provide a basic introduction to dealing with professional literature in English by practicing the skills of searching, summarizing as well as presenting the professional data, and in that way to equip the students for the process of lifelong self-education, which is to be an inevitable part of their future professional life.</p>	
<b>Enrolment requirements and entry competencies</b>	
Medical English 1 course completed	
<b>Learning outcomes at the Programme level</b>	
<b>2.2, 2.3, 3.4</b>	
<b>Learning outcomes (5-10)</b>	
<ol style="list-style-type: none"> <li>1. Correlate English medical terminology pertaining to the above-mentioned body systems (musculoskeletal, integumentary, lymphatic) to corresponding medical terms in Croatian</li> <li>2. Select adequate terminology register according to the professional level of the interlocutor (general English terminology vs professional medical terminology)</li> <li>3. Discriminate among various Internet as well as printed resources, carefully evaluating their professional level, and use them to compile a slide-structured presentation script</li> <li>4. Summarize and paraphrase the collected data (create productive bullet points – the visual identity of the slide)</li> <li>5. Present the medical topic, displaying structurally well-organised oral presentation, employing correct pronunciation of both medical English and general English terms, within the set time limit (time management).</li> </ol>	
<b>Course content</b>	
<b>L1-2 Introductory lecture:</b> guidelines for the preparation of the 2nd year oral presentation (medical	

topic): topic choice, technical guidelines, specific aspects of medical topic presentation – structure, professional level, choice of references; ORAL PRESENTATION CHECKLIST)

**L3-8 Musculoskeletal system:** terminology related to bones, muscles, and joints: anatomy, physiology (reading comprehension: collocations, antonyms, synonyms, paraphrasing; general English vs medical English); student pair presentations

**L9-14 Integumentary system:** terminology related to skin and accessory organs: anatomy, physiology, pathology (particular aspects of language and grammar important for comprehension and translation); student pair presentations

**L15-20 Blood and lymphatic system:** terminology related to anatomy, physiology, and pathology (reading comprehension: paraphrasing and summarizing); student pair presentations

#### Mode of teaching

lectures

#### Student obligations

Students are expected to attend all class sessions, as well as to take all the examinations. However, they are allowed for excused absences, totalling 30% of all classes. Practices that were missed, must be made up in subsequent sessions (colloquium).

#### Monitoring student work (*alignment of learning outcomes, teaching methods, and grading*)

Teaching activity	ECTS	Learning outcome	Student activity	Assessment methods	Grade points	
					Min.	Max.
Class attendance	0,25	1-2	Class attendance; exercises	Attendance sheet; evaluation	5	25
Presentation of medical topic	0,75	3-5	Preparation and presentation	Evaluation of the presentation	45	75
<b>Total</b>	<b>1</b>				<b>50</b>	<b>100</b>

#### *Calculation of final grade:*

Based on the total sum of the points awarded during the course, the final grade is determined according to the following distribution:

A – excellent (5): 80-100 grade points; B – very good (4): 70-79,99 grade points; C – good (3): 60-69,99 grade points; D – sufficient (2): 50-59,99 grade points

#### Required reading (available in the library and through other media)

Title	Number of copies in the library	Availability through other media
Davi-Allen Chabner: The Language of Medicine, 12th edition, Saunders, 2020 (selected chapters)	10	
Aleksandra Žmegač Horvat: Medical English workbook, Medicinska naklada Zagreb, 2008 (selected exercises)	30	

#### Additional reading

V. Tanay: Hrvatsko-engleski i englesko-hrvatski rječnik medicinskog nazivlja, Medicinska naklada Zagreb, 2003

E. Miščin, V. Čeliković: Englesko-hrvatski medicinski rječnik, Školska knjiga Zagreb, 2005

Oxford University Press: Concise Medical Dictionary, Oxford, 2002

**Course evaluation procedures**

Anonymous, quantitative, standardized student survey providing feedback on the course as well as on the work of course coordinators and their assistants/associates is being conducted by the QA Office of the Faculty of medicine Osijek.

**Note /Other**

E-learning does not count towards course contact hours, but is being used in teaching and comprises links to various web pages, as well as video and audio materials available on web pages.