

| MEDICAL ENGLISH 4 | |
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| GENERAL INFORMATION | |
| 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 | 4 th year, 7 th semester |
| ECTS | 1 |
| Workload (hours) | Lectures (20) |
| Expected number of students | 70 |
| COURSE DESCRIPTION | |
| Course objectives | |
| <p>The course Medical English 4 encompasses the topics dealt with within the core medical curriculum (cardiovascular system, gastrointestinal system, oncology). Students acquire English medical terminology related to the aforementioned body systems (anatomy, physiology, pathology) and topics, simultaneously correlating those English medical terms with corresponding terms in Croatian, as well as linking medical English terminology to general English forms.</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> | |
| Enrolment requirements and entry competencies | |
| - | |
| Learning outcomes at the Programme level | |
| 2.2, 2.3, 3.4 | |
| Learning outcomes (5-10) | |
| <ol style="list-style-type: none"> 1. Correlate English medical terminology pertaining to the above-mentioned body systems and topics (cardiovascular, gastrointestinal system, oncology) to corresponding medical terms in Croatian 2. Select adequate terminology register according to the professional level of the interlocutor (general English terminology vs professional medical terminology) 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 4. Summarize and paraphrase the collected data (create productive bullet points – the visual identity of the slide) 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). | |
| Course content | |

L1-2 Introductory lecture: guidelines for the preparation of the 4th 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 Gastrointestinal system: terminology related to anatomy, physiology, pathology: GERD, IBS, acute pancreatitis: symptoms, treatment (reading comprehension: context; general English vs medical English; parts of speech); student pair presentation

L9-14 Cardiovascular system: terminology related to anatomy, physiology, pathology: acute myocardial infarction (CR), arrhythmia; symptoms (general English vs medical English); particular aspects of language and grammar important for paraphrasing and summarizing: CPR, Inflammation, BMI – Obesity; student pair presentation

L15-20 Oncology: terminology: basic oncological terms: benign/malignant neoplasms: symptoms; treatment options (reading comprehension: paraphrasing and summarizing; vocabulary: synonyms); student pair presentation

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.

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 |
| Total | 1 | | | | 50 | 100 |

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-Ellen 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.