MEDICAL ENGLISH LANGUAGE 1	
GENERAL INFORMATION	
Course coordinator	Lorna Dubac Nemet, senior lecturer
Assistant/Associate	Barbara Kružić, assistant
Study Programme	Undergraduate University Study of Medical Laboratory Diagnostics
Status of the course	Compulsory
Year of study, semester	Year 1st, 1st and 2nd semester
ECTS	**2**
Workload (hours)	Seminars; 40 (20+20)
Expected number of students	30-35
COURSE DESCRIPTION	
Course objectives	
The first part of the course encompasses Introduction to medical terminology, i.e. morphology of medical terms and word formation. 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. Additionally, students are acquainted with medical terminology of body systems followed by practical application to study program contents (medical laboratory diagnostics). 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.	
Enrolment requirements and entry competencies	
English language proficiency – B1/B2 (CEFR)	
Learning outcomes at the Programme level	
2.4, 2.6	
Learning outcomes	
After attending lectures and exercises, self-learning and successfully passing the exam, the students will be able to: 1. interpret medical term and its constituent parts (prefix, suffix, word root). 2. apply rules of word formation (morphology) as well as knowledge of prefixes, roots, and suffixes 3. build medical English terms based on the explanation (definition) provided in general English . 4. select adequate terminology register according to the professional level of the interlocutor (general English terminology vs professional medical terminology). 5. discriminate among various Internet as well as printed resources, carefully evaluating their professional level, and use them to compile a slide-structured presentation script. 6. present the medical topic, displaying structurally well-organized oral presentation, employing correct pronunciation of both medical English and general English terms, within the set time limit (time management).	
Course content	
Seminars: Introduction to word formation (medical terminology in English). Suffixes, prefixes, combining forms. Fundamentals of word formation; word analysis; word root + combining vowel = combining form: exercises and practice. Suffixes: the frequent suffixes in medical terminology and formation of professional terminology; comprehension of complex words; the most frequent medical terms, their meaning, i.e. understanding the meaning of word parts and formation of new medical terms; Latin plurals in medical terminology; exercises and practice	

Prefixes: prefix + word root + (combining vowel) + suffix; the most frequent prefixes and medical terminology; exercises and practice Terms pertaining to the body as a whole: structural organisation of the body (cells, tissues, organs, organ systems, organism as a whole); body cavities, abdominopelvic regions (9) and quadrants, anatomical division of the vertebral column, positional and directional terms, body planes; exercises and practice. Musculoskeletal system: functions and organs; bones – structure and formation; bone processes and depressions; cranial and facial bones; vertebral column and structure of the vertebrae; thoracic and pelvic bones (girdle); bones of arms and legs; key terminology, word roots, skeletal disorders and fractures; joints – types and structure; tendons, ligaments, cartilage; key words; word roots; articular disorders; muscles – types of muscles; lab tests; practical application: uric acid test, creatine kinase (CK). Gastrointestinal system: anatomy, major organs and their function; key terminology; roots, suffixes and prefixes; laboratory tests, practical application: Helicobacter pylori, liver tests, stool analysis; diseases and disorders of the Gi system; exercises and practice. Urinary system: anatomy, major organs and their function; key terminology; roots, prefixes and suffixes; diseases and disorders of the Urinary system; laboratory tests, practical application: urine culture, urine test; exercises and practice. Female reproductive system: anatomy, major organs and their functions; menstruation and pregnancy, delivery; hormones; key terminology; roots, prefixes and suffixes; diseases and disorders of the FRS; laboratory tests, practical application: LH, Pap test, PCOS, HPV; exercises and practice. Male reproductive system: anatomy, major organs and their functions; key terminology, roots, prefixes, and suffixes; diseases and disorders of the MRS; laboratory tests; practical application: semen analysis, PSA, AFP; exercises and practice. Blood system: composition of blood; blood cells and their function; blood types; coagulation; laboratory tests; practical application: blood culture, blood type test; exercises and practice. Endocrine system: anatomy; major functions of the system; thyroid gland, parathyroid glands, adrenal glands, pancreas, pituitary gland, ovaries, testes, pineal gland: hormones and functions; key terminology, roots, prefixes, and suffixes; diseases and disorders; practical application: PTH, blood glucose test (diabetes), thyroid hormone test; exercises and practice.

Mode of teaching

Seminars; seminar presentation

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)*

Seminar presentation

During the second part of the course (summer semester), students are obliged to present their seminar topic in the form of an MS PowerPoint presentation. The choice of the topic should be based on the body systems discussed during the classes. The maximum number of grade points for that activity is 60.

Teaching activity	ECTS	Learning outcome	Student activity	Assessment methods	Grade points	
					Min.	Max.
Class attendance Partial written exam	0.80	4-5	Class attendance; studying for the partial exam	Evidence sheet; partial exam evaluation	14	40
Presentation of professional topic	1.20	1-3	Preparation and presentation	Task evaluation	36	60
Total	**2**				**50**	**100**

Evaluation/grading of the partial written examination:

Percentage of correct answers (%)	Grade points
100%-90%	35-3.5
8.,99-80%	31-28
79.99-70%	27.5-24.5
69.99-60%	24-21

Calculation of final grade:
Based on the total sum of the points awarded during the course and the final exam, 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))	20	
Selected handouts from the internet		Yes

Additional reading

1. V. Tanay: Hrvatsko-engleski i englesko-hrvatski rječnik medicinskog nazivlja, Medicinska naklada Zagreb, 2003
2. 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.