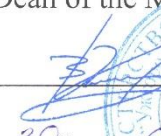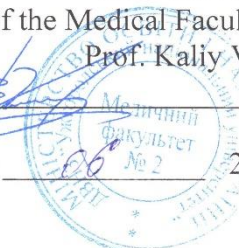# MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
STATE UNIVERSITY
"UZHHOROD NATIONAL UNIVERSITY"
MEDICAL FACULTY 2
DEPARTMENT OF PUBLIC HEALTH AND HUMANITARIAN DISCIPLINES

ELECTIVE COURSE OF ENGLISH FOR MEDICAL PURPOSES

Educational degree	**Master**
Studying direction	**22 "Health Care"**
Specialty	**222 "Medicine"**
Educational program	**General Medicine**
Discipline status	**Elective**
The language of instruction	**English**

Uzhhorod 2021

Elective Course of English for Medical Purposes working program for international students with English language of studying, the studying direction 22 "Health Care", specialty 222 "Medicine", eductional program "General Medicine"

Author:
Vainagii T.M., senior lecturer

The work program is approved at the meeting of the Department of Public Health and Humanitarian Disciplines
Protocol № _11_ from « _16_ » _06_ 2021

Head of the Department of Public Health and Humanitarian Disciplines

_____ Associative Professor Pohorilyak R.Yu.

Approved by the Scientific and Methodical Commission of the Medical Faculty 2
Protocol № _6_ from « _29_ » _06_ 2021

Head of the Scientific and Methodical Commission _____ Malets N.B.

1. DESCRIPTION OF THE EDUCATIONAL SUBJECT

Names of indicators	Distribution of academic hours according to the curriculum	
	Full-time study	Extramural form of study
ECTS credits – 3	Year of training:	
Total number of hours – 90	**3ʳᵈ**	–
Number of modules – 1	Semester:	
Weekly academic hours for full-time study: 4,5	**V**	–
	Lectures:	
	20	–
class-room academic hours – 2	Practical classes (seminars):	
student's self-study hours – 2,5	–	–
Type of final control: examination	Laboratory classes:	
	20	–
Form of final control: oral, written (module test)	Self-study:	
	50	–

2. PURPOSE OF THE EDUCATIONAL SUBJECT

The purpose of studying the discipline **«Elective Courses (the English Language)»** is the formation of English-speaking professionally oriented competence of the future doctor, i.e. mastering the level of knowledge, skills and abilities that will provide the necessary professional communication skills both in oral and written forms.

The task is to study, improve and further develop knowledge, skills and abilities in English in various types of professionally oriented language and speech activities of future medical professionals. The leading task of the discipline is achieved by solving the following step-by-step tasks:

– to formulate in students the ability to correctly construct and use different types of lexical and grammatical constructions, typical for English for medical purposes;

– to promote students' mastery of means of communicatively oriented grammar of modern English, taking into account the specifics of English for medical purposes;

– to ensure the development of productive skills in the use of mastered lexical and grammatical constructions in oral and written speech in the framework of the formation of communicative competence of future medical professionals.

– As a result of studying the discipline, the student should know lexical and grammatical categories and phenomena of English for medical purposes.

– The student should be able to:

– to effectively use the studied lexical and grammatical constructions during the implementation of oral and written professionally oriented communication;

– to use language tools in order to achieve professionally oriented communicative goals in accordance with the rules of English grammar (taking into account the specifics of English for medical purposes);

– to notice and independently correct lexical and grammatical errors in oral and written professionally oriented speech;

– to exercise self-control and reflection in the educational process in higher education.

According to the educational program, the study of the discipline contributes to the formation of the following competencies in higher education seekers:

General competencies (GC):
➢ The ability to think abstractly, analyse and synthesize (GC 1).
➢ The ability to learn and master modern knowledge (GC 2).
➢ The ability to apply knowledge in practical situations (GC 3).
➢ Knowledge and understanding of the subject area and understanding of professional activity (GC 4).
➢ The ability to work in a team (GC 7).
➢ Interpersonal skills (GC 8).
➢ The ability to communicate in English (GC 10).

Professional competencies (PC):
➢ Skills of collecting information about the patient (PC 2).
➢ The ability to maintain medical records (PC 18).

3. PREREQUISITES FOR STUDYING THE EDUCATIONAL SUBJECT

Prerequisites for studying the educational subject **«Elective Courses (The English Language)»** are mastering the disciplines «English for Professional Purposes» in the first year and «Foreign Language (for Professional Purposes)» in the second year of the educational program.

4. EXPECTED LEARNING OUTCOMES

According to the educational program of the discipline **«Elective Courses (the English Language)»** the study of the discipline should ensure the achievement of the following program learning outcomes (PLO) by higher education seekers:

Program Learning Outcomes	PLO Code
Prepare annual reports on personal work activity; keep medical records of patients and population.	PLO 16
Form goals and determine the structure of personal activities.	PLO 21
Adhere to the requirements of ethics, bioethics and deontology in professional activity.	PLO 24

Expected learning outcomes which should be achieved by students after mastering the discipline **«Elective Courses (the English Language)»**:

Expected learning outcomes of the discipline	PLO Code
The ability to use professionally oriented lexical and grammatical constructions in various professionally oriented contexts when keeping medical records.	PLO 16, 21
The ability to express empathy for patients and their families in English within the framework of professional ethics.	PLO 24

5. DIAGNOSTIC TOOLS AND EVALUATION CRITERIA OF LEARNING OUTCOMES

Means of assessment and methods of demonstrating learning outcomes in the discipline are: oral questioning, group and pair work, role play / business simulation game, presentation, module test (written), credit.

Forms of control and criteria for learning outcomes evaluation

Forms of current control:
  – individual questioning;
  – group questioning;
  – individual presentation (presentation of the completed task);
  – group presentation (presentation of the completed task);
  – written assignment;
  – analysis of business situations (analysis of the situation given in the form of a text, graphic or oral material, video, or analysis of options for solving the problem, choosing the best option).

Form of module control: written module test.
Form of final semester control: examination.

Distribution of points received by higher education seekers (module 1)

Current assessment and self-study									Module test	Total
T1	T2	T3	T4	T5	T6	T7	T8	T9	80	**200**
14	14	13	13	13	13	13	14	13		

T1, T2 ... – topics

Criteria for module test evaluation

Those students whose success rate for laboratory classes is 60% are admitted to the modular test.

Only those students who have completed all missed classes are allowed to write the module test.

The result of the module test is credited only if the student gave at least 60% of correct answers.

ECTS	Traditional mark	Conversion of points Module Test
A	"5"	70-80
B, C	"4"	50-60
D, E	"3"	30-40
FX	"2"	10-20
F	"0"	0-10

Criteria for the final semester control evaluation

Scale of assessment: national and ECTS

The amount of points for all types of educational activities	Mark ECTS	Score according to a national scale	
		For exam, course project (work), practice	For credit
180 – 200	A	excellent	passed
164 – 179	B	good	passed
148 – 163	C	good	passed
128 – 147	D	satisfactory	passed
120 – 127	E	satisfactory	passed
70 – 119	FX	unsatisfactory with the possibility of repass	unsatisfactory with the possibility of repass
0 – 69	F	unsatisfactorily with compulsory repeated study of discipline	unsatisfactorily with compulsory repeated study of discipline

Conversion of points of discipline in the score on a scale ECTS and 4-points (traditional)

Assessment ECTS	Score according to 4-points scale
A	"5"
B, C	"4"
D, E	"3"
FX	"2"
F	"0"

6. SYLLABUS

6.1. The content of the discipline

Module 1
Topic 1. Nouns in medical terminology: ways of formation, singular and plural forms, countable and uncountable nouns.
Topic 2. Prefixes and suffixes in medical terminology.
Topic 3. Ways of forming medical terms.
Topic 4. Synonyms in medical terminology.
Topic 5. Articles in medical terminology.
Topic 6. Abbreviations in medical terminology.
Topic 7. Types of hospitals and their organizational structure.
Topic 8. Healthcare professionals: types and job descriptions.
Topic 9. Common instruments and medical equipment.

6.2. The structure of the discipline

Titles of content modules and topics	Number of hours					
		Form of study:				
		including				
	Total	lectures	practical classes (seminars)	laboratory classes	individual work	self-study
1st semester						
Module 1						
Topic 1. Nouns in medical terminology: ways of formation, singular and plural forms, countable and uncountable nouns.	12	4		2		6
Topic 2. Prefixes and suffixes in medical terminology.	10	2		2		6
Topic 3. Ways of forming medical terms.	10	2		2		6
Topic 4. Synonyms in medical terminology.	9	2		2		5
Topic 5. Articles in medical terminology.	9	2		2		5
Тема 6. Abbreviations in medical terminology.	9	2		2		5
Topic 7. Types of hospitals and their organizational structure.	10	2		2		6
Topic 8. Healthcare professionals: types and job descriptions.	10	2		2		6
Topic 9. Common instruments and medical equipment.	9	2		2		5
Module test	2	–		2		–
Total for the module	**90**	**20**		**20**		**50**

6.3. Topics of laboratory classes

№	Topic title	Number of hours	
		Full-time study	заочна
1.	Nouns in medical terminology.	2	–
2.	Prefixes and suffixes in medical terminology.	2	–
3.	Ways of forming medical terms.	2	–
4.	Synonyms in medical terminology.	2	–
5.	Articles in medical terminology.	2	–
6.	Abbreviations in medical terminology.	2	–
7.	Types of hospitals and their organizational structure.	2	–
8.	Healthcare professionals: types and job descriptions.	2	–
9.	Common instruments and medical equipment.	2	–
10.	*Module test.*	2	–
	Total	**20**	**–**

6.4. Self-study

№	Topic title	Number of hours	
		Full-time study	заочна
1.	Nouns in medical terminology.	6	–
2.	Prefixes and suffixes in medical terminology.	6	–
3.	Ways of forming medical terms.	6	–
4.	Synonyms in medical terminology.	5	–
5.	Articles in medical terminology.	5	–
6.	Abbreviations in medical terminology.	5	–
7.	Types of hospitals and their organizational structure.	6	–
8.	Healthcare professionals: types and job descriptions.	6	–
9.	Common instruments and medical equipment.	5	–
	Total	**50**	**–**

6. 7. TOOLS, EQUIPMENT AND SOFTWARE THE USE OF WHICH IS PROVIDED FOR THE EDUCATIONAL SUBJECT

Technical equipment / tools: computer, multimedia presentations, video and audio materials, etc.

Equipment: desktops and laptops, smartphones, portable media players.

Software: office programs, file viewers (.pdf, .djvu), electronic text translators, electronic dictionaries, multimedia software, etc.

7. 8. RECOMMENDED SOURCES OF INFORMATION

Basic sources

1. Avrachova, L. Y. English for medical students / L. Y. Avrachova, I. O. Palamarenko, T. V. Yakhno. – Kyiv : AUS Medicine Publishing, 2015 – 448 p.

2. Glendinning, E. H. Professional English in Use. Medicine / Eric. H. Glendinning, Ron Howard. – Cambridge : Cambridge University Press, 2010. – 175 p.

3. Glendinning, E. H. English in Medicine. Third Edition / E. H. Glendinning, Beverly A. S. Holmstöm. – Cambridge : Cambridge University Press, 2008. – 150 p.

4. Gylys, B. A., Wedding M. E. Medical Terminology Systems. A Body System Approach. Sixth Edition / B. A. Gylys, M. E. Wedding/ - Philadelphia: F.A. Davis Company, 2009. 608 p.

5. McCarter, S. Oxford English for Careers: Medicine 1. Student's Book / Sam McCarter. – Oxford University Press, 2013. – 144 p.

6. McCarter, S. Oxford English for Careers: Medicine 2. Student's Book / Sam McCarter. – Oxford University Press, 2016. – 144 p.

7. Pisotska, O. English for medical specialists (textbook of English for students of higher medical educational establishments of Ukraine III and IV levels of accreditation). Part II / O. Pisotska, I. Znamenska, V. Kostenko. – Poltava : ASMI, 2010. – 191 p.

8. Wyatt, R. Check Your English Vocabulary for Medicine: All you need to improve your vocabulary / Rawdon Wyatt. – 3rd edition. – A & C Black. – 2006. – 64 p.

9. Znamenska, I. English for medical specialists (textbook of English for students of higher medical educational establishments of Ukraine III and IV levels of accreditation). Part I / I. Znamenska, O. Pisotska, V. Kostenko. – Poltava : ASMI, 2010. – 267 p.

10. Маслова, А. М. Учебник английского языка для медицинских вузов / А. М. Маслова, З. И. Вайнштейн, Л. С. Плебейская. – 3-е изд. испр. и доп. – М. : Лист Нью, 2002. – 336 с.

Additional sources

1. Allum, V. Cambridge English for Nursing / Virginia Allum, Patricia McGarr. – Cambridge University Press, 2010. – 119 p.

2. Evans, V. Career Paths - Medical: Student's Book (International) / Virginia Evans, Jenny Dooley. – Express Publishing UK Ltd, 2011. – 120 p.

3. Gyorffy, M. English for doctors. Maria Gyorffy. – Passau, 2006. – 291 p.

4. Moutsou, E. Use of English B2 for all exams / E. Moutsou. – MM Publications, 2009. – 184 p.

5. Murphy, Raymond. Essential Grammar in Use: a self-study reference and practice book for intermediate students of English: with answers / Raymond Murphy. – Cambridge : Cambridge University Press, 1988. – 328 p.

Information Internet resources

1. http://www.md.tsukuba.ac.jp/MECC/self-study02.html (Medical English Communications Center)

2. http://sana.aalto.fi/awe/grammar/articles/noncount/uncount.htm (Countable vs. Uncountable Nouns)

3. https://openmd.com/guide/medical-terminology (Introduction to Medical Terminology)

4. http://webcache.googleusercontent.com/search?q=cache:lSYTfvZDh4kJ:repo.knmu.edu.ua/bitstream/123456789/5748/1/self-study1.pdf+&cd=4&hl=ru&ct=clnk&gl=ua (Medical Terminology. Self-study guide for English medium students)

5. https://globalrph.com/ (The Clinician's Ultimate Reference)

6. http://www.cancerindex.org/medterm/medtm4.htm (The Components of Medical Terminology)

7. https://www.dmu.edu/medterms/odds-and-ends/ (Technicolor Terms)

8. https://www.medicinenet.com/prefixes_medical/definition.htm (Medical Definition of Prefixes)

9. https://nanopdf.com/download/medical-terminology-adjectives_pdf (Medical Terminology: Adjectives)

10. https://ocw.unican.es/mod/page/view.php?id=598 (Some common medical or health related words)

11. http://www.hsc.edu.kw/vpo/ELU/EFLLAB/grammar/e181/g8.%20articles%20in%20medicine.pdf (Using Articles in Medical Writing)

Viewing results
working program of the discipline

The work program was re-approved on 20____ / 20____ academic year   unchanged; with changes _(emphasis added)
(Annex ____).

Protocol № ____ from «____»_____ 20 ____

Head of the Department   _____   Pohorilyak R.Yu
                          _(signature)   _(Surname initials)

The work program was re-approved on 20____ / 20____ academic year   unchanged; with changes _(emphasis added)
(Annex ____).

Protocol № ____ from «____»_____ 20 ____

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                          _(signature)   _(Surname initials)

The work program was re-approved on 20____ / 20____ academic year   unchanged; with changes _(emphasis added)
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                          _(signature)   _(Surname initials)

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Protocol № ____ from «____»_____ 20 ____

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(Annex ____).

Protocol № ____ from «____»_____ 20 ____

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                          _(signature)   _(Surname initials)