

MINISTRY OF HEALTH OF UKRAINE

ODESA NATIONAL MEDICAL UNIVERSITY

Department of philosophy, bioethics and foreign languages

APPROVED

By the vice-rector for scientific and pedagogical work

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September 1, 2023



**WORK PROGRAM IN THE COURSE
"PROFESSIONAL MEDICAL ENGLISH"**

Level of higher education: second (master's degree)

Field of knowledge: 22 "Health care"

Specialty: 222 "Medicine"

Educational and professional program : Medicine

The Work Program (WP) is based on the educational-professional program (EPP) "Medicine" for the second degree (Master's) level of professional training in Specialty 222 Medicine, Field of Knowledge 22 Health Care, approved by the Academic Council of ONMedU (Record No.8, dated June 29, 2023).

Developers:

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The work program was approved at the meeting of the department of philosophy, bioethics and foreign languages

Record No. 1 dated August 28, 2023.

Head of the department  Volodymyr KHANZHY

Agreed with the guarantor of the EPP  Valeriia MARICHEREDA

Approved by the Subject Cycle Methodical Committee on Humanities of ONMedU,
Record No. 1, dated August 28, 2023.

Chairman of the subject cycle methodical commission on humanities of ONMedU

 Volodymyr KHANZHY

1. Description of the course:

Indicators	Field of knowledge, specialty, specialization, level of higher education	Characteristics of the academic discipline
The total number of: ECTS Credits: 3 Hours: 90	Branch of knowledge 22 "Health care" Specialty 222 "Medicine" Level of higher education second (master's)	<i>Full-time studies</i>
		<i>Elective discipline</i>
		<i>Year of training: 2</i>
		<i>Semester 3</i>
		<i>Lectures (0 hours)</i>
		<i>Seminars (0 hours)</i>
		<i>Practical (30 hours)</i>
		<i>Laboratory (0 hours)</i>
		<i>Independent work (60 hours) including individual tasks (0 hours)</i>
	<i>Final control form –credit test</i>	

2. Purpose and objectives of the course, competencies, and program learning outcomes.

Purpose: Mastering the knowledge and professional competencies in English within the spheres and topics outlined in the educational program by the higher education student of medicine which involves advanced development of a foreign language communicative proficiency.

Objectives:

1. Building up the abilities and skills in English communication within the spheres, topics, and situations defined by the current EPP
2. Improving the skills of understanding, critical analysis and translation of authentic professional texts.
3. Mastering the ability to express one's thoughts, feelings and attitudes; to apply appropriate communication strategies according to different needs in professional activities in English.

The course focuses on building up components of the following competencies:

• **Integral (IC)**

Ability to solve typical and complex problems, including those of a research and innovation nature in the field of medicine. Ability to continue learning with a high degree of autonomy.

- **General (GC):**

GC7 – Ability to cooperate in a team.

GC8 – Ability for interpersonal cooperation.

GC9 – Ability to communicate in a foreign language.

GC10 – Ability to use information and communication technologies.

GC12 – Determination and persistence in relation to assigned tasks and assumed responsibilities.

GC15 – Ability to preserve and increase moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society, and in the development of society, technology and technologies, to use various types and forms of motor activity for active recreation and leading a healthy lifestyle.

- **Special (SC):**

SC1 – Ability to collect medical information about the patient and analyse clinical data.

SC16 – Ability to evaluate and ensure the quality of the work performed.

SC21 – Ability to clearly and unambiguously convey one's own knowledge, conclusions and

arguments on health care problems and related issues to specialists and non-specialists, in particular to people who are studying.

SC25 – Adherence to professional and academic integrity, being responsible for the reliability of the obtained scientific results.

Program learning outcomes (PLO):

PLO21 – Searching for the necessary information in the professional literature and databases of other sources, analysing, evaluating and application of this information.

PLO25 – Conveying one’s knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists clearly and unambiguously.

PLO27 – Fluent communication in the state language and English, both orally and in writing to discuss professional activities, research and projects.

At the end of the course, a student must:

know:

- terminology and grammatical constructions for expressing thoughts; stylistic features of medical English;
- rules for writing messages, opinions, explanations, definitions, reviews, reports, abstracts, etc., which have semantic and logical completeness and correspond to norms of medical records’ management;
- peculiarities of communication in professional and social spheres.

be able to:

- communicate with patients and colleagues in English at a highly professional level, both orally and in writing;
- operate and actively use a foreign language in the process of synthesis and analysis of various sources of information;
- read, translate (from English to Ukrainian and vice versa), interpret and analyse authentic English professional materials with annotations and summaries of scientific medical publications;
- keep medical records in English.

3. COURSE CONTENT

Topic 1. Diseases of the upper respiratory tract

Learning lexical material from the given topic and using this vocabulary.

Description of the disease of the upper and lower respiratory tract through monologic communication.

Improving speaking skills based on the description of respiratory diseases.

Topic 2. Diseases of the lower respiratory tract

Acquisition of relevant terminology.

Study of word-forming elements denoting inflammation of various organs.

Study of the main diseases of the respiratory system.

Description of symptoms of diseases

Topic 3. Pulmonary tuberculosis

Basic lexical units regarding the structure of the respiratory tract.

Learning new lexical material about diseases of the respiratory system.

Compiling a summary to the text.

Development of analytical and searching reading and translation skills.

Topic 4. Hypertension

Learning terms related to the topic.

Differentiation of word-forming elements.

Describing causes of hypertension.

Ability to communicate on the given topic.

Topic 5. Myocardial infarction

Learning new lexical material about diseases of the cardiovascular system.
 Describing causes of heart attack.
 Compiling a summary to the text.
 Development of analytical and searching reading and translation skills.

Topic 6. Diseases of the stomach

Learning terms from the topic.
 Talking about causes of gastric disorders.
 Study of the main symptoms of stomach diseases.
 Writing a monologue message on the topic.

Topic 7. Cholecystitis

Study of relevant terminology.
 Talking about the main causes and symptoms of cholecystitis.
 Writing a monologue message.

Topic 8. Kidney diseases

Learning the terms and term elements related to the structure of the kidneys.
 Learning new vocabulary by topic.
 Discussing the main causes and symptoms of kidney diseases.
 Making an oral message on the topic.

Topic 9. Diabetes

Learning clinical terms related to diabetes.
 Talking about the main factors affecting the occurrence of this disease.
 Compiling an oral message on the topic.
 Use of learned lexical and grammatical material in oral and written forms.

Topic 10. Goiter

Study of clinical terms related to goiter.
 The main factors affecting the occurrence of this disease.
 Compiling an oral message on the topic.
 Use of learned lexical and grammatical material in oral and written forms.

Topic 11. AIDS

Studying the terminology related to the topic.
 Writing a monologue message.
 Talking about causes of AIDS and research methods.

Topic 12. Flu

Learning terms related to the topic.
 Study of types of influenza.
 Study of complications arising after the flu.

Topic 13. Tetanus

Acquisition of vocabulary by topic.
 Answers to the questions to the text.
 Familiarization with the main medical conditions that can occur during an attack.

Topic 14. Diphtheria

Learning terms related to the disease.
 Description of the main signs and symptoms of the disease.
 Complex words and phrases that make up the vocabulary of texts.
 Differentiation of word-forming elements.

Topic 15. Hepatitis

Learning terms from the topic.
 Getting knowledge of the main symptoms of hepatitis.
 Writing a monologue message.

4. The structure of the course

Names of topics	Number of hours					
	Total	including				
		lectures	seminars	practical	laboratory	IWS
1. Diseases of the upper respiratory tract	6	0	0	2	0	4
2. Diseases of the lower respiratory tract	6	0	0	2	0	4
3. Pulmonary tuberculoses	6	0	0	2	0	4
4. Hypertension	6	0	0	2	0	4
5. Miocardial Infarction	6	0	0	2	0	4
6. Diseases of the Stomach	6	0	0	2	0	4
7. Cholecystitis	6	0	0	2	0	4
8. Kidney Diseases	6	0	0	2	0	4
9. Diabetis Melitus	6	0	0	2	0	4
10. Goiter	6	0	0	2	0	4
11. AIDS	6	0	0	2	0	4
12. Flu	6	0	0	2	0	4
13. Tetanus	6	0	0	2	0	4
14. Diphtheria	6	0	0	2	0	4
15. Hepatitis	6	0	0	2	0	4
<i>Individual task</i>	0	0	0	0	0	0
Total	90	0	0	30	0	60

5. Topics of lectures / seminars / practical / laboratory classes

5.1. Topics of lectures

Lectures are not provided.

5.2. Topics of seminar classes

Seminar classes are not provided.

5.3. Topics of practical classes

No	Topic name	Number of hours
1.	Topic 1. Practical class 1. Diseases of the upper respiratory tract	2
2.	Topic 2. Practical class 2. Diseases of the lower respiratory tract	2
3.	Topic 3. Practical class 3. Pulmonary tuberculoses	2
4.	Topic 4. Practical class 4. Hypertension	2
5.	Topic 5. Practical class 5. Miocardial Infarction	2
6.	Topic 6. Practical class 6. Diseases of the Stomach	2
7.	Topic 7. Practical class 7. Cholecystitis	2
8.	Topic 8. Practical class 8. Kidney Diseases	2
9.	Topic 9. Practical class 9. Diabetis Melitus	2

10.	Topic 10. Practical class 10. Goiter	2
11.	Topic 11. Practical class 11. AIDS	2
12.	Topic 12. Practical class 12. Flu	2
13.	Topic 13. Practical class 13. Tetanus	2
14.	Topic 14. Practical class 14. Diphtheria	2
15.	Topic 15. Practical class 15. Hepatitis	2
	Total	30

5.4. Laboratory topics classes

Laboratory classes are not provided.

6. Independent work of a student of higher education

No	Title of the topic / types of tasks	Number of hours
1.	Topic 1. Preparation for practical class 1	4
2.	Topic 2. Preparation for practical class 2	4
3.	Topic 3. Preparation for practical class 3	
4.	Topic 4. Preparation for practical class 4	4
5.	Topic 5. Preparation for practical class 5	4
6.	Topic 6. Preparation for practical class 6	4
7.	Topic 7. Preparation for practical class 7	4
8.	Topic 8. Preparation for practical class 8	4
9.	Topic 9. Preparation for practical class 9	4
10.	Topic 10. Preparation for practical class 10	4
11.	Topic 11. Preparation for practical class 11	4
12.	Topic 12. Preparation for practical class 12	4
13.	Topic 13. Preparation for practical class 13	4
14.	Topic 14. Preparation for practical class 14	4
15.	Topic 15. Preparation for practical class 15	4
	Total	60

7. Teaching techniques

Practical classes:

By the nature of presentation and perception of information:

- *Verbal*: narration, explanation, conversation, instruction, discussion, dispute, case study.
- *Visual*: illustration (including multimedia presentations), demonstration, observation.
- *Practical*: tests; training and creative exercises; solving clinical cases; practical assignments, project design.

By the way of the received information implementation:

- *reproductive* (role play, simulation of a case, etc.);
- *search* (work with reference literature, electronic search information systems, etc.);
- *perceptive* (video lessons, meetings with English-speaking representatives, etc.);
- *logical* (communicative exercises, "case studies" or analysis of a real clinical situation).

Self-study: independent work with recommended basic and additional literature, methodical recommendations of the department, electronic information resources, and bank of Step-1 tests for the exam "Foreign language for professional purposes".

8. Forms of control and evaluation methods (including criteria for the learning outcomes assessment)

Current control: oral survey, testing, evaluation of practical tasks, communication skills, solving clinical cases, class activities, and independent work of a student.

Current control is carried out at each practical class in accordance with the particular topic. Standardized control methods are used to evaluate students' educational activities: oral report on relevant topics, testing, structured written assignments. Forms of current educational activities' assessment are standardized and include control of lexical, grammatical and communication skills.

During the evaluation of each topic in current educational activities, a student obtains grades on a 4-point (traditional) scale considering the approved criteria: maximum grade - 5, minimum grade - 3, unsatisfactory grade - 2.

The current control evaluation criteria

«5»	A student is fluent in the learned material, takes an active part in the subject discussions, confidently demonstrates practical skills while performing tasks, expresses own opinion on the topic and creative thinking. The level of competence is high.
«4»	A student has masters the material, participates in general topic discussion, demonstrates practical skills while performing tasks with some errors, expresses own opinion on the topic. The level of competence is sufficient.
«3»	A student hasn't got sufficient knowledge of the material studied, is not confident in the topic's discussion. The level of competence is average, reproductive. He/She has the knowledge to overcome the mistakes made.
«2»	A student does not master the material studied, does not take part in class discussions. The level of competence is low.

At the end of the course, the current academic performance is calculated as the average score, that is, the arithmetic average of all current grades on a traditional scale, rounded to two decimal places.

Final control: credit test (assessment in the form of an oral survey)

Evaluation of the current educational activity in a practical session:

1. Evaluation of theoretical knowledge on the subject of the lesson:

- methods: survey, solving a situational clinical problem
- maximum score – 5, minimum score – 3, unsatisfactory score – 2.

2. Evaluation of practical skills and manipulations on the subject of the lesson:

- methods: standardized and include control of vocabulary, grammar and communication skills.
- maximum score – 5, minimum score – 3, unsatisfactory score – 2.

The grade for one practical session is the arithmetic average of all components and can only have a whole value (5, 4, 3, 2), which is rounded according to the statistical method.

Possibility and conditions of obtaining additional (bonus) points: not provided.

9. Distribution of points received by students

The obtained average score for the academic discipline for students who have successfully mastered the work program is converted from a traditional four-point scale to points on a 200-point scale, as shown in the table:

Table of conversion

<i>National grade</i>	<i>The course score</i>
Excellent «5»	185 – 200

Good «4»	151 – 184
Satisfactory «3»	120 – 154

A multi-point scale (200-point scale) characterizes the actual performance of each student in mastering the educational component. The conversion of the traditional grade (average score for the academic discipline) into the 200-point grade is carried out by the information and technical department of the University.

According to the obtained points on the 200-point scale, the academic performance of students is evaluated according to the ECTS rating scale. Further ranking according to the ECTS rating scale allows to evaluate the achievements of students in the educational component who are studying in the same course and the same specialty, according to the points they received.

The ECTS scale is a relative-comparative rating, which establishes the student's belonging to the group of better or worse ones among the reference group of his/her fellows (faculty, specialty). An "A" grade on the ECTS scale cannot be equal to an "excellent" grade, a "B" grade to a "good" grade, etc. When converting from a multi-point scale, the limits of grades "A", "B", "C", "D", "E" according to the ECTS scale do not coincide with the limits of grades "5", "4", "3" according to the traditional scale. Students who have received grades of "FX" and "F" ("2") are not included in the list of ranked ones. The grade "FX" is given to students who have obtained the minimum number of points for their current academic performance, but who have not passed the final examination. A grade of "F" is given to students who have attended all classes in the discipline, but have not achieved a grade point average (3.00) for their current academic performance and are not allowed to take the final examination.

Students studying at the same year (same specialty), based on the number of points scored in the discipline, are ranked on the ECTS scale as follows:

Conversion to the ECTS scale

ECTS grade	Statistics
A	The best 10% of students
B	The next 25% of students
C	The next 30% of students
D	The next 25% of students
E	The last 10% of students

10. Methodological support

- Working program of the academic discipline
- Syllabus
- Methodical developments for practical classes
- Methodical recommendations for independent work of higher education applicants
- Multimedia presentations
- Situational test tasks
- Electronic bank of test tasks by subdivisions of the discipline

Educational and methodical literature:

1. Medical Terminology. An Illustrated Guide. Barbara Johnson Cohen, Shirley A. Jones . Ninth Edition. Jones and Bartlett Learning, 2021, pp. 670
2. Manual " English grammar exercises for medical students " (for IWS) ONMedU , Dep. of foreign languages. Odesa, 2020 .

11. Questions for preparation for the final control

Determine equivalents of English medical and pharmaceutical terms of Greek-Latin origin .
 Form medical terms using Greek - Latin elements .
 Form medical terms according to characteristics affixes
 Define, recognize and decode medical terms in microtexts
 Do morphemic analysis of professional and scientific terms
 Identify compound words by their components.
 Define and differentiate grammatical phenomena and models.
 Recognize and distinguish active and passive constructions in English-language professional texts.
 Translate and do syntactic analysis sentence.
 Determine syntactic structures on the base grammatical models and active vocabulary.
 Explain general scientific, medical and pharmaceutical abbreviations.
 Form syntactic designs, using grammatical categories.
 Distinguish the most common cliché sentence .

12. Recommended literature

Recommended literature

Basic:

1. Professional Medical English. Course book for students of higher education in the specialty 222 Medicine of institutions of higher education IV accreditation level / Rusalkina L.G., Mokrienko E.M., Lazor N.V., Bermas O.M. – Odesa: ONMedU, 2023.
2. Practice Book "English grammar exercises for medical students" (for IWS). ONMedU, Faculty of Medicine. Foreign languages. Odesa, 2020.

Additional

1. Medical English for Academic Purposes. Ю. В. Лисанець, О. М. Беляєва, М. П. Мелашенко. Видавництво «Медицина», 2018. 312 с.
2. Саблук А. Г., Левандовська Л. В. English for medical student=Англійська мова для студентів-медиків: підручник для мед. ВНЗ I—III р.а. Київ: ВСВ «Медицина», 2018. 576 с.
3. McCarter S. MEDICINE (OXFORD ENGLISH FOR CAREERS) 2. Student's Book. Oxford University Press, 2010. 144 с.
4. Whalen K. Lippincott Illustrated Reviews: Pharmacology. Lippincott Williams & Wilkins, 2018. 576 с.
5. Swan M. Practical English Usage. Oxford University Press, 2017. 768 с.

13. Electronic information resources

1. Webster's Dictionary and Thesaurus <https://www.merriam-webster.com/>
2. Longman Dictionary of Contemporary English <https://www.ldoceonline.com/>
3. The International Medical Interpreters Association <https://www.imiaweb.org/>
4. Free Online Term Extractors <http://recremisi.blogspot.com/p/online-term-extractors.html>
5. Medical Dictionary Online <https://www.online-medical-dictionary.org/>