# MEDICAL ENGLISH MODULE DESCRIPTION

The medical English module focuses on the study of medical terminology and procedures in English. This includes consulting patients, diagnosing, instructing, describing symptoms, mediating, and discussing treatment options with patients and colleagues, describing them in formal medical settings.

*Table 8: Medical English module description*

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| **Title of the module** | Medical English |
| **Module developer** | Ekaterina Kldiashvili, Petre Shotadze Tbilisi Medical Academy |
| **Credits awarded** | 5 |
| **Number of lecture hours** | - N/A |
| **Number of group work/seminar**  **hours** | 30 |
| **Entry requirements** | None, apart from being enrolled in a Georgian HEI. |
| **Module objectives** | * To develop student knowledge in medical terminology and student skills in interviewing patients, including diagnosing, instructing, and describing symptoms. * To enhance student skills in mediating and discussing the treatment options with patients and colleagues and describing them in formal medical settings. * To develop listening and speaking skills through lectures, seminars, and presentations within a university context. |
| **Module plan with the numbers of**  **lectures/seminars for each**  **topic/content** | This module is realised in the form of group work sessions. The duration of each group work session is two hours. The total number of group work sessions is 15. |
| **Learning outcomes**  **(knowledge, skills, Bloom's    taxonomy and competences)** | **Knowledge**  Having successfully completed the module, students will have knowledge in medical terminology and skills in interviewing patients, diagnosing, instructing, and describing symptoms.  **Skills**  After successfully completing the module, students will be able to:   * communicate in medical and academic environments * produce grammatically accurate, clear, logical, well-organised written work that conforms to academic writing standards. * relay in English the relevant points from professional spoken and written medical texts in Georgian. |
| **Requirements for awarding credits (the assignments listed and the percentage for each assignment)** | Assessment of knowledge is accomplished by 100-point evaluation system. During the semester, the student gathers up to 60 points from intermediate assessments, which are three presentations (each presentation is worth up to 20 points). The student can gain up to 40 points from the final component, which is a research paper. The recommended length of this paper is three pages, and the aim is to summarise and present a topic of specific medical research articles.  The student must get at least 31 points in intermediate assessment to be eligible for the final component.  Credits are awarded if a student gets at least 31 points in the intermediate assessment and at least 20 points in the final component. |
| **Assessment criteria** | * Thematic presentations. * Interactive online tests for assessing module terminology for the description of the human body and different systems (e.g. cardiovascular, respiratory, digestive system). * A case study of medical documents, description of their findings, and solutions for different audiences. * Writing and speaking: systematically applies conventions of written academic literacy, employs relevant strategies for examination, essays and prepared module work. |
| **Compulsory reading list** | **Reading materials**  1. Exploring Medical Language, 11th Edition, By Danielle LaFleur Brooks, MEd, MA, Dale Levinsky, MD and Myrna LaFleur Brooks, RN, Bed, 2022. |
| **Online sources and periodicals** | <https://www.us.elsevierhealth.com/exploring-medical-language-9780323711562.html?nosto=nosto-page-category1>  2.<https://promova.com/english-vocabulary/hospital-and-medical-vocabulary>  3.<https://www.medicalenglish.com> |
| **Teaching/learning approaches** | Content-based instruction and task-based learning focused on particular medical cases. |

### **Medical English module plan**

The medical English module plan shows how medical topics and terminology can be integrated with language skills (reading, writing, speaking and listening) to develop both professional as well as linguistic competence in interactive classroom practice.

*Table 9: Medical English module plan*

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| **Week** | **Learning-teaching format** | **Themes and tasks** |
| 1 | Group work | Syllabus presentation  Theme: Introduction to medical English terminology  Task: Create a glossary of commonly used medical English terms. |
| 2 | Group work | Theme: Patient interviewing skills in English  Task: Conduct simulated patient interviews in English, focusing on effective communication techniques. |
| 3 | Group work | Theme: Diagnostic communication in English  Task: Develop written and verbal communication skills to explain diagnostic procedures and results in English. |
| 4 | Group work | Theme: Instruction and symptom description in English  Task: Practice giving clear treatment instructions and describing symptoms using English. |
| 5 | Group work | Theme: Mediation in English medical contexts  Task: Role play scenarios where students mediate treatment options with English speaking patients and discuss cases with colleagues in English. |
| 6 | Group work | Theme: Communication in English in formal medical settings  Task: Write a medical report and documentation in English, and present a case in a simulated formal medical setting using English. |
| 7 | Group work | Theme: Enhancing listening skills in English  Task: Engage in listening exercises, including transcribing medical dialogues and participating in English language medical lectures. |
| 8 | Group work | Theme: Enhancing speaking skills in English  Task: Deliver short presentations on medical topics in English, incorporating effective speaking skills. |
| 9 | Group work | Theme: Cross-cultural communication in healthcare  Task: Explore cultural nuances in medical communication and participate in discussions on providing culturally competent care.  *Cases can be constructed by using: https://www.sciencedirect.com/science/article/pii/S1322769617303153* |
| 10 | Group work | Theme: Writing skills for medical professionals  Task: Draft various types of medical documents, such as patient education materials or referral letters, in English. |
| 11 | Group work | Theme: Communication in a digital environment  Task: Simulate scenarios of patient-healthcare professional communication in a digital environment, practicing clear and concise communication with patients over virtual platforms in English. |
| 12 | Group work | Theme: Ethical communication in healthcare  Task: Discuss ethical considerations in medical communication, and engage in role-play activities addressing ethical dilemmas in English.  *Cases can be constructed by using: https://link.springer.com/article/10.1007/s40290-023-00461-3* |
| 13 | Group work | Theme: Effective team communication  Task: Collaborate on case discussions, emphasising effective team communication in English. |
| 14 | Group work | Theme: Medical research communication  Task: Summarise and present medical research articles in English, focusing on conveying complex information clearly. |
| 15 | Group work | Theme: Practical application of medical English  Task: Engage in a final project, applying acquired medical English communication skills to a real-world healthcare scenario, with a presentation in English. |

### **Assessment system for medical English**

Assessment of knowledge is accomplished by a 100-point evaluation system. During the semester, the student gathers up to 60 points in intermediate assessments, which are presentations. The student gains up to 40 points in the final component, which is a research paper. The aim of this paper is to summarise and present a topic of specific medical research articles. The recommended length of the research paper is three pages.

**The topics for presentations are the following**

* **Case presentation.** A case study of a medical document with a description of findings and solutions. This is presented by the usage of appropriate terminology.
* **Patient educational material.** Topic-specific communication with a patient, with the application of specific terminology and the relevant explanations.
* **Case-specific presentation.** Hints and tips of effective communication in a digital environment by applying of ethical principles.

**The criteria for presentation assessment scores are:**

* Contextual value of the work performed: four points.
* The ability to present on the topic: four points.
* The ability to answer the questions: four points.
* Visual presentation of the work: four points.
* The ability to keep to the time limit: four points.

### **Criteria for research paper assessment**

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| --- | --- | --- |
|  | Criteria | Max. four points |
| 1 | Unique and informative title. |  |
| 2 | Clear and informative introduction. |  |
| 3 | Topic is clear and accurately presented. |  |
| 4 | The author presents opinions with  valid, logical and contextual arguments, based on reliable, valuable, relevant sources. (Indicating at least one source in the references). |  |
| 5 | The author closely follows research paper structure pattern and each component begins with a topic-related sentence. |  |
| 6 | The transition between the structural parts of the research paper is harmonious and continuous. |  |
| 7 | The research paper topic is well studied and the author has a deep sense of knowledge and critical appraisal. |  |
| 8 | The research paper ends with a conclusion that summarises the work and clearly states the author's position. |  |
| 9 | The author properly uses citation resources (endnotes, footnotes), sticks closely to the quotation style defined by an established academic writing style. The bibliography is written in accordance to the required academic writing style. |  |
| 10 | The technical side of the work, including grammar and vocabulary, corresponds to high academic standards without any shortcomings. |  |

**Points are awarded according to the following guide.**

Four points: The student's work corresponds to the requirements of the criteria completely, or with minimal shortcomings.  
Three points: The student's work satisfies the requirements of the criteria. Small technical shortcomings are observed.  
Two points: The student's work demonstrates minor shortcomings in the content. The issue is not clearly presented or studied. Technical and linguistic gaps are observed.  
One point: The work is inadequate, with significant factual and technical shortcomings. The essence of the problem is not clear, and the reasoning is weak.  
Zero points: The component is not completed or does not correspond to the requirements of the criteria.

**Evaluation system: point distribution scheme**

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| --- | --- |
| Points | Evaluation |
| 91-100 (A) | Excellent |
| 81-90 (B) | Very good |
| 71-80 (C) | Good |
| 61-70 (D) | Satisfactory |
| 51-60 (E) | Sufficient |
| 41-50 (FX) | Hasn’t passed; the student has the right to resubmit an essay |
| 0-40 (F) | Failed. To receive the credit, a student must take the module again. |