

Academic year	2016-17
Subject	21375 - English for Health and Behavioural Sciences
Group	Group 20, 2S, GMED
Teaching guide	T
Language	English

Subject identification

Subject	21375 - English for Health and Behavioural Sciences
Credits	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
Group	Group 20, 2S, GMED (Campus Extens)
Teaching period	Second semester
Teaching language	English

Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Aida Rosende Pérez aida.rosende@uib.es	17:30	18:30	Monday	01/09/2016	01/02/2017	CC04 (Edifici Ramón Llull)
	12:30	13:30	Wednesday	02/02/2017	31/07/2017	CC04 (Edifici Ramón Llull)

Contextualisation

"English for Health and Behavioural Sciences" is a (1st year) compulsory course within the BA programme in Medicine at the University of the Balearic Islands. This subject primarily aims at providing students with the language competence necessary to communicate effectively in their professional environment (B2 level – Common European Framework of Reference for Languages), and helping them to gain confidence when using English in their academic and professional lives. The course will follow a practical approach to language issues, which does not however preclude the inclusion of several theoretical sessions aiming at developing explicit knowledge concerning particularly complex language issues (grammar, specialized medical vocabulary, pronunciation or idiomatic language).

Requirements

Essential requirements

This subject will be entirely taught in English. Therefore, an **intermediate level of English (B1 - Common European Framework of Reference for Languages)** is needed prior to course commencement. This is the level of English students should have reached at the end of their high school studies and the one required to pass university access exams. Students who do not have this level of English will find a list of self-study resources in the bibliographical section of this guide and it is their responsibility to reach this level prior to the beginning of the course. Furthermore, the "English Lab" room (Room C13, Edifici Guillem Cifre de Colonya) is at the disposal of UIB students for them to use the varied resources for the study of English that the lab contains with the help of 3rd/4th-year English Studies students. For further information on the "English

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Lab" check this link <http://diari.uib.cat/arxiu/Coneixeu-English-Lab.cid376924>, or the Lab's social media site https://www.facebook.com/englishlabUIB/info?tab=page_info

Skills

Specific

- * CM2-14. Understanding and practising aspects of communication with patients, relatives, and their social environment. Discussing models of clinical relation, interview, verbal and non-verbal communication, and interference. Breaking bad news. Within the general framework of this competence (CM2-14) the students will develop their ability to communicate effectively, taking into account different registers and situations in English language. The student must be able to work on specific tasks related to the field of Medicine with a high standard of fluency and correction in English language (B2)..
- * CM2-15. Writing histories, reports, instructions and other clinical registers in a comprehensible way for patients and their families, as well as for other professionals. Within the general framework of this competence (CM2-15) the students will develop their ability to listen, analyse and evaluate information related to the field of Medicine effectively taking into account different registers and situations in English language (B2); as well as their ability to understand and write about this information, showing an adequate level of maturity, in English language (B2)..
- * CM2-16. Writing scientific or professional documents and presenting them in public. Within the general framework of this competence (CM2-16) the students will develop their ability to analyse, summarize, critically evaluate, write and present information in English. The students must masterly use technical vocabulary in the field of Medicine and general vocabulary in the frame of an upper intermediate level (B2) of English language..

Generic

- * H38. Ability to understand, speak, read, and write in English so as to reach a B2 level (Common European Framework of Reference for Languages) by the end of the course..

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

The course will be divided into thematic units. The range of topics and issues covered will include (but will not necessarily be restricted to):

Health and Illness
Medical practitioners and the hospital
Taking a history
Examining a patient
Special examinations
Investigations
Making and explaining a diagnosis
Treatment

Breaking bad news

Skills to be developed and practised through these thematic units are detailed below.

Theme content

1. Use of English

Integrated learning of grammar (B2 level).

Vocabulary practice through semantic fields.

Non-specialized and specialized vocabulary.

Guessing meaning from context.

Spelling.

2. Reading

Understanding written texts on topics related to the field of Medicine followed by comprehension exercises, as well as analysing model texts from medical contexts.

Identifying useful vocabulary and general understanding of the text.

3. Listening

Understanding and reacting to real life dialogues and oral texts on topics related to the field of Medicine followed by comprehension exercises.

4. Writing

Applying the grammatical rules and vocabulary learned in class to the written text in order to produce documents that comply with the standard conventions.

5. Speaking

Producing real life dialogues and oral texts on topics related to the field of Medicine. Individual presentations and group debates on relevant topics, pair conversations interaction in simulated real life contexts.

Grammatical correctness in the production of speech.

Fluent and accurate production of the specific sounds of English.

Teaching methodology

IMPORTANT NOTE: Mobile phones and other electronic devices are NOT allowed in the classroom. Laptop computers are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/practical sessions, unless otherwise specified by the lecturer (e.g. if the practical session entails use of the internet for pedagogical purposes).

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	These sessions (GG) will be mostly devoted to acquiring both general and specific or specialized vocabulary, and practising this vocabulary in context; as well as to studying and practising relevant aspects of the English grammar (B2).	30

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Modality	Name	Typ. Grp.	Description	Hours
			Attention will also be paid to listening and speaking skills and, especially, to the development of writing and reading strategies and abilities. It should be noted that a holistic and integrated approach to language teaching and learning will be followed in the course. This means that, independently of the session type and the topic under discussion, an effort will be made to practise different skills at a time.	
Practical classes		Medium group (M)	These sessions (GM) will be mostly devoted to the development and practice of the students' speaking and listening skills leading to a growing language competence in oral communication.	22.5
Assessment	Final exam (50%)	Large group (G)	This will be a written exam consisting of a Use of English (Grammar and Vocabulary) short-answer test (20%), a listening test (10%), a reading test (10%), and a writing activity (10%) . All students will sit the writing activity but it will only be graded when the student obtains at least 5 out of 10 in the other three parts of the exam (Use of English, Listening, Reading). This final exam must be passed with at least a 5 for the student to get a pass in the subject. The final exam can be retaken in the convocatoria extraordinaria.	4
Assessment	Mid-term assessment (30%)	Large group (G)	Compulsory attendance to one session during the course (the date will be specified in the course timetable), in which the students' listening (10%), reading (10%), and writing (10%) skills will be assessed. This mid-term assessment CANNOT be retaken either in June or in the convocatoria extraordinaria.	3
Assessment	Speaking assessment (20%)	Medium group (M)	Compulsory attendance to one session at the end the course (dates and times will be specified via Campus Extens), in which the students' speaking skills (20%) will be assessed (individually and/or in pairs). The speaking exam can be retaken in the convocatoria extraordinaria.	0.5

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Distance education work activities

Modality	Name	Description	Hours
Individual self-study		Individual study of the course contents and practice of the skills, completion of pre-assigned tasks and Campus Extens activities.	70
Group self-study		Preparation for the speaking assessment.	20

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Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

This course includes the following assessments:

* **Final exam (50%)**: This will be a written exam consisting of a **Use of English (Grammar and Vocabulary) short-answer test (20%)**, a **listening test (10%)**, a **reading test (10%)**, and a **writing activity (10%)**. All students will sit the writing activity but it will only be graded when the student obtains at least 5 out of 10 in the other three parts of the exam (Use of English, Listening, Reading). **This final exam must be passed with at least a 5 (out of 10) for the student to get a pass in the subject.** The final exam can be retaken in the *convocatoria extraordinaria*.

* **Mid-term assessment (30%)**: Compulsory attendance to one session during the course (the date will be specified in the course timetable), in which the students' **listening (10%)**, **reading (10%)**, and **writing (10%)** skills will be assessed. This mid-term assessment **CANNOT be retaken either in June or in the *convocatoria extraordinaria***.

* **Speaking assessment (20%)**: Compulsory attendance to one session at the end of the course (the date will be specified in the course timetable), in which the students' **speaking skills (20%)** will be assessed (individually and/or in pairs). The speaking exam **can be retaken in the *convocatoria extraordinaria***.

Remember that the final exam must be passed with at least a 5 (out of 10) for the student to get a pass in the subject. Consequently, **should this exam not be successfully passed by the student, the rest of their grades will not be taken into account, even if the average score is a PASS (5 or higher).** In this case, the student will have a 4.5 in their record (UIB Digital).

If a student fails to hand in an assignment or to show up on the day and at the time established by the lecturer for the different assessments/practical sessions or exams, the grade for that assignment/assessment/practical session/exam will be a 0 (zero), in case this assessment accounts for more than 30% of the total assessment in the subject. Only if the assesment(s) to which the student fails to attend accounts for 30% or less than 30% of the total assessment, will the grade be NP.

The dates and times of the different assessments/practical sessions/tests will not be altered UNDER ANY CIRCUMSTANCES (this entails that this assessments will not be repeated under any circumstances) **except those contemplated by the *UIB Reglament Acadèmic***. Students will not be allowed into the classroom when the assessment or exam has already started.

REMEMBER: Article 33 in the *Reglament Acadèmic* will be applied in cases of cheating, plagiarism, cyberplagiarism or any other fraudulent practice in the process of assessment:

"1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

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- a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi)"

Final exam (50%)

Modality	Assessment
Technique	Short-answer tests (retrievable)
Description	This will be a written exam consisting of a Use of English (Grammar and Vocabulary) short-answer test (20%), a listening test (10%), a reading test (10%), and a writing activity (10%). All students will sit the writing activity but it will only be graded when the student obtains at least 5 out of 10 in the other three parts of the exam (Use of English, Listening, Reading). This final exam must be passed with at least a 5 for the student to get a pass in the subject. The final exam can be retaken in the convocatoria extraordinaria.
Assessment criteria	This will be a written exam consisting of a Use of English (Grammar and Vocabulary) short-answer test (20%), a listening test (10%), a reading test (10%), and a writing activity (10%) . All students will sit the writing activity but it will only be graded when the student obtains at least 5 out of 10 in the other three parts of the exam (Use of English, Listening, Reading). This final exam must be passed with at least a 5 (out of 10) for the student to get a pass in the subject. The final exam can be retaken in the convocatoria extraordinaria.

Final grade percentage: 50% with minimum grade 5

Mid-term assessment (30%)

Modality	Assessment
Technique	Short-answer tests (non-retrievable)
Description	Compulsory attendance to one session during the course (the date will be specified in the course timetable), in which the students' listening (10%), reading (10%), and writing (10%) skills will be assessed. This mid-term assessment CANNOT be retaken either in June or in the convocatoria extraordinaria.
Assessment criteria	Compulsory attendance to one session during the course (the date will be specified in the course timetable), in which the students' listening (10%), reading (10%), and writing (10%) skills will be assessed. This mid-term assessment CANNOT be retaken either in June or in the <i>convocatoria extraordinaria</i> .

Final grade percentage: 30%

Speaking assessment (20%)

Modality	Assessment
Technique	Oral tests (retrievable)
Description	Compulsory attendance to one session at the end the course (dates and times will be specified via Campus Extens), in which the students' speaking skills (20%) will be assessed (individually and/or in pairs). The speaking exam can be retaken in the convocatoria extraordinaria.
Assessment criteria	Compulsory attendance to one session at the end of the course (the date will be specified in the course timetable), in which the students' speaking skills (20%) will be assessed (individually and/or in pairs). The speaking exam can be retaken in the convocatoria extraordinaria .

Final grade percentage: 20%

Resources, bibliography and additional documentation

The basic textbook for this subject will be:

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GLENDINNING, E. and B. A. S. HOLMSTRÖM. 2005. *English in Medicine: A Course in Communication Skills*. Third Edition. Cambridge: Cambridge University Press.

Students are required to have this textbook at the beginning of the semester, and to always bring it to class.

Other compulsory materials will be made freely available to the students via Campus Extens. It will be the student's responsibility to bring them to class when so instructed.

Basic bibliography

GLENDINNING, E. and B. A. S. HOLMSTRÖM. 2005. *English in Medicine: A Course in Communication Skills*. Third Edition. Cambridge: Cambridge University Press.

GLENDINNING, E. and R. HOWARD. 2007. *Professional English in Use. Medicine*. Cambridge: Cambridge University Press

McCULLAGH, M., and R. WRIGHT. 2008. *Good Practice: Communication Skills in English for the Medical Practitioner*. Cambridge: Cambridge University Press.

VINCE, MICHAEL. 2008. *English Grammar in Context. Intermediate*. Basingtoke: MacMillan.

Complementary bibliography

Medical English

ALLUM, V. 2012. *English for Medical Purposes: Doctors*. lulu.com

BLACK PUBLISHERS, A. & C. 2006. *Check Your English Vocabulary for Medicine*. Third Edition. Bloomsbury: Black Publishers, Ltd.

FITZGERALD, P., M. McCULLAGH, and R. WRIGHT. 2010. *English for Medicine in Higher Education Studies*. Reading: Garnet.

HULL, M. 2010. *Medical English Clear & Simple. A Practice-Based Approach to English for ESL Healthcare Professionals*. Philadelphia: Davis Company.

JOHANNSEN, K. L., M. MILNER; J. O'BRIEN; H. SANCHEZ; I. WILLIAMS. 2007. *English for Health Sciences: Professional English*. NY: Cengage Learning.

MCCARTER, SAM. 2010. *Oxford English for Careers. Medicine 2*. Oxford: Oxford University Press.

MCCARTER, SAM. 2009. *Oxford English for Careers. Medicine 1*. Oxford: Oxford University Press.

POHL, A. 2004. *Test Professional English. Medical*. Penguin English Guides. Harlow: Pearson Longman.

RIBES, R. and P. R. ROS. 2006. *Medical English*. Berlin: Springer.

UPJOHN, J. et al. 2006. *Minimum Competence in Medical English*. Grenoble: EDP Sciences.

Dictionaries

Merriam-Webster's Spanish English Medical Dictionary. 2012. Merriam Webster.

Dorland's Illustrated Medical Dictionary with CD-Rom. 2007. Seventh Edition. Saunders, Elsevier.

Grammar

FOLEY, M. and HALL, D. 2012. *My Grammar Lab. Intermediate*. Harlow: Pearson Longman.

FOLEY, M. and HALL, D. 2012. *My Grammar Lab. Advanced*. Harlow: Pearson Longman.

FOLEY, M. and HALL, D. 2003. *Advanced Learners' Grammar*. Harlow: Longman.

HEWINGS, M. 2005. *Advanced Grammar in Use*. Cambridge: Cambridge University Press.

HUDDLESTON, R. and G. K. PULLUM. 2005. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

LEECH, G., B. CRUICKSHANK and R. IVANIC. 2001. *An A-Z of English Grammar and Usage*. 2nd ed. Essex: Longman.

LEECH, G. and J. SVARTVIK. 1994. *A Communicative Grammar of English*. Harlow: Longman.

MCCARTHY, M. and F. O'DELL. 2008. *English Collocations in Use*. Cambridge: Cambridge University Press.

MCCARTHY, M. and F. O'DELL. 2004. *English Phrasal Verbs in Use*. Cambridge: Cambridge University Press.

MCCARTHY, M. and F. O'DELL. 2002. *English Idioms In Use*. Cambridge: Cambridge University Press.



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SWAN, M. 1995. *Practical English Usage*. Oxford: Oxford University Press.
VINCE, M. 2009. *Advanced Language Practice with Key. English Grammar and Vocabulary*. Basingtoke: Macmillan.
VINCE, M. 2009. *First Certificate Language Practice with Key. English Grammar and Vocabulary*. Basingtoke: Macmillan.
VINCE, MICHAEL. 2008. *English Grammar in Context. Intermediate*. Basingtoke: MacMillan.

Communication Skills

ARNAUDET, M.L. and M.E. BARRET. 1984. *Approaches to Academic Reading and Writing*. Englewood Cliffs, N.J.: Prentice Hall Regents.
BAILEY, S. 2006. *Academic Writing: A Handbook for International Students*. London: Routledge.
ENGLISH L. M. 1998. *North Star Reading and Writing: High Intermediate*. 2nd ed., London: Longman.
FLOWERDEW, J. (ed.). 1994. *Academic Listening: Research Perspectives*. Cambridge: Cambridge University Press.
GLENDINNING, E.H. and B.A. HOLMSTROM. 2000. *Study Reading*. Cambridge: Cambridge University Press.
GUDE, C. 1999. *Advanced Listening and Speaking*. Oxford: Oxford University Press.
JAMES, K., R.R. JORDAN, A. MATTHEWS and J. P. O'BRIEN. 1991. *Listening Comprehension and Note-Taking Course*. London: Nelson.
McCORMACK, J. and S. WATKINS. 2009. *English for Academic Study: Speaking*. Reading: Garnet.
PALLANT, A. 2009. *English for Academic Study: Writing*. Reading: Garnet.
SLAGTH, J. and P. HARBEN. 2009. *English for academic Study: Reading*. Reading: Garnet.
SLAGTH, J., P. HARBEN and A. PALLANT. 2009. *English for academic Study: Reading and Writing*. Reading: Garnet.
SWALES, JM. and CB. FEAK. 1994. *Academic Writing for Graduate Students: Essential Tasks and Skills. A course for non-native speakers of English*. Anne Arbor: University of Michigan Press.
ZEMACH, D.E. & L.A. RUMISECK. 2005. *Academic Writing: from Paragraph to Essay*. Basingtoke: MacMillan.

Pronunciation

BOWLER, B. CUNNINGHAM, S., MOOR, P. and S. PARMINTER. 2000. *New Headway Pronunciation Course. Upper-intermediate*. Oxford: Oxford University Press.
HANCOCK, M. 2003. *English Pronunciation in Use*. Cambridge: Cambridge University Press.
MARGOLIS, A. and J. SMITH. 2009. *English for Academic Study: Pronunciation*. Reading: Garnet.

(Academic) Vocabulary

McCARTHY, M. and O'DELL, F. 2008. *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.
McCARTHY, M. and O'DELL, F. 2001. *English Vocabulary in Use. Upper-Intermediate and Advanced*. Cambridge: Cambridge University Press.
PORTER, D. 2001. *Check Your English For Academic Purposes*. London: Peter Collin Publishing.

Academic/Scientific Presentations

ALLEY, M. 2003. *The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid*. New York: Springer.
LOUREIRO PORTO, L. et al. 2011. *Guía de apoyo para la realización de presentaciones orales en lengua inglesa y para el autoaprendizaje del alumnado*. Palma: Universitat de les Illes Balears.
POWELL, M. 1999. *Presenting in English: How to Give Successful Presentations*. Hove: Language Teaching.

Other resources

Websites

Building English Skills: English for Medicine. Monash University.
<http://guides.lib.monash.edu/c.php?g=219763&p=1453207>
English for Medical Purposes. Tokyo Medical University.



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<https://www.emp-tmu.net/login/?PHPSESSID=pgqpvu1468ge7en1j501n77dh6&>

Medical English multimedia course.

<http://www.englishmed.com>

Medical English for Doctors and Patients. Business English Site.

<http://www.businessenglishsite.com/medical-english-tests.html>

Biomedical English.

<http://www.biomedicalenglish.com/medicalenglish.html>

Hospital English.

<http://www.hospitalenglish.com>

Online Medical Dictionary

Medical dictionary (Medline Plus)

<https://www.nlm.nih.gov/medlineplus/mplusdictionary.html>

Online resources to improve your pronunciation

BBC. <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>

Pronunciation Pills. UVIGO TV. <http://tv.uvigo.es/es/serial/1432.html>

