

## 25448 - Scientific English for Nursing

### Syllabus Information

**Academic Year:** 2019/20

**Subject:** 25448 - Scientific English for Nursing

**Faculty / School:** 127 - Facultad de Ciencias de la Salud

275 - Escuela Universitaria de Enfermería de Huesca

375 - Escuela Universitaria de Enfermería de Teruel

**Degree:** 559 - Degree in Nursing

560 - Degree in Nursing

561 - Degree in Nursing

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject Type:** Optional

**Module:** ---

## 1.General information

### 1.1.Aims of the course

### 1.2.Context and importance of this course in the degree

### 1.3.Recommendations to take this course

## 2.Learning goals

### 2.1.Competences

### 2.2.Learning goals

### 2.3.Importance of learning goals

## 3.Assessment (1st and 2nd call)

### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

## 4.Methodology, learning tasks, syllabus and resources

### 4.1.Methodological overview

This course aims at training students to develop and apply the four language skills of listening, speaking, reading and writing across situations they will have to cope with in their future careers as nurses. The course combines theoretical background with a practical approach.

In the theoretical approach, the teacher provides students with the tools and resources they need to understand, research and analyze texts of their specialization, search and process information from different sources, etc. To achieve these goals, the teacher will suggest different activities, including role-plays between nurse and patient, translation of texts, reading comprehension activities, etc.

The practical approach is based on guiding students to discuss situations related to nursing. Students have the opportunity to put into practice the knowledge they have acquired during the theoretical sessions. The teacher provides students with tools and resources they need to communicate fluently in specific situations, such as online resources to improve pronunciation in English, strategies to facilitate communication with patients, etc., as well as tools for the development of the project they have to present orally at the end of the course.

This course is basically focused on practice and will contribute to broaden the students' knowledge during their future careers since specialized literature is mainly published in English.

## 4.2. Learning tasks

The learning process designed for Scientific English II is structured as follows:

### Lectures

The teacher explains the theoretical foundations with the support of photocopies, online resources, videos, etc., and suggests activities so that students know how to apply what they have learned. Classroom activities, which are developed both individually and in groups, include role-plays about situations related to nursing, listening exercises, translation of texts, research of scientific terminology, creation of mind maps, etc. These activities will be checked in class or given to the teacher for correction.

### Practice sessions

In small groups, students will engage in some debates and carry out different activities on topics related to nursing. These sessions aim at understanding the role of nurses in several situations: working with children, working with the elderly, etc. The students' participation in practical sessions is very important since it will count towards the final mark.

### Project

During one of the practice sessions, the teacher will explain the objectives and provide students with guidance about the development of their projects. In groups of four, students will have to prepare an oral presentation about a topic related to nursing. They will have to explain the most important features of the disease (diagnosis, symptoms, treatments, etc.) or topic they have chosen, followed by a case about a specific patient. The oral presentation is expected to demonstrate that students are competent in grammar, vocabulary, pronunciation, intonation, design and originality.

### Individual tutoring

The teacher will clear doubts of individual students and guide them to overcome problems during the course.

## 4.3. Syllabus

The course will address the following topics:

### a- Nursing

#### 1-The Hospital Team:

Present simple vs Present continuous

Allied Health Professions

The Nursing Profession

#### 2. In and around the hospital

Introduction to a hospital/ Outpatients/ Inpatients

Hospital Departments

Prepositions of place and movement

Giving directions via email

#### 3. Hospital Admission

The admission procedure

Patient record

Past simple vs Past continuous

Patient summary

#### 4. Accidents and Emergencies

First aid

The symptoms of shock

How to deal with an emergency

#### 5. Pain

Describing types of pain

Describing degrees of pain

Asking about pain

Hurt, Ache, Pain, Sore

#### 6. Symptoms

Describing symptoms

Asking about symptoms

Syndromes

Symptoms and Signs

### b-Anatomy and Physiology

Body Systems

Defining Anatomy and Physiology

The Building Blocks of the Body (molecules, cells, tissues, organs, systems)

The Skeleton

How bone is organized

Bone Accessory Structures: cartilage, ligaments and tendons.

Joints

c- Rhetorical Functions

Describing Organization and Function

Writing Descriptions: shapes and properties/physical features.

Describing a Process

Expressing Location

Expressing Structure

Writing Definitions

Expressing Cause and Consequence

Writing a Set of Instructions

d-Terminology

The Components of Medical Words (word root, combining vowel, suffix, combining form, prefix)

The Use of Prefixes, Combining Forms and Suffixes (Rules)

Reading and Understanding Medical Words

General terms vs Anatomical terms

Acronyms and Abbreviations

Irregular scientific plurals

e-Listening Comprehension

1. Understanding videos: taking notes

2. Understanding videos: Following instructions

3. Understanding lectures: Summarizing

4. Understanding short talks: Answering true-false questions/Filling in the gaps/finding synonyms, etc

5. Attending lectures in English-speaking universities online. Making use of Opencourseware resources

d- Practical Sessions

Parkinson disease

Children and Nursing

Optimism is good for health

Caring for the Elderl

Preparation of oral presentation

Oral presentation

#### **4.4.Course planning and calendar**

- Lectures: From September to January.

- Activities. During the course, students will develop different activities that will be given or sent to the teacher for correction.

- Practice sessions: six weeks

- Project. Students will have to prepare a project that will be orally presented

- The final exam will be held in February.

#### **4.5.Bibliography and recommended resources**

- Collin, P.H.: Dictionary of medicine. 3rd ed. Middlesex, Peter Collin Publishing, 2000
- Navarro, Fernando A.: Diccionario crítico de dudas inglés-español de medicina. 2ª ed. Madrid, McGraw-Hill Interamericana, 2005
- Diccionario Mosby medicina, enfermería y ciencias de la salud. Lexicógrafo principal Douglas M. Anderson ; lexicógrafos Jeff Keith, Patricia D. Novak ; coordinador lexicográfico Michelle A. Elliot. 6ª ed. Madrid, Elsevier, 2003
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- Brookes, Arthur, Grundy, Peter: Writing for study purposes : a teacher's guide to developing individual writing skills. Cambridge, Cambridge University Press, 1990
- Eastwood, John, Mackin, Ronald: A basic english grammar. Adapted and translated by María Pilar Zozaya. Spanish ed., 1st. ed. 1th imp. Oxford, Oxford University Press, 1989
- Swan, Michael: Basic English usage. Adaptación y traducción por Brian Mott y M<sup>a</sup> Pilar García . - Ed. española Oxford, Oxford University Press, 1988