

## 25448 - Scientific English for Nursing

### Syllabus Information

---

**Academic Year:** 2020/21

**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

561 - Degree in Nursing

560 - Degree in Nursing

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject Type:** Optional

**Module:** ---

## 1.General information

### 1.1.Aims of the course

The subject and its expected results respond to the following approaches and objectives:

The subject of Scientific English for Nursing is part of the teaching of English for Specific Purposes, which integrates the teaching of the English language and the specific contents of the profession with a student-based approach.

The course is taught in English and is based on level B1 (European framework). The tasks are practiced in class, most of them in pairs or small groups to encourage collaborative work. Activities are corrected in class or handed in for later correction. Self-assessment and peer evaluation are also encouraged. Learners are provided with resources for self-learning, many of which are online resources that facilitate the integration of technology into language learning. An attempt is made to adapt the subject to groups of learners with different learning styles and language skills.

The design of the course integrates the four language learning skills (reading, writing, speaking and listening) and reflects the main linguistic, rhetorical and discursive structures of the genres used by the scientific community.

The specific objectives are:

- To enable learners to communicate appropriately in written and spoken communication, adapting to the audience and the purpose of the discourse in different professional and academic contexts linked to the studies and the profession.
- Students should be able to develop appropriate oral and written communication strategies and techniques in English to prepare, process, interpret and present scientific data in a health care context.
- Students should be able to make use of the bibliographic information in their field of knowledge published in English. Read manuals in English on topics of their discipline and easily translate their content.

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

This is an instrumental subject in which language training is provided, more specifically English for nursing students.

As the English language is the most widely used in scientific communication worldwide, this subject, given its eminently practical nature, contributes transversally to supporting all the subjects that make up the Degree in Nursing.

Through this subject, the consultation, reading, analysis and evaluation of oral and written texts related to the subjects of the specialty are facilitated.

### 1.3.Recommendations to take this course

It is desirable that students have a basic knowledge of English in order to follow the explanations of the class without problems, to be able to carry out the tasks and to be able to participate in the debates that are proposed.

The starting level is based on a level of knowledge of the English language equivalent to B1 of the European Framework of Reference. It is recommended that students have an intermediate level of English language use in all four skills.

In order to facilitate the student's understanding of the level required to access this subject, a list of the competencies established for level B1 in the Common European Framework of Reference for Languages or Bachillerato/Selectividad is given below:

Ability to interact in English and make oneself understood in a variety of everyday situations using a relatively neutral register  
Ability to deal flexibly with everyday problems in the English language  
Ability to take notes and expose a problem  
Ability to provide the information required in an interview or consultation  
Ability to summarize and give an opinion on a simple non-specialized text or a generalist interview or documentary  
Ability to conduct a prepared interview  
Ability to give and receive instructions in written and spoken English

As a general rule, the use of mobile phones is prohibited except for teaching purposes.

## 2. Learning goals

### 2.1. Competences

By passing the course, the student will be more competent to...

General skills

- Work using a second language, in this case English.
- Speaking, understanding and writing using a second language.
- Apply theoretical knowledge in practice.
- Recognise the need to plan and manage time, to do so more effectively.
- Work on information management skills (ability to search for and analyse information from various sources)
- Work in a context of internationality.

Specific skills

- Understand, interpret, analyse and evaluate scientific texts in their field of expertise belonging to the different genres used in scientific communication.
- Know how to locate specific information within the text as a result of their knowledge of the specialized vocabulary and terminology and of the functions and rhetorical structure of scientific texts.
- Produce short written texts of a scientific nature, knowing how to organize the information in accordance with conventions used at international level for scientific communication in the academic and professional field.
- Design and carry out short oral presentations on topics of their academic field.

### 2.2. Learning goals

In order to pass this course, the students must demonstrate the following results:

That they know the basic characteristics of scientific English, a language that will be essential in the development of their professional duties.

That they are able to understand and interpret specialized texts related to the studies and profession of nursing written in English, at a speed that allows them to make a natural and daily use of the bibliography of their specialty published in this language.

That they are competent in the use of written and spoken English in communication contexts linked to the academic and professional environment.

That they are familiar with the specific vocabulary of nursing in English.

### 2.3. Importance of learning goals

They offer the student the possibility of using a tool, the English language, which will allow them to expand their knowledge on the contents of the other subjects of the degree. The students will be able to give continuity to their training, not only in their university student stage but also in their professional activity. They will count with help to be able to continue training throughout their lives as a professional nurse. Since English is the language used in scientific communication worldwide, a large part of the reference literature is published in this language and it is also the majority language on the Internet.

It provides students with essential communication skills to enable them to enter further education and the labour market, both internationally and nationally.

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

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

The student must demonstrate that he/she has achieved the intended learning outcomes through the following assessment activities

CONTINUOUS EVALUATION

In the theoretical section, a final written exam will be taken in which students will have to demonstrate the knowledge acquired, their ability to understand and write in English, the use of specific vocabulary, the translation of a specific text in the nursing area, a grammatical activity and the terminological analysis of biomedical terms.

The exam will last 2 hours (although its characteristics and time of completion can be modified as necessary to perform online or in person) and the following sections will be assessed:

- The ability to use a specialized vocabulary, to deduce the meaning of various terms or to express definitions. The ability to understand the meaning of acronyms and eponyms, the use of synonyms or the creation of pairs of terms related by their meaning.
- The ability to perform a simple terminological analysis, distinguishing the elements that compose a biomedical term and deducing its meaning.
- The ability to perform direct translation of an authentic text from the nursing area similar to those worked on in the classroom throughout the course.
- The ability to express the functions of bio-sanitary language, such as: instructions, comparisons, descriptions, etc.
- The ability to write a paragraph applying the structures worked on during the course.

A series of multiple choice and developmental issues will be raised in the exam.

There will also be an oral comprehension exercise through an audition test on a text on a topic related to the bio-sanitary area and the resolution of some written activity in which the student can demonstrate his/her level of understanding.

The written part plus the oral comprehension part will make up 70% of the total grade. It will be necessary to have passed it in order to be able to average it with the other grades.

On the other hand, the student who decides to work continuously commits to actively participate in the activities that take place in the classroom. For this reason, various activities carried out in class or handed in on the date indicated will be valued: preparation of various tasks-translations, exercises, etc./participation in dialogues, etc. which will have value when it comes to qualifying the grade or awarding an honourable mention.

If students do not pass the continuous assessment, they must take the overall test in June or September. Students who have passed the continuous assessment activities will not be required to take the overall test.

In order to evaluate the practices, students must demonstrate that they have prepared the topics indicated by the teacher, that they know the appropriate terminology, and that they actively participate in the activities. One of them will be graded and will be worth 10% of the total calculation.

The students will carry out an oral activity in group on one of the points that will be worked on during the course. The instructions to prepare the activity will be found in the Moodle platform. This activity will have a value of 20% in the global calculation of the subject.

The final call of the course will be a global exam in which everything seen in the theoretical and practical section will be evaluated.

This test can be taken by students who have not passed the continuous assessment, as well as by those who have preferred to take the global evaluation directly. This test will be similar to the continuous assessment test.

The test will last two hours (although this may depend on the circumstances of the moment).

In September the test will be global for all students.

## **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**

In view of the current situation, the possibility of teaching online is being considered.

The order in which the contents are taught can be modified according to the circumstances and organisational needs of the centre.

- 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
- Quick reference dictionary for occupational therapy. Edited by Karen Jacobs and Laela Jacobs. 4th ed. Thorofare, NJ , Slack Incorporated, 2004
- Quick reference dictionary for occupational therapy. Edited by Karen Jacobs and Laela Jacobs. 5th ed. Thorofare, NJ , Slack Incorporated, 2009
- Swales, John M., Feak, Christine B.: Academic writing for graduate students : essential tasks and skills. 2nd ed. Michigan, University of Michigan Press, 2004
- Ehrlich, Ann Beard, Schroeder, Carol L.: Medical terminology for health professions. 5th ed.

New York, Thomson Delmar Learning, 2005

- Ehrlich, Ann Beard, Schroeder, Carol L.: Medical terminology for health professions. 6th ed. New York, Thomson Delmar Learning, 2009
- 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