

## REQUIREMENTS

S Semmelweis University, Faculty of General Medicine Department of Languages for Specific Purposes

– single, long-cycle medical training programme  
Name of the host institution (and any contributing institutions):-

**Name of the subject:** Spanyol Szaknyelv II.  
**in English:** Spanish for Medicine II  
**in German:** Medizinische Fachsprache Spanisch II.

**Credit value:**2

**Semester:**

(as defined in the curriculum)

<b>Total number of classes per week:</b> 2 (1x90 min)	<b>lectures:</b>	<b>practical lessons:</b>	<b>seminars:</b> 28
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**Type of subject:** compulsory optional elective

(PLEASE UNDERLINE AS APPLICABLE)

**Academic year:** 2023 / 2024

**Language of instruction, for optional or elective subjects:** Hungarian

**Course code:** AOSNYE931\_2M

(In the case of a new subject, this cell is filled in by the Dean's Office, following approval)

**Course coordinator:** Katalin Fogarasi PhD, habil.

**Place of work, phone number:** Semmelweis University, Department of Languages for Specific Purposes (1094 Bp., Ferenc tér 15.) +

**Position:** director, habilitated associate professor

**Date and number of habilitation:** February 06, 2023. 11/2023/habil

**Objectives of the course and its place in the medical curriculum:**

The course is built upon conversation using specific terminology and on written/spoken terminology panels. Its aim is to get students f

**Place of instruction (address of lecture hall or seminar room etc.):**

1094 Budapest, Ferenc tér 15.

**Competencies acquired through the completion of the course:**

On completion of the course, the students will

- know the medical terminology related to the course topics
- be familiar with the professional language panels of differentially diagnostically relevant patient questioning, patient information and r
- know the structure of the target medical language
- knows how to use technical terms in a sophisticated and unambiguous way

The student:

- will be able to communicate medical terminology to patients in an understandable way
- can use different registers in doctor-patient and doctor-health professional situations
- can interpret medical documents in the target language
- will be able to give advice to patients and explain the patient journey
- will communicate with patients in a way that they can understand, explaining technical terms
- contributes effectively to professional communication

**Prerequisites for course registration and completion:****Conditions for concurrent course registration and permission thereof in the case of a multi-semester subject:****Student headcount conditions for starting the course (minimum, maximum) and method of student selection:**

Minimum number of students: 7  
Maximum number of students: 20  
Anyone can take the course.

**Detailed course description:**

*(Theoretical and practical instruction must be broken down into lessons (weeks), numbered separately. Please provide the names of lecturers separately. CVs of guest lecturers, however, must be attached.)*

The course provides introduction to the terminology within special situations such as requesting information on patients' complaints through communication situations. The course is built upon authentic conversation using specific terminology, on written / spoken terms.

**Teachers:**

Orsolya Költóné Endrédi  
Dóra Klempáné Faix Dr.  
Kata Pálvölgyi

**Main Topics:**

- fever, pain
- headaches and other neurological diseases
- cardiovascular diseases, their symptoms and treatment
- surgical treatment of cardiovascular diseases
- respiratory diseases
- diseases of the digestive system
- metabolic disease
- diseases of the kidneys and urinary tract
- infectious diseases

**Week:            Topic:**

- Week1. Introduction, university studies, subjects, specialities  
Skills: asking for basic information, orientation in medical fields
2. Fever, acute and infectious diseases  
Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
3. Pain and its nature  
Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
4. Headache and other neurological diseases  
Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
5. Cardiovascular diseases, symptoms and treatment. High blood pressure  
Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
6. Vascular surgery for cardiovascular diseases  
Skills: preparing the patient for intervention, giving advice on lifestyle
7. Midterm test. Presentations
8. Respiratory diseases, symptoms and treatment  
Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
9. Diseases, symptoms and treatment of the digestive system  
Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
10. Metabolic diseases, symptoms and treatment. Diabetes

- Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
11. Diseases, symptoms and treatment of the kidney and the urinary tract  
Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
  12. Infectious diseases, symptoms and treatment  
Skills: differential-diagnostically relevant patient inquiry, informing the patient, reporting on the patient
  13. End term oral exam. Presentations
  14. Closing the term. Evaluating the term

**Related subjects due to interdisciplinary fields (both compulsory and elective) and potential overlaps between subjects:**

**Attendance requirements; conditions under which students can make up for absences and the method of absence justification:**

A maximum 3,5 absences are allowed i.e. 7x45 minutes of absence are allowed ; if the number of absences exceeds this, the student must make up the absence.  
A student who misses more than 25% of the seminars will not be allowed to get a signature (Study and Examination Regulations §29)  
According to the Study and Examination Regulations (§ 28), three tardies count as one absence. Arriving 15 minutes later than the start of the seminar counts as one absence.

**Form of assessment in the study period:**

(including the number, topics and scheduling of oral and written tests, their share in the overall evaluation, make-up tests and improvement opportunities)  
Written mid-term (week 7, Topics: week 1-6 ); end-of-term oral test (week 13 and 14 , Topics: week: 1-13)

The evaluation of student performance is based on the marks received for the 2 tests.

- 1-49% = 1 (fail)
- 50-60% = 2 (pass)
- 61-75% = 3 (satisfactory)
- 76-89% = 4 (good)
- 90-100% = 5 (excellent)

**Number and type of assignments for individual work and the deadline for submission:**

**Requirements to obtain the teacher's signature:**

Attendance at the written and oral tests and class attendance.  
A maximum 3,5 absences are allowed i.e. 7x45 minutes of absence are allowed ; if the number of absences exceeds this, the student must make up the absence.  
A student who misses more than 25% of the seminars will not be allowed to get a signature (Study and Examination Regulations §29)  
According to the Study and Examination Regulations (§ 28), three tardies count as one absence. Arriving 15 minutes later than the start of the seminar counts as one absence.

**Type of assessment** (*comprehensive examination, end-term examination, term-grade, term-grade on a three-grade rating scale, no exam*)

**Examination requirements:**

(*list of examination topics, subject areas of tests / examinations, lists of mandatory parameters, figures, concepts and calculations, practical exercises*)

**Method and type of grading:**

(*Share of theoretical and practical examinations in the overall evaluation. Inclusion of the results of the end-of-term assessment. Possibility of re-examination*)

The evaluation of student performance is based on the marks received for the 2. The result of the written test makes up the 40% of the term grade and the result of the oral test makes up 60% of the term grade.

Student performance is assessed as follows:

- 0-49% = 1 (fail)
- 50-60% = 2 (pass)
- 61-75% = 3 (satisfactory)
- 76-89% = 4 (good)
- 90-100% = 5 (excellent)

E-learning materials on moodle.

**List of course books, textbooks, study aids and literature facilitating the acquisition of knowledge to complete the course and in-depth study (topic) as well as a list of important technical and other applicable study aids:**

Authentic material compiled by the Department of Languages for Specific Purposes.

**Signature of habilitated instructor (course coordinator) announcing the course:**

**Signature of the director of the host institution:**

**Date of submission:** April 30,2023