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| Title of the subject in English: | Foreign Language for Healthcare Purposes | | | | Credit number: | 0 |
| Title of the subject in Hungarian: | Idegen szaknyelv | | | | | |
| Neptun code: | EBTMADSZNY27A | | | | | |
| Category: | criteria subject | | | | | |
| Distribution of theory and practice, 'educational character': | | | | | highly practice oriented (70-80%) | |
| Type of class: | lecture | seminar | practice in lab. | clinical practice | tutorial | |
| Number of classes: | | 36 | | | | |
| Language(s) of instruction other than Hungarian: | English | | | | | |
| Further applicable methods to transfer the given knowledge to students: | role-play, debates ,discussion, creating leaflet, case studies ,thematic presentations are incorporated to enhance independent learner's language production, and vocabulary enlargement. | | | | | |
| Accepted absences: | All accepted absences: 9X45 minutes / semester. No verification needed.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 lesson is considered tardiness. | | | | | |
| Requirements of end-term signature: | All accepted absences: 9X45 minutes / semester. A student who misses more than 25% of the seminars will not be allowed to receive a signature (Study and Examination Regulations §29). An additional requirement is the successful completion of 2 written tests/ 2 PPT presentations / 2 oral presentations. Successful completion means that the student's performance reaches minimum 50% on average. In particular, the requirements include 2 written tests in Topic based text analysis, Topics in Healthcare, Translation, Written Communication,and Listening comprehension . In the case of professional - professional/patient communication course, and Conference English the students are obliged to do 2 professional-professional/ patient role-plays or give 2 PPT presentations with the minimum average of 50% to receive the signature. | | | | | |
| Form of end-term assessment: | signature: 2 written tests/ 2 oral presentations | | | Method of end-term assessment: | signature | |
| Schedule of assessment: | Lessons 17.- 18. 1st written test / health promotion-prevention PPT presentation 1 Topics: Material of lessons 1-16. Topic- based text analysis :lessons 25-26 The topics of lessons1-24 35.-36.: 2nd written test /2nd PPT presentation for professional audience / 2 professional-professional/patient roleplays. Students can make up or upgrade their performance until the end of semester week 14 based on an agreement with the lecturer. Depending on the size of the class, the date of the first PPT presentation may be on lessons 13- 18 and the second presentation can be given on lessons 32-36. | | | | | |
| Further applicable methods of knowledge assessment: | home assignment,summary,translation,presentation, writing tasks | | | | | |
| Possibility and requirement(s) of an offered grade: | No possibility of an offered grade. | | | | | |
| How many semesters long is the subject? | 2 | | | | | |
| Subject's place in the curriculum: | 5 | | | | | |
| Frequency of announcement: | In accordance of Section 21 of the SER | | | | | |
| Place in the timetable: | In accordance with the data of the Neptun Education System | | | | | |
| Requirement(s) of preliminary studies: | | | | | | |
| The standpoint of the responsible department whether a multi-semester subject can be registered without having completed the prerequisite of the same subject in the previous semester | yes | | | | | |

Aim of acquiring the professional content of the subject:
The course aims at introducing students to scientific and professional texts in their field of health sciences. Students read and listen to authentic spoken and written scientific and professional texts, which they analyse and by the help of communication tools and techniques they acquire ESP register and language skills necessary for them in their future work .The course also enables students to take Profex ESP B2 level complex language exam. The course also focuses on the development of receptive and productive skills (listening, reading, speaking and writing) with regard to the given field of health sciences. Students acquire the terminology of professional discourses as well as mediation skills.The complex methodology of online and offline education provides the possibility of authentic language usage.

Subject description: textual list of topics of the theoretical and practical classes

| Writing skills in Healthcare | Conference English | Topic-based text analysis | Listening comprehension | Translation | Professional-professional/patient communication | Topics in Healthcare |
|--|--|--|---|---|--|--|
| Lesson Topic 1-2: CV format; CV writing tips for medical jobs 3-4: Sample CV; British, American, EU 5-6: Profile statement, job interview 7-8: Writing a cover letter 1- tips and samples 9-10: Writing a cover letter 2 - vocabulary of cover letters; personal qualities, action verbs 11-12: Job advertisements 13-14: Letter of recommendation; structure and format 15-16: Writing a recommendation letter; Thank you recommendation letter 17-18: Midterm test 19-20: Abstracts; thesis abstract, conference abstract 21-22: Disease overview 23-24: Tests and procedures 25-26: Writing health information leaflets for patients 27-28: Consent forms 29-30: Health promotions 31-32: Discharge forms 1 33-34: Discharge forms 2 35-36: End term test | Lesson Topic 1- 2: Presentation, terminology, types of presentation 3- 4: Conference presentation - differences between presentation given to patients and professionals, conference abstracts 5- 6: Presentation structure: introduction – conclusion 7- 8: Presentation structure: main message and argumentation techniques 9-10: Elements of presentation language: coherence, cohesive devices, anaphora and cataphora 11-12: Types of visuals 13-14: Graph analysis, presentation of data 15-16: Students' presentations for lay audience: health education and prevention 17-18: Students' presentations for lay audience : health education and prevention 19-20: Asking and answering questions from the audience 21-22: Poster presentation 23-24: Meta-communication 25-26: Problem-solving discussion 27-28: Discussion forum 29-30: Discussion forum 31-32: Students' presentations to professionals 33-34.: Students' presentations professionals 35-36 : Semester evaluation and end of semester | Lesson Topic 1-2: Senior health; 3-6: Addiction, mind map, presentation; 7-10: Food Allergy and Food Poisoning, summary writing; 11-12: Heart Failure, Cornell-notes; 13-16: ALS, paraphrasing; 17-20: Healthy Foods and Pesticides, critical reading (logical relations); 21-24: Alternative vs Conservative Medicine, critical reading (argumentative essay); 25-26: Midterm Paper, 27-36: Analysis and Summary of a Scientific Article on diabetes 36:Student's product : a summary of a scientific article in the field of the student's future profession | Lesson Topic 1-2 : pronunciation of medical terms, understanding COPD; 3- 8 : management and treatment of copd;9-12: using intonation as an aid; healthcare associated infections; fighting hospital infections, 13-16: listening for key phrases; climate change ; 17- 18: language connectors for cohesion; racism and health; 19:1st test-paper; 20: exploring speaker's intentions;20: participating in extracurricular activities; 21-22: concern for a troubled family member, how to help a friend in trouble; 23-24: effects of prescription drug abuse, listening for specific information; types of skin cancer; 25-26: social determiners of health; 27-28: road traffic accident; psoriatic arthritis; 29-30 : note-taking, types of headaches; 31-32 reversing Diabetes type 2; 33-34: following a debate: Diabetes lesson 35-36: 2nd test paper and assessment of the semester | Lesson Topic 1-2: Introduction into Medical/Healthcare Translation Studies; 3-4: Intralingual translation (Hungarian); 5-6: Osteoporosis (Eng-Hun); 7-8: AIDS (Eng-Hun); 9-10: Anxiety Disorders (Eng-Hun); 11-12: Melanoma, proofreading (Eng-Hun); 13-16: Hand Hygiene proofreading (Eng-Hun); 17-18: Midterm test (translation (Eng-Hun); 19-20: Intralingual translation (English); 21-22: Guidelines for contact lense wear (Hun-Eng), 23-24: Text book - emergency paediatric care (Hun-Eng); 25-26: Consent form - blood transfusion (Hun-Eng); 27-28: Informed consent form - CT scan, proofreading (Hun-Eng), 29-30: Abstract - thyroid disease, proofreading (Hun-Eng); 31-32: Post-editing - anaesthesia information sheet (Hun-Eng); 33-34: Post-editing - epicticrisis in obstetrics (Eng-Hun); 35-36: Final test (translation Hun-Eng) | Lesson Topic 1.-2. Job interview 3.- 4. Taking medical history 5.-6. Patient handover 7.- 8.Diagnostic procedures 09.-10. Differential diagnosis 11.- 12.Explaining a condition 13.-14. Test1: vocabulary assessment 15.-16. Hospital infection 17.-18. Admission to hospital 19.-20. Malposition 21.-22. Labouring-stage 1 23-24. Ethical issues 25.-26. Labouring-stage 2 27.-28. Alternative medicine 29.- 30.Medical malpractice 31.-32. Breast feeding – Baby care 33.- 34. Mental health 35.-36. Test2: Oral communicational tasks: professional-professional, professional-patient | Lesson Topic 1.-2. Discussion about profession, Problems due to hospitalisation 3.- 4. Formal letter and email writing 5.-6. The language of dialogues, Role play1,2 7.-8. Common childhood diseases, Chickenpox 9.-10. Writing mediation: Rubella, influenza 11.-12. Role-play3: Language of graphs 13.-14. Test 1 reading - letter writing 15.-16. Listening- Slapped cheek syndrome, Measles 17.-18. Nosocomial Infections - discussion 19.-20. Letter-Email writing, MRSA-mediation 21-22.Role-play 1, 2, 3, 23.-24. Sexually Transmitted Diseases 25.-26. HPV mediation, Role-plays 27.-28. Epidemic diseases 29.- 30. Q-fever mediation, Role-plays 31.-32. Stroke 33.-34. Vascular dementia, Role-plays 35.- 36. Test2 Reading-mediation |

Professional-professional/patient communication

2-5 most important compulsory and recommended readings with bibliographical data:

| Author | Title | Edition | Page | ISBN | Comp./recom. |
|---|---|--------------------------------|------|-------------------|--------------|
| Nagné Górász Judit, Marshall Barbara, Marthy Annamária,Sényi Anita, Tick Vera | In health2 Angol egészségügyi szaknyelv | SE-ETK, Budapest, 2019 pp:7-74 | | 978 615 5855 13 9 | compulsory |
| Szaknyelvi Intézet | Készségfejlesztő tananyagok nyelvvizsgások számára : Beszédértés; Írásbeli kommunikáció; Szakember kommunikáció; A konferencia nyelve; Téma alapú szövegfeldolgozás; Fordítás | | | | compulsory |

Prescribed professional competencies and segments of competences that the subject triggers to be developed

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|---------------------------------------|--|--|--|--|--|
| a) knowledge | | | | | |
| b) skills | | | | | |
| c) attitudes | | | | | |
| d) autonomy and responsibility | | | | | |

Department responsible for teaching the subject:

Department of Languages for Specific Purposes

| | Name | Title | Scientific degree |
|--|--------------------------------------|---|-------------------|
| Person responsible for the subject: | Dr. habil. Fogarasi Katalin | director,associate professor | PhD.,habil |
| | Zimonyi-Bakó Alexandra Vivien | vice-director for studies, assistant lecturer | |
| | Dr.Horváth Ágnes | assistant lecturer | PhD |
| | Kovács Irina Jurjevna | language teacher | |
| | Kovács-Dobos Krisztina | language teacher | |
| | Dr.Marshall Barbara | assistant lecturer | PhD |
| Teacher(s) participating in teaching the subject: | Nagné Górász Judit | language teacher | |
| | Marthy Annamária | language teacher | |
| | Sényi Anita | language teacher | |
| | Varga Edit | language teacher | |
| | Dr.Takács Tímea | assistant lecturer | PhD |
| | Tick Vera | language teacher | |

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|--|---------------------------------|--|----------------|
| Professional internship (outside the institution) | credit number: | | hour(s) |
| | length: | | |
| | type: | | |
| | place in the curriculum: | | |

Content, professional requirements, rules

Methods of assessing the student performance demonstrated during the professional internship

Place(s) of internship with which the training institution concluded an agreement

Organization of the professional internship, ensuring and supervising 'external' leaders of the internship:

| Institutional responsible person at the place of internship: | Name | Title | Scientific degree |
|--|------|-------|-------------------|
| | | | |

compulsory
compulsory elective
elective
criteria subject

compulsory
recommended

összefüggő
több részben szervezhető

highly theory oriented (70-80%)
theory oriented (60-70%)
balanced (40-60%)
practice oriented (60-70%)
highly practice oriented (70-80%)

Department of Addictology
Department of Applied Psychology
Department of Clinical Ophthalmology
Department of Clinical Studies
Department of Clinical Studies in Obstetrics and Gynaecology
Department of Dietetics and Nutrition Sciences
Department of Family Care and Methodology
Department of Health Promotion Methodology
Department of Imaging and Medical Instrumentation
Department of Morphology and Physiology
Department of Nursing
Department of Oxyology and Emergency Care
Department of Physiotherapy
Department of Public Health Sciences
Department of Social Sciences
Department of Voice, Speech and Swallowing Therapy
Directorate of Safety Technology, Logistics and Services
Department of Languages for Specific Purposes
Section of Physical Education

practical mark
end-of-term exam
signature