

## Degree in Nursing

**Teaching:** Scientific English

**SSD:** L-LIN/12

**CFU:** 3

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### PREREQUISITES

Students should have a good working knowledge of English (at least B1 of the Common European Framework of Languages).

### LEARNING OBJECTIVES

The Scientific English course aims

- to provide students with a general understanding of medical-scientific terminology;
- to deepen their knowledge of basic notions of English grammar (Level B2) during the analysis of texts covering topics related to nursing.
- to prepare students for interaction in English with patients and / or other subjects in the field of work of a nurse;
- to introduce concepts of academic writing and to develop students' ability to read and correctly understand the contents of international scientific publications in English.

### LEARNING OUTCOMES

#### Knowledge and understanding

Upon the completion of the Scientific English course students will be able to:

- Recognize and understand the discursive practices and linguistic markers of English as a lingua franca of medicine;
- apply the language skills necessary to understand and analyze an international scientific text, with particular insight into the field of nursing.

#### Applying knowledge and understanding

On successful completion of the Scientific English course students will be able to use the acquired knowledge and communication skills to:

- express themselves more clearly and effectively in English, not only in daily life, but also in situations such as conferences, presentations, meetings, interviews, etc.;

- autonomously study and update aspects of nursing by reading international scientific publications;
- use the key terms, phraseological units and concepts of medical-scientific discourse, with particular regard to the field of nursing;
- apply the main English grammar rules (Level B2);
- achieve the fluency of the spoken language for effective nurse-patient interaction.

### **Communication skills**

On successful completion of the Scientific English course students:

- must know how to use the specialized terminology and phraseology adequately both in active (production) and passive (reception) modes;
- must be able to start and have a conversation on the topics of the syllabus;
- must be able to produce short written texts following the samples from the syllabus.

### **Making judgements**

On successful completion of the Scientific English course students will be able to:

- make informed judgements about the topics of the course

## **COURSE SYLLABUS**

The syllabus is structured around the thematic sections listed below. Each section focuses on the analysis of different types of written and oral texts taken, adapted and simplified from original documents. Each unit includes sections dedicated to grammar practice and vocabulary building, as well as exercises aimed at developing the students' four language skills (listening, reading, writing, speaking) in a systematic and integrated way.

Thematic sections:

1. Healthcare professionals. Major medical specialties. The nursing profession.
2. Job interview. Student nurse's profile. *Practical skills*: How to write a CV.
3. The hospital. Understanding the daily ward routine.
4. Hospital admissions. Taking a history.
5. Accidents and emergencies. First aid.
6. Pain. Symptoms.
7. Geriatric healthcare. Caring for the elderly.
8. Pregnancy and infertility.
9. Nutrition. Food and diet. Bad habits.
10. Physical and mental health. Mental health nursing.
11. The human body.
12. Body systems.
13. Clinical assessment.
14. Monitoring the patient. Patient discharge.

15. Common illnesses. Pandemics. Infectious diseases.
16. Medication.
17. Death and dying.
18. Hygiene. Prevention and treatment.
19. Ethics in medicine. Informed consent.
20. English as a modern lingua franca of medical communication. Discursive practices in Medical English. *Practical skills*: Oral and written communication skills. Understanding a scientific publication. Introduction to writing a scientific paper.
21. Medical advances improving lives.

This syllabus is subject to change based on the needs of the class.

## **COURSE STRUCTURE**

The "Scientific English" course is structured in 42 hours of frontal teaching, divided into biweekly 2-hour lessons according to the academic calendar.

## **COURSE GRADE DETERMINATION**

Course grade determination is test-based, including both a written test (50% of the final mark) and an oral test (50% of the final mark). The final mark for the "Scientific English" course will be awarded at the end of the oral test. The final mark is calculated as the average of marks obtained in the written and in the oral tests, following a simple formula: (Written Test Grade + Oral Test Grade) : 2 = Final mark.

### **The written test**

The written test will be administered BEFORE the oral test. Only students who have successfully passed their written test will be able to take the oral test.

The written test is composed of exercises such as cloze tests, true-or-false questions, multiple choice questions, gap filling and sentence transformations. Dictionaries and any other materials are not allowed.

### **The oral test**

The oral test may be taken only after the students have successfully passed their written tests. The oral test consists of a conversation on one of the topics of the syllabus. During the oral test students have to prove that they can talk about themes and subjects that will be indicated during the course in a linguistically correct manner.

## **READING MATERIALS**

All the material needed to follow the lessons will be available online. The texts to be analyzed will be uploaded online before single lessons, and the students are kindly asked to print them.

**Supplementary texts (optional reading):**

- F. Malaguti, I. Parini, R. Roberts, *English for Nurses and Healthcare Providers*, a cura di A. Destrebecq, G. Ledonne, I. Parini, Casa Editrice Ambrosiana, 2008, con CD-Rom
- B. Bettinelli, N. Carlini, P. Catenaccio, *English for Medicine*, Hoepli, Milano, 2005
- T. Grice, *Oxford English for Careers: Nursing. Pre-Intermediate Student's Book*, OUP, Oxford, 2007.