**Course Title & Code: English language (ENGEng-11) Grade:**

**First year / First semester**

**Hours/week: Theory 1 Practical 2**

**Total Hours: Theory 14 Practical 28**

**Credits: 2**

1. **Intended Learning Outcomes**

This course is designed to equip students with the necessary linguistic skills to excel in their medical studies. Generally, the course offers a comprehensive program aimed at:

1. **Enhancing overall linguistic competence:** The college prioritizes providing students with distinguished and recognized educational experiences that elevate their proficiency in language learning.
2. **Developing strong English language skills:** The course specifically targets improvement in grammar, pronunciation, and vocabulary within the broader context of general language development.
3. **Mastering foundational language skills:** Students will hone their proficiency in the core areas of reading, writing, speaking, and listening.
4. **Comprehension of medical terminology:** The course equips students to effectively understand and utilize the language encountered in medical sources and publications.
5. **Bridging the communication gap:** Students will develop the language skills necessary to navigate conferences and symposiums featuring local and international speakers.
6. **Effective communication in academic settings:** The course strengthens students' language abilities to deliver impactful oral presentations, write research papers with clarity, and communicate effectively with both colleagues and instructors.
7. **Mitigating language barriers in international studies:** By fostering strong foreign language skills, the course helps students overcome language shock and optimize their success in medical studies abroad.
8. **Clear and concise communication in healthcare settings:** Students will develop the ability to craft clear and concise medication prescriptions for patients and effectively communicate complex scientific findings within research papers.

Overall, this course fosters a strong foundation in language skills, empowering students to thrive in both academic and professional medical environments.

**1.1 Theoretical English:**

In recognition of the limitations of generic beginner textbooks, such as, *New Headway Beginner Plus,* in addressing the specific needs of medical students, an innovative course entitled "English for Medical and Health Humanities" has been developed. This program, designed for first-year students at the Medical College of Al-Nahrain University, departs from traditional approaches by tailoring English language instruction to medical vocabulary and challenges. Additionally, the course introduces students to the interdisciplinary field of Medical and Health Humanities, fostering critical thinking, empathy, and a holistic understanding of the human experience in healthcare through engagement with narratives of illness and patient experiences. This innovative approach equips students not only with core English language skills but also with the necessary skills for navigating the complexities of medical education and future practice, ultimately promoting a more well-rounded and compassionate approach to healthcare.

**1.2 Aims and Learning Objectives of the New Course:**

* **Understand key medical texts and concepts.**
* **Analyze and respond effectively in healthcare settings.**
* **Improve patient care and communication through MHH.**
* **Make informed, ethical decisions in healthcare practice.**

### **Syllabus**

* 1. **Theory**

|  |  |  |
| --- | --- | --- |
| **No.** | **Topics** | **Hours** |
| 1 |  Medical and Health Humanities - Narrative Medicine A Comprehensive Passage | 1 |
| 2 | A Comprehensive Passage: “The Healing Power of Narrative Medicine,” | 1 |
| 3 | Understanding the Stories of Illness – Vocabulary  | 1 |
| 4 | Writing Exercises and Grammar - Tenses, Questions, Question Words | 1 |
| 5 | Listening: Engaging with MHH video content on YouTube - “Honoring the stories of illness” by Dr. Rita Charon” - MCQ | 1 |
| 6 |  Drama Therapy - Reading Text: “What is Drama Therapy?” | 1 |
| 7 |  Writing Emails: Formal Emails and Informal EmailsReading Text: Drama Therapy | 1 |
| 8 |  Listening: YouTube Video:Introduction to Drama Therapy:  Performing Arts Professions – MCQ – Tasks & activities | 1 |
| 9 | Visual Arts and Medicine - Reading Text: “Visual Arts” | 1 |
| 10 |  Prefixes and Suffixes and Grammar: Future Forms, Passive Voice  | 1 |
| 11 | Present Tenses, "Have" and "Have Got," Questions | 1 |
| 12 | Listening: YouTube video, “Creativity, medicine, and the arts”- MCQ | 1 |
|  13 | Graphic Medicine: Comics and illnesses | 1 |
| 14 | Tasks based-learning (TBL), content-based instruction (CBI) & activities | 1 |
| Total | 14 |

* 1. **Practical**

|  |  |  |
| --- | --- | --- |
| **No.** | **Topics** | **Hours** |
| 1 | Understanding culture – Interpreting body language |  2 |
| 2 | Presenting complaints - Personal details | 2 |
| 3 | Diagnosing presenting complaints - A case report | 2 |
| 4 | Asking short and gentle questions | 2 |
| 5 | Describing pain – Medical terms  | 2 |
| 6 | Working in a general practice – Short questions in the general history | 2 |
| 7 | Description of a GP’s job – Case history – short questions in general history | 2 |
| 8 | Social factors in general practice - GP statistics – Case history – role play – a referral letter – medical jobs  | 2 |
| 9 |  Signs and symptoms – non-technical language  | 2 |
| 10 | Instructions & procedures – newly qualified doctor | 2 |
| 11 | Preparation for carrying out a procedure | 2 |
| 12 | Preparing for the first ward round – giving instructions | 2 |
| 13 | Direct observations of procedural skills – explaining a process (hand wash) – explaining a procedure – Case presentation | 2 |
| 14 | Case notes – giving instructions – explaining procedures – making polite requests – instructions for a procedure | 2 |
| Total | 28 |

## **2.3 Integrating Arts and Humanities into Medical Education: Challenges and Creative Solutions**

Incorporating creative disciplines into a traditional medical curriculum can be challenging. Our own pilot program, a one-hour-per-week course for a large group of students, highlighted several key obstacles:

* **Limited Time:** The short weekly session limited in-depth discussions and interactive activities. National holidays further reduced available teaching time, and student focus sometimes shifted towards exams for other courses, impacting engagement.
* **Large Class Size:** Engaging a large number of students simultaneously proved difficult, making classroom activities requiring active participation impractical.

**2.4 Overcoming these hurdles required creative approaches:**

* **Non-Classroom Activities:** We encouraged student participation in activities outside the classroom, such as visiting pediatric patients and volunteering at an orphanage. These experiences fostered empathy, social connection, and community engagement, documented on social media platforms like Instagram for wider impact.
* **Film Integration:** Utilizing movie excerpts from films like "Patch Adams" and "Five Feet Apart" sparked discussions on illness, human experiences, and the importance of patient-centered care. This approach provided an alternative way to engage students and explore sensitive topics.

These examples demonstrate how innovative strategies can address limitations and enrich the learning experience, even within a traditional curriculum structure.

1. **Practical English Instructional and Learning Methods and Tools**

**The practical component of the course utilizes the textbook, *Oxford English for Career Medicine-1*. This section focuses on developing all four core English language skills, with a particular emphasis on listening and speaking. The use of recorders and CDs facilitates active practice in these areas. Ultimately, the aim is to equip students with the necessary fluency and vocabulary to handle medical terminology encountered in their future careers.**

### **Student assessment:**

The minimum requirement of a student to pass is to achieve at least 50% of the total 100

marks assigned for the course. The marks are described as follows:

* **Midterm Exam (30 marks):** Multiple-choice questions (MCQs) covering both theoretical knowledge (20 marks) and practical skills (10 marks).
* **Final Exam (70 marks):** Comprised of two parts:
	+ - **Practical Exam (20 marks):** Assessed using MCQs.
		- **Theoretical Exam (50 marks):** Includes both short essay questions and MCQs.

Students who do not achieve the minimum passing grade of 50% are required to retake a second, similar examination. Failure to achieve the passing grade on the second attempt will result in the student needing to repeat the academic year.

### **Books and references:**

* “English for Medical and Health Humanities Handout” (Theoretical)
* *Oxford English for Career Medicine-1* (Practical)

**Course Title & Code: English language (ENGEng-12) Grade: First year / Second semester**

**Hours/week: Theory 1 Practical 2**

**Total Hours: Theory 14 Practical 28**

**Credits: 2**

1. **Intended Learning Outcomes**

This course is designed to equip students with the necessary linguistic skills to excel in their medical studies. Generally, the course offers a comprehensive program aimed at:

* 1. **Enhancing overall linguistic competence:** The college prioritizes providing students with distinguished and recognized educational experiences that elevate their proficiency in language learning.
1. **Developing strong English language skills:** The course specifically targets improvement in grammar, pronunciation, and vocabulary within the broader context of general language development.
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Overall, this course fosters a strong foundation in language skills, empowering students to thrive in both academic and professional medical environments.

**1.1 Theoretical English:**

The Theoretical English course for the second term entitled, Medicine in Ancient Mesopotamia.This captivating course offers students the chance to immerse themselves in the fascinating world of ancient Mesopotamian medicine while simultaneously honing their English language skills. Students will delve into the unique medical practices of the Sumerians, Babylonians, and Assyrians, exploring their contributions through the lens of ancient medical texts, diagnoses, and treatments. By analyzing the intriguing blend of scientific observation, magical beliefs, and herbal remedies employed in these early healthcare systems, students will develop critical thinking skills as they compare and contrast the approaches of different Mesopotamian civilizations. Furthermore, the course fosters a deeper appreciation for the foundation of modern medicine. Students will recognize the groundbreaking contributions of Mesopotamia, including the world's first medical texts, ethical codes, and advancements in surgery and hygiene. This journey through medical history will not only enrich students' knowledge but also equip them with essential academic skills. Through analyzing primary sources, engaging in discussions and presentations, students will sharpen their ability to interpret historical texts, think critically, and communicate effectively across various disciplines.

* 1. **Learning Objectives:**

By the end of this theoretical English course, students will be able to:

* Identify the major civilizations of Mesopotamia and their contributions to medicine.
* Describe the key medical practices and beliefs prevalent in Mesopotamia.
* Analyze the impact of Mesopotamian medicine on later civilizations.
* Use relevant vocabulary related to medicine and Mesopotamian history.
* Understand and interpret a passage about medicine in Mesopotamia.

### **2. Syllabus**

* 1. **Theory:**

|  |  |  |
| --- | --- | --- |
| **No.** | **Topics** | **Hours** |
| 1 | Medicine in Ancient Mesopotamia: Introduction | 1 |
| 2 | A comprehensive passage – “[Medicine in Ancient Mesopotamia” - *World History Encyclopedia*](https://www.worldhistory.org/article/687/medicine-in-ancient-mesopotamia/) – Part 1 – vocabulary & MCQ | 1 |
| 3 | Grammar: Present continuous (PC): Introducing the PC in Ancient Mesopotamia – using action – negative forms - interrogative Forms  | 1 |
| 4 | Listening: “Uncovering Secrets of Mesopotamian Medicine” Dr. Irving Finkel – vocabulary & MCQ  | 1 |
| 5 | Tasks: ten tasks exploring medicine in Mesopotamia | 1 |
| 6 | A comprehensive passage – “[Medicine in Ancient Mesopotamia” - *World History Encyclopedia*](https://www.worldhistory.org/article/687/medicine-in-ancient-mesopotamia/) – Part 2 – vocabulary & MCQ | 1 |
| 7 | Gramma: Past and Future Continuous - Medical expressions in ancient Mesopotamia – exercises  | 1 |
| 8 | Listening:YouTube: “What Did Historians Discover about Medicine in Ancient Mesopotamia” – MCQ  | 1 |
| 99 |  A comprehensive passage: “Mesopotamian medicine” -  Basic concepts of disease – vocabulary & MCQ  | 1 |
| 10 | Grammar - subject-verb agreement | 1 |
| 11 |  Listening: Mysteries of the Babylonian Medicine  | 1 |
| 12 |  Advanced subject-verb agreement rules | 1 |
| 13 | Presentations by students: medicine & ancient Mesopotamia | 1 |
| 14 | Revision | 1 |
| Total | 28 |

* 1. **Practical:**

|  |  |  |
| --- | --- | --- |
| **No.** | **Topics** | **Hours** |
| 1 | Explaining & reassuring – research into complications | 2 |
| 2 | Students care – explaining a gastroscopy – emphasis – discussing complications – gastroscopy | 2 |
| 3 | Explaining procedures – acknowledging visual cues | 2 |
| 4 | An explanation of possible complications  | 2 |
| 5 | Explaining procedures with the present passive and going for future  | 2 |
| 6 | Adjectives to describe procedures – explaining complications & reassuring the patient – word stress - suffixes | 2 |
| 7 | Dealing with medication | 2 |
| 8 | Nurse practitioner – prescribing drugs in hospital  | 2 |
| 9 | Research into clinical incident reporting | 2 |
| 10 | A patient chart – benefit and side effects  | 2 |
| 11 | Concordance – A drug chart – explaining medications | 2 |
| 12 | Clinical incidents reporting – phrasal verbs  | 2 |
| 13 | Explaining side effects: can/may – abbreviations  | 2 |
| 14 | Seminars on first visit to a hospital | 2 |
|  | Total | 28 |

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Students who do not achieve the minimum passing grade of 50% are required to retake a second, similar examination. Failure to achieve the passing grade on the second attempt will result in the student needing to repeat the academic year.

### **5. Books and references:**

* “English and Medicine in Ancient Mesopotamia Handout” (Theoretical)
* *Oxford English for Career Medicine-1* (Practical)