COURSE OUTLINE: MEDICAL ENGLISH TERMINOLOGY

1. GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENSES		
ACADEMIC INIT	PHYSIOTHERAPY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	**PHOMW1**	**SEMESTER**	**WINTER**
COURSE TITLE	**MEDICAL ENGLISH TERMINOLOGY**		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
LECTURES	2	2
		2

COURSE TYPE	OM *Compulsory Modules of General Knowledge Background (CMGKB), Compulsory Modules of Specific Knowledge Background (CMSKB), Compulsory Specialisation Modules (CSM), Optional Modules (OM)*
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION & EXAMINATIONS:	GREEK
IS THE COURSE OFFED TO ERASMUS STUDENTS?	NO
COURSE WEBSITE (URL)	https://eclass.uth.gr/courses/PHYSIO_U_111/

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

Learning Outcomes:

The student, upon completion of the course, will be able to:

1. Recognizes the characteristics of formulation and composition of the English scientific language and its specialization.
2. Stays informed and enriches their knowledge through international English-language published articles and literature.
3. Can follow or deliver an oral presentation on topics related to their field, participate in subsequent discussions, and compose concise or detailed written texts with linguistic fluency using the required scientific terminology of their discipline.
4. Combines and applies the foreign language to their professional needs.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management* *Respect for difference and multiculturalism*

Adapting to new situations *Decision-making* *Working independently* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking* *Others …*

- Search, analysis, and synthesis of data and information using the necessary technologies.
- Decision-making.
- Exercise of critical and self-critical thinking.
- Independent work.
- Teamwork.
- Work in an interdisciplinary environment.
- Project design and management.
- Respect for diversity and multiculturalism.
- Production of new research ideas.

3. SYLLABUS

- Introduction to medical terminology.
- Terminology for Body regions, cavities and body plan.
- Terminology for Bone anatomy.
- Terminology for Functions of the skeletal system.
- Terminology for Clinical reasoning.
- Terminology for Chest Physiotherapy.
- Terminology for Cardiovascular physiotherapy.
- Terminology for Neurological physiotherapy.
- Terminology for Physiotherapy assessment.
- Terminology for Joint injuries.
- Terminology for Osteoarthritis.
- Terminology for Vertebral column.
- Terminology for Disorders of muscle tone and movement.
- Terminology for Nervous System.
- Grammar and syntax exercises.

Final Student Assessment - Examination

- Overall student performance is assessed according to the institution's academic regulations and the evaluation criteria of the course described below.

4. TEACHING and LEARNING METHODS – EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	**Face-to-Face Instruction** The teaching of the course include a variety of instructional approaches and tools, such as: • Lectures and presentations using a whiteboard, overhead projector, fixed projection system, video, and television. • Classroom discussions and feedback.
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	**Use of ICT in Teaching, Laboratory Training, and Student Communication** • Utilization of Information and Communication Technologies (ICT), including the Internet, multimedia,

	electronic discussions via an asynchronous learning platform, and email.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.*	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>30</td></tr><tr><td>Literature Review</td><td>10</td></tr><tr><td>Independent Study</td><td>10</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Couse Total</td><td>50</td></tr></table>
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically defined evaluation criteria are given, and if and where they are accessible to students.*	**Student Performance Assessment** The assessment criteria for student performance are available on the course website and are specified as follows: The final evaluation of the course is carried out either through a written assessment (or oral, in the presence of two instructors) or a combination of an intermediate evaluation (progress assessment). The final assessment takes place at the end of the academic semester and covers all the material that has been taught. The student is required to answer questions (either in development form or multiple-choice) that cover the different teaching units of the course equally, and additionally, there will be questions that require critical thinking. The final grade is from 0-10 and is determined by the final exam or is weighted in combination with the intermediate evaluation-progression based on a predefined weighting factor set at the beginning of the semester. The evaluation of the students' performance is carried out according to the institution's regulations. The final grade is recorded on a 10-point scale (0-10), with a minimum passing grade of 5.

5. ATTACHED BIBLIOGRAPHY

1) Panoutsopoulos G. English Medical Terminology for Health Sciences, DISIGMA Publications, 2018.
2) Panoutsopoulos G. Listening Practice Tests 1-8, English Medical Terminology for Health Sciences, DISIGMA Publications, 2018.
3) Dictionary of Medicine, Peter Collin Publishing, 2000.
4) Elli Terzoglou,Reviewing English Grammar, third edition, 2017.
5) Dorland's, Ιατρικό Λεξικό, Εκδόσεις Πασχαλίδη,1997.
6) Αγγλοελληνικό Λεξικό Ιατρικών Όρων Μιχαηλίδη.