

## Information sheet for the course Working with specialised texts in English II.

<b>University:</b> <i>Alexander Dubček University of Trenčín</i>	
<b>Faculty:</b> <i>Faculty of Health Care</i>	
<b>Course unit code:</b> <i>OTANJ2/d</i>	<b>Course unit title:</b> <i>Working with specialised texts in English II</i>
<b>Type of course unit:</b> <i>optional</i>	
<b>Planned types, learning activities and teaching methods:</b> <i>Seminar: 1 hour weekly/13 hours per semester of study; full-time</i>	
<b>Number of credits:</b> <i>1</i>	
<b>Recommended semester:</b> <i>6<sup>th</sup> semester in the 3<sup>rd</sup> year (full-time)</i>	
<b>Degree of study:</b> <i>I (bachelor)</i>	
<b>Course prerequisites:</b> <i>none</i>	
<b>Assessment methods:</b> <i>To obtain credit for the course (30 – 50 points), a student must:</i> <ul style="list-style-type: none"> <li>- <i>Write a seminar paper,</i></li> <li>- <i>Present a seminar work,</i></li> <li>- <i>Be actively present in the course – students are allowed two (2) free unexcused absences.</i></li> </ul> <i>To obtain A, a student must score 45 - 50, to obtain B, a student must score 40 – 44, to obtain C, a student must score 37.5 – 39.5 and more, to obtain D, a student must score 34 – 37, and to obtain E, a student must score 30 – 33.5. The credits are not granted to the students whose grade point average is 29 or lower.</i>	
<b>Learning outcomes of the course unit:</b> <i>The selection of the texts for courses rests in clinical examples with more practical than theoretical outlook. A student is aware of values and skills necessary in modern health care. Thematic areas are: Administration of Medication, Reading the recipe, Intravenous infusion, Pre-operative medical assessment and education of a patient, Preparing a patient for surgery, Post-operative nursing care, Post-operative pain management, Nursing management of aggressive behaviour, Cerebrovascular accidents.</i> <i>A student has a detailed knowledge of the role of health care professionals in various environments, such as hospitals, community health centres, research and educational institutions.</i> <i>The educational activities to the texts develop the students in the ability to think critically, evaluate particular situation in nursing environment, and the expression of someone's attitude.</i> <i>The course is mainly focused on the devilment of the four language skills. The students are able to communicate in the field of health care. The students are self-assured in the usage of nursing English that increases their motivation.</i>	
<b>Course contents:</b> <ol style="list-style-type: none"> <li><i>1. Medicaments, therapies, their administration and control. Metabolism of medicaments.</i></li> <li><i>2. Working as the part of a team. Accuracy of the administration of drugs. Interaction of drugs. Recipe.</i></li> <li><i>3. Intravenous infusion. Cannula. How to give instructions to colleagues.</i></li> <li><i>4. Reference of the patient: telephone skills. Patient examination. Mapping fluid intake and output.</i></li> <li><i>5. Pre-operative patient examination. Pre-operative patient education. Blood circulation.</i></li> <li><i>6. Preparing the patient for surgery. Easing fears, patient relaxation. Pre-operative monitor records.</i></li> <li><i>7. Post-operative evaluation of patient. Pain receptors. Universal pain. Pain evaluation.</i></li> <li><i>8. Post-operative checking of the patient on the ward. Explanation of post-operative pain and its</i></li> </ol>	

management.

9. *Nursing management of aggressive behaviour after a surgery. Pain evaluation and its utilisation.*
10. *Participation in the meetings of the team from the ward. The description of patients condition – telephoning skills.*
11. *Cerebrovascular accidents. Discharge letters to patients. Seminar work – according to students' own choice.*
12. *Explanation of the effects of the patient's heart attack. Patient education patients before his or her release.*
13. *Discussion to seminary works. Feedback.*

**Recommended of required reading:**

**Key reading:**

1. *ALLUM, V. and McGARR, P. Cambridge English for Nursing. (Professional English). Cambridge University Press. 2008. ISBN 978-0-521-71540-9. Student's Book with Audio CDs and Extra Activities.*
2. *CITA, S. English for nursing and paramedical professions, part 1, part 2. Karolinum. Praha: UK. 2009.*
3. *HOGELOVÁ, H. Angličtina pro fyzioterapeutu. Praha: Grada Publishing, a.s. 2011. ISBN 978-80-247-3531-3.*

**Recommended reading:**

4. *MURPHY, R. English grammar in use - intermediate, CUP, 2004.*
5. *EVANS, Virginia: Round-up. Making grammar practice fun. New and updated. Level 5 - 6. Pearson: Longman. 2011.*

**Language:** *English*

**Remarks:** *In the subject there are enlisted the students who successfully finished STEL1. Their writing and speaking skills are on intermediate level, their reading and listening skills are on upper-intermediate level.*

**Evaluation history:** *Number of evaluated students:*

A	B	C	D	E	FX

**Lectures:** *PaedDr. Eva Králová, Ph.D.*

**Last modification:** *22.4.2014*

**Supervisor:** *doc. MUDr. Juraj Čelko, PhD.*