Introduction to Teaching English for Medical Purposes

– 31 August - 4 September 2015

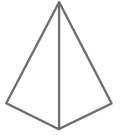Venue:
InterCity Hotel, Ulm / Germany

Registration deadline: 30 April 2015

In collaboration with Cambridge University Press

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Demand has never been so great for teachers of English for Medical Purposes.

This is due to several reasons:

- English is the lingua franca of research in the healthcare area.
- Some university faculties require students to study English for Medical Purposes as part of their degree.
- Many healthcare professionals work overseas in English-speaking countries to extend their practice.
- English language competence to the level of up to IELTS 7.5 or OET B Grade is required by many medical and nursing registration boards before licenses to practice are bestowed.
- English language competence is required for safe practice per Codes of Practice and Codes of Ethics.
- There is an increasing number of courses offered in English for Medical Purposes by private language schools, individual trainers and institutions of higher and further education.
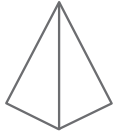
Your trainers

Virginia Allum

Viriginia is a medical English author of textbooks and online courses for doctors, nurses and carers. She has also produced practice materials for an online Occupational English Test course for doctors, dentists and nurses . She was co-author of the ‚Cambridge English for Nursing' books and is a Registered Nurse in the UK. Virginia heads the Nursing SIG for EALTHY, the European Association of Language Teachers for Healthcare.

Ros Wright

Ros is a materials writer, teacher and teacher trainer specialising in English for Medical Purposes. She has co-authored several coursebooks for medical English, including Good Practice: Communication Skills in English for the Medical Practitioner; the inaugural winner of the IATEFL BESIG David Riley Award for Innovation in ESP. Ros is currently the General Secretary for EALTHY, the European Association of Language Teachers for Healthcare.

Marie McCullagh

is a Senior Lecturer at the University of Portsmouth where she teaches professional communication and applied linguistics. She also runs workshops on communication skills for doctors in the NHS.

Marie is the co-author of Good Practice: Communication Skills in English for the Medical Practitioner and English for Medicine in Higher Education Studies.
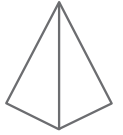
Course Outline

Day 1

Session 1: Teaching English for Healthcare Professionals as a Non-practitioner

Many ELT trainers 'fear' or at best are wary of the Medical English classroom and its occupants: concerns about inadequate knowledge of medicine, grappling with terminology and generally feeling 'unsure' of their role and the benefits such a collaboration might bring. The presenter will give an overview of teaching medical communications in English and hopefully debunk a few of the myths linked to training professionals from the field of medicine.

Session 2: Areas in Healthcare: An Overview

This session introduces the main areas of Healthcare practice for the multi-disciplinary team. Among the subjects discussed will be the discourse and register used in a variety of practice areas, including Paediatrics, Gerontology and Accident and Emergency. Also to be considered will be the Code of Practice and Code of Ethics for Healthcare Professionals and the possible linguistic implications for our learners.

Session 3: Evaluation of Published Materials for Teaching EMP

Compare notes on collecting and collating resources currently at the disposal of EMP trainers. This session seeks to identify and evaluate materials currently available to the trainer (course books as well as online) and other available resources and explores the challenges in their effective management. Input from course participants and teacher trainer alike promises an informative and practical workshop.

Session 4: Developing Activities for Medical English Vocabulary

In this session we will consider the vocabulary needs of our students, take a fresh look at 'semi-technical' vocabulary, discuss strategies for handling more specialised lexis and assess the use of word lists derived from authentic corpora. We will also look at some techniques for teaching and developing the vocabulary of medical English learners.

Q&A opportunity will occur during each session as appropriate.
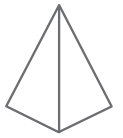
Course Outline

Day 2

Session 1: Needs Analysis

Needs analysis is an important aspect to be considered when designing any ESP course.This session will look at the differing needs of learners, with a particular focus on the requirements of pre-experience and in-work learners. It will look at methods of information gathering fore pre-course and in-course analysis, and will discuss how this information can be used most effectively. Typical problems which can arise when carrying out needs analyses in a practical setting will also be outlined, along with possible approaches to overcome these.

Session 2: Methodology

This session discusses the benefits of integrating as far as possible a methodology employed in the training of L1 medical practitioners; one which maximises use of authentic texts and tasks and allows learners to concentrate on the development of communicative competencies in their particular context. Participants will be provided with suitable frameworks for use in their own context, e.g. the Calgary-Cambridge Observation Guide.

Session 3: Authentic Materials I: Introduction

This session will focus on how to exploit authentic materials effectively. After a brief discussion about the meaning of 'authentic', we will look at the advantages and disadvantages of authentic materials within the context of medical and nursing English, and look at some examples from existing courses. Issues of Data Protection when using authentic materials will also be considered.

Session 4: Developing Activities for Role Play

We will look at the difference between role-plays and simulations, and discuss the advantages and disadvantages of each. We will also look into the use of 'observers' in role plays. The session will then deal with designing effective role-plays for use in the EMP classroom and developing frameworks for giving feedback on role plays.

Q&A opportunity will occur during each session as appropriate.
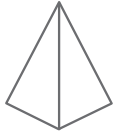
Course Outline

Day 3

With reference to experts from the field of medical communications (Silverman et al, Maguire and Pitceathly, Northouse, L.L.and Northouse, P.G.), Day 3, Sessions 2 & 4 and Day 4, Session 1 will focus on the development of effective spoken patient communication skills. This particular series of sessions will consider the need to help learners develop comprehensible pronunciation, active listening skills, and effective non-verbal communication skills, as well as demonstrate the ability to bridge professional and lay language. We will also deal with the relevant language forms and functions necessary to achieve the above. The Calgary-Cambridge Observation Guide will form the basis of this series of sessions.

Session 1: Developing Activities for Effective Listening Skills

Listening skills used in the healthcare environment, include carrying out doctor/patient interviews, participating in handovers, talking with members of the Multi Disciplinary Team, referring patients by telephone as well as receiving lab results and understanding 'maths' terms. This session is particularly concerned with the development of effective activities to enhance listening strategies, aiming to encourage both accuracy and fluency. It is a practical session which will give participants a chance to design activities and tasks that enable students to practice listening strategies in a medical and nursing context.

Session 2: Effective Patient Communication Skills I: Gathering Information

This session will focus on taking a patient history for the patient interview or nursing assessment which includes creating rapport, setting the agenda and making use of effective question techniques and dealing with sensitive issues.

Session 3: Authentic Materials II: Use of Video in EMP

Through exposure to authentic scenarios of patient interactions, learners experience examples of authentic language in an authentic setting. This session will look at how video can be used to meet the real needs of healthcare professionals; illustrating how the medium enables trainers to highlight and develop understanding of all the elements of communication as well as their implications for effective patient interactions in English. As well as looking at hospital and medical equipment company training videos, we will also consider the use of TV medical dramas in the EMP classroom.

Session 4: Effective Communication Skills II: Examining the Patient

In this session we will consider the next stage in the process – carrying out the medical examination and/or taking measurements (vital signs, BMI, etc.) and tests. We will look at developing learners' skills in terms of giving patient-friendly instructions, explaining medical tests and keeping patients informed of procedures.
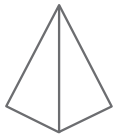
Course Outline

Day 4

Session 1: Charts and Documentation

A variety of charts and documentation are used by our students during their day-to-day working life. This session will help familiarise trainees with the most commonly used charts and patient forms in the healthcare environment. We will also discuss issues relating to medical abbreviations and acronyms as well as global variations e.g. in research papers and the trend towards standardisation.

Session 2: Effective Patient Communication Skills III: Discussing Test Results and Treatment

This final session in the series will take trainees through areas such as obtaining consent for drug therapy and/or procedures and/or explaining drug therapy and/or procedure. This will include explaining treatment in a patient-friendly manner, clarifying understanding, encouraging use of non medical jargon, shared decision making and breaking bad news.

Session 3: Preparing for OSCEs (or Equivalent Spoken Clinical Examinations)

Both medical and nursing students are expected to carry out OSCEs (Objective Structured Clinical Examination) which assess linguistic and clinical competency under simulation. Students need to produce appropriate language which matches authentic medical and nursing activities under simulated exam conditions. This session will look at how we can help students develop the complex communication strategies they require to deal with unexpected occurrences during the OSCE.

Session 4: Developing Assessment Tools & Feedback Opportunities

Good quality assessment is an integral part of all well designed courses, and should include both formative and summative elements. In some EMP cases, the requirements of external exams will shape the form of the assessment. In others, where there is no external examination, it is important to ensure that assessment is used to ensure that learning objectives are being met. This session will provide guidelines to EMP trainers on possible ways of going about this.

Q&A opportunity will occur during each session as appropriate.
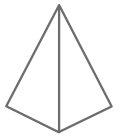
Course Outline

Day 5

Session 1: Academic Writing and Abstracts

Having papers published in international journals is important for medical professional who wish to develop their professional profile. For papers to be considered for publication, it is important that they are written clearly and concisely and in the appropriate style. Articles are often judged on the abstract alone, and writing a good abstract is also an important skill. This session will cover key aspects of writing for journal submission and approaches to writing a good abstract.

Session 2: Conference Presentations and Poster Sessions

In this session we will provide guidance on how to help EMP learners develop the skills necessary to deliver presentations and poster session in the medical field. With poster sessions and 10 minute presentations being the order of the day in this particular field, we will look at ways your learners can deliver coherent and well structured content that still meets the needs and expectations of their audience.

Session 3: Putting it Altogether

This penultimate session provides participants with the opportunity to demonstrate their acquired skills by designing (as a small group or individually) a set of materials to prepare one or more aspects of the OSCEs or extended role-plays. Participants will be encouraged to develop materials using a variety of mediums as ap propriate.

Session 4: Feedback and Post Course Mentoring

During this final session, participants will have the opportunity to discuss the course and establish a post course communication network with fellow participants and presenters, as well as the possibility of establishing a post course mentoring system.

Q&A opportunity will occur during each session as appropriate.
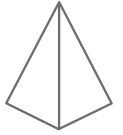
Course Objectives

The Introduction to Teaching English for Medical Purposes aims to provide language teachers with the skills they need to become effective EMP teachers. The five day intensive course is held, designed and run by three of the UK and European leading writers and designers of EMP materials.

Methodology

Practical and hands-on course content which relates easily to authentic workplace situations and research areas. There will be an opportunity for Q&A at the end of each session.

Pre-course introduction

6 weeks prior to the course starting, participants will receive information on the course syllabus, the schedule and their instructors. They will be invited to post personal introductions detailing their background and experience.
Participants will receive 2 or 3 key articles as a means of introduction prior to the course.

EU Funding

Although the ITEMP course is no longer part of the official EU programme due to technical reasons, it is still possible for participants outside of Germany to apply for funding at their respective national agency - contact details are available here: http://ec.europa.eu/education/lifelong-learning-programme/national_en.htm

Since January 2014, there will be a new funding programme has been in place: Erasmus+

Erasmus+ has brought together all the current EU and international schemes for education, training, youth and sport. It has increased efficiency, made it easier to apply for grants, as well as reducing duplication and fragmentation. Erasmus+ has replaced seven existing programmes with one: it brings together the existing Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius and Grundtvig), Youth in Action, and five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink and the programme for cooperation with industrialised countries).

More information: http://ec.europa.eu/education/erasmus-for-all/index_en.htm

Important note

We reserve the right to change the course content in order to update and/or refine the advertised content.
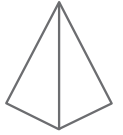
Alternative funding possibilities

For participants based in the German state of Nordrhein-Westfalen, there is the possibility of applying for funding to cover 50% of the course fee through the so-called Bildungsscheck programme.
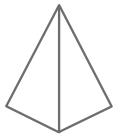
More information is available at: https://www.esf-nrw.de

Contact person

Evelyn Kallos
Mail: evelyn.kallos@bezreg-arnsberg.nrw.de
Tel: 02931 - 825009

Bildungsurlaub

In most German states, there is a so-called Bildungsurlaub programme which offers some financial support depending on your cirumstances.

For more information, use the following link: http://bit.ly/1xrBB56

Registration
registration@thepyramidgroup.biz or Fax +49 731 3 97 69 77

Yes, I would like to participate in the Introduction to
Teaching English for Medical Purposes course:

☐ 31 August - 4 September 2015
☐ I am interested in receiving updates on seminars and
courses organised by The Pyramid Group (please tick the box).

_____
Name, First Name

_____
Company, Institution

_____
Street

_____
Postcode, Town, Country

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Tel.

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Fax

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E-Mail

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Website

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Date, Signature

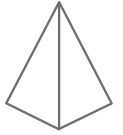**Minimum number of participants required: 8**
Deadline for registration: 30 April 2015

Enquiries and information
Tel. +49 731 397 69 76
Fax +49 731 397 69 77
info@thepyramidgroup.biz

Registration process

Fill in the form and send it to:
The Pyramid Group
Seminar Registrations
Schweinmarkt 6
89073 Ulm / Germany

Fax +49 731 3 97 69 77
paul@thepyramidgroup.biz

Date and Venue

31 August - 4 September 2015
InterCity Hotel, Ulm, Germany

Course Fee

The € 975.00 course fee must be paid in advance to the following account: Postbank Ulm, Paul East, Account no.: 516 480 705, Sort code: 600 100 70, IBAN DE92 6001 0070 0516 480705, BIC: PBNKDEF

The fee incl. documentation, daily 3-course lunch + coffee breaks.
VAT Reg No (USt-IdNr.): DE 147 040 301

Travel Directions

Airports: The closest airports are Stuttgart and Munich
Train: Click here to go to the Deutsche Bahn website
Venue: Click here to go to a map of Ulm

Accomodation

We recommend participants book their accomodation at the InterCity Hotel in Ulm. This avoids the need to travel to and from the course venue each day.

For other hotels in Ulm/ Neu-Ulm, please book online via the Ulm/Neu-Ulm tourist office at www.tourismus.ulm.de or contact Susanne Baumann at baumann@tourismus.ulm.de Tel. +49 731 161 2821

Course terms and conditions

The course fee must be paid within one week after registration has taken place unless otherwise agreed. Cancellation fee: 100 euros up to 30 days before the start of the course. If a cancellation notice is received less than 30 days but more than 15 days prior to the training date, the cancellation charge is 50% of the training fee. If a cancellation notice is received by the Training Registrar less than 15 days prior to the training date, the cancellation charge is 100% of the training fee. The Pyramid Group reserves the right to cancel the course at least five business days in advance of the course commencing. All course fees will be fully reimbursed. Court of Jurisdiction is Ulm. The Pyramid Group´s General Terms and Conditions apply throughout.

THE PYRAMID GROUP

PSA
Pete Sharma Associates

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Vocabulary Trainer

English for Specific Purposes (ESP)
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Second Life

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ESP Online Training Portal