

CURSO DE GRADUAÇÃO: Biomedicina Noturno		
SÉRIE:	SEMESTRE LETIVO DO ANO:	<input type="checkbox"/> 1º SEMESTRE <input checked="" type="checkbox"/> 2º SEMESTRE <input type="checkbox"/> 1º e 2º SEMESTRES

PLANO DE ENSINO DA DISCIPLINA

BLOCO I – IDENTIFICAÇÃO

Código da Disciplina:	(não preencher)
Nome da Disciplina:	Strategies for oral communication improvement in medical contexts: <i>it's not only what you say, it's also how you say it.</i>
Dia(s) da semana	4as-feiras
Horário(s) de aula	17:00 às 18:30

- **Enfoque:**
 - (1) Obrigatória
 - (2) Optativa Eletiva PDCI
 - Concomitante com disciplina obrigatória: Curso: Biomedicina Noturno
Série:
- **Observação:**
Curso destinado a alunos do Curso de Medicina a partir do 3º semestre.

Número de Alunos por Disciplina:

Mínimo de 10 e Máximo de 16

BLOCO II - CARGA HORÁRIA DA DISCIPLINA

Teórica (horas):	<input type="text"/>
Prática (horas):	<input type="text"/>
Teórico-Prática (horas):	17 horas
Carga Horária Total (horas):	<input type="text"/>
EAD (horas):	<input type="text"/>
Unidade Administrativa: Departamento	Departamento de Educação e Humanidades

BLOCO III – RESPONSABILIDADE DO DOCENTE*

Docente regente da disciplina:	CH Teórica	CH Prática	CH Teórico-Prática
1. Ana Luiza Freitas			17 horas
Docente (s) colaborador (es) na disciplina (aqueles que ministram, no mínimo, 20% da carga horária total da disciplina)	CH Teórica	CH Prática	CH Teórico-Prática
1. Margaret Gerbase			17 horas
1.			
2.			
3.			
4.			
Docente (s) convidado (s) na Disciplina:	CH Teórica	CH Prática	CH Teórico-Prática
1.			
2.			

* Docentes efetivos e substitutos vinculados à UFCSPA

BLOCO IV – DESCRIÇÃO DO PLANO DE ENSINO

Ementa: This academic activity is designed for medical students who self-declare as proficient to carry out a variety of class tasks in English. At the end of it, it is expected that participants have gained experience with the course twofold goal: (1.) development of oral communication skills in the medical context and (2.) practice of contextualized English language.

Objetivo Geral: As a mastery of oral discourse genres and an adequate command of the English language are paramount components of a comprehensive contemporary medical education, this course aims at providing participants with opportunities to experience interactive communicative situations constituent of medical study and practice.

Objetivos Específicos:

- 1- Studying some of the basic oral communication genres characteristic of the medical learning and practice;
- 2- Acting out oral communication situations with an emphasis on a strategic use of multimodal forms of expression: language choice, tone of voice, gestures and eye contact;
- 3- Encouraging the praxis of inter-individual feedback;
- 4- Strengthening a contextualized English language use;
- 5- Emboldening the adoption of teaching practices centered on the students as leading actors of their learning.

Conteúdo Programático:

- Case reports
- Oral presentations (research results in poster and/or brief communication formats)

Competências e Habilidades:

At the end of the course, participant-students should demonstrate the following competences:

- Skill in identifying features of the oral communication discourse genres studied;
- Improvement in the applied use of the forms of expression practiced: language, tone of voice, gestures and eye contact.

Procedimentos Didáticos:

Adoption of active methodologies to promote dialogical meetings, workshops, simulations, role-play situations and student-led activity presentations followed by feedback sessions.

Situações e Critérios de Avaliação:

- Continuous and formative by means of classroom enacted activities;
- There will be two graded-tasks along the course;
- The both of them will be practical, for they comprehend tasks which are directly related to participants' context of study and application: the use of oral communication skills;
- The aforementioned graded-tasks will be carried out individually and/or in small groups;
- Class participation will score 40% of the final grade and a task presentation will score 60% of it.
- The final grade will be set in marks, and will represent the sum of the two grades.
- Minimum attendance rate for approval 75% (8 classes)

Atividades em Educação a Distância:

The course program includes three meetings in which students will work from a distance, listed in the program.

Bibliografia Básica:

Dyche, L. Interpersonal skill in medicine: the essential partner of verbal communication. *J Gen Intern Med* (2007); 22 (7) 1035- 1039. Disponível em: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2219735/pdf/11606_2007_Article_153.pdf Último acesso em: 30/06/2017.

Ong LM, Haes JCJM, Hoos AM & Lammes FB (1995). Doctor-patient communication: a review of the literature. *Social Science and Medicine* 40 (7):903-918. Disponível em: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3096184/> Último acesso 29/06/2017.

van Zanten M, Boulet JR, McKinley DW, DeChamplain A, Jobe AC. Assessing the communication and interpersonal skills of graduates of international medical schools as part of the United States Medical Licensing Exam (USMLE) Step 2 Clinical Skills (CS) Exam. *Acad Med.* (2007);82(10 Suppl):S65–S68. Disponível em:

http://journals.lww.com/academicmedicine/fulltext/2007/10001/Assessing_the_Communication_and_Interpersonal.18.aspx Último acesso em 29/06/2017.

MILOSAVLJEVIĆ, N. y Z. ANTIĆ (2015): «Medical English Genres. Indispensable Tool for Effective Academic and Professional Communication», *Scientific Journal of the Faculty of Medicine*, 32(1), pp. 77-78. Disponível em: <http://publisher.medfak.ni.ac.rs/AFMN/2015/1-2015/8%20Natasa%20Milosavljevic%20-%20Medical%20English%20Genres.pdf> Último acesso em: 29/06/2017.

Bibliografia Complementar:

D'Arcy, J. (1998) *Technically speaking: a guide for communicating technical information*. Columbus, Ohio: Battelle Press.

Farzadnia S, Giles H. Patient-provider interaction: a communication accommodation theory perspective. *Int J Soc Cult Lang*. (2015);3:17-34. Disponível em: http://www.ijscel.net/article_12768_2e0a7c7fec5a59eee3901cecf53020ad.pdf Último acesso em: 30/06/2017.

Kaplan JE, Keeley RD, Engel M, Emsermann C, Brody D. Aspects of patient and clinician language predict adherence to antidepressant medication. *J Am Board Fam Pract*. (2013);26:409-420. Disponível em: <http://www.jabfm.org/content/26/4/409.long> Último acesso em: 30/06/2017.

Ranjan P, Kumari A, Chakrawarty A. How can doctors improve their communication skills? *J Clin Diagn Res*. (2015);9:JE01. Disponível em: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4413084/> Último acesso em 30/06/2017.

Zolnierek KB, Dimatteo MR. Physician communication and patient adherence to treatment: a meta-analysis. *Med Care*. (2009);47:826-834. Disponível em: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2728700/> Último acesso em 30/06/2017

Outras Fontes:

O'Toole G. (2012) *Communication: Core Interpersonal Skills for Health Professionals*, 2nd edn. Chatswood NSW, Australia: Elsevier.

BLOCO V – CRONOGRAMA

Cronograma de Atividades para DISCIPLINAS

Data (dd/mm)	Turma	Conteúdo da aula	Aula*	EaD**	Laboratório	Professor que ministra a aula e/ou Professor/Palestrante convidado
						Margaret Gerbase Ana Luiza Freitas
1 ^a Semana 16/08		Course introduction: verification of students' language skills and expectancies				Ana Luiza Freitas
2 ^a Semana	A/P	Getting to know the partners.	TP			Margaret Gerbase Ana Luiza Freitas

13/09		Ong LM, Haes JCJM, Hoos AM & Lammes FB 1995. Doctor-patient communication: a review of the literature. <i>Social Science and Medicine</i> 40(7):903-918. van Zanten M, Boulet JR, McKinley DW, DeChamplain A, Jobe AC. Assessing the communication and interpersonal skills of graduates of international medical schools as part of the United States Medical Licensing Exam (USMLE) Step 2 Clinical Skills (CS) Exam. <i>Acad Med.</i> 2007;82(10 Suppl):S65–S68.				
3ª Semana 20/09	A/P	Holiday Task: 1-MILOSAVLJEVIĆ, N. y Z. ANTIĆ (2015): «Medical English Genres. Indispensable Tool for Effective Academic and Professional Communication», <i>Scientific Journal of the Faculty of Medicine</i> , 32(1), pp. 77-78. 2-Elct an anamnese report of your choice to be reported next class	TP	X		Margaret Gerbase Ana Luiza Freitas
4ª Semana 27/09	A/P	Delivering Patient-Case Reports	TP			Margaret Gerbase Ana Luiza Freitas
5ª Semana 04/10	A/P	Delivering Patient-Case Reports	TP			Margaret Gerbase Ana Luiza Freitas
6ª Semana 11/10	A/P	Task: Dyche, L. Interpersonal skill in medicine: the essential partner of verbal communication. <i>J Gen Intern Med</i> 2007; 22 (7) 1035- 1039.	TP	X		Margaret Gerbase Ana Luiza Freitas
7ª Semana 18/10	A/P	Graded-Activity Delivering Research Presentation	TP			Margaret Gerbase Ana Luiza Freitas
8ª Semana 25/10	A/P	Graded-Activity Delivering Research Presentation	TP			Margaret Gerbase Ana Luiza Freitas
9ª Semana 01/11	A/P	Graded-Activity Delivering Research Presentations	TP			Margaret Gerbase Ana Luiza Freitas
10ª Semana 08/11	A/P	Graded-Activity Delivering Research Presentations	TP			Margaret Gerbase Ana Luiza Freitas
11ª Semana 15/11	A/P	Holiday Task: Preparing self-assessment and pointing strategies for improvement	TP	X		Margaret Gerbase Ana Luiza Freitas
12ª Semana 22/11	A/P	Exam Wrapping up: Self-assessing, assessing the course and getting feedback.	TP			Margaret Gerbase Ana Luiza Freitas

*Indicar como a aula será desenvolvida: Teórica (T), Prática (P) e/ou Teórico-Prática (TP)

**Assinalar se a aula será desenvolvida na modalidade de Educação a Distância (EaD)

Data de emissão: 30/06/2017

Professor Regente: Ana Luiza Pires de Freitas

Chefe do Departamento: Ana Rachel Salgado

Coordenador do Curso: Arlete Hilbig

