

<b>CURSO DE GRADUAÇÃO: Medicina</b>		
<b>SÉRIE:</b>	<b>SEMESTRE LETIVO DO ANO:</b> ( ) 1º SEMESTRE ( X ) 2º SEMESTRE ( ) 1º e 2º SEMESTRES	<b>ANO:</b> <b>2018</b>

### PLANO DE ENSINO DA DISCIPLINA

#### BLOCO I – IDENTIFICAÇÃO

<b>Código da Disciplina:</b>	(não preencher)
<b>Nome da Disciplina:</b>	Strategies for oral communication improvement in medical contexts: <i>it's not only what you say, it's also how you say it</i> <b>Academic Activity Held in English</b>
<b>Dia(s) da semana</b>	2as-feiras (Mondays)
<b>Horário(s) de aula</b>	12:15-13:45

- **Enfoque:**
  - (1) ( ) Obrigatória
  - (2) ( ) Optativa ( X ) Eletiva ( ) PDCI
  - ( ) Concomitante com disciplina obrigatória: Curso: \_\_\_\_\_  
Série: \_\_\_\_\_
- **Observação:**

**Número de Alunos por Disciplina:** 10 -16

#### BLOCO II - CARGA HORÁRIA DA DISCIPLINA

Teórica (horas):	-
Prática (horas):	-
Teórico-Prática (horas):	18
<b>Carga Horária Total (horas):</b>	-
EAD (horas):	-
<b>Unidade Administrativa: Departamento</b>	Departamento de Educação e Humanidades

**BLOCO III – RESPONSABILIDADE DO DOCENTE\***

<b>Docente regente da disciplina:</b>	CH Teórica	CH Prática	CH Teórico-Prática
<b>Ana Luiza Freitas</b>	-	-	18
<b>Docente (s) colaborador (es) na disciplina</b> (aqueles que ministram, no mínimo, 20% da carga horária total da disciplina)	CH Teórica	CH Prática	CH Teórico-Prática
1. Margaret Gerbase	-	-	18
2.			
3.			
4.			
5.			
<b>Docente (s) convidado (s) na Disciplina:</b>	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, body language, 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 protagonists of their learning.

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**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 will 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 30% of the final grade; the tasks will score 70% of it, 35% each.
- The final grade will be set in marks, and will represent the sum of the two grades.
- Minimum attendance rate for approval 75% ( 13.5 hours out of 18 hours)

**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](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](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.ijscil.net/article\\_12768\\_2e0a7c7fec5a59eee3901cecf53020ad.pdf](http://www.ijscil.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.

Zolnierok 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)	Dia da semana	Horário	Turma	Conteúdo da aula	Aula*	EaD**	Laboratório	Professor que ministra a aula e/ou Professor/Palestrante convidado
06/08	2ª-feira	12:15		* Course introduction: verification of students' language skills and expectancies  * Getting to know the	TP			Ana Luiza Freitas Margaret Gerbase

				partners.  <u>Assignment:</u> * 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.				
13/08	2ª-feira	12:15		* Discussion of Glossary Production.  <u>Accountability of:</u> * 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  <u>Assignment:</u> * 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, De Champlain 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.	TP			Ana Luiza Freitas Margaret Gerbase
17/09	2ª-feira	12:15		<u>Accountability of:</u>  * 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.	TP			Ana Luiza Freitas Margaret Gerbase

				* van Zanten M, Boulet JR, McKinley DW, De Champlain 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				
24/09	2 <sup>a</sup> -feira	12:15		*Delivering Patient-Case Reports (Videos)  <u>Assignment:</u> * Dyche, L. Interpersonal skill in medicine: the essential partner of verbal communication. <i>J Gen Intern Med</i> 2007; 22 (7) 1035- 1039.  * Task: Elect an anamnesis report of your choice to be reported in class.	TP			Ana Luiza Freitas Margaret Gerbase
01/10	2 <sup>a</sup> -feira	12:15		* Interactive activity: Role-play by the students - How to...  * Work on the reports  <u>Accountability of:</u> * Dyche, L. Interpersonal skill in medicine: the essential partner of verbal communication. <i>J Gen Intern Med</i> 2007; 22 (7) 1035- 1039.	TP			Ana Luiza Freitas Margaret Gerbase
08/10	2 <sup>a</sup> -feira	12:15		* Interactive activity: Role-play by the students - How to...  * Work on the reports  *Assessment: Building points for feedback for next week's task	TP			Ana Luiza Freitas Margaret Gerbase
15/10	2 <sup>a</sup> -feira	12:15		* In small groups present research surveyed on the importance of positive doctor-patient feedback.	TP			Ana Luiza Freitas Margaret Gerbase
22/10	2 <sup>a</sup> -feira	12:15		Prepare to the Graded-Task:		X		Ana Luiza Freitas Margaret Gerbase

				Delivering a Presentation (Based on Any Presentation Already Delivered at the University).				
29/10	2ª-feira	12:15		<b>Graded-Activity</b> Delivering a Presentation (Based on Any Presentation Already Delivered at the University). Getting feedback	TP			Ana Luiza Freitas Margaret Gerbase
05/11	2ª-feira	12:15		<b>Graded-Activity</b> Delivering a Presentation (Based on Any Presentation Already Delivered at the University). Getting feedback	TP			Ana Luiza Freitas Margaret Gerbase
12/11	2ª-feira	12:15		* Working on glossary.  *Preparing self-assessment and pointing strategies for improvement.		X		Ana Luiza Freitas Margaret Gerbase
19/11	2ª-feira	12:15		* Sharing glossary.  *Wrapping up: Self- assessing, assessing the course and getting feedback.	TP			Ana Luiza Freitas Margaret Gerbase

\*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: 28/05/2018

Professor Regente: Ana Luiza Pires de Freitas

Chefe do Departamento: Ana Rachel Salgado

Coordenador do Curso: Arlete Hilbig