



**FACULTY OF HEALTH SCIENCES AND SPORTS**  
**BACHELOR OF SCIENCE IN SPEECH-LANGUAGE THERAPY**  
**LEARNING MODULE OUTLINE**

Academic Year	2024-2025	Semester	2
Module Code	STEN1102		
Learning Module	Medical English (II)		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	3	Contact Hours	45
Instructor	Bruno Camacho da Côrte	Email	t1471@mpu.edu.mo
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**MODULE DESCRIPTION**

This 45-hour course serves as a foundation of developing students' English reading, writing and speaking ability required as a speech-language therapist. Emphasis is placed on the medical terminology about health concepts, speech and language therapy terms and their relation with all medical areas/fields.

**MODULE INTENDED LEARNING OUTCOMES (ILOS)**

On completion of this learning module, students will be able to:

M1.	Understand the purpose and concepts of medical terminology related with Speech and Language Therapy.
M2.	Understand the medical necessity of Speech and Language Therapy services.
M3.	Familiarize with common terminologies in anatomy, pathologies and treatment.
M4.	Listen, read and interpret basic medical information and articles.
M5.	Write brief medical reports with references.
M6.	Gain knowledge of common medical abbreviations and acronyms used in healthcare documentation, and effectively use them in written and verbal communication to ensure accuracy and efficiency.

These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):



PILOs	M1	M2	M3	M4	M5	M6
P1. To demonstrate understanding of knowledge in behavioural sciences, speech and hearing sciences, as well as speech and hearing disorders	✓	✓	✓		✓	✓
P2. To demonstrate understanding of knowledge in assessment, treatment, counselling and other professional knowledge related to speech, language and swallowing impairment	✓	✓	✓	✓		✓
P3. To employ professional techniques in assessment and intervention in language, speech and swallowing disorders	✓	✓	✓	✓		✓
P4. To demonstrate effective communication and teamwork skills	✓	✓	✓			✓
P5. To demonstrate a high standard of professional ethics and attitudes of holistic care, respect and compassion	✓	✓	✓			
P6. To recognize the international trend of speech and hearing disorders and develop the spirits of social involvement and lifelong learning	✓	✓		✓	✓	✓

#### MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
	1. ENT – Ear, Nose and Throat 1.1 Terminology and Abbreviations 1.2 Common ENT Disorders 1.3 Common diagnostic tests and medications	3
	2. Oncology 2.1 Terminology and Abbreviations 2.2 Classification and Staging of Cancer 2.2.1 Staging Brain Tumors 2.3 Cancer Therapies	3
	3. Cardiac, Pulmonary and Hematologic Functions 3.1 Terminology, Abbreviations, Fundamental Principles, and Procedures in Cardiology 3.2 Terminology, Abbreviations, Fundamental Principles, and Procedures in Pulmonology 3.3 Terminology, Abbreviations, Fundamental Principles, and Procedures in Hematology 3.4 Listening, reading and writing practice: Cardiology	3
	4. Listening, reading and writing practice: Respiratory Medicine	2
	5. Listening, Reading and Writing Practice: Explaining and Reassuring	2
	6. Pediatrics and Language Development 6.1 Terminology and Abbreviations 6.2 Common Disorders 6.3 Common diagnostic tests and medications	3
	7. Listening, reading and writing practice: Parents and young children	2



8.	Rehabilitation Medicine and Geriatrics 8.1 Terminology, Abbreviations, and Fundamental Principles 8.2 Abbreviation and Fundamental Principles 8.3 Biomedical Ethics 8.4 End of Life	3
9.	Listening, reading and writing practice: Geriatrics	2
10.	Surgeries and Other Procedures 10.1 Surgical Terminology 10.2 Surgeries and Procedures in Children and Adults 10.3 Surgical Instruments	2
11.	Listening, reading and writing practice: Surgery	2
12.	Listening, Reading and Writing Practice: Dealing with medication	2
13.	Acute and Critical Illnesses 13.1 Acute and Critical Conditions Requiring Emergent Care or ICU Admissions 13.2 Clinical Competencies	2
14.	Listening, reading and writing practice: Terminal illness and dying	2
15.	Infectious Diseases and Infection Control 15.1 Terminology and Abbreviations 15.2 Universal Precautions and Protection Methods 15.3 Common Infections and Diseases	2
16.	Listening, Reading and Writing Practice: Instructions and procedures	2
17.	Oral Presentations	3
18.	Oral Presentations	3
19.	Final exam	2

## TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5	M6
T1. Vocabulary building exercises	✓			✓	✓	
T2. Listening exercises	✓			✓	✓	
T3. Case studies	✓	✓		✓		✓
T4. Reading comprehension tasks	✓			✓		✓
T5. Writing assignment	✓			✓	✓	✓
T6. Multimedia resources (videos, audios, or online resources)	✓	✓	✓			✓
T7. Oral Presentation (scientific paper analysis)	✓	✓		✓		✓



## ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

## ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Assignment (essay writing)	20%	M1, M2, M3, M5
A2. Oral presentations (article analysis)	20%	M1, M2, M3, M4, M5, M6
A3. Classes participation	10%	M1, M2, M3, M4, M6
A4. Final exam	50%	M1, M2, M3, M4, M6

This learning module is graded on a 100 point scale, with 100 being the highest possible score and 50 being the passing score.

Any students scoring less than 35% of the total mark in the final examination will be given an "F" grade for the module even if the overall grade is 50% or higher.

The assessment will be conducted following the University's Assessment Strategy (see [www.mpu.edu.mo/teaching\\_learning/en/assessment\\_strategy.php](http://www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php)). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

## MARKING SCHEME

Assessment Activities	Assessment Criteria	Mark Ranges				
		88-100	73-87	58-72	50-57	<50
A1. Assignment (essay writing)	Demonstrate the ability to write an essay about a topic related with the module.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A2. Oral presentation (article analysis)	Demonstrate the ability to summarize, understand and present the scientific paper to the class, along with your group.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A3. Classes participation	Participation, attention and behaviour during the class will be taken in consideration.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A4. Final exam	Demonstrate the ability to identify and apply appropriate concepts, methods and techniques.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels



## **REQUIRED READINGS**

Reading materials, such as medical notes and articles, will be provided to the students by the instructor of this module.

## **REFERENCES**

### **Textbook(s)**

McCarter, Sam. (2009) Oxford English for Careers: Medicine 2, Oxford University Press.

### **Reference book(s)**

Golper, L.A.C. (2009) Medical Speech-Language Pathology – A Desk Reference, 3<sup>rd</sup> edition. Delmar Cengage Learning.

Speech-Language Pathology Medical Review Guidelines (2015). American Speech-Language-Hearing Association (ASHA).

Johnson, A. & Jacobson, B. (2016) Medical Speech-Language Pathology: A Practitioner's Guide, 3<sup>rd</sup> edition. Thieme.

Leonard, Peggy C. (2016) Quick & Easy Medical Terminology, 8<sup>th</sup> edition. Missouri, US: Elsevier Saunders.

Goodman, N.W. & Edwards, M.B. (2014) Medical writing: a prescription for clarity. Cambridge, UK: Cambridge University Press.

Gyls, B. & Masters, R. (2014) Medical Terminology Simplified - A Programmed Learning Approach by Body System, 5<sup>th</sup> edition. Philadelphia: F.A. Davis Company.

Willis, M. (2007) Medical Terminology: A Programmed Learning Approach to the Language of Health Care, 2<sup>nd</sup> edition. Philadelphia: Lippincott Williams & Wilkins.

Hull, Melodie. (2010) Medical English clear & simple: a practice-based approach to English for ESL healthcare professionals. Philadelphia: F.A. Davis Company.

Silverman, J. et al. (2013) Skills for Communicating with Patients, 3<sup>rd</sup> edition. CRC Press.

Rice, Jane (2014) Medical Terminology for Health Care Professionals, 8<sup>th</sup> edition. Pearson.

## **STUDENT FEEDBACK**

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

## **ACADEMIC INTEGRITY**

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not



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limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at [www.mpu.edu.mo/student\\_handbook/](http://www.mpu.edu.mo/student_handbook/).