



**PEKING UNIVERSITY HEALTH SCIENCE CENTER**  
**- MACAO POLYTECHNIC UNIVERSITY NURSING ACADEMY (AE)**  
**BACHELOR OF SCIENCES IN NURSING**  
**LEARNING MODULE OUTLINE**

Academic Year	2025-2026	Semester	1
Module Code	NENG3120		
Learning Module	Medical English II		
Pre-requisite(s)	Nil		
Medium of Instruction	English		
Credits	2	Contact Hours	30
Instructor	Pedro Fong	Email	pedrofong@mpu.edu.mo
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**MODULE DESCRIPTION**

This 30-hour module provides a strong foundation for developing English language proficiency in nursing, including reading, writing, and speaking. The course emphasizes medical terminology related to health concepts and nursing terms, preparing students for effective communication in a healthcare setting.

**MODULE INTENDED LEARNING OUTCOMES (ILOS)**

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

M1.	demonstrate proficiency in medical vocabulary and terminology commonly used in nursing practice, including the ability to accurately pronounce and spell medical terms.
M2.	develop effective communication skills in English to interact with patients, healthcare professionals, and other members of the interdisciplinary team in a medical setting.
M3.	enhance listening skills to comprehend medical information provided by patients, colleagues, and healthcare professionals, including accurately understanding and responding to instructions and requests.
M4.	acquire the ability to read and interpret medical texts, such as medical records, articles and healthcare guidelines, with a focus on accuracy and comprehension of specialized medical terminology.
M5.	develop the skills necessary to write clear and concise medical documentation, such as progress notes and incident reports
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):

The PILOs are aligned with the Dublin descriptors, including knowledge and understanding, acquisition, application, critical judgment, communication skills, and learning skills/ability.



PILOs	M1	M2	M3	M4	M5	M6
P1. Demonstrate an understanding of the holistic nature of the client's health status involving individual, family, and community aspects.			✓	✓		
P2. Demonstrate effective communication skills and the ability to establish and maintain a therapeutic relationship with clients.		✓	✓	✓		✓
P3. Demonstrate acquisition, mastery, and application of knowledge and skills for nursing practice, including biological sciences, social sciences and humanities, by making appropriate clinical reasoning and performing safe and therapeutic practice.	✓		✓	✓	✓	
P4. Demonstrate the ability to maintain legal and ethical standards of nursing practice.				✓	✓	
P5. Demonstrate the ability to carry out relevant research and contribute to the community's health.				✓		
P6. Work effectively and efficiently alone or in teams.	✓	✓	✓	✓	✓	
P7. Demonstrate the ability to identify and evaluate health care issues.	✓			✓		
P8. Demonstrate a critical judgment and apply the principles of evidence-based practice to deliver nursing care.	✓			✓	✓	

#### MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
5	Functions, diseases and treatments of respiratory system <ul style="list-style-type: none"> <li>• Introduction to respiratory system</li> <li>• Organs in respiratory system</li> <li>• Common respiratory disorders</li> <li>• Common diagnostic tests, treatments and medications</li> <li>• Journal reading and exercises</li> </ul>	2
5	<ul style="list-style-type: none"> <li>• Listening, reading and writing practice: Working in a team</li> </ul>	2
6	Functions, diseases and treatments of digestive system <ul style="list-style-type: none"> <li>• Introduction to digestive system</li> <li>• Organs in digestive system</li> <li>• Common digestive disorders</li> <li>• Common diagnostic tests, treatments and medications</li> <li>• Journal reading and exercises</li> </ul>	2
6	<ul style="list-style-type: none"> <li>• Listening, reading and writing practice: Parents and young children</li> </ul>	2
6	Functions, diseases and treatments of endocrine system <ul style="list-style-type: none"> <li>• Introduction to endocrine system</li> <li>• Organs in endocrine system</li> <li>• Common endocrine disorders</li> <li>• Common diagnostic tests, treatments and medications</li> <li>• Journal reading and exercises</li> </ul>	2



7	Functions, diseases and treatments of immune system <ul style="list-style-type: none"><li>• Introduction to immune system</li><li>• Organs in immune system</li><li>• Common immune disorders</li><li>• Common diagnostic tests, treatments and medications</li><li>• Journal reading and exercises</li></ul>	2
7	Listening, reading and writing practice: Dermatology	2
7	Functions, diseases and treatments of urinary system <ul style="list-style-type: none"><li>• Introduction to urinary system</li><li>• Organs in urinary system</li><li>• Common urinary disorders</li><li>• Common diagnostic tests, treatments and medications</li><li>• Journal reading and exercises</li></ul>	2
8	Functions, diseases and treatments of reproductive system <ul style="list-style-type: none"><li>• Introduction to reproductive system</li><li>• Organs in reproductive system</li><li>• Common reproductive disorders</li><li>• Common diagnostic tests, treatments and medications</li><li>• Journal reading and exercises</li></ul>	3
8	Functions, diseases and treatments of nervous system <ul style="list-style-type: none"><li>• Introduction to nervous system</li><li>• Organs in nervous system</li><li>• Common nervous disorders</li><li>• Common diagnostic tests, treatments and medications</li><li>• Journal reading and exercises</li></ul>	3
9	Visualization <ul style="list-style-type: none"><li>• Structure of eye</li><li>• Common eye disorders</li><li>• Common diagnostic tests, treatments and medications</li><li>• Journal reading and exercises</li></ul>	2
9	Hearing <ul style="list-style-type: none"><li>• Structure of ear</li><li>• Common ear disorders</li><li>• Common diagnostic tests, treatments and medications</li><li>• Journal reading and exercises</li></ul>	2
10	Oral Presentation	2
15	Final Examination	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. Role-plays	✓	✓				✓
T3. Patient case studies	✓	✓		✓		✓
T4. Reading comprehension tasks	✓			✓		✓
T5. Writing exercises	✓			✓	✓	✓
T6. Multimedia resources (videos, podcasts, or online resources)	✓	✓	✓			✓
T7. Oral Presentation	✓	✓		✓		✓

## 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

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

Any student from Faculty of Health Sciences and Sports (FCSD) 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.

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

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. In-class exercises (>250 questions)	25	M1, M2, M4, M6
A2. Oral Presentation	25	M1, M4, M5, M6
A3. Final Examination	50	M1, M3, M4, M5, M6

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

High grades will be awarded for work that demonstrates exceptional understanding and mastery of the subject matter and consistently exceeds expectations. The following are the general assessment criteria for the assessment activities.

Assessment Activities	Assessment Criteria	Mark Ranges				
		88-100	73-87	58-72	50-57	<50
A1. In-class exercises	Demonstrates comprehension and accurate usage of medical English vocabulary and terminology.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A2. Oral presentation	Clearly presents medical information using appropriate terminology, pronunciation, and fluency.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A3. Final Examination	Demonstrates proper use of medical English vocabulary, grammar, and sentence structure.	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels

### Rubric for the Presentation

Criteria	Description	Points
<b>Topic Selection</b>		<b>20</b>
Relevance to Nursing	The chosen topic is directly relevant to the field of nursing and aligns with current issues in the profession.	5
Interest and Engagement	The student demonstrates genuine interest and engagement with the chosen topic, evidenced by the depth of research and analysis presented.	5
Originality and Creativity	The student explores the topic with originality and creativity, presenting unique perspectives not readily found in existing literature.	5
Clarity and Focus	The presentation maintains a clear focus on the chosen topic, avoiding irrelevant materials.	5
<b>Content and Research</b>		<b>30</b>
Depth of Research	The student demonstrates a thorough understanding of the chosen topic, evidenced by the use of credible and relevant sources, including academic journals, professional publications, and government reports.	10



Critical Analysis	The student critically analyzes the research findings, identifying key arguments, strengths, and limitations of the evidence presented.	10
Synthesis and Integration	The student effectively synthesizes and integrates information from various sources, presenting a cohesive and well-organized argument.	10
<b>Presentation Skills</b>		<b>20</b>
Organization and Structure	The presentation follows a logical and well-structured format, with a clear introduction, body, and conclusion.	10
Delivery and Engagement	The student delivers the presentation with confidence and clarity, using effective verbal and non-verbal communication skills to engage the audience.	5
Visual Aids and Technology	The student utilizes appropriate and effective visual aids, such as PowerPoint slides or multimedia presentations, to enhance the clarity and impact of the presentation.	5
<b>Language and Communication</b>		<b>20</b>
Accuracy and Fluency	The student demonstrates strong command of the English language, using correct grammar, vocabulary, and pronunciation.	10
Clarity and Conciseness	The student communicates information clearly and concisely, avoiding unnecessary jargon or technical terms.	10
<b>Overall Impression</b>		<b>10</b>
Professionalism and Presentation	The student demonstrates professionalism in their manner, behaviour, and overall presentation.	5
Time Management	The student effectively manages time, completing the presentation within the allotted five minutes.	5
<b>Total Points Possible</b>		<b>100</b>

## REQUIRED READINGS

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

## REFERENCES

Grice, Tony. (2007). Oxford English for Careers: Nursing 1, Oxford University Press.

Grice, Tony. (2010). Oxford English for Careers: Nursing 2, Oxford University Press.

Bostwick, Paula & Weber Heidi. (2013) Medical terminology: a programmed approach. New York: McGraw-Hill.

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



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

Leonard, Peggy C. (2014) Quick & Easy Medical Terminology, 7th edition. Missouri, US: Elsevier Saunders.

### **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 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/).