

## English for Health Professionals

### Description

"English for Health Professionals 1" and "English for Health Professionals 2" are language courses with a focus on healthcare in the first and second semester across three different Bachelor programs. In the fall semester (September-February), students from the Bachelor programs Nursing, Physiotherapy and Health Management & Health Promotion attend the mandatory course. In the second semester, which takes place from March through the end of June/early July, only nursing and physiotherapy students attend the course. Both courses comprise 30 units each with a student workload of 1 ECTS. Students from the "Health Management and Health promotion" program only attend "English for Health Professionals 1" as the second semester course focuses on patient-professional communication in clinical settings, skills which are less important for students from the aforementioned Bachelor program.

**Cooperation partner:** No

**Additional funding required:** No

**Profession, number and semester of students:** 28 nursing students, 28 physiotherapy students, 48 students of health management & health promotion

### Didactic concept:

Patient-centeredness	ICF	Clinical reasoning
Yes	No	Yes
		<b>Observation of the Clinical Reasoning model:</b> It is implemented from a communicative perspective. For example, students practice communication strategies for history taking. The courses are designed around socio-constructivist and connectivism learning paradigms

### Learning principles applied:

- Practice-based learning
- Activity-based learning
- Simulation-based learning
- Participatory learning
- Reflective learning
- Self-directed learning
- Mobile learning
- Scaffolded learning

**Teaching/learning locations:** Blended learning (during fall and spring sem. 2020/21: 100% online)

**Use of learning management system:** Yes

**Workload and Duration of IPE Interventions:** 2 semesters, 1 ECTS, 30 unites per course

<b>Intended Learning Outcomes</b>		
	Communication	Yes
	The patient	Yes
	Roles/responsibilities	Yes
	Teamwork	Yes
	Learning/reflection	Yes
	Ethics/attitudes	Yes
	International competence	Yes
	Digital competence	Yes
	Other	No

<b>Assessment domains of interprofessional learning</b>		
	Interprofessional communication	Yes
	Reflexivity	Yes
	Teamwork	Yes
	Interprofessional values	Yes
	Role understanding	Yes
	Coordination and collaborative decision-making	No

**Requirements for students:** minimum language proficiency B2 level according to CEFR

**Requirements for educators:** high proficiency in English, strong interest in healthcare

**Students' evaluation:** anonymous evaluations after the course

**Learning experiences:**

<b>Learning experience</b>	<b>Measurement/ Evaluation</b>
Acquisition of knowledge/skills linked to interprofessional collaboration	Very good

**Prerequisites:** -

**Barriers:**

- Students:
  - different levels of student knowledge
  - different levels of language skills, particularly with those who did not complete their school leaving exam in English
- Organisational/structural elements:
  - organizational difficulties with scheduling these courses parallel and in two or three different study programs