

COURSE DESCRIPTION CHART

Discipline code	12.6-3LEK-B4.6-JO	
Name of discipline	Polish	Lektorat języka polskiego dla studentów medycyny
	English	Polish for Medicine

1. POSITION OF DISCIPLINE IN THE STUDY SYSTEM

1.1. Study speciality	medicine
1.2. Form of study	full-time
1.3. Level of study	uniform Master's study
1.4. Profile of study	University-wide module
1.5. Specialization	lack
1.6. Unit conducting the discipline	Faculty of Humanities
1.7. Person preparing course description chart	dr hab. prof. UJK Marzena Marczevska
1.8. Person responsible for the discipline	dr hab. prof. UJK Marzena Marczevska
1.9. Person conducting the discipline	dr hab. prof. UJK Marzena Marczevska
1.10. Contact	mmarczew@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE DISCIPLINE

2.1. Affiliation to module	MHS
2.2. Status of discipline	obligatory
2.3. Language of tuition	Polish/English
2.4. Semesters for performance of the discipline	3 rd /4 th
2.5. Preliminary requirements	none

3. FORMS, WAYS AND METHODS OF CONDUCTING CLASSES

3.1. Types of classes	classes
3.2. Way of conducting classes	Classes at UJK
3.3. Way of obtaining credits for classes	credit after first semester of studies based on continuous assessment (tests, projects, assignments); examination after first year - oral and written
3.4. Didactic methods	- lecture/classes - consultation - presentation - case description - self-study
3.5. List of literature	basic I. Stempek, A. Stelmach, <i>Polski krok po kroku poziom A2</i> , Kraków 2012 (+ podręczniki uzupełniające z tej serii i materiały z platformy http://e-polish.eu/). M. Ławnicka-Borońska, <i>Język polski w medycynie, A Guide to Polish in Medical Practice</i> , Wolters Kluwer SA 2013. D. Gałyga, <i>Ach, ten język polski!. Ćwiczenia komunikacyjne dla początkujących</i> , Kraków 2001. D. Gałyga, <i>Jak to łatwo powiedzieć... Ćwiczenia komunikacyjne dla początkujących</i> , Kraków 2011.
	supplementary A. Seretny, <i>A co to takiego? Obrazkowy słownik języka polskiego</i> , Kraków 2003. B. Serafin, A. Ahtelik, <i>Miło mi panią poznać. Język polski w sytuacjach komunikacyjnych</i> , Katowice 2001. L. Madelska, M. Warchoł-Schlottman, <i>Odkrywamy język polski. Gramatyka dla uczących (się) języka polskiego jako obcego</i> , Kraków 2013.

4. AIMS, EDUCATIONAL CONTENT AND OUTCOMES

4.1 Aims

C01- every student is acquainted with the vocabulary and grammatical structures of the Polish language

C02 –every student has acquired skills to communicate in Polish in the professional environment

C03 –every student is able to use communication skills in order to achieve the best effectiveness of the communication process

4.2 Programme content

The program is addressed to the students who continue learning Polish at A2 level. At this stage they must develop more advanced language skills (related to Polish grammar and vocabulary) and be aware of stylistic and socio-cultural issues. Students work on their written and oral communication skills while strengthening their ability to understand and analyze different communication contexts (including communication situations related to the medical environment), to find relevant information in written text forms, to be able to communicate with patients. Students expand their understanding of language used in everyday situations including: patient interviews, gathering of medical data, and the basic conversation skills required to conduct medical examinations in Polish clinics.

1. Gathering of medical data. The health history taking. Asking for personal information: collecting data from patients – formal and informal language.
2. The human body (parts, cavities, systems, organs). Functions of the body. Dialogues at the doctor's office.
3. At the hospital. Specialists and specialties. Names of hospitals, department, wards – vocabulary practice.
4. Examining a patient. Doctor's instructions. Imperative forms and polite expressions.
5. At the pharmacy. Basic groups of medications – vocabulary practice.
6. *Conducting medical examinations (developing conversation skills required in Polish hospitals and clinics)*. Diseases and symptoms.
7. Medical history questions. Complaints. Question words. Time expressions.
8. Assessment of a patient's experience of pain. Types of pain. How to describe symptoms associated with the pain. Vocabulary practice.
9. Past diseases. Verbs *to be*, *to suffer from*, *to have* and *to feel pain* in the past. Past time expressions.
10. Medical family history questions. Past and present tense.
11. Revision of the health history: questions and examination instructions.
12. Preparation and presentation of the medical history dialogue.

4.3. Education outcomes in the discipline

Code	Student who obtained credit	Reference to education outcomes
within the scope of KNOWLEDGE:		
W01	She/he knows the grammar and lexical rules for creating spoken and written texts.	
W02	She/he knows how to recognize the relevant information in the different types of messages	
within the scope of ABILITIES:		
U01	She/he can construct correct texts of various types, both in traditional and electronic communication.	
U02	She/he is able to interpret and evaluates written and oral texts regarding their functionality and accuracy.	
within the scope of SOCIAL COMPETENCE:		
K01	She/he recognizes his/her own diagnostic and therapeutic limitations and educational needs,	
K02	She/he is able to plan her/his educational activity.	
K03	She/he shows a social activity and is able to be an effective team member.	

4.4. Methods of assessment of the intended teaching outcomes

Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others*		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes					
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01		+			+						+			+							
W02		+			+						+			+							
U01		+			+						+			+							
U02		+			+						+			+							
K01											+			+				+			
K02											+			+				+			
K03											+			+				+			

*delete as appropriate

4.5. Criteria of assessment of the intended teaching outcomes

Form of classes	Grade	Criterion of assessment
classes (C)*	3	preparation for classes/tests; examination (61-68%)
	3,5	preparation for classes/tests; presenting effects of group work; examination (69-76%)
	4	preparation for classes/tests; presenting effects of group work; participation in discussions; examination (77-84%)
	4,5	preparation for classes/tests; presenting effects of group work; participation in discussions; written assignments done in class; examination (85-92%)
	5	preparation for classes/test; presenting effects of group work; participation in discussions; written assignments done in class; ability to analyze and interpret issues related to the subject; examination (93-100%)

- Thresholds are valid from 2018/ 2019 academic year

5. TOTAL ECTS CREDIT POINTS – STUDENT'S WORK LOAD

Category	Student's work load
	Full-time study
Participation in didactic classes specified in the study plan (contact hours)	50
- Participation in lectures	
- Participation in classes, discussion sessions, laboratories, etc.	50
Participation in consultations/ PRACTICAL TRAINING	
Preparation for examination/participation in examination, final test, etc.	
Others	
Independent student's work (non-contact hours)	
Preparation for lecture	
Preparation for classes, discussion sessions, laboratory, etc.	
Preparation for examination/colloquium	
Collection of material for the project, web query	
Elaboration of multimedia presentation	
Preparation of entry for wikipedia	
Others	
Total number of hours	50
ECTS credit points for discipline	2