



The Language of Effective Doctor–Patient Communication 1

- AOK-OAKV621

Years 4 and 5 Semester 1

The curriculum

gives an introduction to taking history and instructing patients during physical examination in English. It explores specific communication issues and challenges, dealing with feelings (anger and emotions), gender, age, cultural diversity, and inter-professional communication.

In Semester 1, students make an effort to maintain and develop their English language, especially lay-term medical English. They are able to critically select and use information acquired from the patient related to their conditions. They are familiarized with taking patient history according to professional requirements in English focusing on the language aspect and nonverbal communication characters of doctor–patient communication. They also have the knowledge to give instructions in English to patients in lay terms, and explain investigations and therapeutic options convincingly in the below clinical fields: gastroenterology, anesthesiology, gynecology and obstetrics, endocrinology, pulmonology, dermatology, cardiology, orthopedics and psychiatry.

The core material of the course is Keresztes, Cs., Demeter, É., Borda, B. 2017. *The language of effective doctor–patient communication. Part 1.* Szeged: JATEPress. ISBN:[978-963-315-322-2](https://doi.org/10.1515/978-963-315-322-2)

The Language of Effective Doctor–Patient Communication 2

- AOK-OAKV622

Years 4 and 5 Semester 2

The curriculum

explores specific communication issues and challenges, such as breaking bad news, communicating with children and their parents, cultural diversity, confrontation and assertiveness.

By the end of the 2-semester course, students can take patient history according to professional requirements in English focusing on the language aspect and nonverbal communication characters of doctor–patient communication. They also have the knowledge to give instructions in English to patients in lay terms, and explain investigations and therapeutic options convincingly. They are also familiarized with the most common abbreviations and acronyms used by clinicians in the below clinical fields: surgery, urology, rheumatology, neurology, pediatrics, ENT and ophthalmology.

They are able to build up rapport with patients in English, collect the needed information during history taking and physical examination. They can identify and distinguish between lay terms and medical expressions. They can pronounce and spell the common medical English words correctly.

Students acquire the aspiration for being able to conduct a proper history taking from linguistic and professional aspects. Focus on using lay-terms when talking to simulated patients so that they understand the ‘doctor’. They give positive critical feedback to peers in class, and accept criticism from instructor and peers related to language issues.

The core material of the course is Keresztes, Cs., Demeter, É., Borda, B. 2017. *The language of effective doctor–patient communication. Part 1.* Szeged: JATEPress. ISBN:[978-963-315-322-2](https://doi.org/10.1515/978-963-315-322-2)