423PHC-Course Specification

Institution

JAZAN UNIVERSITY

College/Department College of Pharmacy

Course Information

1. Course title and code:	423PHC—Advanced English for Pharmacy
2. Credit hours	1 HOUR

3. Program(s) in which the course is offered:

Eighth level Pharmacy students at the above mentioned college, as a main course of English.

The course should have at least 3 contact hours per week.

- 4. Name of faculty member responsible for the course: **The English Language Center of Jazan University The College of Pharmacy at Jazan University**
- 5. Level: Level 8, College of Pharmacy
- 6. Pre-requisites for this course: **325PHC-**
- 7. Location if not on main campus: **Premises of the Faculty of Pharmacy**

Course Description and its Objectives

Effective and acceptable writing and oral communication skills are essential to success. In pharmacy, lack of good communication skills can lead to misspellings of words and drug names, medication errors, and much more. For pharmacy students, whose first or best language is not English, assessing patients, counseling patients, and documenting subjective information from patients who sometimes use idiomatic expressions can be challenging. Assessing, counseling, and documenting require a good command of spoken and written language and acceptable pronunciation and listening comprehension skills, as well as a solid knowledge of pharmacy-related language dedicated to patient communication and care.

In '*English for Pharmacy*' the chapters 1 through 12 are organized similarly. Each chapter begins with a Pre-Assessment section containing true/false and multiple choice questions to gauge the student's existing knowledge of language related to that body system, medical conditions, and general medical and pharmacy related language. The Post-Assessment section at the end of each chapter contains true/false and multiple choice questions and listening comprehension dialogues followed by multiple choice questions to gauge the learner's thorough understanding of the chapter's content and his or her listening comprehension skills.

Summary of the Objectives

The book integrates vocabulary, pronunciation, listening, reading, and writing skills, along with idiomatic language. Its objectives are:

(i) To serve the English language needs of pharmacy students whose first or best

language is not English

(ii) To help acquire a solid foundation of medical and pharmacy-related language

- (iii) To help prepare students to enter their pharmacy education and the profession with the communication skills, knowledge, and confidence essential to function effectively in the pharmacy health care setting.
- (iv) To help students demonstrate and improve their comprehension and their ability to write about designated medical conditions and diseases.
- (v) Students will learn, develop, enhance, and demonstrate their knowledge of the English parts of speech and word forms using sentences
- (vi) To help students learn, recognize, aurally and orally comprehend, write, and pronounce language commonly encountered in pharmacy and medical settings and in pharmacist/patient communication.

Additional Material:	Use of recommended sites by the teacher:
	thePoint.lww.com/diazgilbert
	Access to Tell-Me-More Program

Main Course Book:

Miriam Diaz-Gilbert : English for Pharmacy Writing and Oral Communication

Units to be covered:

Units 1 - 13 with fourteen weeks of actual teaching; some parts are assigned as home and self study activities

Total contact hours per week		
Theoretical	Practical 3	Other: Intensive guided assignments related to the textbook mentioned above

Assessment

\checkmark	Two assignments	40 marks
	(Assignment 1(presentation)	20 Marks
	Assignment 2 (written)	20 Marks)
\checkmark	One Progress Test	40 marks
\checkmark	One final Examination	60 marks
	(Listening Final	15 marks
	Final Examination	45 marks)
	Total Marks = Classwork (Average of Assignments + Progress Test) + Final	
		40 + 60 = 100 Marks

Remarks:

There is a periodic course evaluation conducted at the end of every semester. Analyses are taken for course improvement so as to meet the actual immediate needs of the learners, particularly those needs pertaining to their study and anticipated work situation.