

GERAS – Health Sciences and Medicine SIG
Minutes of the October 15th, 2016 Meeting

Present: Erwan Autret, Christiane Beaufrère, Christian Bernier, Sylvia Bylinski, Anaïs Carnet, Martine Chauffeté, Virginia Clark, Pascaline Faure, Niall Finn, Martine Fisbach, Sylvie Gautier, Lesley Graham, Solveig Leleu, Céline Longin, Kay McCarthy-Cerf, Kayleigh O’Sullivan, Philippe Persiaux, Laure-Line Ribaud, Caroline TranVan, Susan Walters-Galopin
Quentin Hennion-Imbault (représentant de l’ANEMF)

Excused: Didier Carnet, Jean-Pierre Charpy, Didier Debail, Dominique Laniez, David Lipson, Félicie Pastore

Latest books

Two new books were published last summer :

1- LCA en Anglais ; Réussir la Nouvelle Epreuve de l’ECNi, Pascaline Faure, ed Med-Line, (ISBN 9782846781916)

2- Practice Makes Perfect. Préparation à la LCA en Langue Anglaise, Félicie Pastore, ed Ellipses (ISBN 2340013828)

The 4th updated version of L’Anglais pour la Santé (Ellipses ed.) should be published in January 2017.

LCA exam paper :

As of 2017 the LCA exam paper will require the students to answer 30 MCQ questions in French about two research papers in English in three hours. This should be officially published in November (even if not required as the questions will remain in French). The students will get hard copies of the papers and use digital tablets to answer.

Here are some suggestions to prepare our students in an interactive way:

- Get them to prepare ‘video abstracts’ like those found on the BMJ website. The students should pretend they have written the paper. The BMJ website also offers ‘Xmas subjects’ proposed by research authors.
- The Doctor’s Channel also displays one minute videos made by researchers.
- MD FM. This web radio offers short podcasts highlighting research results, with a critical appraisal.
- Journal for Academic Purposes has a medical academic word list, consisting of the terms most commonly used in the research field.
- Glossary: Philippe Persiaux suggests a WIKI page or Moodle gathering all the glossaries designed locally in the different med schools. It will be accessible to all the students.
- Check Your Smile is a collaborative digital cloud listing specialized vocabulary proofread by healthcare professionals. It will be online in January 2017 and will also offer games with flashcards and a quizlet.
- Sylvie Gautier asks her DFGSM 3 students to conclude their oral presentations with an account of a research paper.
- Céline Longin shows her students a video of a clinical trial being set up and asks them to design their own protocol.
- Research paper reading grids are available in the two books mentioned above.

Our colleagues from Dijon are working on a UMVF-financed LCA project and are expanding their website to meet the needs created by the LCA exam paper. Likewise, they have adapted their DFGSM 2 course by dividing it into clinical cases and research papers, still supported by doctor-colleagues.

Félicie Pastore has also responded to the UMVF's call for projects. Hers is called Nantes Route 66 to Medical Literature and will offer a 120h course from PACES to DFASM3 (i.e. 20h/year). It should be online in 2017-2018.

Feedback on innovative experiences in Tours, Angers and Toulouse

- **TOURS : English in PACES :**

Susan Walters-Galopin and Kay Mc Carthy explain that the new Dean's plan is to start English classes from PACES but on a limited budget. Today, the 270 students have a very short 24h optional course, which becomes compulsory in DFASM3.

Kay and Susan have opted for 10 e-learning sessions and one lecture broadcast in all their lecture halls. The final exam will consist of 20 MCQ questions. For each subject studied the students will have access to some vocabulary, a video, a grammar reminder with a link to a relevant website for more explanations and self-corrected exercises. The students' knowledge of the vocabulary will be based on 5 words introduced by the teachers and the rest will be drawn from the documents studied.

- **ANGERS and LE MANS : PLURIPASS**

Angers' medical school has modified its curriculum over the first three terms with the following impact on the English course:

First term: B1 level placement test (grammar, reading and vocabulary MCQ). Those who fail have to attend a mixed course (6 hours in class in groups of 25 students + 6 hours e-learning)

Second term: Those who failed can attend a 12 hour flipped course in groups of 20 students. Grammar videos will be watched before class which consists in interactions and grammar- and vocabulary-based activities.

The third term is meant for all medicine and pharmacy students, as well as those outside the numerus clausus. English classes are mandatory for all and focus on listening skills. 7.5 hours are dedicated to e-learning and 7.5 hours to actual classwork. Assessment (30 minutes) is based on MCQ (30 questions), listening comprehension (15 minutes) and exercises. At the end of the course, they also give an oral presentation which allows those who still haven't achieved the required B2 level to obtain points for verbal and non-verbal communication skills.

The optional English course is open to B1 level students who work via Moodle on web series and short films. The students' performance is assessed after each weekly episode (8 episodes all together) with Ed puzzle and an MCQ for immediate feedback. At the end the students' assessment is based on a video shot in groups. Erwan Autret insists that all this is very time-consuming and requires the teacher to be available for feedback at all times.

Future prospects: This design can be transferred to other departments within the university and leads to real-time virtual teaching. In addition you need technical support from the university's computer engineers.

Theatre in Toulouse: Virginia Clark's experience

DFGSM3: The students wrote and played in 4 plays focusing on the psycho-social aspect of 4 diseases.

DFASM2: During their hospital training the students are asked to identify a problem (among carers, between carers and patients...) and have to think out solutions leading to their designing a poster and a leaflet to be published and handed out to patients. The French version of this document will enter a hospital-run competition in which patients will voice their opinion. The poster is based on research papers and designed

in groups supervised by a resident or a physician. Assessment is continuous and the second session is deliberately difficult to make sure people turn up.

Relations with our partners: AMFB, ANEMF, SAES, etc.

120 participants attended AMFB's congress in Windsor. A French president was elected and a student branch is in the pipeline. The presentation of a clinical case raised a problem as two students presented a study and another part of a study. The winner presented a clinical case. The next congress will be held from 20 to 23 September in Lille.

Ealthy: The next workshop will be held in London on 12 November from 9:30am to 1 pm.

Call for papers: Our colleagues in Dijon are calling for papers for Textes et Contextes 2018. Papers should focus on historical approaches to specialised discourse and cultures. They may look into such subjects as discursive traditions, the diachronic dimension of specialised terminology and dictionaries.... Submissions should be mailed to didier.carnet@u-bourgogne.fr, jean-pierre.charpy@u-bourgogne.fr and laurent.gautier@u-bourgogne.fr by December 2016.

MOODLE and English learning :

Lesley Graham: an example from Bordeaux.

DFGSM2: Students attend 10 flipped classes based on a video and a PDF document preceded by an information session and 2 slideshows giving an overview of medical English. Listening and reading activities ('quizlet'-based) are available on line, e.g. matching words and their definitions. Flashcard and spelling activities are also available. Students work against time and must answer as fast as possible.

DFGSM3, research paper reading: 5 papers are studied (one per week), with a different professor of medicine each time. Assessment is based on 20 on-line questions (available for 24 hours): students choose to answer 10 of the questions in 30 minutes.

'Powtoon' is fun to use for grammar and has enabled to set up the 'English booster course for human and health sciences', an online course supplemented with conversation sessions.

Céline Longin: An example from Poitiers

Basic principle: ICTT (information and communication technologies for teaching) should complement class work and not replace it.

A MOODLE page is dedicated to each class for resource and support material. The placement test is taken on line (grammar, reading and listening) and self-corrected. With Moodle you can also design tests, such as MCQs, gap-fills, written and oral papers, case presentations, surveys, and get students to hand in papers. Such online work is thought of as exam practice.

It is essential to start from the teacher's needs rather than from what Moodle has to offer.

In their third year the 210 students, assisted by a teacher and a tutor have 10 weeks to practice research paper reading.

Certifications and DIU: organizational aspects

DIU: Dijon, Limoges, Créteil and Toulouse. Sylvie Gautier suggests that a common document could be circulated via various student, resident, or other associations to advertise the DIU. Recruitment being more and more difficult, the question of the teaching volume is raised as 120 hours may be a bit too much for overworked healthcare professionals. Clinical research assistants should be contacted.

GERAS

The next SIG meeting will take place from **March 16 to 18, 2017** in **Lyon** as part of the annual GERAS conference, whose overall theme will be "Norms, practices and transgressions in English for Specific Purposes".

Registration fees before March 1 are going to rise from 40 to 45 euros. The DIdasp SIG will meet in a different time slot from the others to allow greater attendance. A new workshop focusing on corpuses may be added on Saturday afternoon.

Our agenda still needs to be defined. Pascaline Faure suggests we should look into patient management in English-speaking countries. Lesley Graham suggests Keys notes (DVD) and 'GPs Behind Closed Doors' (videos). A video about an anesthesiologist is also available at: <https://edpuzzle.com/media/5569ce76df22c5e473150866>

The meeting was adjourned at 5:30 PM. We would like to thank Martine Chauffeté for the logistical organization.