

# GERAS – Health Sciences and Medicine SIG

## Minutes of the October 13th, 2018 Meeting

**Present:** Mounia Achraf, Marie-Pierre Baduel, Christiane Beaufrère, Béatrice Berna, Lucie Bernard, Anaïs Carnet, Didier Carnet, Martine Chauffeté, Neil Finn, Martine Fisbach, Sylvie Gautier, Cécile Arnaud-Henkel, Anatole Le Guillou, Françoise Laveille, Solveig Leleu, Lucie Maillard, Philippe Persiaux, Laure-Line Ribaud, Caroline TranVan, Ros Wright (via Skype)

**Excused:** Virginia Clark, Didier Debail, Félicie Pastore, Susan Walters-Galopin, Kay Mac Carthy, Lesley Graham, Jean-Pierre Charpy

### **NEIL FINN (Saint Etienne): What's in your lab?**

FACT: teachers only use 10% of their lab compared to what they could do with it. Possible activities include:

watching videos	websearch	pronunciation
placement testing	TOEIC /TOEFL	speech recognition
pooling	flipped classroom	role play
games	voting	blogs
dictionary use		

The language lab is more suitable for heterogeneous groups of students as it allows the teacher to work on different skills while using different methods. In order to put our lab activities together, Neil suggests creating a resource group on Google Drive; each one of us can drop materials on there for everyone to use. Roleplays on clinical cases can be found on [geekymedics.com](http://geekymedics.com); however, this website requires the help of healthcare professionals to check that the medical content is authentic and mistake-free.

### **Solveig LELEU (Caen): AMFB**

The AMFB congress took place in September (26-29) in Cardiff. Seven students did a presentation (3 in French and 4 in English). An English student from Leeds won the prize.

The next congress will take place in Montpellier, France from September 18<sup>th</sup> to 21<sup>st</sup>, 2019.

### **MOBILITY:**

#### **ANEMF: Anatole Le Guillou**

Students are asking for their second cycle electives to be done abroad. Students wish to go abroad, but the electives are not valued enough (no equivalence in France). There are several associations (IFMSA...) as well as programmes (SCORE for research electives and SCOPE for clinical practice electives); unfortunately it all depends on who is in charge and on the dean's good will.

#### **ANEPF : Mounia Achraf,**

For pharmacy students, the SEP programme exists, which is the equivalent of the SCORE programme.

Yet, a survey on 5,040 pharmacy students shows that 52% would like to go on electives through the Erasmus+ programme, but only 2.64% manage to do it because of:

- communication issues
- cost
- difficulty building up the files (administrative issues)
- fear of exam failure

The ANEPF is fighting to have those electives made valid with ECTS, and will soon publish a guide on European grants (only 2/3 of what is available is used).

### **HEALTH STUDIES REFORM:**

The new "licence" will be obtained through flexible *à la carte* 180 ECTS in 3 years.

The end of PACES is aimed at gaining diversified student profiles. In fact, students from L1, L2, L3 from other faculties (other than health ones) could integrate the second year of medical school; the selection process would then be an academic proficiency one.

In pharmacy schools, English will be officially integrated, starting in the second year, which is new !

In medical schools, students will have a minimum of 30 hours of English classes per year in their second and third years.

The ECNi as it is will disappear. Selection will be made through an assessment of knowledge, clinical skills and the academic results as a whole (electives, exams...); that puts the portfolio back into perspective regarding evaluation (mobility, electives, customized academic path). A first part will be assessed at the end of the fifth year and the clinical skills will be assessed at the end of the sixth year.

## **ELECTION**

Anaïs Carnet was elected and Laure-Line Ribaud reelected.

### **Ros WRIGHT: OET test** (Australian test)

Assessment of the professional English level in a healthcare setting aimed at 12 categories of professionals (doctors, nurses, dentists, physiotherapists...)

The test is in 4 parts: listening, reading, writing, speaking

Grade B is necessary for the test to be validated (remains valid for 2 years)

SPEAKING TEST: 20 min

Replicates professional tasks and assesses the candidate's ability to act and react

- 3 min chat
- 2 role plays (3 min prep time + 3 min chat)

Assessment: Fluency, appropriateness (language that patient/relatives can understand), resource of grammar + expression

Clinical criteria: clinician involvement (patient respect, relationship building, provide structure, gather info, give info)

### **Pascaline FAURE (Paris Salpêtrière): ACCOUNT ON 'LA CREATIVITE LEXICALE DE LA LANGUE DE LA MEDECINE'**

This took place on September 28<sup>th</sup>, 2018 and highlighted the creativity – or not – of languages facing the English language supremacy. Canadians defend creative medical French while the Spanish tend to use English words without translating them.

TV shows also seem to play a determining role in the appropriation of English words, but this can lead to a different issue regarding communication.

### **Marie Pierre BADUEL (Toulouse): CHECK YOUR SMILE**

[www.checkyourmile.fr](http://www.checkyourmile.fr) is a collaborative website on which English teachers can enter vocabulary words seen in class. Games (hangman, crosswords...) are then automatically created. Students only need to create an account (user name + password) to gain access.

Students are also part of this website; they can renew the vocabulary list, create definitions which will then be checked and accepted by their teacher.

### **Philippe PERSIAUX & Françoise LAVELLE (Paris Descartes): ROLE PLAYS**

Introduction to the book « 6 role plays » and to one of them on euthanasia.

The speakers insist that these roleplays work very well with students who learn to defend their opinion and make their point through them. However, the roleplay subject must be chosen carefully as some of the topics may be delicate to deal with.

Our next meeting will take place on March 21<sup>st</sup>, 2019 in Paris ASSAS from 2 to 4.30. The GERAS congress will take place on March 22<sup>nd</sup> & 23<sup>rd</sup>, 2019. The theme is: "Ethics and specialised domains: the place, functions and forms of ethical considerations in specialised varieties of English".

<https://geras19.u-paris2.fr/fr/40e-colloque-international-du-geras>

The programme is available online as well as the link to register.

We suggest dealing with cultural subjects in medical English teaching (ex. abortion laws in Ireland).

The session is closed at 5.15. We would like to express our gratitude to Martine Chauffeté for welcoming us and to Sylvie Gautier for her six years at the head of the group.