

EALTHY – SLC PROFESSIONAL DEVELOPMENT WEBINAR

Designing online materials for today's learners – 5 key principles

Chris Moore



Specialist Language Courses



About SLC

- ✓ Founded 2012
- ✓ Based at the University of Sussex, UK
- ✓ Digital language education specialist, focusing on English for Healthcare
- ✓ Provide digital materials in 75+ countries to universities, hospitals, individuals
- ✓ Leading language training supplier to UK National Health Service
- ✓ Over 56,000 learners

Over 850 hours of digital English for Healthcare



**English
for Doctors**



**English
for Nurses**



**English for Nurses
Foundation**



**English
for Care**



**Mastering
Communication in
Social Care**



**English
for Pharmacy**



**English
for Radiology**



**English for
Medical Academic
Purposes**



**English for
Pandemics**



**Essential
Grammar for
Healthcare**



**Advanced
Grammar for
Healthcare**



**Writing for
Publication**



**An Introduction
to Medical
Humanities**



**Medical
Terminology**



**Reach OET B
Medicine**



**Reach OET B
Nursing**



**OET Practice
Tests**



Reach IELTS

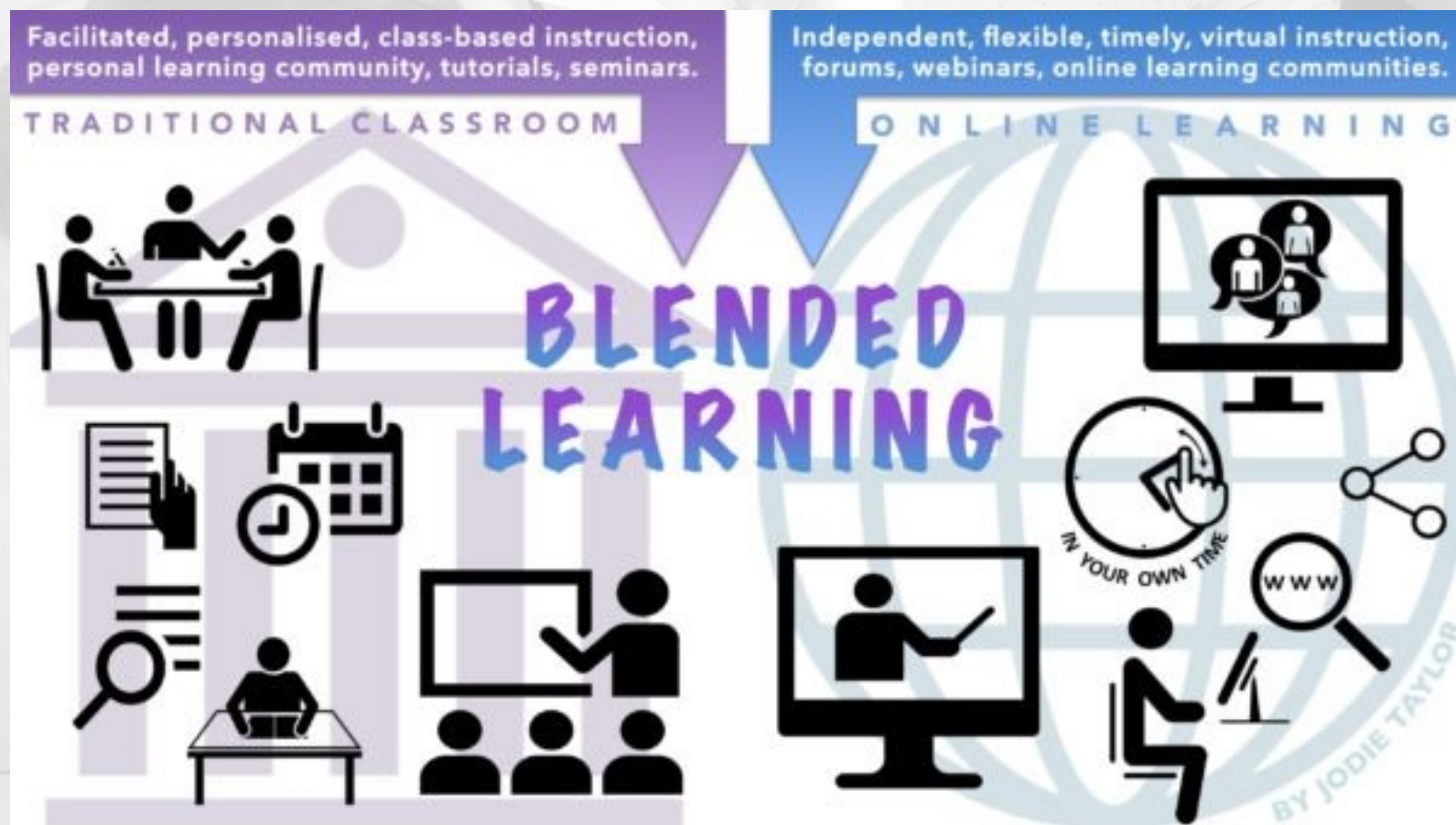


**IELTS Practice
Tests**

The push into online

- Covid-19, broadband and mobile phone penetration
- Universities / educators seeking new revenue channels, e.g. mature students, professional qualifications, a global audience
- Rise in short courses, micro-credentials, employment-focused courses, 'lifelong learning'
- Greater focus on '21st century' skills and literacies – student expectations have changed
- Education no longer just classroom-based → the development of education ecosystems with multiple touchpoints
- Development of software and tools, advances in AI to provide digital education and create content → democratisation of educational content production

The rise of blended learning as the norm



“blended learning graphic overview” flickr photo by jodieinblack <https://flickr.com/photos/jodieinblack/29155993523> shared under a Creative Commons (BY-NC) license

The advantages of online

Online

- ✓ accessible
- ✓ convenient
- ✓ media-rich
- ✓ updateable
- ✓ portable
- ✓ on-demand
- ✓ customisable
- ✓ adaptable
- ✓ measurable
- ✓ cost-effective
- ✓ connected

But... is it compelling enough?

Meet the competition:



Where do you start?



Principle 1 – get clear

Taba Model of Curriculum Development



1. Diagnosis of learners' needs
2. Formulation of objectives
3. Selection of the content
4. Organization of the content
5. Selection of learning experiences
6. Organization of learning activities
7. Evaluation

Principle 1 – get clear

Welcome to the course

1 lesson

Patient admission

6 lessons

Eating and drinking

6 lessons

Personal care of a patient

6 lessons

Mobility

6 lessons

Pressure area care

6 lessons

Falls and injuries

6 lessons

Care of the elderly

6 lessons

Infection prevention

6 lessons

Pain management

6 lessons

Mental health

6 lessons

Patient admission



Introducing yourself and welcoming a patient



Checking patient information



Ensuring patient confidentiality



People and places in the hospital



Taking patient observations (taking vital signs)



Patient admission: quiz



Eating and drinking



Talking about mealtimes



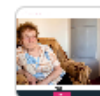
Activities of Daily Living: helping a patient at mealtimes



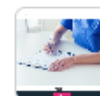
Completing a fluid balance chart



Offering fluids: preventing dehydration



Assessing nutritional status: using a MUST chart



Eating and drinking: quiz




Principle 1 – get clear

Scaffolded structure

1. Get thinking
2. Watch a YouTube video
3. Check understanding
4. Highlight a particular language set
5. Examine form – sentence / mini-dialogue level
6. Explain – structure with examples
7. Contextualise
 1. gap-fill
 2. error correction
 3. dialogue completion
 4. dialogue creation and recording

Talking about the future: be going to



What happens?

In a moment, you're going to watch a scene from the medical drama, *Chicago Med*. Before you watch, look at the events listed below. Try to guess what order they happened in using the 1-9 dropdown. Then write down your thoughts to the question at the bottom. Click *check answers* to see how close you were. Please note that this activity is not scored. This is to get you to think about the video you are going to watch on the next screen.

A man inside the store points a gun at Dr Choi.

The girl tells Dr Choi there's a boy with a gunshot wound inside.

The police officer tells Dr Choi he can't go into the store.

The ambulance arrives.

Dr Choi sees an injured boy lying on the floor.

Dr Choi goes into the store.

The police officer explains the situation.


Dr Choi attends to an injured man.

A girl runs out of the store.

What do you think happens next? Make a note of your ideas then v the next screen.

Chicago Med 1

Now watch the video and put the events in the correct order. Did you correctly guess what happens next?



Dr Choi attends to an injured man

The police officer tells Dr Choi he can't go into the store

Dr Choi sees an injured boy lying on the floor

Dr Choi goes into the store

A girl runs out of the store

The police officer explains the situation

The girl tells Dr Choi there's a boy with a gunshot wound inside

A man inside the store points a gun at Dr Choi

The ambulance arrives

Principle 1 – get clear

Clarity does good things...

- ✓ Gives direction
- ✓ Creates focus
- ✓ Breeds confidence
- ✓ Improves student understanding and engagement
- ✓ Provides clarity of learning value
- ✓ Answers the WHY? question

Principle 2: engage quickly

Welcoming a patient to the ward 1

Watch the video and put the notes below in the correct order of the con



nurse will put medication

orange button is the nurse

phone is on side of TV

bathroom is across corridor

Practise asking about back pain

Play the part of the nurse.

You will only hear the patient (William) talking. Click **Record** to start the audio. When you hear a beep, say your words. The audio will start again and stop at the next section for you to speak. Use the prompts to help you. When you have finished, click the play button to hear the recording of the conversation with you saying the words. You can download the audio by clicking the download button.

Nurse: (Ask patient - William - how he is feeling today.)

Patient: Oh, I'm OK, apart from this pain. I just can't get comfortable.

Nurse: (Ask if you can ask some questions.)

Patient: Yeah sure.

Nurse: (Ask patient where pain is.)

Patient: It's in my lower back. Right here at the base of the spine. I had a bike accident a few years ago and hurt my back and my right hip.

Nurse: (Check if pain is in back and hip.)

Patient: No, I've only got back pain now. My hip's OK. But I've had back pain for years now.

Nurse: (Ask about type of pain.)

Patient: It's mostly a dull ache, except if I move suddenly or try to pick up something heavy. Then I get a sharp pain.

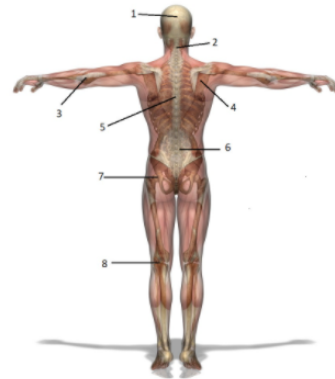
Nurse: (Check if patient's back hurting now.)

Patient: Yes, it's quite painful. I couldn't stay in bed any longer.

[Complete transcript](#)

Medical terminology: the back of the body 2

Label the pictures of the back of the body.



lumbar region vertebrae scapula occiput
popliteal fossa nucha olecranon gluteal muscle

-
-
-
-
-
-
-
-

A staff nurse 1

You're going to meet Kerry, a staff nurse in a UK hospital. Watch the video and select the correct answer for the questions.



1. How old was Kerry when she decided to work in healthcare?

- ☐ 10
☐ 5
☐ 15

2. How many people in Kerry's family also work in healthcare?

- ☐ 3
☐ 2
☐ 4

Using a pain scale in the emergency department

Watch the video again and complete the dialogue by writing in the missing words.



registered nurses on duty. Can you tell me why you've come to the emergency department today?

one of my son's toy cars and 2. my back. It's so painful now. I can hardly walk. You have now? Can you rate your pain on a scale between zero and ten? Zero is no pain and ten is severe

I'm not sure which number it is.

on the scale is 3. pain.

That's the sort of pain which you notice, but it doesn't stop your daily activities. Pain that's worse than that number between seven and ten.

6. easily.

ad. I would rate it as an eight.

Equipment for taking blood

Label the equipment for taking blood.



Principle 2 – engage quickly

- ✓ Make it easy to start
- ✓ Get learners doing – high interactivity
- ✓ Vary inputs and task types
- ✓ Use video, audio, imagery, voice recording
- ✓ Ensure a level of challenge
- ✓ Provide immediate feedback, chance to redo
- ✓ Make sure content loads quickly

Principle 3 – think small

Limited real estate on the screen

Short inputs → quick into activity

Break longer tasks into chunks


Most users on phones → content must be multi-device

Principle 3 – think small

Copyrighted Material

UNIT 1 Patient admissions

- Taking a patient history
- Using active listening strategies
- Explaining how the heart works
- Putting a patient at ease
- Giving a nursing handover
- Charting blood pressure and pulse



Taking a patient history

1 a In pairs, look at the picture and discuss the following questions.

- 1 What do you think the nurse is doing?
- 2 What information might you need to collect in this situation?
- 3 Why might this information be important?
- 4 What strategies have you found useful when greeting a patient for the first time?

b ▶1.1 Shona, the Ward Nurse, is admitting Mrs Chad. Listen to the conversation and answer the following questions.

- 1 Is Mrs Chad mobile?
- 2 Has she been waiting long?
- 3 Which hospital unit is she being admitted to?

c ▶1.1 Listen again and put the following sentences in the correct order.

- ☐ How are you today?
- ☐ I'd like to ask you a few questions, if it's all right with you?
- ☐ Not too bad, thank you.
- ☐ Good morning, Shona.
- ☐ Yes, of course. That's fine.
- ☒ Good morning, Mrs Chad. My name's Shona. I'll be admitting you to the ward today.

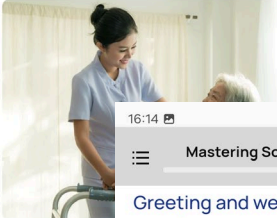
d ▶1.2 Listen to the rest of the conversation between Shona and Mrs Chad and answer the following questions.

- 1 Why is Mrs Chad in hospital?
- 2 What happened to her last year?
- 3 Does she have any allergies?
- 4 Does she have a relative who can be contacted during an emergency?

6 Unit 1 Patient admissions Copyrighted Material

16:13 Mastering Social Care Com... X

Introducing yourself and welcoming service users



16:14 Mastering Social Care Com... X

Greeting and welcoming people

Read the text below and think about how you greet service users in your work.

Service users may be anxious and confused when you meet them. Greeting and welcoming them in an appropriate way is therefore very important. Doing it well puts people at ease, helps build positive relationships and makes future communication easier and more successful.

Here are five things a carer can do to make service users feel at ease.

1. Introduce yourself - say your name and, if it's not clear, what you do.

2 / 18

Back Continue

16:14 Mastering Social Care Com... X

Greeting and welcoming people

Rearrange the words to make correct sentences.

1. Hi, my name is Mary. duty this

on of

I'm one

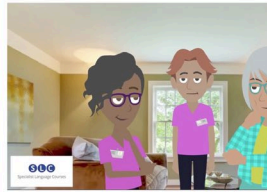
2. your nan

Hello, W

16:15 Mastering Social Care Com... X

Introducing yourself and your colleagues

In this video, Mala welcomes Jameson, a new resident at a home, and introduces her to another carer. Watch the video and complete the sentences with correct option.



1. Mala is one of the ... at

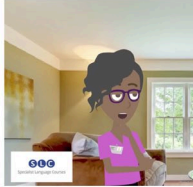
4 / 18

Back Continue

16:15 Mastering Social Care Com... X

What order did you hear the conversation in?

Watch the video again and put the notes in the correct order of the conversation.



Mala introduces herself

Mala introduces Tim, the carer

5 / 18

Back

16:16 Mastering Social Care Com... X

What did Mala say?

Match the beginnings and endings to complete the sentences Mala used when talking to Mrs Jameson.

I'm working downstairs today

I just want to

The nurse on duty

on your care plan.

how you'd like to be called?

is called Betty.

Eraser

6 / 18

Back Continue

Principle 4 – build in adaptability

1. Complex changing environment → new content necessary to retain relevance

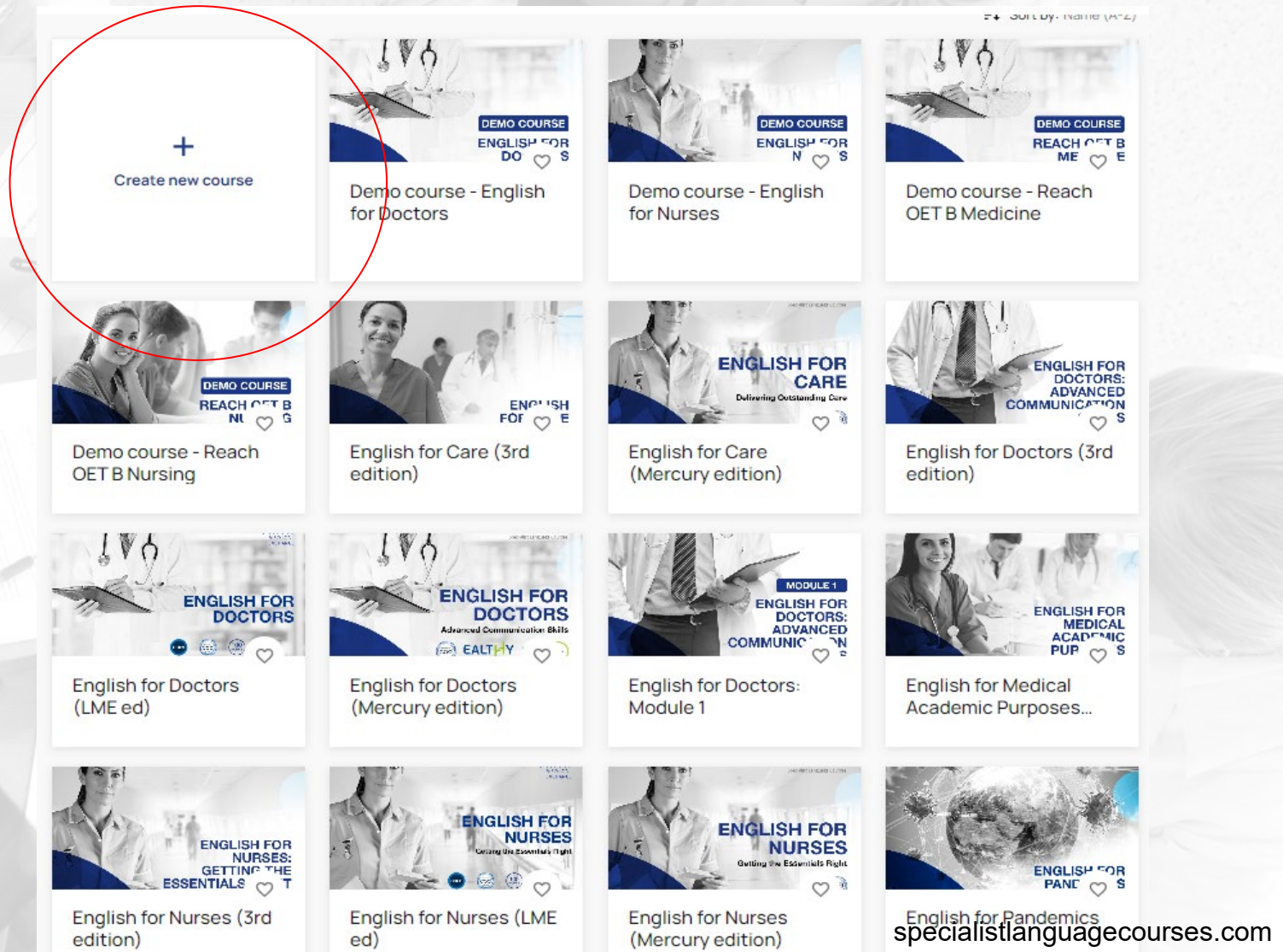
- Elderly care
- Mental health care
- Diabetes care
- Disability care
- Impact of AI
- Personalised, preventative healthcare
- 3-D printing
- Telemedicine and virtual hospitals

“It is not the strongest of the species that survives, not the most intelligent that survives. It is the one that is the most adaptable to change.”

Principle 4 – build in adaptability

2. Create content flexible enough to meet different demands

- Re-sequence, re-combine
- Edit for terminology, localised content, etc
- Add audience-specific content
- Add branding, colours, imagery
- Integrate with different LMSs



Principle 5 – connect with the ecosystem

Everything is connected. Your content is part of a learning ecosystem.

- Align with tutored sessions
- Add downloadables, e.g. glossaries
- Embed videos
- Curate the overwhelm, e.g. link to research, websites, further reading

Principle 5 – connect with the ecosystem

Discussing a Diagnosis

Glossary and further study

The glossary contains all the important words and phrases you have come across in this unit, along with their meaning and pronunciation. Download it and keep it safe so you can refer to it whenever you need, long after your access has expired.

Here are also links to websites with more information on the areas you have studied in this unit. Explore them, notice the language you have learnt and make a note of any new terms. Also, let us know of any more links we can add to this page. We're keen to add more content so students like you can see how language is used in real life. And let us know if any links are broken! Write to us at feedback@specialistlanguagecourses.com

GLOSSARY
DOWNLOAD

A-Z

Further study links

- Discussing a diagnosis - chest infection

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/chest-infection>

- Discussing sports injuries

<https://www.healthline.com/health/sports-injuries#types>

- The body: the intestines

<https://opentextbc.ca/anatomyandphysiology/chapter/23-5-the-small-and-large-intestines/>

- The body: the abdomen - gastroenteritis

<https://www.mayoclinic.org/diseases-conditions/viral-gastroenteritis/symptoms-causes/syc-20378847>

- Discussing IBS with a patient

<https://www.mayoclinic.org/diseases-conditions/irritable-bowel-syndrome/symptoms-causes/syc-20360016>

- Infectious diseases and conditions - breaking the chain of infection

<https://professionals.site.apic.org/protect-your-patients/break-the-chain-of-infection/>



English + for + Doctors + - + discussing + a + diagnosis.pdf

1 / 5 | 100% +

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THE UK'S LEADING MEDICAL ENGLISH PROVIDER

English for Doctors: discussing a diagnosis

abdomen	medical term for <i>belly</i> ; front part of the body between the chest and the pelvis
abdominal bloating	distention of the abdomen with gas
abdominal cavity	hollow space which contains the abdominal organs, e.g. <i>liver, stomach, gallbladder, pancreas</i>
abrasion	medical term meaning <i>graze</i> ; a scrape on the top layer of skin as a result of injury
Achilles tendon	medical term <i>calcaneal tendon</i> ; strong tendon at the back of the heel
Achilles tendonitis	also called <i>Haglund deformity</i> ; pain and swelling along the tendon near the heel
active management	use of medicine, surgery and other therapeutic means to cure a disease
airborne	describes a pathogen which is carried in the air
anti-diarrhoeal medication	drugs which treat or prevent diarrhoea
anti-spasmodic medication	drugs which relieve spasms of the smooth muscles
arch of the foot	medical term <i>arcus pedis</i> ; curve in the foot formed by tarsal and metatarsal bones
bacterium (plural: bacteria)	type of microorganism which contains only one cell
ball of the foot	padded part of the sole of the foot between the toes and the arch of the foot
Barnard's syndrome	obstruction of the <i>ileocaecal valve</i> with a gallstone
bowel cancer	also called <i>colorectal cancer</i> ; cancer of the large intestine which causes changes in bowel movements, the passing of <i>malaena</i> (black stool)
(a) bowel movement / (to) have a bowel movement	evacuation of the contents of the intestines
bruise	medical term <i>contusion</i> ; injury in which the skin is not broken
(to) bleep	to send a message to another person via the switchboard, so that an alert is heard by the receiver
bleeper	small device, also called a <i>pager</i> , which alerts a person that they should phone the switchboard operator to collect

Principle 5 – connect with the ecosystem

Task 1

Listen to John introducing the task. Then do Task 1.



1. Read the Abstract of the paper. Do this purely for context – so that you know what the paper is about.
2. Note the order of the sub-sections in the Discussion, and their labels. How do they differ from the model already given, for the *British Journal of Geriatrics* you prefer?
3. Then read the notes.

Li A, Del Olmo MG, Fong M, et al. [Effect of a smartphone application \(Perx\) on medication adherence and clinical outcomes: a 12-month randomised trial](#). *BMJ Open* 2021;11:e047041. doi:10.1136/bmjopen-2020-047041

Notes

1. We'll look in a little more detail at Abstracts in the next unit. Here, simply note the obvious point – the Abstract is a minimal statement of the article to demonstrate the evidence the Abstract merely mentions.

2. Well, the order of subsections is obviously this:

Principal findings

Comparison with previous studies

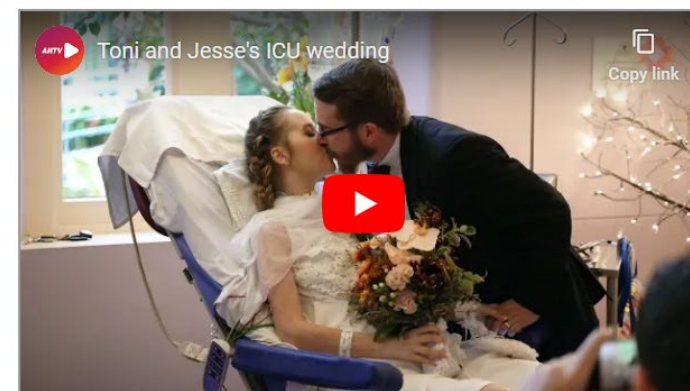
Explanations and implications

Strengths and limitations

The labels differ slightly from journal to journal, of course. Here too the *Strengths and Limitations* sub-section comes last. I find this a bit strange, I

Toni and Jesse's wedding 1

Now watch the video and answer the questions.



1. Where is the wedding taking place?

- ☐ in the hospital
- ☐ in a church outside the hospital
- ☐ in a care home

5 key principles

1. Get clear
2. Engage quickly
3. Think small
4. Build in adaptability
5. Connect with the ecosystem

Create your content for EALTHY!



Resources | Medical English Resources

FILTER:

ALL FREE MEMBERS



CKD and minorities
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MARCH 2024 | LESSON PLANS

[read this article](#)



Sunlight and vitamin D
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FEBRUARY 2024 | LESSON PLANS

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Vocabulary worksheet: bones and joints
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FEBRUARY 2024 | ACTIVITIES & WORKSHEETS

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Making lifestyle changes
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FEBRUARY 2024 | LESSON PLANS

[read this article](#)



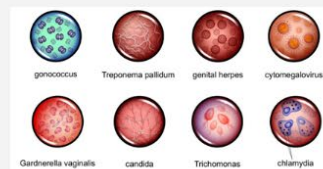
Vocabulary worksheet: anticoagulant therapy
and VTE

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Vocabulary worksheet: blood pressure and
pulse



Vocabulary worksheet: contagious diseases
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JANUARY 2024 | ACTIVITIES & WORKSHEETS

- ✓ Vocabulary
- ✓ Grammar
- ✓ Audio
- ✓ Video
- ✓ Skills work
- ✓ Quizzes
- ✓ Problem-solving tasks
- ✓ Discussions
- ✓ Research activities
- ✓ Etc...



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Contact me to continue the conversation:



Chris Moore



chris@specialistlanguagecourses.com



www.specialistlanguagecourses.com