

Corso di Inglese ECM

(number of credits to be confirmed)

Cambridge Professional English - Good Practice

Communication Skills in English for the Medical Practitioner

(To follow this course a minimum level of B1 in English is required)

Good Practice is a communication course for doctors and medical students who need to communicate with patients in English and focuses on the five elements which are needed to make consultations more effective; verbal communication, active listening, voice management, non-verbal communication and cultural awareness. Learners will focus on how to sensitively handle a range of situations such as taking a patient history, breaking bad news, examining a patient and describing treatment options.

24th September – 17th December 2026

Thursdays - 20.00 - 22.00

Location - Ordine dei Medici ed Odontoiatri, Corso Martiri della Liberazione, 86, Lecco

This course has a duration of 12 weeks (12 x 2 hour lessons, in person).

Teacher - Andrea Beck – a.beck@malighetti.com / #338 1420586

Lesson	Dates	Course Content
1	24/09/2026	Introduction to Communication & Receiving the patient
2	01/10/2026	The presenting complaint
3	08/10/2026	Past medical and family history
4	15/10/2026	The social history and telephone consultations
5	22/10/2026	Examining the patient
6	29/10/2026	Giving results
7	05/11/2026	Planning treatment and closing the interview
8	12/11/2026	Dealing with sensitive issues
9	19/11/2026	Breaking bad news
10	26/11/2026	Communicating with challenging patients
11	03/12/2026	Communicating with the elderly, children & adolescents
12	17/12/2026	Final Evaluation

***Please note that there is no lesson on 10/12/2026**

Text Book to be bought before the start of the course:

Good Practice Student's Book: Communication Skills in English for the Medical Practitioner, Marie McCullagh & Ros Wright, Cambridge University Press, 2008. This can be found on Amazon, IBS, AbeBooks, Feltrini, Libistro, etc. (second hand versions are also available on these sites)

Unit	Communication skills	Language focus	Texts
4 The social history and telephone consultations page 42	- Enquiring about the patient's social history - Employing good telephone etiquette - Ensuring an effective telephone consultation - Summarising and checking information	- Asking about lifestyle and environmental health - Language for summarising and checking information - Patient speak: common suffixes in medical terminology - Expressions for consulting by telephone	Reading <i>Telephone consultations</i> Listening - University seminar discussion on taking a social history - Asking about occupational health - Discussing lifestyle and environmental health - Carrying out an effective telephone consultation
5 Examining a patient page 52	- Preparing and reassuring the patient during an examination - Explaining examination procedures - Giving effective instructions in a patient-friendly manner	- Indirect language for polite instructions, - Patient speak: verbs and prepositions for giving instructions - Effective intonation for instructions - Softener: <i>just</i>	Reading <i>Techniques of the trade</i> Listening - Giving instructions during a physical examination
DVD lesson 2: Taking past medical history, family history and carrying out the physical examination			
6 Giving results page 60	- Explaining results in a way that patients can understand and remember - Encouraging patients to express their fears and concerns - Explaining medical terminology to a patient - Giving a prognosis	- Language for giving a diagnosis - Phrases used to organise information <i>do</i> for emphasis and confirmation - Word stress for emphasis - Language for explaining medical terminology - Patient speak: colloquial questions for asking about prognosis - Language of probability	Reading <i>Jaundice</i> <i>Acute bronchitis</i> <i>Erythema nodosum</i> Listening - Explaining test results - Organising information
7 Planning treatment and closing the interview page 69	- Explaining treatments to a patient - Discussing options - Describing benefits and side effects - Advising on lifestyle - Negotiating treatment - Closing the interview	- How to negotiate a plan of action - Language for making suggestions - Phrases to explain advantages and disadvantages - Patient speak: expressing likelihood - Language for negotiating treatment	Reading <i>The New Quit Guide, So You Want to Quit?</i> Listening - Outlining a treatment plan - Describing possible treatment plans for hypertension - Negotiating treatment with the patient - Advising on lifestyle changes
8 Dealing with sensitive issues page 77	- Broaching sensitive issues without bias and remaining non-judgemental - Reading and responding to patient cues - Employing question techniques: CAGE - Writing concise and accurate notes - Updating the patient note	- Language to broach sensitive issues - Identifying non-verbal patient cues - Techniques for contextualising, reassuring and asking permission - Patient speak: drug culture - Ensuring specific and concise notes	Reading <i>Reading cues</i> - Letter of referral - Questionnaire: <i>Know your drink</i> Listening - Broaching sensitive issues. - Discussing sexual and reproductive health - Asking about alcohol consumption

Course Content in Detail

Introduction

page 6

SECTION 1: INTRODUCTION TO COMMUNICATION

- Recognising the different elements that make up communication
- Understanding how good communication benefits the patient interview

page 8

SECTION 2: DEVELOPING LANGUAGE AND COMMUNICATION SKILLS FOR THE PATIENT ENCOUNTER

Unit	Communication skills	Language focus	Texts
1 Receiving the patient page 14	• Greeting patients and putting them at ease • Introducing yourself and your role • Asking the opening question and setting the agenda for the interview	• Conveying warmth • Formulating the opening question • Language for setting the agenda • Phrases to facilitate, repeat and clarify	Reading • Patient questionnaire Listening • Presentation: the importance of seating arrangements • Patients present their perspective • Receiving and greeting a patient • Asking the opening question • Setting the agenda for the interview
2 The presenting complaint page 22	• Encouraging patients to express themselves in their own words • Taking an accurate history of the presenting complaint • Asking about the intensity and degree of pain • Using techniques such as facilitation, repetition and clarification	• Using exploratory questions • Adjectives to describe types and intensity of pain • Patient speak: the suffix <i>-ish</i> • Patient speak: phrasal verbs with <i>up</i> • Facilitating the encounter: voice management	Reading • <i>Patient-centred approach to history-taking</i> Listening • Using exploratory questions • Exploring the presenting complaint
DVD lesson 1: Patient-centred vs. doctor-centred approach			
3 Past medical and family history page 32	• Requesting the patient's past medical history • Discussing the family medical history • Taking effective notes during an interview • Writing an effective patient note • Summarising and structuring the interview	• Language to request the past medical history • Patient speak: common expressions to describe state of health • Expressions for signposting and summarising • Standard medical abbreviations	Reading • <i>Past medical history: the components</i> • Patient note • Pedigree diagram Listening • Conference presentation: the pitfalls of taking the PMH. • Taking a past medical history • Taking a focused past medical history

Unit	Communication skills	Language focus	Texts
9 Breaking bad news page 87	- Delivering bad news in a sensitive way - Reassuring a patient or relative - Showing empathy	- Patient speak: expressions showing level of understanding - Softening the question - Language to deal with emotions - Patient speak: talking about current knowledge of condition - Voice management when communicating bad news	Reading <i>A time to listen</i> Listening - Breaking bad news - Preparing the patient for receiving bad news - Dealing with emotions of an HIV patient - Consulting with a relative by telephone - Breaking bad news to a relative
DVD lesson 3: Breaking bad news			

SECTION 3: INTERVIEWING DIFFERENT PATIENT CATEGORIES			
10 Communicating with challenging patients page 95	- Encouraging a withdrawn patient to speak - Calming an aggressive or angry patient - Asserting your role as a doctor	- Reviewing question types - Using facilitative language - Language to respond to body language - How to validate emotions - Patient speak: expressions to describe different emotional states	Listening - Receiving an uncommunicative patient - Interviewing an irritated patient - Dealing with a manipulative patient
DVD lesson 4: Dealing with challenging patients			
11 Communicating with the elderly page 102	- Carrying out an effective interview with an elderly patient - Showing sensitivity and respect to an elderly patient - Communicating with depressed elderly patients	- Asking questions specific to the elderly - Patient speak: collocations to describe conditions common in the elderly - Language to show sensitivity - Techniques for communicating with patients with hearing problems - Simple choice questions	Reading <i>Talking to the dying patient</i> Listening - Visualising life as an older patient - Interviewing an older patient - Interviewing patients with sensitivity and respect - Consulting patients with hearing problems - Student presentation: tool for assessing the ability to live independently - Dealing with a patient with depression - Assessing a patient with mental issues
12 Communicating with children and adolescents page 112	- Establishing and developing rapport with a child - Reassuring a child - Gaining a child's consent to be examined - Explaining procedures to a child - Responding to a child's verbal cues - Communicating effectively with an adolescent	- Compliments for children - Expressions to show empathy with <i>must</i> - Language for reassuring a child - Child-friendly instructions - Patient speak: bodily functions and body parts - Techniques for communicating with adolescents	Reading <i>Now I feel tall: What a patient-led NHS feels like</i> Listening - Interviewing young children and their parents - Reassuring a young child - Examining children and giving instructions - Interviewing an adolescent patient
DVD lesson 5: Interviewing young patients and their carers			

NOME COGNOME	PROFESSIONE	DISCIPLINA	ENTE DI APPARTENENZA/LIBERA PROFESSIONE	DESCRIZIONE ATTIVITÀ PROFESSIONALE - ISTRUZIONE E FORMAZIONE
ANDREA BECK	INSEGNANTE			▪ Insegnante di inglese Madre Lingua, laureata e qualificata, tutti i livelli come individuato dal Consiglio Europeo (A1-C2) ▪ Organizzatrice dei corsi di inglese ▪ Esaminatrice Cambridge English (YLE, KET, PET, FCE, CAE) ▪ Laurea in Psicologia con lode (The University of Liverpool) ▪ FAETC: Further Adult Education Teaching Certificate (John Moores University Liverpool) ▪ CELTA: Certificato per l'insegnamento della lingua inglese agli adulti. (British Council, Milano) ▪ CELTYL: Certificato per l'insegnamento della lingua inglese ai bambini. (British Council, Milano) ▪ Certificate in Supporting Children with Reading and Writing Difficulties: University of London ▪ Certificate in Dyslexia and Foreign Language Teaching: Lancaster University ▪ Certificato Erikson per L'insegnamento della Lingua Inglese agli studenti con DSA ▪ Certificazione di 'Esperto dell'Apprendimento Linguistico': Università di Parma

Il provider, ai sensi dall' art. 47 del DPR n.445/2000, consapevole delle conseguenze previste dall'art. 76, dichiara:

- di aver fornito all'interessato l'informativa sul trattamento dei dati personali (art. 13 del Regolamento europeo 2016/679; artt. 68, 70, 76, 96 Accordo Stato-Regioni 2017 "La formazione continua nel settore salute"- Rep. Atti 14/CSR del 2.2.2017 - Par. 4.6, lett. j) Manuale Nazionale di Accreditemento per l'Erogazione di Eventi ECM);
- di aver informato l'interessato che il programma dell'evento ECM, di cui le suddette informazioni contribuiscono a formarne il contenuto minimo, verrà inserito nel catalogo degli eventi E.C.M. tenuto dall'ente accreditante;



FNOMCeO

Federazione Nazionale degli Ordini dei Medici Chirurghi e degli Odontoiatri

IN CALCE AL CURRICULUM VITAE

DICHIARAZIONE DI ASSENZA DI CONFLITTI DI INTERESSI

(Formatori)

Il / La sottoscritto/a BECK ANDRA, consapevole che il “**conflitto d’interessi E.C.M.**” è ogni situazione nella quale un interesse secondario interferisce o potrebbe interferire con l’interesse primario consistente nell’obiettività, imparzialità e indipendenza della formazione professionale nel settore della salute connessa al Programma di Educazione Continua in Medicina (E.C.M.), in qualità di:

- ☒ Docente
- ☐ Moderatore
- ☐ Relatore
- ☐ Tutor

ai sensi dell’art. 76, comma 4 sul Conflitto di Interessi ECM dell’Accordo Stato-Regione del 02 febbraio 2017 e del paragrafo 4.5 del Manuale nazionale di accreditamento per l’erogazione di eventi ECM

DICHIARA

☒ **di non avere avuto**, negli ultimi due anni, rapporti con soggetti portatori di interessi commerciali in ambito sanitario

OPPURE

☐ **di avere avuto**, negli ultimi due anni, i seguenti rapporti con soggetti portatori di interessi commerciali in ambito sanitario:

Dichiara inoltre che gli eventuali rapporti con soggetti portatori di interessi commerciali in ambito sanitario non influenzeranno comunque l’attività formativa che svolge in occasione di questo specifico evento.

Data di sottoscrizione: 06/08/2026

Firma: