



## Teaching Guide

Teaching Guide				
Identifying Data				2017/18
Subject (*)	ENGLISH		Code	651G01027
Study programme	Grao en Fisioterapia			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Optativa	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Floyd Moore, Alan	E-mail	alan.floyd@udc.es	
Lecturers	Floyd Moore, Alan	E-mail	alan.floyd@udc.es	
Web	www.udc.es			
General description	The acquisition of knowledge related to the English of the Health Sciences in general, and especially the English of Physiotherapy; relevant reading comprehension and the basic structures that characterise these texts. Practice in the four basic skills: reading, writing, listening, speaking, applied to this field.			

## Study programme competences

Code	Study programme competences
A13	Saber trabajar en equipos profesionales como unidad básica en la que se estructuran de forma uni o multidisciplinar e interdisciplinar los profesionales y demás personal de las organizaciones asistenciales.
A17	Comprender la importancia de actualizar los conocimientos, habilidades, destrezas y actitudes que integran las competencias profesionales del fisioterapeuta.
A19	Comunicarse de modo efectivo y claro, tanto de forma oral como escrita, con los usuarios del sistema sanitario así como con otros profesionales.
C1	Expresarse correctamente, tanto de forma oral como escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

## Learning outcomes

Learning outcomes	Study programme competences		
The ability to communicate with patients and professionals from other language communities, thus guaranteeing the quality of service in the physiotherapy profession.	A13 A17 A19		C2
To reach a level in written and spoken English necessary for everyday practice in physiotherapy.	A17 A19		C4
To work responsibly in everyday professional duties.	A19		C1 C2 C3 C7



To maintain an attitude towards learning that will enable them to express themselves in various different ways.			C5 C6 C8
A mastery of intermediate level oral and written comprehension and expression in English.			C2 C7
Realise the importance of this subject as a health professional.			C2 C4 C7

Contents	
Topic	Sub-topic
Introduction to the language of the Health Sciences and Physiotherapy.	Everyday language for the health professional. Introduction to the language of numbers and letters. "My speciality" (written work, correction of mistakes) Reading and speaking: "Taking risks"
Hospitals	1. The hospital team. 2. In and around the hospital (Grice ch 1). (Directions) 3. Listening: "A Job Interview". 4. Listening and speaking: "Profile of a student nurse"
Looking after yourself	1. Physical fitness (Leo Jones ch8, including modal verbs) 2. What to do about flu. 3. How to stay healthy (letter of advice to a friend) 4. YouTube video listening comprehension: "What exercises can I do for arthritis in my knees?"
Semi-scientific language	English and Spanish technical lexis compared: false friends. Semi-scientific newspaper and magazine articles: "The Ankle" and "Ankle Sprains". Listening: "Using your Brain"
Pain and illnesses	1. Accidents and emergencies (First Aid; reading comprehension texts and videos for listening) 2. Pain (Grice ch 5: Reading, listening and writing) 3. Symptoms and remedies (Grice ch 5)
Physical therapy	1. Exercising (Protect your back, DVD for listening comprehension, reading comprehension on "Movement, Posture and Lifting"; Video on "Australian LBP exercises") 2. Other physiotherapy treatments (long noun and adjective groups)
Youth and Old age	1. Caring for the elderly 2. Death and dying 3. Reading Comprehension: "Working with Children" "The Hope Children's Hospice"
Treatments	1. Medication: Should physiotherapists be able to make out prescriptions? (Article: "Physiotherapists may get medicine prescribing rights") 2. Alternative treatments (Grice ch 15: Alternative treatments) 3. Surgery or exercise?: Articles for reading comprehension on The Knee, and "Total knee replacement"

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Directed discussion	A19 C2	25	0	25
Supervised projects	A13 A19 C8	8	15	23



Oral presentation	C6	1	14	15
Mixed objective/subjective test	A17 C4 C5 C7	2	23	25
Guest lecture / keynote speech	C1 C3 C7	22	0	22
Student portfolio	A17 C2 C3 C4	2	30	32
Personalized attention		8	0	8

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Directed discussion	Most classes will include time for discussion and conversation in pairs or groups. Supervision by teachers. this will include the translation of texts, both from Spanish to English and English to Spanish.
Supervised projects	Students will write an assignment of about 8 pages A4 (Times New Roman 12, double space) where (s)he describes a treatment or therapy belonging to her/his speciality, or another topic, with prior confirmation of its appropriateness from the teacher. The assignment should respect the structure: (Introduction, Body text, Discussion and Conclusion)
Oral presentation	The presentation, probably in class time, should last about 5 minutes, and will usually be based on the "supervised project".
Mixed objective/subjective test	Exam at the end of the course, including exercises, a short composition and a listening test.
Guest lecture / keynote speech	Teacher talking time. Two teachers will be involved, the teacher in charge of the subject and a language assistant.
Student portfolio	Apart from the Supervised Project, students will be asked to submit some written work and will need to rehearse the presentation by presenting a different topic briefly (orally) in class time.

Personalized attention	
Methodologies	Description
Supervised projects	Teachers will assist students in the preparation of their presentations and Supervised Projects.

Assessment			
Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	A17 C4 C5 C7	Written examination at end of course, based on material covered throughout the course by both teachers.	25
Supervised projects	A13 A19 C8	Written assignment about 8 pages in length centred on a theme related to Physiotherapy, in English. Details can be found in the "Methodologies" section and on the corresponding page of the Moodle platform.	25
Oral presentation	C6	Oral presentation in English summarising the written assignment, maximum 5 minutes. Details on the Moodle platform.	25
Student portfolio	A17 C2 C3 C4	Attendance, participation and written work carried out during the course for both teachers.	25

Assessment comments
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Percentages assigned to each part of the assessment may vary slightly from one course to the next, depending on subject requirements. However, the total allotted to the theoretical part (mixed objective/subjective test plus supervised projects) will have an approximate value of 50% (between 40 and 60%). Likewise, the assessment of the practical part (oral presentation plus student portfolio) will have an approximate value of 50% (between 40% and 60%).

Students who fail to come to the written exam sessions at either the first or second opportunity will be given a grade of (No Presentado (Absent) in the event that they do not hand in at least 50% of the assessable activities during the course.

According to the VOAT guidelines, those students who fail the first opportunity and fail to attend the second session in July, will be given a grade of "Suspenso" (Fail) in the first opportunity.

In the July examination, apart from the written exam (50% of the final grade), students will have to present the work they did not submit during the course, including the presentation. Those who failed to reach the level required in the section "Student portfolio: attendance" will have to present another piece of written work (50% of the final grade), whose characteristics should be consulted with the teacher involved. Those who do not come to the July examination session will be given a grade of "No Presentado", unless they failed in the first exam, in which case they will be given a grade of "Fail" (Suspenso).

Those students with a special dispensation for part-time study or other will be required to contact the teacher in charge of the subject. They will need to present a longer piece of written coursework and do the written exam.

## Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Grice, Tony (2007). Nursing 1 (Students' book). Oxford University Press ISBN: 978-0-19-456977-4</li> <li>- Glendenning, E.H. (2007). Professional English in Use. Medicine. Cambridge. CUP</li> <li>- Thomson, A.J.; Martinet, A.V. (1993). A Practical English Grammar. Oxford. OUP</li> </ul> <p>Textos de fisioterapia, que se lles proporcionará aos alumnos ao longo do curso. En principio, non se esixe a compra de ningún libro de texto.</p>
<b>Complementary</b>	<p>Bibliografía Algúns destes libros atópanse na biblioteca da Facultade de Fisioterapia (Campus de Oza):</p> <ol style="list-style-type: none"> <li>1. Libros sobre a preparación de artigos e presentacións en inglés. <ul style="list-style-type: none"> <li>Albert, Tim (ed) The A-Z of Medical Writing Londres, BMJ Books (2000)</li> <li>Day, R. A. and Barbara Gastel How to Write and Publish a Scientific Paper, (6th edition) Cambridge University Press, 2005</li> <li>Day, Robert A. Cómo escribir y publicar trabajos científicos Washington, Organización Panamericana de la Salud (2003)</li> <li>Greenhalgh, Trisha. Gianfranco Lia English for physicians [Grabación sonora]: English for medical conferences &amp; presentations = inglés para médicos: inglés para congresos y presentaciones médicas. (versión española) Iles, Robert L. and Debra Volkland Guidebook to Better Medical Writing Island Press (1997)</li> <li>Norman, Guy (1999) Cómo escribir un artículo científico en inglés Madrid, Hécice. (en español, errores más corrientes)</li> <li>Villemaire, Doreen and Lorraine (2005) Grammar and Writing Skills for the Health Professional New York; Thomson (Delmar Learning).</li> </ul> </li> <li>2. Libros de texto para inglés específico do campo da medicina: <ul style="list-style-type: none"> <li>Bradley, Robin A. English for nursing and health care: a course in general and professional English Milano McGraw-Hill. Madrid Churchill Livingstone España (2005)</li> <li>Cavusgil, Sharon L. (1998) The Road to Healthy Living Michigan; University of Michigan Press</li> <li>Glendinning, Eric H. Beverly A.S. Holmström English in medicine (libro y audio CD archivo de ordenador)</li> <li>Greenhalgh, Trisha (1993) Medicine Today London; Longman.</li> <li>Luttikhuisen, Frances M. English for specific academic purposes: health sciences Barcelona, Edicions Universitat de Barcelona (2001)</li> <li>Maclean, Joan (1991): English in Basic Medical Science Oxford; OUP.</li> <li>McCullagh, Marie and Ros Wright (2008) Good Practice: Communication Skills in English for the Medical Practitioner CUP: Cambridge.</li> </ul> </li> <li>3. Libros sobre términos médicos en inglés. (ademais dos moitos dicionarios bilígües na biblioteca de Oza) <ul style="list-style-type: none"> <li>Collins, C. Edward A Short Course in Medical Terminology Baltimore: Lippincott, Williams and Wilkins (2006)</li> <li>Leonard, Peggy C. (2001) Building Medical Vocabulary St Louis, Missouri; Elsevier Saunders.</li> <li>Milner, Martin (2006) English for Health Sciences Boston; Thomson ELT.</li> <li>Pohl, Alison (2002) Test Your Professional English (Medical) London; Penguin.</li> </ul> </li> <li>4. Dicionarios <ul style="list-style-type: none"> <li>Dorland's Illustrated Medical Dictionary (1988) Philadelphia: WB Saunders Co.</li> <li>Garrido Ferrer, A. y Garrido Juan, A. (2006) Diccionario de Terminología Médica Barcelona: ESPAXS (recomendado)</li> <li>Martin, Elizabeth A. (ed) (1985) Concise Medical Dictionary Oxford: OUP.</li> <li>Rogers, Glenn T. [2007] English-Spanish Spanish-English Medical Dictionary. New York: McGraw-Hill.</li> </ul> </li> </ol> <p>ONLINE</p> <p>DICTIONARIES <a href="http://medical-dictionary.thefreedictionary.com/">http://medical-dictionary.thefreedictionary.com/</a> Farlex free online dictionary:</p> <p>Excellent <a href="http://www.stedmans.com/">http://www.stedmans.com/</a> Medical dictionary <a href="http://dictionary.reverso.net/spanish-english/">http://dictionary.reverso.net/spanish-english/</a> Collins online dictionary: excellent</p>



Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.