



| Teaching Guide | | | | |
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| Identifying Data | | | | 2018/19 |
| Subject (*) | ENGLISH | Code | 651G01027 | |
| Study programme | Grao en Fisioterapia | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Third | Optional | 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 | |
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| Code | Study programme competences |
| A13 | Saber traballar en equipos profesionais como unidade básica na que se estruturan de forma uni ou multidisciplinar e interdisciplinar os profesionais e demais persoal das organizacións asistenciais. |
| A17 | Comprender a importancia de actualizar os coñecementos, habilidades, destrezas e actitudes que integran as competencias profesionais do fisioterapeuta. |
| A19 | Comunicarse de modo efectivo e claro, tanto de forma oral como escrita, cos usuarios do sistema sanitario así como con outros profesionais. |
| C1 | Expresarse correctamente, tanto de forma oral coma 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 |



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| 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 | |
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| 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 |



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|---------------------------------|--------------|----|----|----|
| 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 | |
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| 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 may respect the following structure (optional): (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. Alternatively, the examinatio may be substituted for by other types of evaluation, such as coursework. |
| 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. Alternatively, coursework may be used in order to assess student's grades. | 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. work will be handed in, unless otherwise stipultaed, in digital format, in order to comply with the Green Campus norms. | 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

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

Para axudar a conseguir unha contorna inmediata sustentable e cumprir cos obxectivos estratéxicos do Plan Green Campus da Facultade de Fisioterapia, os traballos documentais que se realicen nesta materia poderanse solicitar tanto en formato papel como virtual ou soporte informático. De realizarse en papel, seguiranse na medida do posible as seguintes recomendacións xerais: - Non se utilizarán plásticos.- Realizaranse impresións a dobre cara.- Empregarase papel reciclado.- Evitarase a realización de borradores.

(*)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.