



## Teaching Guide

Identifying Data				2019/20
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 Fowlie, James Alexander	E-mail	alan.floyd@udc.es james.fowlie@udc.es	
Web	www.udc.es			
General description	The acquisition of English in the Health Sciences in general, and especially the English of Physiotherapy; practice in speaking and listening, reading comprehension; characteristics of Health Science texts.			

## Study programme competences

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.
B1	CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio
B2	CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio
B3	CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética
B4	CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado
B5	CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía
C1	Adequate oral and written expression in the official languages.
C2	Mastering oral and written expression in a foreign language.
C3	Using ICT in working contexts and lifelong learning.
C4	Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.
C5	Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C8	Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.
C9	Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them.

## 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	B1 B2	C2
To reach a level in written and spoken English necessary for everyday practice in physiotherapy.	A17 A19	B2 B3 B4	C4
To work responsibly in everyday professional duties.	A19	B1	C1 C2 C3 C9
To maintain an attitude towards learning that will enable them to express themselves in various different ways.		B2 B3 B5	C5 C8
A mastery of intermediate level oral and written comprehension and expression in English.	A13 A17	B1 B5	C2 C8
Realise the importance of this subject as a health professional.			C2 C4

Contents	
Topic	Sub-topic
Introduction to the language of the Health Sciences and Physiotherapy.	Everyday language for the health professional. Introduction to numbers and letters. Writing: "My speciality".
Hospitals	1. The members of the hospital team. 2. In and around the hospital. 2. Asking and giving directions 3. A Job Interview 4. Profile of a health science professional.
Looking after yourself	1. Physical fitness 2. What to do about common illnesses. 3. How to stay healthy (letter of advice to a friend) 4. Listening comprehension: "What exercises can I do?";
Semi-scientific language	English and Spanish technical words compared. Texts for Reading comprehension: "The Ankle" and "Ankle Sprains". Listening comprehension "Using your Brain".
Pain and illnesses	1. Accidents and emergencies (First Aid) 2. Pain (reading, listening and writing) 3. Symptoms and remedies
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. "Working with Children" (Reading Comprehension); "The Hope Children's Hospice" (Reading Comprehension)
Treatments	1. Medication. Reading comprehension: "Physiotherapists may get medicine prescribing rights";

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Directed discussion	A19 B1 B2 C2	22	0	22
Supervised projects	A19 A13 B3 C8	22	44	66



Oral presentation	B4 B5 C5	3	20	23
Guest lecture / keynote speech	C1 C3 C9	22	0	22
Student portfolio	A17 C2 C3 C4	2	7	9
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 6 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".
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
Supervised projects	A19 A13 B3 C8	Written assignment about 6 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 stipulated, in digital format, in order to comply with the Green Campus norms.	40
Oral presentation	B4 B5 C5	Oral presentation in English summarising the written assignment, maximum 5 minutes. Details on the Moodle platform.	30
Student portfolio	A17 C2 C3 C4	Attendance, participation and written work carried out during the course for both teachers.	30

Assessment comments



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

<p><b>Basic</b></p>	<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>
<p><b>Complementary</b></p>	<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, Hélice. (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>Macleay, 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</li> <li>ELT. 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) Dicionario 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: 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

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:&nbsp;- 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.