



Teaching Guide

Identifying Data					2020/21
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 English in the Health Sciences in general, and especially the English of Physiotherapy; practice in the main necessary skills: speaking and listening, reading comprehension; characteristics of Health Science texts.				
Contingency plan	<p>1. Modifications to the contents None</p> <p>2. Methodologies *Teaching methodologies that are maintained Supervised projects, oral presentation, guest speaker/keynote speech, student portfolio.</p> <p>*Teaching methodologies that are modified Directed discussion is eliminated.</p> <p>3. Mechanisms for personalized attention to students. Personalised attention will be carried out via digital channels.</p> <p>4. Modifications in the evaluation Participation and attendance will be eliminated, replaced by more written work (consult with the teacher)</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy None</p>				

Study programme competences / results

Code	Study programme competences / results
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 / results		
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	<ol style="list-style-type: none"> 1. Accidents and emergencies (First Aid) 2. Pain (reading, listening and writing) 3. Symptoms and remedies
Physical therapy	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Caring for the elderly. 2. "Working with Children" (Reading Comprehension; "The Hope Children's Hospice" (Reading Comprehension)
Treatments	<ol style="list-style-type: none"> 1. Medication. Reading comprehension: "Physiotherapists may get medicine prescribing rights"

Planning

Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Directed discussion	A19 B1 B2 C2	22	0	22
Supervised projects	A13 A19 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	Discussion and conversation. Supervision by teacher(s). 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 in English 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: (Introduction, Body text, Discussion, Conclusions and Bibliography)
Oral presentation	The presentation, probably in class time, should last about 5 - 10 minutes, and will usually be based on the "supervised project".
Guest lecture / keynote speech	Teacher talking time.
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).

Personalized attention

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

Assessment

Methodologies	Competencies / Results	Description	Qualification
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Supervised projects	A13 A19 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.	30

Assessment comments

Those students who do not come to the first opportunity session will be given a grade of "No Presentado". Those who do not come to the second opportunity 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).

In the second opportunity, students will have to present the work they did not submit during the course. Those who failed to reach the level required in the section "Student portfolio: attendance" will have to present another piece of written work, whose characteristics should be consulted with the teacher involved.

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.

Sources of information

Basic	<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. Non se esixe a compra de ningún libro de texto.</p>
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Complementary	<p>Bibliografía Algúns destes libros atópanse na biblioteca da Facultade de Fisioterapia (Campus de Oza):</p> <ol style="list-style-type: none"> Libros sobre a preparación de artigos e presentacións en inglés. <ul style="list-style-type: none"> Albert, Tim (ed) <i>The A-Z of Medical Writing</i> Londres, BMJ Books (2000) Day, R. A. and Barbara Gastel <i>How to Write and Publish a Scientific Paper</i>, (6th edition) Cambridge University Press, 2005 Day, Robert A. <i>Cómo escribir y publicar trabajos científicos</i> Washington, Organización Panamericana de la Salud (2003) Greenhalgh, Trisha. Gianfranco Lia <i>English for physicians [Grabación sonora]: English for medical conferences & presentations = inglés para médicos: inglés para congresos y presentaciones médicas.</i> (versión española) Iles, Robert L. and Debra Volkland <i>Guidebook to Better Medical Writing</i> Island Press (1997) Norman, Guy (1999) <i>Cómo escribir un artículo científico en inglés</i> Madrid, Hélice. (en español, errores más corrientes) Villemaire, Doreen and Lorraine (2005) <i>Grammar and Writing Skills for the Health Professional</i> New York; Thomson (Delmar Learning). Libros de texto para inglés específico do campo da medicina: <ul style="list-style-type: none"> Bradley, Robin A. <i>English for nursing and health care: a course in general and professional English</i> Milano McGraw-Hill. Madrid Churchill Livingstone España (2005) Cavusgil, Sharon L. (1998) <i>The Road to Healthy Living</i> Michigan; University of Michigan Press Glendinning, Eric H. Beverly A.S. Holmström <i>English in medicine</i> (libro y audio CD archivo de ordenador) Greenhalgh, Trisha (1993) <i>Medicine Today</i> London; Longman. Luttikhuisen, Frances M. <i>English for specific academic purposes: health sciences</i> Barcelona, Edicions Universitat de Barcelona (2001) Macleay, Joan (1991): <i>English in Basic Medical Science</i> Oxford; OUP. McCullagh, Marie and Ros Wright (2008) <i>Good Practice: Communication Skills in English for the Medical Practitioner</i> CUP: Cambridge. 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 <i>Short Course in Medical Terminology</i> Baltimore: Lippincott, Williams and Wilkins (2006) Leonard, Peggy C. (2001) <i>Building Medical Vocabulary</i> St Louis, Missouri; Elsevier Saunders. Milner, Martin (2006) <i>English for Health Sciences</i> Boston; Thomson ELT. Pohl, Alison (2002) <i>Test Your Professional English (Medical)</i> London; Penguin. Diccionarios <ul style="list-style-type: none"> Dorland's <i>Illustrated Medical Dictionary</i> (1988) Philadelphia: WB Saunders Co. Garrido Ferrer, A. y Garrido Juan, A. (2006) <i>Diccionario de Terminología Médica</i> Barcelona: ESPAXS (recomendado) Martin, Elizabeth A. (ed) (1985) <i>Concise Medical Dictionary</i> Oxford: OUP. Rogers, Glenn T. [2007] <i>English-Spanish Spanish-English Medical Dictionary</i>. 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>
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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

In order to help to achieve a sustainable environment, and fulfil the strategic aims of the Plan Green Campus da Facultade de Fisioterapia, students' work should be handed in using a virtual / digital format.

(*)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.