



Teaching Guide

Identifying Data					2023/24
Subject (*)	Modern Language (English)	Code	653G01201		
Study programme	Grao en Terapia Ocupacional				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	Yearly	Second	Basic training	6	
Language	SpanishEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Amenedo Costa, Mónica María	E-mail	monica.amenedo@udc.es		
Lecturers	Amenedo Costa, Mónica María Fraga Vaamonde, Maria Pilar	E-mail	monica.amenedo@udc.es pilar.fraga@udc.es		
Web					
General description	<p>This course aims to develop skills that allow students to understand and apply the knowledge related to their profession using a modern language: English. This subject has both theoretical and practical content. It begins with the fundamentals of scientific-technical English applied to the health sciences, to go on to consider points that interest occupational therapy professionals in a more concrete way. Regarding the contents of the texts in English, the order of the other subjects of the Degree in Occupational Therapy will be followed. Therefore, during the first semester, related texts of general interest will be studied as well as others that have to do with childhood and adolescence, going on in the second semester to study those that refer to the adult human being. On the ENOTHE (European Network of Occupational Therapy in Higher Education) website itself, this language is given a privileged position, holding its international meetings in English. Therefore, it is understood that the student needs to acquire English skills, both general and specific to his vocation and future profession, to be able to communicate with English speakers as well as with patients from other countries and to attend and participate in congresses and formal meetings and informal meetings with professionals from other countries who work in the same field. Descriptor: Knowledge of a second language that enables them to speak, understand and write, as well as being able to work in an international context. Handling of documents and usual texts by professionals.</p>				

Study programme competences

Code	Study programme competences
A28	Interpretar, analizar, sintetizar y criticar los hallazgos de investigación.
A30	Divulgar los hallazgos de investigación para críticas relevantes.
B20	Conocimiento de una segunda lengua.
B31	Apreciación de la diversidad y de la multiculturalidad.
C2	Dominar la expresión y la comprensión de forma oral y escrita de un idioma extranjero.
C3	Utilizar las herramientas básicas de las tecnologías de la información y las comunicaciones (TIC) necesarias para el ejercicio de su profesión y para el aprendizaje a lo largo de su vida.

Learning outcomes

Learning outcomes	Study programme competences		
Conocer, aplicar, interpretar, analizar, sintetizar y criticar, divulgar, mediante el uso de un idioma moderno (inglés) que favorezca el acceso y empleo de la metodología investigadora científica.	A28 A30	B20 B31	C2
Conocer y capacidad para hablar, comprender y escribir una segunda lengua.		B20 B31	C2
Conocer culturas y costumbres de otras culturas		B20 B31	C2
Capacidad para trabajar en un contexto internacional		B20 B31	C2



Apreciar la diversidad y la multiculturalidad.		B20 B31	
Conocer una segunda lengua.		B20 B31	C2 C3

Contents	
Topic	Sub-topic
1. Grammar	1.1. Question formation 1.2. Word formation 1.3. Use of tense and aspect 1.4. Use of the passive voice 1.5. Use of adjectives and adverbs 1.6. Use of multi-word verbs and idioms
2. Vocabulary	2.1. Body 2.2. Causes and effects of disease 2.3. Hospitals 2.4. Health and fitness 2.5. Occupational therapy practice
3. Writing	3.1. Elements of writing 3.2. Emails and letters 3.2.1. Formal and informal writing 3.2.2. Letter of application

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Mixed objective/subjective test	A28 A30 B20	2	14	16
Workbook	B20 C2 C3	7	13	20
Collaborative learning	A28 B20 C3	8	0	8
Guest lecture / keynote speech	A28 B20 B31	36	0	36
Glossary	A28 A30 B31 B20	6	27	33
Practical test:	A28 A30 B31 C2 C3	8	28	36
Personalized attention		1	0	1

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

Methodologies	
Methodologies	Description
Mixed objective/subjective test	It consists of different types of questions: multiple choice, short answer, association, gap-fill and other activities.
Workbook	Reading comprehension activities related to health science.
Collaborative learning	Working in small groups in class and using ICT to pool abilities and information, promote peer learning, and optimise learning outcomes for all group members.
Guest lecture / keynote speech	Lecture classes, supported by A/V technologies, including questions and discussions that help students to acquire general knowledge and specific contents.
Glossary	Compilation of a glossary of key terms in the discipline.
Practical test:	Practical tasks set by the lecturer during the semester.

Personalized attention	
Methodologies	Description



Practical test: Glossary	Supervised glossary. Practical advice and appropriate sources will be offered to students. The lecturer is available in weekly tutorial office hours to solve any problems or give advice. Outside these hours, I can also be reached via e-mail.
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Assessment			
Methodologies	Competencies	Description	Qualification
Practical test:	A28 A30 B31 C2 C3	Students will do different practical tasks set by the lecturer during the semester.	20
Mixed objective/subjective test	A28 A30 B20	Students are required to sit the mixed test in May/June on the date announced in the official exam timetable.	60
Glossary	A28 A30 B31 B20	Students will compile a glossary of key terms in the discipline and prepare and give an oral presentation of their work.	20

Assessment comments
<p>In order to pass this subject, a mark of 5 out of 10 is the minimum required in each section of the assesment (mixed test, glossary and practical test). Late submissions will not be accepted unless duly justified. Students who do not attend the official exam will be given an absent mark if they have not handed in 50% of the continuous assessment activities.</p> <p>Any plagiarized exercise or test will result in a failing grade (0) in this subject in accordance with article 11, section 4b, of the "Regulamento disciplinar do estudantado da UDC":</p> <p>A realización fraudulenta das probas ou actividades de avaliación, unha vez comprobada, implicará directamente a cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese: o/a estudante será cualificado con suspenso (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederá a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.</p> <p>July Exam Period:</p> <p>Students will not need to re-sit the parts they have previously passed. They can retake the parts they have failed according to the following distribution of percentages: glossary and oral presentation (20%), mixed test (60%), and an assignment equivalent to the practical tasks (20%).</p> <p>Students who are officially registered as part time and have been granted permission not to attend classes, as stipulated in the regulations of this University (approved by the Consello Social on 4 May 2017), will notify the instructor in the first week of classes and, if that proves impossible, within seven days from the date of acknowledgement. They will carry out the required practical work individually and hand it in before the deadline. Late submissions will not be accepted unless duly justified. The final mark will be the weighted average grade of the assessed work carried out during the course. In order to pass this subject, a minimum of 5 out of 10 in the final mark is required. Students will be required to take the second opportunity in July if they fail to pass the first opportunity.</p> <p>Gender equality:</p> <p>A gender perspective will be incorporated into this subject. This will include, among other measures, the use of non-sexist language, the selection of books and articles written by men and by women, as well as encouraging participation from all students in class, regardless of their gender. In addition, sexist prejudices and attitudes will be addressed and efforts will be directed towards the modification of this environment and the promotion of values of respect and equality. In the event of gender discrimination, appropriate actions will be implemented to rectify such cases.</p>

Sources of information



<p>Basic</p>	<p>1. Libros de texto de inglés no campo da medicina: Brooks, Myrna LaFleur (2005). Exploring Medical Language. St Louis, Missouri: Elsevier. Cavusgil, Sharon L. (1998) The Road to Healthy Living. Michigan; University of Michigan Press Glendinning and Holmström (1992). English in Medicine: A Course in Communication Skills. Cambridge: CUP. Greenhalgh, Trisha (1993). Medicine Today. London: Longman. Grice, Tony (2003). Everyday English for Nursing Baillière Tindall. Luttikhuisen, Frances M. (2001). English for Specific Academic Purposes Health Sciences. Barcelona: Universitat de Barcelona. Ribes, Ramón Ros, Pablo R (2006) Medical English Heidelberg; Springer. 2. Libros sobre términos médicos en inglés. Collins, C. Edward A Short Course in Medical Terminology Baltimore: Lippincott, Williams and Wilkins (2006) Leonard, Peggy C. Building Medical Vocabulary (2005) St Louis, Missouri: Elsevier. 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. Riley, D and Greasby, Liz (2000) Check Your Vocabulary for Medicine Teddington, UK; Peter Collin. 3. Diccionarios Dorland's Illustrated Medical Dictionary (1988) Philadelphia: WB Saunders Co. Garrido Ferrer, A. y Garrido Juan, A. (2006) Diccionario de Terminología Médica Barcelona: ESPAXS (recomendado) Martin, Elizabeth A. (ed) (1985) Concise Medical Dictionary Oxford: OUP. Navarro, Fernando A. (2000) Diccionario Crítico de Dudas Inglés-Español de Medicina Madrid: McGraw-Hill. Rogers, Glenn T. [2007] English-Spanish Spanish-English Medical Dictionary. New York: McGraw-Hill. 4. Libros de anatomía e fisioloxía Irion, Glenn (2000) Physiology: the Basis of Clinical Practice Slack, New Jersey, USA. Tamir, Eran (2002) The Human Body Made Simple Churchill Livingstone, USA. 5. Libros de texto de inglés xeral (Son pertinentes algúns capítulos) Soars, John & Liz (1990) Headway Intermediate Oxford, Oxford University Press. Jones, Leo (1996) New Progress to First Certificate Cambridge, CUP. Jones, Leo (1997) Voices: Video Activity Book Cambridge, CUP. 6. Libro de gramática inglesa Quirk, R. and Sydney Greenbaum (1985) A University Grammar of English London: Longman. Essential Grammar in use. Raymond Murphy. Cambridge University Press. 7. Videos Os seguintes videos en inglés están disponibles na biblioteca do centro: The Human Body (Doctor Robert Winston, BBC, VID 209/ 1-2) Human Body for Children: All about bones and muscles (Schlesinger Science Library) Body for Children: All about health and hygiene (Schlesinger Science Library) Human Body for Children: All about nutrition and exercise (Schlesinger Science Library) Human Body in Action: Skeletal and muscular systems (Schlesinger Science Library) Jones, Leo (2000) Voices Cambridge, CUP Tell me why: Volume XIII A Healthy Body (about blood) 8. Selection of Books in English about Occupational Therapy available in Biblioteca de Ciencias de la Salud (Campus Universitario de Oza, UDC) a) Infants and Adolescents Leslie L. Jackson, Marian Arbesman Occupational therapy practice guidelines for children with behavioural and psychosocial needs Bethesda, MD : American Occupational Therapy Association, 2005.</p>
<p>Complementary</p>	<p>9.- Páginas web Para ver definiciones de términos clave relacionados con la terapia ocupacional en inglés, ver la página de ENOTHE (European Network of Occupational Therapy in Higher Education): http://pedit.hio.no/~brian/enothe/terminology/ Páginas para aprender el inglés de las Ciencias de la Salud: http://www.englishmed.com/ (Free, self-study course of English for doctors, nurses, pharmacists and general medical staff. Contains articles about a large range of medical topics. After reading, there are exercises about the use of 'the?', 'a?' and 'an?' and other determiners, reconstruction of the article, irregular verbs, gap-filling and multiple-choice questions.) www.news.bbc.co.uk/health (Thousands of useful pages concerning health and medical matters) Páginas específicas acerca de 'Keeping fit?': http://www.jr2.ox.ac.uk/bandolier/booth/booths/exercise.html (UK) http://www.direct.gov.uk/en/HealthAndWellBeing/HealthyLiving/ (UK) http://www.bbc.co.uk/health/healthy_living/fitness/ (UK) http://www.nlm.nih.gov/medlineplus/exerciseandphysicalfitness.html (USA) http://www.kidshealth.org/kid/stay_healthy/fit/work_it_out.html (USA)</p>

Recommendations

Subjects that it is recommended to have taken before

Management and Administration of Occupational Therapy Services/653G01402

Subjects that are recommended to be taken simultaneously

Law, Bioethics and Occupational Therapy/653G01105



Subjects that continue the syllabus

Documentación, metodoloxía cuantitativa e cualitativa/653G01C03

Other comments

Green Campus Action Plan (2023-2025)

(*)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.