Information about the subject

Degree: Bachelor of Science Degree in Physiotherapy

Faculty: Faculty of Medicine and Health Sciences

Code: 241106 **Name:** English

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: MODULE 1: BASIC FORMATION

Subject Matter: Modern Language **Type:** Basic Formation

Field of knowledge: Health Sciences

Department: English

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

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Module organization

MODULE 1: BASIC FORMATION

Subject Matter	ECTS	Subject	ECTS	Year/semester
Anatomy	18,00	Anatomy I	6,00	1/1
		Anatomy II	6,00	1/2
		Cellular and Molecular Biology	6,00	1/1
Physiology	18,00	Biomechanics and Applied Physics	6,00	2/1
		Physiology I	6,00	1/2
		Physiology II	6,00	2/1
Applied psychosocial sciences	12,00	Anthropology	6,00	1/2
		Psychology	6,00	1/2
Statistics	6,00	Biostatistics	6,00	1/1
Modern Language	6,00	English	6,00	1/1

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   The student is able to use the English grammatical structures of an intermediate level in the Health Sciences.

R2   The student is able to read written texts in English related to physiotherapy and to understand them in a satisfactory way.

R3   The student is able to write documents in English, using mechanisms of coherence and cohesion at an intermediate level.

R4   The student is able to understand a conversation, radio program, etc. in English at an intermediate level related to physiotherapy topics and to answer information about the recording.

R5

    The student is able to transmit information and ideas orally on both abstract and concrete topics, making a minimum of errors that do not hinder the listener's understanding.

R6   The student is able to defend arguments and negotiate with peers until a conclusion is reached.

R7   The student is able to work as a team through oral or written exercises in which a final decision must be made.

R8   The student is able to have a multicultural vision by learning about other customs and cultures, for which English is the common communication tool.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			x	
CB2	Students know how to apply their knowledge to their work or vocation in a professional way and possess the skills usually demonstrated by developing and defending arguments and solving problems within their area of study.	x			
CB3	Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.	x			
CB4	Students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.	x			
CB5	Students develop those learning skills necessary to undertake further studies with a high degree of autonomy.	x			

SPECIFIC		Weighting			
		1	2	3	4
CE9	Students assimilate theories of communication and interpersonal skills.			x	
CE17	Students manage research and evaluation methodologies that allow the integration of theoretical perspectives and research experiences in the design and implementation of effective physiotherapy.		x		
CE18	Students resort to theories that support problem-solving capacity and clinical reasoning.		x		

		Weighting

CE39 Students incorporate scientific research and evidence-based practice as a professional culture This includes: Establishing lines of research in the field of the competences of the profession and disseminating them in the research group; participating in the research group of the environment; disseminating the research work and its conclusions in the scientific and professional community; establishing physiotherapy care protocols based on practice by scientific evidence; promoting all those professional activities that involve the dynamization of research in physiotherapy — **X**

CE47 Students maintain an attitude of learning and improvement. This includes expressing interest and acting in a constant search for information and professional improvement, committing to contribute to professional development in order to improve practice competence and maintain the status that corresponds to a qualified and regulated profession. — **X**

CE50 Students collaborate and cooperate with other professionals, enriching each other This includes: resolving most situations by establishing direct and assertive communication and seeking consensus; assisting other health professionals in professional practice; knowing interprofessional boundaries and employing appropriate referral procedures. — **X**

CE53 Express discretion, making appropriate use of the information available to him, preserving the dignity of the patient. — **X**

TRANSVERSAL			**Weighting**		
		1	**2**	**3**	**4**
CT1	Decision-making				X
CT2	Problem solving.			X	
CT3	Capacity for organization and planning.	X			
CT4	Analysis and synthesis capacity.	X			
CT5	Oral and written communication in the native language.	X			
CT6	Information management capacity.				X

CT7	Computer skills related to the field of study.			x
CT8	Knowledge of a foreign language.		x	
CT9	Ethical commitment.	x		
CT10	Teamwork.	x		
CT11	Interpersonal relationship skills.	x		
CT12	Work in an interdisciplinary team			x
CT13	Critical Reasoning			x
CT14	Work in an international context.		x	
CT15	Recognition of diversity and multiculturalism		x	
CT16	Motivation for quality		x	
CT17	Adaptation to new situations.		x	
CT18	Creativity		x	
CT19	Autonomous learning	x		
CT20	Initiative and entrepreneurship	x		
CT21	Leadership.		x	
CT22	Knowledge of other cultures and customs	x		
CT23	Sensitivity to environmental issues.	x		

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R5	20,00%	OPEN QUESTIONS: Written exam in which theoretical knowledge and the student's ability to relate, integrate and express it coherently in written language are evaluated. It allows the following generic or transversal skills to be assessed: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 5 Oral and written communication in the native language. 8 Knowledge of a foreign language. 2 Problem-solving 19 Autonomous learning.
R1, R2, R4	30,00%	TEST TYPE: Multiple choice test with one correct answer out of five possible ones. It allows the student to know in greater detail the contents acquired by him/her. It allows the following generic or transversal competences to be assessed: 2 Problem solving 1 Decision making 13 Critical thinking
R1, R4, R5	20,00%	ORAL TEST: Oral test in which the student answers the questions that the teacher asks, explaining verbally the knowledge acquired, allowing interaction with the teacher. It assesses the following generic or transversal competences: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 5 Oral and written communication in the native language. 8 Knowledge of a foreign language. 2 Problem solving 11 Interpersonal skills 19 Autonomous learning.

R1, R2, R3, R5, R7, R8	20,00%	WORKS: The student, individually or in a group, elaborates a revision or research topic and presents it, in writing, for the evaluation by the teacher. The following generic or transversal competences are valued: 4 Capacity for analysis and synthesis. 3 Capacity for organisation and planning. 7 Computer skills. 6 Information management skills. 10 Teamwork. 14 Working in an international context. 11 Interpersonal skills. 13 Critical thinking. 19 Autonomous learning. 18 Creativity. 21 Leadership. 20 Initiative and entrepreneurship. 16 Motivation for Quality. 70 Maintaining an attitude of learning and improvement. 72 Knowing one's own skills and limitations.
	10,00%	PRESENTATION: The student develops, through an oral presentation, supported or not by audiovisual means, a subject or work commissioned by the teacher. This is the method of evaluation of the Final Degree's Project. At the end of the presentation, the teacher or the audience can ask questions.
	0,00%	ATTENDANCE AND PARTICIPATION IN CLASS: The teacher evaluates the participation, involvement and progression of the student's acquisition of knowledge and skills during the theoretical and practical classes. It will not exceed 5% of the final grade.

Observations

N.B. *Tanto el porcentaje de la prueba oral (20%), como el de la exposición (10%) están asignados a sendas preparaciones de dos proyectos con sus presentaciones orales (Proyecto 1: 15% y Proyecto 2: 15%). Se considera que el instrumento de evaluación de los proyectos aglutina características asociadas tanto de la prueba oral como de la exposición.*

MENTION OF DISTINCTION:
According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Master class Problem solving Exposition of contents by the teacher. Explanation of knowledge and skills

M4   Personalized attention. Period of instruction and/or guidance by a tutor with the aim of analyzing with the student their work, activities and their evolution in learning the subjects.

M5   Set of tests carried out to know the degree of acquisition of knowledge and skills of the student.

M11   Oral presentation

M12   Group work: Group work sessions supervised by the teacher. Knowledge construction through student interaction and activity.

M16   Student's study: Individual preparation of readings, essays, problem solving, seminars.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1, M5, M11, M12, M16	R1, R2, R3, R4, R5, R6, R7, R8	30,00	1,20
Practice lessons M5, M11, M12	R1, R2, R3, R4, R5, R6, R7, R8	25,00	1,00
Office Hours M4	R5, R6	2,00	0,08
Assessment M5, M11	R1, R2, R3, R4, R5	3,00	0,12
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M16	R1, R2, R3, R4, R5, R7, R8	60,00	2,40
Group work M12	R1, R2, R3, R4, R5, R6, R7, R8	30,00	1,20
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents

ON-CAMPUS LEARNING CONTENT	INTRODUCTORY SESSION
	To check the level of the students
	  ·UNIDAD I.- DIAGNOSING
	  ·UNIDAD II.- TREATING A PATIENT
	  ·UNIDAD III.- DEALING WITH DIFFICULT CASES
	  ·UNIDAD IV.- PLANNING REHABILITATION AND LONG-TERM CARE
	  ·UNIDAD V.- REFERRING A PATIENT
	  ·READINGS, VOCABULARY & GRAMMAR
	  ·PROJECTS

INDEPENDENT STUDENT WORK	Reading and listening comprehension activities through the UCVnet online campus.

Temporary organization of learning:

Block of content	Number of sessions	Hours
ON-CAMPUS LEARNING CONTENT	15,00	30,00
INDEPENDENT STUDENT WORK	15,00	30,00

References

BASIC BIBLIOGRAPHY

1. Glendinning, E.H. &Holmström, B. English in Medicine. 8th ed. Cambridge: CUP; 2009.2. Glendinning, E.H. & Howard, R. Professional English in Use. Medicine. Cambridge: Cambridge University Press; 2010.3. Milner, M. English for Health Sciences. Thomson ELT; 2006.4. Hornakova, A. English for Physiotherapy. University of Presov, Slovakia; 2006.5. McCarthy, M.: English Vocabulary in Use (with answers). Cambridge: Cambridge University Press; 2010.6. Murphy, R. English Grammar in Use (with Answers). 3rd ed. Cambridge: Cambridge University Press; 2005

ADDITIONAL BIBLIOGRAPHY

7. Albertine, K. H. Anatomy Flash Cards. Revised Ed. University of Utah School of Medicine; 2008.8. Alcaraz Varo, E. Professional and Academic English. Madrid: Alianza Editorial; 2000.9. Chabner, D. The Language of Medicine. 6th Ed. Philadelphia: WB Saunders Company. Philadelphia; 2000.10. García Martínez, S. & A. Fagan. English for Personal Health. English Communication Course. La Laguna. G &F; 200311. McCarthy, M. & O'Dell, F. English Vocabulary in use, upper-intermediate. Sixth ed.). Cambridge: Cambridge University Press; 2003.12. Murphy, R. Essential Grammar in Use (with answers). Cambridge: Cambridge University Press; 2007.13. Resnick, M. English Vocabulary in Use Intermediate (Self-Study and classroom use). Cambridge: Cambridge University Press; 2011.14. Riley, D. and Greasby, L. Check Your Vocabulary for Medicine Teddington, UK: Peter; 2000

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

X	Microsoft Teams
	Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

X	Microsoft Teams
	Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: