



## 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		



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

### EVALUATION:

The evaluation is divided into two parts: Part A, which is worth 60% of the final grade, and Part B, which is worth 40%. The student must pass both parts separately to pass the subject

#### **Block A: Tasks throughout the course**

- Written tasks with open questions (10%)
- Grammar tests (20%)
- Listening and reading exercises in class (10%)
- A presentation in front of the class on a topic related to physiotherapy and a written summary of the presentation (10%)
- A video of a simulation/role-play of a given scene (10%)





## Block B: Final written exam

· The final exam includes open-ended questions, multiple-choice questions, a listening test, and a task to evaluate reading comprehension. (40%)

## Single Assessment

Students who choose this option, as well as those whose absences exceed 20% of the total sessions, will be required to undertake the single assessment modality. This will consist of a final examination in which all course content and learning outcomes will be assessed in an integrated manner.

## Use of Artificial Intelligence (AI):

Students **may** use AI to:

- Resolve doubts about tasks- Assist learning (alternative explanations or self-assessment exercises)- Search for alternative resources and references for study

Students **may not** use AI to:

- Record or transcribe, in whole or in part, any activity carried out in the classroom in order to obtain summaries or notes made by AI- Generate text for inclusion in assessed tasks- Present work generated by AI as their own- Provide AI with statements, exercises or assessment tests to obtain automatic answers- Revise and improve the written expression of texts that students have written themselves

Citation and acknowledgment criteria:

- In any assessed tasks, students must indicate where AI has been used, which type of AI was used and what it was used for (such as, consulting information sources, style analysis, expansion of knowledge, etc.)



## MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## 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
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
ON-CAMPUS LEARNING CONTENT	<p>INTRODUCTORY SESSION To check the level of the students</p> <ul style="list-style-type: none"><li>·UNIDAD I.- DIAGNOSING</li><li>·UNIDAD II.- COMUNICATE ABOUT TREATMENT</li><li>·UNIDAD III.- DEALING WITH DIFFICULT CASES</li><li>·UNIDAD IV.- PLANNING REHABILITATION AND LONG-TERM CARE</li><li>·UNIDAD V.- REFERRING A PATIENT</li><li>·UNIDAD VI - NEW TECHNOLOGY IN PHYSIOTHERAPY</li></ul> <p>·READINGS, VOCABULARY &amp; GRAMMAR</p> <p>·PROJECTS</p>
INDEPENDENT STUDENT WORK	Reading and listening comprehension activities, project and task preparation

### 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

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5. McCarthy, M.: English Vocabulary in Use (with answers). Cambridge: Cambridge University Press; 2010.
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### ADDITIONAL BIBLIOGRAPHY

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10. García Martínez, S. & A. Fagan. English for Personal Health. English Communication Course. La Laguna. G & F; 2003.
11. 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.
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