



Information about the subject

Degree: Bachelor of Science Degree in Dentistry

Faculty: Faculty of Medicine and Health Sciences

Code: 481202 **Name:** Modern Language: English

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Module 1: Basic biomedical sciences relevant to dentistry

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 biomedical sciences relevant to dentistry

Subject Matter	ECTS	Subject	ECTS	Year/semester
HUMAN ANATOMY	12,00	Embryology and General Anatomy I	6,00	1/1
		General Anatomy II and Oral Anatomy	6,00	1/2
Biology	18,00	Biology	6,00	1/1
		Histology	6,00	1/2
		Microbiology	6,00	1/2
Physiology	6,00	Human and Oral Physiology	6,00	1/2
Biochemistry	6,00	Biochemistry	6,00	1/1
MODERN LANGUAGE	12,00	Modern Language: English	6,00	2/2
		Modern language: Spanish	6,00	2/2

Recommended knowledge

There is not any established requisite, but grammatical and oral knowledge is required in English language at a B2 level



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 Asks about the body: describe problems and talk about symptoms in English.
- R2 Writes a report/reference letter in English.
- R3 Gives instructions in English.
- R4 Writes a medical history in English.
- R5 Explains treatment in English.
- R6 Present medical data in English.
- R7 Understands the main points of a scientific article in English and understand its logical structure.



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	Know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.			X	
CB3	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 should be able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.			X	

GENERAL		Weighting			
		1	2	3	4
CG10	FWork in a multidisciplinary team			X	
CG1	I aCapacity for analysis and synthesis			X	
CG11	FWork in an international context				X
CG2	I bOrganizational and planning skills			X	
CG3	I cOral and written communication in the native language				X
CG13	FRecognition of diversity and multiculturalism				X



CG4 I dKnowledge of a foreign language				X
CG14 FCritical Reasoning			X	
CG15 FEthical commitment			X	
CG6 I fInformation management capacity				X
CG7 I gProblem solving			X	
CG8 I hDecision making			X	
CG9 P iTeamwork				X

SPECIFIC	Weighting			
	1	2	3	4
CE A 1 Know the essential elements of the dental profession, including ethical principles and legal responsibilities.			X	
CE A 2 Understand the importance of such principles for the benefit of the patient, society and the profession, with special attention to professional secrecy.			X	
CE A 3 Identify the patient's concerns and expectations, as well as to communicate effectively and clearly, both orally and in writing, with patients, relatives, the media and other professionals.				X
CE A 4 Understand and recognize the social and psychological aspects relevant to the treatment of patients.			X	
CE A 5 Know how to apply the principles of anxiety and stress management to oneself, to patients and to other members of the dental team.			X	
CE A 6 Understand the importance of developing a professional practice with respect to patient autonomy, beliefs and culture.		X		
CE A 7 Promote autonomous learning of new knowledge and techniques, as well as motivation for quality.				X
CE A 8 Know how to share information with other health professionals and to work as a team.				X



CE A 9 Understand the importance of maintaining and using records with patient information for subsequent analysis, preserving the confidentiality of the data.	x		
CE A 10 Know and identify the psychological and physical problems derived from gender violence in order to train students in the prevention, early detection, assistance, and rehabilitation of the victims of this form of violence.	x		
CE B 11 Understand the basic biomedical sciences on which dentistry is based to ensure proper oral care.		x	
CE B 12 Understand and recognize the normal structure and function of the stomatognathic system, at the molecular, cellular, tissue and organic level, in the different stages of life.	x		
CE B 13 Understand and recognize the science of biomaterials essential for dental practice as well as the immediate management of possible allergies to them.	x		
CE B 14 Know about general disease processes, including infection, inflammation, immune system disorders, degeneration, neoplasm, metabolic disorders and genetic disorders.		x	
CE B 15 Be familiar with the general pathological features of diseases and disorders affecting organ systems, specifically those with oral impact.	x		
CE B 16 Understand the fundamentals of action, indications and efficacy of drugs and other therapeutic interventions, knowing their contraindications, interactions, systemic effects and interactions on other organs, based on available scientific evidence.	x		
CE B 17 Understand and recognize the principles of ergonomics and safety at work (including control of cross-infection, radiation protection and occupational and biological diseases).	x		
CE B 18 Know, critically evaluate and know how to use clinical and biomedical information sources to obtain, organize, interpret and communicate scientific and health information.		x	
CE B 19 Know the scientific method and have the critical capacity to value the established knowledge and the new information. Be able to formulate hypotheses, collect and critically evaluate information for the resolution of problems, following the scientific method.		x	



TRANSVERSAL	Weighting			
	1	2	3	4
1. a. Analysis and synthesis skills			X	
1. b. Organizational and planning capacity			X	
1. c. Oral and written communication in the native language.				X
1. d. Knowledge of a foreign language				X
1. e. Computer skills			X	
1. f. Information management capacity				X
1. g. Problem solving			X	
1. h. Decision making			X	
2. i. Teamwork				X
2. j. Multidisciplinary teamwork			X	
2. k. Work in an international context				X
2. l. Interpersonal skills				X
2. m. Recognition of diversity and multiculturalism				X
2. n. Critical Reasoning			X	
2. o. Ethical commitment			X	
3. p. Autonomous learning				X
3. q. Adaptation to new situations				X
3. r. Creativity				X



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3. s.	Leadership		x	
3. t.	Knowledge of other cultures and customs			x
3. u.	Initiative and entrepreneurship		x	
3. v.	Motivation for quality		x	
3. w.	Sensitivity to environmental and socio-health issues		x	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	OPEN QUESTIONS: Written test 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 competences to be assessed: a Capacity for analysis and synthesis. b Capacity for organisation and planning. c Oral and written communication in the native language. d Knowledge of a foreign language. g Problem-solving. e. Autonomous learning
R1, R3	25,00%	ORAL TEST: Oral test in which the student answers the questions that the teacher asks him/her, explaining verbally the knowledge acquired, allowing interaction with the teacher. It assesses the following generic or transversal competences: a Capacity for analysis and synthesis. b Capacity for organisation and planning. c Oral and written communication in the native language. d Knowledge of a foreign language. g Problem-solving. e Skills in interpersonal relations. p Autonomous learning.
R1, R3, R4	10,00%	WORKS: The student, individually or in a group, prepares a review or research topic and presents it, in writing, for evaluation by the teacher. The following generic or transversal competences are valued: a Capacity for analysis and synthesis. b Capacity for organisation and planning. e IT Knowledge. f Information management capacity. i Teamwork. k Working in an international context. e Skills in interpersonal relations. n Critical reasoning. p Autonomous learning. r Creativity. s Leadership. u Initiative and entrepreneurial spirit. v Motivation for quality.



R1, R2, R3, R4

5,00%

PARTICIPATION IN CLASS: The teacher evaluates the participation, involvement and progression of the student's knowledge and skills acquisition during the theoretical and practical classes. It will not exceed 5% of the final grade. The teacher will assess the following generic or transversal skills: g Problem solving. h Decision making. i Teamwork. e Interpersonal relationship skills. q Adaptation to new situations. r Creativity. s Leadership. u Initiative and entrepreneurial spirit. v Motivation for quality.

Observations

1. Mandatory to obtain 50% in the written test in order to pass the course, and only obtaining 50% every part of the evaluation will be added.
2. Mandatory to obtain 50% in the oral expositions in order to pass the course, and only obtaining 50% every part of the evaluation will be added.
3. Mandatory to obtain 50% in the written work in order to pass the course, and only obtaining 50% every part of the evaluation will be added.
4. A 5% is obtained for the participation and attendance in the classroom, and this 5 % is lost with 3 absences without any justification
5. NO GRADE IS KEPT FOR THE FOLLOWING ACADEMIC YEAR

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, presentation of content by the teacher and explanation of knowledge and skills. |
| M2 | Group work: group work sessions supervised by the teacher. Construction of knowledge through student interaction and activity. |



- M3 Bibliographical review and practice reports.
- M4 Group work of search, discussion and filtering of information about the subjects of the degree.
- M5 Seminars, supervised monographic classes with shared participation.
- M6 Student study: personal preparation of readings, essays, problem solving, seminars.
- M7 Laboratory practices (anatomical models).
- M8 Problem solving and case studies. Social action activities.
- M9 Personalized attention. Period of instruction and/or orientation carried out by a tutor with the aim of analyzing with the student their work, activities and their evolution in the learning of the subjects.
- M10 Problem solving and case studies. Written works. Online activity on the e-learning platform. Personal study. Search of information and documentation.
- M11 Discussion and problem solving.
- M12 Presential practical classes: the student will attend different health centres and hospitals, where he/she will collaborate in the usual activity of the centres.
- M13 Tutorials: the student will receive personalized attention, when requested, from each teacher and his/her end-of-grade work tutor.
- M14 Oral presentation of work by the student.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
PRACTICE LESSONS M2, M3, M4	R1, R2, R3, R4	6,20	0,25
THEORETICAL LESSONS M1, M2, M4	R1, R2, R3, R4	47,00	1,88
SEMINAR M2, M4	R1, R3, R4	6,20	0,25
OFFICE HOURS M2	R1, R3	0,30	0,01
EVALUATION M1, M2, M4	R1, R2, R3, R4	0,30	0,01
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
AUTONOMOUS WORK M3, M4	R1, R2, R3, R4	62,50	2,50
GROUP WORK M2, M3, M4	R1, R3, R4	27,50	1,10
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block

Contents



THEORETICAL CONTENT

The basic objective in this course is to bring students to a level where they can use their English for international communication in the fields of Health Science. Therefore, the material for this course is divided into two parts. The first part deals with English from a general Health Science perspective, and the second applies these principles to specific dental context.

The first part is divided into five units, each one with six sub-sections through which students will acquire communicative competency in the four linguistic abilities in the Health Sciences to be applied in Dentistry. Each lesson within the five units is designed to present, develop, and practice a particular job-related skill.

Through specific readings in the health Science context, students will be exposed to real life situations through these readings that will enable them to use the language in meaningful ways. The integrated skills approach will help develop the student's self-confidence to succeed in professional and social encounters within an English-speaking global community.

The four skills of listening, speaking, writing, and reading will be addressed throughout the course in professional health contexts through the materials provided and in practical sessions which will form the second part of each session. Students will be motivated by the opportunity to practice and develop their English language skills in the following job-related situations, which comprises the general health sciences core of this course:

Unit 1 - **Diagnosing**: Putting a patient at ease with small talk, taking a medical history, asking open-ended questions, presenting a case, and explaining medical examinations and procedures to a patient. Unit 2 - **Treating a patient**: Giving advice, explaining a case to a relative, explaining causes and treatments, giving instructions, and calming people down. Unit 3 - **Dealing with difficult cases**: Describing and identifying causes of pain, being supportive, presenting a case in lay as well as medical terms, and breaking bad news. Unit 4 - **Planning rehabilitation and long-term care**: Examining a nonverbal patient, communicating with the next-of-kin, explaining test results to patient and relatives, explaining the characteristics of long-term care, and giving instructions for physical



therapy. Unit 5 - **Referring a patient:** Calling in a specialist, referring a patient to another doctor for tests and/or treatment, and giving postoperative advice.

CONTENT IN THE ORAL EXPOSITIONS

1. STRUCTURE OF AN ACADEMIC PROJECT IN THE HEALTH SCIENCES
2. LINKERS & CONNECTORS IN THE SCIENTIFIC ENGLISH
3. TOPICS IN RESEARCH PROJECTS IN DENTISTRY
4. WEBPAGES IN THE DENTAL CONTEXT
5. ONLINE DICTIONARIES IN THE HEALTH SCIENCES
6. SPECIALTIES IN DENTISTRY

WRITTEN WORK CONTENT

WORK IN RESEARCH PROJECTS
ENGLISH REFERENCES VANCOUVER

Temporary organization of learning:

Block of content	Number of sessions	Hours
THEORETICAL CONTENT	22,00	44,00
CONTENT IN THE ORAL EXPOSITIONS	6,00	12,00
WRITTEN WORK CONTENT	2,00	4,00



References

Basic Bibliography

Glendinning, E.H. & Holmström, B. **English in Medicine**. 8th ed. Cambridge: CUP; 2009. Glendinning, E.H. & Howard, R. **Professional English in Use. Medicine**. 4th. Ed. Cambridge: Cambridge University Press; 2010. Milner, M. **English for Health Sciences**. Thomson ELT; 2006. McCarthy, M.: **English Vocabulary in Use** (with answers). Cambridge: Cambridge University Press; 2010. Murphy, R. **English Grammar in Use** (with Answers). 3rd ed. Cambridge: Cambridge University Press; 2005.
Peter A. Mossey; Gareth J. Holsgrove; David R. Stirrups; Elizabeth S. (editors) **Essential skills for Dentist**. Davenport. Oxford University Press. 2011.
Booklet Scientific English for Dentistry, Ph.D. Beatriz Ródenas Tolosa. Photocopy Center UCV.

Complementary bibliography:

Albertine, K. H. **Anatomy Flash Cards**. Revised Ed. University of Utah School of Medicine; 2008. Alcaraz Varo, E. **Professional and Academic English**. Madrid: Alianza Editorial; 2000. Chabner, D. **The Language of Medicine**. 6th Ed. Philadelphia: WB Saunders Company. Philadelphia; 2000. García Martínez, S. & A. Fagan. **English for Personal Health. English Communication Course**. La Laguna. G & F; 2003. McCarthy, M. & O'Dell, F. **English Vocabulary in use**, upper-intermediate. Sixth ed. Cambridge: Cambridge University Press; 2003. Murphy, R. **Essential Grammar in Use** (with answers). Cambridge: Cambridge University Press; 2007. Resnick, M. **English Vocabulary in Use Intermediate** (Self-Study and classroom use). Cambridge: Cambridge University Press; 2011. Riley, D. and Greasby, L. **Check Your Vocabulary for Medicine** Teddington, UK: Peter; 2000.

Online Resources:

- Medical Merriam-Webster's Dictionary (monolingüe en inglés) <http://www2.merriam-webster.com/cgi-bin/mwmedsamp?book=Medical&va=sample>
- Merriam-Webster's Dictionary (monolingüe en inglés) <http://www.merriam-webster.com/>
- Wordreference (multilingüe) <http://www.wordreference.com/es/>
- Medical dictionary online (monolingüe en inglés) <http://www.online-medical-dictionary.org/>
- Compilaciones de diccionarios (monolingües y bilingües) <http://www.saberingles.com.ar/dictionaries.html> <http://www.intermedicina.com/Servicios/DiccionariosMedicos.htm>
- Enciclopedia médica en inglés: Medline Plus <http://www.nlm.nih.gov/medlineplus/encyclopedia.html>
- Medicinet.com (diccionario médico en inglés para no especialistas en medicina) <http://www.medterms.com/script/main/hp.asp>



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Course guide

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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:

☒ 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:

☒ 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:

☐

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
PRUEBA ESCRITA	60%	LA PRUEBA ESCRITA SE CONVIERTE EN PRUEBA ORAL CON EL 60%	MICROSOFT TEAMS: OBLIGATORIEDAD DE CÁMARA Y AUDIO

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

Comments to the Assessment System:

We will carry out this modification in case we can't do a face to face test