



Information about the subject

Degree: Bachelor of Science Degree in Podiatry

Faculty: Faculty of Medicine and Health Sciences

Code: 471202 **Name:** English

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

Module: BASIC TRAINING

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:

Lecturer/-s:



Module organization

BASIC TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
ANATOMY	12,00	Anatomy	6,00	1/1
		Anatomy of the Lower Extremity	6,00	1/2
BIOLOGY	12,00	Cellular and Tissular Biology	6,00	1/1
		Microbiology	6,00	1/2
PHARMACOLOGY	6,00	Pharmacology	6,00	2/1
MODERN LANGUAGE	6,00	English	6,00	2/2
STATISTICS	6,00	Biostatistics	6,00	1/1
PSYCHOLOGY	6,00	Psychology	6,00	1/2
PHYSIOLOGY	6,00	Physiology	6,00	1/1
BIOCHEMICALS	6,00	Biophysics and Biochemistry	6,00	1/1
ANTHROPOLOGY	6,00	Anthropology	6,00	1/2

Recommended knowledge

It is recommendable to have at least an intermediate level (B1/B2)



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 grammar structures at an intermediate level.
- R2 The student is able to read written texts in English related to podology and to understand them in a satisfactory way.
- R3 The student will be 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 podiatry 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
CB4	Students convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X

GENERAL		Weighting			
		1	2	3	4
CG9	Students critically assess the terminology, clinical trials and methodology used in podology-related research.				X

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Analytical capabilities				X
CT4	Knowledge of a foreign language				X
CT6	Information management capacity				X
CT9	Teamwork		X		
CT11	Working in an international context				X
CT12	Interpersonal skills			X	
CT14	Critical Reasoning		X		
CT16	Autonomous learning				X
CT17	Adaptation to new situations			X	



CT20 Knowledge of other cultures and customs

x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	30,00%	Open questions
R2, R3	30,00%	Tests
R1, R5	20,00%	Oral exam
R1, R3, R5	20,00%	Oral presentation

Observations

The final exam of the subject (scheduled according to the Faculty calendar) will constitute 60% of the mark and it can include both open questions and multiple choice questions.
A minimum mark of 5 in all parts (in-class block) is needed in order to pass the subject.

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 Theoretical classes (TC). Training activity preferably oriented to the acquisition of knowledge skills. It is characterised by the fact that students are spoken to. Also called master class or expository class, it refers to the oral exposition made by the teacher, (with the support of a blackboard, computer and cannon for the exposition of texts, graphics, etc.).
- M2 Seminars (S). Training activity preferably oriented to obtain knowledge application and research competences. Knowledge is built through interaction and activity. Consisting of supervised monographic sessions with shared participation (Teachers, students, experts). The size of the group is variable, from a large group to small groups, no less than 6 students for interaction. The evaluation will be made by means of follow-up records by the teacher. Participation and development of problem-solving skills should be taken into account.
- M4 Classroom practice (CPA). Training activity of work in groups that is developed in the classroom. It includes work with documents (e.g.: work with articles or documents, clinical case studies, diagnostic analyses, etc). The size of the group is variable, in a range of 10-20 students.
- M5 Computer Practice (CPI). Training activity of work in groups that is developed in the Computer Classroom where the learning is developed using the computer as a support. It includes the work with computer models, specific software, web queries, etc. The size of the group is variable, in a range of 10-20 students.
- M7 Tutorials (T). Set of activities carried out by the teacher with personalised attention to the student or in small groups with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. The aim is to ensure that education is truly a comprehensive training of the student and is not reduced to a transfer of information. It is, therefore, a personalized relationship of help in which the teacher-tutor attends, facilitates and guides one or more students in the formative process.
- M8 Evaluation (Ev). It is the set of processes that try to evaluate the learning results obtained by the students and expressed in terms of acquired knowledge, capacities, developed skills or abilities and manifested attitudes. It covers a wide range of activities that can be developed for students to demonstrate their training (e.g. written, oral and practical tests, projects or assignments,). It also includes Official Calls.



M10 Estudio del alumno: Preparación individual de lecturas, ensayos, resolución de problemas, seminarios

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R2, R4, R5	20,00	0,80
Seminar M2	R1, R2, R3, R5	3,00	0,12
Practice lessons M4	R1, R2, R3, R4, R5, R6, R7, R8	30,00	1,20
Office Hours M7	R1, R4, R5	5,00	0,20
Evaluation M8	R1, R2, R3, R4, R5, R6	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M10	R1, R2, R3, R4, R5	70,00	2,80
Group work M10	R1, R2, R3, R4, R5, R6, R7, R8	20,00	0,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIDAD 0. Subject and materials presentation	To explain the course guide of the subject and methodology of the subject.
UNIDAD I.- 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.
UNIDAD II.- TREATING A PATIENT	Giving advice, explaining a case to a relative, explaining causes and treatments, giving instructions, and calming people down.
UNIDAD III.- 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.
UNIDAD IV.- PLANNING REHABILITATION AND LONG-TERM CARE	TExamining 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 podiatry.
UNIDAD V.- REFERRING A PATIENT	Calling in a specialist, referring a patient to another doctor for tests and/or treatment and giving postoperative advice.
UNIDAD VI. - READINGS VOCAB.& GRAMMAR. PROJECTS	Extra reading, grammar and vocabulary practice. Project preparation and presentations.
UNIDAD VII.- REVIEW AND EXTRA EXERCISES	Extra reading, grammar and vocabulary practice.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIDAD 0. Subject and materials presentation	2,00	4,00
UNIDAD I.- DIAGNOSING	7,00	14,00
UNIDAD II.- TREATING A PATIENT	5,00	10,00
UNIDAD III.- DEALING WITH DIFFICULT CASES	6,00	12,00
UNIDAD IV.- PLANNING REHABILITATION AND LONG-TERM CARE	5,00	10,00
UNIDAD V.- REFERRING A PATIENT	1,00	2,00
UNIDAD VI. - READINGS VOCAB.& GRAMMAR. PROJECTS	3,00	6,00
UNIDAD VII.- REVIEW AND EXTRA EXERCISES	1,00	2,00



References

Course resources:

- Dossier provided by the teacher at the beginning of the course .

General English:

- Murphy, R. (2019): English Grammar in Use. Fifth Edition. With Answers. Cambridge University Press. Reino Unido. ISBN: 978-1-108-45765-1
- Online dictionary: www.wordreference.com

Specific English.:

- Anderson, K. (2004): Study Speaking: a course in spoken English for academic purposes. Cambridge University Press. Reino Unido. ISBN: 0-521-53396-1
- Banks, A.S. (editor) (2004): McGlamry's forefoot surgery. Philadelphia. Lippincott Williams&Wilkins.
- Blattes, S. (2013): Minimum Competence in Scientific English. EDP Sciences. France. ISBN: 978-2-7598-0808-3
- Day, R.A & Gastel, B. (2016): How to write and publish a scientific paper. 8th Edition. Greenwood. EEUU. ISBN (paperback): 978-1-4408-4280-1
- Day, R.A. (2011): Scientific English: a guide for scientists and other professionals. Greenwood. Santa Barbara, California. ISBN: 978-0-313-39194-1
- De Chazal, E. (2014): English For Academic Purposes. Oxford University Press.
- DiMaggio, J.A.& Vernon, W. (2011): Forensic podiatry: Principles and methods. New York. Springer
- Easly, M.E. (editor) (2011): Operative techniques in foot and ankle surgery. Philadelphia. Wolters Kluwer.
- Evans, A.M. (2010): The pocket podiatry guide. Paediatrics. Edinburgh. Churchill Livingstone.
- Frowen, P. (editor) (2010): Neale's disorders of the foot. London. Churchill Livingstone.
- Ingenix (2009): Coding companion for podiatry : a comprehensive illustrated guide to coding and reimbursement, Ingenix. ISBN-10: 1601514360 ISBN-13: 978-1601514363
- Malay, S. (editor) (2008): The P.I. Manual: A handbook of podiatric medicine and surgery. Georgia. The Podiatry Institute.
- Mooney, J. (2009): Illustrated dictionary of podiatry and foot science. Edinburgh. Churchill Livingstone.
- Nicol, A.A.M. (2010): Presenting your Findings: a practical guide for creating tables. American Psychological Association. Washington, DC.
- Tang, R. (2012): Academic Writing in a Second or Foreign Language. Bloomsbury Publishing.
- Thomson, T. (2002): Assisting at podiatric surgery: a guide for podiatric surgical students and podiatric theatre assistants. Edinburgh. Churchill Livingstone.
- Thomas J. Chan (editor) (2005): The foot and ankle. Philadelphia (USA). Lippincott Williams &



Wilkins.

- Turabian, K.L. (2018): A Manual for Writers of Research Papers, Theses and Dissertations. Ninth Edition. The University of Chicago Press. ISBN-13: 978-0-226-43057-7 (paper). DOI: <https://doi.org/10.7208/chicago/9780226430607.001.0001>
- Watkins, J. (2009): Functional Anatomy. Edinburgh. Churchill Livingstone.
- Wolman, R. (2005): Sports Injuries. London. Primal Pictures.

JOURNALS

Journal of the American Podiatric Medical Association (APMA)
The Foot. The International Journal of Clinical Foot Science
The Journal of Foot & Ankle Surgery

APA RULES

- <https://normasapa.com/>
- <https://apastyle.apa.org/manual/index>



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

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

Comments to the Assessment System: