



## Information about the subject

**Degree:** Bachelor of Science Degree in Occupational Therapy

**Faculty:** Faculty of Psychology

**Code:** 1121105 **Name:** Scientific English

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

**Module:** RESEARCH FUNDAMENTALS AND METHODOLOGY

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

**Field of knowledge:** Arts and Humanities

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** English

**Lecturer/-s:**

1121 Gracia Prats Arolas (**Responsible Lecturer**)

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## Module organization

### RESEARCH FUNDAMENTALS AND METHODOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
Research Methods, Design and Techniques	6,00	Research Methodology	6,00	3/1
Modern Language	6,00	Scientific English	6,00	1/1

## Recommended knowledge

IT IS RECOMMENDABLE TO HAVE AN INTERMEDIATE LEVEL OF ENGLISH (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 To be able to use grammatical structures in English at an intermediate level (B1/B2).
- R2 To be able to understand oral and written texts in English related to issues in a satisfactory manner.
- R3 The student will be able to communicate information and ideas on specific issues orally, making minimal errors that do not prevent the recipient from understanding the general meaning of the speech.



## 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):

GENERAL		Weighting			
		1	2	3	4
CG5	To know, value critically and use the sources of information in order to obtain, organise, interpret and communicate the scientific, sanitary, socio-sanitary and information, preserving the confidentiality of the data.			X	
CG24	To transmit written and/or oral information to a specialised audience as well as a non-specialised one.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	50,00%	Written tests: Summative and final theoretical-practical test (open questions, objective test questions, truncated test, etc.) Preparation of field work memoranda, practical case solutions, single cases.
R1, R2, R3	30,00%	Presentation of group and individual works.
R1, R2, R3	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

Final written test: 60% It will consist of a reading comprehension exercise (an extract from a scientific article). Passing this test is indispensable for the other percentages to be taken into account in the calculation of the mean. Monitoring of active participation, individual and/or group presentations, reading comprehension exercises: 30%. Final oral test, individual. 10% (The student will present a theoretical question, a medical history or a scientific article).

## Learning activities

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

M1	ON-CAMPUS CLASS
M2	PRACTICAL CLASSES
M3	SEMINAR



M4 GROUP PRESENTATION OF PAPERS

M5 OFFICE ASSISTANCE

M6 ASSESSMENT

M7 GROUP WORK

M8 INDEPENDENT WORK



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS: Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R2	29,00	1,16
PRACTICAL CLASSES: Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R1, R2, R3	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R1, R2, R3	7,50	0,30
OFFICE ASSISTANCE: Personalized and small group attention. Period of instruction and /or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc. M5	R1, R2, R3	3,00	0,12
ASSESSMENT: Set of oral and/or written tests used in initial, formative or additive assessment of the student M6	R1, R2, R3	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK:</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M7	R1, R2, R3	40,00	1,60
<b>INDEPENDENT WORK:</b> Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M8	R1, R2, R3	50,00	2,00
<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
Unit 1 What is Occupational therapy?	<p>Definition of occupational therapy. Concept of "occupation" and ADLs.</p> <p>Differences with physiotherapy and the uniqueness of this discipline.</p> <p>Introduction to websites of reference: AOTA.</p> <p>Introduction to bibliographic search.</p> <p>Initiation to the scientific article as textual genre. Types, structure.</p> <p>Introduction to APA guidelines.</p> <p>Reading comprehension exercises: textual analysis and comprehensive reading of a scientific article.</p> <p>Listening skills exercises.</p>
Unit 2 Spina Bifida	<p>Theoretical introduction. Concepts and key vocabulary.</p> <p>Group documentation work. And oral presentation at an informative level to a non-specialist public.</p> <p>Textual analysis and reading comprehension of a scientific article.</p> <p>Initiation to 'medical history'. Case presentation workshop.</p> <p>Screening of documentary. Listening comprehension exercise.</p>
Unit 3 Multiple Sclerosis	<p>Theoretical introduction. Concepts and key vocabulary.</p> <p>Introduction to the writing of 'abstracts'. Types, structure, textual, linguistic and lexical characteristics.</p> <p>Textual analysis and reading comprehension of a scientific article.</p> <p>Listening skills exercises.</p>





## Unit 4 Paralysis

Theoretical introduction. Concepts and key vocabulary.  
Initiation to the writing of a scientific article. Basic management of APA guidelines.  
Textual analysis and reading comprehension of a scientific article.  
Screening of documentary. Oral presentation.

## Unit 5 Amputation and prosthetics

Theoretical introduction. Concepts and key vocabulary.  
Textual analysis and reading comprehension of a scientific article.  
Case study workshop: individual or group presentation.  
Listening comprehension exercises.

## Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1 What is Occupational therapy?	8,00	16,00
Unit 2 Spina Bifida	5,00	10,00
Unit 3 Multiple Sclerosis	5,00	10,00
Unit 4 Paralysis	5,00	10,00
Unit 5 Amputation and prosthetics	7,00	14,00



## References

### General English:

- Murphy, R. (2019): English Grammar in Use. Fifth Edition. With Answers. Cambridge University Press. Reino Unido. ISBN: 978-1-108-45765-1
- Diccionario digital: [www.wordreference.com](http://www.wordreference.com)

### Scientific English:

- Anderson, C. (2005): Speech and Language therapy: issues in professional practice. Whurr Publishers. London. ISBN: 1-86156-461-9
- Anderson, K. (2004): Study Speaking: a course in spoken English for academic purposes. Cambridge University Press. Reino Unido. ISBN: 0-521-53396-1
- 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.
- Hilgard, E.R. (1975): Introduction to Psychology. Oxford. EEUU.
- Nicol, A.A.M. (2010): Presenting your Findings: a practical guide for creating tables. American Psychological Association. Washington, DC.
- Reed, K.L. (2001): Quick Reference to Occupational Therapy. Pro-Ed. EEUU. ISBN: 0-944480-80-2
- Short, J. (2012): English for Psychology in Higher Education Studies. Course Book. Garnet Education. ISBN: ISBN-10: 1859644465 ISBN-13: 978-1859644461
- Tang, R. (2012): Academic Writing in a Second or Foreign Language. Bloomsbury Publishing.
- Turabian, K.L. (2018): A Manual for Writers of Research Papers, These ad 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>

### JOURNALS

#### For Speech Therapy

- American Journal of Speech-Language Pathology: A Journal of Clinical Practice. Editorial: American Speech-Language-hearing Association. EEUU
- Journal of Speech, language and hearing research. Editorial: American Speech-Language-hearing Association. Barcelona.

#### For Occupational Therapy

- Australian Occupational Therapy Journal. Editorial: Wiley-Blackwell. Sydney (Australia).
- Canadian Journal of Occupational Therapy. Editorial: Canadian Association of Occupational Therapists. Ottawa (Canada).



· The British Journal of Occupational Therapy. Editorial: The College of Occupational Therapists. London.

Websites:

- Psychology: [www.apa.org](http://www.apa.org)
- Occupational therapy: [www.aota.org](http://www.aota.org)
- Speech Therapy: [www.asha.org](http://www.asha.org)

APA GUIDELINES

- <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: