

## 1. BASIC INFORMATION

<b>Course</b>	Idioma Moderno
<b>Degree program</b>	Enfermería, Fisioterapia, Odontología, Psicología
<b>School</b>	Ciencias de la Salud
<b>Year</b>	First/Second
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language(s)</b>	English
<b>Delivery mode</b>	On campus
<b>Semester</b>	2
<b>Academic year</b>	20/21
<b>Coordinating professor</b>	Begoña Barrado <a href="mailto:begona.barrado@universidadeuropea.es">begona.barrado@universidadeuropea.es</a>  Carmen Pascual Bajo <a href="mailto:carmen.pascual@universidadeuropea.es">carmen.pascual@universidadeuropea.es</a>  Lancelot Ambrose Pedlar <a href="mailto:lancelotambrose.pedlar@universidadeuropea.es">lancelotambrose.pedlar@universidadeuropea.es</a>

## 2. PRESENTATION

This course focuses on the acquisition of communicative competence in English for Specific Academic Purposes. Therefore, the discursive, grammatical, sociolinguistic and strategic sub-competences will be worked on with an action-oriented approach based on a notional-functional learning system in the specific field of study of the student's degree programme. From the perspective of the Common European Framework of Reference for Languages, and the descriptors of the level of independent user (B2), the sessions will be organized around improving the student's reading and writing skills and oral comprehension and expression. In order to develop these skills and contribute to an overall improvement in communication abilities, emphasis is placed on understanding a solid grammatical and lexical base.

## 3. COMPETENCIES AND LEARNING OUTCOMES

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

**General competencies:**

- CG3 - Ability to identify patient concerns and expectations and communicate effectively and clearly, both orally and in writing, with patients, family members, the media and other professionals.
- CG4 - Understanding and recognizing social and psychological issues relevant to the treatment of patients.
- CG6 - Understand the importance of developing a professional practice that respects patient autonomy, beliefs and culture.
- CG11 - Ability to understand the basic health sciences.
- CG18 - Knowledge to critically evaluate and know how to use clinical and medical information sources to obtain, organize, interpret and communicate scientific and health information.
- CG19 - Knowledge of the scientific method and critical capacity to value established knowledge and new information. Be able to formulate hypotheses, collect and critically evaluate information for problem solving, following the scientific method.

**Basic competencies:**

- CB1 - Students have demonstrated possession and understanding of knowledge 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
- CB4 - That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences
- CB5 - Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.

**Transversal competencies:**

- CT1 - Responsibility: That the student is able to assume the consequences of the actions he or she carries out and be responsible for his or her own actions.
- CT2: Self-confidence: The student is capable of acting with confidence and with sufficient motivation to achieve their objectives.
- CT3: Awareness of ethical values: The student's ability to feel, judge, argue and act according to moral values in a coherent, persistent and autonomous way.
- CT6 - Flexibility: The student is able to adapt and work in different and varied situations and with diverse people. It involves valuing and understanding different positions, adapting their own approach as the situation requires.
- CT9 - Planning: The student is able to effectively determine his/her goals and priorities by defining the optimal actions, deadlines, and resources required to achieve these goals.
- CT10 - Innovation-Creativity: The student is capable of devising new and different solutions to problems that add value to the problems that they face.

**Specific competencies:**

- CE10 - To know the behavioural and communication sciences that facilitate practice.

Competencies	Learning outcomes
CG18, CG19, CG3, CB1, CE10	<b>RA1.</b> Understanding of oral communication in English on topics of general interest and/or related to technical studies.

CG11, CG18, CG3, CB1, CB5, CE10	<b>RA2.</b> Understanding of written texts and reports in English on topics of general and/or technical interest, i.e. articles, descriptive brochures, manuals, process descriptions.
CG18, CG19, CG3, CB4, CT10, CT2, CT3, CT6, CE10	<b>RA3.</b> Presentation and oral argumentation of topics of different nature.
CG18, CG3, CB4, CT9, CE10	<b>RA4.</b> Writing of reports and texts on different topics.
CG19, CB4, CB5, CT10, CT2, CT6	<b>RA5.</b> Making multimedia presentations in English

## 4. CONTENT

Course modules:

1. Introduction to communication: putting yourself in the patient's shoes: communication skills as a health practitioner. Introductory module.
  
1. Receiving the patient:
  - Communication: greeting patients/introducing yourself.
  - Language: opening questions, repetition and clarification.
  
2. The presenting complaint:
  - Communication: Taking an accurate history of the complaint.
  - Language: adjectives to describe pain, suffix -ish, phrasal verbs with up, exploratory questions.
  
3. Past medical and family history:
  - Communication: requesting information, taking effective notes.
  - Language: common expressions to describe state of health, signposting and summarising. Standard medical abbreviations.
  
4. Examining the patient (module 5 coursebook):
  - Communication: preparing and reassuring the patient, explaining examination procedures, effective instructions in a friendly manner.
  - Language: indirect language, verbs and prepositions for instructions, softener just.
  
5. Giving results (module 6 coursebook)::



Communication: explaining results in a simple way, explaining medical terminology, giving a prognosis.

Language: phrases to organise information, do for emphasis, language of probability.

6. Planning treatment and closing the interview (module 7 coursebook):

Communication: explaining treatments to a patient, discussing benefits and side effects, negotiating treatment, closing the interview.

Language: making suggestions, advantages and disadvantages, expressing likelihood, language for negotiating.

7. Dealing with sensitive issues (module 8 coursebook):

Communication: broaching sensitive issues without bias, responding to patient cues, employing question techniques: CAGE.

Language: contextualising, reassuring, and asking for permission.

Note: The course structure could suffer some modifications due to student progress. Students will be informed of any changes made beforehand.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures
- Collaborative learning
- Autonomous learning

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Portfolio	20 h
Group work	50 h
Presentations	5 h



Debates	50 h
Tutorials	25 h
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

First exam period: Continuous assessment

Assessment system	Weight
Knowledge tests: -Written Test x1 (30%) -Oral Test x1 (20%)	50%
Debates: -Active participation in class	10%
Projects: -Writings x 2 (15%) -Oral presentation project x 1(15%) -Autonomous work (10%)	40%
Total	100%

Second exam period:

Assessment system	Weight
Knowledge tests: -Written Test x1 (40%) -Oral Test x1 (20%)	60%
Projects: -Writings x 2 (15%) -Oral presentation project (video recorded) x 1 (15%) -Autonomous work (10%)	40%
Total	100%

When you access the course on the *Campus Virtual*, you will find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

Since our university requires a minimum attendance of 50% of the sessions, this circumstance will be an indispensable requirement to take the exams and pass the course. In the case of virtual sessions, the previously accredited student's virtual presence is considered the attendance, throughout the session, from the beginning to the end of it.

### Very important information for the evaluation :

1. **In order to be able to take the exams** (both oral and written), the student must have met, prior to the date of the first evaluation exam, the 50% minimum attendance requirement. Otherwise, the student will lose the right to take any exam, and will be graded as NP (No Presentado) in the first exam period. The student who does not attend the first exam of the period (either the oral test or the written test), will not be able to take the second one and they will obtain an NP in their final grade.

2. **In order to pass the course**, the student must also meet the following requirements:

- To get, as a minimum, a 5 (out of 10) in the average grade on the written test (30%).
- To get at least a 5 (out of 10) in the oral test (20%).
- To attend at least 50% of the sessions, according to the regulations of the UEV (art. 1.4 Reglamento de las Titulaciones de Grado).

## 7.2. Second exam period

In order to pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average) and the same requirements will be applied as in the first exam period.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Knowledge Tests: Written Test	Dates to be announced
Knowledge Tests: Oral Test	Week of 1 <sup>st</sup> June, 2021
Debates: Active Participation	Every session
Projects: -Writings x 2 -Autonomous work	Dates to be determined by the teacher

Projects: Oral presentation project x 1	Date to be determined by the teacher
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This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

A – Specific: Coursebook: (students must obtain this coursebook to be able to complete the course)

- Marie McCullagh and Ros Wright. Good Practice Student's Book. Communication Skills in English for the Medical Practitioner. ISBN: 9780521755900

B - Complementary:

- Michael Swan. A Practical English Usage. Oxford University Press.
- Michael McCarthy and Felicity O'Dell. English Phrasal Verbs in Use – Intermediate to Upper Intermediate. Cambridge University Press.
- Michael McCarthy and Felicity O'Dell. English Idioms in Use. Cambridge University Press.
- Mark Hancock. English Pronunciation in Use. Cambridge University Press.

C - Páginas web:

<http://www.bbc.co.uk/worldservice/learningenglish/>

<https://www.collinsdictionary.com/es/>

<http://www.wordreference.com/>

## 10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:


Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at [unidad.diversidad@universidadeuropea.es](mailto:unidad.diversidad@universidadeuropea.es) at the beginning of each semester.

## 11. ONLINE SURVEYS

Your opinion matters!





The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.