

## 26010 - Scientific English II

### Información del Plan Docente

Academic Year	2017/18
Faculty / School	127 - Facultad de Ciencias de la Salud
Degree	276 - Degree in Occupational Therapy
ECTS	6.0
Year	2
Semester	Annual
Subject Type	Basic Education
Module	---

### 1.General information

#### 1.1.Introduction

#### 1.2.Recommendations to take this course

#### 1.3.Context and importance of this course in the degree

#### 1.4.Activities and key dates

### 2.Learning goals

#### 2.1.Learning goals

#### 2.2.Importance of learning goals

### 3.Aims of the course and competences

#### 3.1.Aims of the course

#### 3.2.Competences

### 4.Assessment (1st and 2nd call)

#### 4.1.Assessment tasks (description of tasks, marking system and assessment criteria)

### 5.Methodology, learning tasks, syllabus and resources

#### 5.1.Methodological overview

This course aims at training students to develop and apply the four language skills of listening, speaking, reading and writing across situations they will have to cope with in their future careers as occupational therapists. Students have already studied *Scientific English I* and are familiar with the biomedical vocabulary they acquired during the previous course, enabling them to develop and participate in the classroom activities.

The course combines a theoretical background with a practical approach.

In the theoretical approach, the teacher provides students with the tools and resources they need to understand, research and analyze texts of their specialization, search and process information from different sources, develop and write letters

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of transfer or letters to inform a patient or caregiver, etc. To achieve these goals, the teacher will suggest different activities, including role-plays between occupational therapist and patient, translation of texts, reading comprehension activities, etc.

The practical approach is based on guiding students to discuss situations related to Occupational Therapy. Students have the opportunity to put into practice the knowledge they have acquired during the theoretical sessions. The teacher provides students with tools and resources they need to communicate fluently in specific situations, such as online resources to improve pronunciation in English, strategies to facilitate communication with patients, etc., as well as tools for the development of the project they have to present orally at the end of the course.

This course is basically focused on practice and will contribute to broaden the students' knowledge during their future careers, since the specialized literature is mainly published in English.

### 5.2.Learning tasks

The learning process designed for Scientific English II is structured as follows:

#### Lectures

The teacher explains the theoretical foundations with the support of photocopies, online resources, videos, etc., and suggests activities so that students know how to apply what they have learned. Classroom activities, which are developed both individually and in groups, include role-plays about situations related to Occupational Therapy, listening exercises, translation of texts, research of scientific terminology, creation of mind maps, etc. These activities will be checked in class or given to the teacher for correction.

#### Practice sessions

In small groups, students will engage in some debates and carry out different activities on topics related to Occupational Therapy. These sessions aims at understanding the role of occupational therapists in several situations: working with children with special needs, people who have suffered an accident, addicted to drugs or alcohol, etc. The students' participation in practical sessions is very important, since it will count towards the final mark.

#### Project

During one of the practice sessions, the teacher will explain the objectives and provide students with guidance about the development of their projects. In groups of four, students will have to prepare an oral presentation about a topic related to Occupational Therapy. They will have to explain the most important features of the disease (diagnosis, symptoms, treatments, etc.) or topic they have chosen, followed by a case about a specific patient. The oral presentation is expected to demonstrate that students are competent in grammar, vocabulary, pronunciation, intonation, design and originality.

#### Individual tutoring

The teacher will clear doubts of individual students and guide them to overcome problems during the course.

### 5.3.Syllabus

### Syllabus

#### MASTER LESSONS

##### **The nervous system**

Sensory loss. Motor loss. Loss of consciousness. The motor system. Nervous system procedures.

##### **Mental health**

Mental illnesses and definitions. Psychiatric, affective, neurotic and stress-related disorders. Schizophrenia. Mental state examination.

##### **Therapies**

Types of therapy. Mind and body therapies.

##### **How can occupational therapy help you with stress**

Symptoms of stress. Levels of stress. How to deal with stress. The role of occupational therapists to avoid stress.

##### **Caring for the elderly**

Old age and brain. Alzheimer's disease. The nervous system in old age. Problems and aids. Assessing a patient. Communicating with the elderly. Care homes.

##### **Living with arthritis**

Working with an occupational therapy. Use of assistive devices.

##### **Vocabulary**

Phrasal verbs related to health. Abbreviations. Plural formation. Opposites. Prepositions. Instruments and equipment.

##### **Mind Maps**

Guidelines and tools to create mind maps online.

##### **Terminology**

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Components of medical words (nervous system): prefix, word root, combining vowel and suffix.

### **Listening comprehension**

Lectures related to health issues: filling the gaps, true or false, answering questions.

Videos related to OT

Pronunciation exercises

### **Writing**

Occupational Therapy case notes. How to write a CV

### **PRACTICE SESSIONS**

- 1) Parkinson disease
- 2) Children and Occupational Therapy
- 3) Optimism is good for health
- 4) Main components of the family history
- 5) Preparation of oral presentation
- 6) Oral presentation

### **5.4.Course planning and calendar**

- Lectures: 47,5 hours (from September to May).

- Activities. During the course, students will develop different activities that will be given or sent to the teacher for correction.

- Practice sessions: 50 hours (six weeks).

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- Project. Students will have to prepare a project that will be orally presented during the last practice session.
- The final exam will be held in June.

### 5.5. Bibliography and recommended resources

- Collin, P.H.: Dictionary of medicine. 3rd ed. Middlesex, Peter Collin Publishing, 2000
- Navarro, Fernando A.: Diccionario crítico de dudas inglés-español de medicina. 2ª ed. Madrid, McGraw-Hill Interamericana, 2005
- Diccionario Mosby medicina, enfermería y ciencias de la salud. Lexicógrafo principal Douglas M. Anderson ; lexicógrafos Jeff Keith, Patricia D. Novak ; coordinador lexicográfico Michelle A. Elliot. 6ª ed. Madrid, Elsevier, 2003
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- Brookes, Arthur, Grundy, Peter: Writing for study purposes : a teacher's guide to developing individual writing skills. Cambridge, Cambridge University Press, 1990
- Eastwood, John, Mackin, Ronald: A basic english grammar. Adapted and translated by María Pilar Zozaya. Spanish ed., 1st. ed. 1th imp. Oxford, OxfordUniversity Press, 1989
- Swan, Michael: Basic English usage. Adaptación y traducción por Brian Mott y Mª Pilar García . - Ed. española Oxford, Oxford University Press, 1988