

## 26010 - Scientific English II

### Syllabus Information

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**Academic Year:** 2020/21

**Subject:** 26010 - Scientific English II

**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.Aims of the course

The subject and its expected results respond to the following approaches and objectives:

The course Scientific English II for Occupational Therapy is part of the teaching of English for Specific Purposes, whose contents are focused on the profession of the occupational therapist.

During the course, both in theory and practice classes, the four skills (reading, writing, speaking, listening) are worked on so that the student can communicate in written and oral communication.

The course is taught in English, and the level required is equivalent to or higher than B1 of the European Framework of Reference. Students work in pairs or groups to encourage collaborative work. The activities are corrected in class or given to the teacher for correction. The student is also given the necessary tools for self-learning and the process of self-evaluation or peer evaluation is encouraged.

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

This is an instrumental and transversal subject in which language training is given, more specifically *Scientific English II* for Occupational Therapy students.

This subject enables students to consult, read, analyse and study texts in their field of specialisation, as well as to understand oral texts at different levels of difficulty.

As English is the most widely used language in the scientific community around the world, this course has an eminently practical focus and contributes to supporting all the subjects that make up the Degree in Occupational Therapy.

### 1.3.Recommendations to take this course

Students have already studied *Scientific English for Occupational Therapy I* and have an average knowledge of medical-scientific English, which allows them to understand, perform and participate in class activities.

Students are reminded that the subject is taught in English and that as students have studied *Scientific English for Occupational Therapy I* this level will be assumed.

## 2.Learning goals

### 2.1.Competences

Apply theoretical knowledge in practice.

Recognize the need to plan and manage time and do so more effectively.

Work on information management skills (ability to search for and analyse information from various sources at an advanced level).

Work in a context of internationality.

According to the Order CIN/729/2009:

- To know, critically evaluate and know how to use the information sources to obtain, organize, interpret and communicate the scientific, health, social and sanitary information, preserving the confidentiality of the data
- To know, critically evaluate and know how to use the sources of information to obtain, organize, interpret and communicate scientific, health, social and health information, preserving the confidentiality of the data.
- To establish assertive interpersonal communication with all relevant interlocutors during the Occupational Therapy process.
- To elaborate and write stories and other records of Occupational Therapy, in a comprehensible way, both to specialized and non-specialized public.
- Transmit oral and written information to both specialized and non-specialized audiences.

Within the basic training competencies:

- Acquire teamwork skills as a unit in which professionals and other personnel related to the diagnostic evaluation and treatment of occupational therapy are structured in a uni or multidisciplinary and interdisciplinary way.

Within the competences of Occupational Therapy, personal autonomy and independence.

- Prepare, maintain and review the documentation of the Occupational Therapy processes.

- To know, critically evaluate and know how to use the sources of information to obtain, organize, interpret and communicate the scientific, health, social and health information, preserving the confidentiality of the data.

## 2.2.Learning goals

In order to pass this course, the students must demonstrate the following result

- That they know the characteristics of scientific English, a language that will be essential in the development of their professional duties.

- That they are able to maintain a medium level of communication with specialists in his professional field. Is able to request information on seminars, scholarships, Erasmus exchanges and conferences held in English.

- That they can use English in the area of occupational therapy through the discursive, rhetorical and linguistic functions of the scientific record at a medium/high level.

- That they possess the general reading comprehension skills to understand and interpret scientific texts at an intermediate/high level.

- That they can write any kind of paragraphs, which respond to different needs and are used in the professional communication of the discipline.

- That they have learned to plan and prepare an oral presentation with fluency.

- That they know the specific vocabulary of *Occupational Therapy in English* and are able to develop their own glossary.

- That they are able to manage their learning and know the tools that can help them.

## 2.3.Importance of learning goals

They offer the students the possibility of using a tool, the English language, which will allow them to expand their knowledge on the contents of the other subjects of the degree.

Thanks to these results, the students will be able to give a formative continuity to their studies, not only in his stage of university student but also in their professional activity since the specialized literature is published mainly in English and there are many international congresses that are celebrated.

They will count with help to be able to continue their training as a therapist throughout their life.

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

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

The student must demonstrate that he/she has achieved the intended learning outcomes through the following assessment activities:

#### WRITTEN EXAMINATION

Students who have participated in class continuously will take a written test in June in which they must demonstrate the knowledge acquired during the course:

1.- ability to understand and write in English

2.- knowledge of specific vocabulary

3.- definition of medical terminology

4.- ability to make descriptions and write paragraphs

5.- translation of texts in their field

The written exam will consist of different sections: translating vocabulary, writing paragraphs, filling in gaps, defining terminology, etc.

This test accounts for 60% of the final grade and must be passed in order to make the average with the rest of the grades.

The student must pass 35% of the written test.

#### ORAL COMPREHENSION TEST

Students will also be required to take a listening test on a topic related to Occupational Therapy. This test, in which students must answer a series of questions, makes up 20% of the final grade.

Both parts (written test and oral comprehension test) will be taken on the same day and the grade will be 80% of the total grade.

#### CLASS PARTICIPATION

Participation in class, as well as carrying out activities recommended by the teacher, will be aspects to be assessed when adjusting the grade or granting an honorary registration.

#### PRACTICES

Due to the health situation we are living, the practices of this subject will be done online.

In order to do the online practice, the students will work under the guidance of their teachers on different topics that will be proposed to them in PowerPoint format, on which they will have to give their opinion, look for information, do activities, comment with other colleagues, etc.

These activities will be completed with a written work.

The students will make a written work about a topic related to Occupational Therapy, of their choice, in small groups (4

students). The originality of the chosen topic or approach will be valued.

The paper should be long enough to include all parts of an academic paper and to develop the topic correctly (the development part should occupy 5-6 pages in a 12 gauge), and should follow the following structure:

- Preliminary parts: formed by the cover (Title, Author: name and surname of those who have made the work, subject and group) and the index.
- Development of the topic: It is very important to quote and not copy directly as we would be committing plagiarism and that would mean a failure in the work.
- Bibliography: Include bibliographical sources used.
- Annexes: If necessary, annexes can be added to complete or clarify the subject (computer graphics, images, diagrams, etc.)

For its evaluation, the relevance of the message and the suitability of the ideas to the proposed topic, communicative capacity, organization, clarity and coherence, morphosyntactic, lexical, orthographic and stylistic suitability will be taken into account. As well as the use of the correct structure.

The grade of this and the participation in the practical classes will take a 20% of the final grade of the subject.

#### GLOBAL EXAM

Students who have not attended the practical classes can take a comprehensive test in which they must demonstrate knowledge related to all subject content. The exam includes all the subject matter worked on during the course, both that relating to the theoretical classes and the oral presentation and practical content of the subject.

This test will be taken at the same time as the official theoretical examination and will include the same questions as the latter. In addition, other questions related to the practical classes will be added and the student will take an oral test in English on topics included in the subject.

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

### 4.1.Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. A wide range of teaching and learning tasks are implemented, such as lectures, practice sessions, assignments, tutorials, and exams.

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 theoretical background with a practical approach and it 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.

### 4.2.Learning tasks

This course is organized as follows:

- **Lectures** (47.5 hours). Taught throughout the whole school year. In the lectures, 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 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 an occupational therapist and patient, translation of texts, reading comprehension activities, and creation of mind maps. Classroom activities are developed both individually and in groups. These activities will be checked in class or given to the teacher for correction.
- **Practice sessions** (50 hours). Taught for six weeks. Practice sessions are based on guiding students to discuss situations related to Occupational Therapy in small groups. Students have the opportunity to put into practice the knowledge they have acquired during the lectures. The teacher provides students with tools and resources they need in order 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. These sessions aim at understanding the role of occupational therapists in several situations: working with children with special needs, people who have suffered an accident, drugs or alcohol addicts, etc. The students' participation in practice sessions is very important since it will count for the final mark.
- **Assignments**. Elaboration of a 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. During the course, students will develop different activities that will be given or sent to the teacher for correction.
- **Tutorials**. The teacher will clear doubts of individual students and guide them to overcome problems during the course.

- The **final exam** will be held in June.

### 4.3.Syllabus

This course will address the following topics:

#### Lectures

- **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 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.** 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. Occupational Therapy and the elderly
5. Preparation of oral presentation
6. Oral presentation

### 4.4.Course planning and calendar

Calendar of sessions and presentation of papers

The order in which the contents are given can be changed according to the circumstances and organisational needs of the centre. In view of the current situation, the possibility of teaching online is being considered.

- Theoretical classes in large groups: two hours per week throughout the course
- Practical classes in small groups: 12 hours
- Oral presentation of the work: May
- Final exam of theory of the whole course: June
  
- Theoretical classes: two hours per week throughout the course
- Practical classes in small groups: twelve hours (during the practical classes the students will carry out activities that will be evaluated by the teacher)
- Oral presentation of the work: May
- Final exam of theory of the whole course: June

The tutorial activity and the direction of work will be carried out preferably on-line.

### 4.5.Bibliography and recommended resources

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