



## IDENTIFYING DATA

### English for health sciences

Subject	English for health sciences			
Code	P05G171V01303			
Study programme	Grado en Fisioterapia			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	3rd	1st
Teaching language	English			
Department				
Coordinator	García de la Puerta, Marta			
Lecturers	García de la Puerta, Marta			
E-mail	mpuerta@uvigo.es			
Web				
General description	<p>English for Health Sciences is a course for future physiotherapists who need to communicate with patients in English. The course focuses on the language and communication skills that physiotherapists need to make consultations more effective.</p> <p>It also provides ample opportunities for students to build awareness and practice the language in simulated and real-life scenarios. To this end, this course teaches learners how to handle a range of situations such as receiving the patient, taking a patient history, examining a patient and describing treatment options, etc.</p> <p>Its integrated communicative skills approach develops the student's self-confidence to survive and succeed in professional encounters within an English-speaking global community.</p>			

## Training and Learning Results

Code				
A2	Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.			
A5	Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.			
B1	To know how to work in professional teams as a basic unit in which professionals and other personnel of health care organizations are structured in a uni or multidisciplinary and interdisciplinary way.			
B2	Incorporate the ethical and legal principles of the profession into professional practice and integrate social and community aspects into decision making.			
B3	Communicate effectively and clearly, both orally and in writing, with users of the health system as well as with other professionals.			
B4	Acquire basic scientific training in research.			
C4	To know and develop the theory of communication and interpersonal skills.			
C33	Integrate all knowledge, skills, abilities, attitudes and values acquired in all subjects, developing all professional competences and qualifying for an effective physiotherapy care with the realization of pre-professional internships in the form of independent clinical rotation and with a final evaluation of competences in health centers, hospitals and other health care centers.			
D2	Computer skills related to the field of study			
D3	Recognition of diversity and multiculturalism			
D4	Creativity, entrepreneurial spirit and adaptation to new situations.			
D5	Developing leadership and organizational skills.			

## Expected results from this subject

Expected results from this subject	Training and Learning Results			
New	A2	B3	C4	D2
	A5	B4		D4

New	A2	B1 B2 B3 B4	C4	D2 D3 D4 D5
New	A2	B1 B2 B3 B4	C4 C33	D2 D3 D4 D5

## Contents

Topic	
0. Introduction to communication.	Understanding how good communication benefits the patient interview.  Recognising the different elements that make up communication (verbal communication, non-verbal communication, cultural awareness, etc.).  Facts and Figures.
1. Receiving the patient.	Greeting patients and putting them at ease; introducing yourself and your role; asking the opening question and setting the agenda for the interview.
2. The Presenting Complaint.	Encouraging patients to express themselves in their own words; taking an accurate history of the presenting complaint; asking about intensity and degree of pain; using techniques such as facilitation, repetition and clarification.
3. Taking past medical history and family history.	Giving results. Planning treatment and closing the interview. Dealing with sensitive issues. Breaking bad news.
4. Examining a patient.	Preparing and reassuring the patient during an examination; explaining examination procedures; giving instructions in a patient-friendly manner.
5. Giving results.	Explaining results in a way that patients can understand and remember. Encouraging patients to express their fears and concerns. Explaining medical terminology to a patient. Giving prognosis.
6. Planning treatment and closing the interview.	Explaining treatments to a patient; discussing options; describing benefits; advising on lifestyle; negotiating treatment; closing the interview.
7. Dealing with sensitive issues.	Broaching sensitive issues without bias and remaining non-judgemental; reading and responding to patient cues; employing question techniques: CAGE.
8. Writing Skills for the Health Professional.	Medical spelling. Writing a patient note. Standard medical abbreviations.
9. Professional Presentations.	Delivering impactful and effective presentations. Structuring a presentation. Using signposting language for linking the parts. Illustrating the importance of body language and voice power to communicate your message clearly and persuasively.

## Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	1	0	1
Seminars	22	47	69
Project based learning	21	44	65
Problem and/or exercise solving	1	4	5
Objective questions exam	1	4	5
Laboratory practice	1	4	5

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

	Description
Introductory activities	The objective introductory activities is to provide general guidance on the subject: objectives, contents, methodology, assessment criteria, etc.  Students will take a needs analysis survey to gather information about the language student's needs, goals and preferences and to assess their English language proficiency.

Seminars	<p>The primary objective is to enhance students' overall English language skills, including listening, speaking, reading, and writing, specifically in the context of health sciences. This involves improving pronunciation, vocabulary, grammar, and fluency to effectively communicate with patients, colleagues, and healthcare professionals in English-speaking environments.</p> <p>The use of Information Technology (IT) in class (online resources, language learning apps, virtual learning platform, e.g. MooVi, etc.) can greatly enhance the learning experience and provide students with opportunities to engage with the language in dynamic and interactive ways.</p>
Project based learning	<p>PBL classes provide students with opportunities to engage in real-world projects that are meaningful, engaging and aligned with the curriculum.</p> <p>Projects are designed to mirror real-life situations, allowing students to apply their knowledge and skills to tackle complex problems or challenges.</p> <p>It encourages multidisciplinary Integration: Projects can span across different subjects, allowing students to see the connections between various topics and apply knowledge and skills from different areas.</p>

### Personalized assistance

Methodologies	Description
Project based learning	Tutorials will be focused on solving any doubts students may have, guiding their efforts in the subject and increasing their motivation for learning.
Seminars	Tutorials will be focused on solving any doubts students may have, guiding their efforts in the subject and increasing their motivation for learning.

### Assessment

	Description	Qualification	Training and Learning Results		
Problem and/or exercise solving	This activity seeks to help students with the practical exercises related to the communicative skills and the linguistic skills and their application for the learning and acquisition of the theoretical contents of the subject.	30	A2 A5	B1 B3 B4	D2 D3 D4
Objective questions exam	Language tests evaluate students' proficiency and understanding of the English language. These tests assess various language skills (reading, listening, writing, etc.). It could be a combination of multiple-choice questions, short answer questions, or a mix of different formats.	20	A2 A5	B1 B2 B3 B4	C4 D3 D4 D5
Laboratory practice	<p>There are various tasks that can be assigned to students to enhance their language skills.</p> <p>These activities encourage the students to actively participate, engage in communication, and use the language in a practical context. For example, students will be assigned role plays, oral presentations or simulations where they can act out various scenarios in English.</p> <p>The teacher provides constructive feedback during the semester.</p> <p>These activities can be done independently or collaboratively.</p>	50	A2	B2 B3 B4	C4 D2 D3 D4

The percentage is calculated as follows:  
- Oral presentation: 25%  
- Role play: 25%

### Other comments on the Evaluation

#### 1. Particular considerations

There are two assessment systems: continuous or global (overall assessment). The selection of a system excludes the other.

**1.1 Continuous assessment**To qualify for the system of continuous evaluation, students are required to attend 80% of the total lecture hours with academic progress and participation. Students not reaching that percentage will lose this option. The assignments and tests done during the course will be worth 100% of the final assessment for those students choosing the continuous evaluation. Then non-completion of the assignments requested during the course will be counted as zero (0.0). The assignments must be delivered or submitted by the deadlines and dates set in advance.

**1.2 Global assessment (non-attendants)**Students who do not wish to follow the continuous assessment must notify in writing following the procedure established by the Faculty of Physiotherapy. The waiver of continuous assessment must be made in the 5th week of teaching, which means that the student will assume the global assessment established in the subject. Once the continuous assessment has been waived, the student will not be entitled to it, nor to the considerations established therein. Students choosing the global examination will have to take a final overall exam that will take place on the official date established by the Physiotherapy School. To this end, students should consult the school's website, where the examination date and time are specified.

**2. Subject's final grade**  
**2.1 Continuous assessment**  
The final mark for this subject is calculated as follows:  
1) 30% - active participation in class discussions, group work, regular completion and submission of in-class and out-of class assignments, including listening comprehension exercises, written exercises, reading comprehension tasks, and vocabulary practice.  
2) 20% - objective questions exams. These tests evaluate student's proficiency and understanding of the English language explored in class. These tests assess various language skills (reading comprehension, listening comprehension, writing, etc.), vocabulary, use of English, etc. It could be a combination of multiple-choice questions, short answer questions, etc. or a mix of different formats.  
3) 50% - Students will be assigned two final tasks: role play (25%) and an oral presentation (25%).  
To pass the course through continuous assessment, it is necessary to obtain an average grade of 5 points with a minimum of 4 (out of 10) in each of the parts. If this is not the case, the final average grade of the subject will be truncated with a maximum grade of 4.5 (out of 10), even if the arithmetic average of the tests is higher.

To completely pass the course, students who obtained a mark below 4 in any of the parts on the first edition of records will have to resit the failed part(s) in an exam in July of the current academic year. If the exam is not passed in the second call, students will have to resit the exam of the whole course in future calls, except for the next assessment call in September.

Continuous assessment will consider not only the relevance and appropriateness of the content of the answers, but also their linguistic correctness.

Partial or total plagiarism in any of the assignments or activities will result in an automatic fail of the subject. To claim ignorance of what plagiarism is, will not exempt students of their responsibility in this regard.

### **2.2 Global assessment (non-attendants)**

Students who waive their right to continuous assessment will have to take a final overall exam (100%) that will take place on the official examination established by the Physical Therapy School.

The exam will assess your writing and speaking skills and the content for each part is based on everyday work (physical therapist consultation) and health science tasks and skills.

The final assessment is calculated as follows:

- 1) A written exam (50%)
- 2) An oral exam (50%)

Both parts (theory and practice) will add up to 100%, being 5 (five) the required average mark to pass the subject, with a minimum of 4 (out of ten) in each of the parts. If this is not the case, the final average grade of the subject will be truncated with a maximum grade of 4.5 (out of 10), even if the arithmetic average of the tests is higher.

Regarding July's test, to completely pass the course, global assessment students who obtained a mark below 4 in any of the parts on the first edition of records will have to resit the exam of the whole course in future calls, including all the skills and linguistic contents of the subject.

Final assessment will consider not only the relevance and appropriateness of the content of the answers, but also their linguistic correctness.

Partial or total plagiarism in any of the assignments or activities will result in an automatic fail of the subject. To claim ignorance of what plagiarism is, will not exempt students of their responsibility in this regard.

**Ethical commitment:** Students are requested to have ethical behaviour. In case of detecting unethical behaviour (copying, plagiarism, use of non authorized electronic devices, and others), it will be considered that the student does not meet the requirements to pass the subject. In this case, the overall grade in the current academic year will be a fail (0.0).

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### **Sources of information**

#### **Basic Bibliography**

McCullagh, M., **Good Practice. Communication Skills in English for the Medical Practitioner. Student's Book.**, Cambridge University Press, 2008

#### **Complementary Bibliography**

Black, A. & C., **Check your English Vocabulary for Medicine.**, 3rd edition, A&C Black Publishing, 2006

Glendinning, E.H. y B.A.S. HOLMSTÖM., **English in Medicine.**, Cambridge University Press, 2005

Glendinning, E.H., **Professional English in Use. Medicine.**, Cambridge University Press, 2007

Goodman, N.W. y M.B. Edwards, **Medical writing: A prescription for clarity.**, Cambridge University Press, 2006

Hull, M., **Basic English for Health Care Workers.**, Clyton International Consulting and Educational, 2005

HULL, M., **Dialogues and readings: an English language workbook for nurses and medical personnel.**, Clyton International Consulting and Educational, 2003

LONGMORE, Murray et al., **Oxford Handbook of Clinical Medicine.**, Oxford University Press, 2007

MEIER PENN, E., **Anatomy and physiology for English Language Learners.**, Pearson Longman, 2006

MILNER, M., **English for Health Sciences.**, Thomson Paraninfo, S.A., 2007

Parkinson, J., **Manual of English for the Overseas Doctor.**, Churchill Livingstone, 1999

Pohl, A., **Test your professional English.**, Penguin English, 2007

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Ribes, R. y Ros, P., **Medical English**, Springer EDT, 2006

Villemaire, D. y Villemaire, L., **Grammar and writing skills for the Health Professional.**, Delmar/Thomson Learning, 2005

Garrido, J.A., **Diccionario de terminología médica inglés-español/español-inglés. Dictionary of medical terminology English-Spanish/Spanish-English**, 4ª, Escpaxs, 2006

McElroy, O.H., **Spanish-English-Spanish Medical Dictionary for PDA. Diccionario médico español-inglés-español para PDA**, 3ª, Lippincot Williams & Wilkins, 2006

Nolte-Schlegel, I., **Medical Dictionary: English-Spanish-Portuguese. Diccionario de medicina: Inglés-Español-Portugués.**, Springer Verlag, 2004

Rogers, G.T., **English-Spanish, Spanish-English medical dictionary. Diccionario médico inglés-español, español-inglés.**, 3ª, McGraw-Hill, 2007

**Cambridge Advanced Learner's Dictionary**, 2ª, Cambridge University Press, 2005

**Gran Diccionario Oxford. Español-Inglés/Inglés-Español.**, 3ª, Oxford University Press, 2007

<http://www.thefreedictionary.com>,

<http://www.englishmed.com>,

<http://www.englishclub.com/english-for-work/medical.htm>,

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## Recommendations

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### Other comments

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This course will start from B1 level (intermediate), according to the European Framework of Reference for Languages.

Please note that the Textbook which appears in the basic bibliography section, is compulsory.

Final assessment will consider not only the relevance and appropriateness of the content of the answers, but also their linguistic correctness.

During the examinations no dictionaries, notes or electronic devices (mobile phones, tablets, PCs, etc.) will be allowed.

All the above-mentioned comments also pertain to Erasmus students. In the event of not being able to access MooVi, students must contact the professor to solve the problem.

Students are requested to have ethical behaviour. In case of detecting an unethical behaviour (copying, plagiarism, use of not authorized electronic devices, and others), it will be considered that the student does not meet the requirements to pass the subject. In this case, the overall grade in the current academic year will be a fail (0.0).

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