1. BASIC INFORMATION

Course	English
Degree program	Physiotherapy
School	Faculty of Medicine
Year	2nd year
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Face to face
Semester	S3
Academic year	2024 - 2025
Coordinating professor	Dra. Laura Barboyon
Professor	Alba Rivero Martín

2. PRESENTATION

Teaching a second language is a major part of the philosophy of European University. Therefore, this English subject is designed to foster the students' English abilities and competencies capable to enable then effectively to face as some of the challenges inherent to the increasingly demanding today's job marked. This subject is based on the Common European Framework of Languages. It contributes to the improvement of the profile of students, enabling the students to develop their English communication skills both in field-oriented topics as well as general topics of the common communicative practices. Very specifically, this subject will put focus on improving the students' abilities to listen conversations, use of language appropriately and effectively, speak efficiently about field-oriented topics, and write smoothly using technical items within the field of specialization.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- **CC1** – Possession of a fair knowledge of the field of study, which knowledge results from the general secondary education.
- **CC4** – The ability to transmit information, ideas, problems, and solutions to a specialized and nonspecialized audience.

- **CC5** – The development of those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:
- **CCC12** – Critical reasoning: That the student is able to analyze an idea, phenomenon or situation from different perspectives and assume before him/her his/her own and personal approach, built from rigor and argued objectivity, and not from intuition.
- **CCC17** – Teamwork: The ability to integrate and collaborate actively with other people within the areas and / or organizations to achieve common goals.
- **CCC6** – Oral communication/written communication: The ability to transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action in both verbal and non-verbal ways.

Learning outcomes:
- **LO1** – Comprehension of communication in English on topics of general interest and / or related to technical studies.
- **LO2** – Comprehension of written texts and reports in English on topics of general and / or technical interest, i.e., articles, descriptive brochures, manuals, process descriptions.
- **LO3** – Presentation and oral argumentation of topics of different interests.
- **LO4** – Writing reports and texts on different topics.
- **LO5** – Carry out multimedia presentations in English.

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

Competencies	Learning outcomes
CC1, CC4, CCC6	**LO1**: Comprehension of communication in English on topics of general interest and / or related to technical studies.
CC1, CCC6	**LO2**: Comprehension of written texts and reports in English on topics of general and / or technical interest, i.e., articles descriptive brochures, manuals, process descriptions.
CC1, CC4, CCC6	**LO3**: Presentation and oral argumentation of topics of different interests.
CC5, CCC6	**LO4**: Writing reports and texts on different topics.
CCC6	**LO5**: Carry out multimedia presentations in English.

4. CONTENT

- Vocabulary related to topics of general or current interest and specific to the area of study.
- Grammatical and communicative structures in English.
- Auditions of materials with topics of interest and / or with the study area.
- Keys to a good multimedia presentation in English.

- Oral and written communication in English.

5. TEACHING-LEARNING METHODOLOGIES

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

- Project Based Learning.
- Problem-Solving Based Learning (PSBL).

6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Tutoring	25h
Problem solving	45h
Projects – ESP	25h
Oral presentation	5h
Autonomous work	50h
TOTAL	150

7. ASSESSMENT

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

Assessment system	Weight
Theoretical exams	50%
Project	30%
Oral presentations	20%

When you access the course on the *Campus Virtual*, you'll 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).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The minimum attendance to be entitled to continuous evaluation will be 50%. This 50% attendance will be mandatory in person for both the theoretical and practical sessions, meaning in person that the student is physically present in the classroom and that theory and practical attendance will be counted separately. Virtual attendance through HyFlex will not count toward the minimum attendance necessary to avoid losing continuous evaluation.

Canvas (Campus Virtual) will be the only platform to submit **any evaluative assignment**. So, it is the requirement to submit all work onto the canvas on time, since any piece of work submitted later than the scheduled time WILL NOT be taken under consideration by the teacher.

Please **DO NOT SEND EVALUATIVE ASSIGNMENT BY MAIL**.

7.2. Second 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).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Canvas (Campus Virtual) will be the only platform to submit **any evaluative assignment**. So, it is the requirement to submit all work onto the canvas on time, since any piece of work submitted later than the scheduled time WILL NOT be taken under consideration by the teacher.

Please **DO NOT SEND EVALUATIVE ASSIGNMENT BY MAIL**.

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
Activity I: Oral presentation	Week 6
Theoretical exam: Midterm exam (Block I – II)	Week 10
Activity II: Project	Week 14
Theoretical exam: Final exam (Block III – IV)	Week 19

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

The main reference work for this subject is:

• Evans, V., Dooley, J. Hartley, S. (2015). *Career Path: Physiotherapy*. Express Publishing.

The recommended Bibliography is:

Budanova, L. G., Zhurkina, S. V. & Kolyada, I. V. (2021). English proficiency for physiotherapy students. National University of Pharmacy.

Glendinning, E. H & Holmstrom. B.A.S. (2005). Cambridge Professional English for Medicine: A course in communication skills. Cambridge University Press.

González, I., Marrero, S. y Vera, M. J. (2015). English for Physiotherapy: A coursebook for Spanish students. Universidad de Las Palmas de Gran Canaria.

Goodman, C.C. & Snyder T.E.K. (2013). Differential diagnosis for physical therapists: Screening for referral. ELSEVIER SAUNDERS.

Graham, S. (2019). English for Physiotherapy. BRADU Editorial.

McCarthy, M. & O'Dell, F. (2002). English vocabulary in use: Vocabulary reference and practice (3rd). Cambridge University Press.

Wallwork, A. (2010). English for presentation at international conferences. London: Springer New York Dordrecht Heidelberg.

Wallwork, A. (2011). English for writing research paper. London: Springer New York Dordrecht Heidelberg.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.

2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing equal opportunities for all students.

3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at: orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The European University 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.