

## 1. BASIC INFORMATION

<b>Course</b>	Modern Foreign Language
<b>Degree program</b>	BACHELOR'S DEGREE IN PSYCHOLOGY
<b>School</b>	School of Biomedical and Health Sciences
<b>Year</b>	2
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English/Spanish
<b>Delivery mode</b>	Campus-based
<b>Semester</b>	S2
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	María del Carmen Bosch Bermúdez de Castro
<b>English Professor</b>	María del Carmen Bosch Bermúdez de Castro
<b>Spanish Professor</b>	Carlos Tuñón Moreno

## 2. PRESENTATION

Modern Language is a mandatory subject in the Bachelor's in Psychology. Its goal is to develop communicative competence in a foreign language at an upper-intermediate level. The course is taught in Spanish or English depending on the degree's characteristics and equips students with the necessary tools to develop professionally in an international context.

The various areas of the course promote the progressive acquisition of expression and comprehension skills through the practice of communicative abilities in a professional context. The ECTS credits for the Modern Language course are obtained through activities based on the use of vocabulary related to general and specific topics in the field of study; specific communicative and grammatical structures; listening comprehension materials on general and/or specific topics in the field of study; techniques for producing successful multimedia presentations in English/Spanish; practice in various written and oral communicative contexts in English/Spanish.

The course is designed to provide future graduates with the knowledge and skills to communicate in the foreign language and interact with patients and colleagues in various professional situations.

### 3. LEARNING OUTCOMES

- **KNOWLEDGE**
  - CON06: Identify the methodology of the most frequently used study types and designs in research.  
Expand oral communication in the chosen language on general and/or psychology-related topics.  
Expand comprehension of written texts and reports in the chosen language on general and/or technical topics such as articles, descriptive brochures, manuals, process descriptions, etc., related to psychology.
- **SKILLS**
  - HAB02: Present, personally, in debates and other oral encounters the basic content learned in the subject.  
Write reports and texts according to the standards of a scientific study.  
Create multimedia presentations in the chosen language.
- **COMPETENCIES**
  - COMP01: Know the functions, characteristics, and limitations of the different theoretical models of Psychology in the field of Health Psychology.
  - COMP10: Be able to analyze the needs and demands of the recipients of the function in different contexts.
  - COMP11: Be able to set the goals of psychological intervention in different contexts, proposing and negotiating the goals with the recipients and affected parties.
  - COMP34: Know how to provide feedback to recipients appropriately and accurately.
  - COMP35: Be able to prepare oral and written reports.
  - COMP37: Ability to develop their profession using English and/or Spanish, both to specialized and non-specialized audiences.

### 4. CONTENTS

This subject presents a set of authentic and adapted materials in Spanish/English for practicing reading and listening comprehension in the context of Psychology. These materials encourage students to acquire vocabulary related to their field of specialty and improve their communicative skills.

The course focuses on obtaining communicative strategies so that students can face comprehension and expression difficulties in a foreign language. This metacognitive approach is designed to help students not only in this subject but throughout their foreign language studies.

The course program includes:

- **ENGLISH/SPANISH FOR SPECIFIC PURPOSES**
  - Unit 1: What is Psychology and its branches
  - Unit 2: Practice of Psychology
  - Unit 3: Mental processes
  - Unit 4: Research methods
- **ACADEMIC ENGLISH/SPANISH**
  - Reading comprehension: techniques for locating, understanding, identifying research questions, and thematic lines.
  - Listening comprehension: note-taking technique.
  - Written expression: academic-scientific summary technique.
  - Oral expression: structured presentations and brief speeches.

- Structure of the scientific article.
  - Academic poster format.
  - Description of graphs.
  - Data presentation.
  - Comparison and contrast.
- **GENERAL LANGUAGE USE (ENGLISH/SPANISH)**
    - Connectors.
    - Paraphrasing.
    - Sentence transformation.

The specific course content and evaluable activities are available on the virtual campus. Both the content and the schedule may be modified based on teaching needs.

Each of the mentioned learning units will cover the following content:

- Vocabulary related to general or current topics and specific to the field of psychology.
- Grammatical and communicative structures in the chosen language.
- Additions of materials related to general and/or psychology topics.
- Keys to a good multimedia presentation in the chosen language.
- Oral and written communication in the chosen language.

## **5. TEACHING-LEARNING METHODOLOGIES**

The following teaching-learning methodologies will be applied:

- Student presentations.
- Problem-based learning (PBL).

## 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
Autonomous work	50h
Practical exercises	20h
Group participatory activities	30h
Face-to-face tutorials	25h
Specific English, projects	20h
Oral presentations	5h
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

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

Assessment system	Weight
Knowledge Tests	50 %
Oral presentations	20 %
Projects	30 %
<b>TOTAL</b>	<b>100 %</b>

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.

### Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily

attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

### **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 total grade of at 5.0 in the knowledge tests for it to count towards the final grade along with all the weighted grades corresponding to the other activities.

#### **PLAGIARISM AND USE OF AI**

Each student is expected to be the sole author of all their submitted work. Students who plagiarize any of the assigned work will receive a grade of 0 for that assignment.

AI-Generated Content: AI-Generated Content (AIGC) tools, such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible for any written content in the assignment. The use of AI must be authorized by the instructor for each activity. If a student has used these tools to develop any part of their work, their use must be described in detail within the assignment. The student is fully responsible for the accuracy of the information provided by the tool and for properly citing any supporting work. Tools used for improving spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool rests with the instructor, academic coordination, and program management.

#### **Delayed submission of mandatory activities**

Delayed submission of mandatory activities will result in:

Non-evaluation of the activity, assigning a numerical grade of 0.

#### **Simulations – Simulated Hospital Rules**

Whenever simulations are carried out, it is compulsory for the student to wear the corresponding uniform (T-shirt and pyjama trousers /scrubs) to the simulated hospital. Any student who is not in full uniform will lose the right to attend the simulation and, therefore, will have a failure in the simulation. Attendance at the simulation session is compulsory as non-attendance does not allow the student to acquire the necessary competences of the subject through this methodology.

Failure to attend the simulation session will mean that the student will have to do additional work in order to pass the ordinary exam.

### **7.2. Second exam period**

To pass the course in the second exam period, you must obtain a final 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 for it to count towards the final grade along with all the grades corresponding to the other activities.

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

Group tasks will need to be individually made with the necessary adjustments.

## 8. SCHEDULE

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

This schedule and content may be subject to changes for organizational reasons. The student will be notified of any change as and when appropriate.

Assessable activities	Deadline
Knowledge Test 1 (individual task)	Week 4
Oral presentation based on simulation (individual)	Week 6
IPE Project: Written report + email (group task)	Week 8
Knowledge Test 2 (individual task)	Week 11
IPE Project & Oral Presentation - group final project and presentations	Weeks 13-14

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

- Corpas Viñals, J.; Garmendia, A.; Sánchez, N. y Sans Baulenas, N. (2014). *Aula internacional : 6 : B2.2*. Barcelona.
- Doff, A.; Thaine, C.; Puchta, H.; Stranks, J. y Lewis-Jones, P. (2015). *Cambridge English: Empower, Upper intermediate student's book*. B2. Cambridge.
- Florián Reyes, L.; Ruiz Martínez, A. M.; Marcos Arias, J. y Campo García, M. (2017). *Ciencias de la salud: manual del español profesional: nivel intermedio avanzado*. Madrid: Universidad de Alcalá.
- Juan, C. R. de.; Prada, M. D.; Marce, P.; Salazar, D. y Cámara Oficial de Comercio de Madrid. (2009). *Temas de salud: manual para la preparación del certificado superior de español de la salud de la Cámara de Comercio de Madrid*. Madrid: Editorial Edinumen.
- Montolío Durán, E. (2014). *Manual de escritura académica y profesional* (1ª ed.). Ariel letras. Ariel.
- Núñez Herrejón, J. L. y Ortiz Salinas, M. E. (2010, reimp. 2015). *Apa: Diccionario conciso de psicología* (S. Viveros Fuentes, Ed.) (Primera edición, tercera reimpresión). Manual Moderno.
- Silvia, J. Paul,(2018 New Edition). *How to Write a Lot: A Practical Guide to Productive Academic Writing (APA LifeTools Series)*

## 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 means 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 an 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](mailto:orientacioneducativa@universidadeuropea.es)

## **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.



