

26010 - Scientific English II

Syllabus Information

Academic Year: 2019/20

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

1.2.Context and importance of this course in the degree

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

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

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

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first day of class or please refer to the Facultad de Ciencias de la Salud website or Moodle.

Degree website: <https://estudios.unizar.es/estudio/ver?id=109>

4.5. 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
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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