

1. BASIC INFORMATION

Course	English for Health Sciences I
Degree program	Bachelor's Degree in Medicine
School	Biomedical and Health Sciences
Year	2
ECTS	6
Credit type	Mandatory
Language(s)	English
Delivery mode	Face-to-face
Semester	S1, S2
Academic year	2024-25
Coordinating professor	Tareixa Garcia de Polavieja Aguilera

2. PRESENTATION

This course is designed to provide future graduates with knowledge and skills that will allow them to communicate in the foreign language and to interact with patients in professional situations. This is a cross-curricular objective to all the subjects of the academic program.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.
- CB2: Students must know how to apply their knowledge to their professional activity and must have the necessary competences that are usually shown in building and defending arguments as well as in solving problems within their field of study.
- CB3: Students must have the ability to gather and interpret relevant data (normally within their field of study) in order to make judgements on relevant topics of a social, scientific or ethical nature.
- CB4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience.
- CB5: Students must have developed the necessary learning skills so as to undertake subsequent studies with autonomy.

General competencies:

Students must:

- CG13: Take a medical history that contains all relevant information
- CG21: Listen attentively, obtain and synthesize information related to the problems affecting the patient and understand the content of such information.
- CG22: Write medical histories and other medical records in a way that is comprehensible for third-parties.
- CG23: Communicate effectively and clearly both orally and in writing with patients, media and other professionals.
- CG32: Know how to use ICT in medical, therapeutic, preventive and research activities.
- CG37: Acquire basic training for conducting research.

Cross-curricular competencies:

- CT1: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphics.
- CT3: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.
- CT10: Self-learning skills: The ability to choose the most effective strategies for controlling our own learning environment and acting autonomously throughout the learning process.

Specific competencies:

- CE 2.1.5: Be able to write medical and legal documents.
- CE 2.4.4: Know the history of health and illness. Know the existence of alternative medicines.
- CE 2.4.6: Understand and interpret scientific texts critically. Know the principles of the scientific method, Biomedical research and clinical trials. Know the principles of telehealth.
- CE 2.5.1: Know how to communicate with patients, their family and their social environment: interview, verbal and non-verbal communication. Give bad news. Write medical histories, reports, instructions and other type of texts in a way that is comprehensible for patients, relatives and other professionals.

Learning outcomes:

- Students must know the specific terminology to understand and communicate specific information.
- Students must be able to understand, comment and synthesize scientific articles and texts.
- Students must comprehend oral texts on topics related to medicine.
- Students must be able to establish a good interpersonal communication that facilitates rapport with patients, relatives, and their social environment.
- Students will be able to take medical histories, explain diagnosis and provide recommendations and advice in a way that is comprehensible for patients and their relatives.
- Students must be able to use medical records and write medical histories, reports and other documents in a way that is comprehensible for patients, the media, and other professionals.
- Students must be able to make presentations on case studies and medical topics.

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

Competencies

Learning outcomes

CB1, CG13, CG21, CG22, CG23, CT1, CE2.1.5, CE2.4.4; CE2.4.6, CE2.5.1	<ul style="list-style-type: none"> Students must know the specific terminology to understand and communicate specific information.
CB1, CB2, CB3, CB5, CG37, CG37, CT10, CE2.4.6	<ul style="list-style-type: none"> Students must be able to understand, comment and synthesize scientific articles and texts.
CB1, CB5, CG13, CG21, CG23, CT1, CT10, CE2.4.6, CE2.5.1	<ul style="list-style-type: none"> Students must comprehend oral texts on topics related to medicine.
CB4, CG21, CG23, CT1, CE2.5.1	<ul style="list-style-type: none"> Students must be able to establish a good interpersonal communication that facilitates rapport with patients, relatives, and their social environment. They will be able to take medical histories, explain diagnosis and provide recommendations and advice in a way that is comprehensible for patients and their relatives. Students will be able to take medical histories, explain diagnosis and provide recommendations and advice in a way that is comprehensible for patients and their relatives.
CB1, CB2, CB4, CG13, CG22, CG23, CG32, CT1, CT10, CE9, CE2.1.5	<ul style="list-style-type: none"> Students must be able to use medical records and write medical histories, reports and other documents in a way that is comprehensible for patients, the media, and other professionals.
CB1, CB2, CB3, CB4, CB5, CG23, CG32, CG37, CT1, CT3, CT10, CE2.4.4, CE2.4.6, CE2.5.1	<ul style="list-style-type: none"> Students must be able to make presentations on case studies and medical topics.

4. CONTENT

This course offers learners a body of both authentic and adapted materials in English for reading and listening practice in the context of Medicine. These materials are used to aid the learner in acquiring lexis related to their field as well as improving their communicative skills. The course is also designed to draw learners' attention to the communicative strategies that foreign language learners can use to mitigate the difficulty of understanding and speaking in a foreign language. This metacognitive approach is designed to help the learner not only in this course but throughout their study of English.

The course will follow the following program:

- Unit 1: What is medicine?
- Unit 2: Common illnesses
- Unit 3: Signs and symptoms
- Unit 4: Introduction to anatomy
- Unit 5: The Skeletal System
- Unit 6: Genetics
- Unit 7: The Muscular System
- Unit 8: The Circulatory System

A document detailing specific course content and graded activities will be found on the course's Campus Virtual page.

Each of the above didactic units will cover the following contents:

- Vocabulary dealing with topics of general interest or current affairs and/or related to technical studies in the field of Medicine.
- Strategies to improve reading skills to synthesize scientific texts and articles.
- Strategies for effective oral communication of topics related to medicine.
- Strategies to improve oral communication strategies for good rapport with patients and their family.
- Strategies for effective written communication: medical reports, records, medical history, media collaboration, and professional conferences.
- Strategies for effective delivery of oral presentations of clinical cases and specific topics.

5. TEACHING-LEARNING METHODOLOGIES

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

- Problem-based learning: Presentation of problems, small group organization, bibliographic research, analysis of texts and scientific documents, presentations, guided debates, specialized tutorials, and presentation of conclusions.
- Case study and problem-solving sessions: Presentation of study cases and problems for their solution individually and in small groups.
- Specialized Seminars: Bibliographic research, discussion of scientific information in small groups.

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
In-class activities	68h
Independent study	45h
Tasks	17h
Objective knowledge tests	2h
Tutorials	18h
TOTAL	150h

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Midterm Exam	25%
Final Exam	25%
Task 1. Analyzing sources	10%
Task 2. Note-taking	10%
Task 3. A short presentation	15%
Task 4. A clinical case report	15%

The exams evaluate cognitive objectives (50%) while tasks 1 and 2 evaluate skills (20%) and tasks 3 and 4 assess competences (20%) and attitude (10%).

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).

Specific requirements:

- **Exam grade:** It is mandatory to obtain a grade of at least 5.0 in the average of the exams in order for it to count towards the final grade along with all the grades corresponding to the other activities. In the case that the average of the course is higher than the grade of the exam, the final grade of the course will be the grade of the exam.
- **Attendance:** It is also mandatory to attend to at least 50% of the lessons each semester in a face-to-face modality (the teacher will specify which lessons are mandatory to attend in this modality). In the case the requirement is not met, the final grade of the course will be 4.0, unless the average is below that number. This will also apply to cases of plagiarism.

Según el Art. 1.4 del Reglamento de Evaluación de las Titulaciones Oficiales de Grado de la Universidad Europea de Madrid (de la evaluación continua): "Se establece la obligatoriedad de justificar, al menos, el 50% la asistencia a las clases, como parte necesaria del proceso de evaluación y para dar cumplimiento al derecho del estudiante a recibir asesoramiento, asistencia y seguimiento académico por parte del profesor. A estos efectos, los estudiantes deberán utilizar el sistema tecnológico que la Universidad pone a su disposición, para acreditar su asistencia diaria a cada una de sus clases. Dicho sistema servirá, además, para garantizar una información objetiva del papel activo del estudiante en el aula. La falta de acreditación por los medios propuestos por la universidad del 50% de asistencia, facultará al profesor a calificar la asignatura como suspensa en la convocatoria ordinaria".

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).

- **Grades that are kept from the first exam period:**
 - The grade from all the assessment activities that were completed in the first exam period will be kept with the exemption of those that do not reach the minimum established and the grades of the exams if one of them has not reached the minimum established (see next).
 - If any of the exams from the ordinary call (midterm and final exams) has received a grade below 5, students will have to take the extraordinary call exam (covering all the contents of the course).

- **Assessment activities that need to be done in the second exam period:**
 - Students 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, following the instructions provided by their professor regarding form and dates, given that they may not be exactly the same as in the first exam period. These activities will be submitted and presented on the assigned date by the teacher during the follow-up period and/or second exam period.
 - Group activities will be done individually.

- **Exam grade:**
 - It is mandatory to obtain a grade of at least 5.0 in the objective knowledge test in order for it to count towards the final grade along with all the grades corresponding to the other activities. Not obtaining this minimum grade implies failing the course and having to retake it. In the case that the average of the course is higher than the grade of the exam, the final grade of the course will be the grade of the exam.

- **Plagiarism:** the final grade of the course will be 4.0, unless the average is below that number.

8. SCHEDULE

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

Assessable activities	Deadline
Task 1	Week 9
Task 2	Week 11
Midterm exam	Week 15
Task 3	Weeks 24-25
Task 4	Week 32
Final exam	Week 35

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

Glendinning, Eric H, & Howard, Ron. (2007). *Professional English in Use: Medicine*. Cambridge: Cambridge University Press.

- FITZGERALD Patrick, McCULLAGH Marie, WRIGHT Ros, PHILLIPS Terry.(2010). *English for Medicine in Higher Education*. UK: Garnett Publishing Ltd.
- GLENDINNING, Eric H.; HOWARD, Ron. (2007). *Professional English in Use. Medicine*. Cambridge University Press.
- ROLLINSON Paul. (1997). *An Introduction to Academic Writing*. Madrid: Universidad Autónoma de Madrid. Servicio de publicaciones.
- <http://www.insightmedical.org>
- <https://medlineplus.gov>

10. DIVERSITY MANAGEMENT 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

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.

PLAGIARISM REGULATION

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record.
- If the teacher suspects or detects in any of the assessed activities submitted by the student that these have illicitly been done with the use of generative AI tools when these are not approved, he or she can ask the student to provide further evidence that support the student's authorship. This evidence can be used to guarantee the objective evaluation of the student's work.