



## Information about the subject

**Degree:** Bachelor of Science Degree in Dentistry

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 481202 **Name:** Modern Language: English

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 2

**Module:** Module 1: Relevant Basic Biomedical Sciences in Dentistry

**Subject Matter:** MODERN LANGUAGE **Type:** Basic Formation

**Field of knowledge:** Health Sciences

**Department:** English

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** English

**Lecturer/-s:**

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## Module organization

### Module 1: Relevant Basic Biomedical Sciences in Dentistry

Subject Matter	ECTS	Subject	ECTS	Year/semester
HUMAN ANATOMY	12,00	Embryology and General Anatomy I	6,00	1/1
		General Anatomy II and Oral Anatomy	6,00	1/2
Biology	18,00	Biology	6,00	1/1
		Histology	6,00	1/2
		Microbiology	6,00	1/2
Physiology	6,00	Human and Oral Physiology	6,00	1/2
Biochemistry	6,00	Biochemistry	6,00	1/1
MODERN LANGUAGE	12,00	Modern Language: English	6,00	2/2
		Modern language: Spanish	6,00	2/2

## Recommended knowledge

No set requirements, but grammatical knowledge and oral skills at B2 level are required



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Asks about the body: describe problems and talk about symptoms in English.
- R2 Writes a report/reference letter in English.
- R3 Gives instructions in English.
- R4 Writes a medical history in English.
- R5 Explains treatment in English.
- R6 Present medical data in English.
- R7 Understands the main points of a scientific article in English and understand its logical structure.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.				X
CB2	Know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.				X
CB3	Have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.				X
CB4	Students should be able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
GENERAL		Weighting			
		1	2	3	4
CG10 F	Work in a multidisciplinary team				X
CG1 I a	Capacity for analysis and synthesis				X
CG11 F	Work in an international context				X
CG2 I b	Organizational and planning skills				X
CG3 I c	Oral and written communication in the native language				X
CG13 F	Recognition of diversity and multiculturalism				X



CG4 I dKnowledge of a foreign language							X
CG14 FCritical Reasoning							X
CG15 FEthical commitment							X
CG6 I fInformation management capacity							X
CG7 I gProblem solving							X
CG8 I hDecision making							X
CG9 P iTeamwork							X

SPECIFIC	Weighting			
	1	2	3	4
CE A 1 Know the essential elements of the dental profession, including ethical principles and legal responsibilities.			X	
CE A 2 Understand the importance of such principles for the benefit of the patient, society and the profession, with special attention to professional secrecy.			X	
CE A 3 Identify the patient's concerns and expectations, as well as to communicate effectively and clearly, both orally and in writing, with patients, relatives, the media and other professionals.				X
CE A 4 Understand and recognize the social and psychological aspects relevant to the treatment of patients.			X	
CE A 5 Know how to apply the principles of anxiety and stress management to oneself, to patients and to other members of the dental team.			X	
CE A 6 Understand the importance of developing a professional practice with respect to patient autonomy, beliefs and culture.		X		
CE A 7 Promote autonomous learning of new knowledge and techniques, as well as motivation for quality.				X
CE A 8 Know how to share information with other health professionals and to work as a team.				X



CE A 9 Understand the importance of maintaining and using records with patient information for subsequent analysis, preserving the confidentiality of the data.	X		
CE A 10 Know and identify the psychological and physical problems derived from gender violence in order to train students in the prevention, early detection, assistance, and rehabilitation of the victims of this form of violence.		X	
CE B 11 Understand the basic biomedical sciences on which dentistry is based to ensure proper oral care.	X		
CE B 12 Understand and recognize the normal structure and function of the stomatognathic system, at the molecular, cellular, tissue and organic level, in the different stages of life.	X		
CE B 13 Understand and recognize the science of biomaterials essential for dental practice as well as the immediate management of possible allergies to them.	X		
CE B 14 Know about general disease processes, including infection, inflammation, immune system disorders, degeneration, neoplasm, metabolic disorders and genetic disorders.	X		
CE B 15 Be familiar with the general pathological features of diseases and disorders affecting organ systems, specifically those with oral impact.		X	
CE B 16 Understand the fundamentals of action, indications and efficacy of drugs and other therapeutic interventions, knowing their contraindications, interactions, systemic effects and interactions on other organs, based on available scientific evidence.	X		
CE B 17 Understand and recognize the principles of ergonomics and safety at work (including control of cross-infection, radiation protection and occupational and biological diseases).		X	
CE B 18 Know, critically evaluate and know how to use clinical and biomedical information sources to obtain, organize, interpret and communicate scientific and health information.			X
CE B 19 Know the scientific method and have the critical capacity to value the established knowledge and the new information. Be able to formulate hypotheses, collect and critically evaluate information for the resolution of problems, following the scientific method.			X



TRANSVERSAL	Weighting			
	1	2	3	4
1. a. Analysis and synthesis skills				X
1. b. Organizational and planning capacity				X
1. c. Oral and written communication in the native language.				X
1. d. Knowledge of a foreign language				X
1. e. Computer skills				X
1. f. Information management capacity				X
1. g. Problem solving				X
1. h. Decision making			X	
2. i. Teamwork				X
2. j. Multidisciplinary teamwork				X
2. k. Work in an international context				X
2. l. Interpersonal skills				X
2. m. Recognition of diversity and multiculturalism				X
2. n. Critical Reasoning			X	
2. o. Ethical commitment			X	
3. p. Autonomous learning				X
3. q. Adaptation to new situations				X
3. r. Creativity				X



3. s.	Leadership				X
3. t.	Knowledge of other cultures and customs				X
3. u.	Initiative and entrepreneurship			X	
3. v.	Motivation for quality				X
3. w.	Sensitivity to environmental and socio-health issues			X	





## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	OPEN QUESTIONS: Written exam in which basic theory knowledge and the ability to relate, integrate and coherently express it in writing is assessed.
	10,00%	ORAL TEST: Oral exam in which the student answers the questions the teacher asks, verbally explaining the contents acquired, allowing for interaction with the teacher.
	30,00%	PRESENTATION: The student develops by means of an oral presentation, supported with audio-visual materials, a theme or topic given by the teacher. At the end of the presentation, the teacher or audience may ask questions.
	15,00%	ASSIGNMENTS: The student, either individually or in a group, develops a theme which reviews or researches, and he/she presents it, in writing, for assessment by the teacher.
	5,00%	CLASS PARTICIPATION: The teacher assesses the participation, involvement and progress the student makes in acquiring knowledge and skills in theory and practical classes and seminars. This is never more than 5% of the final grade.

### Observations

1. Mandatory to obtain 25% over 40% in the written test to pass the course, and only by obtaining 50% each part of the evaluation will be added.
2. Mandatory to obtain 50% in the oral expositions and oral tests to pass the course, 20% over 40%, and only by obtaining 50% each part of the evaluation will be added.
3. Mandatory to obtain 50% in the written work to pass the course, 7,5% over 15%, and only by obtaining 50% each part of the evaluation will be added.



4. A 5% is obtained for the participation and attendance in the classroom, and this 5 % is lost with 3 absences without any justification.

5. NO GRADE IS KEPT FOR THE FOLLOWING ACADEMIC YEAR.

### MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1      Lecture.  
          Problem Solving.  
          Explanation of contents by the teacher.  
          Explanation of knowledge and skills.
  
- M5      Problem and case solving. Written tasks.  
          Online activity on the e-learning platform.  
          Personal study.  
          Compiling information and documentation.
  
- M8      Oral presentations by students.
  
- M9      Group work: group work sessions supervised by the teacher.  
          Knowledge building through interaction and activity of students.
  
- M13     Personal preparation of written texts, essays, problem solving, seminars.



M15 Personalised Attention. Period of instruction and/or guidance carried out by a tutor with the aim of analysing with the student his/her work, activities and evolution in learning of subjects.

## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORY CLASS M1, M5, M8	R1, R2, R3, R4	56,00	2,24
TUTORING M1, M5, M8	R1, R2, R3, R4	2,00	0,08
EVALUATION M1, M5, M8	R1, R2, R3, R4	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK M1, M5, M8	R1, R2, R3, R4	60,00	2,40
GROUP WORK M5, M8	R1, R2, R3, R4	30,00	1,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block

Contents



## THEORETICAL CONTENT

The basic objective in this course is to bring students to a level where they can use their English for international communication in the fields of Health Science. Therefore, the material for this course is divided into two parts:

The first part deals with English from a general Health Science perspective, and the second part applies these principles to specific dental context. The first part is divided into five units, each one with six sub-sections through which students will acquire communicative competency in the four linguistic abilities in the Health Sciences to be applied in Dentistry. Each lesson within the five units is designed to present, develop, and practice a particular job related skill. Through specific readings in the health Science context, students will be exposed to real life situations through these readings that will enable them to use the language in meaningful ways. The integrated skills approach will help develop the student's self-confidence to succeed in professional and social encounters within an English-speaking global community.

The four skills of listening, speaking, writing, and reading will be addressed throughout the course in professional health contexts through the materials provided and in practical sessions which will form the second part of each session. Students will be motivated by the opportunity to practice and develop their English language skills in the following job-related situations, which comprises the general health sciences core of this course:

Unit 1 - Diagnosing: Putting a patient at ease with small talk, taking a medical history, asking open-ended questions. presenting a case, and explaining medical examinations and procedures to a patient.

Unit 2 - Treating a patient: Giving advice, explaining a case to a relative, explaining causes and treatments, giving instructions, and calming people down.

Unit 3 - Dealing with difficult cases: Describing and identifying causes of pain, being supportive, presenting a case in lay as well as medical terms, and breaking bad news.

Unit 4 - Planning rehabilitation and long-term care: Examining a nonverbal patient, communicating with the next-of-kin, explaining test results to patient and relatives, explaining the characteristics of long-term care, and giving



instructions for physical therapy.

Unit 5 - Referring a patient: Calling in a specialist, referring a patient to another doctor for tests and/or treatment, and giving postoperative advice.

## ORAL EXPOSITIONS

1. STRUCTURE OF AN ACADEMIC PROJECT IN THE HEALTH SCIENCES
2. LINKERS & CONNECTORS IN THE SCIENTIFIC ENGLISH
3. TOPICS IN RESEARCH PROJECTS IN DENTISTRY
4. WEBPAGES IN THE DENTAL CONTEXT
5. ONLINE DICTIONARIES IN THE HEALTH SCIENCES
6. SPECIALTIES IN DENTISTRY

## WRITTEN WORK CONTENT

WORK IN RESEARCH PROJECTS  
ENGLISH REFERENCES VANCOUVER STYLE

## Temporary organization of learning:

Block of content	Number of sessions	Hours
THEORETICAL CONTENT	22,00	44,00
ORAL EXPOSITIONS	6,00	12,00
WRITTEN WORK CONTENT	2,00	4,00



## References

### Basic Bibliography

- Glendinning, E.H. & Holmström, B. English in Medicine. 8th ed. Cambridge: CUP; 2009.
- Glendinning, E.H. & Howard, R. Professional English in Use. Medicine. 4th. Ed. Cambridge: Cambridge University Press; 2010.
- Milner, M. English for Health Sciences. Thomson ELT; 2006.
- McCarthy, M.: English Vocabulary in Use (with answers). Cambridge: Cambridge University Press; 2010.
- Murphy, R. English Grammar in Use (with Answers). 3rd ed. Cambridge: Cambridge University Press; 2005.
- Peter A. Mossey; Gareth J. Holsgrove; David R. Stirrups; Elizabeth S. (editors) Essential skills for Dentist. Davenport. Oxford University Press. 2011.
- Booklet Scientific English for Dentistry, Ph.D. Beatriz Ródenas Tolosa. Photocopy Center UCV.

### Complementary bibliography

- Albertine, K. H. Anatomy Flash Cards. Revised Ed. University of Utah School of Medicine; 2008.
- Alcaraz Varo, E. Professional and Academic English. Madrid: Alianza Editorial; 2000.
- Chabner, D. The Language of Medicine. 6th Ed. Philadelphia: WB Saunders Company. Philadelphia; 2000.
- García Martínez, S. & A. Fagan. English for Personal Health. English Communication Course. La Laguna. G & F; 2003
- McCarthy, M. & O'Dell, F. English Vocabulary in use, upper-intermediate. Sixth ed. Cambridge: Cambridge University Press; 2003.
- Murphy, R. Essential Grammar in Use (with answers). Cambridge: Cambridge University Press; 2007.
- Resnick, M. English Vocabulary in Use Intermediate (Self-Study and classroom use). Cambridge: Cambridge University Press; 2011.
- Riley, D. and Greasby, L. Check Your Vocabulary for Medicine Teddington, UK: Peter; 2000.

### Online Resources

- Medical Merriam-Webster's Dictionary (monolingüe en inglés)<http://www2.merriam-webster.com/cgi-bin/mwmedsamp?book=Medical&va=sample>
- Merriam-Webster's Dictionary (monolingüe en inglés)<http://www.merriam-webster.com/>
- Wordreference (multilingüe)<http://www.wordreference.com/es/>
- Medical dictionary online (monolingüe en inglés)<http://www.online-medical-dictionary.org/>
- Compilaciones de diccionarios (monolingües y bilingües)<http://www.saberingles.com.ar/dictionaries.html><http://www.intermedicina.com/Servicios/DiccionariosMedicos.htm>
- Enciclopedia médica en inglés: Medline Plus<http://www.nlm.nih.gov/medlineplus/encyclopedia.html>
- Medicinet.com (diccionario médico en inglés para no especialistas en



medicina)<http://www.medterms.com/script/main/hp.asp>







## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
PRUEBA ESCRITA	40%	LA PRUEBA ESCRITA SE CONVIERTE EN PRUEBA ORAL CON EL 60%	MICROSOFT TEAMS: OBLIGATORIEDAD DE CÁMARA Y AUDIO

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

WE WILL CARRY OUT THIS MODIFICATION IN CASE WE CAN'T DO A FACE TO FACE TEST.