

Technical English

Code: 102995
ECTS Credits: 6

2025/2026

Degree	Type	Year
Physiotherapy	OB	3

Contact

Name: Jordi Cuartero Archs

Email: jordi.cuartero@uab.cat

Teachers

Hye Sang Park

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The prerequisites for taking the subject are that the student has acquired the basic competencies necessary for self-learning and team work, as well as pre-university English language knowledge.

This subject is not recommended for incoming students from other international universities that use English as a primary language.

Objectives and Contextualisation

The subject of "Anglès Tècnic" is taken during the second semester of the third year in the Bachillor of Physiotherapy and is part of the compulsory education subjects.

The main goal of the subject is to promote the autonomous learning of the students.

The General goal is to learn the necessary instrumental skills to face the various professional demands in the Physiotherapy field, within a professional context and/or international environment.

In this area we study the terminology, language and structures of English essential in health sciences for academic reading, oral comprehension and some basic work situations. Effective oral communication is learnt in an academic context.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and synthesise.
- Clearly and effectively communicate orally and in writing with all users of the healthcare system, and with other professionals.
- Constantly renew one's professional knowledge, competences and skills.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams.

Learning Outcomes

1. Analyse and synthesise.
2. Communicate in English in professional contexts.
3. Communicate using language that is not sexist.
4. Consider how gender stereotypes and roles impinge on the exercise of the profession.
5. Identify situations in which a change or improvement is needed.
6. Interpret and analyse information in English, from documentary sources in the health sciences.
7. Propose new ways to measure success or failure when implementing innovative proposals or ideas.
8. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
9. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
10. Work in teams.

Content

This subject allow you to learn vocabulary and scientific-technical structures essential for health science in English, focusing on academic reading, oral comprehension and basic clinical situations. It aims to achieve effective oral communication in academic contexts.

It is structured in 4 different blocks, as follows:

GROUP CONTRACT: the students will put into practice the relevant guidelines to learn different leadership roles within a professional team and to manage their own working group.

COMPETENCES IN PHYSIOTHERAPY: all the inherent aspects of the life of a physiotherapist: Clinical History in Physiotherapy, physiotherapist-patient role, medical reading, intraprofessional contact and private field of the profession; preparation of an International CV. Oral and written skills in English will be learnt through these activities.

CLINICAL CASE (oral presentation): Basic aspects developed in English to design, synthesize and expose specific clinical cases in the field of Physiotherapy.

PHYSIOTHERAPY EXERCISE ROUTINE: Design and implement a therapeutical exercise routine adapted to a pathology. Ability to receive information and give clear instructions in English.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
-------	-------	------	-------------------

Type: Directed

LABORATORY PRACTICE (PLAB)	8	0.32	
SPECIALISED SEMINARS (SEM)	7	0.28	
THEORY (TE)	30	1.2	1, 2, 6, 10

Type: Supervised

ORAL PRESENTATION/EXPOSITION OF WRITTEN WORKS	15	0.6	
---	----	-----	--

Type: Autonomous

NARRATIVE RECORDS:PORTFOLIO	35	1.4	1, 2, 6, 10
SELF-STUDY	47	1.88	1, 2, 6, 10

The teaching structure of the subject is based on theoretical classes (presential or virtual) and practical classes, with the corresponding visual and virtual technical supports: PowerPoint projections, audiovisuals, practical classes, tutorial classes, etc.

The faculty reserves the right to provide, partially or in its entirety, the teaching material of the subject in the Campus Virtual. In order to promote the students autonomous learning, the attendance and the taking of notes during the master classes will be promoted.

The tutoring hours reflected in the teaching academic calendar of the current course will be used as a space in which the student will be able to resolve possible doubts regarding the course of the subject. In no case will they be used as English language reinforcement classes.

Whenever the students require it, they can request time for a consultation with the teachers of the subject, communicating it virtually one week before the scheduled date (taking into account working days and/or working days), through the Virtual Campus and / or institutional UAB email.

Professorat Responsible / Coordination: Anna.BoschDeBasea@uab.cat

Professorat Adjunt: Elisenda.Climent@uab.cat

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practical evaluation:simulations	15%	2	0.08	1, 2, 5, 6, 7, 10, 9
Written evaluation :objective tests of multiple choice items	30%	2	0.08	1, 2, 3, 5, 6, 7, 8, 10, 4, 9
Assistance and participation	10%	0	0	2, 3, 6, 10, 9
Oral assessments using structured tests	15%	2	0.08	1, 2, 6, 10
Written assignment and oral defense of works	30%	2	0.08	1, 2, 6, 10

This subject's continuous evaluation consists of 5 evaluations: 1 evaluation for each module of the subject and a theoretical synthesis final examination. Exam dates cannot be changed unless there is a medical reason to justify it.

1. Attendance and active participation in class: Attendance and active participation in theoretical and practical classes is not mandatory but will be valued positively with 10% of the final grade (0.5 for 80% attendance, 0.5 for 33% participation in classes). Students are expected to attend and participate in 80% of the classes and to show an attitude compatible with the educational profession that fosters a friendly and positive environment, democratic and where differences are respected. The skills of active listening, respect, participation, cooperation and appropriate use of electronic devices (mobile, computer, etc.) will be positively valued.

2. Oral defense of works: Clinical case. Students must prepare a written assignment and an oral presentation of a pathology and/or syndrome (to be chosen by the students) with its corresponding therapeutic intervention in physiotherapy. Both of them will be done in groups of 4 or 5 people. The assignment must be submitted by one member of each group through the Campus Virtual before the presentation. The oral presentation is made in groups, where 3 students will present and the rest will answer questions related to the clinical case and proposed by teachers and students. The evaluation will be in group and will represent 30% of the final grade of the subject.

3. Oral evaluations through structured tests: competences in physiotherapy: Physiotherapy clinical history: Role-play (physiotherapist-patient) in pairs (in order of list), where performance, comprehension and response capacity of the student will be assessed. Different physiotherapy clinical situations will be proposed on the day of the examination. The evaluation will be individual and will represent 15% of the final grade of the subject.

4. Practical type evaluation through simulations: In pairs (in order of list) students must create and design a physiotherapy exercise routine, adapted and directed to a pathology that will present in class or via video (voice-over not allowed). Students have to deliver the routine in a triptych format through the Campus Virtual on the established date. The evaluation will be individual and will represent 15% of the final grade of the subject.

5. Written evaluation through objective tests of selection of multiple choice items: Synthesis. The final exam includes questions of the theoretical and practical content taught throughout the course. It consists of 50 multiple-choice questions (with 4 answer options and only a correct one). The answers without responses will not penalise and those answered incorrectly will penalise -0.3. The evaluation will be individual and will represent 30% of the final grade of the subject. It will have a duration of 90 minutes. The exam date cannot be changed.

Single Assessment: The assessments will be carried out in the same way as the continuous evaluation but in a single day. In the event that there are not enough students to form a group, the group assessments will be adjusted so that there is a similar workload. The same system will be applied for the recovery test as for the continuous assessment. The review of the final qualification follows the same procedure as for the continuous assessment. Attendance and active participation in theoretical and practical classes is not mandatory but will be valued positively with 10% of the final grade. Students are expected to attend and participate in 80% of the classes and to show an attitude compatible with the educational profession that fosters a friendly and positive environment, democratic and where differences are respected. The skills of active listening, respect, participation, cooperation and appropriate use of electronic devices (mobile, computer, etc.) will be positively valued.

Recovery Test:

Students who have not passed the subject through continuous assessment with a grade equal to or greater than 5, may be submitted individually to a recovery test. It will consist of a test type exam with 50 multi-choice questions on the theoretical and practical content of the subject, with a single correct answer and in which each correct answer will add 1 point, an incorrect answer will be penalized with -0.3 and blank answers will not alter the final mark. The maximum final mark that can be drawn in the recovery is 6.

Students who obtain a score of 0.0 on any of the evaluation of the continuous assessment can not attend the final test. However, they will be able to attend the recovery test.

The final grade will have a numerical representation according to the scale 0-10 and a qualitative equivalence according to the criteria of the UAB of suspense, approved, notable and outstanding (with the option of aspiring to the qualification of honorary registration).

Review of the tests:

The procedure for reviewing the tests or supporting documents will be in accordance with the regulations established by the UAB and it will be individual or groupal and online for the student who requires it. To do this, you must submit a prior request by email within 5 working days after the test. You can not claim outside of this period of time. For the revision of group evaluations, the attendance of all the members of the group will be mandatory.

Any adversity (care, medical, etc.) or exceptional situation suffered on the student side and/or groups of students must be communicated 48 hours in advance on working days by means of the institutional email of the teacher in subject. Any demand or proposal that does not meet these requirements will be disregarded and not considered valid in case of complaints by the students.

Plagiarism of an assignment will be considered a serious misconduct and it will be penalised by failing that evaluation.

According to article 116.8, when it is considered that the student has not been able to provide sufficient evidence of evaluation in the record, this subject will be recorded as non-assessable.

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively for support tasks, such as bibliographic or information searches. The student must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in this graded activity will be considered a breach of academic integrity and may result in partial or full penalization of the activity's grade, or more severe sanctions in serious cases.

Bibliography

Oldmeadow & Kimmel, Clinical Guidelines in Acute orthopaedic physiotherapy. Leonie Oldmeadow, 2018. ISBN: 2770000105842

David J. ***Orthopedic Physical Assessment***. Missouri 63146 St. Louis: Saunnders Elsevier; 2013 ISBN: 9781455709779

Ginge Kettenbach MS,PT. ***Writing S.O.A.P.Notes***. Philadelphia: F.A Davis Company; 1990 ISBN-10: 0803608365

Martin Milner. ***English for Health Sciences***. Boston: HEINLE Cencega Learning; 2010 ISBN 10: 1413020518

Melodie Hull. ***Medical English Clear & Simple***. Philadelphia: F.A.Davis Company;2010 ISBN-10: 0803621655

Michelle H. Cameron. ***Physical Agents in rehabilitation*** - an evidence based approach to practise. Portland OR. Saunders. 5th edition 2018 ISBN: 9780323445672

Ramon Ribes, Pablo Ros. ***Inglés médico*** - Editorial panamericana 2010 ISBN 10: 8498352487

J. Rothstein, S. Roy, S. Wolf. ***The rehabilitation specialist's handbook*** F.A Davis 2006 ISBN-10: 0803639066

Online:

American Heart Association: <https://www.heart.org/>

Transport Accident Commission: <https://www.tac.vic.gov.au/providers/working-with-tac-clients/guidelines>

Artículos:

Tahirbegolli B, Dinçer Ş, Gözübüyük ÖB, Değirmenci U, Yıldız S, Vehid S. Athlete presentations and injury frequency by sport at a sports medicine university clinic. *J Sports Med Phys Fitness*. 2018;58(11):1676-1680. doi:10.23736/S0022-4707.17.07157-2

Sala-Barat E, Álvarez-Díaz P, Alentorn-Geli E, Webster KE, Cugat R, Tomás-Sabado J. Translation, cross-cultural adaptation, validation, and measurement properties of the Spanish version of the anterior cruciate ligament-return to sport after injury (ACL-RSI-Sp) scale. *Knee Surg Sports Traumatol Arthrosc*. 2020;28(3):833-839. doi:10.1007/s00167-019-05517-z

Patricios JS, Schneider KJ, Dvorak J, et al. Consensus statement on concussion in sport: the 6th International Conference on Concussion in Sport-Amsterdam, October 2022. *Br J Sports Med*. 2023;57(11):695-711. doi:10.1136/bjsports-2023-106898

Echemendia RJ, Brett BL, Broglio S, et al. Introducing the Sport Concussion Assessment Tool 6 (SCAT6). *Br J Sports Med*. 2023;57(11):619-621. doi:10.1136/bjsports-2023-106849

Winter C, Kern F, Gall D, Latoschik ME, Pauli P, Käthner I. Immersive virtual reality during gait rehabilitation increases walking speed and motivation: a usability evaluation with healthy participants and patients with multiple sclerosis and stroke. *J Neuroeng Rehabil*. 2021;18(1):68. Published 2021 Apr 22. doi:10.1186/s12984-021-00848-w

Barron RL, Oster G, Grauer A, Crittenden DB, Weycker D. Determinants of imminent fracture risk in postmenopausal women with osteoporosis. *Osteoporos Int*. 2020;31(11):2103-2111. doi:10.1007/s00198-020-05294-3

Seijas R, Barastegui D, López-de-Celis C, et al. Preoperative risk factors in hip arthroscopy. *Knee Surg Sports Traumatol Arthrosc*. 2021;29(5):1502-1509. doi:10.1007/s00167-021-06484-0

Lin CY, Huang SC, Tzou SJ, et al. A Positive Correlation between Steroid Injections and Cuff Tendon Tears: A Cohort Study Using a Clinical Database. *Int J Environ Res Public Health*. 2022;19(8):4520. Published 2022 Apr 8. doi:10.3390/ijerph19084520

Page MJ, McKenzie JE, Bossuyt PM, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*. 2021;372:n71. Published 2021 Mar 29. doi:10.1136/bmj.n71

Wällgren JO, Ferré-Aniorte A, Senorski EH, et al. Does Playing Football (Soccer) Really Increase the Risk of Knee Osteoarthritis? A Systematic Review and Meta-analysis. *J Orthop Sports Phys Ther*. 2024;54(5):1-12. doi:10.2519/jospt.2024.12029

Seijas, R., Ferré-Aniorte, A., Rius, M., Laiz, P., & Cugat, R. (2022). Evolution of the patellar tendon size after Bone-Patellar tendon-Bone ACL reconstruction. *Apunts Sports Medicine*, 57(215). <https://doi.org/10.1016/j.apunsm.2022.100386>

Obertiaca R, Meha R, Hoxha I, Shabani B, Meyer T, Aus der Fünten K. Efficacy of a new injury prevention programme (FUNBALL) in young male football (soccer) players: a cluster-randomised controlled trial. Br J Sports Med. 2024;58(10):548-555. Published 2024 May 2. doi:10.1136/bjsports-2023-107388

Si los estudiantes desean repasar inglés antes de empezar ATEC pueden seguir estas sugerencias:

ELEMENTARY LEVEL:

- R. Murphy, M. Craven, B. Viney. English Grammar in Use with Answers and CD-ROM (Inglés) Cambridge University Press. 2015. ISBN 10: 052118939X - ISBN 13: 9780521189392

INTERMEDIATE:

- **English for Everyone: Level 3: Intermediate, Practice Book: A Complete Self-Study Program Reprint Edition.** DK. 2016. ISBN-13: 978-1465448682
- Michael Swan. **Practical English Usage.** Oxford University Press- 4th edition. 2017. ISBN: 9780194202411

Software

Kahoot app

No additional program or device is required.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	201	English	second semester	afternoon
(PLAB) Practical laboratories	202	English	second semester	afternoon
(PLAB) Practical laboratories	203	English	second semester	afternoon
(SEM) Seminars	201	English	second semester	afternoon
(SEM) Seminars	202	English	second semester	afternoon
(SEM) Seminars	203	English	second semester	afternoon
(TE) Theory	201	English	second semester	afternoon