



Español para profesionales de la salud

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DESCRIPCIÓN DEL CURSO

Bienvenido al curso “Español para los profesionales de la salud” en el cual exploraremos y aprenderemos, en español, conceptos y terminología relacionada con el campo de la salud.

Este curso ha sido diseñado para estudiantes que planifican trabajar en profesiones relacionadas con el cuidado de la salud.

OBJECTIVOS DEL CURSO

1. Desarrollar conocimiento sobre terminología médica en español para (a) la anatomía y fisiología; (b) causas, diagnóstico y tratamiento de enfermedades específicas; y (c) para la mayoría de situaciones que se pueden encontrar en el cuidado de la salud.
2. Aprender herramientas comunicativas y vocabulario en español para que pueda ser practicado y usado para resolver típicos problemas relacionados con la profesión médica,
3. Desarrollar experiencia en la investigación sobre temas de la salud pública relevantes para la comunidad hispana.
4. Incrementar la comprensión de temas sobre la cultura hispana en las profesiones relacionadas con la salud.
5. Analizar problemas sociales relacionados con temas sobre la salud.

Se perseguirán estos objetivos con el fin de que el estudiante esté preparado para realizar las siguientes actividades:

- Comprender y elaborar mensajes orales, con soltura y eficacia, utilizando el registro requerido, dentro del ámbito específico de las Ciencias de la Salud, como informes, partes, historias clínicas, diagnóstico, etc.
- Comprender y elaborar textos escritos del ámbito profesional con unidad interna y sin errores destacados, tales como informes, partes, historias clínicas, diagnóstico, etc.
- Comprender el contenido de textos informativos y especializados, sin apoyo ninguno, y contestar preguntas e iniciar una conversación sobre los mismos.
- Pasar del registro formal al informal y hablar de cualquier tema que no requiera especialización.

LIBROS

TEMAS DE SALUD. Manual para la preparación del Certificado Superior de Español de las Ciencias de la Salud de la Cámara de Comercio e Industria de Madrid. Rosa de Juan, C., de Prada, M., Marcé, P. y Salazar, D. 2009. Editorial Edinumen: Madrid.

MEDICAL SPANISH. Interviewing the Latino patient. A cross-cultural perspective. Gonzalez-Lee, T y Simon, H. J. 1990. Prentice-Hall: New Jersey.

INTERNET RESOURCES:

- Medline Plus (<http://medlineplus.gov/spanish/>)
- CDC-Español (<http://www.cdc.gov/spanish/>)
- Orphanet: Portal de Información sobre Enfermedades Raras (http://www.orpha.net/consor/cgi-bin/Disease_Search.php?lng=ES)

ATTENDANCE POLICY

There is no attendance grade in this course.

Make sure you have the phone numbers and emails of at least two of your classmates in case you miss class. In case of emergency, you must contact your professor as soon as it is reasonably possible.

You should not miss class. Students with excessive number of absences will be dropped from the course. Students are allowed 2 excused / justified absences. Excused / justified absences are those for which students present:

- a medical excuse (to be given to the instructor the day they return to class), signed by a physician, and indicating that a medical condition has prevented them from attending class;*
- (ii) a certification that they are representing Clemson in a university-sponsored event.*

*Additional absences (excused/unexcused): **5 points** will be deducted from the final course grade for each absence.*

COURSE GRADES

Homework and active participation	10%
Reading Journal	20%
Research presentations	20%
Midterm	25%
Final exam	25%

GRADING SCALE

90-100 (A):	Sobresaliente
80-89 (B):	Notable
70-79 (C):	Aprobado alto
60-69 (D):	Aprobado bajo
0-59 (F):	Suspenso

ACTIVE PARTICIPATION & HOMEWORK (10%)

*As with any language class, students are encouraged to participate actively and to do the homework in order to develop language skills as well as fulfill the course goals. Coming to class is **NOT** participation. Volunteer to answer questions, bring/discuss topics pertinent to the class, show a positive attitude, asking questions.... **IS** active participation.*

Homework includes daily readings and activities from the textbook.

Texting and the use of cellphones during class is prohibited. It is disrespectful to others and to your professor. Students who do not comply with this will be asked to leave the classroom and will earn an unexcused absence + negative participation grade. There is no use for cellphones in class, so please, turn them off completely during class.

READING JOURNAL (20%)

Once a week students read or listen for at least 10 minutes from an article or story of interest to him/her. The article, related to Health Issues, must be from authentic (credible sources) Spanish-language newspapers, magazines, websites, etc. Students will make an entry in their journal following the format provided below (see p. 5).

RESEARCH PRESENTATIONS (20%)

The purpose of the research and presentation is to improve language and communication skills, add a deeper dimension to the content from the course, provide an opportunity to present an issue that you studied in greater detail than anyone else, synthesize all the elements of the course and present what you have learned.

In pairs, the students will make research and present their findings, in Spanish, to the class. (see p. 6 and 7).

*You will sign up to present your findings during the 4th and 6th week of the course. In pairs, you will present a largely visual analysis of your findings—you need to know your material inside-and-out and be prepared to interact with the audience **but** you must let your audience lead by asking you questions.*

*Remember: NO reading, no reciting memorized scripts. This will give students the opportunity to present their own work in a public forum and demonstrate the application of course concepts to real-world contexts. All presentations must be **professional** and therefore must be electronically processed (think ‘board room,’ not ‘school classroom’!).*

EXAMS (25% + 25%)

There will be one midterm (25%) and one final exam (25%). Both exams will test listening comprehension, grammar, reading and writing skills as covered in the course.

One of the questions in the final exam will be prepared by the student at home and it will consist on studying and briefly writing about one of the main diseases of a specific medical specialty: “Proyecto examen” (more will be said during class).

*Check your final exam schedule to make sure that you don't have three exams within twenty-four hours, or an exam scheduled at the same time as the final exam of this course. If you do, you must present evidence of this conflict and get an excuse slip **well in advance of the day of the Final Exam**. Your instructor will have to have this excuse slip with plenty of time in order to prepare a make-up for you.*

READING JOURNAL

Once a week students read or listen for at least **10 minutes** from an article or story of interest to him/her. The article, related to Health Issues, must be from authentic (credible sources) Spanish-language newspapers, magazines, websites, TV or radio stations, podcasts, etc. **Every week students will turn in their reading journal** following the format provided below.

Find sources from the Spanish-speaking world that are of interest to you professionally: Health. Try to make it related to your career goals, but don't get bored—vary the media so it's not always just reading or just watching. You might want to develop a specialty area and do a lot with a certain topic or follow a single story or you might prefer to jump around and cover a broad range of topics. Local sources include the TV channels, free newspapers, radio programs, etc. Internet sources include elmundo.es, elpais.com, rtve.es/noticias, etc. Almost any newspaper has a health section online—explore the world through online newspapers: www.prensaescrita.com)

Explore & find the topics that are most interesting to you, but don't spend 30 minutes finding something to read or watch for 10 minutes!

Please note, **authentic** means information originating in Spanish from a Spanish-speaking source & cultural perspective. There is plenty of authentic material generated within the US, but translations of content originating in English from an English-speaking cultural perspective do not count.

Every reading day, students will make an entry in their journal **in Spanish** where they will outline the information and extract details of what they just read or listened to (see form below). Students will paraphrase the article's content in their own words or write their opinion, the pros and cons, etc. (**5-10 minutes** writing each daily entry). No translating! All work must be done **in Spanish**—it is important to both think & write in Spanish. Students will turn in their reading journal the day of the exam (mid-term and final).

Reading Journal form (minimum $\frac{3}{4}$ of a page and maximum 1 page):

Nombre: _____

Fecha: _____

Lectura número: ____

El título del artículo:

La fuente (nombre del periódico, revista, página web...) y su país:

EL RESUMEN DEL ARTÍCULO:

TUS REACCIONES: ¿Por qué te gusta/interesa? ¿Por qué es relevante/importante para tu carrera o especialidad?

“¿Qué significa?” Apunta al menos 4 palabras nuevas que aprendiste:

RESEARCH PRESENTATIONS

With the purpose of understanding (i) the working of and services offered by different centers that provide health care, and (ii) the different perspectives of people from Seville regarding the health care they receive, the students, in pairs, will make research and present their findings, in Spanish, to the class:

1. Outpatient centers / Clinics (ambulatorios): during the first part of the course, the students will analyze and contrast 2 outpatient centers / clinics from the city of Seville and will interview at least 3 people in those centers. The students will present their findings to the class.

2. Hospitals: during the second part of the course, the students will analyze and contrast 2 hospitals from the city of Seville and will interview at least 3 people in those centers. The students will present their findings to the class.

The research and interviews will collect data regarding the buildings, the services offered and the satisfaction with the service:

(a) the building and its different areas/sections, the opening hours of the center, proximity to their home,

(b) the services offered and location, the duration of the service offered, easiness when arranging an appointment

(c) opinion and satisfaction with (a) and (b) and with the health care received, the humane treatment provided by administrative and medical staff, the waiting time, etc.

*You will sign up to present your findings during the 4th and 6th week of the course. In pairs, you will present a largely visual analysis of your findings—you need to know your material inside-and-out and be prepared to interact with the audience **but** you must let your audience lead by asking you questions.*

*Remember: NO reading, no reciting memorized scripts. This will give students the opportunity to present their own work in a public forum and demonstrate the application of course concepts to real-world contexts. All posters must be **professional** and therefore must be electronically processed—no tape, construction paper, poster board, scissor cuts, etc. (think ‘board room,’ not ‘school classroom’!).*

*After a presentation of information, your job is to **lead a conversation** that interests & includes all members of the group. See grading rubric for what is expected. **You have to print/photocopy the following grading rubric and bring it to class on the day of your presentation.***

Research presentation. PROFESSOR'S EVALUATION CRITERIA:

Names: _____

Topic: _____ **Date:** _____

1. Content / good information.
2. Well-prepared, knew information (no reading, no long pauses to recall).
3. Delivered well, natural presentation style (not read nor does it *sound* memorized).
4. Good pace/fluency, not too slow (or fast), no long pauses.
5. Clear and comprehensible.
6. Explained/clarified *in Spanish* things when needed (i.e.: vocabulary, terms).
7. Interactive – asked questions, listened, engaged with classmates.
8. Type of question/analysis: asked thought-provoking questions beyond the very general
9. Correct pronunciation (vowels, stress on correct syllable) / errors do not impede comprehension
10. Few errors in grammar/structure / errors do not impede comprehension

Sub-topics:

(a) the building and its different areas/sections, the opening hours of the center, proximity to their home,

(b) the services offered and location, the duration of the service offered, easiness when arranging an appointment,

(c) opinion and satisfaction with (a) and (b) and with the health care received, the humane treatment provided by administrative and medical staff, the waiting time, etc.

Español para profesionales de la Salud – Programa del curso – Primavera 2016

		TAREA
Día 1	<ul style="list-style-type: none"> - Introducción del curso (objetivos y contenido). - Tema 1. Definición de salud, personas sanas y vida sana. - Orígenes de la medicina - Medicina actual - Juramento hipocrático 	<p>Lee todo este documento y mañana pregunta si tienes dudas sobre <i>Reading Journal</i>, <i>Research presentations</i> etc.</p> <p>Prepara p. 14, 15, 17 18</p> <p>Lee para <i>Reading Journal</i> + <i>entry1</i></p>
Día 2	<ul style="list-style-type: none"> - Dudas o preguntas sobre documento del curso - El Dolor - Sanidad - Tema 2. Atención primaria de salud - Centro de salud / Ambulatorio 	<p>Lee para <i>Reading Journal</i> + <i>entry1</i></p> <p>Prepara p. 21 y 22</p>
Día 3	<ul style="list-style-type: none"> - El equipo de atención primaria - Medicina de familia - La calidad de la atención primaria 	<p>Lee para <i>Reading Journal</i> + <i>entry1</i></p> <p>Prepara p. 25, 26, 27 y 28</p>
Día 4	<ul style="list-style-type: none"> - RESEARCH AND INTERVIEWS 1.1. 	<p>Lee para <i>Reading Journal</i> + <i>entry1</i></p> <p>Entrega al profesor <i>entry 1</i> el lunes 18 de enero</p>
Día 5	<ul style="list-style-type: none"> - Entrega al profesor <i>entry 1</i> - Tema 3. Centros hospitalarios - Altas hospitalarias - Administración hospitalaria 	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p>Prepara p. 30 y 31</p>
Día 6	<ul style="list-style-type: none"> - El servicio de admisión 	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p>Prepara p. 36, 37 y 38</p>
Día 7	<ul style="list-style-type: none"> - Tema 4. Atención sanitaria urgente - Urgencias y emergencias médicas - Zonas del servicio de urgencias 	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p>Prepara p. 39</p>
Día 8	<ul style="list-style-type: none"> - El MIR y el servicio de urgencias - Primeros Auxilios 	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p>Entrega al profesor <i>entry 2</i> el martes 26 de enero</p> <p>Prepara p. 41, 42 y 43</p>
Día 9	<ul style="list-style-type: none"> - RESEARCH AND INTERVIEWS 1.2. 	<p>Entrega al profesor <i>entry 2</i> el martes 26 de enero</p> <p>Prepara p. 41, 42 y 43</p>
Día 10	<ul style="list-style-type: none"> - Entrega al profesor <i>entry 2</i> - REGIONES DEL CUERPO - ESQUELETO HUMANO 	<p>Lee para <i>Reading Journal</i> + <i>entry3</i></p> <p>Prepara p. 44, 45 y 46</p>
Día 11	<ul style="list-style-type: none"> - Tema 5. Especialidades médicas - <u>Oftalmología</u> y trastornos oculares (((Proyecto examen: ambliopía, estrabismo, catarata, glaucoma...))) 	<p>Lee para <i>Reading Journal</i>+ <i>entry3</i></p> <p>Prepara p. 47, 48, 49 y 50</p>
Día 12	<ul style="list-style-type: none"> - <u>Otorrinolaringología</u> y neumología (((Proyecto examen: asma, amigdalitis, vegetaciones...))) 	<p>Lee para <i>Reading Journal</i>+ <i>entry3</i></p> <p>Prepara p. 51, 52 y 53</p>
Día 13	<ul style="list-style-type: none"> - <u>Odontología</u> (((Proyecto examen: ortodoncia, endodoncia, periodoncia, prostodoncia,...))) 	<p>Lee para <i>Reading Journal</i>+ <i>entry3</i></p> <p>Prepara PRESENTACIONES de Ambulatorios e imprime <i>rubric</i></p>
Día 14	<p>RESEARCH PRESENTATIONS 1 (AMBULATORIOS)</p>	<p>Entrega al profesor <i>entry 3</i> el miércoles 3 de febrero</p> <p>Estudia para el examen</p>

Día 15	- Entrega al profesor <i>entry 3</i> Revisión para el <i>Midterm</i>	Estudia para el examen
Día 16	MIDTERM	Lee para <i>Reading Journal+ entry 4</i> No hay tarea
Día 17	- <u>Cardiología</u> (((Proyecto examen: enfermedades del corazón)))	Lee para <i>Reading Journal+ entry4</i> Prepara p. 58-61
Día 18	- <u>Aparato digestivo</u> (((Proyecto examen: enfermedades del aparato digestivo)))	Lee para <i>Reading Journal+ entry4</i> Entrega al profesor <i>entry 4</i> el jueves 11 de febrero Prepara p. 62 y 63 (para jueves)
Día 19	- RESEARCH AND INTERVIEWS 2.1.	Entrega al profesor <i>entry 4</i> el jueves 11 de febrero Prepara p. 62 y 63 (para jueves)
Día 20	- Entrega al profesor <i>entry 4</i> - <u>Nefrología y Urología</u> (((Proyecto examen: enfermedades del aparato digestivo)))	Lee para <i>Reading Journal+ entry5</i> Prepara p. 64 y 65
Día 21	- Trastornos de Salud Mental: definición y clasificación - Trastornos del estado de ánimo I	Lee para <i>Reading Journal+ entry5</i> Prepara p. 67 y 68
Día 22	- Trastornos del estado de ánimo II	Lee para <i>Reading Journal+ entry5</i> Prepara p. 70 y 71
Día 23	- Trastornos del estado de ánimo III (((Proyecto examen: trastorno obsesivo compulsivo (TOC), las fobia, ...))) Práctica de entrevistas I: el falso paciente, 2 casos	Lee para <i>Reading Journal+ entry5</i> Entrega al profesor <i>entry 5</i> el lunes 22 de febrero Prepara PRESENTACIONES e imprime <i>rubric</i>
Día 24	- RESEARCH AND INTERVIEWS 2.2.	Entrega al profesor <i>entry 5</i> el lunes 22 de febrero NO HAY TAREA pero prepara PRESENTACIONES imprime <i>rubric</i>
Día 25	Entrega al profesor <i>entry 5</i> Práctica de entrevistas II: el falso paciente, 2 casos	NO HAY TAREA pero prepara PRESENTACIONES imprime <i>rubric</i>
Día 26	RESEARCH PRESENTATIONS 2 HOSPITALES	Estudia para la revisión final y el examen final
Día 27	Revisión para el EXAMEN FINAL	<u>ESTUDIA PARA EL EXAMEN FINAL</u>
Día 28	EXAMEN FINAL	