

## **SEVI 301-Spanish for the Health Professions**

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### **Course Description**

In this course, taught in Spanish, students will explore and learn concepts and terms related to the field of health. The course has been designed for students who plan to work in professions relating to health care.

### **Course Objectives**

1. Develop knowledge of medical terminology in Spanish for (a) anatomy and physiology; (b) causes, diagnosis and treatment of specific illnesses; and (c) for the majority of situations one can find in the health care field
2. Learn communicative tools and Spanish vocabulary applicable to issues related to the medical profession
3. Gain research experience about topics related to public health relevant to the Hispanic community
4. Increase comprehension of topics related to Hispanic culture and the health care field
5. Analyze social problems related to health and health care

These objectives will be pursued with the hopes that students will be prepared to:

- Understand and produce oral messages, with ease and efficiency, using the required vernacular, within the specific environment of the Health Sciences, such as reports, clinical histories, diagnoses, etc.
- Understand and produce written texts within the professional environment that are accurate and lack glaring errors, such as reports, clinical histories, diagnoses, etc.
- Understand the content of informative and specialized texts, without assistance, and answer questions or initiate conversations about such texts
- Be able to speak both formally and informally about a wide variety of topics related to the health care field

### **Books**

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.

*(Topics of Health: Manual for preparation for the Certificate of the Health Sciences, from the Spanish Chamber of Commerce and Industry)*

Medical Spanish: Interviewing the Latino patient – A cross-cultural perspective. Gonzalez-Lee, T and 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 of Information about Rare Diseases ([http://www.orpha.net/consor/cgi-bin/Disease\\_Search.php?lng=ES](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:*

- 1. 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;*
- 2. a certification that they are representing their university 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 exam	25%
Final exam	25%

## Grading Scale

90-100 (A)	<b>Excellent work</b>
80-89 (B)	<b>Above average work</b>
70-79 (C)	<b>Average work</b>
60-69 (D)	<b>Pass, but unsatisfactory work</b>
0-59 (F)	<b>Failure</b>

### **Active Participation and 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](http://elmundo.es), [elpais.com](http://elpais.com), [rtve.es/noticias](http://rtve.es/noticias), etc. Almost any newspaper has a health section online—explore the world through online newspapers:

[www.prensaescrita.com](http://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):

Name: _____	
Date: _____	Reading number: _____
Title of article:	
Source (name of newspaper, magazine, website, etc.) and country:	
SUMMARY OF ARTICLE:	
REACTIONS: Why did this article interest you? Why is it relevant/important for your profession/specialty?	
Vocabulary: Write down at least 4 new words that you learned	

## 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.

## Spanish for the Professions: Course Schedule

		<b>Homework</b>
Day 1	<ul style="list-style-type: none"> <li>-Introduction to the course (objectives and content)</li> <li>-<b>Topic 1:</b> Definition of health, healthy people, and healthy life</li> <li>-Origins of medicine</li> <li>-Contemporary medicine</li> <li>-Hippocratic oath</li> </ul>	<ul style="list-style-type: none"> <li>-Read the syllabus and prepare any questions you may have about the syllabus (reading journal, research presentations, etc)</li> <li>-Prepare pages 14, 15, 17 and 18</li> <li>-Read for Reading journal entry 1</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>-Questions/concerns about the syllabus</li> <li>-Pain</li> <li>-Public health</li> <li>-<b>Topic 2:</b> Primary health care</li> <li>-Health centers/outpatient care</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare pages 21 and 22</li> <li>-Read for Reading journal entry 1</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>-Primary care team</li> <li>-Family medicine</li> <li>-Quality of primary care</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare pages 25, 26, 27 and 28</li> <li>-Read for Reading journal entry 1</li> </ul>
Day 4	<b>RESEARCH AND INTERVIEWS 1.1</b>	<ul style="list-style-type: none"> <li>-Read for Reading journal entry 1</li> <li><b>Reading journal entry 1 due next class</b></li> </ul>
Day 5	<p style="text-align: center;"><b>TURN IN READING JOURNAL ENTRY 1</b></p> <ul style="list-style-type: none"> <li>-<b>Topic 3:</b> hospital centers</li> <li>-Hospital discharge</li> <li>-Hospital administration</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare pages 30 and 31</li> <li>-Read for Reading journal entry 2</li> </ul>
Day 6	<ul style="list-style-type: none"> <li>-Admission service</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare pages 36, 37 and 38</li> <li>-Read for Reading journal entry 2</li> </ul>
Day 7	<ul style="list-style-type: none"> <li>-<b>Topic 4:</b> Urgent health care</li> <li>-Urgent and emergency medicine</li> <li>-Emergency service area</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare page 39</li> <li>-Read for Reading journal entry 2</li> </ul>
Day 8	<ul style="list-style-type: none"> <li>-El MIR (Médico interno residente) and emergency services</li> <li>-First aid</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare pages 41, 42 and 43</li> <li>-Read for Reading journal entry 2</li> </ul>
Day 9	<b>RESEARCH AND INTERVIEWS 1.2</b>	<ul style="list-style-type: none"> <li>-Prepare pages 41, 42 and 43</li> <li><b>Reading journal entry 2 due next</b></li> </ul>



		<b>class</b>
Day 10	<b>TURN IN READING JOURNAL ENTRY 2</b> -Regions of the body -The human skeleton	-Prepare pages 44, 45 and 46 -Read for Reading journal entry 3
Day 11	<b>-Topic 5: Medical specialties</b> - <u>Ophthalmology</u> and eye disorders (Amblyopia, strabismus, cataracts, glaucoma...)	-Prepare pages 47, 48, 49 and 50 -Read for Reading journal entry 3
Day 12	- <u>Otolaryngology</u> and pulmonology (Asthma, tonsillitis, adenoids...)	-Prepare pages 51, 52 and 53 -Read for Reading journal entry 3
Day 13	- <u>Odontology</u> (Orthodontics, endodontics, periodontology, prosthodontics...)	-Prepare <b>RESEARCH PRESENTATIONS 1 (OUTPATIENT CARE)</b> and print rubric -Read for Reading journal entry 3
Day 14	<b>RESEARCH PRESENTATIONS 1 (OUTPATIENT CARE)</b>	<b>STUDY FOR MIDTERM EXAM</b> <b>Reading journal entry 3 due next class</b>
Day 15	<b>TURN IN READING JOURNAL ENTRY 3</b> <b>-Review for Midterm</b>	<b>STUDY FOR MIDTERM EXAM</b>
Day 16	<b>MIDTERM EXAM</b>	-No assignments -Read for Reading journal entry 4
Day 17	- <u>Cardiology</u> (Heart conditions)	-Prepare pages 58-61 -Read for Reading journal entry 4
Day 18	- <u>Digestive system</u> (Digestive system diseases)	-Prepare pages 62 and 63 -Read for Reading journal entry 4
Day 19	<b>RESEARCH AND INTERVIEWS 2.1</b>	-Read pages 62 and 63 <b>Reading journal entry 4 due next</b>

		<b>class</b>
Day 20	<b>TURN IN READING JOURNAL ENTRY 4</b>  - <u>Nephrology and Urology</u>	-Prepare pages 64 and 65  -Read for Reading journal entry 5
Day 21	-Mental health disorders: Definition and classification -Mood disorders 1	-Prepare pages 67 and 68  -Read for Reading journal entry 5
Day 22	-Mood disorders 2	-Prepare pages 70 and 71  -Read for Reading journal entry 5
Day 23	-Mood disorders 3 (OCD, phobias...)  <b>Practice for Interviews 1: the “false patient,” 2 cases</b>	-Prepare <b>PRESENTATION (HOSPITALS)</b> and print rubric  -Read for Reading journal entry 5
Day 24	<b>RESEARCH AND INTERVIEWS 2.2</b>	-No homework, except preparing <b>PRESENTATION 2 (HOSPITALS)</b> and print rubric  <b>Reading journal entry 5 due next class</b>
Day 25	<b>TURN IN READING JOURNAL ENTRY 5</b>  <b>Practice for Interviews 2: the “false patient,” 2 cases</b>	-No homework, except preparing <b>PRESENTATION 2 (HOSPITALS)</b> and print rubric
Day 26	<b>RESEARCH PRESENTATIONS 2 (HOSPITALS)</b>	<b>Prepare for final exam review</b>  <b>Study for final exam</b>
Day 27	<b>Review for Final exam</b>	<b>STUDY FOR FINAL EXAM</b>
Day 28	<b>FINAL EXAM</b>	