



# Salud y la comunidad hispana

**Instructor:** Irene Ramos Arbolí

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**Schedule:** Tuesdays & Thursdays, 12:30 – 13:45

**Office hour:** by appointment

**Classroom:** CINECU, second floor

**Sevilla, Fall 2017**

This course is adapted from **Span 4190 “Health and the Hispanic Community”**, taught by Dr. Arelis Moore de Peralta, Clemson University, L&IH Program.

## **Description of the course:**

**Prerequisites:** six credits in Spanish at the 3000 or 4000 level.

**Span 4190-Health and the Hispanic Community 3 (3)** Cultural aspects of health and health care services in Hispanic populations.

## **COURSE DESCRIPTION:**

Welcome to “Salud y la comunidad hispana”, a course where we will learn and explore cultural aspects in the field of health and health care services with a focus on Hispanic populations. This course is adapted from Span 4190- “Health and the Hispanic Community”, taught by Dr. Arelis Moore de Peralta, whom I thank for her generous collaboration. Thus, “Salud y la comunidad hispana” is designed for Clemson University students enrolled in the *Language and International Health Program* who plan to work in professions related to health care. Classes will be taught in Spanish, the primary language in most of our readings. This course aims for students to: boost their understanding of cultural competence as a process that reflects on our ongoing attitudes toward the community and ourselves; think critically when evaluating health care systems; gain interest in helping to alleviate power inequities in our society; and work hand in hand with people and organizations that defend a fair health care system for those who need it the most, particularly within the Hispanic and immigrant populations.

## **COURSE OBJECTIVES:**

To contribute with a culturally and linguistically relevant communication with Spanish-speaking participants in Hispanic contexts, this course has the following objectives:

- 1) Understand the definitions of culture and related concepts (e.g., identity) when communicating health.

- 2) Learn more about the so-called “Hispanic community” in the US, developing an insight to the cultural values of their relationship with their health and well-being.
- 3) Expand their knowledge of the health care system in the United States and learn about the Spanish system, being able to compare and contrast them critically.
- 4) Comprehend the health care system in Spain and how to navigate through its cultural aspects in the Spanish community.
- 5) Explain Hispanic culture influences on their health attitudes, beliefs and practices.
- 6) Describe current demographic changes in the United States and Spain due to immigration and how they affect health care situations.
- 7) Learn about strategies for ensuring equity in health contexts for the Hispanic population, particularly immigrants.
- 8) Increase cultural competence and cultural humility concerning the Hispanic patient and their families.
- 9) Gain a global, comprehensive perspective on the experiences of Hispanics, both immigrants and non, as health care patients in different contexts.
- 10) Make stronger connections with the Hispanic community while working with Spanish organizations devoted to help others.

Overall, the course has a strong component in written and oral communication in Spanish. Emphasis will be given to verbal discussions about health-related topics as well as individual and group presentations. Students will be asked to come to class prepared and ready to engage in conversation. Active discussion and critical analysis contrasting cultural and health-related aspects between Spain and the United States are crucial points of this course. Additionally, by the end of semester, students should expect to be able to perform in formal and informal contexts and to communicate efficiently and appropriately. Lastly, students will be asked to regularly reflect on their experiences during their internships and with their host families, and to think critically about the Spanish culture in Andalucía and how it compares and differentiates from that of South Carolina in the US.

### **GRADING AND ABSENCE POLICY:**

*My evaluation of your work will be based on the following categories:*

- A: 90-100 – represents excellence and 'work of a very high character'
- B: 80-89 – represents good work that 'is definitely above average, though not of the highest quality'
- C: 70-79- represents 'work of average or medium character'
- D: 60-69 – represents passes, but the work is unsatisfactory
- F: 59 or below – represents failure and indicates that the student knows 'so little'

### **ABSENCES**

None of the assignments that appear on the course syllabus (including exams, deadlines, quizzes, etc...) will be rescheduled due to student’s personal travels or for any other personal matter, such as the visit of friends or relatives.

Students will not be penalized for missing class, although everyone is responsible for all the material and assignments that appear on the course syllabus for the given dates, whether the student is in class or not. If a student misses any assignment (quiz, homework, test, etc.) due to an absence, he/she will automatically receive a “0”, and no make-ups will be allowed, unless there was a legitimate medical excuse for the absence.

In the same vein, it is of utmost importance to notify your instructor if you know ahead of time that you will be missing classes or the very day you miss a class. Contact your instructor via email to let her know. In the same vein, is *your* responsibility to get informed of what was covered in class the day you missed and to ask for any homework or assignment. It is strongly recommended to keep in touch with, at least, another classmate whenever situations like these may occur, and you can also ask your instructor for assistance.

### **MAKE-UP WORK:**

There will be several assignments and assessments in this course with fixed dates. Failing to submit a project on time or missing a quiz or exam may ONLY be excused with legitimate justification, such as a doctor’s note. Be proactive and talk to your instructor before or as soon as possible after missing an assignment or test. You can always turn in assignments earlier too if you know you will be absent for whatever reason.

In the event of an emergency, the student should make direct contact with the course instructor, preferably before class or when an assignment or exam takes place. Once again, with valid, legitimate documentation, student and instructor may develop a plan for that make-up work. It is the student’s responsibility to secure the necessary documentation.

### **EMAIL CORRESPONDENCE AND ETTIQUETE:**

The instructor will respond to all inquiries, questions, and other electronic correspondence within a timely manner —within 48 hours. All email messages from the instructor will be sent to the student’s Clemson University email address. Please be courteous and professional when addressing your instructor, and remember you are emailing, not texting. Your instructor may not respond to emails sent after 10pm, so plan accordingly.

### **ACADEMIC CALENDAR – Fall 2017:**

#### **Clemson – International Spanish Program & Internships in Seville 2017 Calendar**

- **30 August** Students arrive in Sevilla
- **31-2 September** Orientation in Sevilla
- **4 September** Fall Semester Classes begin
- **16 September** Excursion to Itálica and the beach
- **12 October** Holiday: Fiesta Nacional de España (Día de la Hispanidad)
- **1 November** Holiday: All Saints Day (Todos Los Santos)
- **3-5 November\*** Excursion to Córdoba and Granada
- **16-18 November** Excursion to Madrid and Segovia

- **5 December** Classes end
  - **6 December** Holiday: Constitution Day (Día de la Constitución)
  - **8 December** Holiday: Immaculate Conception (Inmaculada Concepción)
  - **11-15 December** Fall Semester Final Exams
  - **16 December** Students depart Sevilla
- \* Dates marked with an asterisk (\*) are pending confirmation.

#### EXCURSIONS AND VISITS CALENDAR – Fall 2017

##### Excursiones y Visitas a Monumentos – Fall 2017

\* Las siguientes visitas serán obligatorias para todos los alumnos

- **Reales Alcázares de Sevilla** martes, 5 de septiembre a las 15:30
- **Itálica y Playa** sábado, 9 de septiembre a las 9:30
- **Catedral de Sevilla** martes, 12 de septiembre a las 15:30
- **Mercado de la Encarnación y Metropol Parasol** sábado, 16 de septiembre a las 11:00
- **Excursión a Córdoba y Granada** viernes a domingo, 3-5 de noviembre\* (salida a las 8:30)
- **Excursión a Madrid y Segovia** jueves a sábado, 16-18 de noviembre (salida a confirmar)

Visitas Opcionales (dates and times pending confirmation)

- **Bodegas Góngora**
- **Almazara Basilippo**

\*The dates marked with an asterisk are pending confirmation.

#### ASSIGNMENTS:

<b>Preparation &amp; Participation</b>	10%
<b>Presentations:</b>	20%
(2) Individual	
(2) In pairs	
<b>Internship Journal</b>	15%
<b>Oral exam</b>	15%
<b>Midterm</b>	20%
<b>Final Exam</b>	20%

#### Preparation and Participation (10%)

Students are highly encouraged to come to class prepared (i.e., having read the material AND having done the homework assigned for the day) and ready to actively participate in class discussions and activities, both at the individual and class level. Simply coming to class does *not* necessarily mean participating. Participation entails volunteering to propose and answer questions, contributing with relevant topics for discussion to class, showing a positive attitude and willing disposition to work in groups or individually, etc.

Important Note on Cellphone and Laptop abuse:

Texting or using your cellphone or laptop for non-course-related tasks is prohibited in this class. It is distracting to you and the class and it is disrespectful to others, including your instructor. Please put your cellphone away (i.e., out of sight) and in silent mode during class time. You can ask for permission to use your cellphone or laptop occasionally to look up words in Spanish (e.g., *Wordreference*) but for short periods of time. The same applies to the use of laptops: do not use them to check email, chat, or do any other activity unrelated to class. Students who do not follow this rule will receive a warning followed by a negative participation grade for the day.

### **Presentations (20%)**

**Individual (10%):** Each student will be asked to do two individual presentations. For the first one, he/she will select one reading from those available on the syllabus and he/she will present it in class, briefly including: 1) a summary of the main points, 2) his/her impressions on the reading, e.g., was it interesting, boring, complex, shocking, etc., and why, and 3) one new word, at least, learned from the reading. The student will guide the presentation, pose questions for their classmates, and encourage his/her classmates to discuss them collectively. Presentations will last 30 mins, where the presenter is recommended to devote 10-15 mins to the presentation and use the remaining time leading the discussion.

For the second individual presentation, the same procedure will be followed but this time the presenter will find one relevant article or piece of news (“la noticia”) from a legitimate, reliable source *in Spanish* (e.g., an online or print newspaper, magazine, website, etc.) of his/her interest related to health care and the Hispanic community. The grade for these two assignments will be individual.

Rubric for individual presentations (*Appendix 1*, page 10)

**In pairs (10%):** Students will be asked to conduct two presentations in pairs following the same guidelines as individual presentations but with a partner. Each presentation will be conducted with a different classmate. (Rubric found on *Appendix 2*, page 11).

### **Internship Journal (15%)**

Every week after internships begin, students will be asked to keep track of their activities and experiences in the form of a journal. In this assignment, students will reflect on their personal development at the center where they will be helping. Journal entries may include but are not limited to students’ feelings, frustrations, communications achievements and language-barrier encounters, comfortable and/or uncomfortable situations, meetings, etc. Each entry will be typed in Spanish using *Word*, and submitted to your instructor no later than 24h before our first weekly meeting (e.g., if our class meets on Tuesdays and Thursdays at 12:30pm, each submission must be made *by* the previous Monday, at 12:29pm at the latest). This assignment will help students keep up with all interesting things they will be doing and also serve as a starting point for their ultimate internship project at their university.

There will be an individual final presentation at the end of the semester where students will share their unique experiences with their classmates and instructor. The presentation will require the use of technology (e.g., *PowerPoint*, *Prezi*, etc.), it will last no more than 20 mins per student and it will be 5% of the total grade for this assignment.

### Oral exam (15%)

The oral exam will consist on a one-on-one 10-15min “conversation”/ monologue with the instructor discussing possible topics previously practiced in class. Students will be given the list of topics in advance and will be asked to talk about them as comprehensively as possible, providing concrete definitions and examples. Their opinions on some topics may also be asked, in which case students should be ready to provide examples supporting their reasoning. The list of specific topics will be assigned 3 weeks prior to the exam. Exact date of Oral Exam: TBA. A detailed rubric for the oral exam can be found on page 12.

### Midterm (20%)

The midterm will include topics and concepts covered during class discussions, visits to organizations and health care facilities, and by guest speakers. The exam will be taken in written form in class, and the format of the questions will vary. More information will be provided as the date of the exam approaches. Exact date of Midterm: TBD.

### Final Exam (20%)

The final exam will follow the same premises as the midterm. It will include topics and concepts covered during class discussions, visits to organizations and health care facilities, and guest speakers’ talks. Special emphasis will be given to material covered in the second half of the semester. The exam will be taken in class, in written form, and the questions’ format will be varied. More information will be provided as the date of the exam approaches. Exact date of Final Exam: TBD.

### *Salud y la comunidad hispana – Calendario del curso – Otoño 2017*

LISTA DE LECTURAS Y ACTIVIDADES DEL CURSO*	
Septiembre (Semana 1) Martes 5	<ul style="list-style-type: none"><li>• <b>Introducción al curso</b></li><li>• <b>Diversidad cultural y étnica en los Estados Unidos</b></li></ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"><li>- La población hispana 2010: Informe del Censo 2010. Tomado de <a href="https://www.census.gov/prod/cen2010/briefs/c2010br-04sp.pdf">https://www.census.gov/prod/cen2010/briefs/c2010br-04sp.pdf</a></li></ul>
Jueves 7	<ul style="list-style-type: none"><li>- Jesús Criado, M. (2003). La población hispana en Estados Unidos de América: Asimilación y diferencia. <i>Revista Internacional de Sociología (RIS)</i>, Sept.-Dic. P.p. 171-206.</li><li>- Rodríguez Soriano, M.O. (2015). Latinos en los Estados Unidos: Demografía, transnacionalismo, culturas e identidades. <i>Novedades en Población</i>, 210, p.p. 49-64. Tomado de <a href="http://scielo.sld.cu/pdf/rnp/v11n21/rnp040115.pdf">http://scielo.sld.cu/pdf/rnp/v11n21/rnp040115.pdf</a></li></ul>
(Semana 2) Martes 12	<ul style="list-style-type: none"><li>• <b>Identidad cultural en la comunidad Hispana de los Estados Unidos</b></li></ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"><li>- Criado, M.J. (2010, Julio). Inmigración y cambio sociodemográfico en los Estados Unidos. Presentado en el X Congreso Español de Sociología, Pamplona, España.</li></ul>

Jueves 14	<ul style="list-style-type: none"> <li>- Witzig, R. (2013). El derecho a la identidad: implicaciones del uso de la raza asignada subjetivamente en el cuidado de la salud en los Estados Unidos de América. <i>Medicina Social</i>, 7, p.p. 42-52.</li> <li>- Rodríguez Ortiz, R. (2010). Cultura e identidad migratoria en la frontera México-Estados Unidos. Inmediaciones entre la comunidad mexicoamericana y la comunidad transfronteriza. <i>Antiteses</i>, 3, No. 5.</li> </ul>
(Semana 3) Martes 19	<ul style="list-style-type: none"> <li>• <b>Racismo y discriminación en un contexto de diversidad</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- The Paul J. Aicher Foundation. (2006). <i>Como enfrentar el racismo en una nación diversa</i>. Tomado de <a href="https://www.everyday-democracy.org/sites/default/files/attachments/Como-enfrentar-el-racismo-en-una-nacion-diversa.pdf">https://www.everyday-democracy.org/sites/default/files/attachments/Como-enfrentar-el-racismo-en-una-nacion-diversa.pdf</a></li> <li>- Flores Ohlson, L. (2014). La discriminación de los Latinos en Estados Unidos: Ideas centrales en el discurso valorativo de blogs escritos por Latinas. <i>Lingüística</i>, 30, p.p. 85-130.</li> </ul>
Jueves 21	<ul style="list-style-type: none"> <li>- Newby, C. A. &amp; Dowling, J. A. (2008). La problemática de las categorías raciales en Estados Unidos: El caso de los afrocubanos. <i>Migraciones Internacionales</i>, 4, p.p. 51-77.</li> </ul> <p style="text-align: center;">+++Comienza la primera semana del <i>Internship Journal</i> +++</p>
(Semana 4) Martes 26	<ul style="list-style-type: none"> <li>• <b>Inmigración mexicana en los Estados Unidos y su impacto en la salud pública</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- Secretaria de Gobernación, Consejo Nacional de Población. (2013, Octubre) 1era. Ed. <i>Migración y salud: inmigrantes mexicanos en los Estados Unidos</i>. Tomado de <a href="http://healthpolicy.ucla.edu/publications/Documents/PDF/migrationreport-oct2013-spanish.pdf">http://healthpolicy.ucla.edu/publications/Documents/PDF/migrationreport-oct2013-spanish.pdf</a></li> </ul>
Jueves 28	<ul style="list-style-type: none"> <li>- Secretaria de Gobernación, Consejo Nacional de Población. (2012, Octubre) 1era. Ed. <i>Migración y salud: Jóvenes inmigrantes mexicanos en los Estados Unidos</i>. Tomado de <a href="http://www.conapo.gob.mx/en/CONAPO/Migracion_y_Salud_Jovenes_inmigrantes_mexicanos_en_Estados_Unidos">http://www.conapo.gob.mx/en/CONAPO/Migracion_y_Salud_Jovenes_inmigrantes_mexicanos_en_Estados_Unidos</a></li> </ul>
<b>Octubre</b> (Semana 5) Martes 3	<ul style="list-style-type: none"> <li>• <b>Perfil de morbilidad y mortalidad de los Hispanos en los Estados Unidos: Factores de riesgo y condiciones de salud</b></li> </ul> <p><i>Lecturas de la semana:</i></p> <ul style="list-style-type: none"> <li>- DHHS, NIH. (2013, Sept.). Reporte de datos del estudio de la salud de la comunidad hispana: Estudio de los latinos; Un reporte para las comunidades. NIH Publication No. 13-7951. Tomado de <a href="http://www.nhlbi.nih.gov/files/docs/resources/NHLBI-HCHSSOL-Spanish-508.pdf">http://www.nhlbi.nih.gov/files/docs/resources/NHLBI-HCHSSOL-Spanish-508.pdf</a></li> <li>- Afable-unsuz, A., Mayeda, E. R., Perez-Stable, E. J., &amp; Haan, M. N. (2013). Las generaciones de inmigrantes y sus descendientes y el riesgo de diabetes en la población de los Estados Unidos de origen o ascendencia mexicana: El Estudio sobre</li> </ul>

	Envejecimiento en Latinos del Área de Sacramento (estudio SALSA). <i>American Journal of Public Health</i> , 34, p.p. 137-146.
Jueves 5	- Smith, C. A. S. & Barnett, E. (2005). Diabetes-related mortality among Mexican Americans, Puerto Ricans, and Cuban Americans in the United States. <i>Revista Panamericana de Salud Publica</i> , 18, p.p. 381-387.
(Semana 6) Martes 10	<ul style="list-style-type: none"> <li>• <b>Acceso a servicios de salud culturalmente apropiados</b></li> </ul> <i>Lecturas de la semana:</i> <ul style="list-style-type: none"> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 2 - Los costos de la atención médica.</li> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 4 - calidad de la atención.</li> </ul>
Jueves 12	<b>Fiesta Nacional de España (Día de la Hispanidad)</b> <b>NO HAY CLASE</b>
(Semana 7) Martes 17	<ul style="list-style-type: none"> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 1 - la ley de protección al paciente y cuidado de salud asequible.</li> <li>- National Standards for Culturally and Linguistically Appropriate Services (CLAS).</li> </ul> <p style="color: blue;">+++Repaso para el midterm+++</p>
Jueves 19	<b>MIDTERM</b>
(Semana 8) Martes 24	<ul style="list-style-type: none"> <li>• <b>Impacto de la Reforma del sector salud y ACA</b></li> </ul> <i>Lecturas de la semana:</i> <ul style="list-style-type: none"> <li>- Halliwell, P. &amp; Wilber, K. H. (2006, mayo). El impacto del seguro social en la comunidad latina. Latinos y el seguro social; informe de investigación. ECLA: Centro de Investigación de Políticas de Envejecimiento.</li> <li>- Stimpson, J.P., Shaw-Sutherland, K., &amp; Wang, Y. (2013, marzo). Impacto de la reforma de salud y la ley del cuidado de salud a bajo precio (ACA) en los Latinos e Inmigrantes en el Área Metropolitana de Omaha-Council Bluffs.</li> </ul>
Jueves 26	- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 5 - innovación y reformas
(Semana 9) Martes 31	<ul style="list-style-type: none"> <li>• <b>Desigualdad e Iniquidad en salud pública</b></li> </ul> <i>Lecturas de la semana:</i> <ul style="list-style-type: none"> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 12 - desigualdades</li> <li>- Alliance for Health Reform. (2013). Cubriendo temas de salud; edición 7a. Capítulo 14 - salud pública</li> </ul>
<b>Noviembre</b> Jueves 2	<ul style="list-style-type: none"> <li>• <b>La salud pública en España (introducción)</b></li> <li>- Sistema Nacional de Salud (SNS), Ministerio de Sanidad, Servicios Sociales e Igualdad. Tomado de: <a href="https://www.msssi.gob.es/organizacion/sns/docs/sns2012/SNS012_Espanol.pdf">https://www.msssi.gob.es/organizacion/sns/docs/sns2012/SNS012_Espanol.pdf</a></li> </ul>



	<ul style="list-style-type: none"> <li>- Sistema de información sanitaria del sistema nacional de salud, Ministerio de Sanidad, Servicios Sociales e Igualdad. Tomado de: <a href="https://www.msssi.gob.es/estadEstudios/estadisticas/sisInfSanSNS/pdf/SISNS.pdf">https://www.msssi.gob.es/estadEstudios/estadisticas/sisInfSanSNS/pdf/SISNS.pdf</a></li> </ul>
(Semana 10) Martes 7	<ul style="list-style-type: none"> <li>• <b>La salud pública en España (continuación) – enfoque en Andalucía</b> <i>Lecturas de la semana:</i> <ul style="list-style-type: none"> <li>- El servicio andaluz de salud: un servicio sanitario público. Estructura y funciones. Organización y servicios. Tomado de: <a href="http://www.juntadeandalucia.es/servicioandaluzdesalud/principal/documentosAcc.asp?pagina=gr_conocerelSAS">http://www.juntadeandalucia.es/servicioandaluzdesalud/principal/documentosAcc.asp?pagina=gr_conocerelSAS</a></li> </ul> </li> </ul>
Jueves 9	<ul style="list-style-type: none"> <li>• <b>El Servicio Andaluz de Salud (SAS) – Una visión de conjunto</b>  **Visita informativa de profesional sanitario invitado: Lola Picón Valero, diplomada en Enfermería y directora de Gestión Económica del Distrito Sanitario**</li> </ul>
(Semana 11) Martes 14	<ul style="list-style-type: none"> <li>- <b>Racismo y discriminación en la sociedad española</b> <i>Lecturas de la semana:</i> <ul style="list-style-type: none"> <li>- Comisión Española de Ayuda al Refugiado (CEAR): Informe sobre discriminación de personas migrantes y refugiadas en España. Tomado de: <a href="https://www.cear.es/wp-content/uploads/2017/02/Informe-discriminaci%C3%B3n.pdf">https://www.cear.es/wp-content/uploads/2017/02/Informe-discriminaci%C3%B3n.pdf</a></li> <li>- <i>El País</i>: El racismo es la primera causa de los delitos de odio. Tomado de: <a href="https://politica.elpais.com/politica/2016/03/17/actualidad/1458240575_940994.html">https://politica.elpais.com/politica/2016/03/17/actualidad/1458240575_940994.html</a></li> </ul> </li> </ul>
Jueves 16	<b>Excursión a Madrid y a Segovia: NO HAY CLASE</b>
(Semana 12) Martes 21	<ul style="list-style-type: none"> <li>• <b>Inmigración en España y su impacto en la salud pública</b> <i>Lecturas de la semana:</i> <ul style="list-style-type: none"> <li>- Estadísticas de migraciones 2016. Tomado del Instituto Nacional de Estadísticas: <a href="http://www.ine.es/prensa/cp_2017_p.pdf">http://www.ine.es/prensa/cp_2017_p.pdf</a></li> <li>- Atención a las personas inmigrantes. Consejería de igualdad y políticas sociales. Tomado de: <a href="http://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/inclusion/migraciones/paginas/atencion-inmigrantes.html">http://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/inclusion/migraciones/paginas/atencion-inmigrantes.html</a></li> </ul> </li> </ul>
Jueves 23	<ul style="list-style-type: none"> <li>- <i>Médicos del Mundo</i>: Inmigración. Tomado de: <a href="https://www.medicosdelmundo.org/que-hacemos/espana/inmigracion">https://www.medicosdelmundo.org/que-hacemos/espana/inmigracion</a></li> </ul>
(Semana 13) Martes 28	<ul style="list-style-type: none"> <li>- <b>Servicios en la comunidad española: contra la desigualdad e inequidad</b> <i>Lecturas de la semana:</i> <ul style="list-style-type: none"> <li>- Servicios sociales comunitarios. Consejería de Igualdad y políticas sociales. Tomado de: <a href="http://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/inclusion/servicios-comunitarios.html">http://www.juntadeandalucia.es/organismos/igualdadypolicassociales/areas/inclusion/servicios-comunitarios.html</a></li> </ul> </li> </ul>

Jueves 30	** Visita a la asociación <i>Médicos del Mundo</i> ** Página web: <a href="https://www.medicosdelmundo.org/quienes-somos/sedes/medicos-del-mundo-andalucia">https://www.medicosdelmundo.org/quienes-somos/sedes/medicos-del-mundo-andalucia</a>
<b>Diciembre</b> (Semana 14) Martes 5	<b>Último día de clases</b> • <b>Últimas notas del curso</b>  <b>+++ PRESENTACIONES de <i>INTERNSHIP JOURNALS</i> +++</b>
Jueves 7	<b>Puente de la Constitución y la Inmaculada: NO HAY CLASE</b>
(Semana 15)	+++Sesión de repaso para el examen final+++  <b>11-15 Diciembre: EXAMEN ORAL y EXAMEN FINAL ESCRITO</b>

*\* This content is subject to modification throughout the semester.*

**APPENDIX 1:**

**Individual Presentation rubric:**

1. The main ideas of the article are summarized in an organized, thorough and cohesive manner.

Points: \_\_\_\_\_ /2

2. Impressions on the reading are thoughtfully pointed out.

Points: \_\_\_\_\_ /1

3. The meaning of the newly learned word is explained clearly.

Points: \_\_\_\_\_ /1

4. The proposed questions are thought-provoking and relevant to the reading, and they facilitate further discussion.

Points: \_\_\_\_\_ /2

5. Overall, the presentation is well-delivered. The student makes an effort to integrate the topic with other themes previously discussed in class.

Points: \_\_\_\_\_ /4

**Total points: \_\_\_\_\_ /10**

**APPENDIX 2:**

**Presentation in Pairs rubric:**

1. The main ideas of the article are summarized in an organized, thorough and cohesive manner.

Points: \_\_\_\_\_ /2

2. Impressions on the reading are thoughtfully pointed out.

Points: \_\_\_\_\_ /1

3. The meaning of the newly learned word is explained clearly.

Points: \_\_\_\_\_ /1

4. The proposed questions are thought-provoking and relevant to the reading, and they facilitate further discussion.

Points: \_\_\_\_\_ /2

5. Overall, the presentation is well-delivered. The presentation is equally distributed between the students, who successfully integrates the topic with other themes previously discussed in class.

Points: \_\_\_\_\_ /4

**Total points: \_\_\_\_\_ /10**

**GRADING CRITERIA FOR ORAL EXAM**

**1. Comprehensibility / pronunciation / clarity of speech**

0	1	2	3	4	5	6	7	8	9	10
Very little speech is comprehensible; pronunciation is very inaccurate and greatly impedes comprehension.							All speech is comprehensible; pronunciation is accurate for a non-native speaker and does not impede comprehension.			

**2. Vocabulary**

0	1	2	3	4	5	6	7	8	9	10
Very inadequate and/or inaccurate; erroneous use of numerous words; repetitive; unable to recall the basic vocabulary covered during the semester.							Very rich/varied and accurate; reflective of the words, expressions, and topics covered during the semester.			

**3. Grammar**

0	1	2	3	4	5	6	7	8	9	10
Consistently very inaccurate; errors in all of the structures during the semester.							Consistently accurate use of structures covered during the semester.			

**4. Content**

0	1	2	3	4	5	6	7	8	9	10
Ideas not well developed at all; very little content provided; unconnected or disjoint ideas; content completely irrelevant to the topic at hand.							Ideas very well developed and connected; content completely relevant to the topic at hand; content fully addresses the topic at hand.			

**5. Fluency**

0	1	2	3	4	5	6	7	8	9	10
Numerous, frequent pauses in speech; very slow speech; needs frequent prompting by instructor.							Speech flows smoothly for a non-native speaker; absence of excessive pausing; requires no prompting.			

TOTAL POINTS EARNED = \_\_\_\_\_ / 50 <sup>12</sup> POINTS POSSIBLE = \_\_\_\_\_ %