



## SEVI 321 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](http://www.orpha.net/consor/cgi-bin/Disease_Search.php?lng=ES))

**ATTENDANCE POLICY**

Any student missing class without justification (doctor excuse note) will be penalized from the fourth (4th) absence:

**-1/10 POINT FROM FINAL GRADE FOR EVERY MISSED CLASS AFTER 3.**

Students are expected to attend all classes and participate in order to develop language skills as well as fulfill the course goals.

There will be frequent quizzes and homework assignments and their dates will not be changed for personal reasons (personal trip, family visits, ...). Some of the in-class work may count towards the final grade.

If a make-up quiz is needed, it must be rescheduled before the quiz date. No work will be accepted late. You can turn things in early (on paper or in electronic format) or have someone else turn them in for you if you have to be absent.

Make sure you have the phone numbers and emails of at least 2 of your classmates in case you miss class. In case of emergency, contact your professor as soon as it is reasonably possible.

**ESCALA DE NOTAS**

	<b>91.5+ = A</b>	<b>89.5 - 91.49 = A-</b>
<b>87.5 - 89.49 = B+</b>	<b>81.5 - 87.49 = B</b>	<b>79.5 - 81.49 = B-</b>
<b>77.5 - 79.49 = C+</b>	<b>71.5 - 77.49 = C</b>	<b>69.5 - 71.49 = C-</b>
<b>67.5 - 69.49 = D+</b>	<b>59.5 - 67.49 = D</b>	<b>59.49 and lower = F</b>

**COURSE GRADES**

<b>Homework and participation</b>	<b>5%</b>
<b>Dictionary/Glossary</b>	<b>5%</b>
<b>Reading Journal</b>	<b>20%</b>
<b>Research projects</b>	<b>20%</b>
<b>Midterm</b>	<b>25%</b>
<b>Final exam</b>	<b>25%</b>

**ACTIVE PARTICIPATION & HOMEWORK (5%)**

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.

### **DICTIONARY/GLOSSARY (5%)**

Students will be provided with a mini-glossary of Medical and Nursery terms and there will be frequent mini-tests on it (see daily assignments below).

### **READING JOURNAL (20%)**

Once every 2 weeks (approx.) 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 (readable if hand-written) in their journal following the format provided below (see p. 5).

Avoid plagiarism: do not copy-paste.

### **RESEARCH PROJECTS: PRESENTATIONS & ESSAYS (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). Additionally, each student will have to hand in a 2-page written version of their comparative research with the corresponding conclusion.

You will sign up to present your findings. 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. The presentations must be **professional** and the written version (findings and conclusions) 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 every 2 weeks (approx.) 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 (readable if hand-written) 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 (avoid plagiarism: do not copy-paste) and write their opinion, the pros and cons, etc. (**5-10 minutes** writing each 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 journals every 2 weeks (approx.).

### Reading Journal form:

**Nombre del alumno:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

**Lectura número:** \_\_\_\_

**El título del artículo:**

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

**RESUMEN** (el resumen del artículo en unas cinco frases):

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

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

## RESEARCH PROJECTS: PRESENTATIONS & ESSAYS

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 (oral and written).

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 (oral and written [powerpoint to be sent to your teacher]).

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. In pairs, you will present a 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. The presentations must be **professional** and the written version (findings and conclusions) must be electronically processed— (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

Español para profesionales de la Salud – Programa del curso

		<b>TAREA</b>
Día 1	<ul style="list-style-type: none"> <li>- Intro del curso (objetivos y contenido. <b>FECHAS</b>).</li> <li>- <b>Tema 1.</b> Definición de salud, personas sanas y vida sana.</li> <li>- Orígenes de la medicina</li> <li>- Medicina actual</li> <li>- Juramento hipocrático</li> </ul>	<p>Lee todo este documento y mañana pregunta si tienes dudas sobre <i>Reading Journal, Research presentations, etc.</i> Prepara p. 14, 15, 17 18</p> <p>Lee para <i>Reading Journal + entry1</i></p>
Día 2	<ul style="list-style-type: none"> <li>- Dudas o preguntas sobre documento del curso</li> <li>- El Dolor</li> <li>- Sanidad</li> <li>- <b>Tema 2.</b> Atención primaria de salud</li> <li>- Centro de salud / Ambulatorio</li> <li>- <b>Estudio “Ambulatorios”</b></li> </ul>	<p>Lee para <i>Reading Journal + entry1</i></p> <p>Prepara p. 21 y 22</p>
Día 3	<ul style="list-style-type: none"> <li>- El equipo de atención primaria</li> <li>- Medicina de familia</li> <li>- La calidad de la atención primaria</li> <li>- <b>Entrevista de prueba: “Ambulatorios”</b></li> </ul>	<p>Lee para <i>Reading Journal + entry1</i></p> <p>Prepara p. 25, 26, 27 y 28</p>
Día 4	<b>RESEARCH AND INTERVIEWS 1.1.</b>	<p>Lee para <i>Reading Journal + entry1</i></p> <p><b>Entrega</b> al profesor <i>entry 1</i> en próxima clase</p>
Día 5	<p style="text-align: center;"><b>Glossary 1: A-E</b></p> <ul style="list-style-type: none"> <li>- <b>Entrega</b> al profesor <i>entry 1</i></li> <li>- <b>Tema 3.</b> Centros hospitalarios</li> <li>- Altas hospitalarias</li> <li>- <b>Administración hospitalaria</b></li> </ul>	<p>Lee para <i>Reading Journal + entry2</i></p> <p>Prepara p. 30 y 31</p>
Día 6	<ul style="list-style-type: none"> <li>- El servicio de admisión</li> </ul>	<p>Lee para <i>Reading Journal + entry2</i></p> <p>Prepara p. 36, 37 y 38</p>
Día 7	<p style="text-align: center;"><b>Glossary 1: F-I</b></p> <ul style="list-style-type: none"> <li>- <b>Tema 4.</b> Atención sanitaria urgente</li> <li>- Urgencias y emergencias médicas</li> <li>- Zonas del servicio de urgencias</li> </ul>	<p>Lee para <i>Reading Journal + entry2</i></p> <p>Prepara p. 39</p>
Día 8	<ul style="list-style-type: none"> <li>- El MIR y el servicio de urgencias</li> <li>- Primeros Auxilios</li> </ul>	<p>Lee para <i>Reading Journal + entry2</i></p> <p>Prepara p. 41, 42 y 43</p>
Día 9	<b>RESEARCH AND INTERVIEWS 1.2.</b>	<p>Lee para <i>Reading Journal + entry2</i></p> <p><b>Entrega</b> al profesor <i>entry 2</i> en próxima clase</p>
Día 10	<p style="text-align: center;"><b>Glossary 1: J-N</b></p> <ul style="list-style-type: none"> <li>- <b>Entrega</b> al profesor <i>entry 2</i></li> <li>- REGIONES DEL CUERPO</li> <li>- ESQUELETO HUMANO</li> </ul>	<p>Lee para <i>Reading Journal + entry3</i></p> <p>Prepara <b>PRESENTACIONES</b> de <b>Ambulatorios</b> e imprime <b>ESSAYS</b> y <b>rubric</b></p>
Día 11	<b>RESEARCH PRESENTATIONS &amp; ESSAYS 1 (AMBULATORIOS)</b>	<p><b>Entrega</b> al profesor <i>entry 3</i> en próxima clase</p> <p><b>Estudia para el examen</b></p>
Día 12	<p style="text-align: center;"><b>Glossary 1: O-end of glossary 1</b></p> <ul style="list-style-type: none"> <li>- <b>Entrega</b> al profesor <i>entry 3</i></li> </ul> <p style="text-align: center;"><b>Práctica de entrevistas I: el falso paciente</b> Revisión para el <i>Midterm</i></p>	<b>Estudia para el examen</b>
Día 13	<b>MIDTERM</b>	<p>Lee para <i>Reading Journal+ entry 4</i></p> <p>Prepara p. 44, 45 y 46</p>

Día 14	<ul style="list-style-type: none"> <li>- <b>Tema 5.</b> Especialidades médicas</li> <li>- <u>Oftalmología</u> y trastornos oculares (((Proyecto examen: ambliopía, estrabismo, catarata, glaucoma...)))</li> </ul>	<p>Lee para <i>Reading Journal+ entry4</i></p> <p>Prepara p. 47, 48, 49 y 50</p>
Día 15	<p style="text-align: center;"><b>Glossary 2: A-D</b></p> <ul style="list-style-type: none"> <li>- <u>Otorrinolaringología</u> y neumología (((Proyecto examen: asma, amigdalitis, vegetaciones...))</li> </ul> <p style="text-align: center;"><b>Estudio "Hospitales"</b></p>	<p>Lee para <i>Reading Journal+ entry4</i></p> <p>Prepara ENTREVISTA HOSPITAL</p>
Día 16	<p style="text-align: center;"><b>RESEARCH AND INTERVIEWS 2.1. &amp; 2.2.</b> <i>(Independent Study: only one day off)</i></p>	<p>Lee para <i>Reading Journal+ entry4</i></p> <p>Prepara p. 51, 52 y 53</p>
Día 17	<p style="text-align: center;"><b>Glossary 2: E-K</b></p> <ul style="list-style-type: none"> <li>- <u>Odontología</u> (((Proyecto examen: ortodoncia, endodoncia, periodoncia, prostodoncia,...)))</li> </ul>	<p>Lee para <i>Reading Journal+ entry4</i></p> <p>Prepara p. 54-57</p>
Día 18	<ul style="list-style-type: none"> <li>- <u>Cardiología</u> (((Proyecto examen: enfermedades del corazón)))</li> </ul>	<p>Lee para <i>Reading Journal+ entry4</i></p> <p>Prepara p. 58-61</p>
Día 19	<p style="text-align: center;"><b>Glossary 2: L-S</b></p> <ul style="list-style-type: none"> <li>- <u>Aparato digestivo</u> (((Proyecto examen: enfermedades del aparato digestivo)))</li> </ul>	<p>Lee para <i>Reading Journal+ entry4</i></p> <p><b>Entrega</b> al profesor <i>entry 4</i> en próxima clase</p> <p>Prepara p. 62 y 63</p>
Día 20	<p style="text-align: center;"><b>Entrega al profesor <i>entry 4</i></b></p> <ul style="list-style-type: none"> <li>- <u>Nefrología y Urología</u> (((Proyecto examen: enfermedades del aparato urinario)))</li> </ul>	<p>Lee para <i>Reading Journal+ entry5</i></p> <p>Prepara p. 64 y 65</p>
Día 21	<p style="text-align: center;"><b>Glossary 2: T-end of glossary 2</b></p> <ul style="list-style-type: none"> <li>- Trastornos de Salud Mental: definición y clasificación y Trastornos del estado de ánimo I</li> </ul>	<p>Lee para <i>Reading Journal+ entry5</i></p> <p>Prepara p. 67 y 68</p>
Día 22	<ul style="list-style-type: none"> <li>- Trastornos del estado de ánimo II</li> </ul>	<p>Lee para <i>Reading Journal+ entry5</i></p> <p>Prepara p. 70 y 71</p>
Día 23	<ul style="list-style-type: none"> <li>- Trastornos del estado de ánimo III</li> <li>- (((Proyecto examen: trastorno obsesivo compulsivo (TOC), las fobias, ...)))</li> </ul>	<p><b>Entrega</b> al profesor <i>entry 5</i> en próxima clase</p>
Día 24	<p style="text-align: center;"><b>Entrega al profesor <i>entry 5</i></b></p> <p style="text-align: center;"><b>Práctica de entrevistas: el falso paciente, 2 casos</b></p>	<p>NO HAY TAREA pero ...</p> <p>Prepara <b>PRESENTACIONES</b> de Hospitales e imprime <i>ESSAYS</i> y <i>rubric</i></p> <p><b>Estudia para la revisión final y el examen final</b></p>
Día 25	<p style="text-align: center;"><b>RESEARCH PRESENTATIONS 2</b></p> <p style="text-align: center;"><b>HOSPITALES</b></p>	<p>NO HAY TAREA pero ...</p> <p>Prepara <b>PRESENTACIONES</b> de Hospitales e imprime <i>ESSAYS</i> y <i>rubric</i></p> <p><b>Estudia para la revisión final y el examen final</b></p>
Día 26	<p style="text-align: center;"><b>RESEARCH PRESENTATIONS 2</b></p> <p style="text-align: center;"><b>HOSPITALES</b></p>	<p style="text-align: center;"><b>ESTUDIA PARA EL EXAMEN FINAL</b></p>
Día 27	<p style="text-align: center;"><b>Revisión para el EXAMEN FINAL</b></p>	<p style="text-align: center;"><b>ESTUDIA PARA EL EXAMEN FINAL</b></p>
Día 28	<p style="text-align: center;"><b>EXAMEN FINAL</b></p>	

\*Este programa puede estar sujeto a cambios