



## CIEE Seville, Spain

<b>Course name:</b>	Spanish for the Health Professions
<b>Course number:</b>	SPAN 4007 CSCS
<b>Programs offering course:</b>	Liberal Arts, Advanced Liberal Arts, Business and Society and Communication, New Media and Journalism Programs
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3 credits
<b>Contact hours:</b>	45 hours
<b>Term:</b>	Spring 2019

### Course Description

This is an advanced course for students who wish to develop the necessary skills and knowledge to progress in the specific area of Spanish health vocabulary, or to work in the healthcare sector in Spanish. It includes the syntactical and lexical structures and communicative content, and techniques that cover all areas related to health: the definition of health, open institutions, closed institutions, professional outcomes, internal medicine, surgery, medical specialties, first aid, etc.

### Learning Objectives

At the end of this course, student should be able to understand and produce oral and written messages within the area of health sciences, such as briefs, reports, medical histories, diagnoses, etc., with ease and efficiency, internal unity, and without noticeable error. Students should be able to understand the content of informative and specialized texts, and know the pragmatic and socio-cultural aspects necessary to correctly and appropriately interact with native Spanish-speaking patients.

### Course Prerequisites

This course is intended for students who wish to study the field of health sciences in Spanish in depth. 4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

### Methods of Instruction

In each unit, we will focus on the development and acquisition of four skills:

- **Oral expression and comprehension:** short dialogues, dramatizations, information gaps and open activities, such as debates, videos, case studies, oral presentations that are relevant to and motivating for the student.
- **Written expression:** through prepared and open-practice activities, students will practice the techniques of preparing sheets, reports, medical histories, and other texts related to health.
- **Reading comprehension:** using informative and specialized texts and authentic materials, students will carry out activities after the reading.

The practical activities will take place both inside and outside of the classroom. Activities in the classroom (dialogues, dramatizations, debates, videos, case studies, oral presentations) will facilitate the development of student's linguistic tools (physiology, pathology, diagnosis, therapy, etc.) and necessary pragmatics (questions to obtain information about the cause of the



pain, advice, how to calm a patient, etc.) to interact correctly and appropriately with native Spanish-speaking patients. During the course, students will attend talks and debates given by guest speakers and will visit clinics and hospitals. As part of the class work, students will give oral individual presentations and complete a final project in the form of an oral group presentation. To evaluate the progress of the students, there will be a midterm and a final exam.

### **Assessment and Final Grade**

CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:

Participation	10%
Compositions 1-3	15%
Midterm exam	25%
Oral presentation and Final project	15%
Final exam	35%

### **Evaluation Criteria**

**Participation:** attendance and punctuality, interest, and active participation in class and in out of class activities, completion of assigned work (compositions), and oral presentation.

**Compositions 1,2 and 3:** Content (ideas, development) organization, (coherence and cohesion), grammar (correction, grammar, varied structures) and vocabulary (varied lexical).

**Oral Presentation and Final Project:** Structure (title and introduction, development), content (clarity, order, selection of idea, examples, and documentation), linguistic competency (pronunciation and fluidity, grammar and vocabulary), relation to the audience (interaction, interest and comprehension of the material).

**Exams:** The midterm and final exams will consist of written responses (reading comprehension, morph-syntactical and lexic-semantic and production of written) in which the student should apply all pragmatic, communicative, functional, lexical, and grammatical knowledge acquired throughout the course.

#### **Attendance policy**

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class twice without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor's note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

\* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.



### **Academic Honesty**

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

### **Linguistic Resource Center**

Students are encouraged to use the Writing Center for help with class activities as well as for the final essay.

## **Weekly Schedule**

### **Week 1:**

- Course introduction. Objectives, content, methodology, grading.
- **Topic 1, Health:** 1.1. The definition of health. 1.2. Health people and healthy life. 1.3. Life expectancy and quality of life.
- Reading: (Temas de salud, 2009: 9-14)
- Resource: Advices for a healthy life: <https://www.youtube.com/watch?v=InNjWp2eD2Q&t=5s>
- Practices of oral presentations: Advice for a healthy life.

### **Week 2:**

- **Topic 1, Health:** 1.4. The science of medicine. 1.4.1 Origins of medicine. 1.4.2 The Hippocratic Oath. 1.4.3 Notes on current medicine. 1.5. Pain. 1.6. Healthcare. 1.6.1 Definition and classification. 1.6.2 World Health Organization (WHO). Compulsory activities.
- Reading: (Temas de salud, 2009: 15-24).
- Resource: Medical consultation: <http://www.rtve.es/alacarta/videos/centro-medico/centro-medico-08-02-18-2/4468221/>
- Dramatizations of videos (Doctor/patient dialogue),
- Composition 1: Doctor/patient dialogue

### **Week 3:**

- **Topic 2, Open institutions. Clinics:** 2.1. Primary healthcare. 2.2. The health center/clinic. 2.3. Primary health team. 2.4. Family medicine and the family physician. 2.5. The quality of primary healthcare. Compulsory activities.
- Reading: (Temas de salud, 2009: 25-38).
- **Topic 3, Closed institutions. Hospital Centers:** 3.1. Discharge from the hospital. 3.2. Hospital administration. 3.3. Admission services. Compulsory activities.
- Reading: (Temas de salud, 2009: 39-54)
- Turn in composition 1

### **Week 4:**

- **Topic 5, Medical Specialties (I):** 5.1. Ophthalmology. 5.1.1. Ocular disorders and their classification.
- 5. 1.2. Amblyopia. 5.1.3 Cataracts. 5.1.4 Glaucoma.
- Reading: (Temas de salud, 2009: 71-80).
- Out of Classroom activity: Visit the Macarena Hospital.



- Return composition 1.
- Composition 2: What happened on the visit to the Macarena Hospital Macarena?

#### **Week 5:**

- **Topic 5, Medical Specialties (I):** 5.2. Otolaryngology. 5.3. Pneumology. 5.3.1 Asthma. 5.4. Dental Medicine. Compulsory activities.
- Reading: (Temas de salud, 2009: 81-90).
- **Topic 6, Medical Specialties (II):** 6.1. Cardiology. 6.2. Digestive apparatus. 6.3. Nephrology and Urology. Compulsory activities.
- Reading: (Temas de salud, 2009: 91-104).
- **Topic 7, Surgery:** 7.1. History of Surgery. 7.2. Operations. 7.3. Anesthesia. 7.4. Surgeons. 7.5. On the surgical floor of the hospital. Compulsory activities.
- Reading: (Temas de salud, 2009: 105-118).
- Turn in composition 2

#### **Week 6:**

- Return composition 2.
- Review weeks 1,2,3,4,5.
- Preparation midterm exam.

#### **MIDTERM EXAM**

#### **Week 7:**

- Oral presentations (medical specialties).
- Composition 3: Divulgate essay of medical specialties.

#### **Week 8:**

- **Topic 4, Urgent Care:** 4.1. Emergencies. 4.2. Emergency service area. 4.3. MRI and ER service. 4.4. First Aid. Compulsory activities.
- Reading: (Temas de salud, 2009: 55-70).
- Resources: Urgency: <https://www.youtube.com/watch?v=hPmJ7S9z59c>  
Emergencies: <https://www.youtube.com/watch?v=8X3hq7nHv8o>
- Dramatizations of videos: (Situations: services of Urgency)
- Turn in composition 3.

#### **Week 9:**

- **Topic 8, Mental Health Disorders:** 8.1. Definition. 8.2. Classification of mental disorders. 8.2.1. Mood disorders. 8.2.2 Schizophrenia. 8.2.3. Anxiety disorders. 8.2.3.1 Phobias. 8.2.3.2. Obsessive Compulsive Disorder (OCD). 8.3. Child psychology. 8.4. Mental Health Professionals. Compulsory activities.
- Reading: (Temas de salud, 2009: 119-134).
- Resource: Depression: <https://www.youtube.com/watch?v=dOPrRzrsKew>
- Professor of Personality of the Faculty of Psychology at the University of Seville: Conference (Disorders Personality).
- Return composition 3.



#### **Week 10:**

- **Final project: Plan a public health campaign.** 1. Current status (causes, risks and effects). 2. Message from the campaign (necessary measures for improvement). 3. Target audience of the campaign. 4. Broadcast media plan (posters, television ads, etc.). Compulsory activities.
- Reading: (Temas de salud, 2009: 165-174).
- Resources: Health campaign: <https://www.youtube.com/watch?v=Olde7fwjnIU>  
[https://www.youtube.com/watch?v=lw\\_ny3ILWTY](https://www.youtube.com/watch?v=lw_ny3ILWTY)

#### **Week 11:**

- Review weeks 7,8,9,10.
- Preparation final exam.
- Activity: Group preparation for final project.

#### **Week 12:**

- Final Project Presentation  
**FINAL EXAM**

### **Course Materials**

#### ***Readings***

De Prada, Marisa; Marcé, Pilar; Rosa de Juan, Carmen; Salazar, Dánica. *Temas de salud, Español de las Ciencias de la Salud*. Edinumen, Madrid 2009.

#### ***Recommended Materials***

- Ortega Hernández, M<sup>a</sup> del Pilar. *Spanish and the Medical Interview: A Text Book for Clinically Relevant Medical Spanish*. Elsevier, Philadelphia, 2007.
- Thomas P. Kearon and María Antonia DiLorenzo-Kearon. *Medical Spanish: A Conversational Approach*. Boston, Massachusetts, 2000.
- Rios, Joanna and Fernández Torres, José. *Complete Medical Spanish*. McGraw-Hill, New York, 1990.
- William C. Harvey, M.S. *Spanish for Health Care Professionals*. Barron's, USA, 2008.
- Keckian, Claudia. A. *Quick and Easy Medical Spanish*. McGraw- Hill, USA, 2006.
- Glenn T. Rogers, MD. *Medical Dictionary*. McGraw- Hill, USA, 2007.