



Spanish for Health Professions

SECTION I: Course Overview

Course Code: SPN310SVQ

Subject Area: Spanish Language and Literature

Prerequisites: Intermediate Spanish I or the equivalent to three semesters of college level Spanish

Language of Instruction: Spanish

Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This intermediate Spanish language course has been created for students who have already completed an intermediate level of Spanish and who now are interested in learning specific Spanish related to the health care field. Learning a second language implies much more than acquiring structures or words. It means developing a series of mechanisms to interact with people of different cultures. *Spanish for Health Professions* targets all aspects of learning a second language, but unlike other classes, language structures will not be the only focus. This course will also prepare students to learn essential medical terminology, explore health topics and practice language situations that can occur in a healthcare environment.

With a strong practical orientation, this course builds on students' proficiency with the four basic skills (reading, speaking, writing and understanding) through a direct exposure to Spanish language and culture, in the context of health-related topics. Students will also gain an understanding of the cultural traits that distinguish the health environment in Spain in comparison with the U.S.

By the end of the course, students are expected not simply to be able to demonstrate mastery of the grammar and lexical structures studied during the course, but the growing ability to conduct demanding conversations to express personal ideas and opinions, hypothesis in the present and the past, emotions, feelings, interests, desires, and to express agreement and/or disagreement with a well elaborated argument, in the context of different medical situations and the exploration of health and illness experiences, healer-patient interactions, healing traditions and therapeutic practices, health and healthcare across different cultures throughout the world.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Develop the necessary oral skills in Spanish to communicate with colleagues and patients in professional settings.
- Develop professional writing skills relevant to health professions.
- Demonstrate comprehension of different oral and written discourses and discursive styles relevant to the topic area

- Employ cross-cultural comparisons to home and host medical culture and health markets.
- Analyze how religious and spiritual healing rituals affect illness.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

NAME: TBA

CONTACT INFORMATION: TBA

Note : The instructor reserves the right to make changes or modification to this syllabus as needed

ATTENDANCE POLICY

This class will meet twice weekly for about 85 minutes each session. All students are expected to arrive on time and be prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SPRING & FALL SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 2 days per week	2 Absences	8 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each

Participation 1&2	10%
Homework	10%
Quizzes	10%
Compositions	15 %
Final Oral Presentations	15 %
Midterm Exam	20 %
Final Written Exam	20 %

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%):

Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Homework (10%): Assignments and textbook exercises (set out in the Assignment column of the course content) will be corrected at the beginning of each class. You are responsible for all assigned work and you should be aware that absence from the preceding class is not an excuse for non-preparation. All assignments are subject to change based on class progress, and you will be normally told in the preceding class of such changes. In case of absence, it is your responsibility and yours alone to find out what was the assigned homework and the material covered. Your instructor will collect your homework periodically and randomly to ensure that you are keeping up with the course material and that you are making satisfactory progress. If you wish to have your homework further explained by the instructor, please bring it to their attention at the end of the class period.

Quizzes (10%): These quizzes are designed to establish the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that require your continual revision of course content as they will test your abilities in different areas of language competency. There will be no make-up quizzes.

Compositions (15%): During the course of the semester students will have to submit two-three essays (175-200 words in length). Students will be given a hand-out on which there will be a list of subjects to choose from and the guidelines to each individual assignment. The composition topics will also require interaction with Spanish speakers in the form of an interview or informal conversation and/or an onsite research to a local destination of interest. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content. As you write, draw on the structures and vocabulary of recent lessons. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far.

****NOTE:** Plagiarism is unacceptable: never copy your composition from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading the compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned a 0 for the assignment and their home institution will be notified. No late compositions will be accepted.

Final Oral Presentation (15%): Students will work in groups or individually to develop a final presentation about a health-related topic associated with Spanish society or culture. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term. Additionally, it will require use of communicative skills (vocabulary, syntax, etc.) related to the health field. The teacher will give you a handout with a list of suggested possible topics, the rules of the presentation and the dates.

Midterm Exam (20%): The test is designed to establish the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test your abilities in different areas of language competency as it relates to the field of health. There will be no make-up test.

Final Written Exam (20%): The final written exam is comprehensive and it will be administered on the last day of class. Questions, exercises and other activities test both language competency both in general and in relation to the field of health. There will be no make-up test.

Any academic submissions may include some theoretical or field-work study including a brief review of the literature relevant to the topic, a research design and analysis when applicable, and conclusions. Students are encouraged to use media sources (via internet), interviews or other types of first and second resources to study everyday practices or current topics in order to examine cultural differences between Spanish and North American contexts. Remember that you will be graded not only on content, but also delivery, so please proofread.

General Rules for Paper:

- Typewritten papers can be printed out or sent to the teacher by e-mail. No handwritten assignments will be accepted.
- Papers must be submitted on time. No unjustified delayed paper will be evaluated.
- Format: Word Document / Paper Size: A4 / Font: Verdana, 10 / 1.5 interline space / Text fully justified.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city, as well as bring the local community into the classroom. These activities may include field studies, guest lectures and/or activities offered through our *Academically Integrated Cultural Activities Program* (AICAP).

- **Field Studies:** Participation in CEA activities/excursions
- **Guest Lectures & Visits:** Local experts will be invited to the class and related outings to local settings will be included

WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

De Juan, Carmen Rosa; de Prada, Marisa, Marcé, Pilar & Salazar Donica. *Temas de salud*. Edinumen editorial: Madrid, 2009

Corpas, Jaime; Garmendia, Agustín & Soriano, Carmen. *Aula Internacional 3*. Difusión: Madrid, 2019.

Equipo Susaeta. *Plantas medicinales y curativas (Atlas ilustrado)*. Susaeta Ediciones: Madrid, 2011.

Junta de Andalucía. *La Salud. Junta de Andalucía*.
<http://www.juntadeandalucia.es/educacion/portals/delegate/content/7998b359-3353-4cbd-8bd7-8f6e125db96e>

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide instructions for you to secure these selected readings (either in paper or electronic format).

Robles, Sara (Coordinator); Hierro, Antonio & Miranda, Francisca. *Actividades para el Marco Común Europeo, B2*. Enclave—ELE: Madrid, 2007.

Pérez Arlas, María Jesús & García Sánchez, María José. *Promoción de la salud*. Síntesis: Madrid, 2019.

Venerated Miguel Mañana. <https://www.santa-caridad.es/es/miguel-manara/>

Historia y Espacio Cultural. <https://www.sevilla.org/servicios/cementerio-municipal/historia-y-espacio-cultural>

In addition, you are highly recommended to bring a Spanish/English-English/Spanish dictionary to all lessons. Consult your instructor for recommendations.

ADDITIONAL RESOURCES

UNH ONLINE LIBRARY

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/>

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the MyCEA Account. You must comply with UNH policies with regard to library usage.

CEACLASSROOM: CEA'S MOODLE CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

Online Reference & Research Tools:

Grammar and vocabulary:

- <https://www.ailmadrid.com/es/actividad-ele-vocabulario-salud-a1-espanol/>
- <https://yohablotuhablas.com/carta-formal-espanol/>
- <http://www.spaleon.com/index.php> (Spanish Verb Conjugation Trainer)
- <http://www.indiana.edu/~call/ejerci.html>
- <http://www.colby.edu/~bknelson/SLC/index.php>
- <http://www.trinity.edu/mstroud/grammar/index.html>
- <http://www.auladiez.com/ejercicios/index.html>
- <http://babelnet.sbg.ac.at/carlitos/index.htm>
- <http://spanish.about.com/>
- <http://www.el-castellano.com/>
- <http://www.travlang.com/languages/indextext.html>
- <http://www.studyspanish.com/>

Readings:

- https://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S1132-12962016000100012
- <http://home.cc.umanitoba.ca/~fernand4/>
- <http://cvc.cervantes.es/aula/lecturas/>
- http://www.chauche.com.ar/aruges_ar/cuentos_breves/index.html
- <http://www.tecuento.com/>

Online Dictionaries:

- <http://www.wordreference.com>
- <http://www.elmundo.es/diccionarios/>
- <http://www.rae.es/rae.html>
- <http://www3.unileon.es/dp/dfh/jmr/dicci/0000.htm>
- <http://www.lettras.edu.ar/dicrae.html>

Newspapers & Magazines

- <https://elpais.com/noticias/salud/>

- <https://salud.nih.gov/articulo/los-articulos-sobre-salud-favoritos-de-los-lectores-en-internet/>
- <http://www.clarin.com/>
- <http://www.larazon.com/>
- <http://www.apertura.com/interior/index.php>

COURSE CALENDAR
SPANISH FOR HEALTH PROFESSIONS

Session	Topic	Activity	Assignment
1	Welcome to the Spanish Class Course presentation, goals, and requisites	Individual and group introductions Cultural Alphabet (Annex pp. 2-4)	
2	Re-Setting Our Spanish	In-class exercise: Refreshing Spanish	Exercises: To be provided by the instructor
3	Getting Started Spanish for Health	In-class exercise: Establishing the Foundation – <i>Medical Spanish</i>	Exercises: To be provided by the instructor <i>Junta de Andalucía, La Salud</i>
4	Defining Health Talking about the basics surrounding notions of health	<u>Unit 1 Health, I</u> In-class exercise: Defining Good Health – Differentiating <i>Healthy</i> from <i>Unhealthy</i> , defining <i>Medicine</i> & revising the <i>Hypocratic Oath</i>	Readings: <i>Temas de Salud</i> pp. 1-16 Assignment: Quiz I
5	Understanding Concepts Surrounding Wellbeing Initial conversations about health and wellness	<u>Unit 1 Health, II</u> In-class exercise: Contemporary Medicine – What is pain? Models of healthcare and overarching details of WHO	Readings: <i>Temas de Salud</i> pp. 17-23 Additional readings from <i>El Pais</i> as assigned by the instructor
6	Healthcare Structure in Spain Identify and detail the <i>Primary Care</i> structure of the public system	<u>Unit 2 Open Institutions</u> In-class exercise: Introduction to institutional access – <i>Primary Care</i>	Readings: <i>Temas de Salud</i> pp. 26-37 Assignment: Composition I (due session 8)

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7	Historical Context of Primary Care	<p>In-class exercise: Primary Care – The historical Perspective Introduction to Miguel Mañana—Founder of <i>La Caridad</i> Hospital</p> <p>Active Learning Activity: Field trip to <i>La Caridad</i></p>	<p>Readings: https://www.santa-caridad.es/es/miguel-manara/</p>
8	Becoming Healthy	<p><u>Unit 3: Hospitalization</u> In-class exercise: Hospitalization – Understanding the structure and admissions procedures</p>	<p>Readings: <i>Temas de Salud</i> pp. 40-53 Exercises: To be provided by the instructor</p>
9	Unexpected Illness	<p><u>Unit 4: Urgent Care, I</u> In-class exercise: Urgent Care – What it looks like when the unexpected happens</p>	<p>Readings: <i>Temas de Salud</i> pp. 56-62 Exercises: To be provided by the instructor</p>
10	SOS & First Aid	<p><u>Unit 4: Urgent Care, II</u> In-class exercise: <i>In Case of an Emergency</i> – First Aid</p>	<p>Readings: <i>Temas de Salud</i> pp. 63-67 Exercises: To be provided by the instructor</p>
11	Private vs. Public Systems Make comments and descriptions	<p><u>Unit 10: Public Health, I</u> In-class exercise: Framing Public vs Private—Pro’s & Con’s</p>	<p>Readings: <i>Temas de Salud</i> pp. 151-153 Readings: Additional readings from <i>El Pais</i> as assigned by the instructor Assignment: Quiz II</p>
12	Hospitalization Live	<p>Field-trip Visit to Local Hospital</p> <p>Active Learning Activity: Visit to <i>Hospital Santa Isabel</i></p>	<p>Additional readings from as assigned by the instructor</p>

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13	Personal Choice within the System	In-class viewing: <i>Mar Adentro</i>	Additional readings from as assigned by the instructor Exercises: To be provided by the instructor Assignment: Composition II (due session 16)
14		Review (All readings and class materials)	
15	MIDTERM EXAM (ALL READINGS AND CLASS MATERIALS)		
16	Introducing Medical Specialties	<u>Unit 5: Medical Specialities, I</u> In-class exercise: Compare & Contrast – Specialities in healthcare	Readings: <i>Temas de Salud</i> pp. 70-85 Exercises: To be provided by the instructor
17	Expanding Upon Medical Specialties	<u>Unit 5-6: Medical Specialities, II</u> In-class exercise: Compare & Contrast – Specialities in healthcare	Readings: <i>Temas de Salud</i> pp. 86-101 Exercises: To be provided by the instructor
18	The Surgery Theater	<u>Unit 7: Medical Specialities, II</u> In-class exercise: History, Planning & Procedures Surrounding Surgery	Readings: <i>Temas de Salud</i> pp. 105-118 Exercises: To be provided by the instructor
19	Introduction to Emotional Wellbeing & Mental Health	<u>Unit 8: Mental Health Conditions, I</u> In-class exercise: Defining Conditions: Starting with <i>issues</i>	Readings: <i>Temas de Salud</i> pp. 119-133 Exercises: To be provided by the instructor
20	Furthering Our Understanding of Emotional Wellbeing & Mental Health	<u>Unit 8: Mental Health Conditions, II</u> In-class exercise: Further Exploration: Detailing more complex & serious disorders	Readings: <i>Temas de Salud</i> pp. 119-133 Exercises: To be provided by the instructor

		Medical Professionals	
21	Life Cycles	<p>Unit 9: Life Cycles, I In-class exercise: Characterising Life Cycles</p>	<p>Readings: <i>Temas de Salud</i> pp. 135-149 Exercises: To be provided by the instructor Assignment: Quiz III</p>
22	Closure to the Life Cycle	<p>Field-trip Active Learning Activity: Visit to <i>Cementerio Municipal</i></p>	<p>Readings: https://www.sevilla.org/servicios/cementerio-municipal/historia-y-espacio-cultural Exercises: To be provided by the instructor</p>
23	<p>“Get well!” Emotions and wishes</p>	<p>Unit 10: Public Health, Cycles, I In-class exercise: Trailer: “Relatos salvajes” www.youtube.com/watch?v=wKLRjuZiUis</p>	<p>Readings: <i>Temas de Salud</i> pp. 151-154 Exercises: To be provided by the instructor</p>
24	<p>“Get well!” Advice & Recommendations</p>	<p>Unit 10: Public Health, Cycles, II In-class exercise</p>	<p>Readings: <i>Temas de Salud</i> pp. 154-163 Exercises: To be provided by the instructor</p>
25	<p>“Get well” Valuation</p>	<p>In-class exercise: Writing a complaint letter</p>	<p>Readings: https://yohablotuhabras.com/carta-formal-espanol/ Exercises: To be provided by the instructor Assignment: Composition III (due session 28)</p>
26		Review	
27		<p>FINAL WRITTEN EXAM (ALL READINGS AND CLASS MATERIALS)</p>	

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28	FINAL ORAL PRESENTATION & CLOSING REMARKS (ALL READINGS AND CLASS MATERIALS)		
29-30	Imagining Spain	Field Trips	This activity will be scheduled according to availability and local cultural agenda

SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)