

Spanish for Healthcare Professionals (ELS115) Syllabus

INSTRUCTORS NAME <EMAIL@lagcc.cuny.edu>

[WEBSITE](#)

Fall 2016

Instructor's information

Instructor:

Homepage:

Email:

Tel:

Office:

Office Hours:

Preferred communication:

Class Schedule:

Course goals and objectives

Catalog Course Description: This course will teach basic Spanish language in the context of a diverse clinical and community setting using the communicative approach. It will focus primarily on fundamental language structures, medical terminology and cultural issues that will allow a successful interaction between healthcare workers and Hispanic patients/clients. This is an introductory course which requires little or no experience in Spanish and is closed to native speakers of Spanish.

Section Description: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut purus elit, vestibulum ut, placerat ac, adipiscing vitae, felis. Curabitur dictum gravida mauris. Nam arcu libero, nonummy eget, consectetur id, vulputate a, magna. Donec vehicula augue eu neque. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Mauris ut leo. Cras viverra metus rhoncus sem. Nulla et lectus vestibulum urna fringilla ultrices. Phasellus eu tellus sit amet tortor gravida placerat. Integer sapien est, iaculis in, pretium quis, viverra ac, nunc. Praesent eget sem vel leo ultrices bibendum. Aenean faucibus. Morbi dolor nulla, malesuada eu, pulvinar at, mollis ac, nulla. Curabitur auctor semper nulla. Donec varius orci eget risus. Duis nibh mi, congue eu, accumsan eleifend, sagittis quis, diam. Duis eget orci sit amet orci dignissim rutrum.

Students' Learning Objectives:

- (1) Obtain information from patients/clients regarding the human body, symptoms of diseases, medical history, pain and comfort.
- (2) Initiate brief meaningful conversations in Spanish using correct grammar and accurate pronunciation.
- (3) Use basic Spanish medical terminology in appropriate contexts.
- (4) Read texts in the target language related to health care fields to obtain information, relying on cognates, familiar vocabulary, and prior knowledge of the subject in English to aid comprehension.
- (5) Fill out forms with basic information regarding patients'/clients' history and health insurance.
- (6) Provide a basic explanation regarding treatment to patients/clients.
- (7) Assess communicative situations and determine when a professional interpreter is required.

Textbook, grading, and other class logistics

Textbooks:

- Required textbooks

- Rush, Patricia and Houston, Patricia. (2010). *Spanish for Health Care*. (2nd). New York, NY. Pearson (ISBN: 9780205696512)
- Chase, Robert O. & Medina de Chase, Clarisa B. (2009). *An Introduction to Spanish for Health Care Workers: Communication and Culture*. (3rd). Yale University Press (ISBN: 9780300124262)

- **Additional resources**

- Harvey, William. (2008). *Spanish for Health Care Professionals*. New York, NY. Barrons'. (ISBN: 9780764111389)
- Castillo, Richard. (2004). *The Pocket Idiot's Guide to Spanish for Health Care Professionals*. New York, NY. Penguin (ISBN: 9781440696299)
- McEniry, Stacey. (2007). *Working Spanish for Medical Professionals*. New York, NY. Wiley. (ISBN: 9780470095249)

Grades: The weekly homework will be posted on the course website. **No late submission of homework is allowed.** In terms of skills, somewhat over 60% of the final mark will be determined by your speaking and listening performance.

- Tests (4 @ 10 points each): 40%
 - Class work: 10%
 - Midterm: 20%
 - Homework: 10%
 - Final: 20%
- ▶ Grade distributions: A: 95-100%, A⁻: 90-94%, B⁺: 86-89%, B: 83-85%, B⁻: 80-82%, C⁺: 76-79%, C: 73-75%, C⁻: 70-72%, D⁺: 66-69%, D: 63-65%, D⁻: 60-62%, F: -59%, WU: Unofficial withdraw (≈ F), W: Withdraw

Note about the schedule: ELJ101 consists of one two-hour lesson, one one-hour lesson, and one one-hour lab session per week. The lecture is conducted in a combination of Japanese and English, but for the most part, only Japanese is used. The weekly class and lab schedules will be posted on the course website (at the URL above). Regular visits to the course website are crucial because important information about the class (e.g., assignments, quizzes, and exam schedule etc.) will be posted there.

Chapter Overview

Week 1

- Greetings; spelling; numbers from 1 to 100.
- The calendar: days of the week, months of the year, dates.
- Personal pronouns.
- Hispanic culture: Spanish last name.
- Homework: filling out basic forms

Week 2

- A doctor's appointment; telling time
- personal information
- Introducing and describing yourself and others:
- Ser +adjetivos
- Asking for information: structures of questions.
- Hispanic culture: It pays to know.
- Homework: updating a chart describing how a patient feels. Test 1.

Week 3

- Vocabulary: naming body parts
- Talking about present activities: Verbs that end in *-ar*
- Talking about present activities: Verbs that end in *-er* and *-ir*.

- Physical conditions: expressions with *tener* and *estar*, verb *doter*.
- Hispanic culture: bashfulness and medicine
- Homework: filling out an insurance claim form.

Week 4

- Vocabulary: pain and aches
- Activities in progress: present progressive
- Ways of being: verb *scr* vs. *estar*
- Telling what you are going to do: verb *ir* and immediate future
- More present tense activities: irregular verbs in the present tense. Test 2.
- Homework: answering questionnaires.

Week 5

- Vocabulary: serious illnesses
- Indicating relationships: possessive adjectives
- Describing daily activities: stem-changing verbs
- Comparing and contrasting: comparison of adjectives
- Comparing and contrasting : the superlative form
- Hispanic culture: Hispanics and AIDS.
- Homework: comparing data

Week 6

- Review
- Mid-term 1 test.

Week 7

- Vocabulary: calling 911 and at the emergency room.
- Making requests: formal commands
- Expressing negative ideas.
- Hispanic culture: Cultural differences in emergency-response request.
- Homework: Create a basic leaflet with postsurgery instructions for patients.

Week 8

- Vocabulary: Preparing for surgery, diagnostic tests and the operating room
- Discussing past activities: Introduction to the past tense.
- More on the preterite: irregular verbs
- Relating past activities: irregular preterite for *-ir* verbs.
- Hispanic culture: Cultural competence and the Hispanic patient. Test 3

Week 9

- Vocabulary: The pharmacy
- Hispanic culture: Hesperian Foundation
- Homework: Writing and explaining prescriptions to patients

Week 10

- Vocabulary: Food and nutrition
- Acabar de+ infinitivo
- Verb *gustar* (like)
- Numbers : 100 - one million.
- Test 4
- Homework: write recommendations regarding
- healthy eating habits.

Week 11

- Vocabulary: Maternity and babies
- Reflexive verbs.

Week 12

- Course review

Week 13

- Final Exam

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with the College's Declaration of Pluralism, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- | | |
|-----------------------|---|
| • Cheating | • Obtaining Unfair Advantages |
| • Plagiarism | • Falsification of Records and Official Documents |
| • Internet Plagiarism | • Misconduct in Internships (117) |

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the

course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded.”(120).