



# SPANISH 3100

## Spanish for Healthcare Professionals Fall 2013

Class: Mon., Wed. and Fri. 3:00-3:50 p.m.  
 Location: Main 119  
 Instructor: Jilda L. Yap  
 E-mail: jilda.yap@usu.edu  
 Office: IELI 076 (Enter at IELI 069; walk through)  
 Office Hour: Wed. 3:50-4:15 p.m.<sup>1</sup> (arrange beforehand) and/or by appointment

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### Required:<sup>2</sup>

Two textbooks, one dictionary;<sup>3</sup> one Course Reader—all available at USU Bookstore

Also: Internet access for web sites and USU Electronic Course Reserves.

- Springhouse. **Medical Spanish Made Incredibly QUICK!** 2007. Philadelphia: Springhouse/Wolters Kluwer/Lippincott Williams & Wilkins. ISBN-10: 1-58255-684-9. ISBN-13: 978-1-58255-684-0. (At USU Bookstore, under Springhouse)
- O. Herrera McElroy and L. Grabb. 2012. **Spanish-English English-Spanish Medical Dictionary, 4th Edition.** Philadelphia: Lippincott Williams & Wilkins. ISBN-13: 978-1-60831-129-3. (At USU Bookstore, under McElroy) You must have this new edition.
- Nilda Chong. 2002. **The Latino Patient: A Cultural Guide for Health Care Providers.** Boston: Intercultural Press. ISBN-13: 978-1-87786-495-7. (At USU Bookstore, under Chong)
- Course Reader, with selected pages from Nuevo Manual Merck de Información Médica, Barcelona: MMIX Editorial Océano. (At USU Bookstore, under Yap) NOTE: Available week 1 or 2 into semester.
- **USU Library Electronic Course Reserves**—Information from several resources:  
<https://eres.usu.edu/eres/courseindex.aspx?page=search> (Instructor...Yap)  
 You will need to print out certain pages as needed for class discussion or for personal study; copies at approximately seven to eleven cents per page.
- **Terms and Terminology handouts** given in class.

### Other Required Materials:

- One three-ring binder (NOT a spiral notebook. There will be handouts, and these are expected to be kept in an organized fashion as befitting a healthcare or other professional.)
- Filler paper as needed for notes
- Writing implements

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<sup>1</sup> I will be available each week, but due to other university assignments, my hours may sometimes be on days other than Wednesday. Any change in office hours and location for meeting (possibly the same classroom if it is free) will be announced in class or by e-mail.

<sup>2</sup> **Optional—an additional dictionary for your own use (highly recommended—it has some things that the other dictionary doesn't):**

- Glenn T. Rogers. 2006. **Spanish-English English-Spanish Medical Dictionary, 3rd Edition.** New York: McGraw-Hill Medical. ISBN-13: 978-0-07-143186-6. (Not at USU bookstore; you may order it online if you wish.)

<sup>3</sup> If the bookstore is out of a book, please place a special order with the bookstore within the first two weeks of class.

**Other Resources to be Used as Needed:**

1. Other medical Spanish resources in hard copy placed on Reserve at the USU Library.
2. Spanish resources at the Logan Library
3. Internet resources:
  - Medline Plus (<http://medlineplus.gov/spanish/>)
  - Several other web sites with articles or videos as indicated in class for assignments and projects. Some, but not all, of the information from these web sites may be available in the USU Electronic Course Reserves.

**Course Prerequisite:** Successful completion of SPAN 3040, or permission of instructor.

**Course Description:**

Students who are in medical fields will, in their professions and during preparation for these professions, often come in contact with Spanish-speaking persons in medical situations. (Such professions include, but are not limited to: pre-medicine/medicine, nursing, emergency medical technicians, physical and respiratory therapists, pre-dental medicine/dentists, medical technologists, social workers.) Because of cultural considerations and language barriers, miscommunication can occur, with possible serious and even life-threatening consequences. For this reason, and as per U.S. Government guidelines, English-speaking family members cannot, and should not, be counted on to help communicate accurately the medical information that the patient who speaks little English may urgently need. Thus there is a great need for medical personnel who can speak and write Spanish accurately, using correct medical terminology in Spanish; these medical personnel will need to interview patients and record their medical histories accurately and completely, as well as explain correctly, in a culturally appropriate way, to this type of patient the medical tests and procedures needed, diagnosis made, treatment required, and prognosis of medical condition, as well as provide written information when needed.

To help meet this need for effective culturally and linguistically sensitive communication in the medical encounter, this course focuses on **two main goals:**

1. Development of knowledge of medical terminology in Spanish for anatomy and physiology and for the most common medical symptoms and conditions, as well as vocabulary and expressions for situations encountered in health care.
2. Development of awareness of Hispanic cultural issues in the health professions, with emphasis on how to provide effective, culturally and linguistically competent health care to Hispanic/Latino patients.<sup>4</sup> Focus in this course will be particularly on those of Latin American origin, from which the largest percentage of Spanish-speaking immigrants to the U.S. comes.

To aim for these goals, this course has several objectives and course learning outcomes:

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<sup>4</sup> "Hispanic," a term considered by the U.S. Census Bureau to be synonymous with the term "Latino," is used here to refer to all Spanish-speaking persons, and/or persons of Spanish/Latin American origin and culture.

SPAN 3100 Learning Objectives	Expected Course Learning Outcomes
<p><b>Objective #1.</b> Gain factual knowledge.</p>	<p>Students will know medical Spanish vocabulary related to:</p> <ul style="list-style-type: none"> <li>a) Structure and function (anatomy and physiology) of some principal body systems.</li> <li>b) Some common medical conditions, symptoms, diseases, and etiology.</li> <li>c) Healthcare situations such as the office visit, diagnostic procedures, and treatment options.</li> </ul>
	<p>Students will know basic facts about demographics, English language proficiency, and health literacy that affect the provision of culturally and linguistically competent health care to Hispanic patients.</p>
	<p>Students will be familiar with:</p> <ul style="list-style-type: none"> <li>a) Some of the more common symptoms, conditions, and diseases that Hispanic patients may present in the healthcare encounter.</li> <li>b) Traditional Hispanic values that affect provision of culturally appropriate health care.</li> <li>c) Traditional Hispanic healthcare beliefs, practices, and preferences that will influence effective provision of health care to Hispanic patients.</li> </ul>
	<p>Students will be encouraged, though not required, to develop a glossary of medical Spanish terminology and expressions related to his/her specific medical field of interest.</p>
	<p>Students will be able to use Spanish medical vocabulary and expressions in healthcare situations in a culturally and linguistically competent manner.</p>
	<p><b>Objective #2.</b> Learn how to find and use resources concerning healthcare for Spanish-speaking patients.</p>
<p>Students will be encouraged, though not required, to consult a variety of trustworthy sources in order to produce a useful medical Spanish glossary in the medical field of their interest.</p>	
<p><b>Objective #3.</b></p>	<p>Students will be able to discuss their own personal</p>

SPAN 3100 Learning Objectives	Expected Course Learning Outcomes
Develop a clearer understanding of, and commitment to, personal values.	values related to healthcare provision, particularly related to the needs and values of Hispanic patients.
	Students will have begun to develop personal cultural competence for present and future healthcare encounters with Hispanic patients.
	Students will be encouraged to reflect upon his/her cultural understanding, and changes in viewpoints, and will be able to apply principles of cultural competence in provision of healthcare.

**NOTES:**

Medical Spanish interpreting:

Intermountain Health Care (IHC, including Logan Regional Hospital) at one time accepted student volunteers for medical Spanish interpreting. However, their policy has changed, and this program has been discontinued. It is strongly recommended that students not do any volunteer medical Spanish interpreting unless that locale can offer legal protection. Interpreting without training and supervision cannot only be injurious to patients' health; it can invite legal problems. Any medical interpreting by students without such protection and supervision is at the student's own risk; this course neither endorses nor has any connection or liability for interpreting activities. It is extremely important that a student who does any interpreting **not** try to interpret a medical term the translation of which he/she is unsure, because of legal and medical risks both to patient and student interpreter.

However, other interpreting activities are often available, especially for parent-teacher conferences at schools. These offer valuable opportunities to help members of the Spanish-speaking community.

Certification:

While this course provides cultural background, medical Spanish terminology, and practice in medical Spanish dialogue, it offers no official certification to students as translators or interpreters in medical Spanish. Such certification and legal responsibility remains the responsibility of the student.

Medical terminology:

This course is not the equivalent of an English medical terminology course. In this course, medical terminology is discussed in both English and Spanish, but the focus is on linguistic and cultural competence in the medical encounter with the patient; thus there are many medical terms, particularly specialized, in English that will be beyond the scope of this course.

**Important:**

This course will involve discussion of all things medically-related, in the interest of improving health care for Spanish-speaking patients. Therefore, anatomical diagrams will be, by necessity, anatomically correct, and terminology will correspond. Professional behavior befitting future/present medical or other professionals is expected at all times.

**Course Activities:**

Course activities will include discussion of medical and healthcare terminology in Spanish, conversational practice for medical situations, and, when possible, presentations by guest speakers. Outside activities may be required, with class time appropriately adjusted.

While this is not a grammar class, attention to detail as befitting future/present healthcare or other professionals will be required. Accordingly, students will need to understand, speak, and write Spanish well, especially medical terms. Particularly concerning written medical terms and expressions frequently used in

medical encounters, students will be required to use correct Spanish spelling, with accents and diacritical marks as needed, written in legible handwriting. (If I can't read it, it's not correct—your patients and other healthcare professionals will need to be able to read your handwriting, so you'll get practice now.) Students will also need to use good Spanish to explain concepts and to converse in simulated medical situations.

**Topics to be Covered:**

Effective communication is key to providing optimal health care to any patient. In this course, emphasis will be placed on working toward effective communication, both linguistically and culturally, between you, the future healthcare provider, and your Latino patient. Thus we will practice terms most commonly used in healthcare encounters with patients, including discussion of body systems, symptoms, disorders, diagnosis, and treatment. More detailed anatomical terms can be found in the *Atlas de Anatomía* (Madrid: Paramon), portions of which may be found in the USU Library Electronic Reserves, as well as in the dictionaries.

Therefore, as time permits, this course aims to cover, but will not be restricted to, the following topics:

1. Overview of the Hispanic Population in the U.S. and Utah; its medical needs
  - 1.1. Demographics, LEP, and health literacy issues of Hispanics/Latinos.
  - 1.2. Healthcare disparities and cultural competence in healthcare
  - 1.3. Language-in-healthcare policies and issues
    - 1.3.1. Department of Health and Human Services, Office of Minority Health
    - 1.3.2. CLAS Standards in Health Care: Cultural and Linguistic Competence
2. Cultural issues, and issues of limited English proficiency, and health literacy that affect quality of health care for Latinos and that are thus important in dealing with Latino patients
3. Terminology for examination and treatment of body systems—as many systems as time permits
4. Major disorders and diseases: correspondingly important diagnostic tests and procedures
5. Conducting patient interviews and obtaining medical histories in a culturally and linguistically competent manner
6. Medications; home remedies
7. Issues in medical interpreting
8. Other topics if time permits, and as students may desire, such as: physical therapy, administrative details and medical insurance, nutrition and diet; care of the elderly and the terminally ill/Advance Directives; etc.

**Individualization of This Course:**

I will require at least one personal individual meeting with each of you, in order to get to know you, to find out if you have any concerns or problems in this course, and to help answer any concerns that you might have concerning your individual project. Furthermore, I will be available as much as possible to help you throughout the course to meet your personal learning goals, through either office hours or arranged meetings.

The optional glossary project offers each student the unique opportunity to investigate medical and healthcare terminology specific to the student's projected healthcare use of Spanish in his/her specific area of interest. Students are encouraged to make use of this opportunity, not only for the learning opportunity and possible future use involved, but also for the possibility of using this project in applications to or interviews with medical and other health schools.

Honors projects may be possible for a small, limited number of students.

### Participation, Attendance, and Class Procedures:

Your active participation in the classroom is absolutely necessary for you to achieve the above objectives. **Your commitment to these objectives and your daily preparation is essential. Come to class prepared and ready to share and discuss what you have been assigned for reading.** Class discussions and class conversational activities will then help to clarify and reinforce that material.

Consequently, because of their importance, preparation, participation, and effort form part of your overall class grade. If you have not read or prepared the assignments, you will limit class progress; such lack of preparation will adversely affect your Effort/Preparation/Participation grade.

Attendance is essential for two reasons:

1. Some material that will appear on tests will be available only in class. Your having accurate, complete notes will be necessary to do well in this course.
2. Of course, you must attend in order to participate.  
Part of the Effort/Preparation/Participation grade will be based on your overall preparation for and participation in class in everyday discussions. Your grade will also include my evaluation of your individual effort, as shown by your coming to class, by keeping up with homework assignments and deadlines for class, by seeking out help from me, by meeting with me when requested (everyone must meet with me at least once during the semester), by working successfully (key word there!) to improve any poor grades; and, in general, by how much responsibility and care you demonstrate in your own learning.

In the end, the Effort/Preparation/Participation grade is my subjective evaluation of you as a learner. After all, as professionals working in or with the medical profession, self-motivation, responsibility, and a drive for excellence are important. Thus, your effort to come to class well prepared and your participation in all aspects of class work are critical to your learning, as well as to success in this course.

### Schedule:

Note that:

1. The chapters and assignments for a given day in the schedule are to be done before class that day, so that you come ready to participate in that day's class activities.
2. The schedule is tentative; it is not a contract. It is tentative because this class aims to meet the needs, interests, and questions of class members, who come with a variety of medical interests and goals for the use of their medical Spanish. Therefore, rescheduling of and changes in class activities are very likely to occur. You will be advised in class or by e-mail of any changes.  
→ Bring your schedule to class every day to note down any changes!  
→ It is your responsibility to obtain the assignments for the next day, and any changes announced in the schedule if you are absent or must leave early.
3. If you need to be absent on a given day, please let me know beforehand if possible (to excuse your absence), and be absolutely sure to get notes from and to check with at least one classmate (not with me) for any in-class announcements that you might have missed. Your being prepared for class as announced is your responsibility, not mine.

### Other Assignments:

Since class members may come from or be interested in a variety of healthcare professions, or other professions that help Spanish-speaking patients, there may be, in addition to work with the textbook and dictionaries, other oral and written work, individual and/or group, to help prepare you for work in Spanish in your field.

Individual Project:

An individual medical Spanish glossary or/and a reflection paper will be due in early November. The individual medical Spanish glossary, gathered from sources that do NOT include class materials (you may not use the *Medical Spanish Made Incredibly Quick* manual or class handouts, including those of terms/terminology) is a glossary that you will prepare on your chosen field of study or on a topic approved by me. Preparing this glossary will allow students interested in specific medical fields to investigate and gather useful terms and expressions for use in their chosen fields.

Another option is preparation of a reflection paper. This reflection paper will tell me what you have learned and reflected upon in the course and its use in your plans for your profession.

Three important points about this assignment:

1. Preparation of the glossary will require more time than that for a reflection paper. Grading for the glossary is more stringent than grading for the reflection paper because of the more demanding work and care required in its preparation and correspondingly more detailed grading criteria, including accurate referencing of sources. Therefore, if the glossary option is chosen, the glossary grade will constitute 10% of the total course grade. If the reflection paper option is chosen, the reflection paper grade will constitute 3% of the total grade.
2. Although only one—either the glossary or the reflection paper—is required, a thoughtful student may opt to do both. In this case, if both options are chosen, the glossary will be due on its normal due dates, and the reflection paper may be handed in anytime before the last day of class. The two options, graded, will constitute 12% of the total course grade.
3. Grading for each option will follow clear rubrics, which will be provided early in the course.
4. Either choice of project, or both projects, must be carefully prepared as befits a serious healthcare or other professional. Carelessness in the handed-in assignment will be severely penalized. In order to receive a high grade, you must follow all instructions to the letter. (Please come to see me if you have questions on the instructions!)

**Exams, Quizzes and Presentations**

Two exams plus the final exam will be given during the course, as well as several short quizzes. No grades, including quizzes and tests, are curved. Being prepared for class is essential, as is your active participation in class; pre-class preparation and participation demonstrate your interest and effort. Therefore, your effort in these areas are very important in my determining your Effort/Preparation/Participation grade. The final exam is comprehensive. However, it counts only as one of the total three exams in course grade calculation.

**Grading:**

COMPONENT	GLOSSARY OPTION	REFLECTION PAPER OPTION	BOTH GLOSSARY AND REFLECTION PAPER
Effort, Preparation, and Participation	2%	2%	2%
Individual Project: Medical Glossary or Reflection Paper	10%	3%	12%
Quizzes	38%	45%	36%
Exams	<u>50%</u>	<u>50%</u>	<u>50%</u>
TOTAL:	100%	100%	100%

Your final course grade will be based on a percentage of total points. The grading scale for this course is as follows:

93-100 % = <b>A</b>	87-89% = <b>B+</b>	77-79% = <b>C+</b>	60-69% = <b>D</b>
90-92% = <b>A-</b>	83-86% = <b>B</b>	73-76% = <b>C</b>	0 – 59% = <b>F</b>
	80-82% = <b>B-</b>	70-72% = <b>C-</b>	

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**Important Notes:**

1. Students who do not attend class will automatically fail even if they have taken the exams and completed other course elements. It can also be seen from the above explanation of grading procedures and from the grading percentages that class absences will affect many parts of the final course grade.
2. This syllabus and especially the accompanying class schedule (*Programa*) may be modified to meet class needs. The needs of your class and opportunities for learning, not a schedule, come first.

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**Digital Etiquette Policy**

Cell phones, iPods, MP3s, etc.

Please turn off all devices such as iPods, MP3s, etc. before you come to class. Your cell phone may be on but only on Vibrate Only. The reason for the latter is that the university might need to contact us in case of emergency, such as an intruder, possibly armed, on campus. (In that case, if you see such a message, please notify the class!) However, you may not read other text messages, or make phone calls during class. Your attention and participation are essential to learning. If your phone rings in class, you will be warned the first time, but disciplined and possibly penalized any time thereafter.

Laptop computers.

When we might use computers in the classroom:

- Sometimes I may ask someone to look up something on the Internet during class, but this will probably occur only very rarely.
- Writing paragraphs or essays, or doing other assignments when permitted in class in order to get started on homework.

In general, and in most classes, I would prefer that your laptop be off, closed, and put away during class and that you take notes by hand. Furthermore, frequent oral participation in class will be necessary, and you cannot speak

effectively in a class activity and write notes on a computer at the same time. Also, other classmates may become distracted by your laptop use. However, if it is your custom to take notes on a laptop, I will permit it only—only—under the following conditions:

1. You may use your laptop computer if you are ONLY taking notes. You may NOT be checking e-mail, making online purchases, checking up on your friends on Facebook, playing games, doing homework for my class or any other class, or engaging in anything other than taking notes.
2. You may use your laptop computer to take notes IF other students are not becoming distracted or are not starting to engage with you (talk or look on) instead of participating in class.
3. You may use your laptop computer to take notes ONLY if you are still fully participating in class activities.

Please note: If any problems arise from your using a laptop in class, I will ask you to put it away and not to open it again in class during the rest of the semester. As I have stated above, I strongly prefer that you NOT use your laptop in class unless I ask you to do so.

Failure to cooperate with this digital policy will seriously affect your grade.

**Cell phones, laptops, and all other digital media will be turned OFF and put away during any quiz or examination.**

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#### UTAH STATE UNIVERSITY POLICIES

##### **Plagiarism:**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

##### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

##### **Students with Disabilities Statement**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.