



SPANISH 3100

Spanish for Healthcare Professionals

Fall 2017

Class: Mon., Wed., and Fri. 8:30-9:20 p.m.
 Location: Library 421
 Instructor: Jilda L. Yap
 E-mail: jilda.yap@usu.edu
 Office Hour: 9:30-10:20 a.m.¹ or by appointment
 (arrange beforehand) and/or by appointment

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Required:²

One textbook, one dictionary, and one Course Reader—all available at the USU Bookstore.

Also: Internet access for web sites and Canvas.

- 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. 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.
- Course Reader, with selected pages from Nuevo Manual Merck de Información Médica General, 2009. Barcelona: Editorial Océano. (Available only at the USU Bookstore) Either a red or blue-covered copy is fine.
- **Canvas** (<http://canvas.usu.edu>): Information from several resources. You will need to print out certain pages as needed for class discussion or for personal study; copies at copy centers are approximately seven to eleven cents per page.
- **Terms and Terminology handouts** given in class. These will not be online.

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.)
- Hole punch or access to one.
- Writing implements and filler paper as needed for notes

¹ 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.

² **Optional—an additional dictionary for your own use (highly recommended—it has some things that the McElroy & Grabb dictionary doesn't):** Glenn T. Rogers. 2014. ***Spanish-English English-Spanish Medical Dictionary, 4th Edition***. New York: McGraw-Hill Medical. (Not at the USU bookstore; it may be ordered online.)

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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/>)
 - The Merck Manual Home Edition (in English)—fairly close version of the books from which your Course Reader is excerpted. <http://www.merckmanuals.com/home/> Choose Medical Topics.
Note that a Spanish version of the website is available, although it is not a mirror (toggle) version, unlike MedlinePlus.gov
As with some websites that have similar but not toggle English and Spanish versions, you may, for an article that you want to read in both languages, need to translate the English title to Spanish, then search the Spanish version of the website. You may be able to find an exact translation that can be used for not only for your personal linguistic development, but also for terms for a glossary.
 - 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 Canvas for this course.

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

Course Description:

Rationale. 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, nutritionists, social workers, hospital administrators, and others.) 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, necessary medical tests and procedures; and diagnosis, treatment, and prognosis of medical conditions—as well as provide written information when needed.

This course. What, then contributes—and can YOU contribute—to effective and equitable health care for Hispanic/Latino,³ low-English proficiency (LEP), and other patients?

In this course, we will aim to help you develop:

³ “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.

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1. Your 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. (This is linguistic competence.)
2. An awareness of Hispanic cultural issues in the health professions (cultural competence), with emphasis on how to provide culturally as well as linguistically competent health care in an effective, culturally sensitive way to Hispanic/Latino patients. Focus in this course will be particularly on those of Latin American origin, who form the largest percentage of Spanish-speaking residents in the U.S. However, it is important to realize that cultural beliefs and practices also influence health care access, effectiveness, and equity for other language groups.

Developing competence in both areas is a lifelong process as your command of medical Spanish deepens through study and experience, and as your understanding of and hands-on experience with Latino patients increases. Thus **the purpose of this course is to enable you to communicate well and accurately in Spanish, in a culturally competent manner, with your patients in healthcare encounters.** To help meet this need for effective culturally and linguistically sensitive, communication in the medical encounter, this course has these objectives and course learning outcomes:

SPAN 3100 Learning Objectives	Expected Course Learning Outcomes
Objective #1. Gain factual knowledge.	Students will know medical Spanish vocabulary related to: <ol style="list-style-type: none"> a) Structure and function (anatomy and physiology) of some principal body systems. b) Some common medical conditions, symptoms, diseases, and etiology. c) Healthcare situations such as the office visit, diagnostic procedures, and treatment options.
	Students will know basic facts about Hispanic/Latino demographics, English language proficiency, and health literacy that affect the provision of culturally and linguistically competent health care to Hispanic patients.
	Students will become familiar with: <ol style="list-style-type: none"> a) Some of the more common symptoms, conditions, and diseases that Hispanic patients may present in the healthcare encounter. b) Traditional Hispanic values that affect provision of culturally appropriate health care. c) Traditional Hispanic healthcare beliefs, practices, and preferences that can influence effective provision of health care to Hispanic patients.
	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.
	Students will be able to use Spanish medical vocabulary and expressions in many healthcare situations in a culturally and linguistically competent manner.

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SPAN 3100 Learning Objectives	Expected Course Learning Outcomes
<p>Objective #2. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.</p>	<p>Students will begin to develop specific skills:</p> <ul style="list-style-type: none"> a) linguistic skills, not just in terminology, but in conversational needs for working with Spanish-speaking patients in their future healthcare fields, and b) skills in recognizing limited English proficiency and low health literacy. <p>Students will have begun to develop personal cultural competence and necessary points of view and attitudes of cultural respect as they gain understanding of common Hispanic/Latino healthcare beliefs, sensitivities, and needs that will be important in present and future professional healthcare encounters with Hispanic patients.</p>
<p>Another objective, for all, but particularly for those doing the glossary as their project:</p> <p>Objective #3. Learn how to find and use resources concerning healthcare for Spanish-speaking patients.</p>	<p>Students will obtain and understand information about demographics, low English proficiency, health literacy, and the need for cultural competence in health care for Hispanic 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>

NOTES:

Medical Spanish interpreting:

Intermountain Health Care (IHC, including Logan Regional Hospital) at one time accepted student volunteers for medical Spanish interpreting. However, its 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, but 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 to 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. **The focus of the course is to enable you to communicate well and accurately in Spanish, in a culturally competent manner, with your patients in many healthcare encounters.**

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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, if 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 both orally and in written form 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 Files in Canvas for this course, as well as in the dictionary.

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, along with 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

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6. Issues in medical interpreting
7. Other topics **if** time permits, and as students may desire, such as: body systems not listed in the schedule (*Programa Tentativo*), medications, physical therapy, administrative details and medical insurance, nutrition and diet; care of the elderly and the terminally ill/Advance Directives.

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. This first visit with me should take place by the end of September. I encourage you to visit me not only once, but also frequently, and I will be available as much as possible throughout the semester to help you meet your personal learning goals, either through 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 activities will then help to clarify and reinforce that material.

Because class work is very important, your preparation, participation, and effort form part of your overall class grade. Lack of preparation will not only adversely affect your **Effort/Preparation/Participation grade**, but it will limit the progress of your classmates and your class as a whole.

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 your Effort/Preparation/Participation grade will be based on your overall preparation for and participation in class in everyday discussions.

Your grade in the Effort/Preparation/Participation category 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 (as mentioned above, everyone must meet with me at least once during the semester, and that meeting needs to take place by October 1), 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. Learning is your responsibility in this course

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In the end, the Effort/Preparation/Participation grade is my subjective observation and evaluation of you as a learner. After all, as future professionals working in or with the medical profession, your 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 (*Programa Tentativo / Calendario*): 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 you class members; each of you comes with a variety of medical interests and goals for the use of 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. Major revisions to the schedule will appear in Canvas.
 - Bring your schedule to class every day to note down any changes!
 - If you must occasionally be absent or must occasionally leave early: It is your responsibility to obtain the assignments for the next day, and to find out about and make note of any changes announced in the schedule.
3. If you need to be absent on a given day, you must
 - a. let me know beforehand if possible (to excuse your absence). If you awake sick, or have some other unexpected emergency, please send me an e-mail message that same day as early as possible.
 - b. be absolutely sure to get notes from and to check with at least one reliable classmate (not with me) on class notes and on any in-class announcements that you might have missed. One classmate can collect any handouts for you that you might need. (Recommended: Ask your main designated classmate to photocopy his/her notes for you and get them to you on or before your next day in class.)

Your being prepared for class is your responsibility.

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 textbooks, course reader, dictionary, and materials on Canvas—other oral and written work, individual and/or group, to help prepare you for work in Spanish in your field.

Individual Course Project: You choose which.

An individual medical Spanish glossary or/and a reflection paper will be due in mid November. The first option, an individual medical Spanish glossary, prepared on your chosen field of study or on a topic approved by me, will be gathered from sources that do NOT include class materials (you may not use class handouts, including those of terms/terminology). 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. By doing this project, students will learn how to find trustworthy Spanish terms for almost any medical field.

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The second 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.

A student may choose to do both projects. (See details a few paragraphs further down this page.)

Three important points about the Course Project:

1. Preparation of the glossary will require more time than that for a reflection paper. Warning: Grading for the glossary is more stringent and of higher point value than grading for the reflection paper because of the much more demanding work and care required in its preparation and correspondingly more detailed grading criteria, including accurate referencing of sources. there is more risk involved in choosing this option,

If the glossary option is chosen, the glossary grade will constitute 15% of the total course grade. The advantages of taking the risk of doing one are (1) the quiz grade average counts for less than if the reflection paper is chosen as the project, and (2) this glossary may be of use to you in health field school interviews and/or in your health practice. If the reflection paper option is chosen, the reflection paper grade will constitute 3% of the total grade.

IMPORTANT: The glossary option should not be chosen if your quiz and exam grades need improvement because:

- a. The time and care required in the preparation of a glossary and the higher percentage that it represents in your final grade means that doing the glossary is much more risky than writing a reflection paper. If the glossary, which has strict requirements, is poorly done, a bad grade will bring your final course grade down further.
 - b. Preparing a glossary takes time and effort and thus may take valuable time away from preparing for quizzes and exams. If your testing grades are not what you would like, your time will be best invested in getting better grades on upcoming quizzes and exams.
2. Although only one—either the glossary or the reflection paper—is required, a student may opt to do both. In this case, if both options are chosen, the glossary will be due on its normal due date, and the reflection paper may be handed at any time between the November due date and the last day of class. The two options, graded, will then constitute 17% 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 any questions on the instructions! Not choosing one option over another because of not understanding requirements is not an excuse. Students who come to see me with questions generally receive good grades on their projects.

Exams, Quizzes and Presentations

Two exams plus the final exam will be given during the course, as well as several short quizzes. No grades, neither quizzes and tests, are curved. However, the good news is that bonus point questions are offered on every quiz and exam, even the final! These bonus questions cover either current material or previous test material.

Being prepared for class is essential, as is your active participation in class. Pre-class preparation and participation not only demonstrate your own interest and effort, but also affect the progress of the class. Therefore, your effort in these areas is very important in my determining your Effort/Preparation/Participation grade. (Furthermore, the percentage of this component of the final grade could mean the difference between an A- or an A! I certainly hope that each of you gets an A, and I will do all that I can to help you achieve that A.)

Exams, including the final exam, represent 50% of your course grade. This means that each exam counts for $50\% \div 3$ –in other words, 16.67%--of your final course grade.

The final exam is comprehensive over all the course material. However, since it counts only as one of the total three exams in course grade calculation, it represents only 16.67% of your final grade.

Course Grading:

COMPONENT	COURSE PROJECT: GLOSSARY OPTION	COURSE PROJECT: REFLECTION PAPER OPTION	BOTH GLOSSARY AND REFLECTION PAPER
Effort, Preparation, and Participation	2%	2%	2%
Individual Project: Medical Glossary or Reflection Paper	15%	3%	17%
Quizzes	33%	45%	31%
Exams	50%	50%	50%
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 % = A	87-89% = B+	77-79% = C+	60-69% = D
90-92% = A-	83-86% = B	73-76% = C	0 – 59% = F
	80-82% = B-	70-72% = C-	

NOTE: Grading is not done on Canvas because of the complexity of working with the various course project options.

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 calendar schedule (*Programa*) may be modified to meet class needs. The needs of your class and opportunities for learning, not a schedule, come first.

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, nor 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 computer and tablets.

When we might use computers or tablets 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 ask that your laptop or tablet be turned 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 or tablet, I will permit it only—only— under the following conditions:

1. You may use your laptop computer or tablet 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 or tablet 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 or tablet to take notes ONLY if you are still fully participating in class activities or if use of these devices form part of a class activity.

Please note: If any problems arise from your using a laptop, tablet or other digital device 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 or tablet 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 devices will be turned OFF and put away during any quiz or examination.

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 (435) 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.