ROSE STATE COLLEGE

Division Course Syllabus

Division       Humanities
Course Title   Medical Spanish
Course Prefix and Number   SPAN 1042
Semester and Year Submitted   Spring 2016
Credit Hours   2
Prepared by   Edmund Gert
Hours Per Week:   Class 2
                  Lab 0
Course Description (as it appears in Catalog)

This course is a beginning study of the Spanish language for individuals associated with the medical profession who want to communicate with the ever-growing Spanish-speaking population. Emphasis is on practical conversational patterns for medical situations. No prior knowledge of Spanish is required.

Prerequisites   none

Text(s):   Title   Spanish for Healthcare Providers
            Author   Rios
            Publisher   McGraw Hill
            Copyright Date   2010 (2nd Ed)
            ISBN #   9780071664271
            Reading Level   N/A

Supplemental Materials:
RATIONALE:

Medical Spanish is a special interest course for individuals associated with the medical profession who want to communicate with the ever-growing Spanish-speaking population with whom the medical professional comes into contact.

EXPECTED OUTCOMES:

Upon successful completion of Medical Spanish, the student should be able to

1. Simulate interviews between patient and caregiver.
2. Use idiomatic expressions necessary in basic medical situations.
3. Use basic conversational medical patterns effectively.
4. Express actions using the first person and third person singular forms of verbs in the present and present perfect tenses
5. Demonstrate an awareness of cultural differences between caregiver and patient.

METHODS OF INSTRUCTION:

EXPLANATION SHOULD BE HELD TO A MINIMUM. Students should be encouraged to read and study each assignment section of the textbook thoroughly before coming to class. This procedure is very important in order to minimize the instructor’s explanation of pronunciation, vocabulary, grammar, culture and directions, and to maximize students’ use of Spanish during class time.

DEMONSTRATION/MODELING of new patterns. As much as possible, students should be instructed/encouraged to close their books and listen to directions and examples given in Spanish. Professor uses and “echo-type” drill to model the Spanish conversational patterns; using this drill pattern, students do not originate appropriate language, but rather they “parrot” what the teacher is saying, focusing on good pronunciation.

TEACHER-STUDENT EXCHANGES. Following the introduction of new material, it is helpful to check the students’ understanding of the concepts by eliciting responses from the students with simple questions or statements. It is a good idea to start with something easy that everyone can master in order to reduce anxiety that accompanies speaking aloud.

DIRECTED DIALOGUE (in which the teacher directs one student in Spanish what to ask or say to another student in Spanish) is a very effective way of initiating STUDENT-STUDENT EXCHANGES. The teacher’s direction of what to say eliminates the delay that inevitably occur when beginning students are asked to produce original Spanish constructions extemporaneously.
“CHAIN” DRILLS are a kind of repetition drill in which each student has an opportunity to both ask and answer a given question. The “chain” begins with the teacher asking Student 1 a question which Student 1 answers; Student 2 then turns to Student 3, etc. This pattern drill is an effective way to review material that has been well-practiced. Important considerations are to (1) maintain the speed, and (2) build the “chain” in different ways by starting in varied locations within the classroom and adding “links” in various directions.

PATTERN DRILLS (also called REPETITION DRILLS) are an effective way to teach a concept that is especially difficult to master; the objective is to establish a language “habit” by multiple repetitions of a set pattern. Textbooks frequently use this methodology to teach verbs. It is important for the teacher to correct errors in pronunciation and/or grammar in order to avoid practicing poor usage of the language. Textbooks frequently use this methodology to teach verbs, but exercises practicing other grammar constructs (for example, object pronouns) to produce good results.

ROLE PLAYING is an effective way of reviewing what has been learned. In practice sessions during class, students are assigned situations by the professor and given fifteen to twenty minutes to prepare/practice a presentation using vocabulary/expression appropriate to the situation. Finally, students present the brief conversation in front of the class.

GROUPS of four students may be assigned by the teacher for the purpose of STUDENT-CENTERED drill activities. “Chain” drills which move in a circle (sometimes to the right, sometimes to the left) may be used in this setting, or PAIRED ACTIVITIES (with the foursome changing partners within the group) provide opportunities for several conversations to be happening at once. In this noisy setting, the professor serves as facilitator and moves about the room listening, encouraging, answering questions, modeling correct pronunciation, etc. To ensure that students stay on task, groups should be reassigned every four to six weeks, depending on the frequency of the activity.

TOTAL PHYSICAL RESPONSE (TPR) activities in which students respond physically, thus building a learning “bridge” that is kinesthetic rather than mental. While not easily employed on a daily basis, this approach does add variety to established routine. Using TPR, the professor may choose to address the entire class (“Toquen la cabeza…Toquen la pierna izquierda…”), or direct individuals (“Levántese…Cierre la puerta…”) in activities which require physical resposes.

TEACHING PROFICIENCY THROUGH READING AND STORYTELLING (TPRS) uses a mixture of reading and storytelling to help students learn the language. New vocabulary structures are taught using a combination of translation, genstures, and personalized questions. Those structures are used in a spoken class story. Later these structures are used in a class reading.

SONGS/CHANTS offer diversion from the usual classroom activies while teaching grammar/vocabulary/pronunciation. Students who may be hesitant to sing in the
presence of their classmates should be encouraged to simply chant or speak the words in rhythm with everyone else.

**AUDIO-VISUAL EXERCISES** via DVD or CD are useful in helping students build aural comprehension and improve pronunciation.

**POWERPOINT SLIDESHOWS/TRANSPARENCIES** that depict the Hispanic World provide the opportunity for greater awareness of cultural differences, and they are effective aids for eliciting conversational responses from students.

**ASSESSMENT** (Including Critical Thinking measurements):

Students who successfully complete Medical Spanish should be able to speak and listen at a novice low to mid-level.

Speaking – Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Listening – Novice-level listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extra-linguistic support to derive meaning. Novice-level listeners are most accurate when they are sable to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

Recommended methods of assessment may include:

**DAILY PREPARATION/PARTICIPATION**

Activities which may be assessed include:
- Pronunciation Recordings
- Listening Exercises
- Individual (memorized) presentations on specific subjects
- Other language lab activities
PREPARED DIALOGUES
Role playing/skits/mini-dramas should be used to evaluate the progress of students during semester. Two or three classmates create an original conversation using studied language patterns. Students select settings, prepare conversational exchanges and present the script to the professor for approval before memorization and presentation in class. It is important that students stay within the limits of what they have learned, and not try to develop a conversation in English and then translate it to Spanish. The evaluation process should be clear to all prior to implementation.

VOCABULARY TEST
This exam will test the students’ knowledge of the most crucial vocabulary taught in the class. Since there is so much vocabulary presented, the professor will choose the most crucial vocabulary to use on this test.

LEARNING OBJECTIVES:
On a written or oral exam, or in a presentation, the student will be able to demonstrate that they can do the following in Spanish (Outcomes 1, 2, 3, 4, 5)

- Greet and introduce oneself to the patient
- Use the alphabet and basic pronunciation
- Form singular and plural masculine and feminine nouns
- Form singular and plural forms of the definite and indefinite articles
- Identify body parts
- Ask “What seems to be the problem?”, “What hurts?” and “Where does it hurt?”
- Say “I need…,” “you need…,” “Do you need…?” and “What/ Where / Why / When do you need to…?”
- Count from 1 to 1000
- Take vital signs, basic discussion of chief complaints, prescription/diet or follow-up instructions, what to do and how often, if lab tests are needed and when
- Say words related to liquids
- Name internal organs and parts of the reproductive system
- Use medical cognates
- Conjugate and using regular –ar verbs in the present tense*
- Conjugate the verb estar and using it to refer to health and location*
- Use and conjugate the verb tener*
- Ask the patient about chief complaints, present problems and symptoms
- Attempt to characterize symptoms with the patient
- Politely excuse oneself from the room
- Use vocabulary related to linens, smoking, reading material
- Conjugate and using the verb ser*
- Tell time
- Use colors and other adjectives
- Use the word hay
• Conjugate and use regular –er and –ir verbs in the present tense*
• Use vocabulary related to a pediatric visit
• Form, conjugate and use the future tense*
• Distinguish between ser and estar
• Use vocabulary related to family members
• Forming, conjugating and using the present perfect tense*
• Use vocabulary related to medical records, patient history, review of systems, etc.
• Take a patient history
• Use vocabulary related to foods that are high or low in proteins, fats, salt etc.
• Recommend foods for certain diets.
• Form, conjugate and use some irregular –er and –ir verbs in the present tense

*Conjugation focus should be primarily on singular 1\textsuperscript{st} and 3\textsuperscript{rd} person forms. Use of the 2\textsuperscript{nd} person (tú) form should be avoided.