Spanish for the Health Care Professionals

Class Code: SPAN-UA 9950.004

Instructor Details:
Pablo Alejo Carrasco
pac11@nyu.edu
Office hour: by appointment

Course Details:
Spanish for Health Care Professionals
Mo and Wed 11:30 am - 1:00 pm
Room to be confirmed.

Corequisites:
Open to students that are taking concurrently SPAN-UA 9010, SPAN-UA 9015, SPAN-UA 9020 or SPAN-UA 9004

Course Description:
Nowadays, more and more in USA, health care professionals find themselves involved with patients who come from different parts of Latin America. Learning Spanish specifically aimed towards this health care context is a plus which must be strongly considered. Thus, Spanish for Health Care Professionals is a two-credit course designed to teach students the basic and intermediate skills of medical Spanish that can be put into practice in real medical situations. The main objective of this course is to achieve a communicative competence in medical Spanish through the practice of pronunciation, vocabulary, idioms, and grammatical structures, all within the context of the medical professions. Focus is placed on role-play activities that will cover the most common medical procedures. At the end of the course, students will have acquired in-depth vocabulary related to the body, medicine, illnesses and other relevant fields, commands to tell a patient what to do during a hospital visit, or Latin American habits and idiosyncrasy which are involved in doctor-patient interaction. It is expected that students will be able to inquire what troubles a patient or to get all his personal information as well as to hold a typical medical interaction in communicative contexts. The goal of the course is to generate active participation through discussions of topics related to the medical profession, and through creative activities that imitate real-life situations. To achieve this goal, the course will employ a communicative methodology and a task-based approach, which requires students' active participation in listening, speaking, reading, and writing Spanish from the onset. Classes will be conducted in Spanish.

Desired Outcomes:
1. To familiarize students with expressions, lexicon, culture and habits in spanish for health professionals.
2. To acquire general knowledge of spanish according to language level.
3. To improve / acquire competencies in four skills in spanish: reading, writing, listening and speaking.
**Attendance and Participation**

Class participation is a key element in language learning, and is also a very important factor in your grade. Performance and preparation refer to your contributions to the class activities, as well as assignments. Participation means voluntary participation - don’t wait to be called upon. Your contributions should be informed and reflect the fact that you have studied the material.

**Homework**

You are responsible for printing and completing the required material before class recitation as stated on the syllabus. You are expected to read each lecture carefully, learn the vocabulary, and prepare the required activities for each class. Since this course aims to improve students’ oral skills, some assignments will consist on making interviews to local people, preparing short presentations about notices on the newspapers, attending conferences at NYUBA center, etc.

When preparing reading assignments, bear in mind that you will be expected to analyze and discuss the texts in both their form and content, to use the vocabulary introduced with each text and to prepare the activities that follow each reading.

**Role Play Situations**

This situation is a very significant key in this course. They cover the most common medical procedures.

**Exams**

There will be three exams in class and a final comprehensive exam.

**Grade Breakdown:** Final grades are calculated over one hundred points. Failure to submit or fulfill any required course component results in failure of the class.

- Attendance and Participation _____________ 15%
- Exams (3) ________________________________ 15%
- Homework ______________________________ 20%
- Role play situations _____________________ 20%
- Final exam ______________________________ 20%

**Assessment Expectations**

Grade A:

All requirements are met. Interesting content and presentation; ideas developed with sufficient examples; substantive, thorough development of thesis, relevant to assigned topic. Supports ideas with specific, appropriate evidence. The student writes comprehensive essays / exam questions and his /her work shows strong evidence of critical thought and reading. Appropriate level of complexity in syntax with very few errors, if any. Excellent use of preterit/imperfect, indicative/subjunctive, verb/subject agreement, verb sequence, number and gender agreement, prepositions, etc.

Logical progression of ideas with well-executed transitions, fluent expression, ideas clearly stated, succinct, cohesive. The writer arranges the details supporting the topic sentences and the paragraphs supporting the thesis in a logical and orderly sequence. Sentence structure is fluid.
Uses appropriate and varied vocabulary, sophisticated range, effective word/idiom choice and usage, English influence not apparent.
Written works: Correct spelling (including accents) and punctuation. Composition typed with correct format as specified.
Oral: Fluent according to the level.

Grade B:
The student shows a good understanding. Interesting content; adequate range. Could improve with the addition of several sentences or paragraphs
Effective but simple syntax, minor problems in complex constructions, several errors of agreement, tense, mood, word order, but meaning seldom obscured.
Logical progression of ideas but often lacks transitions. Loosely organized but main ideas stand out, logical but incomplete sequencing
Vocabulary: Adequate range with some variety; occasional errors of word, form, choice, usage, but meaning not obscured.
Occasional errors of punctuation, capitalization, paragraphing, spelling.
Errors of pronunciation don’t affect comprehensibility.

Grade C:
Work is acceptable and shows a basic grasp of the research problem.
Errors frequently affect comprehensibility. Problems in complex constructions, tense, agreement, word order, articles, pronouns and prepositions. Some control of basic structures, tense, agreement, word order, articles, pronouns, and prepositions,
Gaps in logic transitions. The work fails to organize findings coherently and is in need of improvement.


Grade D:
The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research. Inadequate development of topic, redundancy, shift in point of view, points not sustained or not fully developed. Details do not support ideas. Short.

Errors affect comprehensibility. Very little control of basic structures, frequent problems in simple and complex constructions, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic or no transitions, somewhat choppy; illogical sentence structure, ideas disorganized; examples, details, explanation follow an illogical order. Lack of variety in word choice, frequent errors of word, form, choice, usage, meaning confused or obscure.
Problems with ser/estar, por/para, false cognates, etc. Literal translations. Numerous errors of punctuation, capitalization, paragraphing. Numerous English spelling. Numerous errors of pronunciation affect comprehensibility

Grade F
Cursory; gives the impression of writing just to complete the assignment. Little substance, no development of topic, directions not followed. Too short.
Message is largely incomprehensible due to inaccurate grammar, which alters or obscures it. Reader must know English to comprehend much of the message. Disorganized; appears to have been written as thoughts occurred to the writer, non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Few, if any logical connections.
Only elementary vocabulary. Use of words in English. Numerous and serious errors of pronunciation affect comprehensibility.
<table>
<thead>
<tr>
<th>Grade Conversion</th>
<th>100-93</th>
<th>A</th>
<th>76-73</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-90</td>
<td>A-</td>
<td>72-70</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
<td>66-60</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
<td>59-0</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Exams and Submissions of Work**
  
  Midterm and Final Exam dates cannot be changed under any circumstance.

  Midterm exam dates will be scheduled with each professor and it must be before the break. Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment components.

- **Attendance Policy**
  
  NYU Buenos Aires has a strict policy about course attendance.

  Students should contact their class teachers to catch up on missed work but should NOT approach them for excused absences.

  Absences due to illness must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña within one week of your return to class.

  A doctor note excusing your absence is mandatory.

  The date on the doctor’s note must be the date of the missed class or exam.

  Absence requests for non-illness purposes must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña prior to the date(s) in question.

  If students have more than two unexcused absences they will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade.

  If students have more than four unexcused absences they will fail the course.

  Intensive Languages Courses: students who have more than three unexcused absences will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade. Those students who have more than five unexcused absences will fail the course.

  Each class has duration of one hour and half or two hours. Missing one class represents one absence. For those courses that meet once a week (three hours block), missing one class represents two absences.

  Students are responsible for making up any work missed due to absence.

  NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or earlier departures (10 minutes after the starting time or before the ending time) will be considered one absence.

  Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive.
at an agreed meeting point in a punctual and timely fashion.  
Holidays’ make up classes are mandatory as regular scheduled classes.

Late work should be submitted in person to the Assistant Director for Academics Affairs during office hours (Mon – Fri, 9.30 am to 5 pm), which will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academics Affairs and will write the date and time of submission on the work, as above.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale.

Written work submitted after 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Please note end of semester essays must be submitted on time.

The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

All your written work must be submitted as a hard copy AND in electronic form to the instructor.

It is expected that the students follow the rules on academic honesty and intellectual integrity established by NYU University.


TBA
NOTE: This syllabus is subject to change

Week 1
Feb 13, 15
(make up for
Feb.11)
Introduction to the course.
“Buenos días, soy el doctor.”
Greet and introduce yourself.
Vocabulary: Greetings and Farewells. Professions. Countries and Ethnicities. Personal
Characteristics.
Structure: Subject Pronouns; the Verb ser; Gender and Number Nouns, Definite and Indefinite
Articles.
Making an interview to a patient: asking information for the medical record. Completing an
admisión sheet.
Cultural Note: Spanish-Speaers in the United States.

Week 2
Feb 19, 21
“¿Cómo está usted?”
Ask how your patient is feeling. Questions that can be asked to a patient, expected answers.
Symptoms and diseases. The clinical record.
Vocabulary: symptoms and diseases, feelings. Interrogative words.
Structure: the verbs estar and tener.
Role-play practice: completing a medical record.

Week 3
Feb 25, 27
Test a patient’s orientation
Vocabulary: Specialities.
Cultural note: Attitudes and Ourselves
Admitting a patient in the emergency room; asking about symptoms; checking vital signs.
Exam 1

Week 4
Mar 4-6
“¿Qué le pasa?”
Vocabulary: cold and flu symptoms, diseases.
Structure: the verbs tener and sentirse. The verb doler.
Ask whether a patient feels comfortable.
How a patient express the symptoms in Spanish. Asking for corroboration to avoid
misunderstandings.
Complete the medical record with diseases that a patient has had.
Checking vital signs and making a diagnosis. Giving this information to a patient. Referring him/
her to a specialist.

Week 5
Mar 11-13
Diagnosis. Referring a patient to laboratory tests.
Role-play: extracting a blood sample; extracting a throat sample; measuring the blood pressure; taking the temperature.
Vocabulary: parts of the body; injuries

Communicating with adults and children. Watching the body language.
Role-play: a nurse checks vital signs a patient and extracts lab samples to adults and children.

Week 6
Mar 17, 20
The receptionist. Take a telephone message. Schedule an appointment. Send information by e-mail
Role-play: Making and negotiating dates for future appointments.
Vocabulary: numbers; the time; the day, the months and the date; expressions to talk on the phone.
Structure: forming questions
Cultural Note: What's in a name?

Exam 2. Written, oral and comprehension test.

Mar 25-31
Spring Break

Week 7
Apr 3, 5 (make up for Apr 1)
The physical exam; the physical exam in the emergency room. Some tests and procedures.
Structure: How long has it been. The Verb ir to talk about the future.
Vocabulary: what makes you better; the physical exam.

Cultural note: Public health system in Argentina.

Week 8
Apr 8, 10
“¿Qué pasó?”
Ask what happened
Pre-surgery. The pre-surgery interview. The surgery.
Vocabulary: Words of reassurance.
Structure: The Preterite of regular verbs and some Irregular Verbs.

Role-Play: conducting a pre-surgery interview. After that student will discuss about the interviews and will reflect about prescriptions and treatments.

Week 9
Apr 15, 17
Reading and interpreting a prescription. Getting a medicine in the pharmacy.
Structure: tener que + infinitivo; deber + infinitivo.
Vocabulary: Medicines, drugs; expressions to use in the pharmacy

Week 10
Apr 22, 24, 26
A victim of a traffic accident,
An traffic accident in the emergency room. Admitting a patient who was taken in ambulance.
A victim of a drug overdose. Emergency procedures.
Writing a report on what happened and debating. Structures: Preterite and Imperfect.

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Exam 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 29 (May 1: Holiday)</td>
<td>Poverty and Health. Current situation in Argentina. Conference and Field Trip TBA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>May 6, 8</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>May 13-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review for final exam</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>May 20-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>May 27-30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Etiquette</td>
<td></td>
</tr>
</tbody>
</table>

| Classroom Etiquette | The use of BlackBerrys, phones and IPods, as well as computers for non-academic purposes are forbidden. To eat is not allowed in class. Be respectful to others’ opinions and/or beliefs. |

| Required Co-curricular Activities | Mandatory Faculty Networking conferences and/or field trips (TBA) |

| Suggested Co-curricular Activities | Non-mandatory Faculty Networking Conferences and activities organized by Student Life are strongly suggested, in order to gain more contact not only with the language but also with local reality. |
Your Instructor

Pablo A. Carrasco has been teaching Spanish for almost 15 years and he currently specializes in Spanish for the health professionals. He was part of CONICET (National Research Institute in Argentina), researching about culture and Spanish language in the South of United States. Published several articles on specific subjects in national and international congresses. At the moment, he is Director of Foreign Languages Department in Barcelo Foundation, an institution devoted to Health and Medicine teaching, and leading a research focused on communications matters in medicine, specifically in an intercultural environment.