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Spanish (SPAN) 1502 Spanish for Healthcare Professionals II (3 Units) CSU
[formerly Spanish 22B]

Prerequisite: Successful completion in Spanish 1501 with a grade of “C” or better

Advisory: Eligibility for English 1500 strongly recommended

Prerequisite knowledge and skills:

Before entering the course, the student should be able to:

1. communicate directly with their Spanish-speaking patients at a novice level,
2. question, at a novice level, the patient and family members or other Spanish-speaking persons who may accompany the patient about the symptoms they have,
3. speak and write Spanish at a novice level.

Total Hours: 48 hours lecture

Catalog Description: This course is a continuation of 1501 and is directed toward the needs of nursing and healthcare students, as well as other medical and hospital personnel who must communicate quickly and effectively with Spanish-speaking patients. Conducted in Spanish and English.

Type of Class/Course: Degree Credit

Text: Jarvis Ana C., R. Lebrede, and F. Mena-Ayllon. *The Basic Spanish Series: Basic Spanish*. 2nd ed. New York: Houghton Mifflin Company, 2011. Print.
Robledo, Joyce O. *Basic Spanish For Healthcare Professionals*. 2nd ed. Eau Claire, Wisconsin: Professional Education Systems, 2011. Print.

Course Objectives:

By the end of the course, a successful student will be able to:

1. communicate directly with their Spanish-speaking patients and develop a better patient-practitioner relationship,

2. evaluate symptoms and medical history as explained by Spanish-speaking patients in order to assess and choose the appropriate medical treatment to meet the patients' needs,
3. understand cultural values such as courtesy and the family in order to promote more comfortable conversations,
4. tell and explain to patients and to their Spanish-speaking family members what the prescribed diagnoses and treatments are for the patients,
5. recognize and become more familiar with the diet habits in many Hispanic homes in order to explain special diet needs for the patient,
6. translate basic events related to the patient for other healthcare workers, including physicians, who are non-Spanish speaking,
7. analyze terms and phrases in Spanish to evaluate their current condition particular event that has occurred to the patient,
8. question the patient and family members or other Spanish-speaking persons who may accompany the patient about the symptoms and events leading up to the current situation,
9. categorize the information from the patient, family members, or other sources into relevant and non-relevant data that are important to understanding the patient's situation,
10. formulate and communicate a plan of action for the patient to follow after leaving the medical facility, and
11. assess follow-up meetings and information for the patient in order to appraise his/her progress and communicate future healthcare instructions to the patient and family members.

Course Scope, Content and Student Learning Outcomes:

- Unit I With the Dietician
Study and practice language skills needed for communicating with patients, including:
- A. Learn and identify vocabulary related to the importance of diet
 - B. Formulate questions and learn to give appropriate answers
 - C. Translate simple sentences from English into Spanish
 - D. Stem-changing verbs (o:ue)
 - E. Affirmative and negative expressions
 - F. Pronouns as object of a preposition
 - G. Direct object pronouns
 - H. Student applies learned vocabulary and formulaic expressions to ask patients about their diet and give them advice of what to eat.
 - I. Student is able to compose a note (in Spanish) about what a patient should or should not eat according to the patient's circumstances.
 - J. Student applies learned vocabulary and formulaic expressions to tell patients about the dangers of obesity.

- Unit II In the Family Planning Center

Study and practice language skills needed for communicating with patients, including:

- A. Learn and identify vocabulary related to family planning
- B. Formulate questions and learn to give appropriate answers
- C. Translate simple sentences from English into Spanish
- D. Stem-changing verbs (e:i)
- E. Irregular first-person forms
- F. *Saber* contrasted with *conocer*
- G. Indirect object pronouns
- H. Student applies learned vocabulary and formulaic expressions to tell patients about methods for family planning

Unit III A Physical Exam

Study and practice language skills needed for communicating with patients, including:

- A. Learn and identify vocabulary related to getting an annual physical exam
- B. Formulate questions and learn to give appropriate answers
- C. Translate simple sentences from English into Spanish
- D. *Pedir* contrasted with *preguntar*
- E. Special construction with *gustar*, *doler*, and *hacer falta*
- F. Demonstrative adjectives and pronouns
- G. Direct and indirect object pronouns used together
- H. Student applies learned vocabulary and formulaic expressions to tell patients that the doctor is going to run some tests.

Unit IV With the Dentist

Study and practice language skills needed for communicating with patients, including:

- A. Learn and identify vocabulary related to dental hygiene and general oral health
- B. Formulate questions and learn to give appropriate answers
- C. Translate simple sentences from English into Spanish
- D. Possessive pronouns
- E. Reflexive constructions
- F. Command forms: *Ud.* and *Uds.*
- G. Uses of object pronouns with command forms
- H. Student applies learned vocabulary and formulaic expressions to inform patients the results of their examination

Unit V At the Emergency Room

Study and practice language skills needed for communicating with patients, including:

- A. Learn and identify vocabulary related to health emergencies
- B. Formulate questions and learn to give appropriate answers

- C. Translate simple sentences from English into Spanish
- D. The preterit of regular verbs
- E. The preterit of *ser*, *ir* and *dar*
- F. *Por* and *para*
- G. Seasons of the year and weather
- H. Student applies learned vocabulary and formulaic expressions to tell a patient that you are going to take him/her to the X-ray room in a wheelchair.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 9 hours per week outside of the regular class time doing the following:

1. Reading the assigned readings
2. Studying for the quizzes and exams

Methods of Instruction:

1. Class discussion on the current topics
2. Small group work on a group presentation
3. Textbooks
4. CDs
5. Media/Power Point Presentations

Methods of Evaluation:

1. Class exercises
2. Objective quizzes
3. Essay midterm and final exams
4. Individual research paper or group presentation on research topic