

SPANISH 5M

MEDICAL SPANISH

Dates & Times: TuTh 1:00PM-4:30PM

Room: McHenry Lib 1350

Meeting dates: 06/27/23 - 07/28/23

INSTRUCTOR

CAROLINA CASTILLO-TRELLES

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☎ 831-459-2781

☎ carokas#9158

📍 Cowell 102

🕒 Office hours in person: Tuesdays and Thursdays, 12:00-1:00 PM.



REQUIRED MATERIALS

QUIZLET

[Flashcards](#)

FLIP

[Video discussions](#)

TALKABROAD

Conversation platform.

Section code: **Casti2023-796080**

DOCUMENTARIES

- Jarman, Janet et al. [Birth Wars](#). San Francisco, California, USA: Feelsales, 2021. Film.
- Strickland, Amanda et al. [Jats'uts Meyah](#). Yucatán, México: Loboluna productions, 2020. Film.

SUMMER DEADLINES

- Add/Swap → Thu, June 29
- Drop → July 3 (tuition reversed)
- No class on July 4 → Independence Day
- Request "W" Grade → July 16 (no tuition reversal)
- Change Grade Option → July 23
- Grades Due → August 3

COURSE DESCRIPTION

Students learn medical vocabulary, useful expressions, suitable grammatical structures, and cultural background to be able to interact with Spanish-speaking patients and doctors. Medical Spanish fulfills language requirement for Human Biology majors and Global Community Health B.A. and B.S. majors.

Prerequisite(s):

SPAN 4; or SPHS 4, or SPHS 5, or SPHS 6; or placement into SPAN 5 or SPHS 4 via the online Spanish Placement Examination.

STUDENT LEARNING OUTCOMES

Upon completion of the course, the student will be able to:

- Introduce themselves and greet patients in Spanish, establishing a comfortable and culturally sensitive rapport.
- Develop a comprehensive medical vocabulary in Spanish, covering common medical terms, anatomical structures, symptoms, and conditions.
- Gather patient information effectively in Spanish, including name, age, address, and medical history, to assess patients' healthcare needs accurately.
- Conduct a medical interview entirely in Spanish, demonstrating proficiency in asking relevant questions, actively listening, and eliciting necessary information from patients.
- Discuss symptoms and pain with patients fluently in Spanish, ensuring accurate assessment.
- Provide clear instructions for medical tests and procedures in Spanish, ensuring patients understand and follow the necessary steps for diagnostic and treatment processes.
- Describe common illnesses and conditions in Spanish, explaining diagnoses, treatment options, and expected outcomes to Spanish-speaking patients.
- Explain medication and dosage instructions in Spanish, ensuring patients understand how to take prescribed medications correctly and manage potential side effects, and allergies.
- Engage in role-playing scenarios and practice medical conversations in Spanish, enhancing communication skills and applying knowledge in real-world healthcare settings.
- Demonstrate cultural sensitivity and understanding of diverse cultural considerations in healthcare, recognizing and respecting patients' cultural beliefs and practices when providing medical care in a Spanish-speaking context.

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GRADING

CRITERIA

1. TalkAbroad (10%)
 - a. Preparation activity (2.5%).
 - b. Video-conversation with native speaker (5%).
 - c. Post conversation reflection (2.5%).
2. Final project (20%)
3. Weekly quizzes (20 %)
 - a. (4) quizzes at 5% each.
4. Participation (20%)
 - a. [Flip 1 Hola soy...](#)
 - b. Participation journal 1 (3%)
 - c. Participation journal 2 (3%)
 - d. Overall participation (14%)
5. Homework (30%)
 - a. Worksheets (20%)
 - b. (2) Flip videos (10%)

GRADING SCALE

Pass		No pass	
A+	100-98%	D	69-60%
A	97-94%		
A-	93-90%		
B+	89-87%	F	59-0%
B	86-84%		
B-	83-80%		
C+	79-77%		
C	76-74%		
C-	73-70%		

COURSE WORK

1. TALKABROAD (10%)

Conversation with a native speaker

To enhance your proficiency, you must engage in one conversation with a native Spanish speaker during the quarter. This can be done through TalkAbroad, a service that links language students with native Spanish speakers from Spain and Latin America.

The service charges \$15 for a 15-minute conversation.

To sign up, go to <https://talkabroad.com> and find our class using the code: XXXX/ (detailed instructions at: <https://support.talkabroad.com/article/6-student-instruction-manual>).

Please note that prior to scheduling your first conversation, it is necessary to purchase "credits." When you are ready to schedule, select a speaker with the *Great with medical topics* badge (see below). You must schedule your conversation at least 36 hours in advance.

★ Great with medical topics



[View Full Profile](#)

Partner info

Name: Camila Belén Canepa
Country: Argentina
Profession: Estudiante de Medicina

Hobbies

Me gusta mucho estar en el exterior y hacer deporte. Siempre intento tener momentos para ir a correr o andar en bicicleta. Además, disfruto mucho de estar rodeada de mis amigos, hablar mientras tomamos mate (la clásica infusión de los argentinos) o unos tragos, salir a fiestas, o simplemente juntarnos a ver una película.

Assignment components

This assignment is divided into three parts and is expected to take approximately 2 hours to complete. While the conversation itself lasts only 15 minutes, you are required to complete pre-conversation activities, post-conversation activities, reflection, and provide a partial transcription of the conversation.

Your conversation will be automatically recorded on Talkabroad.com, from where I will retrieve your audio. Each component will be graded as complete or incomplete. To receive a complete mark, please ensure that all components are included in your submissions. Failure to provide all required components will result in an incomplete mark.

- Preparation activity (2.5%)
- Conversation (5%)
- Reflection (2.5%): Includes a 2-minute transcription of a section of your conversation.

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COURSE WORK (CONTINUED)

2. FINAL PROJECT (20%) DUE THE LAST DAY OF CLASS

The final project in the Medical Spanish course assesses students' proficiency and application of medical Spanish skills. It may involve a research project, a presentation on a medical topic, a simulated patient interaction, or any other format relevant to the course. The final project is worth 15% of the total grade. Detailed instructions are available on Canvas.

3. WEEKLY QUIZZES (20%) DUE ON FRIDAYS

Weekly quizzes in the Medical Spanish course assess students' understanding of medical terminology, communication skills, and cultural competency. These quizzes may cover vocabulary, grammar, patient dialogues, medical scenarios, or case studies. The cumulative score of all the weekly quizzes constitutes 20% of the final grade.

4. PARTICIPATION (20%) PARTICIPATION JOURNALS DUE ON FRIDAYS

The participation category assesses students' active engagement in class discussions, role plays, and other interactive activities. Students may participate in medical simulations, patient role plays, or discussions on medical topics in Spanish. Active participation, asking questions, and demonstrating medical Spanish skills contribute to the overall grade, accounting for 14%. Additionally, students will maintain two participation journals where they reflect on their engagement both in and out of class. These journals provide an opportunity for self-reflection and contribute to the assessment of participation.

5. HOMEWORK (30%) DUE ON FRIDAYS • LATE BY THE FOLLOWING TUESDAY

The homework category aims to reinforce language skills and medical terminology covered in class. It consists of two main components:

- **Worksheets (15%):** Worksheets are supplementary materials used to practice specific language skills and reinforce medical vocabulary. These worksheets may cover grammar exercises, vocabulary building, medical dialogues, cultural understanding, or other relevant topics. The worksheets component contributes 15% towards the final grade.
- **Flip videos (15%):** Flip videos provide an opportunity for students to demonstrate their medical Spanish proficiency through recorded presentations, dialogues, or patient interactions. These videos showcase the application of language skills in a medical context. The flip videos component also contributes 15% towards the final grade.

COURSE POLICIES

REGARDING ATTENDANCE

Regular attendance is a crucial aspect of any course, and it holds particular significance in language classes. Attending classes provides valuable opportunities to actively engage with the target language in a supportive and conducive environment. Moreover, there is a proven correlation between attendance and academic achievement. Consistent absenteeism can hinder the mastery of course concepts, ultimately leading to lower performance or failing grades. Therefore, it is strongly advised to prioritize attendance and make every effort to attend every lecture. By doing so, you maximize your chances of success in the course and optimize your language learning experience.

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COURSE POLICIES (CONTINUED)

ATTENDANCE POLICY

- **Mandatory Attendance on the First Day:** It is mandatory for all students to attend the first day of class. Failure to attend without prior notification will result in administrative deletion from the course. If you intend to remain in the course, please notify me.
- **Regular and Timely Attendance:** Regular and punctual attendance is expected for all lectures. Chronic absenteeism will negatively impact your overall participation grade, as in-class participation opportunities are challenging to make up.
- **Allowable Absences:** You are allowed to miss up to a full week of classes, which is equivalent to three lectures, without affecting your overall participation grade. However, any additional absences may impact your grade.
- **Make-up Participation:** You have the opportunity to make up to 1 full day of in-class participation by completing an exit ticket or a designated make-up assignment. This allows you to recover missed participation points.
- **The attendance application within Canvas will be utilized to monitor attendance in this course:** The app will assign a starting score of 100% for attendance, and this percentage will be reduced automatically for each absence recorded. It is important to note that while attendance is tracked, the attendance grade will not contribute to the final course grade.
 - a. **Class Structure:** Each class session will consist of two lectures, separated by a 10-minute break. This structure provides an opportunity to cover the course material effectively while allowing for short breaks to refresh and refocus during the session. **I will take attendance twice per class day.**
 - b. **Responsibility for Late Arrival:** I will be taking attendance using the Canvas phone app. If you arrive after attendance has been taken, it is your responsibility to inform me so that I can mark you as present.

ABOUT SICKNESS AND REMOTE ATTENDANCE

In the event that you feel unwell, suspect exposure to an illness, or experience symptoms resembling COVID-19 or the flu, it is crucial to prioritize caution and remain at home until you have fully recovered or received a negative test result after potential exposure. Kindly inform me about your health condition, and I will offer guidance on how you can continue progressing in the class.

Should circumstances arise where I am unable to attend in-person meetings or access to the campus is restricted, adjustments may be required in our meeting format. This could involve transitioning in-person meetings to Zoom, pre-recording lectures, and/or modifying assessments and assignments to facilitate remote learning.

I will ensure clear communication through email or Canvas announcements regarding any changes that may occur. I will provide ample advance notice and furnish you with all the necessary information to smoothly transition to the new format. If you have any questions or concerns about these changes, please do not hesitate to reach out to me, and I will be glad to address them.

To enhance accessibility and convenience, lectures will be recorded using either the Lecture Capture system or the D-TEN unit. You will have access to these recorded lectures through the YuJa app on Canvas. Please be aware that incidental recording of individuals may occur during the recording process.

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COURSE POLICIES (CONTINUED)

LATE PENALTY

To ensure full credit, it is important to submit all work within a 3-day timeframe. Any assignments received *after the 3-day deadline will be marked as late and incur a deduction of 10% from their original numeric grade.* However, please note that this late penalty policy does not apply to TallAbroad assignments, as they are graded on a complete/incomplete basis.

TIME REQUIREMENTS

The perception that Spanish is an "easy" language to learn is nothing more than a myth. In reality, every language possesses both complex and simple aspects in terms of acquisition. Achieving proficiency in any second language, including Spanish, necessitates countless hours of exposure, opportunities to actively use the language in meaningful contexts, and the motivation to continuously expand vocabulary and understand cultural nuances.

As a general guideline, students should anticipate dedicating at least 2 hours of study per credit hour outside of class. For this course, that amounts to 10 hours per week (approximately 1.5 hours per day). It is recommended to distribute these study hours evenly throughout the week, as cramming is ineffective for language learning.

COMMUNICATION

For effective communication, please reach out to me via email as it is the preferred method of contact. I will make every effort to respond within 24 hours, excluding weekends and holidays. Additionally, I strongly encourage you to attend the in-person office hours held every Tuesday on Zoom from 12:00 to 1:00 pm. **PENDING**

In case you are unable to attend these office hours, please email me to schedule an appointment at a convenient time. Important course announcements will also be posted regularly on Canvas, so it is essential to check in frequently. If you require assistance or have any questions regarding the course or its components at any point during the quarter, please do not hesitate to reach out. I am here to support you!

UNIVERSITY POLICIES

ACCOMMODATIONS

UC Santa Cruz is dedicated to fostering an inclusive academic environment that supports the diverse student population. If you are a student with a disability and require accommodations to ensure equal access in this course, please inform me within the first two weeks of the quarter. This will allow us to discuss and implement strategies to facilitate your full participation in the course. You are not required to directly submit your accommodations letter to me, as I have access to your accommodations through Accommodate, the newly implemented Case Management software.

Furthermore, I strongly encourage all students who may benefit from learning more about the services provided by the Disability Resource Center (DRC) to contact them via phone at 831-459-2089 or email at drc@ucsc.edu. They are available to provide valuable support and assistance.

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UNIVERSITY POLICIES (CONTINUED)

ACADEMIC INTEGRITY

The UCSC community thrives on the principles of trust, honesty, fairness, respect, and responsibility, which benefit all its members. It is imperative that you uphold these values by submitting your own work and appropriately acknowledging the work of others. This commitment to academic integrity is vital for preserving the integrity of scholarship.

Academic integrity encompasses various principles, including:

- Adhering to exam rules and regulations.
- Using only authorized materials during exams.
- Accessing exam materials only within the specified guidelines set by your instructor.
- Maintaining confidentiality and refraining from sharing information about an exam.
- Ensuring proper citation of all sources of information.
- Submitting your own original work

Examples of academic misconduct include, but are not limited to, the following:

- Utilizing any translating software or application to translate paragraphs. Please rely on a bilingual dictionary instead.
- Revealing exam content during or after taking an exam.
- Accessing exam materials without proper authorization.
- Copying or purchasing any material from another student or external sources and presenting it as your own for grading purposes.
- Engaging in plagiarism, which includes using online materials without appropriate citation.
- Using cell phones or other electronic devices to obtain external information during an exam without explicit permission from the instructor.
- Submitting your own work from one class for another class (self-plagiarism) without obtaining prior permission from the instructor.

Engaging in academic misconduct will lead to disciplinary consequences. It is crucial that you familiarize yourself with the relevant policy based on your student status:

- For undergraduate students, please review the academic misconduct policy at:
 - <https://ue.ucsc.edu/academic-misconduct.html>
- For graduate students, please refer to the academic integrity guidelines at:
 - <https://www.ucsc.edu/academics/academic-integrity/>

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READING LIST (IN ALPHABETICAL ORDER)

ARTICLES ARE AVAILABLE FOR FREE ON THE WEB

PDF versions are available on Canvas

1. [¿Tú, vos o usted?](#)
2. [About 6 million of U.S. adults identify as Afro-Latino](#)
3. [Barreras al acceso al tratamiento médico en la comunidad latina para la diabetes](#)
4. [Comunicación intercultural \(PDF en Canvas\)](#)
5. [Continued Mistreatment of Women during Pregnancy and Childbirth](#)
6. [Cultural Competence in Health Care: Is it important for people with chronic conditions?](#)
7. [Cultural Insights: Communicating with Hispanic/Latinos](#)
8. [Cultural Values of Latino Patients and Family](#)
9. [Eight Dimensions of American Health](#)
10. [Familismo & Fatalismo: How Cultural Beliefs Affect Health Care](#)
11. [Folk Illnesses and Remedies in Latino Communities](#)
12. [Guía para las farmacias en Estados Unidos](#)
13. [Hispanic Americans' experiences with health care](#)
14. [Hispanics born outside U.S. more likely to die from cardiovascular diseases](#)
15. [Hispanics in the Labor Force: 5 Facts](#)
16. [How Patient Modesty Affects Medical Care](#)
17. [If you identify as Hispanic or Latino, what can you do to reduce your cancer risk?](#)
18. [Immigration Status and Disparities in the Treatment of Cardiovascular Disease Risk Factors in the Hispanic Community. Health Study/Study of Latinos](#)
19. [La región donde toman más Coca-Cola en el mundo está en México, ¿sabes cuál es?](#)
20. [La salud mental en la comunidad latina](#)
21. [La violencia obstétrica](#)
22. [LatinX: Mexican Culture Profile](#)
23. [Latinx/Hispanic Communities and Mental Health](#)
24. [Los determinantes sociales de la salud](#)
25. [Modesty in Healthcare: A Cross-Cultural Perspective](#)
26. [Naming customs of Hispanic America](#)
27. [Niños hispanos, con más caries: qué puedes hacer](#)
28. [Pain and Ethnicity](#)
29. [Perfil de los hispanos/latinos](#)
30. [Remedios caseros: La curación tradicional significa plantas, rezos y manos para sanar](#)
31. [Social Determinants of Health](#)
32. [The Triple Threat to Communication](#)
33. [Tips for a Culturally Competent Practice](#)
34. [Violencia doméstica en la comunidad Hispana/LatinX](#)
35. [Who is hispanic?](#)

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CALENDAR OF TOPICS

WEEK 1

Tuesday June 27

Session 1: Introduction to Medical Spanish and Basic Vocabulary

- Introduction to the course, objectives, and expectations.
- Overview of the importance of medical Spanish and cultural competence in healthcare settings.
- Key medical vocabulary related to body parts, organs, body systems.
- Vocabulary related to healthcare professionals.

Lecturas para discutir la siguiente clase:

1. [Who is hispanic?](#)
2. [About 6 million of U.S. adults identify as Afro-Latino](#)
3. [LatinX: Mexican Culture Profile](#)
4. [Perfil de los hispanos/latinos](#)
5. [LatinX: Mexican Culture Profile](#)
6. [Naming customs of Hispanic America](#)

Thursday June 29

Session 2: Patient Interaction and Information Gathering

- Examine Latino population demographics in the U.S. and healthcare disparities in Spanish-Speaking Communities.
- Introduce themselves and greet patients in Spanish, establishing a comfortable and culturally sensitive rapport.
- Collect patient demographics (name, age, address, phone number, emergency contact, insurance, and vital signs).
- Role-plays and interactive exercises to practice patient intake.

Lecturas para discutir la siguiente clase:

1. [Hispanic Americans' experiences with health care](#)
2. [¿Tú, vos o usted?](#)
3. [Comunicación intercultural \(PDF en Canvas\)](#)
4. [Cultural Values of Latino Patients and Family](#)
5. [Cultural Insights: Communicating with Hispanic/Latinos](#)
6. [Eight Dimensions of American Health](#)

VOCABULARIO

WEEK 1

Las partes del cuerpo

Sesión 1

Segmentos del cuerpo humano

[Partes externas del cuerpo](#)

[Profesiones y especialidades médicas](#)

[Partes de un centro de salud](#)

Sesión 2

Síntomas

[Recolección de los datos del paciente](#)

[Los signos vitales](#)

[Los síntomas](#)

[Instrumentos médicos](#)

HOMEWORK

DUE DATE:

Friday June 30

1. [Syllabus Acknowledgement](#)

2. [Tarea 1](#)

3. [Tarea 2](#)

4. [Flip 1: Hola soy...](#)

5. [Las partes del cuerpo](#)

6. [Quiz 1](#)

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CALENDAR OF TOPICS

WEEK 2

Tuesday July 4

No hay clase.

Día de la Independencia.

HAPPY
Independence
DAY

Thursday July 6

Session 3: Medical Interview and Patient Assessment

- Conduct medical interview and gather information about symptoms, medical history, and lifestyle.
- Describe pain and discomfort in Spanish to establish healthcare needs.
- History of present illness (HPI).
- Review of systems.
- Role-playing exercises to practice medical interviews with cultural sensitivity.

Lecturas para discutir la siguiente clase:

1. [How Patient Modesty Affects Medical Care](#)
2. [Modesty in Healthcare: A Cross-Cultural Perspective](#)
3. [Pain and Ethnicity](#)
4. [Guía para las farmacias en Estados Unidos](#)
5. [Folk Illnesses and Remedies in Latino Communities](#)
6. [Remedios caseros: La curación tradicional significa plantas, rezos y manos para sanar](#)
7. [Hispanic Americans' experiences with health care](#)
8. [Los determinantes sociales de la salud](#)

VOCABULARIO

WEEK 2

[La entrevista médica](#)

Sesión 3

[Los órganos y las glándulas](#)

[Para evaluar y discutir el dolor](#)

[El chequeo médico](#)

[Preguntas sobre la historia médica](#)

[La historia familiar](#)

[Síntomas](#)

[Para hablar de la duración de síntomas](#)

HOMEWORK

DUE DATE:

Friday July 7 - Monday July 10

[Participation Journal 1](#)

[Tarea 4 | Semana 2](#)

[Quiz 2](#)

Leer los artículos para discutirlos en grupos la siguiente clase.

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CALENDAR OF TOPICS

WEEK 3

Tuesday July 11

Session 4: Physical Examination and Treatment

- Cultural sensitivity in physical examinations and patient comfort.
- Discuss medical conditions and treatment plans in Spanish.
- Explain diagnoses, common treatment options, and expected outcomes.
- Provide instructions for medical tests and procedures in Spanish.
- Discuss common medications and their uses and side effects.
- Practice giving medication instructions and dosage in Spanish.

Lecturas para discutir la siguiente clase:

1. [Cultural Competence in Health Care: Is it important for people with chronic conditions?](#)
2. [Familismo & Fatalismo: How Cultural Beliefs Affect Health Care](#)
3. [Hispanics born outside U.S. more likely to die from cardiovascular diseases](#)
4. [Barreras al acceso al tratamiento médico en la comunidad latina para la diabetes](#)
5. [Latinos and cancer risk](#)
6. [La salud mental en la comunidad latina](#)
7. [The Triple Threat to Communication](#)

Thursday July 13

Session 5: Health in the Latino Population and Health Literacy

- Discuss common illnesses and chronic conditions that can affect the Latino/LatinX/Hispanic population.
- Discuss folk illnesses common medication practices and beliefs in Spanish-speaking communities.
- Discuss cultural factors influencing health promotion, health equity and disease prevention in diverse populations.
- Discuss mental health in Spanish-speaking communities.

Lecturas para discutir la siguiente clase:

1. [Violencia doméstica en la comunidad Hispana/LatinX](#)
2. [Hispanics in the Labor Force: 5 Facts](#)

VOCABULARIO

WEEK 3

El examen físico, tratamientos y educación al paciente

Sesión 4

[Examen físico](#)

[Farmacia y medicamentos](#)

[Padecimientos](#)

[Síntomas y enfermedades](#)

[Tests and procedures](#)

Sesión 5

[Enfermedades](#)

[Nutrición](#)

[Higiene dental](#)

[Salud mental](#)

HOMEWORK

DUE DATE:

Friday July 14

[Tarea 5 | Semana 3](#)

[Flip 2: Los medicamentos](#)

[Quiz 3](#)

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CALENDAR OF TOPICS

WEEK 4

Thursday July 18

Session 6: Emergency Care and Hospitalization

- Provide emergency medical instructions in Spanish.
- Role-play activities for handling emergencies in Spanish.
- Vocabulary for preoperative and postoperative care.
- Provide hospital admission and discharge instructions.
- Explain surgical procedures and give preoperative and postoperative instructions.

Lecturas para discutir la siguiente clase:

1. [Continued Mistreatment of Women during Pregnancy and Childbirth](#)
2. [La violencia obstétrica](#)
3. [Niños hispanos, con más caries: qué puedes hacer](#)
4. [The Hispanic Family and the Male-Female relationships](#)
5. [¿Necesito un intérprete?](#)

Thursday July 20

Session 7: Obstetrics, Gynecology and Pediatrics

- Vocabulary and phrases specific to obstetrics and gynecology.
- Conversations and role-playing exercises for discussing pregnancy, childbirth, and women's health issues.
- Practice scenarios for providing prenatal and postnatal care.
- Discussions on child development, vaccinations, and common pediatric conditions.

Documentales que discutiremos la siguiente clase.

1. [Birth Wars \(accessible through our course reserve\)](#)
2. [Jats'uts Meyah \(you can watch it for free on Vimeo\)](#)

VOCABULARIO

WEEK 4

Emergencias, hospitalizaciones y salud de la mujer

Sesión 6

[Internamientos y cuidados posteriores](#)

[¿Qué pasó?](#)

[Historia quirúrgica](#)

[Primeros auxilios](#)

[Las heridas y el dolor](#)

HOMEWORK

DUE DATE:

Friday July 21

[Conversación: Actividad de preparación](#)

[Participation Journal 2](#)

[Flip 3 Las dietas, análisis y procedimientos](#)

Quiz 4

No homework set this week

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CALENDAR OF TOPICS

WEEK 5

Tuesday July 25

Session 8: Documentaries

- Terminar los temas en caso de estar atrasados.
- Ver y discutir los documentales.
- Preparación para la presentación final.

Thursday July 27

Session 9: Recapitulation and Student Presentations

- Review of key concepts covered throughout the course
- Final role-play activities incorporating all learned skills
- Q&A session for addressing any remaining doubts or questions
- Student presentations (A.K.A. health fair)

DOCUMENTARIES

Available for free on the Web or via our [course reserve](#)

- [Birth Wars](#)
- [Jats'uts Meyah](#)

Extra credit

[Tu reacción a los documentales](#)

HOMEWORK

DUE DATE:

Friday July 28

LAST DAY TO SUBMIT WORK

[Presentación](#)

[Boleto de salida](#)

[Peer review](#)

[Conversación](#)

[Reflexión](#)