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<b>Office Hours:</b>	Mondays from 12:30 - 1:30 and by appointment.
<b>Meeting Days:</b>	MW 09:30AM-12:30PM • 07/29/24 - 08/30/24
<b>Location:</b>	Cowell Acad 113



## 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

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

By the end of the course, students will be able to:

1. Introduce themselves and greet patients in Spanish, establishing a comfortable and culturally sensitive rapport.
2. Develop a comprehensive medical vocabulary in Spanish, covering common medical terms, anatomical structures, symptoms, and conditions.
3. Gather patient information effectively in Spanish, including name, age, address, and medical history, to assess patients' healthcare needs accurately.
4. Conduct a medical interview entirely in Spanish, demonstrating proficiency in asking relevant questions, actively listening, and eliciting necessary information from patients.
5. Discuss symptoms and pain with patients fluently in Spanish, ensuring accurate assessment.
6. Provide clear instructions for medical tests and procedures in Spanish, ensuring patients understand and follow the necessary steps for diagnostic and treatment processes.
7. Describe common illnesses and conditions in Spanish, explaining diagnoses, treatment options, and expected outcomes to Spanish-speaking patients.
8. Explain medication and dosage instructions in Spanish, ensuring patients understand how to take prescribed medications correctly and manage potential side effects, and allergies.
9. Engage in role-playing scenarios and practice medical conversations in Spanish, enhancing communication skills and applying knowledge in real-world healthcare settings.
10. 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.

# Required Materials

## Textbook

Chase, Robert O., and Clarisa B. Medina de Chase. [\*An Introduction to Medical Spanish: Communication and Culture\*](#). Fifth edition., Yale University Press, 2019.

## Course Readings

1. Crezee, Ineke, et al. [\*Introduction to Healthcare for Spanish-Speaking Interpreters and Translators\*](#). John Benjamins Publishing Company, 2015.
2. Martínez, Glenn A. [\*Spanish in Health Care: Policy, Practice and Pedagogy in Latino Health\*](#). 1st ed., Routledge, 2020.
3. Pigozzi, Laura Maria. [\*Caring for and Understanding Latinx Patients in Health Care Settings\*](#). Jessica Kingsley Publishers, 2020.

## Documentaries

Available for free streaming through our course reserve.

1. Jarman, Janet, et al. [\*Birth Wars\*](#). Feelsales, 2021.
2. Strickland, Amanda et al. [\*Jats'uts Meyah\*](#). Loboluna productions, 2020.
3. Tajima-Pena, Renee, et al. [\*No Más Bebés = No More Babies\*](#). Moon Canyon Films, 2015.

## Technology

- Canvas
- UCSC email
- Smart device for in-class use
- Sign up for free access to the [textbook's companion site here](#).
- Canva (free, optional)

## Coursework

Coursework is weighted as follows, with each category described in the following sections:

- In-class presentations: 15%
- Mock health fair project: 25%
- Homework: 50%
- Participation: 10%

## In-Class Presentations and Video Presentations

In this course, you'll participate in daily student presentations where you'll unpack a topic of your choice related to Latino health and culture for your classmates. The format of these presentations will vary from traditional lectures to more interactive, hands-on sessions. Additionally, some presentations may be assigned as video presentations for viewing either in class or outside of class.

This approach will help you become comfortable speaking Spanish and prepare you for the final class project, the "Feria de la Salud" (Health Fair, details below).

## Mock Health Fair Project Overview

The goal of this project is to conduct a "mock" health fair addressing the health needs of the Hispanic community, including UCSC students. This simulation involves role-playing as healthcare providers and Hispanic patients to create a realistic environment for applying your knowledge.

Main Objectives:

- **Enhancing Health Literacy:** Increase awareness of health issues prevalent in the Hispanic/LatinX community by researching and presenting topics specifically related to Latino health in Santa Cruz County.
- **Educational Role-Playing:** Practice communicating medical information in Spanish through interactive role-playing with classmates.

Event Date and Schedule:

- **Date and Time:** Wednesday, August 29.
- **Activities:** Set-up, presentations, booth attendance, feedback, and clean-up, taking approximately two hours.

For more details, refer to our course page on Canvas.

## Homework Assignments

Homework assignments will consist of worksheets related to textbook chapters, ranging from traditional worksheets to video reactions in a TikTok-style format. **Homework is due weekly and assigned for every class meeting.** Activities will vary from fill-in-the-blank exercises to short essays and video responses. Homework will more often than not be delivered and collected electronically via Canvas. Homework is due on class days. Late submissions will be subject to a 20% grade reduction if received after the due date.

## Participation

Active participation is essential in our Medical Spanish course. This involves active listening, asking and answering questions, speaking clearly, participating in polls, helping fellow students, and contributing to discussions, ensuring a dynamic and interactive learning experience. Here's what you need to know:

### Participation Do's:

- Speak Spanish at least 90% of the time.
- Arrive on time.
- Stay on task.
- Engage enthusiastically.
- Be ready to work collaboratively.
- Maintain a friendly, ready-to-work attitude.

- Ask and answer questions.
- Volunteer often.
- Help a fellow classmate.

### Participation Don'ts:

- Don't arrive consistently late.
- Don't do homework for other classes.
- Don't rely on being called on by your instructor.
- Don't text, watch videos, or play phone games during class.
- Don't leave in the middle of an activity, especially during pair work, as it prevents your partner from completing their in-class work.
- Don't bring a friend to class without notifying your instructor first.

These guidelines aim to ensure a comprehensive, inclusive, and engaging learning experience for all students in our Medical Spanish course. Your active, respectful and eager participation is key to creating a dynamic and enriching educational environment. For more details, see the participation rubric on Canvas.

## Grading

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

## Course Policies

### Attendance

This course is intensive because it spans only 5 weeks, with each week in Summer Session 2 equivalent to a full week of classes in a regular 10-week quarter. Attendance is crucial, with each class divided into two segments:

- **First Half:** 09:30 AM - 11:00 AM
- **Break:** 11:00 AM - 11:10 AM
- **Second Half:** 11:10 AM - 12:30 PM

**Attendance will be taken in both segments, and each segment will count as one class.**

- Missing more than 20% of classes will lower your participation grade (you will not the full 10%).
- Perfect attendance awards 5% extra credit!

### Communication

The most reliable way to contact the instructor is through email, with responses typically within 24 hours on weekdays. Important announcements will be posted on Canvas. **Check both your email and Canvas frequently.**

## Late Work Policy

Homework can be submitted any day from Monday through Friday by the deadline of 11:59 PM. Submissions made on Saturdays and Sundays will be considered late and will incur a 20% deduction from the total score. For example, if an assignment worth 100 points is submitted late, 20 points will be deducted, resulting in a maximum possible score of 80 points.

Summary:

- **Submissions:** Submit your work any day from Monday through Friday.
- **Deadline time:** Fridays by 11:59 PM.
- **Late submissions:** Will incur a 20% reduction.
- **Last day to submit coursework:** Friday, August 31st.

## Presentations Makeup Policy

If you miss your scheduled presentation day, you may have the opportunity to present in the following class. However, due to the fast-paced nature of the course and limited class time, a spot is not guaranteed. Please plan accordingly, as there may not be another opportunity to present.

# University Policies

## Accessibility

UC Santa Cruz is committed to an inclusive academic environment. If you need accommodations, contact the instructor within the first two weeks. For more information, contact the Disability Resource Center:

- **Phone:** 831-459-2089
- **Email:** [drc@ucsc.edu](mailto:drc@ucsc.edu)
- **Website:** [drc.ucsc.edu](http://drc.ucsc.edu)

## Academic Integrity

Adhering to ethical principles, including honesty and transparency, is crucial. This includes proper citation, original work submission, and following exam rules. Violations can lead to university dismissal.

## Principles of Community

UC Santa Cruz upholds strict policies against discrimination, harassment, and bias. Embrace diverse perspectives, respect classmates, and maintain confidentiality in discussions.

## Title IX

UC Santa Cruz is committed to a safe learning environment free from gender discrimination and sexual harassment. If you experience such misconduct, contact the Title IX Office or CARE office. Instructors must report Title IX misconduct. Contact Title IX at (831) 459-2462 or [titleix@ucsc.edu](mailto:titleix@ucsc.edu). For confidential support, contact CARE at (831) 502-2273 or [care@ucsc.edu](mailto:care@ucsc.edu).

## Additional Campus Resources

- **CAPS** (Counseling and Psychological Services): (831) 459-2628
- **GET HELP:** Dial 911 or contact campus police at (831) 459-2231 ext. 1
- **LSS** (Learning Support Services): (831) 459-4333
- **Safe Ride:** Secure transportation across campus during nighttime hours.
- **SHOP** (Student Outreach and Promotion): (831) 459-3772 or [shop@ucsc.edu](mailto:shop@ucsc.edu)
- **Slug Support:** (831) 459-4446 or [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu)
- **Student Health Center:** (831) 459-2500 or [healthcenter.ucsc.edu](http://healthcenter.ucsc.edu)
- **TAPS** Disability Van Service: (831) 459-2829

## Calendario

The calendar acts as a guide for your week, outlining the content and tasks for each week and day. Prior to each class, carefully review the day's agenda to ensure you are fully prepared to engage. Keep in mind that participation contributes to 10% of your grade.

## Class Structure

Class will be divided into two halves or segments:

- **First Half:** 09:30 AM - 11:00 AM
- **Break:** 11:00 AM - 11:10 AM
- **Second Half:** 11:10 AM - 12:30 PM

## About the Textbook

- The textbook is accessible for free via the course reserve.
- *Chapters 1, 2, 5, 7 and 9 will be covered in a single-day overview, as they consist of basic concepts and many cognates that do not require extensive study. Note that the vocabulary from these chapters will reappear in future discussions.*

## Due dates

- **Submissions:** Submit your work any day from Monday through Friday.
- **Deadline time:** Fridays by 11:59 PM.
- **Late submissions:** Will incur a 20% reduction.
- **Last day to submit coursework:** Friday, August 31st.

**No work will be accepted after Friday, August 31st.**

## Calendar at a glance

### Week 1

- Introduction and Overview: First class will cover syllabus and introduce basic health-related vocabulary and patient profiles, including demographics and social determinants of health.
- Chapters 1-2: Cover basic concepts, health professions vocabulary.
- Chapter 3: Focus on the human body, vocabulary for body segments, organs, injuries, first aid and the verb *doler*.

### Week 2

- Chapter 4: Receptionist vocabulary, vital signs, and practice filling out admission forms.
- Chapter 5\*: Discuss family and hereditary diseases, and practice taking family history data.
- Chapter 6: Medication forms, dosages, and giving medication instructions.
- Cultural focus: Traditional medicine and folk illnesses.

### Week 3

- Chapter 7\*: Discuss nutrition, USDA MyPlate, and dietary habits with relevant vocabulary.
- Chapter 8: Chief complaint, physical examination procedures and follow-up appointments.
- Chapter 9\*: Discuss heart disease, giving test results.

### Week 4

- Chapter 10: Medical history, review of systems, general symptoms, infectious diseases, immunizations and cancer.
- Chapter 11: Surgical procedures, surgery preinterview, discharge instructions, mental health, including feelings and addictions, and dental hygiene.

### Week 5

- Chapter 12: Women's health, pregnancy, safer sex.
- Documentaries
- *Feria de la salud* final project

## Daily Agenda

### Semana 1

29 de julio

### Course Overview

- 📄 Syllabus
- 📖 Textbook and materials
- 👤 Discussion on Hispanic/Latino patient profiles and health disparities

### Chapters 1-3: Basic concepts (pp. 1-96)

- 🗣️ Introductions, health professions and common cognates
- 🧠 Vocabulary and structures related to body segments

### Reading Assignments

1. Please read the following for discussion in the first class:
  - a. [11 facts about Hispanic origin groups in the U.S](#)
  - b. [5 facts about Hispanic Americans and health care](#)
  - c. [Who is Hispanic?](#)
  - d. **Extra:** [Latinos' Views of and Experiences With the Spanish Language](#) | [About 6 million U.S. adults identify as Afro-Latino](#)
2. Take a quick glance at the [textbook](#) via the course reserve.

31 de julio

### Agenda del día

#### Chapter 3: ¿Qué le pasa? (continued)

- 🦴 Parts of the body
- 😞 *Doler* and *tener*
- 🤧 Clarifying colds and flu symptoms
- 🚑 Injuries and first aid

### Homework for the Week




TBD

Semana 2





5 de agosto

**Chapter 4: El recepcionista (pp. 97-121)**

-  Communicating vital signs
-  Taking messages
-  Scheduling appointments

**Chapter 5: La familia (pp. 123-148)**




-  Discussing family relationships
-  Taking family medical history

**Homework**

TBD

7 de agosto

**Chapter 6: La farmacia (149-184)**

-  Providing medication instructions
-  Educating about side effects and allergic reactions
-  Making polite and direct commands

**Homework**

TBD

Semana 3

**12 de agosto**

**Chapter 7: La nutrición y las dietas (pp. 185-214)**

- 🥗 Discussing dietary habits
- 🗨️ Asking about bowel habits

**Chapter 8: El examen físico (pp. 215-244)**

- 🏠 Explaining physical examinations
- ❓ Clarifying chief complaint

**Homework**

TBD

**14 de agosto**

**Chapter 8: El examen físico (continued)**

- 📅 Scheduling tests
- 📄 Giving test results

**Chapter 9: ¿Qué pasó? (pp. 245-274)**

- ❤️ Educating a patient about heart disease

**Homework**

TBD

Semana 4

19 de agosto

**Start chapter 10: Padecimientos e historia médica (pp. 275-320)**

- 🩺 Asking about current medical conditions
- 😓 Asking about symptoms
- 🔄 The verbs *padecer de* and *sufrir de*
- 📝 Review of systems

**Homework**

TBD

21 de agosto

**Chapter 10 (continued)**

- 🩹 Educating about surgeries and immunizations
- 💉 The verbs *ponerse*, *vacunarse*

**Chapter 11: Internamientos, odontología y la salud mental (321-362)**

- 🪚 Vocabulary related to surgical procedures
- 🏥 Discussing hospitalization
- 🛏 Surgery preparation
- 🚶 Discharge planning
- 🦷 Dental hygiene
- 🧠 If time allows: Mental health and addictions






**Homework**

TBD

Semana 5

**26 de agosto**

**Chapter 12: Maternidad y protección sexual (363-396)**



-  Vocabulary for prenatal care, labor and delivery
-  Vaccines for babies and children
-  Educating about safer sex
-  Coach a patient about safer sex
-  Start discussing documentaries

**Homework**

TBD

**28 de agosto**

**Last day!**

-  Continue discussing documentaries
-  Feria de la salud presentation

**No work will be accepted after Friday, August 31st.**