School Name, Location

**Course Syllabus**

Course Name: An Introduction to Spanish for Health Care Workers

Course ID:

Instructor:

Semester:

Pre/co-requisites: None

Credit hours:

Meeting days and times:

**Instructor Contact Information**

**Course Catalog Description**

**Required Text and Materials**

Chase, Robert O. and Medina de Chase, Clarisa B., **An Introduction to Spanish for Health Care Workers:** Communication and Culture, Fourth Edition (New Haven and London: Yale University Press 2013). Paper with DVD, ISBN: 9780300180596

The Web site for the book is [www.yalebooks.com/medicalspanish](http://www.yalebooks.com/medicalspanish)

**Outcomes**

**A. Communication**

Greet Your Patient and Introduce Yourself Test a Patient’s Orientation

Discuss Colds and Influenza Ask About Patient Comfort

Discuss Pain Diagnose Injuries

Tell Vital Signs Take a Telephone Message

Negotiate Dates for Appointments Conduct a Registration Interview

Ask about Family Constellation Take Family Medical History

Give Medication Instructions Educate Patients about Allergic Reactions

Educate a Patient about Asthma Ask who Helps an Infirm Family Member

Explain How to Use a Pill Organizer Ask About Food Preferences

Educate Patients about Special Diets Teach How to Prepare for a Colonoscopy

Clarify the Chief Complaint Conduct a Physical Examination

Schedule Follow-up Tests Give Test Results

Conduct a Pre-surgery Interview Educate a Patient about Cancer

Ask About Medical History Ask About Symptoms

Educate a Patient about Tuberculosis Ask About Surgical History

Educate a Patient about Vaccinations Discuss Activities of Daily Living

Plan a Hospital Discharge Teach about Dental Hygiene

Conduct a Mental Status Exam Address Addictions

Confirm a Pregnancy Teach about Possible Complications

Coach a Delivery Promote Safer Sex

**B. Structure**

Gender and Number of Nouns and Articles Subject Pronouns and the Verb *Ser*

Agreement of Nouns, Adjectives, and Articles The Verb *Estar*

Choosing Between *Ser* and *Estar* The Verb *Tener*

The Verb *Doler* Possession

Forming Questions Regular Verbs Ending in *-ar*, *-er*, and *-ir*

The Personal *a* Direct Object Pronouns

Commands with *favor de, hay que*, and *tener que* Formal (*usted*) Commands

Demonstrative, Affirmative, and Negative Adjectives Indirect Objects and the Verb *Dar*

Verbs like *Gustar* The Verbs *Preferir* and *Querer*

The Verb *Deber* The Verb *Ir*

The Contractions *al* and *del* The Preterit of Regular Verbs

The Preterit of Some Irregular Verbs The Imperfect Mood of the Past Tense

The Verb *Padecer* The Present Perfect Tense

Indefinite and Negative Pronouns Reflexive Verbs

*Se* and Unplanned Events The Verbs *Dormir* and *Poder*

The Verb *Sentirse* Informal (*tú*) Commands

**Evaluation**

**A: Assignments**

1. Read the text assignments and other assigned readings in advance of each class meeting.

2. Attend class and participate in oral, written, and improvisation activities.

3. Take [insert #] quizzes on the dates indicated in the Schedule of Class Meetings.

4. Submit [insert #] typed, written assignments on time (use triple-line spacing please).

5. Submit the written draft of your final oral presentation on time and present this orally.

**B: Grading**

Quizzes and written assignments will be graded according to accuracy of spelling and accent marks, grammar, and syntax; and on whether the student has demonstrated mastery of the language needed to follow the assignment instructions. Each of [insert #] quizzes and [insert #] written assignments are worth [insert #] percent of the final numeric grade. The final presentation draft and presentation is worth [insert #] points. Points to final grade calculation:

**93-100 A 90-92 A-**

**87-89 B+ 83-86 B 80-82 B-**

**77-79 C+ 73-76 C 70-72 C-**

**67-69 D+ 63-66 D 60-62 D-**

**0-59 F**

**Policy on missed work**

There is no guarantee that late work will be accepted. Please notify the instructor of anticipated time conflicts and make arrangements for the submission of homework.

**Schedule of Class Meetings**

Note: Class meetings begin promptly at [insert time] and end at [insert time].

Please read assigned textbook chapters prior to each class meeting.

**Week 1 [insert day and date]**

This week we shall get to know each other and review the scope of the course and expectations for students. We shall get to know the text and Web site. We shall review strategies for second language acquisition and begin learning Spanish pronunciation.

Note that with a smart phone or other portable digital device with Internet connection you can scan the QR codes in the book to listen to the audio program. These and a script are available on the book’s Web site as well. You can see the video program (free DVD enclosed in book) on your computer or DVD player, and you can download MP3 files of the audio track of the video program from the book’s Web site. The Web site also contains self-correcting quizzes that you can take online; links to related Internet sites; and a workbook and other handouts to support classroom activity.

**Week 2 [insert day and date]**

Textbook chapter 1, *«Buenos días, soy el doctor»*.

This week we’ll make brief introductory conversations to introduce ourselves by name and profession; to ask patients their name and origin; and to describe third parties.

[Option to insert written assignment: For next week, write a brief introduction in which you identify and describe yourself. Then write the script for a brief, introductory conversation between you and an adult patient (formal mode) and a child patient (informal mode). Include all appropriate accents and punctuation in Spanish.]

**Week 3 [insert day and date]**

Textbook chapter 2, *¿«Cómo está usted»?*

This week we’ll learn to ask about feelings and pain; to give directions in the hospital; and to test a patient’s orientation.

[Option to insert written assignment: For next week, write a paragraph that demonstrates that you understand the use of the verbs *ser* and *estar*. You may use the paragraph on pages 40-41 of the textbook as a model and include your own information.]

**Week 4 [insert day and date]**

Textbook chapter 3, *¿«Qué le pasa»?*

This week we’ll learn parts of the body; to clarify colds and flu symptoms; and to inform patents of diagnoses of minor injuries.

[Option to insert written assignment: For next week, write an abbreviated shift report in which you tell about the patients in specified rooms, including information about their symptoms and injuries.]

**Week 5 [insert day and date]**

Textbook chapter 4, *El recepcionista*

This week we’ll learn to communicate vital signs; take telephone messages; to make future appointments; and conduct a registration interview.

[Option to insert written assignment: For next week, write a sample registration form for an imaginary patient. Include the information that is indicated on the sample form on page 99 of the textbook.]

**Week 6 [insert day and date]**

Textbook chapter 5, *La familia*

This week we’ll learn the names for telling family relationships, and we’ll learn to ask and tell about family medical history. We’ll learn the conjugation of so-called “regular verbs” in the present tense.

[Option to insert written assignment: For next week, write ten lucid sentences that use verbs that are found on page 111 of the textbook.]

**Week 7 [insert day and date]**

Textbook chapter 6, *La farmacia*

This week we’ll learn to say and to write medication instructions. We’ll learn to educate patients about side effects and allergic reactions. We shall learn to make polite and direct commands.

[Option to insert written assignment: For next week, write instructions for a patient to take five of the medications that are most commonly used at the place where you work or in your future profession.]

**Week 8 [insert day and date]**

Textbook chapter 7, *La nutrición y las dietas*

This week we’ll learn the names of foods and learn to ask about dietary habits and to give instructions for special diets.

[Option to insert written assignment: For next week, write instructions for a patient who must follow a special diet. Give examples of what the patient should and should not eat.]

**Week 9 [insert day and date]**

Textbook chapter 8, *El examen físico*

This week we’ll learn to explain the components of a physical examination and to clarify the patient’s chief complaint. We’ll learn to talk about specific follow-up tests and to ask about bowel habits.

[Option to insert written assignment: For next week, write a paragraph that summarizes a typical case in your current or future practice. Use *Ejercicio* 8.4 as a guide.]

**Week 10 [insert day and date]**

Textbook chapter 9, *¿«Qué pasó»?*

This week we’ll learn to talk about things that occurred in the past. For example, we will ask about precipitating events and about circumstances that were concurrent to the precipitating even. This will help us to further clarify the patient’s chief complaint.

[Option to insert written assignment: For next week, write a paragraph using the imperfect mode of the past tense to describe your childhood. Then write a paragraph that uses the preterit mode of the past tense to tell several things that you did last week (*la semana pasada*).]

**Week 11 [insert day and date]**

Textbook chapter 9, continued, more practice speaking in the past time aspect

For next week, please pass in a draft of your final oral presentation. This should be typed with one-inch margins and triple-line spacing to facilitate instructor comments. First make a list of vocabulary words and phrases that are specific to your area of practice. Where possible, illustrate Spanish words with images instead of juxtaposing Spanish and English words. Next prepare a sample patient interview, teaching session, or informational poster. If you choose to conduct an examination or interview, you may enlist a partner to help with your class demonstration.

**Week 12 [insert day and date]**

Textbook chapter 10, *Padecimientos e historia médica*

Tonight please pass in a draft of your final oral presentation. In class, we’ll learn vocabulary to communicate diagnoses, to teach patients about specific illnesses, and to education patients about surgeries and immunizations.

[Option to insert written assignment: For next week, write a paragraph that educates patients about an illness or an intervention that is common to your current or future practice. Identify symptoms, tests and procedures, and possible prevention.]

**Week 13 [insert day and date]**

Textbook Chapter 11, Internamientos, odontología y la salud mental

This week we’ll learn to tell patients about the need for hospitalization and we’ll learn to talk about discharge planning and activities of daily living. We’ll learn to conduct a mini mental status examination and to assess a patient for substance abuse problems.

[Option to insert written assignment: For next week, write your typical daily schedule including your morning and evening routines. Include the verbs on pages 270 to 271 of the textbook.]

**Week 14 [insert day and date]**

Textbook chapter 12, Maternidad y protección sexual

This week we’ll learn the vocabulary for prenatal care, labor, and delivery. We’ll learn to educate patients about safer sex, and we’ll learn to make polite commands to patients with whom we are on a first-name basis.

For next week, be prepared to present your final project. Make yours as visual as possible in order to increase the comprehension of classmates.

**Week 15 [insert day and date]**

Presentation of final projects.