



**College of Liberal Arts and Social Sciences (CLASS)
Department of Spanish
SPAN 3560
Spanish for the Medical Professions II
Spring 2019**

Instructor Contact:

Dr. María Carpio-Manickam Office: Lang. Bldg. 407-D
Office hours: Wednesdays and Fridays 10:30-11:30 or by appointment
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Class meetings:

MWF 12:00-12:50 pm
Room: LANG 305

Course Description

This course emphasizes basic conversation skills in Spanish for those serving or interested in the medical professions. Students will learn essential medical vocabulary, scenarios on everyday situations, and sample dialogues that medical students, pre-professionals, and professionals may encounter at work settings such as hospitals, emergency rooms, doctors' offices, and clinics when dealing with Spanish-speaking patients and personnel in the United States.

Course Content

This course **will cover chapters 11-20** of the textbook and includes specific information about readings and assignments for each week. It is your responsibility to consult the class schedule, read the pages assigned before class and meet the deadlines for all assignments. **Late work will not be accepted.**

Pre-requisites: This course is designed for students who have passed Spanish 2050 at UNT or the equivalent. For more information, please contact the Department of Spanish in **LANG 101, 565-2404**.

The class will be conducted totally in Spanish.

Required Textbook: *Basic Spanish for Medical Personnel* by Ana C. Jarvis and Raquel Lebrede, Enhanced Edition. ISBN: 978-1-285-05218-2

Recommended books: *Southwestern Medical Dictionary* by Margarita Artschwager Kay. 2nd Ed. and *Spanish for Health Care Professionals* by William C. Harvey. 2nd Ed.

Course Objectives:

- Develop oral, written, and reading skills in Spanish for healthcare purposes
- Enhance cultural understanding of healthcare issues and treatment in the Hispanic World
- Learn specialized vocabulary needed for communication between healthcare professionals and their Spanish-speaking patients.
- Participate in realistic situations, grammar exercises, dialogue completions, and role-play.

Technical Support

Student Helpdesk: UIT Helpdesk
Sage Hall 130 940-565-2324
helpdesk@unt.edu

Academic Support Services

For help on time management, study habits, test anxiety, test taking tips and other resources
<https://learningcenter.unt.edu/studentresources>

Course Expectations

As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course goals, guidance.
- providing timely and helpful feedback within the stated guidelines.
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for

- reading and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students
- assisting in maintaining a positive learning environment for everyone.

Evaluation Procedure of Assignments	Percentage of Final Grade
Class Attendance and Active Participation	20%
Homework	15%
Quizzes	20%
Midterm Exam (lessons 11-15)	15%
Final Project	15%
Oral Presentation and Peer Evaluation.	15%
Total	100%

Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = Below 59%

Late work will not be accepted. No make-up for assignments will be allowed.

Class Attendance:

Class attendance is mandatory and essential to your success in learning Spanish. Every week attendance will be recorded in the Grade book in Canvas. Unexcused absences will cause students to lose points, affecting the final grade. No make-up work will be allowed for unexcused absences. Only those individuals whose absences are authorized by the instructor will be eligible to make up any material missed. Excused absences include the following: illnesses, deaths in the family, religious holidays, and university sponsored activities. For illnesses and deaths, you must provide documentation (physician's statement, obituary, etc.) **the first day you return to class** in order to be excused. Absences in observance of religious holidays are authorized only if you have notified your instructor in writing within the first **15 days** of the semester. For university sponsored activities, you must obtain authorized absence cards from the Dean of Students and present them to your instructor in order for your absences to be excused. Students will be dropped from the course after the 7th unexcused absence.

Active Participation:

The participation portion of your grade will be derived from the level and quality of your interaction with other students and your professor in class. As **active participation** you will be required to participate in role-playing situations, group discussions in specific topics related to the lesson of study of that week, written or listening assignments. Students are expected to come prepared with the assigned vocabulary and verbs to fully participate in class.

Homework:

As preparation for class and to practice vocabulary and grammatical concepts, every week there will homework assignments to do in the textbook. Students are expected to bring the homework to class fully finished as directed in the course schedule. Homework may be turned in at the beginning of class or your professor will come to your seats to check the assignments are done. You will receive **5 points** for each homework assignment.

Quizzes

There will be quizzes throughout the semester that will evaluate your knowledge on vocabulary, listening, and specific grammar points for each lesson of the textbook. All quizzes will be taken in class on the day scheduled.

Midterm Exam

The midterm and exam will evaluate your Spanish listening, writing and reading skills. Midterm exam will include vocabulary and grammar structures learned in lessons 11-15. Plan your schedule accordingly. There are no make ups for the Midterm exam.

Oral presentations

To enrich the topic information of the lesson studied each week, beginning on the third week of class, and throughout the semester, students will give a 5-7-minute PowerPoint presentation on a topic related to the medical field in a specific Hispanic country or in the United States. Topics are assigned in the Course Schedule and they will be presented as scheduled. On the first week of class students will choose the topic of their preference (in Canvas Calendar, first-come-first serve basis). Students will do a thorough research on the topic and should be well prepared to answer any questions from classmates. During each presentation students will participate actively by writing an evaluation of their classmate's presentation, asking questions, and giving comments. At the end of class students will turn in their evaluations (for a grade). There are no make ups for presentations or peer evaluation for missing class. Presentations could be rescheduled only due to a severe illness and will need a doctor's note. Guidelines and evaluation rubric are available in Canvas.

Final Project:

As a final exam, students will conduct an interview to a Hispanic person in the medical field (doctor, nurse) or a patient who has or had an illness (a friend or family member is accepted). Taking one of the topics from the list provided in Canvas, the student will write a list of questions he / she would like to ask the person interviewed. The full interview will be video recorded (with the permission of the interviewed) 5-10 minutes maximum. The video should be totally in Spanish and should record the student and the interviewed. Full guidelines and grading rubric available in Canvas. Late assignments are not accepted. Consult the Course Schedule for the due date.

Earn 5 extra points: students will have the opportunity to write a report about their experience before and during the interview and earn 5 extra points. The report will be submitted in the place assigned in Canvas before the due date.

Course Policies

The UNT Department of Spanish adheres to the University's policy on Student Academic Integrity. For all pertinent assignments and assessments, the work must be the student's work only (unless otherwise

indicated by the course instructor) and should reflect the student's level of proficiency. Students are prohibited from asking another person (i.e. a friend, tutor, or relative) to help them develop or compose a response (oral or written) in preparation for, or while completing, an assignment or assessment that will be graded and applied to the student's final grade in the course. This includes, but is not limited to, receiving outside assistance with drafting, revising, editing, or developing the content and structure of a response to an assignment or assessment question without consent from the course instructor. Also, the use of translation technology (any digital translation tool or app) is prohibited for all assignments and assessments and will be considered academic misconduct. Information "cut and pasted" or otherwise copied from other sources and used as answers in assignments and assessments will be considered plagiarism. If a student has any doubts whatsoever as to what constitutes any form of scholastic dishonesty, they should consult with the course instructor before submitting their work. Cheating, plagiarism, and other examples of academic misconduct defined by University Policy will result in a zero on the assignment or assessment in question and may be reported to the Dean of Students. For an explanation of the Academic Integrity Code, including information on definitions, reporting and investigations, and contesting an admonition or violation report, see: <https://deanofstudents.unt.edu/academic-integrity>

On use of e-mail

Please use your official UNT Eagle Connect for all communication. This means that your instructor will only respond to e-mail sent by their students from a UNT Eagle Connect address. Likewise, your instructor will only send e-mail to your UNT Eagle Connect address. Information about Eagle Connect can be found at the following Web address: <http://eagleconnect.unt.edu/>.

On student behavior during the course

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the course and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

A note on protocol: If you have a problem with anything related to your course (textbook, instructor, testing, etc.), it is your responsibility to discuss the problem first with your instructor. Most problems or misunderstandings can be dealt with effectively and efficiently if the people most directly involved can discuss the problem and communicate honestly with each other.

On the use of electronic devices

Cell phone and laptop usage in the classroom **is prohibited** unless directed by the instructor. Turn off your cell phones before entering the classroom. The usage of electronic translators for home assignments is prohibited and it is considered a form of cheating. Any assignments that demonstrate electronic translators have been used (e.g. advanced usage of Spanish, verb conjugation, weird phrases, etc.) will receive a grade of 0.

ODA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for

every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Make-up exams, quizzes, and assignments:

There will be no make-up assignments, exams or quizzes given at any time. Only those students who bring a written medical excuse/doctor's bill or an approved University activity excuse will be given a missed exam or quiz. Personal reasons for missing class are not considered valid excuses.

In case UNT has to close due to bad weather or any other reason:

If the university has to close due to bad weather or any other reason, I will contact the students by e-mail to let them know what material they should cover on their own until the university reopens. If a quiz or exam was scheduled during one of the days the university is closed, the students need to be prepared to take the exam the first day classes restart at UNT.

Course/Professor Evaluation:

The SPOT evaluation is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Detail Course Schedule available below

**Course Schedule
SPAN 3560
Medical Spanish II**

Students are expected to study the pages assigned before class

Fecha:	Actividades en clase:	Tarea:
Enero Lunes 14	Introducción al curso Traer su Syllabus Presentaciones a la clase	Tarea para el miércoles: contestar pág. 133-135
Miércoles 16	Repaso lecciones 6-10 (pág. 133, 134, 135) Práctica oral pág. 138	Tarea para el viernes: Estudiar: Vocabulario p. 141, 142 Contestar: “Vamos a practicar” p. 144-145 En el Calendario en Canvas, escoge el tema para la presentación oral (first-come-first-serve basis). Ver la lista de temas, rúbrica de evaluación e instrucciones en Canvas. Para la prueba del viernes 18, estudiar vocabulario p. 141-142
Viernes 18	Lección 11: “Nace un bebé” Actividades en clase: p. 139-144 Prueba 1: vocabulario p. 141-142	Tarea para el miércoles 23: Contestar p. 145 “Tú Commands”
Lunes 21	Martin Luther King, Jr. Day No hay clase	
Miércoles 23	Actividades en clase: p. 145-147 p. 148-149	Para la prueba del viernes: Estudiar vocabulario p. 153-154
Viernes 25	Lección 12: “En el centro médico” Prueba 2: Vocabulario p. 153-154 Actividades en clase: p. 151-152, Situaciones y Casos, p. 159 (#1)	Tarea para el lunes: Contestar ejercicios A y B (p. 157, 158)

Lunes 28	Presentación 1: “La vasectomía y el machismo en Latino América” Situaciones y Casos, p. 159 (#2) “Conversaciones breves” p. 158-159	
Miércoles 30	Situaciones y Casos p. 159 (#4) p. 159-161.	
Febrero Viernes 1	Presentación 2: “Incidencia de cáncer en México” Situaciones y Casos p. 159 (#3) Lectura: “El cáncer” p. 163-164	Para la prueba del lunes: estudiar vocabulario pp. 167, 168
Lunes 4	Lección 13: “En el hospital” Prueba 3: vocabulario pp. 167, 168 Presentación 3: “Los hospitales en Venezuela” Actividades en clase: p. 165, 166	
Miércoles 6	“Hablemos” p. 170, Situaciones p. 172	Tarea para el viernes: Contestar “Vamos a practicar” A y B p. 170-171
Viernes 8	Presentación 4: “Intérpretes para clientes hispanos en los Estados Unidos” “Conversaciones breves” p. 171-172 “Casos” p. 172	Estudiar para la prueba del lunes vocabulario p. 179-180
Lunes 11	Lección 14: “En el laboratorio y en la sala de rayos X” Prueba 4: vocabulario p. 179-180 Presentación 5: “La importancia de las colonoscopías y papanicolaus ” Actividades en clase: pp. 177-178	Tarea para el miércoles: contestar “Vamos a practicar” (A) pp. 182-183
Miércoles 13	“Hablemos” p. 182 “Conversaciones breves” p. 184 “Situaciones” p. 185 (3)	Para el viernes contestar “Vamos a practicar” (B) p. 183

Viernes 15	<p>14</p> <p>Presentación 6: “El procedimiento de la fluoroscopia”</p> <p>Situaciones p. 185</p> <p>Casos p. 185</p>	
Lunes 18	<p>Presentación 7: “Los riesgos vs. Los beneficios de las donaciones de sangre”</p> <p>Situaciones y casos p. 185</p> <p>“Un paso más” p. 185, 186</p>	Estudiar para la prueba del miércoles: vocabulario p. 189, 190
Miércoles 20	<p>Lección 15: “Enfermedades venéreas”</p> <p>Presentación 8: “El sistema reproductivo femenino y masculino”</p> <p>Prueba 5: vocabulario p. 189, 190</p> <p>Actividades en clase: pp. 187-188</p>	
Viernes 22	<p>Presentación 9: “Enfermedades más comunes que son transmitidas sexualmente”</p> <p>“Un paso más” p. 195</p> <p>“Práctica oral” p. 206</p>	Tarea para el lunes: “Vamos a practicar” (A y B) p. 193-194
Lunes 25	<p>Presentación 10: “Síntomas y efectos de la sífilis”</p> <p>Situaciones (#1, 3) p.195</p> <p>“Práctica oral” p. 206</p>	Tarea para el miércoles: “Vamos a practicar” (C) p. 194
Miércoles 27	<p>15</p> <p>Presentación 11: “Síntomas y efectos de la gonorrea”</p> <p>Situaciones (#2) y Casos (1, 2) p. 195</p> <p>Video: “La gonorrea en Guatemala”</p> <p>Cuestionario sobre el video</p>	
<p>Marzo</p> <p>Viernes 1</p>	<p>15</p> <p>Presentación 12: “EL SIDA en los países Latinoamericanos”</p> <p>p. 196-197, 199-200</p>	<p>Estudiar el vocabulario y situaciones de las lecciones 11-15 para el examen de medio semestre (guía de estudio disponible en Canvas)</p> <p>Tarea para el lunes: Contestar p. 201-202</p>

Lunes 4	Repaso para el examen de medio semestre, lecciones 11-13	Estudiar el vocabulario y situaciones de las lecciones 11-15 para el examen de medio semestre (guía de estudio disponible en Canvas) Tarea para el miércoles: Contestar p. 203
Miércoles 6	Repaso para el examen de medio semestre, lecciones 14-15	Estudiar el vocabulario y situaciones de las lecciones 11-15 para el examen de medio semestre (guía de estudio disponible en Canvas)
Viernes 8	Midterm exam (Lecciones 11-15)	Estudiar para la prueba 6: vocabulario pp. 209-210
Marzo 11 – 16 Spring Break ☺ (estudiar para la prueba 6)		
Lunes 18	Lección 16: “Problemas de la hipertensión” Presentación 13: “Las funciones y las partes del sistema circulatorio” Prueba 6: vocabulario pp. 209-210 Actividades en clase: p. 207-208	
Miércoles 20	Presentación 14: “Síntomas y efectos de la hipertensión” Video: “Riesgos de las bebidas energéticas” Cuestionario sobre el video	Tarea para el viernes: Contestar “Vamos a practicar” (A y B) p. 212
Viernes 22	Presentación 15: “Incidencia de hipertensión en la comunidad latina” “Hablemos” p. 211 “Situaciones” p. 213	
Lunes 25	Presentación 16: “Efectos de la comida chatarra” “Un paso más” p. 214- 216	Estudiar para la prueba del miércoles: vocabulario p. 219-220

Miércoles 27	Lección 17: “En el consultorio del Dr. Gómez, clínico” Presentación 17: “El aparato digestivo” Prueba 7: vocabulario p. 219-220 Actividades en clase: pp. 217-218	Tarea para el viernes: contestar p. 222-223 (A, B, C)
Viernes 29	Presentación 18: “Los problemas gastrointestinales en la comunidad hispana” “Hablemos” p. 222 “Situaciones y Casos, p. 224	
Abril Lunes 1	Presentación 19: “El empacho” -Hablar sobre el proyecto final “Conversaciones breves” p. 224 Situaciones y Casos p. 224	Empezar a prepararse para el proyecto final. Más información en el Sílabo y Canvas.
Miércoles 3	Presentación 20: “El mal de ojo” “Un paso más” p. 225 Lectura p. 226-227	Estudiar para la prueba del viernes: vocabulario p. 233-234
Viernes 5	Lección 18: “En la clínica de drogadictos” Presentación 21: “El uso de drogas y el efecto en la salud” Prueba 8: vocabulario p. 232-233 Actividades en clase: Pp 229-230, Situaciones p. 236	Tarea para el lunes: contestar p. 235 (A-B)
Lunes 8	Presentación 22: “La adicción a las drogas y el alcoholismo en Puerto Rico” “Conversaciones breves” p. 236 Situaciones y Casos p. 236	
Miércoles 10	Lectura: p. 241-242 p. 238	Estudiar para la prueba del viernes: vocabulario p. 245-246
Viernes 12	Lección 19: “Consejos útiles” Presentación 23: “Síndrome de muerte súbita en lactantes: causas y prevención” Prueba 9: vocabulario p. 245-246 Actividades en clase: pp. 243-244	Tarea para el lunes: contestar p. 248 (A) y 249 (B)

Lunes 15	Presentación 24: “La importancia del asiento para bebés en los autos” “Hablemos” p. 248 Situaciones y Casos p. 250	¿Cómo va tu proyecto final?
Miércoles 17	“Conversaciones breves” p. 249 Situaciones y Casos, p. 250 “Un paso más” p. 250-251	Estudiar para la prueba del viernes: vocabulario p. 255-256
Viernes 19	Lección 20: “En el consultorio del cardiólogo” Presentación 25: “El sistema cardiovascular” Prueba 10: vocabulario p. 255-256 Actividades en clase: pp. 253-254	Tarea para el lunes: contestar p. 259 (A y B)
Lunes 22	Presentación 26: “El uso del tabaco y las enfermedades cardiovasculares entre los hispanos que viven en los Estados Unidos” “Hablemos” p. 258 Situaciones p. 260	Tarea para el miércoles: contestar “Un paso más” p. 261 (A y B)
Miércoles 24	“Conversaciones breves” p. 260 “Causas de muerte en Puerto Rico” p. 262	Proyecto final se vence: miércoles 1 de mayo
Viernes 26	Presentación 27: “El uso del tabaco entre los jóvenes en los Estados Unidos” “Casos” p. 260 Video: “Los riesgos de los cigarrillos electrónicos” Cuestionario sobre el video	
Lunes 29	Presentación 28: “Enfermedades producidas por el tabaco” Lectura: “Síntomas de un ataque al corazón” p. 263-265	
Mayo	Repaso p. 267-269. Cierre del curso	
Miércoles 1	Antes de clase: entregar hoy el video del proyecto final. Más instrucciones en Canvas.	
Viernes 3 Reading Day. No hay clase. ¡Buena suerte en sus exámenes finales y que tengan un buen verano!		

Last updated by Dr. Carpio-Manickam: 1/9/2019