



## SYLLABUS

### **SPANISH FOR HEALTHCARE PROFESSIONALS**

**Instructors: Lorena Rodríguez, Ashley Bennink**

**Contact Hrs: 90**

**Language of Instruction: Spanish**

**OVIEDO, SPAIN**

### **COURSE DESCRIPTION**

This course is aimed at professionals in the field of Health Sciences: doctors, nurses, students and interpreters who carry out their activity in a bilingual English-Spanish context.

It provides specific training to improve linguistic competence in Spanish, from specialized medical terminology to the Hispanic dialect variants used by patients in the clinic, or the resources that the professional may have at their disposal to answer questions.

The contents are based on research conducted in the clinical setting in the United States. Based on some deficiencies found, specific and intensive training is given in order to develop the professional's communication skills.

### **COURSE OBJECTIVES**

- Provide the student with the grammatical rules of Spanish that will allow them to understand better its internal organization and to express themselves more fluently in this language.
- Through meaningful grammatical practice, help the student to develop, in a coordinated way, the four areas of knowledge and skills that make up the communicative competence: grammatical competence, discursive competence, sociolinguistic and sociocultural competence, and strategic competence.
- Focus the programming on the most relevant informational keys provided by both the text and the context (syntax, properties and lexical restrictions, records, etc.).
- Interact appropriately on a wide range of topics and in diversified situations - all related to health - cooperating and expressing themselves with a degree of fluency and efficiency that enables interaction with speakers of the language, without demanding a special behavior from those.
- Defend their points of view clearly, providing explanations and appropriate arguments and highlighting the personal importance of facts and experiences.
- Introduce students to the knowledge of the health vocabulary.
- Reflect on the important presence of Hispanics in the US American society.
- Become aware of the high percentage that they represent within the population sector of immigrants, whether legal or illegal.
- Acquire new knowledge about the vast Hispanic American world (Mexico especially), their culture, customs and beliefs.

- Try to address some of the challenges that, in the health system, the Hispanic population present to health professionals.
- Consider the importance of Spanish as a mother tongue language at its fair value or L1 for the majority of Hispanic-American immigrants, taking into account that Spanish is often the vehicular language in which they can best express both certain situations and feelings and emotions that those carry.
- Understand the medical terminology used by the patient in a general medical interview.
- Mastery of the production of basic medical terminology to be able to carry out a medical interview in a general setting.
- Learning techniques to carry out an appropriate intercultural medical interview with Hispanic patients.
- Development of the ability to formulate effective questions.  
Learning linguistic expressions and dialect variants common in the clinical setting by Hispanic patients.
- Mastery of strategies to resolve misunderstandings and ensure understanding in the medical interview.
- Knowledge of sources of support, reference, learning and use in the clinic.

## **INSTRUCTIONAL METHODOLOGY**

It responds to a concept of language teaching / learning oriented towards communication and action that seeks to integrate skills and content to achieve greater efficiency.

Our main objective is to teach how to “use” the language, that is, to do and say things with linguistic structures: invite someone, give advice, ask for information, ask for permission, congratulate, etc. For this reason, the specific objectives will depend on the contents, both grammatical and communicative, that are developed in each didactic unit.

Throughout the course, the following activities will be proposed:

Activities that encourage reflection on the questions that are offered to the students (grammar exponents, resources, lexical or discursive, etc.)

Activities which will enhance the capacity of deduction and stimulate their creativity, always trying to start with meaningful practice exercises in which certain grammatical phenomena are selected in a situation of well-contextualized communication, which allows them to interpret the various factors that come into play in the communicative act.

We intend that the tasks, carried out individually or in groups, enhance the pragmatic level, that is, learning both the grammar rules as well as the rules of social functioning of Spanish language. We believe that reflection on the formal characteristics of the language is not incompatible with the recognition of the importance of the processes that allow the acquisition of the language through negotiation of meanings. At a certain point in the teaching / learning process, the student will take advantage of a certain grammar rule presented in explicit way by the teacher or by the practice of a series of structural cutting exercises that do not involve communicative interaction; however, basing a whole course in this type of practice is something that will be clearly insufficient, the student also needs to develop a series of skills that will allow transferring what has been learned to the communicative situations that occur out of class. The means used will be, as far as possible, taken from real situations or resources to be meaningful and motivating for the student.

Also, role play models will be an important activity for the purpose of practicing both the goal skills of this course and to synthesize the information received in all the subjects.

## **METHOD OF EVALUATION (GRADING)**

To check the learning of the contents presented in class, a continuous evaluation that allows to measure the monitoring of the subject through different types of tests will be chosen.

For the final evaluation of the student, the following will be taken into account:

- Participation and involvement in the subject (40%): we understand this as participation in forums, daily activities or homework.
- Completion and delivery on time of activities and tasks proposed by the teacher (40%): activities or final tasks in each of the units.
- Final exam (20%): exam that may be through an open written exam, multiple choice or oral depending on the subject.

## **COURSE OUTLINE**

### **WEEK 1:**

### **MODULE 1: SPANISH LANGUAGE: GRAMMAR AND VOCABULARY IN THE CLINIC SETTING**

#### **UNIT 1**

Functional contents: Descriptions and physical evaluations, of the character and of the ideas. Express location.

Grammatical content: Uses of “ser” and “estar”: “ser” to express physical characteristics, origin, matter, possession, time, profession; “estar” to express physical and emotional states and location. Some special uses: “double construction” adjectives; cases of neutralization; idioms with “ser” and “estar”. The passive with “ser” for procedure and with “estar” for result. Differences between “haber” and “estar”.

Lexical content: Places related to medicine; medical professionals.

#### **UNIT 2**

Functional contents: Express hypotheses in the present and in the past.

Grammatical content: Uses and contrast of the forms of the future simple and compound, and of the simple and compound conditional.

Lexical content: Different actions in the clinical context.

## **MODULE 2: HISPANIC CULTURE: MYTHS AND BELIEFS IN THE HEALTHCARE SETTING**

### **UNIT 1. The health system of the United States and some Latin American countries**

Contents: Possibilities of access to the United States health system by the Hispanic American immigrants, both legal and illegal. Approach to the health system from Puerto Rico (USA) and from Mexico, Cuba and the Dominican Republic. Information brochures: the importance of its simplification and the use of icons in them to make them more accessible to immigrant patients. Health card, prescriptions and pharmacists checks. Reflection theme: The National Health System in Spain.

### **UNIT 2. The patient and his personal situation**

Contents: Approach to the work situation of the patient (number of hours and conditions at work); knowledge of their family situation (people who make up the family unit and people with whom they live under the same roof), and awareness of the resources available to the patient or, where appropriate, the lack of them (poverty situation).

Reflection theme: The importance of dialogue and information. Workers' rights and prevention of occupational hazards.

## **WEEK 2:**

## **MODULE 1: SPANISH LANGUAGE: GRAMMAR AND VOCABULARY IN THE CLINIC SETTING**

### **UNIT 3**

Functional contents: Tell something in the past; describe or recall past situations; talk about past events prior to other past events; relate two or more actions in the past tense by using conjunctions.

Grammatical contents: Uses and contrast of the temporary forms of the past in indicative: past perfect, past indefinite, past imperfect and past perfect.

Temporal and aspectual adverbs. Introduction to temporal sentences.

Lexical content: The clinical history/record.

### **UNIT 4**

Functional contents: Suggest, recommend; give instructions; give orders.

Grammatical content: Contrasting use of the forms “tú” and “usted”, “vosotros” and “ustedes” in the affirmative and negative imperative. Some frequent errors in its use. Personal pronouns stressed and unstressed. The imperative with pronouns. Constructions similar to the imperative.

Lexical content: Home remedies and medications.

## **MODULE 2: HISPANIC CULTURE: MYTHS AND BELIEFS IN THE HEALTHCARE SETTING**

### **UNIT 3. The role of man / male in Latino culture**

Contents: Alcohol, tobacco and drugs as means of social integration. Teenagers, gangs, violence and guns. Machismo, jealousy, promiscuity, secrecy, concealment of disease.

Reflection theme: Equality.

#### **UNIT 4. The role of woman / female in Latino culture**

Contents: Re-evaluation of the role of women in Latino society. Personal care (importance of food, hygiene measures ...) and childcare (child food, vaccination schedule, first aid ...). Awareness of the situation of psychological and physical abuse that exists in many cases in the couple and in the family. Sexual harassment in adolescence, premature marriages, sexual abuse within and outside the marriage. Virginity, contraception, sexually transmitted diseases, abortion, depression.  
Topic for reflection: Self-esteem.

### **WEEK 3:**

#### **MODULE 1: SPANISH LANGUAGE: GRAMMAR AND VOCABULARY IN THE CLINIC SETTING**

##### **UNIT 5**

Functional content: Express positive and negative feelings. Express wishes, needs; influencing. Mention what we want to achieve.

Grammatical content: Alternation of infinitive and subjunctive in subordinate clauses nouns with verbs of feeling in the present, past and future. The verbs of influence.

Lexical content: Human anatomy.

##### **UNIT 6**

Functional content: Express opinion in a personal and impersonal way, agreement, disagreement; judge and value.

Grammatical content: Indicative and subjunctive uses in substantive subordinate clauses with verbs of understanding, language and perception; with being (ser/estar), appearing + nouns / adjectives / adverbs + that.

Lexical content: Symptoms of diseases.

#### **MODULE 2: HISPANIC CULTURE: MYTHS AND BELIEFS IN THE HEALTHCARE SETTING**

##### **UNIT 5. The weight of tradition**

Contents: Respect for the elderly. The weight of their opinion and the opinion of the family, community and the Church in decision-making. Traditions and customs. Home remedies, cures and self-medication. Approach to the so-called «folkloric diseases».

Topic for reflection: «Familism» and the doctor as an intruder.

##### **UNIT 6. Health, illness and death**

Contents: Different health alterations. Mild diseases and their chronification. Serious illness and fatalism. Natural deaths and violent deaths. Attitude facing death.

Theme for reflection: The important role of family and friends.

## **WEEK 4:**

### **MODULE 1: SPANISH LANGUAGE: GRAMMAR AND VOCABULARY IN THE CLINIC SETTING**

#### **UNIT 7**

Functional content: Talk about what we have and what we want to achieve; relate two or more actions in time through temporal conjunctions.

Grammatical content: Indicative and subjunctive alternation in relative sentences with or without an expressed antecedent, with or without a preposition, and in temporal sentences.

Lexical content: Medical material.

#### **UNIT 8**

Functional content: Transmit orders, news and information to others. Leave messages.

Grammatical content: The indirect style: correlation of tenses in the indirect style in reference to the present, the future and the past: a) main verb in present or past perfect; b) main verb in any of the past tenses: required changes in sentence structure; c) indirect style in interrogative sentences, and d) some special cases.

Lexical content: Medical prescriptions.

### **MODULE 2: HISPANIC CULTURE: MYTHS AND BELIEFS IN THE HEALTHCARE SETTING**

#### **UNIT 7. The other assistance**

Contents: Police, social workers and psychologists.

Reflection theme: Support for health personnel.

#### **UNIT 8. The coronavirus**

Contents: The coronavirus in the health field of different countries.

Reflection topic: Past, present and future in our lives with the coronavirus

## **WEEK 5:**

### **MODULE 1: SPANISH LANGUAGE: GRAMMAR AND VOCABULARY IN THE CLINIC SETTING**

Review and resolution of doubts

Final exam

### **MODULE 2: HISPANIC CULTURE: MYTHS AND BELIEFS IN THE HEALTHCARE SETTING**

Review and resolution of doubts

Final exam

## **WEEK 6:**

### **MODULE 3: MEDICAL TERMINOLOGY**

#### **Terminology:**

- 1.1. First contacts with the patient
- 1.2. Basic anatomy
- 1.3. Common illnesses and general incidents
- 1.4. Routine examination and physical examination
- 1.5. Pain assessment

### **MODULE 4: STRATEGIES FOR EFFECTIVE COMMUNICATION: THE MEDICAL INTERVIEW**

#### **Strategies:**

- 1.1. Patient-centered care across languages and cultures (PCC)
- 1.2. Self-knowledge as a basis for working in a multicultural environment
- 1.3. Techniques to promote good communication and avoid misunderstandings
- 1.4. Reassure and make the patient feel comfortable
- 1.5. Give instructions consistently

## **WEEK 7:**

### **MODULE 3: MEDICAL TERMINOLOGY**

#### **Terminology**

- 2.1. The pregnancy
- 2.2. Childbirth and postpartum
- 2.3. Preventive health
- 2.4. Workplace Accidents: Common Injuries and Wounds
- 2.5. Sexually transmitted diseases

### **MODULE 4: STRATEGIES FOR EFFECTIVE COMMUNICATION: THE MEDICAL INTERVIEW**

#### **Strategies**

- 2.1. Verbal and non-verbal language
- 2.2. Social Issues of Accidents and Abuse
- 2.3. Interpretation and translation
  - 2.3.1. Know the limits
  - 2.3.2. The profile of a good interpreter
  - 2.3.3. Interpretation techniques
  - 2.3.4. Work with interpreters
- 2.4. Informed consent

## **WEEK 8:**

### **MODULE 3: MEDICAL TERMINOLOGY**

#### **Terminology**

- 3.1. Terminology related to diagnostic tests and results
- 3.2. Vocabulary related to diabetes and cardiovascular and lung problems
- 3.3. Specialists, treatments and medication
- 3.4. Nutrition and exercise
- 3.5. Children's health and vaccines

### **MODULE 4: STRATEGIES FOR EFFECTIVE COMMUNICATION: THE MEDICAL INTERVIEW**

#### **Strategies**

- 3.1. Explain the correct dosage
- 3.2. How to talk about beliefs and alternative medicine
- 3.3. Recommend, advise and persuade sensitively
- 3.4. Working with diverse populations: dialects
  - 3.4.1. Lexical variants
  - 3.4.2. Phonetic variants
  - 3.4.3. Techniques for resolving misunderstandings

## **WEEK 9:**

### **MODULE 3: MEDICAL TERMINOLOGY**

#### **Terminology**

- 4.1. Cancer-related terminology
- 4.2. Treatments and surgery (the operating room)
- 4.3. Mental health
  - 4.3.1. Depression
  - 4.3.2. Anxiety
  - 4.3.3. Substance abuse
- 4.4. End of life related issues

#### **Review and resolution of doubts**

#### **Final exam**

### **MODULE 4: STRATEGIES FOR EFFECTIVE COMMUNICATION: THE MEDICAL INTERVIEW**

#### **Strategies**

- 4.1. Calm an anxious patient
- 4.2. Express empathy
- 4.3. Give bad news
- 4.4. Search and use of support resources



- 4.4.1. How and where to find support
- 4.4.2. Characteristics of good resources
- 4.4.3. Development of links with aid and support agencies
- 4.4.4. Continuous learning

## Review and resolution of doubts

### Final exam

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