

## Spanish for the Health Sciences - Online

SPAN 2503 (3 Credits)

### Chile: Spanish for the Health Sciences

#### Course Description

This online Spanish language course is aimed at students with an intermediate knowledge of Spanish and a desire to build and develop their language ability in with a focus in Health Sciences. This course offers specific resources for practical learning of Spanish language in the area of public health and health sciences with an emphasis on developing vocabulary and linguistic knowledge in topics such as epidemiology, biostatistics, global health, environmental health and mental health, among others. This online portion of the course will be delivered through our practical teaching approach, grammatical resources, specific vocabulary, discourse, and communicative interaction. The course will allow students to develop a greater ability in speaking, reading, and writing the Spanish language to improve linguistic competency for use in medical contexts and in practical scenarios of health care provision. The course offers practical sessions of readings, analysis, and discussions to support students' understanding of written materials and classes given in Spanish, especially specifics seminars, whose topics revolve around the Health Sciences and Public Health in Chile.

#### Student Learning Outcomes

Upon completing this course, students will be able to:

- *Fully communicate* in Spanish activities, their past, their future, their family and social life, and their experiences using complete sentences and paragraphs of medium length.
- *Explain*, using concise and clear sentences, public health protocols and health surveys.
- *Support the delivery* of trainings in Spanish on public health related themes, partially utilizing the indicative, some subjunctive and imperative tenses.
- *Demonstrate in writing*, with relative ease, documents on the health sciences and public health.

#### How these Outcomes Will Be Met

Classes and language activities are taught by experienced native speakers of the language who are teachers and use oral proficiency-based approaches. Students are placed into appropriate language levels based on oral proficiency interviews. These placements may not directly correspond to the student's course level at the home institution as SIT courses focus on communicative competence and linguistic functional ability. The oral proficiency exam consists of a short interview of perhaps 20-30 minutes. The goal of this interview is to establish a

student's placement with regards to the other participants in the language classes.

Oral proficiency interviews are also conducted toward the end of the course to provide a measurement of students' overall communicative and linguistic progress. Thus, course grades provide an assessment of students' performance in meeting the requirements of the language class while estimated language levels provide an assessment of students' linguistic competence in the host language.

## **Course Requirements**

### **Readings**

You are responsible for all the required readings and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

### ***Required texts:***

SIT Spanish textbook. Arica-Chile, 2020

William C. Harvey, M.S. "Spanish for Health Care Professionals". 2017

Rosario Alonso Raya; Alejandro Castaneda Castro; Pablo Martinez Lopez; Lourdes Miguel Lopez; Jenaro Ortega Olivares; Jose Placido Ruiz Campillo. "Gramática Básica del Estudiante de Español" 2011

Real Academia Española. "Nueva Gramática de la Lengua Española - Manual". 2010.

Javier Vendrell Covisa. "Primeros Auxilios. Guía Esencial de Prevención, Diagnóstico y Tratamiento de Lesiones y Enfermedades". 2013

Magy Estefany Severino Vizca & Iacute; No. "Diagnóstico y Manejo de las Enfermedades Profesionales: Conocimiento del Personales". 2020

## **Assignments and Evaluation**

### **Assignments**

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.

**Quizzes:** Quizzes will be given at the end of Week One and Week Two of the online sessions. These will be based on materials covered during the week, discussion topics, and relevant grammar. Each Quiz: 15%. Total: 30%

**Written Essay:** Each student will write a five-page essay, in Spanish, on the health subject of their choice. Written Essay: 25%

**Oral Presentation:** Based on the written essay topic, each student will provide a workshop type public health presentation orally to the rest of the class. Oral Presentation: 25%

**Homework assignments** will be handed out periodically and graded. Homework: 10%

Participation: Being present to the learning community with curiosity, inquisitive questions, and the sharing of analysis and thoughts. Full engagement is all course elements. Total: 10%

Quiz 1: 15%

Quiz 2: 15%

Written Essay: 25%

Oral Presentation: 25%

Homework assignments: 10%

Participation: 10%

### **Grading Scales and Criteria**

Grades are earned both fairly and rigorously and in accordance with the system below. They will reflect a combination of absolute quality of performance, progress made, the ability to take into account and assimilate the academic director's and the instructors' advice. An "A" letter grade reflects exceptional work, perfect combination of academic competences, and personal research and analysis. It shows great ability to integrate field-based investigation and personal reflection into a structured and well-argued paper. A "B" letter grade reflects serious and methodical work as well as a substantial effort at analyzing and understanding the issues. A "C" letter grade shows the work meets the requirements but needs more in-depth reflection and personal involvement. A "D" letter grade is insufficient and clearly reflects lack of work or serious deficiencies.

The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

### **Program Expectations**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer.

- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Moodle. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

## **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

## Course Schedule

UNIDAD	OBJETIVO	CONTENIDO DEL IDIOMA	ACTIVIDADES	METODOLOGÍA
LA SALUD PÚBLICA SEMANA 1.	Explicar las características de la salud pública en Chile	Combinación y contraste de presente y pasado de indicativo  Verbos pronominales  Vocabulario sobre salud pública	Capsula virtual "Introducción a la salud pública en Chile Parte I"  Capsula virtual "Atención Primaria de Salud en Chile"  Cápsula virtual de idioma 1  Cápsula virtual de idioma 2  Tutorías grupales online  Lecturas	Subir en plataforma virtual presentación personal. (30 minutos)  Cápsulas de clases temáticas virtuales sobre salud pública (2 horas)  Tarea en guía de trabajo relacionada con la clase (1 hora).  2 clases de idioma virtual grabadas desarrollando contenidos en español (1 hora)  Guía de trabajo acerca de la clase. 2 hr.  Tutorías grupales en tiempo real de español (máximo 5 estudiantes, dos horarios a elección). L-M-V// M-J-V mañana o tarde (3 horas)  Tareas del manual de español  Lecturas de textos en español  Total 15 horas
MEDICINA TRADICIONAL AYMARA. SEMANA 2.	Conocer el sistema de salud indígena y las prácticas de interculturalidad en salud	Modo imperativo  Cláusulas condicionales en presente, pasado e imperativas  Vocabulario medicina tradicional  Vocabulario sobre interculturalidad en la salud	Cápsula virtual "Situación de salud de los pueblos indígenas en Chile"  Cápsula virtual "Modelo médico aymara"  Cápsula virtual de idioma 3  Cápsula virtual de idioma 4  Tutorías grupales online.  Lecturas	Capsulas de clases temáticas virtuales sobre medicina tradicional aymara (2 horas)  2 clases de idioma virtual grabadas (2 horas)  Guía de trabajo acerca de la clase. 2 horas.

			Ejercicios de conversación	<p>Tutorías grupales en tiempo real de español (máximo 5 estudiantes, dos horarios a elección). L-M-V// M-J-V mañana o tarde (3 horas)</p> <p>Tareas del manual de español</p> <p>Lecturas de textos en español</p> <p>Total 15 horas</p>
<p>EPIDEMIOLOGÍA. SEMANA 3.</p>	<p>Presentar y problematizar los principales indicadores epidemiológicos del país y de la región</p>	<p>Preposiciones Por (6 principales usos) y Para (3 principales usos)</p> <p>Conectores del discurso</p> <p>Modo subjuntivo</p> <p>Vocabulario sobre epidemiología.</p>	<p>Cápsula virtual "Indicadores epidemiológicos y demográficos de Chile"</p> <p>Cápsula virtual "Tuberculosis y VIH en Arica y Parinacota"</p> <p>Cápsula virtual de idioma 5</p> <p>Cápsula virtual de idioma 6</p> <p>Tutorías grupales online</p> <p>Lecturas</p> <p>Ejercicios de conversación</p>	<p>Capsulas de clases temáticas grabadas (2 horas)</p> <p>2 clases de idioma virtual grabadas (2 horas)</p> <p>Guía de trabajo acerca de la clase. 2 horas.</p> <p>Tutorías grupales en tiempo real de español (máximo 5 estudiantes, dos horarios a elección). L-M-V// M-J-V mañana o tarde (3 horas)</p> <p>Tareas del manual de español</p> <p>Lecturas de textos en español</p> <p>Total 15 horas</p>