

## Spanish for the Health Sciences (In Country)

### SPAN 3003 (3 Credits)

### Chile: Spanish for the Health Sciences

#### Course Description

This unique Spanish language course is aimed at students with an intermediate-high knowledge of Spanish and a desire to gain fluency 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 and the ability to fully discuss with experts in the field on the in topics such as epidemiology, biostatistics, global health, environmental health and mental health, among others. This course will take students out of the classroom to visit with health professionals, community health workers as well as public health students. The course will be delivered through our experiential learning model and 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 level appropriate 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.

This course will require that all students take a Language Pledge in that speaking Spanish throughout each day, with classmates, teachers, homestay families, and community members will solidify student confidence, enhance fluency, and motivate deeper engagement in the cultural life of Chilean communities.

#### Student Learning Outcomes

Upon completing this course, students will be able to:

- *Demonstrate full linguistic communication* in Spanish on all daily activities and engage with health experts on topics in the health sciences.
- *Compose and present* public health protocols and health surveys in both delivery and design of these protocols and surveys.
- *Create and deliver* trainings in Spanish on public health related themes, partially utilizing the indicative, some subjunctive and imperative tenses.
- *Compose* documents on the health sciences and public health for the general public and health workers.

## **Methodology**

Classes and language activities are taught by experienced native speakers of the language who are teachers and use oral proficiency-based approaches. Students must place into an intermediate high-advanced low level to be able to fully participate in this course. This will be determined by 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.

Oral proficiency interviews are also conducted toward the end of the semester 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 aspects discussed in 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

Rogelio Alonso Vallecillo. "Advanced Spanish Grammar" 2007  
Castro, Francisca. " USO de la gramática española". Edelsa. Gruoo didascalía SA, 2011

## 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 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 ten-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. These are often very busy professionals who are doing us an honor by coming to speak.
- 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

*\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.*

| EN EL PAÍS                           |   |  |                 |   |
|--------------------------------------|---|--|-----------------|---|
| UNIDAD / SEMANA                      | OBJETIVOS   | CONTENIDO DEL IDIOMA   | ACTIVIDADES     | METODOLOGÍA   |
| LA SALUD PÚBLICA.<br>SEMANA 1        | Explicar las características de la salud pública en Chile                           | Combinación y contraste de pretérito perfecto simple y pretérito perfecto compuesto<br><br>Modo subjuntivo<br><br>Vocabulario sobre salud pública        | Clases en Arica | 15 horas pedagógicas<br><br>Visitas a centros de salud<br><br>Seminario temático a cargo de un profesor especialista                                  |
| EXCURSIÓN: VIAJE A PUTRE / SEMANA 2. | Conocer el sistema de salud indígena y las prácticas de interculturalidad en salud. | Cláusulas condicionales, imperativas, con perífrasis modales de obligación, y futuro.<br><br>Combinación y contraste de pretérito imperfecto y pretérito | Clases en Putre | 15 horas pedagógicas<br><br>Visitas a centro de salud de Putre y otras localidades indígenas cercanas.<br><br>Seminarios temáticos a cargo de médicos |

|                                |  |  |  |  |
|--------------------------------|--|--|--|--|
|                                |  | <p>pluscuamperfecto de indicativo</p> <p>Vocabulario sobre medicina tradicional.</p> <p>Vocabulario sobre interculturalidad en la salud.</p>             |  | <p>indígenas y profesionales de la salud.</p>  |
| <p>EPIDEMIOLOGÍA SEMANA 3.</p> | <p>Presentar y problematizar los principales indicadores epidemiológicos del país y de la región</p> | <p>Preposiciones Por (8 usos) y Para (4 usos)</p> <p>Conectores del discurso</p> <p>Imperfecto de subjuntivo</p> <p>Vocabulario sobre epidemiología.</p> | <p>Clases en Arica</p> <p>Seminario de finalización.</p> | <p>15 horas pedagógicas</p> <p>Visitas a organizaciones en el área de la salud.</p> <p>Seminario temático a cargo de un profesor especialista</p> <p>Taller de síntesis y retroalimentación.</p> |