

DEPARTMENT OF SPANISH AND PORTUGUESE
THE UNIVERSITY OF TEXAS AT AUSTIN
COURSE DESCRIPTION AND SYLLABUS
Fall 2018

Spanish for Health Care Professionals /Pre-med

SPN 367P 1 Unique: 45770 & LAS Unique: 39712

Instructor: Cristina Cabello C. de Martínez, Ph.D.

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Office hours: Tuesday's and Thursday's 10:30-11:00am & 1:00-2:00pm.

DESCRIPTION: *Español para profesionales de la medicina.*

Course is designed to build fluency in both spoken and written language that will enable the health care professional:

- to communicate effectively with the monolingual Hispanic patient in the clinical setting with emphasis on the medical interview and triage of a patient.
- to explain or instruct the patient medical procedures, exams & preps in Spanish.
- to attend and participate in medical conferences or classes in advanced Spanish.
- to develop and or collaborate in the writings of medical blogs, bulletins, and handouts for "Ferias de Salud en la Comunidad".

Consistency in accuracy is the focus of the course. Practice of advanced oral proficiency is the primary goal of this course. Translation, scholarly readings, note taking and writing are addressed in all assignments. Clear diction and time efficiency in the command of vocabulary and grammar usage is high priority in this course. The course emphasizes vocabulary acquisition, advanced reading comprehension skills, awareness of cultural nuances and above all, enhanced listening strategies as well as relaying information to the patient. Objectives for the semester include proficiency in medical Spanish via: general knowledge of distinct healthcare scenarios, formulation of questions and instruction procedures, triage strategies, cultural impasse situations. In order to achieve professional oral expression and writing skills the student will have the opportunity to build from his/her acquired skills and develop mastery and ease in speech through a series of exercises in line with patient care as addressed in the Textbook and a selection of online articles pertinent to our objectives. Through a review of grammar and vocabulary building strategies, students then work on improving self-expression and listening skills throughout the semester in both individual and group work, gradually mastering communications skills that are rudimentary in patient care in areas of the United States where Spanish is widely spoken and thus a necessary skill for the medical professional. Another very important aspect of the course is to enable the student the opportunity to engage in research, academic writing and power point presentations in various topics of particular interest to the Health Care Professional.

TEXTBOOK

Required:

Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish Pilar Ortega, MD. EL SEVIER 2nd Edition, 2016

Sites for class readings, editorials & projects:

Medical Spanish for Healthcare Providers

<http://www.practicingspanish.com/index.html>

Dictionary of Health Related Terms. Edited by Liliana, Osorio California-Mexico Health Initiative

<http://www.cdpr.ca.gov/docs/dept/spanish/engspdict.pdf>

Word Reference

<http://www.wordreference.com/es/translation.asp?tranword=medical>

Biblioteca Nacional de Medicina de EE.UU e Institutos Nacionales de la Salud

<http://www.nlm.nih.gov/medlineplus/spanish/medlineplus.html>

Centros para el Control y Prevención de Enfermedades

<http://www.cdc.gov/spanish/>

Información para Adolescentes

http://kidshealth.org/teen/en_espanol/index.html?tracking=79998_C#cat20282

American Diabetes Association en Español

<http://www.diabetes.org/es/>

Organización Mundial de la Salud

<http://www.who.int/es/>

Centro Interdisciplinario de Estudios en Bioética

<http://www.uchile.cl/portal/investigacion/centro-interdisciplinario-de-estudios-en-bio-etica/publicaciones/76961/seleccion-de-articulos>

Origen y Evolución de la Bioética en Estados Unidos

<http://www.uchile.cl/portal/investigacion/centro-interdisciplinario-de-estudios-en-bio-etica/publicaciones/76966/origen-y-evolucion-de-la-bioetica-en-estados-unidos>

American Academy of Child & Adolescent Psychiatry

http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Spanish.aspx

<https://healthfinder.gov/espanol/>

<https://www.fsis.usda.gov/wps/portal/informational/en-espanol/hojasinformativas/etiquetado-de-alimentos/fechas-en-productos/fechas-productos-alimentos>
<https://espanol.foodsafety.gov>
www.efesalud.com
http://www.efesalud.com/blog_1/blog-traumatologia/
<http://www.abc.es/salud/>
<http://www.lanacion.com.ar/ciencia>
<http://www.lanacion.com.ar/salud-t47426>
<http://www.sld.cu/red-de-portales>
<http://www.eluniversal.com.mx/ciencia/>
<http://www.conacyt.mx/index.php/comunicacion/indice-de-revistas-mexicanas-de-investigacion/category/medicina-y-ciencias-de-la-salud>

GRADING SYSTEM:

- | | |
|--|------------|
| 1. *Exámenes (4) | 40% |
| 1er Examen - Capítulos: 1-5 | |
| 2do Examen - Capítulos: 6-9 | |
| 3er Examen - Capítulos: 10-11 | |
| 4to Examen - Capítulos: 12-14 | |
| 2. Pruebas sorpresa (4) (!) | 20% |
| 3. Participación en clase, i & ii: (Auto Registro + Ejercicios del texto) | 10% |

i.) AUTO REGISTRO (10 Entradas)

*Cada capítulo se amplía con la lectura de 1-3 artículos que se asignarán en clase. El/ La estudiante es responsable por leer **uno** de los artículos recomendados para comentar en clase y formular una breve redacción. En un cuaderno que se organizará como “Cuaderno de clase”, el/la estudiante estructura una sección para elaborar su Auto Registro para el semestre. En este Registro el/la estudiante estructura solamente 10 ‘Entradas’ derivadas de las lecturas de los artículos recomendados. El trabajo para completar cada redacción del Auto Registro inicia con una lectura inicial durante una parte de la clase y se concluye como tarea fuera del aula de clase.*

Instrucciones para cada Entrada: Se hace una lectura del artículo consultando el diccionario. Después de hacer la lectura de uno de los artículos señalados, cada estudiante completa el ejercicio con una redacción breve y relevante. Cada Entrada debe destacar el objetivo del artículo y al concluir, se redacta un comentario personal de 150 palabras. Para formular este comentario las dos preguntas clave son: ¿Qué nos informa (objetivo) el artículo? y ¿qué pienso yo al respecto de la información presentada? (comentario personal)

En cada una de las 10 Entradas del semestre, el/la estudiante en su Auto Registro debe anotar:

- a.) Identificación del artículo: título, fecha, fuente de información
- b.) el tiempo que te tomó para completar la lectura y anotar apuntes. *
- c.) Hacer un resumen. Al concluir la lectura el/la estudiante procesa la información mentalmente, consulta sus apuntes y redacta un **resumen breve** que indique el objetivo del artículo (de 3-5 oraciones). El/la estudiante puede elaborar su resumen a manera de párrafo (de 3-8 oraciones completas) o con un estilo lectura rápida (con 5-8 datos).
- d.) A continuación, se redacta una reflexión o comentario relevante con respecto a la información que provee el artículo en general o concentrándose en un aspecto.
- e.) Finalmente se elabora una lista con vocabulario y/o frases clave al artículo.

ii.) Ejercicios selectos del texto de clase por capítulos.

4. Editoriales o Reseñas (2) 10%

Texto original + correcciones / Presentación oral + diapositivas

5. Trabajo de Grupo: Investigación + Proyecto Creativo 20%

Plan de trabajo del grupo (Esquema con Bibliografía selecta), 5%

Presentación oral e Interactivo, 10%

Conclusiones de la investigación y Reflexiones por escrito, (WR) 5%

El manejo del tiempo es importante para desarrollar precisión en el empleo profesional del idioma.

Algunos ejercicios se completan oralmente en clase.

FYI: There are 4 Chapter Assessments and 4 Quizzes. All evaluations are TIMED and given at the onset of class. There are NO makeups w/o valid excuse.

Policies

Attendance: You are responsible to bring your own text to class in order to work on exercises and date/record progress in your class notebook. Selected exercises from the textbook or reference sites are part of individual assignments while some textbook exercises require that students prepare dialogue interaction and present these in class for comments. This is considered daily class work that enables the student to master grammar, cultural nuances within the professional milieu, medial jargon and ideally, natural ease in doctor/patient & family interaction and dialogue. Class participation is integral for this course. More than **ONE** unexcused absence will result in the loss of points from your final average. (1 point per absence.) Your performance in this category will be graded on the basis of quantity and quality. Attendance: Class attendance is required for successful completion of the course. If you are ill or there is a family emergency, it is your responsibility to consult with me asap via email and later attend office hours in order to keep up w/class dynamics.

Preparation outside of class: Each student is expected to read and prepare assignments BEFORE the meeting time. **Careful study and review of Dr. Pilar Ortega's textbook is key. Comprehension and acquisition of Chp Vocabulary listings and Grammar objectives is required prep work prior to coming to class. This is a rigorous language class and usage of correct grammar is expected in all writing and oral evaluations.** CONSULT dictionaries and allow judicious time in preparing your homework assignments and readings—both from the textbook as well as the Article series that are up to date and relevant to your command of professional Spanish. Although this is primarily a class where oral proficiency is the primary objective, you are absolutely responsible for accurate spelling and proper punctuation marks when writing answers in your Auto Registro, Editorials, Exams, and Presentations. ** It is highly recommended that you listen to recommended tutorials medlineplus.gov as well as keep up w/the reading recommendations per Chapters. Although optional, you may notate a separate log of these additional readings and/or podcasts in your *Auto Registro*. * All work is due on the dates indicated in the Syllabus. All work must be handed in personally. Late work is not accepted unless there 'were to be' a valid excuse of illness or documented emergency.

Command of the language for professional use is acquired through patient and diligent practice of exercises. 4 **pop quizzes** –oral or written, have NO makeup. You are to work through the material outlined for each chapter accordingly w/instructions given in class. One of the most important facets of learning —via practice, the sophistication of language for professional interaction, is acquiring techniques that are highly efficient for LISTENING when there is not a lot of time. This is a fast paced course; prepare and expect daily 1:1 interaction as well as group dynamics where language level may be different from yours thus, yes like in real life...you will need to adapt. Please remember to time your work and to note this throughout in your textbook, exams, Auto registro Entries.

Academic Accommodations for Students with Disabilities: Any student in need of special attention or assistance necessary for satisfactory academic achievement and completion of course requirements, must see the professor as soon as possible so that arrangements may be made and agreed upon at the beginning of the semester, in compliance with the statutes of the University of Texas at Austin. To ensure that the most appropriate accommodations can be provided, interested students should contact the SSD Office at 471-6259.

*The following course syllabus is only a **general** outline. Exact assignments will be announced at the beginning of each class meeting and again before dismissal. At the discretion of the professor changes may occur in the syllabus in order to adapt to the particular needs of the class. Students will be advised of all changes accordingly. Please make note of pertinent information in order to be prepared for the next class meeting. It is the student's responsibility to follow closely with all assigned readings, assignments and due dates.*

Itinerario de clase

Agosto

Jueves 30 Introducción al curso: parámetros y expectativas.
Examen de ubicación / Presentaciones: ¿quién soy?; ¿a qué me dedico profesionalmente?, dime, ¿quién eres?/ dígame ¿quién es usted?; (Tú y Ud.) / Especialidades médicas de interés particular. Cómo profesional médico, ¿por qué es indispensable hablar español y conocer el impacto tanto del idioma como de la cultura hispana en los EE.UU? / ¿Existen estereotipos con respecto a la cultura latina/hispana que pudieran dificultar la comunicación entre el profesional médico y el paciente? / A pesar de los beneficios obvios de hablar español, ¿cuál crees que sería el aspecto más frustrante de ser bilingüe en la profesión médica?

Lectura en línea: *www.merckmanuals.com (Ver versión para público general)

PESOS Y MEDIDAS. Tablas 1-4

***Prefijos en el Sistema Métrico**

***Equivalencias de Peso, Volumen y Longitud**

***Equivalencias de Talla y Peso**

***Equivalentes de Temperatura**

Evalúe su conocimiento.

Tarea: Repasar el Capítulo 1 y completar sección “Summary and Assessment”

Ejercicios: páginas 20-23

Septiembre

Martes, 4 **Capítulo 1: Basics of Conversational Spanish.**
Temas de importancia: Principales sistemas de órganos; Anatomía y enfermedad. **Objetivo: adquisición de vocabulario selecto, construcción de frases útiles y diseño de preguntas clave para el/la paciente. (Ej.: nombre, apellidos, domicilio, profesión/ocupación, edad, estado civil, seguro médico, peso, estatura, nacionalidad, historia médica familiar.)**

Introducción al cuerpo humano.

Lectura en línea: *Auto Registro 1 www.merckmanuals.com

*Las células

*Tejidos y órganos

*Sistemas orgánicos

*Interacciones entre cuerpo y mente

*Anatomía y enfermedad

- Jueves, 6 **Capítulo 2:** *Setting the Stage for the Clinical Encounter*
Tarea: Capítulo 2 Summary and Assessment
Ejercicios: páginas 42-46
Capítulo 3: *History of the Present Illness.*
Tarea: Capítulo 3 Summary and Assessment
Ejercicios: páginas 79-86
- Martes, 11 **Capítulo 4:** *Medical History and Review of Systems*
Tarea: Capítulo 4 Summary and Assessment
Ejercicios: páginas 118-126
Capítulo 5: *Medication and Drug Effects*
Tarea: Capítulo 5 Summary and Assessment
Ejercicios: páginas 152-157
- Jueves, 13 **Capítulo 5:** *Medication and Drug Effects*
REPASO
*Auto Registro 2 Lectura en línea: www.merckmanuals.com
<https://medlineplus.gov/spanish/antibiotics.html>
<https://medlineplus.gov/spanish/labtests.html>
<https://medlineplus.gov/spanish/encyclopedia.html>
- Martes, 18 **Examen 1** (Capítulos 1-5)
*Auto Registro 3 Lectura en línea: www.merckmanuals.com
- Jueves, 20 **Editoriales: _____
- Martes, 25 **Capítulo 6:** *Family History*
Tarea: Capítulo 6 Summary and Assessment
Ejercicios: páginas 173-176
Capítulo 7: *Social and Sexual History*
Tarea: Capítulo 7 Summary and Assessment
Ejercicios: páginas 203-213
*Auto Registro 4 Lectura en línea: www.merckmanuals.com
Alcoholismo y abuso del alcohol.
<http://www.nlm.nih.gov/medlineplus/spanish/alcoholismandalcoholabuse.html>
- Jueves, 27 **Capítulo 7:** *Social and Sexual History*
Tarea: Capítulo 7 Summary and Assessment
Ejercicios: páginas 203-213
Capítulo 8: *Mental Health and Cognition*
Tarea: Capítulo 8 Summary and Assessment
Ejercicios: páginas 231-238

Octubre

Martes, 02 **Capítulo 8:** *Mental Health and Cognition*
Capítulo 9: *Preventive Health and Nutrition*
Tarea: Capítulo 9 Summary and Assessment

Ejercicios: páginas 260-266

***Auto Registro 5**

https://medlineplus.gov/spanish/ency/patientinstructions/000874.htm?utm_source=twitter&utm_medium=social&utm_campaign=june18

Nutrición

<https://www.choosemyplate.gov/multilanguage-spanish>

<https://www.nutrition.gov/es/inicio>

Hierbas y Suplementos. Biblioteca Nacional de Medicina de EE.UU.

http://www.nlm.nih.gov/medlineplus/spanish/druginfo/herb_All.html

Escuchar Ponencia: Nutrición, ejercicio y salud. Aquellas preguntas que deberíamos saber contestar. Jornadas de actualización en Nutrición para médicos. Colegio oficial de médicos. Valladolid, España. Tomar apuntes.

***Dr. Julián Álvarez, especialista de Medicina Deportiva.**

<https://www.youtube.com/watch?v=o4VZOI6MpMo>

American Academy of Child & Adolescent Psychiatry

http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Spanish.aspx

Jueves, 04 **Capítulo 9:** *Preventive Health and Nutrition*
REPASO

Martes, 09 **Examen 2**

****1-2 Editoriales:** _____

Jueves, 11 ****Editoriales:**

+ **Dinámica de Grupos:** Recibir asignatura de los grupos; reunirse. Los alumnos se presentan en clase, comparten primeras impresiones de algunos temas de especial interés y se reúnen virtualmente para formular el perfil académico y crear una Lluvia de Ideas con el propósito de elegir un Tema para investigar. Discernir preguntas clave para precisar el enfoque del Tema y el objetivo + diseño de la parte creativa del Trabajo.

Cada uno de los 4 Equipos elegirá un tema distinto; se colaborará en partes iguales aunque funciones distintas. Los niveles en cuanto al dominio del idioma naturalmente va a variar no obstante, se asigna una nota individual y una de

grupo. Objetivo es la Enseñanza de 1 Tema relevante al joven universitario. El equipo va a discutir intereses médicos y proponer 1 tema para investigar. En cada grupo se designa: un jefe redactor, investigadores, redactores y correctores. **Cada grupo entregará 1 sola Propuesta formal para el Trabajo de Investigación con Bibliografía el martes 23/10/2018, copia dura en clase. A esta propuesta cada miembro del grupo incluye su perfil académico.***

Algunos temas para el Proyecto: *Anatomía general y explicación de la función un Sistema particular, *Enfermedades cardiovasculares, *Artritis reumatoide, *Procedimientos coronarios, *Diabetes I, II, *Lesiones y accidentes en los Deportes, *Aneurismas, *Asma, Autismo, *Fracturas y torceduras, *Disfunción cognitiva; *El Desorden de Asperger, *Ataque cerebral, *Mal de Parkinson, *Lupus, *Cálculos renales, *Cáncer, *Glaucoma, *Cataratas, *Ceguera, *Degeneración macular, *Artritis, *Gota, *Mal de Alzheimer, *Osteoporosis, *Otitis media, *Enfermedades de transmisión sexual, *Enfermedades infecciosas: *Ebola, *Malaria, *Tuberculosis, *Casos insólitos o inexplicables en la medicina, *Especialidades médicas y la preparación académica y práctica necesaria para ejercer: Diferencias y Similitudes en varios países, *Determinantes sociales de la Salud, *Nuevas tecnologías y su función en el campo médico, *Exámenes de Laboratorio, *Nuevos avances de la medicina, *La Gratitud y su efecto en la persona; *Cirugías de trasplante de órganos, Investigaciones con células madre del cordón umbilical; La influencia de la música y los videos o las tablets/teléfonos móviles en el comportamiento del niño y del adolescente; El efecto del divorcio en los niños o adolescentes; El suicidio.

Martes, 16

Capítulo 10: *Pediatrics*

Tarea: Capítulo 10 *Summary and Assessment*

Ejercicios: páginas 306-312

+ Dinámica de Grupos: Elaboración de Propuesta para el Trabajo de Investigación.

***Auto Registro 6.**

Información para Niños

[http://kidshealth.org/es/kids/center/spanish-center-esp.html?WT.ac=t2k_-](http://kidshealth.org/es/kids/center/spanish-center-esp.html?WT.ac=t2k_-tab)

[tab](#)

Información para Adolescentes

[http://kidshealth.org/teen/en_espanol/index.html?](http://kidshealth.org/teen/en_espanol/index.html?tracking=79998_C#cat20282)

[tracking=79998_C#cat20282](#)

Jueves, 18

Capítulo 10: *Pediatrics*

Capítulo 11: *Physical Examination*

Tarea: Capítulo 11 *Summary and Assessment*

Ejercicios: páginas 337-342

Entregar Propuesta, Bibliografía, Perfil académico del Grupo del 23-25 de Octubre.

Martes, 23

Capítulo 11: *Physical Examination*

REPASO

***Auto Registro 7**

<https://medlineplus.gov/spanish/anatomyvideos.html>

<https://medlineplus.gov/spanish/diagnostictests.html>

Jueves, 25

Examen 3

****Editoriales 1 o 2:** _____

***Último día para entregar Propuesta, Bibliografía, Perfil académico del Grupo**

Martes, 30 ****Editoriales:** _____

***Auto Registro 8**

Ampliación, CDC y Biblioteca Nacional de Medicina. Tutorial.

<http://www.cdc.gov/spanish/inmunizacion/index.html>

<http://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs-sp.pdf>

<http://www.cdc.gov/vaccines/who/teens/downloads/parent-version-schedule-7-18yrs-sp.pdf>

<http://espanol.vaccines.gov/qui%C3%A9n-y-cu%C3%A1ndo/adultos/11v4/%C3%ADndice.html>

Noviembre

Jueves, 01 Capítulo 12: Procedures and Informed Consent
Tarea: Capitulo 12 *Summary and Assessment*
Ejercicios: páginas 378-384
+ Dinámica de Grupos para el Proyecto de Investigación.

Martes, 06 ****Editoriales:** _____

***Auto Registro 9**

<https://medlineplus.gov/spanish/surgeryvideos.html>

Información para Padres de Familia

http://kidshealth.org/es/parents/center/spanish-center-esp.html?WT.ac=k2p_tab

Almacenamiento seguro, Dosificación segura, Niños seguros.

<http://www.safekids.org/video/almacenamiento-seguro-dosificacion-segura-ninos-seguros>

American Academy of Child & Adolescent Psychiatry

http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Spanish.aspx

Instituto Nacional de Trastornos Neurológicos y Accidentes Cerebro vasculares.

Esclerosis múltiple: esperanza en la investigación.

http://espanol.ninds.nih.gov/trastornos/esclerosis_multiple.htm

Jueves, 08 Capítulo 12: Procedures and Informed Consent
Capítulo 13: Impression and Plan
Tarea: Capitulo 13 *Summary and Assessment*
Ejercicios: páginas 434-442
Martes, 13 Capítulo 13: Impression and Plan

Capítulo 14: Knowing your Limitations: When and How to Use a Medical Interpreter

Tarea: Capitulo 14 *Summary and Assessment*

Ejercicios: páginas 452-456

***Auto Registro 10.**

****Editoriales:** _____

- Jueves, 15 Capítulo 14: Knowing your Limitations: When and How to Use a Medical Interpreter
REPASO
- Martes, 20 **Examen 4**
- Jueves, 22 Acción de Gracias
- Martes, 27 Preparación para el trabajo final/ Prácticas y Revisión de las diapositivas
.
- Jueves, 29 Trabajo final/ Proyectos ‘Profesionales’ y Presentaciones. **Grupo 1.**
- ✓ HOY: Entregar (Cuaderno de clase & Auto Registro, **10 Entradas.**)

Diciembre

- Martes, 04 Trabajo final/ Proyectos ‘Profesionales’ y Presentaciones. **Grupo 2.**
- Jueves, 06 Trabajo final/ Proyectos ‘Profesionales’ y Presentaciones. **Grupo 3.**

Guía de apuntes:

Daily Work: Textbook Exercises = Precision Vocabulary and Efficiency in Grammar Usage. These oral and written exercises are timed and are structured to give the student an opportunity to practice question and answer settings pertinent to the subject matter of the text. In class time, exercises are understood as: individual, group work with classmates and with the professor on a 1 to 1. Your objective is to work as efficiently as you can w/100% accuracy. During 1 to 1 w/ professor, you may refer to your notes in your *Auto Registro* as well as your textbook. There is no grade assigned to these mandatory oral exercises in which you are expected to practice mastery of verb tenses, vocabulary acquisition and correct pronunciation. These exercises are considered part of Class Participation. At times during these *Prácticas* you may be individually assigned to listen to medical tutorials or read medical literature or blog and report to the class w/few notes on hand as you are learning new vocabulary in topics of interest. Be advised that time should be managed wisely especially b/c levels of fluency and reading proficiency in Spanish are expected to strengthen considerably w/the progression of the semester.

Grade Distribution Specifics:

Exámenes (4) There are **four 90 minute written in-class Exams (each 10%)**. Exams cover material from each independent unit and class lectures. Understand that these exams are timed w/the exception of Exam 4.

Pruebas (4) There are four 15 minute unannounced quizzes. Material for quizzes focus on in class lectures, chapter exercises and online reading assignments. **(each 5%)** No makeups.

Participación en clase **10%** (Participation Grade consists of completion of Auto Registro and Textbook exercises = Cuaderno de clase.)

Class participation basically means consistent **in-class** work on the Text, lecture notes, online readings, chapter exercises, individual and group wk. In order to keep class participation grade at 100% you are required to turn in your Auto Registro that makes evident the quantity exceptional quality of your work throughout the semester.

All material in class is designed to challenge and develop oral comprehension skills and help you w/the writing of your scripts for your own self improvement as you develop advanced oral proficiency in medical terms. We will be using time in class for exercises and articles as well as dialogue dynamics on key chapter topics. In the *Auto Registro* you may present additional information that is of special interest to you. Highlight this section at the end of your notebook w/a tab and consult w/me during office hours for rubrics if you wish to develop this segment for extra credit. I will be reviewing your *Auto-registro* fairly often in class. Students are responsible to complete **10** entries for the Auto-registro and turn these in the Cuaderno de clase which includes Chapter Exercises.

ChapterTextbook exercises - All exercises of the 14 chapters are to be completed unless specified in class*. Any wrong answers should be corrected using a different colored pen. Careful with grammar and orthography; written and oral tests will reflect your knowledge of correct usage. These exercises are very important and prepare you for using professional Spanish in the work place. **Date and notate the time that it took you to complete the exercise as well as your excellence level in each exercise.** You should answer these exercises after careful study of verb tenses and key vocabulary of the lesson being studied in order to attain 100% accuracy; **do not rely on informal, intuitive Spanish especially if you grew up speaking the language.** I prefer that you answer each exercise w/o consulting your text as reference until you have completed each exercise and are ready to check the answers w/the key provided. Spot revision for Credit is expected on any given day. *Extra credit: In the event that you as an individual or in a Team want to work on Extra Credit, you need to consult w/ me during office hours to receive your exact assignment by Oct. 11th. Extra Credit would be included in your Auto Registro and a sample could be as follows:*

Create a specific Word Bank and Memory Game, “**Glosario**” - **Ingenio en las palabras, frases y preguntas clave para la consulta médica. Anatomía y especialidades.** You should consult your dictionary daily and place particular attention to grammar and syntax. No minimum/maximum amount of entries is specified but be judicious and honest. After you consult the dictionary to understand new vocabulary, you annotate what is relevant to you particularly as you master fluency in the Healthcare jargon. I expect that you annotate not less than 10 new phrases per week that increase in difficulty as we progress through each chapter. These are phrases that you consider important especially as they distinctly differ from English and therefore may present problems in translation. The words or phrases that you include in your Glossary, may stem from Unit Topics, class lectures, research on-line or by careful examination of your own usage of the language and find blur in translations as we study implementing second language acquisition in the professional world.

Editoriales (2) (each 5%) “Creo lo siguiente porque...”. or “Déjame explicarte ...” “El problema con...” “Según veo o entiendo...” “Existe ...”. Note difference in usage of Usted and Tú. In these short, witty (limit 350-500 words + graphics) ORIGINAL essays (title, intro., body and conclusion) you are to organize your thoughts starting w/**any** of the above options in a coherent and intelligent fashion in the target language: Academic Spanish. These short essays are not meant to be read aloud in front of the class verbatim, but rather for you to present a **short synopsis** of your research via a Presentation that does NOT exceed 10 slides, 10 minutes. I will grade your essay or commentary for formality in style, grammar, vocabulary. Facilitate the class an initial slide w/a Glossary as well as bibliography. Each of these Presentations is an opportunity for you to practice formal Spanish; be creative and selective w/your topics. As you write you are to think about your classmates as your audience. Time will be allowed for Q&A. I highly recommend that you consult w/me **before** you choose a topic that is **not** on our Unit lists. Understand that your grade will reflect not only your writing abilities and originality but also your scholarship in choosing a relevant issue for discussion; depending on class size, oral presentations on average span 8 minutes.

- 1.) Address particularly 1 medical issue discussed in that Unit or critique a segment of the DVD assigned in which you state your belief on the accuracy/professionalism or the inaccuracy/lack of professionalism of events presented.
- 2.) Research how the public can misinterpret medical information via marketing techniques, opinions, cultural misunderstandings, or human error. You may also decide to prepare a book or movie review/television series where a medical issue is prominent but not accurate in its presentation.
- 3.) Medical Ethics. Current event that affects the medical community especially because it involves an ethical or moral issue.
- 4.) Historical capsule of medical breakthrough (Nobel Prize in Medicine) or Present highlights from a life that’s made a dramatic difference in the lives of others. (i.e., extraordinary physician, medical researcher, Nobel Laureate.)

At the end of the semester you will have produced **2** full length editorials that reflect your interest in Healthcare and reflect both your knowledge in medicine and expertise in the Spanish language. Remember that in general the length of each original essay is typically 2.5 to 3 pages. **Always include a title, short glossary of terms and bibliography.** You may add graphs, quotes or illustrations. You will be advised of the 2 dates for the presentation of your synopsis to the class. In the event that you are absent on the day of your presentation a different day will not be provided.

Projecto Final 20%

This project is the highlight of the course; it requires commitment to research, consistent dialogue within the group, thought and academic writing. The creating writing portion as well as each person’s distinct role in the development of the project will be decided by the collaboration of your group w/your professor. One member will be assigned the role of **Redactor Jefe**. (Editor) He/She

is responsible to turn in a Spread Sheet* that will specify each person's collaboration in the project's process.

Students are assigned a group; each group will have 5-8 students each. Students discuss and choose a topic of interest from a list provided and develop an original creative segment that highlights **ONE in-depth** aspect of a general medical issue. The complete final in-class presentation spans 35-45 minutes. No text should be available to the student at the time of the presentation, other than the slides to help your audience better understand the information. Memorization is not the sole key, but rather mastery of content, efficiency and expediency in communication in Spanish. (Degree of difficulty mastered in the production of the project, bibliography accessed, pronunciation, target vocabulary, verb tenses, and coherency in communication will define both your individual and group grade.)

Upon completion of **Exam 2** (10/11/2018), Groups are assigned. Class time is set aside for preparation of the Project as specified on the Syllabus, nevertheless you should expect to dedicate time as a Team 'outside' of class to further develop and conclude project.

- 1) Discussion of topic for research & selection of creative segment (a, b or c) See below. Generate questions about the topic. Question: Why is this topic relevant to me particularly and to us as a group of university students?
- 2) Understanding the importance of this topic in order to Teach the 'audience' about its relevance. Group will generate Key Glossary in Spanish and begin to 'practice' phrases, questions, facts about the topic. Group shares notes from 'working' general bibliography and discerns objectives for project. – Individual and Group work assignments are planned, understood and agreed upon.
- 3) Redactor Jefe formulates w/group Proposal and submits w/general bibliography.
- 4) Expand Bibliography; consult w/professor during office hours.
- 5) Writing, Editing, Formatting = **Produce Written Report / Conclusions (WR)**
- 6) From the WR, group works on slides for class presentation. (10-15 slides) In this segment you may include some of your group's more poignant questions about the topic and how you agreed on the focus you wanted to present.
- 7) Design Creative Segment.
- 8) Write 10 Questions for your audience from the material you will present. Include Key.
- 9) Conclude Spread Sheet w/signatures of all the group members.
- 10) **Creative segment options:**
 - a.) script and dramatization within the clinical setting of main aspects of your topic,
 - b.) design a poster for subway or metro (awareness, prevention, education)
 - c.) infomercial (video) to create awareness of the medical issue that has been researched.
 - d.) Original project.

The **In-Class Presentation** consists in having 2 - 3 students present the following sections to the class: 1.) **Introduction of Topic w/3 Objectives** 2.) **Highlights of bibliography and interviews, research,** 3. **Live Dramatization** 4.) Q&A interaction w/class follows. After Q&A, Presenting Group will have 5-10 formulated Questions for the audience from the material presented. 5.) **Conclusions.**

1. **Introduction:** (Why the interest in this topic? What is the medical issue of concern? Specialists involved? Anatomy affected? Risks? Medications, Surgeries, Precautions? Com-plication of Topic? Actual Statistics?)
2. **Highlights of you Research.** (What did we learn that I had no idea before?)
3. **Live Dramatization or Viewing of Creative** portion of the presentation.
4. **Q&A** – group members will answer questions individually. 10 Questions for the audi-ence. Students will listen and write their answers which will be turned to professor along w/your WR.
5. **Conclusions** concluding statements for the presentation. Slides which reference informa-tion are expected in Introduction and Concluding sections. Each member of the Group participates in the Conclusions.

Each group has an allowed presentation time of 35-45 minutes.

What gets turned in and when?

- Formal **Written Report** (WR, 5-8 pages). **WR** is DUE either on the day of your presentation or the last day of class. Signatures of all members of the group should appear on the Title Page. **WR.**, requires complete Bibliography.
- Editor creates a **Spread Sheet** that documents individual and group's collaborative effort, all dates and times dedicated to project, equipment or software used (signatures of the members of the group with specific tasks of each member of the group).

It is required that the group submits in writing 1 Proposal for final Project/Presentation by the week of **October 23-25, 2018**. The proposal must be approved by the professor before you commence Written Report or Class Presentation. Be diligent in choosing a topic of interest and do the research. Working as a TEAM and w/me as you develop the presentation is considered part of class participation grade. Although I strongly encourage you to select your resource material in Spanish, you may access information in English but English texts should not account for more than 30% of your Bibliography. Your presentation and slides are written in Spanish. Each member of the group is responsible for the writing and proofreading of the entire project. Your *Redactor Jefe* is responsible for the editing. Keep a log of hours spent on project.

The class will have an opportunity to preview the topics (you will read your project proposal once your project is approved along w/the questions that the group is trying to answer during the working phase of the project. Group presentations average between 45-50 minutes. Q&A follows and is very important and part of your grade.

You will be assigned an individual and group grade on the Project's Written Report. The quality of this assignment is considered "professional" and therefore your signature work of the semester.

Fall 2018, University of Texas at Austin.

C. Cabello Canales de Martínez, Ph.D. Syllabus SPN 367P 1: Spanish for Health Professions: Pre-med.