COURSE OUTLINE

Course Number: SPA 121  
Course Title: Spanish for Health Providers I  
Credits: 3

Hours: 3 lecture  
Co- or Pre-requisite: n/a  
Implementation: Fall/ 2014

Catalog description: The first of a sequence of courses designed for healthcare students and professionals with little or no prior knowledge of Spanish. Spoken communication in Spanish is both the end goal and the means of instruction. The course emphasizes listening, speaking, reading and writing Spanish within the context of providing healthcare, medicine and well-being. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar is also introduced.

Is course New, Revised, or Modified? revised

Required texts/other materials:  

Excerpts from:  
Title: ¡Salud! Introductory Spanish for Health Professionals. Ernest Lunsford. University of North Carolina at Chapel Hill.

Revision date: Spring 2017  
Course coordinator: Daniel D’Arpa, (609) 570-3318, darpad@mccc.edu

Information resources:  
Publisher’s online resources (www.myspanishkit.com / www.myspanishlab.com  
(The online passcode gives students access to a web-based instructional system that supports the textbook and includes learning and assessment tools.

Other learning resources:  
Students are encouraged to purchase a smartphone app Spanish-English dictionary or gain access to such online dictionaries.  
Spanish tutoring is available in the Learning Center.  
Spanish language learning software is available in the library.

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
Course Competencies/Goals:

Upon successful completion of the course, the student will be able to:
1. Demonstrate reading comprehension of written Spanish on basic level.
2. Demonstrate listening comprehension of spoken Spanish on a basic level.
3. Write Spanish on a basic level.
4. Speak Spanish on a basic level.
5. Identify basic grammatical elements of Spanish sentence structure.
6. Demonstrate knowledge of the culture, history, and daily lives of the Spanish-speaking peoples of the world, especially with regard for developing sensitivity for effective delivery of healthcare.
7. Identify cultural similarities and differences between Latin America and the U.S with regard to health, healthcare, family, religion and interpersonal communication.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Introduction and Unit 1: A visit to the Doctor

Students will demonstrate in Spanish how to:
1. Introduce and describe yourself; Make appointments; Share personal information and medical history; Ask for information
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Recognize, list and pronounce the Spanish alphabet, basic nouns, numbers 1-30, subject pronouns, adjectives and interrogative words and conjugate the present tense of the verb 'SER'
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
3. Compare and contrast constructions between North American and Hispanic cultures regarding the action of greetings and goodbyes; names, nicknames and titles. Define terms of self-identity by Spanish speakers
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 2: The Human Body

Students will demonstrate in Spanish how to:
1. Discuss parts of the body; Describe physical conditions and actions
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Recognize, list and pronounce Spanish vowel sounds and numbers 31 and higher, conjugate the present tense of ‘-ar’, ‘-er’ and ‘-ir’ verbs, form questions, and conjugate the present tense of ‘TENER’ and ‘ESTAR.’
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
3. Compare and contrast constructions between North American and Hispanic cultures regarding modesty, morality, intimacy, respect and honesty in the context of healthcare relationships
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

**Unit 3: Pain and other symptoms**

*Students will demonstrate in Spanish how to:*

1. Describe symptoms; Discuss events in progress; Express plans of action
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Recognize and conjugate verbs in present progressive; Distinguish between ‘SER’ and ‘ESTAR’; Express future with present tense of ‘IR’
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
3. Compare and contrast constructions between North American and Hispanic cultures regarding home remedies; Formal and informal speech
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

**Unit 4: Serious Illness and Disease**

*Students will demonstrate in Spanish how to:*

1. Describe daily activities; Indicate relationships; Make comparisons
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Identify possessive adjectives; Conjugate irregular and stem changing verbs;
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
3. Compare and contrast constructions between North American and Hispanic cultures regarding AIDS and Cancer; Clinics vs. Hospitals;
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

**Unit 5: Emergency!**

*Students will demonstrate in Spanish how to:*

1. Make requests and demands; Respond to a 911 call
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Recognize, conjugate and pronounce formal commands; Express negative ideas
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
3. Compare and contrast constructions between North American and Hispanic cultures regarding Emergency response requests; Proverbs and Sayings
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

**Unit 6: Review of learned concepts**

*Students will demonstrate in Spanish how to:*

1. [see above contents]
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F).
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

**Evaluation of student learning:**

- Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.
- Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.
• Required work in preparation for each class includes the study of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

• Daily in-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Spanish. The language of instruction and classroom business is Spanish.

**Academic Integrity Statement:  Academic Integrity Policy:**
The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC’s Academic Integrity policies. Refer to [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).