Course Number: SPA 122
Course Title: Spanish 2 for Health Providers
Credits: 3

Hours: 3 lecture
Pre-requisite: SPA121
Implementation: Fall/ 2014

Catalog description: The second of a sequence of courses designed for healthcare students and professionals with little or no prior knowledge of Spanish. Spoken communication in Spanish continues as both the end goal and the means of instruction. The course builds on 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
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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.
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.
Unit 7: Food and Nutrition
Students will demonstrate in Spanish how to:
1. Discuss preferences and instructions regarding diets, supplements and exercise
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Construct expressions with the passive voice, ‘acabar de’, verbs like ‘gustar’
   (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 infant malnutrition
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 8: Maternity and Pediatrics
Students will demonstrate in Spanish how to:
1. Discuss pre and post natal care; Describe daily routines
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Conjugate reflexive verbs; Distinguish between uses of ‘SABER’ and ‘CONOCER’
   (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 midwives; Migration and legal vs. undocumented patients and patients with no family in U.S. (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

**Unit 9: Addictions and Depression**

*Students will demonstrate in Spanish how to:*

1. Giving advice and suggestions
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Conjugate verbs in the subjunctive;
   (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 drinking and driving; domestic abuse
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

**Unit 10: Hospitalization**

*Students will demonstrate in Spanish how to:*

1. Discuss past activities; Describing surgery and nursing
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Identify possessive adjectives; Conjugate preterite tense of 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 cultural literacy and competency; Rural vs. Urban origins of patients;
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

**Unit 11: Therapy and Routine Care**

*Students will demonstrate in Spanish how to:*

1. Explain basic patterns and needs to the pharmacist, the physical therapist, the dentist, and optometrist
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Conjugate imperfect tense of 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 health risks and prevention; the use of an interpreter
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

**Unit 12: 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, 8; 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 7-9 and the Final will be comprehensive of units 10-12. 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).