



COURSE OUTLINE

Course Number SPA122	Course Title Spanish for Healthcare Providers II	Credits 3
Hours: 3 Lecture	Co- or Pre-requisite:	Implementation Semester & Year Fall 2022

Catalog description: For healthcare students and professionals who either completed SPA121 or otherwise acquired Spanish at a low-novice level. Spoken Spanish is the goal and means of instruction. Within context of healthcare, reading and writing assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar is introduced.

General Education Category:
Goal 6: Humanities

Course coordinator: Daniel D'Arpa, (609) 570-3318, darpad@mccc.edu

Required texts & Other materials:

- Title: Spanish for Health Care (2nd Edition). Authors: Patricia Rush and Patricia Houston. Publisher: Pearson, 2011.
- Excerpts from: Title: ¡Salud! Introductory Spanish for Health Professionals. Ernest Lunsford. University of North Carolina at Chapel Hill.
- *Extemporeapp.com*

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Demonstrate reading comprehension of written Spanish on a mid-novice level. (ILG 6,10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10; PLO 1)
3. Write Spanish on a mid-novice level. (ILG 6, 10; PLO 1)
4. Demonstrate knowledge of the daily lives of the Spanish-speaking peoples of the world regarding healthcare, well-being, and medicine; and current and past contributions made by Spanish-speaking peoples to medical science and practice. (ILG 8, 10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

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 and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. 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

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Unit 7: Food and Nutrition [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Discuss preferences and instructions regarding diets, supplements and exercise
2. Construct expressions with the passive voice, 'acabar de', verbs like 'gustar'
3. Compare and contrast constructions between North American and Hispanic cultures regarding infant malnutrition

Unit 8: Maternity and Pediatrics [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Discuss pre and post natal care; Describe daily routines
2. Conjugate reflexive verbs; Distinguish between uses of 'SABER' and 'CONOCER'
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.

Unit 9: Addictions and Depression [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Giving advice and suggestions
2. Conjugate verbs in the subjunctive;
3. Compare and contrast constructions between North American and Hispanic cultures regarding drinking and driving; domestic abuse

Unit 10: Hospitalization [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Discuss past activities; Describing surgery and nursing
2. identify possessive adjectives; Conjugate preterite tense of verbs;
3. Compare and contrast constructions between North American and Hispanic cultures regarding cultural literacy and competency; Rural vs. Urban origins of patients;

Unit 11: Therapy and Routine Care [SLO 1-5]

Students will demonstrate in Spanish how to:

1. Explain basic patterns and needs to the pharmacist, the physical therapist, the dentist, and optometrist
2. Conjugate imperfect tense of verbs
3. Compare and contrast constructions between North American and Hispanic cultures regarding health risks and prevention; the use of an interpreter

Unit 12: Review of learned concepts [SLO 1-5]

Students will demonstrate in Spanish how to:

1. [see above contents]

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice 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.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

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 in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)