

Reviewed by: J. Martinez
Reviewed by: B. Devine
Date prepared: Spring 2024
Text update: Spring 2024
Textbook Update: Spring 2024
C & GE approved: April 26, 2024
Board approved: May 8, 2024
Semester Effective:

Spanish (SPAN) 1501 Spanish for Healthcare Professionals I (3 Units) CSU
[formerly Spanish 22A]

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course is directed toward the needs of nursing and healthcare students, as well as other medical and hospital personnel who must communicate quickly and effectively with Spanish-speaking patients. It is conducted in Spanish and English.

Type of Class/Course: Degree Credit

Text: Jarvis Ana C., Raquel Lebreo, and Francisco Mena-Ayllon. *Spanish for Medical Personnel Enhanced Edition: The Basic Spanish Series*. 2nd ed. Boston: Heinle-Cengage 2022.

Additional Required Materials: Yabla Access Card. 1st. ed. 2015. Software.

Course Objectives:

By the end of the course, a successful student will be able to:

1. communicate directly with their Spanish-speaking patients and develop a better patient-practitioner relationship,
2. evaluate symptoms and medical history as explained by Spanish-speaking patients in order to assess and choose the appropriate medical treatment to meet the patients' needs,
3. understand cultural values such as courtesy and the family in order to promote more comfortable conversations,
4. tell and explain to patients and to their Spanish-speaking family members what the prescribed diagnoses and treatments are for the patients,
5. translate basic events related to the patient for other healthcare workers, including physicians, who are non-Spanish speaking,
6. analyze terms and phrases in Spanish to evaluate their current condition particular event that has occurred to the patient,
7. question the patient and family members or other Spanish-speaking persons who may accompany the patient about the symptoms and events leading up to the current situation,
8. categorize the information from the patient, family members, or other sources into relevant and non-relevant data that are important to understanding the patient's situation,

Course Level Learning Outcomes

1. Student applies learned vocabulary and formulaic expressions to ask patients for personal information such as first and last name, address and phone number.
2. Student is able to compose a note (in Spanish) about the symptoms a patient has.
3. Student applies learned vocabulary and formulaic expressions to ask patients' needs such as what they want to eat and drink and if they want to go to the bathroom.

Course Scope and Content:

- Unit I Preliminary Lesson I Brief Conversations
- A. Greetings and Farewells
 - B. Cardinal numbers 0-39
 - C. The alphabet
 - D. Personal information
 - E. Days of the week
 - F. Months of the year
 - G. Colors
- Unit II Preliminary Lesson II Brief Conversations
- A. Gender and number
 - B. The definite and indefinite articles
 - C. Subject pronouns
 - D. The present indicative of ser
 - E. Uses of hay
 - F. Cardinal numbers 40-299
- Unit III Lesson 1 At the Doctor's Office
- A. The present indicative of regular -ar verbs
 - B. Interrogative and negative sentences
 - C. Forms and position of adjectives
 - D. Telling time
 - E. Cardinal numbers 300 - 1,000
 - F. Preliminary patient information
- Unit IV Lesson 2 In the Hospital
- A. Agreement of articles, nouns, and adjectives
 - B. The present indicative of regular -er and -ir verbs
 - C. Possession with de
 - D. Possessive adjectives
 - E. The personal a
 - F. Checking into the hospital
 - G. Hospitalized patients' needs
- Unit V Lesson 3 In a Pediatrician's Office
- A. The irregular verbs ir, dar and estar
 - B. Ir a + *infinitive*
 - C. Uses of the verbs ser and estar
 - D. Contractions
 - E. In a pediatrician's office
- Unit VI Lesson 4 In a Gynecologist's Office

- A. The irregular verbs tener and venir
- B. Expressions with tener
- C. Comparative forms
- D. Irregular comparative forms
- E. In a gynecologist's office

- Unit VII Lesson 5 In a Pediatrician's Office (2)
- A. Stem-changing verbs (e:ie)
 - B. Some uses of the definite article
 - C. The present progressive
 - D. Ordinal numbers
 - E. More on children's health

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Reading the assigned readings
2. Studying for the quizzes and exams
3. Watching and working on assigned Yabla videos
4. Watching lecture videos
5. Listening to audio files

Methods of Instruction:

1. Class discussion on the current topics
2. Small group work on a group presentation
3. eBook
4. Digital audio files
5. Media/Power Point Presentations
6. Yabla videos

Methods of Evaluation:

1. Class exercises
2. Objective quizzes
3. Essay midterm and final exams
4. Individual research paper or group presentation on research topic

Supplemental Data:

| | |
|---------------------|---------------------|
| TOP Code: | 110500: Spanish |
| SAM Priority Code: | E: Non-Occupational |
| Distance Education: | Online; Offline |



| | |
|---------------------------------|---|
| Funding Agency: | Y: Not Applicable(funds not used) |
| Program Status: | 2: Stand-alone |
| Noncredit Category: | Y: Not Applicable, Credit Course |
| Special Class Status: | N: Course is not a special class |
| Basic Skills Status: | N: Course is not a basic skills course |
| Prior to College Level: | Y: Not applicable |
| Cooperative Work Experience: | N: Is not part of a cooperative work experience education program |
| Eligible for Credit by Exam: | E: Credit By Exam |
| Eligible for Pass/No Pass: | C: Pass/No Pass |
| Taft College General Education: | NONE |
| Discipline: | Spanish |