

Grant report for new course SPN 385-00:  
*Spanish for the Healthcare Professions* (Fall 2020)

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The summer 2020 break has undoubtedly been the most challenging period for the design of a new course, given the everchanging conditions of the coronavirus. This is especially true for a course that was developed with two aspects in mind: the productive use of language skills and cultural interactions for students with interests in the healthcare professions, and discussions that center on marginalized populations' (lack of) access to healthcare, treatments, and reliable channels of information in their native language. SPN 385 is tailored to upper class students, a group that is currently receiving instruction fully online, which comes with specific demands. First, I will detail the objectives of the class and concrete goals. Then, I will narrate the process by which I arrived to these objectives.

The objectives of the course are as follows: 1) Identify and differentiate appropriate medical terminology that encompasses a variety of disciplines within the medical field. 2) Explore common medical illnesses, treatments and discourses surrounding them, and reflect upon specific medical issues associated with underrepresented and marginalized groups in the Spanish-speaking world. 3) Describe, address, and react to cultural and linguistic differences and potential issues that may arise in clinical encounters with Spanish speakers. 4) Consider and evaluate common medical concerns affecting the Hispanic population(s) within our own community. Thus, combining all of these objectives, the students will demonstrate speaking, writing, listening, and reading abilities that will culminate in a week-long Final Assessment that includes: a) pair-work oral exam (medical situation professional role play) where students will utilize their interpreting/translating skills; b) research into local hospitals (virtually) in order to gauge the level of accessibility that our local Hispanic population has to important medical information; c) a detailed and structured report on such research.

Before the pandemic began, I was able to connect with several book publishers in order to review/evaluate their material. I initially received the books, but given the sudden chaos that ensued in mid-March, I could not fully evaluate them until the summer. The materials reviewed included several books from renown publishers. I chose Prentice Hall's *Spanish for Healthcare* for two reasons: 1) the authors present the material through its communicative exercises at a level that both challenges my advanced students and reviews aspects of the target language that they saw in prior courses; 2) the material presented reflects real-life scenarios that my students will most likely encounter in a medical setting if they were to work/volunteer for a hospital, medical center, and/or any other related place.

Furthermore, I was successful in utilizing the resources from our online training camp over the summer. Throughout our training, I engaged in conversations with my foreign language team and with the camp leaders and organizers in order to discuss ideas for the successful deployment of activities, modules, and assessment strategies. The conversations were extremely beneficial and they helped me to organize and adapt my ideas into productive units and modules specifically developed for our new fully virtual reality. Afterwards, keeping the conversations from the summer camp in mind, I searched for external materials and resources to complement the textbook and I organized units/modules around specific topics that will benefit students who might go into the healthcare professions. The topics involve constant discussions on accessibility

issues within the healthcare industry for traditionally marginalized and underrepresented populations (i.e., the Hispanic population in the U.S., the LGBTQ community, etc.). Moreover, these modules are designed with multimodality in mind. Discussing such communities will involve going beyond the text to compare access to healthcare in the U.S. and regions of Latin America or Spain through a combination of short films, Spanish language podcast episodes, recent news articles, online platforms for discussion and collaboration (i.e., VoiceThread), and student-led discussions over synchronous sessions on Zoom. The course is 100% synchronous but offers flexibility for students affected by issues related to the current pandemic.

Additionally, given that many hospitals have paused new volunteering opportunities, I am providing my students with a platform to engage with guest speakers from varied backgrounds and fields of expertise. My students will thus engage with Dr. Pongan (Temple University, professor and translator/interpreter for *Doctors of the Americas*), Dr. Ramírez (professor and nutritionist at the Autonomous University of Baja California, Mexico), and, given the importance and immediacy of public health, I was able to reach out to Dr. Bachynski (Muhlenberg College, professor and author, Public Health Program) so that my students—some of them in the Public Health Program—, can see how relevant their language interests are to medical issues and discussions at large. My aim is to give them a platform to make intellectual connections between their many academic passions.

In future semesters, I plan to redesign the final assessment/project so that students have the opportunity to do an in-person visit to hospitals and/or interviews with local health experts regarding accessibility issues for our Hispanic population. Additionally, I would like to personally invite my guest speakers to campus, once this is possible. Furthermore, I would like to consider the possibility of reaching out to the Muhlenberg Public Health Program in order to discuss a collaborative project between students in SPN 385 and students in courses at such program.

Finally, attached to this report please find my course Syllabus, which includes the specific guest speakers' dates and topics, as well as a reading list of the material that we will be covering throughout the term. I have attached as well a document detailing the formal Presentations, a very important component of my course. Please let me know if you need anything else. I appreciate the financial help from the Provost's Office to develop a course that will surely be of relevance to our students in the next semesters. Thank you.

Reading List for SPN 385  
*Spanish for the Healthcare Professions*

Angel M. Díaz-Dávalos  
Department of Languages, Literatures and Cultures

Book:

- 1) *Spanish for Health Care* (Prentice Hall, 2nd Ed.) – 9 chapters.

Web Articles:

Several Spanish-language articles from the following medical websites (all are either .gov or .org sites):

- 1) Medline Plus – 10+ articles
- 2) Federal Drug Administration – 2 articles
- 3) American Addiction Centers – 2 articles
- 4) Kids Health – 4 articles
- 5) National LGBT Health Education Center – 2 articles
- 6) Cancer (.org) – 2 articles
- 7) National Center for Complementary and Integrative Health – 5 articles
- 8) Minority Health (Spanish Office of Minority Health) – 10+ articles
- 9) Centers for Disease Control and Prevention – 10+ articles

Films and videos:

- 1) *¿Cuál es la diferencia?* (Colectivo Ovejas Negras, Uruguay, 2012).
- 2) *Midnight Family* (Luke Lorentzen, Mexico, 2019)
- 3) Short educational and/or cultural videos from YouTube (10+ videos)

Podcasts:

- 1) *Radio Ambulante* (National Public Radio Spanish language podcast) – 2 hour-long episodes
  - a) “Together from Afar” (Covid-19 in Perú/Spain)
  - b) “Mais médicos” (Cuban doctors around the world)
- 2) *El hilo* (Spanish language podcast by Radio Ambulante Estudios) – 1 hour-long episode
  - a) “Do it yourself, edición coronavirus” (Covid-19 containment efforts throughout Latin America)

**MUHLENBERG COLLEGE  
DEPARTMENT OF LANGUAGES, LITERATURES AND  
CULTURES**

**Spanish 385 – Spanish for the Healthcare Professions  
(Online)  
Fall 2020**

**Instructor:** Angel M. Díaz-Dávalos

**Meeting Time & Modality:** M & W 2:00 – 3:15 p.m. – Online, via Zoom

**Office Hours via Zoom:** Mon 10:00 – 11:00 a.m., Wed. 9:00 – 10:00 am & Friday 8:00 – 9:00 a.m., and/or by appointment

**E-mail:** [angeldiaz-davalos@muhlenberg.edu](mailto:angeldiaz-davalos@muhlenberg.edu)

**Course Description**

*Disculpe doctora, ¿habla español? (Excuse me Dr., do you speak Spanish?)* Immersing ourselves in another culture's language is a meaningful way to break linguistic and cultural barriers, and to bring distinct people to understand each other in order to accomplish a common goal. But what if we needed very specific knowledge to successfully break such barriers? In this course we will explore professional medical terminology, practices, and cross-cultural perspectives within the healthcare industry throughout the Spanish-speaking world and the Hispanic population in the US. We will acquire the proper communicative, interpersonal, and presentational skills necessary to work as interpreters/translators in careers related to the field of medicine, such as nursing, social work, and mental health. We will also learn to critically analyze cultural attitudes which are vital to understand healthcare-related practices and other professional medical endeavors in Spanish-speaking contexts. We will specifically engage with relevant textual and audiovisual material in order to apply professional, linguistic, and cultural knowledge to real-life case studies, such as providing health services to a Spanish speaker, guiding medical encounters across cultures, and practicing interpreting/translating skills in doctor-nurse-patient settings. Discussions with medical professionals will provide us with numerous possibilities for using our linguistic and cultural repertoire of the Spanish-speaking world beyond the classroom. This class is taught in Spanish, with the exception of instances where translating/interpreting skills are used.

Prerequisite(s): SPN 301 - Spanish Conversation & Composition.

**The Department of Languages, Literatures, and Cultures has developed  
the following broad learning goals for our language students:**

1. Students will recognize and use the writing systems, vocabulary, and grammatical structures of a second language

2. Students will demonstrate the ability to interact with our multilingual world in a variety of situations and cultural contexts, listening, reading, writing, speaking, and understanding a second language at the novice level as defined by the ACTFL standards
3. Students will contrast their cultural preconceptions and ways of knowing with those of a second language's culture
4. Students will gain knowledge that challenges their cultural preconceptions and ways of knowing, which will develop their capacity for equitable cultural interactions and their ability to act as responsible global citizens

### **Learning Objectives**

In this course students will:

1. Identify and differentiate appropriate medical terminology that encompasses a variety of disciplines within the medical field.
2. Explore medical concepts and illnesses, and evaluate and reflect upon specific medical issues associated with underrepresented and marginalized groups in the Spanish-speaking world.
3. Describe, address, and react to cultural and linguistic differences and potential issues that may arise in clinical encounters with Spanish speakers.
4. Consider and interpret common medical concerns affecting the Hispanic population within our own community.

### **Required Textbook**

Rush, Patricia & Patricia Houston. *Spanish for Healthcare*. 2<sup>nd</sup> Edition. Upper Saddle River, NJ: Prentice Hall, 2011.

Useful websites:

Spanish dictionary in Spanish:

Real academia española: <http://www.rae.es/>

Spanish-English / English-Spanish dictionaries:

<http://www.wordreference.com/>

<http://www.wordmagicsoft.com/dictionary/tools/index.php>

How to type Spanish accents:

<http://www.studyspanish.com/accents/typing.htm>

News and media in Spanish:

Radio Ambulate Podcasts: <http://radioambulante.org>

El Pais: <http://elpais.com>

Radio Televisión Española: <http://www.tve.es/>

El Universal (México): <http://www.eluniversal.com.mx/noticias.html>

## Policies and Procedures

**How can I get technical support?** If you are experiencing any other technical issues, please let the Office of Information Technology know as soon as possible, so that they can assist you.

To initiate a support request online:

Visit [servicedesk.muhlenberg.edu/HEAT](http://servicedesk.muhlenberg.edu/HEAT) (portal login required).

Click on the Service Catalog

Report an Issue

Once an Incident has been created, you may check the status by clicking on “My items”

If you want to drop the Service Desk a note or suggestion or if you’re unable to login:

[Report an Issue \(no login required\)](#)

Email [helpdesk@muhlenberg.edu](mailto:helpdesk@muhlenberg.edu)

Call 484-664-3566

**Academic Integrity (Please ask your instructor about how these specific instructions have changed due to COVID-19):** You are responsible for understanding and abiding by the Academic Integrity Code as explained in the Student Handbook and available online at <http://www.muhlenberg.edu/main/aboutus/dean-academic/integrity/>. When you turn in any assignment that will be given a grade (such as a composition or written homework assignment), please write *Afirmo que he seguido el Código de Integridad Académica en este trabajo* and sign your name. This indicates that you affirm that you did not receive any help and that the assignment is entirely your own work.

**Tutoring Assistance:** The Academic Resource Center provides free tutors as part of its Peer Tutoring Program. These are trained student tutors with expertise in language acquisition who can help you make your work an effective learning experience. Tutors are available for individual and group tutoring sessions for one hour per week throughout the semester. Please do not hesitate to take advantage of such assistance should you feel it would be helpful. Tutors are trained to help you with the course but may not proofread or correct any work turned in for a grade. Pick up the “Request for a Tutor” form in the Academic Resource Center, located across from the Berg Bookstore in the lower level of Seegers Union. The form is to be filled out by you and signed by your instructor.

**Learning needs and testing accommodation (Please ask your instructor about how these specific instructions have changed due to COVID-19):** Students with disabilities requesting classroom or course accommodations must complete a multi-faceted determination process through the Office of Disability Services prior to the development and implementation of accommodations, auxiliary aids, and services. Each Accommodation Plan is individually and collaboratively developed between the student and the Office of Disability Services. If you have not already done so, please contact the Office of Disability Services to have a dialogue regarding your academic needs and the recommended accommodations, auxiliary aides, and services. Please contact Pamela Moschini, Director of Disability Services, David Hallowell, Assistant Dean for Academic

Support and Disability Services, or your instructor if you have general questions about accommodations or testing policies.

Requests for testing accommodation for students with documented disabilities must be made a week before an upcoming test. I would ask that you make arrangements to take your tests in the Accommodated Testing Suite in the Office of Disability Services in Seegers. Limited space availability requires testing appointments to be made well in advance. You must schedule your own appointment for extra testing time through the Office of Disability Services and complete the student section of the Proctored and Accommodated Testing Form, which you will bring to me to sign before you take the test.

If you wish to improve your performance, please come see me. I can often suggest strategies that will help reduce your anxiety, depending upon your difficulties and learning needs.

Students who seem to be struggling at midterm may be notified by the Dean, in order to avoid poor performance at the end of the semester. I will let you know before I contact the Dean, to see if there is perhaps something that we can do to improve your performance.

**Financial hardship and basic needs:** If you are experiencing financial hardship, have difficulty affording groceries or accessing sufficient food to eat every day or do not have a safe and stable place to live, and believe this may affect your performance in this course, I would urge you to contact our CARE Team through the Dean of Students Office for support. Their website is [www.muhlenberg.edu/main/aboutus/deanst/careteam/](http://www.muhlenberg.edu/main/aboutus/deanst/careteam/). You may also discuss your concerns with me if you are comfortable doing so.

**Study Abroad/Major/Minor (Please ask your instructor about how these specific instructions have changed due to COVID-19):** You can complete your language requirement --or pursue further study in Spanish, even at the beginning level-- in a variety of programs abroad. Muhlenberg's MILA courses—semester-long courses paired with short-term study abroad experiences—include programs in Costa Rica, Cuba, and Panamá. If you are thinking about pursuing a major or minor in Spanish, ask about your options. Study abroad is a key component of the Spanish major/minor and can often be combined with other major/minor programs; there are summer and semester-long programs in Latin America, the Caribbean, and Spain offering courses across the curriculum in Spanish. Consult your instructor or the Office of Study Abroad for more details.

## Course Requirements

**In-class Participation & Role-play activities:** Synchronous class time will probably be one of the most important aspects of the class, because we will want to rely on each other for community. The class will be conducted in Spanish and will be devoted to discussion of the material assigned for the day. Additionally, we will frequently have 'role-playing' activities, in which our interpreting/translating skills will come in handy and, therefore,

both English and Spanish will be used. Sometimes the readings or activities will come from the text, and other times the assignments will come from external sources, so please have your book and/or the readings available during class time. Role-play activities are meant for students to practice interpreting/translating skills for a particular set of medical vocabulary viewed in class. Frequently, you will go into groups, or work in pairs with a specific topic that will be announced before hand; you and your group/partner will practice as if it were a real medical situation, and you will present it to the rest of your peers, in order to receive positive feedback. Given the uncertainties of the current situation, you are allowed to have up to 3 absences from synchronous online sessions. If medical reasons or family emergencies require additional absences, please let me know in advance and inform the Dean of Academic Life. Finally, please keep in mind that meaningful participation is more than just being present: you are expected to engage with your classmates, instructor, and the material. This includes participating by using the interactive tools, showing your knowledge, understanding, and application of the material studied by actively contributing during group activities, and contributing frequently to class discussions with thoughtful questions and relevant responses.

**Weekly Homework:** Your Homework grade is based on your timely completion of the assignments, which will be submitted through Canvas as Word assignments. Weekly assignments might include parts from the textbook material (especially grammar-based exercises), and open-ended questions from external brief readings.

**Quizzes:** There will be occasional, brief quizzes based on assigned readings or activities. More information on each quiz will be provided a week before you take it. See calendar below

**VoiceThread Discussions (Class & Group):** Your instructor will show you/give you instructions on how to use VoiceThread (video platform) at the beginning of the semester. There are two types of VT assignments:

1) Bi-weekly questions (Whole Class). I will begin the VT asking you a question (from the readings or the external materials) and you will answer and then ask a different (but relevant) question for your next peer. Your response will be about 1 minute long and it will end with your question for the next student. While it is not necessary to watch each and every single response that comes before you, please watch/listen at least 2-3 comments before yours, so that you can get an idea of where the discussion comes from/where it is headed.

2) Weekly Group conversations (small groups). I will divide you into groups (rotated periodically) and give you some instructions on a topic to consider for conversation. I will, again, post the first VT, and your VT title will have your group's name on it, so you'll know who is in your team and where to go post your dialogue. Then, you can talk to the members of your group asynchronously throughout the week, making thoughtful comments about the week's topic. This means at least 3-4 comments per person (in a week).

**Oral Presentation and VoiceThread Comments:** There are two parts to this grade and detailed instructions will be provided later. 1) Presentation: you will choose a medical topic (illness, treatment, etc.) and a geographical area of your choice (a Spanish speaking

country, a US region with noticeable Hispanic population, a specific region within a Spanish-speaking country, etc.). The presentation will be done on VT and will be uploaded, by Week 15, to a particular module that you will have on Canvas, with your name on it. 2) After your presentation is uploaded, you must then watch all of your peers' presentations and add a 1-minute insightful video-comment with certain specifications that will be later provided.

**Midterm/Final Assessments:** These assessments will be multimodal projects that will positively challenge your ability to use the listening, speaking, writing, and reading skills learned through the semester. These will be conducted at two specific points in time: Week 8 (Midterm) and Finals Week (Final). The assessments are week-long projects that will include an oral exam, a brief written test with open-ended questions on the chapters and external materials, and a brief research section (a report) about a local, national, and/or international cultural issue relevant to the healthcare industry. More detailed information and instructions on each will be provided later on Canvas.

### Grading and Evaluation

In-class Participation & Role-play activities	20%
Weekly Homework	15%
Quizzes	10%
VoiceThread Discussions (Class & Group)	15%
Midterm Assessment	15%
Final Assessment	15%
Oral Presentation and VoiceThread Comments	10%
Total:	100%

### Calendar

Please keep in mind that the current situation might force us to make adjustments to materials, dates, and/or Guest Speakers.

<b>Semana 1 (agosto)</b>	<b><i>Introducción: Disculpe doctora, ¿habla español?</i></b>
Lunes 24	Introducción al curso
Miércoles 26	Para Comenzar (“¡Por aquí, por favor!”) & Lección 1 (“Una visita al médico”)
<b>Semana 2 (agosto &amp; septiembre)</b>	<b><i>¿Cuál es su historial médico?</i></b>
Lunes 31 de agosto	Lección 1 (“Una visita al médico”) & Lección 2 (“El cuerpo humano”)
Miércoles 2 de septiembre	Lección 2 (“El cuerpo humano”)

<p><b>Semana 3 (septiembre)</b></p> <p>Lunes 7</p> <p>Miércoles 9</p>	<p><b><i>Dígame señora, ¿qué le duele?</i></b></p> <p>Lección 2 (“El cuerpo humano”) &amp; Lección 3 (“Las dolencias”)</p> <p>Lección 3 (“Las dolencias”) &amp; <b>Prueba breve # 1:</b> Lecciones 1 &amp; 2</p>
<p><b>Semana 4 (septiembre)</b></p> <p>Lunes 14</p> <p>Miércoles 16</p>	<p><b><i>Las enfermedades de la niñez, las vacunas y los remedios caseros en el mundo hispano</i></b></p> <p><i>Invitado especial: Dr. Joshua Pongan (Temple University), Traductor/Intérprete de Doctors of the Americas)</i></p> <p>Lección 3 (“Las dolencias”)</p> <p>Lección 3 (“Las dolencias”) &amp; Lección 4 (“Las enfermedades graves”) &amp; <b>Charla con el Dr. Pongan</b></p>
<p><b>Semana 5 (septiembre)</b></p> <p>Lunes 21</p> <p>Miércoles 23</p>	<p><b><i>La diabetes, el colesterol y el cáncer: tres dilemas médicos y sociales.</i></b></p> <p>Lección 4 (“Las enfermedades graves”)</p> <p>Lección 4 (“Las enfermedades graves”)</p>
<p><b>Semana 6 (septiembre)</b></p> <p>Lunes 28</p> <p>Miércoles 30</p>	<p><b><i>Las percepciones sociales, el acceso a la salud y la comunidad LGBTQ.</i></b></p> <p>Unidad Externa I: (La comunidad LGBTQ y el acceso a la salud: Estados Unidos)</p> <p>Unidad Externa I: (La comunidad LGBTQ y el acceso a la salud: Latinoamérica) &amp; <b>Prueba breve # 2:</b> Lecciones 3 &amp; 4</p>
<p><b>Semana 7 (octubre)</b></p> <p>Lunes 5</p> <p>Miércoles 7</p>	<p><b><i>En la sala de emergencias &amp; la enfermería</i></b></p> <p>Lección 5 (“¡Emergencia!”)</p> <p>Lección 5 (“¡Emergencia!”) &amp; Lección 10 (“En el hospital” – Módulo 3 solamente)</p>

<p><b>Semana 8 (octubre)</b></p> <p>Lunes 12</p> <p>Miércoles 14</p>	<p><b>Repaso &amp; Proyecto de medio semestre</b></p> <p>Lección 6 (“Repaso I”) &amp; Unidad Externa I</p> <p><b>Proyecto de medio semestre:</b> Lecciones 1-5 &amp; Unidad Externa I</p>
<p><b>Semana 9 (octubre)</b></p> <p>Lunes 19</p> <p>Miércoles 21</p>	<p><b>El (ab)uso de las drogas, la adicción y tratamiento(s).</b></p> <p>Lección 9 (“Los problemas de salud”)</p> <p>Lección 9 (“Los problemas de salud”)</p>
<p><b>Semana 10 (octubre)</b></p> <p>Lunes 26</p> <p>Miércoles 28</p>	<p><b>El ‘nuevo’ coronavirus: Percepciones, mitos, ¿politización?</b></p> <p>Unidad Externa II (Casos representativos)</p> <p>Unidad Externa II (Casos representativos)</p>
<p><b>Semana 11 (noviembre)</b></p> <p>Lunes 2</p> <p>Miércoles 4</p>	<p><b>La salud pública en la era de la pandemia</b></p> <p><i>Invitada especial: Dra. Kathleen Bachynski, Muhlenberg College, Programa de Salud Pública)</i></p> <p>Unidad Externa III (La salud pública: EE.UU. y el mundo hispano) &amp; <b>Prueba breve # 3:</b> Lección 9 &amp; Unidad Externa II</p> <p>Unidad Externa III &amp; <b>Charla con la Dra. Bachynski</b></p>
<p><b>Semana 12 (noviembre)</b></p> <p>Lunes 9</p> <p>Miércoles 11</p>	<p><b>¡Aliméntate sanamente!</b></p> <p><i>Invitada especial: Dra. Aleida Ramírez, Universidad Autónoma de Baja California, México, Facultad de Medicina.</i></p> <p>Lección 7 (“La comida y la nutrición”)</p> <p>Lección 7 (“La comida y la nutrición”)</p> <p><b>Charla con la Dra. Ramírez</b></p>

<p><b>Semana 13 (noviembre)</b></p> <p>Lunes 16</p> <p>Miércoles 18</p>	<p><i>Los derechos sexuales, los derechos reproductivos: Una discusión necesaria.</i></p> <p>Unidad Externa IV (Los derechos sexuales en el siglo XXI)</p> <p>Unidad Externa IV &amp; <b>Prueba breve # 4:</b> Lección 7 &amp; Unidad Externa III</p>
<p><b>Semana 14 (noviembre)</b></p> <p>Lunes 23</p> <p>Miércoles 25</p>	<p><i>Vacaciones, descanso, respiro, ¡ahhhh!</i></p> <p><b><u>NO HAY CLASES – Semana de descanso &amp; el Día de Acción de Gracias</u></b></p>
<p><b>Semana 15 (noviembre &amp; diciembre)</b></p> <p>Lunes 30 de noviembre</p> <p>Miércoles 2 de diciembre</p>	<p><i>El consultorio en mi comunidad</i></p> <p><b>La feria de las presentaciones orales</b></p> <p>Lección 8 (“La maternidad y la pediatría”)</p> <p>Unidad Externa V (“El <i>LVHN</i> y la accesibilidad”)</p> <p><b>*Presentaciones virtuales y comentarios en esta semana*</b></p>
<p><b>Semana de Exámenes Finales (diciembre)</b></p> <p>Lunes 7 – 11</p>	<p><i>El proyecto final &amp; nuestros ensayos breves</i></p> <p><b>TBA</b></p>