

**CLEM 4150:  
Español  
para  
profesionales  
de la  
salud**



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# CLEM 4150: Español para profesionales de la salud



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## DESCRIPCIÓN DEL CURSO

Bienvenido al curso “Español para los profesionales de la salud” en el cual exploraremos y aprenderemos, en español, conceptos y terminología relacionada con el campo de la salud.

Este curso ha sido diseñado para estudiantes que planifican trabajar en profesiones relacionadas con el cuidado de la salud.

## OBJETIVOS DEL CURSO

1. Desarrollar conocimiento sobre terminología médica en español para (a) la anatomía y fisiología; (b) causas, diagnóstico y tratamiento de enfermedades específicas; y (c) para la mayoría de situaciones que se pueden encontrar en el cuidado de la salud.
2. Aprender herramientas comunicativas y vocabulario en español para que pueda ser practicado y usado para resolver típicos problemas relacionados con la profesión médica,
3. Desarrollar experiencia en la investigación sobre temas de la salud pública relevantes para la comunidad hispana.
4. Incrementar la comprensión de temas sobre la cultura hispana en las profesiones relacionadas con la salud.
5. Analizar problemas sociales relacionados con temas sobre la salud.

Se perseguirán estos objetivos con el fin de que el estudiante esté preparado para realizar las siguientes actividades:

- Comprender y elaborar mensajes orales, con soltura y eficacia, utilizando el registro requerido, dentro del ámbito específico de las Ciencias de la Salud, como informes, partes, historias clínicas, diagnóstico, etc.
- Comprender y elaborar textos escritos del ámbito profesional con unidad interna y sin errores destacados, tales como informes, partes, historias clínicas, diagnóstico, etc.
- Comprender el contenido de textos informativos y especializados, sin apoyo ninguno, y contestar preguntas e iniciar una conversación sobre los mismos.
- Pasar del registro formal al informal y hablar de cualquier tema que no requiera especialización.

## LIBROS

TEMAS DE SALUD. Manual para la preparación del Certificado Superior de Español de las Ciencias de la Salud de la Cámara de Comercio e Industria de Madrid. Rosa de Juan, C., de Prada, M., Marcé, P. y Salazar, D. 2009. Editorial Edinumen: Madrid.

MEDICAL SPANISH. Interviewing the Latino patient. A cross-cultural perspective. Gonzalez-Lee, T y Simon, H. J. 1990. Prentice-Hall: New Jersey.

## ATTENDANCE POLICY

Students should attend all classes *and included program excursions*. Instructors will take roll at every class. Excused absences are those for which students present:

1) in the case of medical absences, a medical excuse (to be given to the instructor the day they return to class), signed by a physician, and indicating that a medical condition has prevented them from attending class;

2) or other appropriate documentation verifying any of the excusable reasons for absences listed below. Instructors are expected to excuse absences for reasons including: 1. A medical complication (pregnancy/childbirth-related, physical injury, illness, etc.) too severe or contagious for the student to attend class *and/or program-related excursions*, when certified by an attending physician. Physicians and staff may not provide written excuses; however, students should retain paperwork of medical visits affirming date and time. Whenever possible, students should visit a physician as outpatients without missing class. An absence for a non-acute medical service does not constitute an excused absence. Instructors may, at their discretion, require documentation of medical absences. 2. Death, serious illness, or emergency in a student's immediate family (instructors may require documentation). 3. Religious observances and practices which prevent the student from being present during a class period (advanced consultation/approval by the instructor is necessary). 4. Participation in court-imposed legal proceedings.

Excessive unexcused absences: If a student misses, unexcused, more than two weeks of classes (e.g., 6 classes for classes that meet three days a week), will be considered excessive and the instructor may remove the student from the class. Three late arrivals, without documentation of an excuse as indicated above, will constitute one unexcused absence.

There will be frequent quizzes and homework assignments and their dates will not be changed for personal reasons (personal trip, family visits, ...). Some of the in-class work may count towards the final grade.

Make-ups are allowed ONLY in the case of excused absences (see above under Attendance Policy for what constitutes an excused absence). If students know in advance that they must miss graded work, they must arrange with the instructor to complete it before the scheduled date or they must arrange to make it up as soon as possible after returning to class, provided they have the proper documentation as indicated. In the case of an unanticipated excused absence, students must make up the work as soon as possible after returning to class (but no later than four days after returning). Any work that is missed because of unexcused absences or any other reason (e.g., lack of preparation, failure to read instructions, etc.) cannot be made up and will receive a grade of 0%.

## ESCALA DE NOTAS

<b>90-100:</b>	<b>A</b>	<b>80-89:</b>	<b>B</b>
<b>70-79:</b>	<b>C</b>	<b>60-69:</b>	<b>D</b>
<b>0-59:</b>	<b>F</b>		

## COURSE GRADES

<b>Homework and participation</b>	<b>5%</b>
<b>Dictionary/Glossary</b>	<b>5%</b>
<b>Reading Journal</b>	<b>20%</b>
<b>Research projects</b>	<b>20%</b>
<b>Midterm</b>	<b>25%</b>
<b>Final exam</b>	<b>25%</b>

### ACTIVE PARTICIPATION & HOMEWORK (5%)

As with any language class, students are encouraged to participate actively and to do the homework in order to develop language skills as well as fulfill the course goals. Coming to class is **NOT** participation. Volunteer to answer questions, bring/discuss topics pertinent to the class, show a positive attitude, asking questions.... **IS** active participation.

Homework includes daily readings and activities from the textbook.

### DICTIONARY/GLOSSARY (5%)

Students will be provided with a mini-glossary of Medical and Nursery terms and there will be frequent mini-tests on it (see daily assignments below).

### READING JOURNAL (20%)

Once every 2 weeks (approx.) students read or listen for at least 10 minutes from an article or story of interest to him/her. The article, related to Health Issues, must be from authentic (credible sources) Spanish-language newspapers, magazines, websites, etc. Students will make an entry (readable if hand-written) in their journal following the format provided below (see p. 6). Avoid plagiarism: do not copy-paste.

### RESEARCH PROJECTS: PRESENTATIONS & ESSAYS (20%)

The purpose of the research and presentation is to improve language and communication skills, add a deeper dimension to the content from the course, provide an opportunity to present an issue that you studied in greater detail than anyone else, synthesize all the elements of the course and present what you have learned.

In pairs, the students will make research and present their findings, in Spanish, to the class. (see p. 7 and 8). Additionally, each student will have to hand in a 2-page written version of their

comparative research with the corresponding conclusion.

You will sign up to present your findings. In pairs, you will present a largely visual analysis of your findings—you need to know your material inside-and-out and be prepared to interact with the audience **but** you must let your audience lead by asking you questions.

Remember: NO reading, no reciting memorized scripts. This will give students the opportunity to present their own work in a public forum and demonstrate the application of course concepts to real-world contexts. The presentations must be **professional** and the written version (findings and conclusions) must be electronically processed— (think ‘board room,’ not ‘school classroom’!).

### **EXAMS** (25% + 25%)

There will be one midterm (25%) and one final exam (25%). Both exams will test listening comprehension, grammar, reading and writing skills as covered in the course.

One of the questions in the final exam will be prepared by the student at home and it will consist on studying and briefly writing about one of the main diseases of a specific medical specialty: “Proyecto examen” (more will be said during class).

Check your final exam schedule to make sure that you don't have three exams within twenty-four hours, or an exam scheduled at the same time as the final exam of this course. If you do, you must present evidence of this conflict and get an excuse slip **well in advance of the day of the Final Exam. Your instructor will have to have this excuse slip with plenty of time in order to prepare a make-up for you.**

## READING JOURNAL

Once every 2 weeks (approx.) students read or listen for at least **10 minutes** from an article or story of interest to him/her. The article, related to Health Issues, must be from authentic (credible sources) Spanish-language newspapers, magazines, websites, TV or radio stations, podcasts, etc. **Every week students will turn in their reading journal** following the format provided below.

Find sources from the Spanish-speaking world that are of interest to you professionally: Health. Try to make it related to your career goals, but don't get bored—vary the media so it's not always just reading or just watching. You might want to develop a specialty area and do a lot with a certain topic or follow a single story or you might prefer to jump around and cover a broad range of topics. Local sources include the TV channels, free newspapers, radio programs, etc. Internet sources include [elmundo.es](http://elmundo.es), [elpais.com](http://elpais.com), [rtve.es/noticias](http://rtve.es/noticias), etc. Almost any newspaper has a health section online—explore the world through online newspapers: [www.prensaescrita.com](http://www.prensaescrita.com))

Explore & find the topics that are most interesting to you, but don't spend 30 minutes finding something to read or watch for 10 minutes!

Please note, **authentic** means information originating in Spanish from a Spanish-speaking source & cultural perspective. There is plenty of authentic material generated within the US, but translations of content originating in English from an English-speaking cultural perspective do not count.

Every reading day, students will make an entry (readable if hand-written) in their journal **in Spanish** where they will outline the information and extract details of what they just read or listened to (see form below). Students will paraphrase the article's content in their own words (avoid plagiarism: do not copy-paste) and write their opinion, the pros and cons, etc. (**5-10 minutes** writing each entry). No translating! All work must be done **in Spanish**--it is important to both think & write in Spanish. Students will turn in their reading journals every 2 weeks (approx.).

### Reading Journal form:

**Nombre del alumno:** \_\_\_\_\_

**Fecha:** \_\_\_\_\_

**Lectura número:** \_\_\_\_

**El título del artículo:**

**La fuente (nombre del periódico, revista, página web...) y su país:**

**RESUMEN (el resumen del artículo en unas cinco frases):**

**TUS REACCIONES:** ¿Por qué te interesa?, ¿Por qué es relevante/importante para tu carrera/especialidad?

**¿Qué significa? Apunta al menos 4 palabras nuevas que aprendiste:**

## RESEARCH PROJECTS: PRESENTATIONS & ESSAYS

With the purpose of understanding (i) the working of and services offered by different centers that provide health care, and (ii) the different perspectives of people from Seville regarding the health care they receive, the students, in pairs, will make research and present their findings, in Spanish, to the class:

1. Outpatient centers / Clinics (*ambulatorios*): during the first part of the course, the students will analyze and contrast 2 outpatient centers / clinics from the city of Seville and will interview at least 3 people in those centers. The students will present their findings to the class (oral and written).

2. Hospitals: during the second part of the course, the students will analyze and contrast 2 hospitals from the city of Seville and will interview at least 3 people in those centers. The students will present their findings to the class (oral and written).

The research and interviews will collect data regarding the buildings, the services offered and the satisfaction with the service:

(a) the building and its different areas/sections, the opening hours of the center, proximity to their home,

(b) the services offered and location, the duration of the service offered, easiness when arranging an appointment

(c) opinion and satisfaction with (a) and (b) and with the health care received, the humane treatment provided by administrative and medical staff, the waiting time, etc.

You will sign up to present your findings. In pairs, you will present a visual analysis of your findings—you need to know your material inside-and-out and be prepared to interact with the audience **but** you must let your audience lead by asking you questions.

Remember: NO reading, no reciting memorized scripts. This will give students the opportunity to present their own work in a public forum and demonstrate the application of course concepts to real-world contexts. The presentations must be **professional** and the written version (findings and conclusions) must be electronically processed— (think ‘board room,’ not ‘school classroom’!).

After a presentation of information, your job is to **lead a conversation** that interests & includes all members of the group. See grading rubric for what is expected. **You have to print/photocopy the following grading rubric and bring it to class on the day of your presentation.**

Research presentation. PROFESSOR'S EVALUATION CRITERIA:

**Names:** \_\_\_\_\_

**Topic:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. Content / good information.
2. Well-prepared, knew information (no reading, no long pauses to recall).
3. Delivered well, natural presentation style (not read nor does it *sound* memorized).
4. Good pace/fluency, not too slow (or fast), no long pauses.
5. Clear and comprehensible.
6. Explained/clarified *in Spanish* things when needed (i.e.: vocabulary, terms).
7. Interactive – asked questions, listened, engaged with classmates.
8. Type of question/analysis: asked thought-provoking questions beyond the very general
9. Correct pronunciation (vowels, stress on correct syllable) / errors do not impede comprehension
10. Few errors in grammar/structure / errors do not impede comprehension



Español para profesionales de la Salud – Programa del curso – Otoño 2019

		<b>TAREA</b>
<b>Septiembre</b> Lunes 2	<ul style="list-style-type: none"> <li>- Intro del curso (objetivos y contenido. <b>FECHAS</b>).</li> <li>- <b>Tema 1.</b> Definición de salud, personas sanas y vida sana.</li> <li>- Orígenes de la medicina</li> <li>- Medicina actual</li> <li>- Juramento hipocrático</li> </ul>	<p>Lee todo este documento y mañana pregunta si tienes dudas sobre <i>Reading Journal</i>, <i>Research presentations</i>, etc. Prepara p. 14, 15, 17 18</p> <p>Lee para <i>Reading Journal</i> + <i>entry1</i></p>
Miércoles 4	<ul style="list-style-type: none"> <li>- Dudas o preguntas sobre documento del curso</li> <li>- El Dolor</li> <li>- Sanidad</li> <li>- <b>Tema 2.</b> Atención primaria de salud</li> <li>- Centro de salud / Ambulatorio</li> <li>- <b>Estudio “Ambulatorios”</b></li> </ul>	<p>Lee para <i>Reading Journal</i> + <i>entry1</i></p> <p>Prepara p. 21 y 22</p>
Lunes 9	<ul style="list-style-type: none"> <li>- El equipo de atención primaria</li> <li>- Medicina de familia</li> <li>- La calidad de la atención primaria</li> <li>- <b>Entrevista de prueba: “Ambulatorios”</b></li> </ul>	<p>Lee para <i>Reading Journal</i> + <i>entry1</i></p> <p>Prepara p. 25, 26, 27 y 28</p>
Miércoles 11	<b>RESEARCH AND INTERVIEWS 1.1.</b>	<p>Lee para <i>Reading Journal</i> + <i>entry1</i></p> <p><b>Entrega</b> al profesor <i>entry 1</i> en próxima clase</p>
Lunes 16	<p><b>Glossary 1: A-E</b></p> <ul style="list-style-type: none"> <li>- <b>Entrega</b> al profesor <i>entry 1</i></li> <li>- <b>Tema 3.</b> Centros hospitalarios</li> <li>- Altas hospitalarias</li> <li>- <u>Administración hospitalaria</u></li> </ul>	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p>Prepara p. 30 y 31</p>
Miércoles 18	<ul style="list-style-type: none"> <li>- El servicio de admisión</li> </ul>	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p>Prepara p. 36, 37 y 38</p>
Lunes 23	<p><b>Glossary 1: F-I</b></p> <ul style="list-style-type: none"> <li>- <b>Tema 4.</b> Atención sanitaria urgente</li> <li>- Urgencias y emergencias médicas</li> <li>- Zonas del servicio de urgencias</li> </ul>	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p>Prepara p. 39</p>
Miércoles 25	<ul style="list-style-type: none"> <li>- El MIR y el servicio de urgencias</li> <li>- Primeros Auxilios</li> </ul>	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p>Prepara p. 41, 42 y 43</p>
Lunes 30	<b>RESEARCH AND INTERVIEWS 1.2.</b>	<p>Lee para <i>Reading Journal</i> + <i>entry2</i></p> <p><b>Entrega</b> al profesor <i>entry 2</i> en próxima clase</p>
<b>Octubre</b> Miércoles 2	<p><b>Glossary 1: J-N</b></p> <ul style="list-style-type: none"> <li>- <b>Entrega</b> al profesor <i>entry 2</i></li> <li>- REGIONES DEL CUERPO</li> <li>- ESQUELETO HUMANO</li> </ul>	<p>Lee para <i>Reading Journal</i> + <i>entry3</i></p> <p>Prepara <b>PRESENTACIONES</b> de <b>Ambulatorios</b> e imprime <b>ESSAYS</b> y <b>rubric</b></p>
Lunes 7	<b>RESEARCH PRESENTATIONS &amp; ESSAYS 1 (AMBULATORIOS)</b>	<p><b>Entrega</b> al profesor <i>entry 3</i> en próxima clase</p> <p><b>Estudia para el examen</b></p>
Miércoles 9	<p><b>Glossary 1: O-end of glossary 1</b></p> <ul style="list-style-type: none"> <li>- <b>Entrega</b> al profesor <i>entry 3</i></li> </ul> <p><b>Práctica de entrevistas I: el falso paciente</b> Revisión para el <i>Midterm</i></p>	<b>Estudia para el examen</b>
Lunes 14	<b>MIDTERM</b>	<p>Lee para <i>Reading Journal</i>+ <i>entry 4</i></p> <p>Prepara p. 44, 45 y 46</p>

Miércoles 16	- <b>Tema 5.</b> Especialidades médicas - <u>Oftalmología</u> y trastornos oculares (((Proyecto examen: ambliopía, estrabismo, catarata, glaucoma...))) <b>Estudio "Hospitales"</b>	Lee para <i>Reading Journal</i> + <i>entry4</i>  Prepara p. 47, 48, 49 y 50  Prepara ESTUDIO HOSPITAL
Lunes 21	<b>RESEARCH AND INTERVIEWS 2.1. &amp; 2.2.</b> <b>(Independent Study: only one day off)</b>	Lee para <i>Reading Journal</i> + <i>entry4</i>
Miércoles 23	<b>Glossary 2: A-D</b> - <u>Otorrinolaringología</u> y neumología (((Proyecto examen: asma, amigdalitis, vegetaciones...)))	Lee para <i>Reading Journal</i> + <i>entry4</i> Prepara p. 51, 52 y 53
Lunes 28	<b>Viaje Córdoba y Granada</b>	Lee para <i>Reading Journal</i> + <i>entry4</i> Prepara p. 54-57
Miércoles 30	<b>Glossary 2: E-K</b> - <u>Odontología</u> (((Proyecto examen: ortodoncia, endodoncia, periodoncia, prostodoncia,...)))	Lee para <i>Reading Journal</i> + <i>entry4</i>  Prepara p. 54-57
<b>Noviembre</b> Lunes 4	- <u>Cardiología</u> (((Proyecto examen: enfermedades del corazón)))	Lee para <i>Reading Journal</i> + <i>entry4</i> Prepara p. 58-61
Miércoles 6	<b>Glossary 2: L-S</b> - <u>Aparato digestivo</u> (((Proyecto examen: enfermedades del aparato digestivo)))	Lee para <i>Reading Journal</i> + <i>entry4</i> <b>Entrega</b> al profesor <b>entry 4</b> en próxima clase Prepara p. 62 y 63
Lunes 11	<b>Entrega</b> al profesor <b>entry 4</b> - <u>Nefrología y Urología</u> (((Proyecto examen: enfermedades del aparato urinario)))	Lee para <i>Reading Journal</i> + <i>entry5</i>  Prepara p. 64 y 65
Miércoles 13	<b>Glossary 2: T-end of glossary 2</b> - Trastornos de Salud Mental: definición y clasificación v Trastornos del estado de ánimo I	Lee para <i>Reading Journal</i> + <i>entry5</i>  Prepara p. 67 y 68
Lunes 18	- Trastornos del estado de ánimo II	Lee para <i>Reading Journal</i> + <i>entry5</i> Prepara p. 70 y 71
Miércoles 20	- Trastornos del estado de ánimo III (((Proyecto examen: trastorno obsesivo compulsivo (TOC), las fobias, ...)))	<b>Entrega</b> al profesor <b>entry 5</b> en próxima clase
Lunes 25	<b>Entrega</b> al profesor <b>entry 5</b> <b>Práctica de entrevistas: el falso paciente, 2 casos</b>	NO HAY TAREA pero ... Prepara <b>PRESENTACIONES</b> de <b>Hospitales</b> e imprime <b>ESSAYS</b> y <b>rubric</b> <b>Estudia para la revisión final y el examen final</b>
Miércoles 27	<b>RESEARCH PRESENTATIONS 2</b> <b>HOSPITALES</b>	NO HAY TAREA pero ... Prepara <b>PRESENTACIONES</b> de <b>Hospitales</b> e imprime <b>ESSAYS</b> y <b>rubric</b> <b>Estudia para la revisión final y el examen final</b>
<b>Diciembre</b> Lunes 2	<b>RESEARCH PRESENTATIONS 2</b> <b>HOSPITALES</b>	<b>ESTUDIA PARA EL EXAMEN FINAL</b>
Miércoles 4	<b>Revisión para el EXAMEN FINAL</b>	<b>ESTUDIA PARA EL EXAMEN FINAL</b>
Lunes 9	<b>Puente Constitución e Inmaculada</b>	<b>ESTUDIA PARA EL EXAMEN FINAL</b>
Miércoles 11	<b>EXAMEN FINAL</b>	

\*Este programa puede estar sujeto a cambios