



## SPANISH FOR HEALTH CARE

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**Language of instruction:** Spanish

**Credits:** 3

**ECTS:** 6

**Total contact hours:** 40 hours and 30 minutes

**Prerequisites:** No previous knowledge of Spanish is required.

### Course Description

This course is designed for students who want to develop the linguistic skills needed to facilitate basic communication with their Spanish-speaking patients.

The course is based on a communicative methodology approach, which requires students' active participation in listening, speaking, reading and writing in Spanish. Students will develop speaking and listening skills that will allow them to ask for, obtain, and effectively communicate essential information in real-life medical situations. Students will practice their speaking and listening skills through conversation in class, role-playing activities that cover the most common medical situations and procedures as well as video and audio materials focused on interactions between doctors and patients. Reading and writing assignments will help students to broaden their vocabulary.

The course follows the guidelines of the *Common European Framework of Reference for Languages* ([CEFR](#)) as an international standard to measure the students' level of comprehension as well as their oral and written expression in Spanish.

Students are exposed to both Rioplatense Spanish (spoken in Argentina and Uruguay), Latin American Spanish as well as to Peninsular Spanish (spoken in Spain).

### Objectives

The goals of this course are:

- To speak in the target language using the Present Tense, the Periphrastic Future and the Preterite to communicate and exchange information *in common medical situations* like checking patients' vital signs, performing a physical examination or an operation, making a diagnosis, presenting treatment options, referring patients to a specialist, etc.
- To listen and grasp the main idea and get some additional information from authentic short conversations with patients.
- To read and understand the main idea and some details of texts about medical situations.
- To write short texts describing a patient's health, treatment options and advice and recommendation for post operation and discharge



## Learning Outcomes

At the end of the course students will be able to handle a variety of basic communicative tasks necessary to deal successfully with real-life medical situations in a Spanish-speaking context. More specifically, students will be able to use the target language to:

- A. Introduce themselves to others and greet them.
- B. Request patients' personal information, such as name, age, nationality, and occupation.
- C. Ask patients about their feelings and the diseases they have had.
- D. Ask patients about their symptoms.
- E. Check vital signs.
- F. Extract a blood sample/ a throat sample.
- G. Perform a physical examination.
- H. Make a diagnosis.
- I. Refer patients to a specialist.
- J. Negotiate a date and time for a future appointment.
- K. Ask patients about things that happened in the past.
- L. Tell patients about the need for hospitalization/surgery and the procedure to be followed.
- M. Talk about insurance and payments
- N. Read and interpret prescriptions.
- O. Give advice and recommendation for post operation and discharge

## Class Methodology

This course is based on the communicative approach to language learning which emphasizes genuine communication and student-centered teaching. The teacher acts as a facilitator encouraging students' active participation.

## Role-playing Activities

Role-playing activities cover the most common medical procedures and are used to encourage students to develop their oral communication and convey messages effectively. They are a key element in the course because they help students to put into practice what they have learned in class.

## Quizzes

Quizzes are short written tests that students take once a topic has been studied and practiced. Quizzes include the topic that has just been studied and practiced and may include previous topics from other quizzes since some topics build on each other. Quizzes will take place in weeks 2, 3 and 5.



## Midterm and Final Exams

Both the Midterm and Final Exam have a written and an oral component.

The Written Exam includes:

- a) Exercises: various fill-in-the-blanks exercises. In some of them, according to the context, students need to choose the correct option from a word bank and make the necessary changes to it. For example, in a fill-in-the-blanks exercise on verbs, according to the context, students choose the correct verbs from a box and use the chosen verbs in their correct forms. Other fill-in-the-blanks exercises do not include a word bank.
- b) Reading comprehension: a reading comprehension exercise that tests the students' ability to read and comprehend texts as well as their knowledge of vocabulary that has been taught during the course.
- c) Written Expression and Interaction: Students read a text or simple message and write a response of between 100 and 150 words to it.

The Oral Exam is an individual exam that lasts between 10 and 15 minutes. It is made up of the following tasks:

- a. Students answer 5 questions on topics that have been studied in class
- b. Students choose between two photographs and describe the selected one.
- c. Students are given a text and they have to answer three questions about it.
- d. Students are given a text with two simulated situations. They select one situation and give their response to it.

## Grade Distribution:

Assessment Task	Grade %	Learning Outcomes	Due Date
Class Participation	10%	All	
Quizzes	15%	All	Weeks 2, 3, 5
Homework	10%	All	Weekly
Mid-term exam	30%	All	Week 4
Final exam	35%	All	Week 6

## Assignments

Students must complete all required components for the course by the established deadlines. Not doing so will result in a reduction of the course grade and may result in a failure.

## Course Materials

The course is based on the book Spanish for Health Care Professionals by William C. Harvey, M.S., Barrons Educational Series; Fourth edition, 2016.

The instructor will make all materials specifically designed for the course available via e-mail or as handouts. These materials include vocabulary, grammar explanations, and practice homework assignments.

To reinforce material covered in class, students will be given assignments to be completed at home.

## Course Calendar

Session	Date	Topic
1		Greeting people and introducing oneself. Asking and answering basic questions. Finding out where people are from. Requesting personal information. Vocabulary: Greetings and farewells. Occupations. Countries and ethnicities.
2		Role-playing activity: Interviewing a patient and completing an admission sheet Structure: Spanish sounds: consonants, vowels and diphthongs. Nouns. Definite and indefinite articles. Adjectives. Gender and number. Article, noun and adjective agreement. Personal pronouns. Degree of formality when addressing people. Verb <i>ser</i> . Structure of questions.
3		
4		Quiz #1 on Topics seen on Week 1
5		Asking about the patient's age, feelings, and diseases he/she has had. Asking about symptoms. Vocabulary: Feelings. Cold and flu symptoms. Other symptoms, Diseases. The head. The body. Parts of the head. Parts of the body. Hospital departments. Numbers up to 100.
6		Role-playing activity: Completing a medical history with diseases a patient has had Structure: Verb <i>estar</i> . Verb <i>tener</i> (Present tense and Preterite tense). Interrogative words. Forming questions.
7		Quiz #2 on Topics seen on Week 2
8		Checking vital signs. Making a diagnosis. Referring a patient to a specialist Vocabulary: Vocabulary and expressions needed when checking Vital signs (checking the blood pressure and taking the temperature). Medical specialties. Numbers from 100 to 1,000,000.
9		Role-playing activity: Checking vital signs and giving the results to a patient. Making a diagnosis based on a patient's symptoms Structure: Regular verbs ending in –AR, –ER and –IR. Stem-changing verbs <i>doler</i> and <i>sentirse</i> .
10		Performing a physical examination. Extracting a blood sample/ a throat sample. Negotiating a date and time for a future appointment.
11		Vocabulary: Internal organs. Lab work vocabulary. Parts of the day. Time. The months. The date. Role-playing activity: The physical exam. Extracting a blood sample/a throat sample. Negotiating a date and time for a future appointment.
12		Structure: The periphrastic future (verb <i>ir</i> a + infinitive). Commands. <b>Mid Term Exam</b>
13		Quiz #3 on topics seen on Week 4
14		Asking patients about things that happened in the past. Telling patients about the need for hospitalization/surgery and the procedure to be followed Vocabulary: Injuries. The consent form. Vocabulary to talk about insurance and payments.
15		Hospitalization and surgery vocabulary. Words of reassurance. Role-playing activity: Conducting a pre-surgery interview. Informing patients about the need for surgery and giving information about it. Structure: The Preterite of regular verbs. The Preterite of some irregular verbs
16		Reading and interpreting prescriptions. Giving advice and recommendation for post operation and discharge Vocabulary: Medicines. Dosage of medications. Prescriptions. Expressions to use in the pharmacy. Post-op and discharge vocabulary and expressions. Role-playing activity: Filling a prescription at the pharmacy. Giving advice and recommendation for post operation and discharge Structure: <i>Tener</i> que + infinitive. <i>Hay</i> que + infinitive. <i>Deber</i> + infinitive.
17		<b>Final Exam</b>
18		<b>Final grades and feedback</b>