

Keck School of Medicine of USC

MEDS 520:

Medical Spanish for the Health Professions

Units: 2

Term—Day—Time: Spring 2023, Th 2:00-3:50pm

Location: VDP 107 (UPC)

Course Coordinator: David Zarazúa

Office: THH 156L (UPC) or in [Zoom office](#)

Office Hours: M, Tu 1:30-3:30pm, or by appt.

Contact Info: zarazua@usc.edu

Phone: 213-740-1264

Students can expect a response to emails within 48 hours.

Course Description

The course of Medical Spanish for the Health Professions was developed to improve the students' Spanish oral skills within the field of healthcare. Students will learn to conduct a basic medical interview and will acquire verbal tools to conduct a basic physical exam in Spanish. Each class session will focus on a specific segment of a medical interview and physical exam, using that portion of the medical interaction as a unifying theme to teach/review relevant vocabulary, grammatical constructions, and cultural competency topics. Students will practice conducting the medical interview and physical exam in Spanish with classmates, teaching assistants, and standardized patients. There will be a strong emphasis on oral communication.

This course is designed for students in the field of health professions who have had some previous exposure to the Spanish language (i.e., took some classes in high school or college, or were part of a short study-abroad program in a Spanish speaking country). Students should already possess communication skills in the present and past time frames in Spanish (Intermediate Mid level of the ACTFL Proficiency Guidelines).

Learning Objectives

1. Communicate regarding activities and events occurring in the **present, past, and future**, using the relevant verb tenses with increased accuracy.
2. Accurately use the verbs *ser* and *estar* as translations of the English verb "to be" in specific contexts.
3. Understand and accurately use the verbs *gustar* and *doler*;
4. Accurately use the imperative to give patients commands relating to the physical exam.
5. Accurately use the subjunctive to give suggestions and instructions to patients regarding disease management and follow-up.
6. Understand and accurately use vocabulary relating to the medical history and physical exam, including basic human anatomy and physiology, diseases, medications, allergies, activities of daily living, sexual activity, and family relationships.
7. Be able to obtain a basic patient history and conduct a basic physical exam in Spanish.

8. Demonstrate awareness of cultural competency issues pertaining to specific parts of the medical interview.
9. Integrate the above knowledge, skills, and attitudes to successfully obtain a focused medical history and conduct a basic physical exam in Spanish in a manner that always demonstrates respect for the patient.

Prerequisite(s)/ Co-Requisite(s)/ Concurrent Enrollment: None

Recommended Preparation: At least three semesters of college-level Spanish courses or similar.

Course Notes

The course will employ a lecture/discussion format with large portions of class time dedicated to practicing assigned material in small groups (sometimes in role-play situations). Students need to demonstrate in the class discussions and the small group interactions at least partial control of the material assigned for that class. Study guides and lecture PowerPoint presentations will be posted in Blackboard and/or shared via email. Students will also read texts on health and give presentations to practice more advanced skills.

Technological Proficiency and Hardware/Software Required

This course requires the use of Blackboard, Google Docs, and Microsoft Word. Students will also need to videorecord with their mobile phones or laptops and to upload videos to YouTube.

Required Materials

Study guides provided for every class (required, students need to memorize and be able to produce the material in the study guides before the class for which they are assigned).
Online articles on healthcare (required, students need to read them and present the information to the class).

Optional Materials

- Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish (2nd Edition) by Pilar Ortega (supplementary)
- Spanish Grammar book (supplementary)
- Medical Spanish pocket or online dictionary (supplementary)

Description of Assessments

There will be a strong emphasis on oral communication. Every class, students should demonstrate a partial control of the material in the assigned study guide through oral interactions with the instructor, the TA's, and/or classmates. This will be evaluated through the instructor's in-class observations.

Students will also read, present, and discuss a series of articles on healthcare. The emphasis again will be oral communication.

Students will produce a series of 10 short videos (5 to 15 minutes long) in which they will perform role-plays related to the topics covered in class. Submit the YouTube link to your videos to this email: uscmeds520@gmail.com. As long as students demonstrate partial control of the material and do not read during these interactions, they will obtain 100% performance grade for these videos.

Students will also be assessed through interactions with standardized patients during the Midterm Exam Interview and the Final Exam Interview. Students will receive beforehand rubrics regarding how they will be evaluated during these examinations. These rubrics will evaluate content and organization (40%), Spanish use (30%), success in communication (15%), and quality of interaction with the patient (15%). Finally, students will also complete brief comprehension exams after the Midterm and Final Exams Interviews.

Participation/In-class work

This will be evaluated through the students' production of Spanish during class discussions and presentations and during small-group interactions. Students should demonstrate at least partial control of the material covered in the study guides to obtain an 80% performance in this area. Elaboration beyond what is presented in the study guides, even when only partial control is demonstrated, will help the student achieve a 100% performance. English should only be used to discuss administrative issues related to the functioning of the class.

Grading Breakdown

Grades will be recorded in the Blackboard gradebook.

Assignment	% of Grade
Participation	10
Video-recorded interactions	20
Oral presentations	5
Midterm Exam Interview	25
Midterm Comprehension Exam	5
Final Exam Interview	30
Final Comprehension Exam	5
Total	100

Grading Scale

Course final grades will be determined using the following scale.

Credit	≥ 70%
No-Credit	≤ 69%

Course-specific Policies (Assignment Submission, Grading Timeline, Late work, and Technology)

Assignment Submission

Students will produce a series of 10 short videos (5 to 15 minutes long) in which they will perform role-plays and interviews related to the topics covered in class. These interactions should be conducted with Spanish-native speakers. Submit the YouTube link to your videos to this email: uscm520@gmail.com.

Grading Timeline

All graded work will be returned no later than 1 week from the submission deadline or exam date.

Late work

If the submission deadline for a presentation assignment is missed, the assignment may be submitted up to one week late. A 20% grade deduction will be applied to all late assignments.

If you miss submitting work for an unavoidable, documented, and serious reason, discuss the situation with me during office hours.

Attendance

You are expected to attend all class sessions, on time, for the entire course of the class, and prepared to discuss the study guide and other materials assigned. If you miss an in-class assignment, you will not be allowed to make up those points.

Classroom norms

It is of outmost importance that students speak in Spanish among themselves and in class discussions as much as possible. The use of English should be kept at a minimum.

Course evaluation

Two surveys will gather student opinions about the course: the mid-semester evaluation and the standard USC course evaluation survey at the end of the semester. Your opinion is valued and can make a difference in how this course is conducted; please give your honest and constructive recommendations.

Course Schedule: A Weekly Breakdown

Date	Topic
1/12	Introduction to the course Introductions, chief complaint, and history of present illness

Date	Topic
	Review Grammar: present indicative, agreement, in/formal speech, and analytic future. Vocabulary: relevant phrases for introductions, patient comfort, privacy, external anatomy, medications, allergies. Reading: " La lengua española en el sistema de atención sanitaria de Estados Unidos " by Glenn A. Martinez. Video due on 1/16 @ 11:59pm.
1/19	Past medical history Vocabulary: internal anatomy, major illnesses, surgeries, vaccinations. Review Grammar: preterit, imperfect, present perfect. Video due on 1/23@ 11:59pm.
1/26	Family history Vocabulary: numbers, family relationships, major hereditary diseases: kidney disease, hypertension, mental illness, cardiac disease, diabetes, TB, cancer, arthritis. Review Grammar: phrases for asking ages, birth/death dates, uses of <i>tener</i> . Video due on 1/30 @ 11:59pm.
2/2	Social history - home, life experiences, daily life, and emotions Vocabulary: living situation, travel history, level of education, occupation, activities of daily living, diet, exercise, habits, vitamins, herbal supplements, alternative health practices, alcohol and drugs, emotions, sources and relief of stress, spirituality/religion, mental health, support systems. Grammar: direct and indirect pronouns, subject pronouns. Cultural Competence: Concepts of family structure, common traditional/alternative medicine beliefs and practices. Reading: " Desiertos alimentarios ," Food Empowerment Project. Video due on 2/6 @ 11:59pm.
2/9	Sexual history Vocabulary: sexual activity and practices, sexual relationships, contraception, STDs. Grammar: reflexives. Cultural Competence: How to approach questions about sexual activity with respect/ sensitivity. Video due on 2/13 @ 11:59pm.
2/16	External anatomy and vital signs Review grammar: Imperatives (commands). Information for Midterm Exam Interview. Reading: " Hipertensión " by Migrant Clinicians Network. Video due on 2/20 @ 11:59pm.
2/23	Midterm Exam Interview with standardized patient. Students will be assigned a time slot to interview with a standardized patient in Spanish.
3/2	Otolaryngology Exam and Neurological Exam (cranial nerves) Reading: " ¿Qué es exactamente la alergia al polen? " by Zyrtec Video due on 3/6 @ 11:59pm.
3/9	Neurological Exam and Musculoskeletal Exam Video due on 3/10 @ 11:59pm.
3/16	Spring recess
3/23	Cardiovascular Exam Reading: " Las enfermedades del corazón siguen siendo la principal causa de muerte en las Américas " by Organización Panameña de la Salud Video due on 3/27 @ 11:59pm.
3/30	Respiratory Exam Video due on 4/3 @ 11:59pm.
4/6	Breast Exam Video due on 4/10 @ 11:59pm.
4/13	Female Genital Exam

Date	Topic
	Reading: " ¡Cuidado! Latinas son más propensas a morir por cáncer del seno " by the L.A. Times Video due on 4/17 @ 11:59pm.
4/20	Male Genital and Prostate Exam Video due on 4/24 @ 11:59pm.
4/27	Final Exam Interview review.
5/4	Final Exam 2-4pm

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

Office of Student Accessibility Services (OSAS)

Provides certification for students with disabilities and helps arrange relevant accommodations. <https://osas.usc.edu/>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu