

# Keck School of Medicine of USC

## MEDS520 (41441): Medical Spanish for the Health Professions

Units: 2

Term—Day—Time: Spring 2025 — T — 16:00 - 17:50

Location: BMT204B

David Zarazua

Course Director

**Office:** THH 156L (Main Campus)

**Office Hours:** M 12-1:50pm, W 10-10:50am, or by appointment

**Contact Info:** zarazua@usc.edu 213-740-1266

### Course Description

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Spanish language course for students planning to enter the health professions. Graded CR/NC.

### Course Overview

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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 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

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Upon completion of the activities and assignments in this course, you are expected to be able to:

Communicate regarding activities and events occurring in the present, past, and future, using the relevant verb tenses with increased accuracy.

Accurately use the verbs "ser" and "estar" as translations of the English verb "to be" in specific contexts.

Understand and accurately use the verbs gustar and doler;

Accurately use the imperative to give patients commands relating to the physical exam.

Accurately use the subjunctive to give suggestions and instructions to patients regarding disease management and follow-up.

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.

Be able to obtain a basic patient history and conduct a basic physical exam in Spanish.

Demonstrate awareness of cultural competency issues pertaining to specific parts of the medical interview.

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.

## Foundational Knowledge Needed

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At least three semesters of college-level Spanish courses or similar and/or being a Spanish heritage speaker.

## Course Notes

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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.

## Communication

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Email ([zarazua@usc.edu](mailto:zarazua@usc.edu)) is the more reliable form of contacting me. Additionally, my USC Zoom phone number is 213-740-1266.

Submit your videos to [uscmeds520@gmail.com](mailto:uscmeds520@gmail.com)

## Technological Proficiency and Hardware/Software Required

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

## USC Technology Assistance Application

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We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an USC Technology Assistance Application.

## USC Technology Support Links

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- [USC Computing Center Laptop Loaner Program](#)
- [Zoom information for students](#)
- [Brightspace help for students](#)
- [Software available to USC Campus](#)

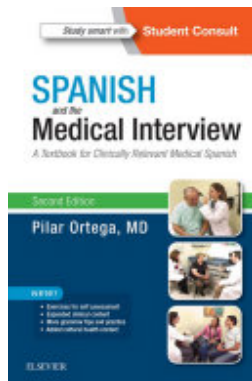
## Required Reading (articles and web resources)

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

## Optional Textbooks

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### **Spanish and the Medical Interview**

ISBN: 9780323371148

Authors: Pilar Ortega

Publisher: Elsevier Health Sciences

Publication Date: 2015-07-06

## Optional Reading (articles and web resources)

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Spanish grammar book

Medical Spanish pocket or online dictionary

## Description of Assessments and Assignments

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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](mailto: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.

## Course Alignment Grid

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Learning Objective	Learning Activities	Assignment / Assessment
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<b>Learning Objective</b>	<b>Learning Activities</b>	<b>Assignment / Assessment</b>
Spanish vocabulary and grammar development	Role-plays	Class participation and video assignments
Hispanic/Latino cultural awareness	Readings and podcasts	Class discussions and presentations
Performance of basic medical history and physical examinations	Role-plays	Midterm and final examinations

## Participation/In-Class Work

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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

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<b>Assignment</b>	<b>% of Grade</b>
Participation	10
Video-recorded interactions (10x)	20
Oral presentations	5
Midterm exam interview	25
Midterm comprehension quiz	5
Final exam interview	30
Final comprehension quiz	5

Assignment	% of Grade
<b>Total</b>	<b>100%</b>

## Grading Scale

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Final grade will be based upon the following percentages which indicate the minimum score need for the corresponding letter grade:

Percentage	Grade
≥ 70%	Credit
≤ 69%	No-credit

## Course-Specific Policies

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### 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: [uscmads520@gmail.com](mailto:uscmads520@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

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

## Classroom Norms

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You are encouraged to ask the instructor questions for clarification, both in class and outside of class, to promote better learning. You are encouraged to share your views in the classroom whenever appropriate. You should also be open to hearing diverse opinions and communication styles. Use English only to clarify administrative elements of the course.

## Course Content Distribution and Synchronous Session Recording Policies

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USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. ([Living our Unifying Values: The USC Student Handbook](#), page 13).



# Course Evaluation

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Surveys will gather student opinions about the course. 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

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Week / Date	Details of Session	Readings and Homework	Assignment Dates
Week 1 1/14	<ul style="list-style-type: none"><li>- Introduction to the course.</li><li>- Introductions, chief complaint, and history of present illness.</li><li>- Reading: <a href="#">“La lengua española en el sistema de atención sanitaria de Estados Unidos” by Glenn A. Martinez.</a></li></ul>	<ul style="list-style-type: none"><li>- Read pages 1-6 of Martinez's article by next class.</li><li>- Memorize materials in Study Guides 1 and 2 by next class.</li><li>- Video 1</li></ul>	Video 1 due on 1/17
Week 2 1/21	<ul style="list-style-type: none"><li>- Past medical history.</li><li>- Discussion of “La lengua española en el sistema de atención sanitaria de Estados Unidos” by Glenn A. Martinez.</li></ul>	<ul style="list-style-type: none"><li>- Read pages 6-14 of Martinez's article by next class.</li><li>- Memorize materials in Study Guide 3 by next class.</li><li>- Video 2 (PMH)</li></ul>	Video 2 due on 1/24
Week 3 1/28	<ul style="list-style-type: none"><li>- Family history.</li><li>- Discussion of “La lengua española en el sistema de atención sanitaria de Estados Unidos” by Glenn A. Martinez.</li></ul>	<ul style="list-style-type: none"><li>- Read pages 14-20 of Martinez's article by next class.</li><li>- Memorize materials in Study Guide 4 by next class.</li><li>- Video 3 (family)</li></ul>	Video 3 due on 1/31

<p>Week 4 2/4</p>	<p>- Social history - home, life experiences, daily life, and emotions. - Discussion of “La lengua española en el sistema de atención sanitaria de Estados Unidos” by Glenn A. Martinez.</p>	<p>Read article: <a href="#">“Desiertos alimentarios,” by the Food Empowerment Project</a> by next class. - Memorize materials in Study Guide 5 by next class. - Video 4 (social)</p>	<p>Video 4 due on 2/7</p>
<p>Week 5 2/11</p>	<p>- Sexual history. - Discussion of “Desiertos alimentarios,” by the Food Empowerment Project. - Midterm examination practice.</p>	<p>- Practice for Midterm examination - Video 5 (sexual)</p>	<p>Video 5 due on 2/14</p>
<p>Week 6 2/18</p>	<p>- Midterm examination Study guides 1-5</p>	<p>- Memorize materials in Study Guide 6 by next class. - Read article <a href="#">“Hipertensión” by Migrant Clinicians Network</a> by next class.</p>	
<p>Week 7 2/25</p>	<p>- External anatomy and vital signs. - Discussion of “Hipertensión” by Migrant Clinicians Network</p>	<p>- Memorize materials in Study Guides 8 and 8b by next class. - Read the article <a href="#">“¿Qué es exactamente la alergia al polen?” by Zyrtec</a> by next class. - Video 6 (Vital signs).</p>	<p>Video 6 due on 2/28</p>

<p>Week 8 3/4</p>	<ul style="list-style-type: none"> <li>- Otolaryngology Exam and Neurological Exam (cranial nerves)</li> <li>- Discussion of “¿Qué es exactamente la alergia al polen?” by Zyrtec</li> </ul>	<ul style="list-style-type: none"> <li>- Memorize materials in Study Guide 9 by next class.</li> <li>- Video 7 (ENT).</li> <li>- Read the article <a href="#">“Las enfermedades del corazón siguen siendo la principal causa de muerte en las Américas” by Organización Panameña de la Salud</a></li> </ul>	<p>Video 7 due on 3/7</p>
<p>Week 9 3/11</p>	<ul style="list-style-type: none"> <li>- Neurological Exam and Musculoskeletal Exam</li> <li>- Discussion of “Las enfermedades del corazón siguen siendo la principal causa de muerte en las Américas” by Organización Panameña de la Salud.</li> </ul>	<ul style="list-style-type: none"> <li>- Memorize materials in Study Guide 10 by next class.</li> </ul>	
<p>3/18</p>	<p>Spring Break</p>		
<p>Week 10 3/25</p>	<ul style="list-style-type: none"> <li>- Cardiovascular Exam.</li> </ul>	<ul style="list-style-type: none"> <li>- Memorize materials in Study Guide 11 by next class.</li> <li>- Watch videos <a href="#">1</a> and <a href="#">2</a> on respiratory exams by next class.</li> <li>- Video 8 (Musculoskeletal).</li> </ul>	<p>Video 8 due on 3/28</p>
<p>Week 11 4/1</p>	<ul style="list-style-type: none"> <li>- Respiratory Exam</li> </ul>	<ul style="list-style-type: none"> <li>- Memorize materials in Study Guide 12 by next class.</li> <li>- Read the article <a href="#">“¡Cuidado! Latinas son más propensas a morir por cáncer del seno” by the L.A. Times</a></li> <li>- Video 9 (Cardio-respiratory).</li> </ul>	<p>Video 9 due on 4/4</p>

Week 12 4/8	- Breast Exam. - Discussion of "¡Cuidado! Latinas son más propensas a morir por cáncer del seno" by the L.A. Times	- Memorize materials in Study Guide 13 by next class. - Listen to the podcast <a href="#">El Hilo</a> , episode "'La menstruación duele': la violencia médica contra las mujeres" - Video 10 (presentational, breast cancer and exam).	Video 10 due on 4/11
Week 13 4/15	- Female Genital Exam - Discussion of the podcast El Hilo, episode "'La menstruación duele': la violencia médica contra las mujeres"	- Memorize materials in Study Guide 14 by next class.	
Week 14 4/22	- Male Genital and Prostate Exam	- Practice for Final examination	
Week 15 4/29	- Final Exam Interview review.		
FINAL 5/13 4:30-6:30pm	- Final examination		

## Academic Integrity

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The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and

extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

updated 06/2024

## Policy for use of AI Generators

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.]

## Statement on University Academic and Support Systems

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The [Office of Student Accessibility Services \(OSAS\)](#) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## **Student Financial Aid and Satisfactory Academic Progress:**

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate](#) and [graduate](#)-level SAP eligibility requirements and the appeals process.

## **Support Systems**

***Counseling and Mental Health*** - (213) 740-9355 – 24/7 on call

<https://sites.usc.edu/counselingandmentalhealth/>

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

***988 Suicide and Crisis Lifeline*** - 988 for both calls and text messages – 24/7 on call

[988lifeline.org](https://988lifeline.org)

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

***Relationship and Sexual Violence Prevention Services (RSVP)*** - (213) 740-9355(WELL) – 24/7 on call

<https://sites.usc.edu/clientservices/>

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

***Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*** - (213) 740-5086

[eeotix.usc.edu](https://eeotix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

**Reporting Incidents of Bias or Harassment** - (213) 740-2500

<https://report.usc.edu/>

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

**The Office of Student Accessibility Services (OSAS)** - (213) 740-0776

[osas.usc.edu](https://osas.usc.edu)

OSAS ensures equal access for students with disabilities by providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

**USC Campus Support and Intervention** - (213) 740-0411

[campussupport.usc.edu](https://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity, Equity and Inclusion** - (213) 740-2101

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency** - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

[emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety** - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

**Office of the Ombuds** - (213) 821-9556 (UPC) / (323-442-0382 (HSC)) [ombuds.usc.edu](https://ombuds.usc.edu)

safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.



**Occupational Therapy Faculty Practice** - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)  
[chan.usc.edu/patient-care/faculty-practice](https://chan.usc.edu/patient-care/faculty-practice)

Confidential Lifestyle Redesign services for USC students to support health-promoting habits and routines that enhance quality of life and academic performance.

Academic Conduct Statement dated 06/2024