



SP 486 SPANISH FOR GLOBAL HEALTH

IES Abroad Barcelona

DESCRIPTION:

This course will be of great interest to pre-med, biomedical engineering, nursing, public health, and social science majors in general. The topics covered in the course are designed so that the student has a broad knowledge of both, the specific lexical acquisition in the fields of health, medicine, and the structural part of the different areas that it includes. The emphasis of this course is placed on the improvement of linguistic skills and on the development of students' cultural competence. It is a course focused on understanding how the healthcare system works in Spain and other countries in the world, non-traditional health care practices, the different management models used to access the healthcare system and how its organizational structure develops: basic level and specialized level.

This course engages in depth with the IES Abroad Human Wellbeing Global Pillar. The course includes discussion of Spain's Public and Private Health Systems and a comparison with the US Health System, through a Research Project that helps students to understand pros and cons of the different systems. This Research Project also engages with the IES Abroad Equitable Living Global Pillar, through discussion of Spain's universal access to Public Health System. Finally, SP486 engages with the IES Abroad Sustainable Living Global Pillar, in that it includes discussion of medicine recycling, through video viewing and onsite observation.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Knowledge and understanding of Spanish above SP 351 - Spanish Language in Context: Independent Abroad I

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Class Discussion: The aim of class discussions is to provide the student with a more holistic view of Spanish language. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics.

Course-related Trips: Like intercultural discoveries, course-related trips are an important part of the course. These activities give the students the opportunity to learn about and understand cultural differences and to connect aspects of the Spanish culture. All of them are organized with pre- and post- activities that help students to improve their skills and promote interaction with Spanish people.

Learning Journal: Personal critical reflection on student's own learning process: learning goals, achievements, experiences, thoughts, feelings, problems, and possible solutions...

Quizzes: A minimum of 4 tests, both oral and written, some of them pop, to help the student check the understanding of the material covered in class.

Research Project: Students will visit one hospital in Barcelona, either public or private, and will interview some of the personnel there. They will do research about how it works, specialties treated, etc. Afterwards, they will write a paper and prepare an oral presentation on it, including a comparison with one American hospital they may know.

Student Presentations and Homework: Students will work individually and in groups on small research projects and daily tasks to practice orally the grammatical concepts learned in class, develop presentation skills, and receive constructive feedback from their peers and professor, with the opportunity to clarify doubts.



REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm exam (15%)
- Final exam (15%)
- Research project (25%)
 - Essay 15%
 - Oral presentation 10%
- Learning Journal (15%).
- Quizzes (15%)
- Participation (10%)
- Course-related Trips (5%)

The evaluation criteria will be explained to students at the beginning of the course, along with a Key Due Dates document that clarifies when principal assessment items of 15% and more will take place during the semester or summer term. Feedback will be provided by the instructor (using rubrics, checklists, and both oral and written comments), as well as by fellow students (peer evaluation), to support students in achieving the learning outcomes

Midterm Exam:

Intended as a formative assessment, it provides feedback about students' progress in the course and helps to identify areas that need to be improved to enhance students' performance in the course.

Final Exam:

Students can show their overall understanding of the entire course material, and their ability to synthesize and apply knowledge acquired throughout the semester.

Quizzes

A minimum of 4 tests, both oral and written, some of them pop, to help the student check the understanding of the material covered in class.

Research Project

Students will visit one hospital in Barcelona, either public or private, and will interact with some of the personnel there. They will do research about how it works, specialties treated, etc. Afterwards, they will write a paper and prepare an oral presentation on it, including a comparison with one American hospital they may know.

Learning Journal

Personal critical reflection on student's own learning process: learning goals, achievements, experiences, thoughts, feelings, problems, and possible solutions...

Oral Presentations

Presentations of small research projects provide the student with the opportunity to develop oral presentation skills and to receive constructive feedback from their peers and professor on their approach. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics.

Course-related Trips

Like intercultural discoveries, Course-related trips are an important part of the course. These activities give the students the opportunity to learn about and understand cultural differences and to connect aspects of the Spanish culture. All of them are organized with pre- and post- activities that help students to improve their skills and promote interaction with Spanish people.

Participation:

Students will work individually and in groups to systematize and to practice orally all the grammatical concepts learned in class, with the opportunity to clarify doubts.



LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Inform the patient, recommend, take notes in the interview with the patient, and write their medical history.
- Participate in discussions and forums on health topics.
- Create health campaigns to promote healthier habits.
- Understand and summarize any document or article of medical/health content.
- Report the characteristics of the Spanish healthcare systems and compare the differences with other health systems.
- Analyze healthcare and healthcare systems and management models from an intercultural perspective.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. In the Spring and Fall semesters, seven unjustified absences in any Spanish language course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Contents	Assignments
Session 1	Placement Test. Course Presentation. Vocabulary: Basic health concepts, parts of the body.	
Session 2	Functional: Asking about Health. Grammar: SER and ESTAR, Verb DOLER. Culture: Life expectancy.	Common symptoms/diseases.
Session 3	Functional: Expressing opinion, agreeing/disagreeing. Grammar: Prefixes and suffixes. Vocabulary: Global Health.	Debate & Discussion on 'What does Global Health mean?'
Session 4	Culture: Health issues in Spanish-speaking countries.	Reading: 'La salud de un mundo global'.
Session 5	Functional: Arguing opinions and persuading. Grammar: Para/Por. Vocabulary: Digital and Environmental Health.	Course-related excursion: Environmental Health in some districts in Barcelona. Quiz 1.
Session 6	Grammar: Noun gender & number. Health information leaflets to post on IES Barcelona bulletin boards.	Video: '¿Por qué son tan importantes los servicios de salud ambiental?'. Readings on e-Health.
Session 7	Functional: Giving advice about nutrition. Grammar: Imperative. Vocabulary: Food, Health and Wellness.	A week-long food journal.
Session 8	Grammar: Present Subjunctive. Culture: The Mediterranean diet.	Discussion on a balanced diet. Course Excursion: La Boqueria Market.
Session 9	Functional: Asking for and giving information. Vocabulary: Public Health, NGOs.	Discussion on NGOs. Guest Speaker: Sant Egidio.
Session 10	Grammar: Expressing opinion + Indicative/Subjunctive. Culture: Public health services.	Health information. A doctor-patient role-play.
Session 11	Functional: Comparing and contrasting Health Systems. Grammar: Accent marks.	Healthcare systems.
Session 12	Midterm Exam	Midterm Exam
Session 13	Culture: Health Systems in the EU, Spain, and US.	Reading: '¿Cómo se organiza la sanidad en Europa?'
Session 14	Functional: Asking for medical information. Grammar:	Course-related excursion:

	Subjunctive to express wishes. Vocabulary: Primary care services (APS, CAP, etc.).	Hospital Delfos.
Session 15	Grammar: Abbreviations and Acronyms. Functional: Describing medical history. Grammar: Idioms. Vocabulary: Medical Specialties.	Discussion: Public vs. Private Health. A doctor-patient role-play. Quiz 2.
Session 16	Grammar: Review of Past tenses. Verbs with/without pronouns.	Readings on medical specialties & common diseases. Interview locals about healthcare.
Session 17	Functional: Identifying First Aid techniques. Describing drugs and Primary Care centers. Grammar: Idioms.	Case study on first aid errors. Discussion on generic vs. brand drugs.
Session 18	Vocabulary: Emergencies, First Aid, Symptoms, Specialists.	Guest Speaker: Red Cross on First Aid.
Session 19	Grammar: Future tense for hypothesis. Vocabulary: Mental disorders,	Assignment Due: Health information leaflets.
Session 20	Culture: Popular beliefs about mental illness. Meditation.	Reading on common mental illnesses. Discussion on meditation. Film: Loco por ella. Quiz 3.
Session 21	Functional: Giving advice by age group. Grammar: Subjunctive for recommendations. Vocabulary: Mental health in elderly people.	Reading and Discussion: 'Envejecimiento y salud'.
Session 22	Culture: The old age in Spain and the US.	Song: Estoy contigo. Health information leaflets to post on IES Barcelona bulletin boards .
Session 23	Final Review. Research Projects Presentation (Part 1)	Presentation of Learning Journals and Research Projects (Part 1).
Session 24	Research Projects Presentation (Part 2) and final Q&A.	Presentation of Research Projects (Part 2).

Final Exam

COURSE-RELATED TRIPS AND GUEST SPEAKERS:

- Mercat de la Boqueria.
- Introductory talk on the Sant'Egidio NGO.
- Excursión de clase: visita al hospital Delfos (proyecto de investigación).
- First Aid workshop – Creu Roja.

REQUIRED READINGS:

- Moodle page.
- Espinosa, C., & Espinosa, C. (2020). ¿Qué es salud digital o e-Health? *Salud con Ciencia*. <https://blogs.uoc.edu/cienciasdelasalud/que-es-salud-digital-o-ehealth/>
- La salud digital ha llegado para quedarse. (2021, 28 septiembre). *Cinco Días*. https://cincodias.elpais.com/cincodias/2021/09/27/extras/1632744232_453239.html
- La salud de un mundo global. (2014, 23 junio). ELMUNDO. <https://www.elmundo.es/salud/2014/06/23/53a41222e2704e387a8b4581.html>
- Ministerio de Sanidad - Profesionales - Información al profesional - Formación. (s. f.). <https://www.sanidad.gob.es/areas/profesionalesSanitarias/formacionEspecializada/consejoNacional/home.htm>
- Ministerio de Sanidad, Consumo y Bienestar Social - Ciudadanos - Salud y Medio Ambiente. (s. f.). <https://www.sanidad.gob.es/ciudadanos/saludAmbLaboral/medioAmbiente/home2.htm>
- Pablos, G. (2017, 19 mayo). ¿Cómo se organiza la Sanidad en Europa? ELMUNDO. <https://www.elmundo.es/grafico/ciencia-y-salud/salud/2017/05/19/591eea5222601dc9358b467b.html>
- World Health Organization: WHO. (2022). Envejecimiento y salud. www.who.int. <https://www.who.int/es/news-room/fact-sheets/detail/ageing-and-health>

- Filmography:
 - Centers for Disease Control and Prevention (CDC). (2018, 10 agosto). *¿Por qué son tan importantes los servicios de salud ambiental?* [Vídeo]. YouTube. <https://www.youtube.com/watch?v=SudRzOYz8ck>
 - De la Orden, D. (Director). 2021. *Loco por ella* [Film]. Netflix.

RECOMMENDED READINGS:

- Diccionarios online:
 - <https://dtme.ranm.es/buscador.aspx> (Real Academia Nacional de Medicina de España).
 - <http://diccionario.reverso.net/espanol-ingles/> (bilingüe).
- Rosa de Juan, C. et al. 2009. *Temas de Salud. Manual de preparación para el Certificado Superior de Español de las Ciencias de la Salud de la Cámara de Comercio e Industria de Madrid*. Editorial Edinumen
- VV.AA. (2019). *Profesionales de la salud : curso de español : B1-B2*. Madrid: enClave-ELE.
- VV. AA (2011). *Gramática Básica del estudiante de español*. Ed. Difusión, Barcelona.

ONLINE RESOURCES

- Ley General de Sanidad <https://www.boe.es/buscar/act.php?id=BOE-A-1986-10499>
- Sociedad Española de medicina de familia y comunitaria <https://www.semfyc.es/pacientes/>
- Documentales RTVE <http://www.rtve.es/documentales/salud/>
- Centro Médico RTVE <http://www.rtve.es/television/centro-medico/>
- Organización Mundial de la Salud <http://www.who.int/es/>
- Medlineplus <https://medlineplus.gov/spanish>
- Diccionario de la Real Academia de la Lengua Española <http://www.rae.es/>