



SP 325 SPANISH FOR GLOBAL HEALTH: INDEPENDENT ABROAD

IES Abroad Salamanca Program

DESCRIPTION:

According to US Census Bureau, the Hispanic population living in the United States in 2017 represented approximately 18.1% of the U.S. total population, making people of Hispanic origin the nation's largest ethnic or race minority. And every year this percentage is increasing, due to immigration. Among these new arrivals, people with little or no knowledge of English at all are included, which implies the need of professionals who can address them in Spanish. This course provides the students with basic skills, both linguistic and cross-cultural, that will allow them to communicate with Spanish speaking patients in their mother tongue, and understand written health and medical texts, reports, etc. Although basic clinical knowledge is helpful, it is not required.

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling on such speech acts in ways that local people do...In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings.

(IES Abroad *MAP for Language and Intercultural Communication*, p. 6).

CREDITS: 3

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR: Ma. Claudia González Sosa, PhD. cgonzalez@iessalamanca.org

TUTORING SCHEDULE: on demand, online & by appointment

PREREQUISITES: none

METHOD OF PRESENTATION:

A combination of the following methods will be used during classes: Lectures, discussions, debates, seminar format, and student presentations. Most of the materials (presentations, texts, pictures, etc.) used in class, as well as any other relevant materials, will be available for students on the IES Abroad Salamanca Moodle platform (<https://moodle.iesabroad.org>).

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation: 10%
- Midterm Presentation: 15%
- Final Exam: 20%
- Research Paper: 10%
- Course-Related Trips and Activities: 10%
- Tests of understanding (forums): 15% (about listening, speaking, reading, writing, and intercultural communication)
- Learning Journal: 15%
- Oral Mini-presentations: 5%

Course Participation and Class Discussion (10%):

The aim of class discussions is to provide the student with a more holistic view of Spanish language, focused on the field of health and emphasizing intercultural competence. These discussions offer the student the opportunity to present their views and hear the perspective of other students on selected topics.

Students will work individually and in pairs and groups to systematize and to orally practice the knowledge learned in class, with the opportunity to clarify doubts with the instructor and their own classmates.



In each activity, special emphasis will be placed on the values in which education focuses on the 21st century: inclusion, respect for diversity, flexibility, curiosity, autonomy, creativity, tolerance, cooperation, and enthusiasm.

Midterm Presentation (15%):

Midterm presentation will consist of a prevention campaign related to one of the illnesses studied in class. Students will present the causes, symptoms, possible treatment, research, and ways of preventing this illness in particular. With this presentation, students must show competence not only in their communication skills, but also in the knowledge of specific terms and procedures related to the illness. Students will work in pairs/groups of three (only if pairs are not possible).

Final Exam (20%):

The final written exam will consist of several parts: The first one will be a series of activities related with vocabulary (find the definition of several terms or define them, uses of verbs related with medicine, etc.); The second, will consist of several multiple choice questions and short questions related to the topics seen in class during the semester; In the third part, students will write a guided conversation between a doctor and a patient in which the doctor will give a diagnosis and instructions to treat the problem while the patient will ask questions about the seriousness of the case or how to take the treatment. In this part the students must demonstrate their communication skills as well as their knowledge about the topics studied in class.

Oral Mini-presentation (5%):

Small research project presentations give the student the opportunity to develop speaking skills and receive constructive feedback from peers and the instructor. Every student will present at least one illness to the class during the semester. They should research about the history, typical symptoms, diagnosis and treatments of the different pathologies we will see in class. As well, they research about Spanish organizations that support the patients as well as their families.

Research Paper (10%):

Students will research about a specific pathology (it can not be the same pathology they researched in the oral mini-presentations). They will do research about causes, symptoms, possible treatment, research, and ways of preventing this illness in particular. Afterwards, they will write a paper and prepare an oral presentation on it, including a comparison with the way the American Health System treats it, and how this illness affects Americans and Spaniards and/or Latin American Population.

Course-Related Trips and Activities (TBA/TBD depending on the COVID situation) (10%):

1.- Students will visit a Health Center / Hospital to learn about its organization, the characteristics of hospital management and medical specialties to establish relationships of similarity and difference with a hospital or clinic in the United States of America.

Pre-activity: In class, students will investigate the characteristics of primary care services (Health Centers) and the Public Health System, to establish their differences with respect to the US.

Post-activity: The students will prepare a short report (2 pages) with their conclusions on the "Hospital Culture": organization, functions, and characteristics that they have observed during the visit.

Learning outcomes:

- Know the organization of hospital services and primary care in Spain.
- Compare the characteristics of the health system in Spain and the United States

2.- Fall semester: Students will receive the visit of Spanish students with intellectual disabilities to learn about the situations these people have to face every day in the doctor's office. This is a joined activity with other IES students who are enrolled in Psychology, Health and Well-Being: Moving Beyond Just Treating Mental Disorders class.

Pre-activity: Students must do several activities in class thinking about these situations and reflecting pragmatically on the language we use in the doctor's office, comparing English and Spanish.

Activity: Both, UNIdiVERSITAS students and IES students, will reflect on different situations where people with disabilities might experience settle discrimination or poor treatment.

Post-activity: At the end of the visit, students will write a report with their conclusions on the importance of these kind of workshops and activities to get closer to people with intellectual disabilities and social health policies to improve the quality of life of these patients.

Learning outcomes:

- Learn about the UNIdIVERSITAS' program and its humanitarian work to prepare people with intellectual disabilities to face real life scenarios.
- Learn about psychosocial studies and health policies for patients and their families.

Spring Semester: Students will work with the organization INSOLAMIS (people with intellectual disabilities) <http://www.insolamis.org/>. The class will visit the INSOLAMIS headquarters and do several exchange activities that integrate the everyday life of this organization. This is a joined activity with other IES students who are enrolled in Psychology of Disability: A closer look at intellectual and developmental disabilities.

Pre-activity: Students must do several research activities in class thinking about INSOLAMIS. This way, they will be prepared to visit the INSOLAMIS center the following session.

Activity: IES students will visit the INNSOLAMIS headquarters and immerse in their everyday live to understand how this kind of organizations work and make people with intellectual disabilities' life easier and better.

Post-activity: At the end of the visit, students will write a report with their conclusions on the importance of these kind of workshops and activities to get closer to people with intellectual disabilities and social health policies to improve the quality of life of these patients.

3. Visit to the Neuroscience Institute of Castile and Leon. Both, UNIdIVERSITAS students and IES students, will visit the Neuroscience Institute to learn how neuroscience research is performed. The mission of the Institute of Neuroscience of Castile and León (INCYL) is to conduct high-quality research in neuroscience, aiming to understand the normal function of the brain and to comprehend the mechanisms underlying various neurological and psychiatric disorders. Additionally, INCYL is committed to training highly skilled researchers in the field of neuroscience and to contributing to the development of new therapies and treatments to enhance the quality of life for individuals affected by neurological and psychiatric diseases.

4. Visit to the National Bank of DNA <https://www.bancoadn.org/>, located in the USAL I+D+I building, where we will learn about DNA research in Spain. The National DNA Bank (hereinafter referred to as NDNA Bank) is a technological platform supporting biomedical research, established in early 2004 by the Genome Spain Foundation to enhance genomic research development in Spain. The NDNA Bank has evolved into a national and international reference Biobank for the extraction, storage, and management of biological samples, recognized for its facilities, technical capabilities, as well as the unique and singular collections it provides to the scientific community.

Tests of understanding (forums) (15%):

A minimum of 4 forums, online via Moodle, will be proposed to students, to help them check the understanding of the material covered in class. In these forums the students should watch a video, read a text, or listen to a radio interview or podcast related to one of the topics of the week. After this task, students should answer some questions and, by the following class session, they should read their partners' responses and react to two of them.

Learning Journal (15%):

Students will keep a learning journal in which they must write the characteristics of a pathology (causes, symptoms, diagnosis, treatment and prevention) as well as their critical reflections on their own learning process each week. This process will be enhanced by the fact that for some of the journals, they will be watching a documentary series of real cases (dramatized by actors) related to the topics we will be covering in class (<https://www.rtve.es/play/videos/centro-medico/>). They will reflect, as well, on the similarities and differences between the American and Spanish health systems or other subjects related with the topic of the week.

LEARNING OUTCOMES:

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

I. Intercultural communication

- A. Students will begin to identify at a basic level key host cultures in a healthcare context; norms and behaviors in a variety of setting and will be aware of the risk that generalizations may lead to stereotypes.
- B. Students will begin to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host culture.

II. Listening

- Students will be able to understand some moderately complex spoken communication on a wide range of health-related topics covered in classes.

III. Speaking

- Students will be able to speak and discuss specific topics related to global health that are covered in the classes.
- Students will be able to describe health products and services.
- Students will be able to present a strong argument for a health campaign.

IV. Reading

- Students will be able to read and understand research articles, reports, newspaper articles, and online texts on health topics using prior knowledge to aid their understanding.

V. Writing

- Students will be able to write short essays for the class that narrate, describe, report, compare, contrast, and summarize a wide range of global health topics, with grammatical and lexical accuracy.
- Students will be able to edit their writing and that of their classmates to detect common mistakes covered in class.

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - “Salamanca Sensible”:

Description:

"*Treat me as I deserve to be treated*" is an activity in which students will carry out within an exchange with students with intellectual disabilities that are part of the University of Salamanca's program UNIdiVERSITAS, which prepares them for facing "grown up" situations in life, or INSOLAMIS, an organization that improves the quality of life of people with intellectual disabilities and their families. Emphasis is placed on the value of students with disabilities' experiences and on the vocabulary typically used at the doctor's office which is pragmatically adapted to different ages and situations. Students will prepare in previous sessions for the meeting thinking over real situations in the doctor's office. This activity is in line with Sustainable development Goals 3, 4, and 10.

ATTENDANCE POLICY:

As a member of our academic community, you are expected to be present and on time to class every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these numbers there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the Academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Absences
Spanish Language – Orientation (15 hrs)	1 block
Spanish Language – Semester (60-90 hrs)	3
Area (45 hrs)	2
Workshops & Seminars (15-20 hrs)	1

CONTENT:

Week	Content	Assignments
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Week 1 September 9 & 11	Session 1: Course Presentation - Debate: greatest advances in History related to health. - Roleplay: At the Doctor's	- Health Professional Secrecy (video). - Reading: Hippocratic Oath
	Session 2: - Functional: Expressing opinion - Grammatical: recognize the use of the verbs "ser", "estar" and "doler" to talk about global health. - Vocabulary: Defining basic concepts: Health, Health Service, hygiene, healthy (meaning "in good condition"), healthy (meaning "good for your health"), pain. Parts of your body. - Culture: Life expectancy in the world: Japan, Spain and the United States, among others.	- Video: Life expectancy - Forum of the week - Choose topics for short presentations and research paper (by session 3).
Week 2 September 16 & 18	Session 3: The Mediterranean diet - Functional: Giving advice about nutrition. - Grammatical: Recognize the use of the imperative and the subjunctive to give advice and recommendations on global health. - Vocabulary: Food. Health and Wellness -at home, work and leisure time. - Culture: The Mediterranean diet. Public health	- Discussion: A balanced diet. - Final task: Planning a healthy diet based on the Mediterranean diet. - Choose topics and partner(s) for midterm presentations (by session 4). - Reading: How food affects our health - Forum of the week
	Session 4: Obesity Diabetes Celiac disease and other intolerances Eating disorders	Video: Food intolerances and diet Learning journal of the week

Week 3 September 23 & 25	Session 5: Primary Care centers • Functional: Describing drugs, and Primary Care centers. - Understanding drug prospects in Spanish. • Grammatical: Recognize the use of the main verbs with and without pronouns in health center documentation and in interviews with professionals.	• Readings and videos: - Primary care services. - Family doctor responsibilities (handouts from the manual). • Discussion: Generic drugs versus Brand drugs. • Reading and Writing: Clinical history • Interviews about Primary care, Health System, and professionals. Forum of the week
	Session 6: The Emergency Room • Vocabulary: - Abbreviations and acronyms related to the health professions. - Primary care services -APS, CAP, CS, EAP • Culture: - Spanish Public System of Health - Comparing Primary Health. The pharmacy in Spain and in the US *Visit to the pharmacy*.	• Learning journal of the week Post-activity: The students will prepare a short report (1 page) with their conclusions on the "Visit to the pharmacy": organization, functions and characteristics that they have observed during the visit.
Week 4 September 30 & October 2	Session 7: How to prevent violence in the health field? • Talking about strengthless and weakness arguing. • Reading: Clinical Interview • Video: Interviewing a patient. • Grammatical: Formal letters. • Roleplay: Clinical Interview.	• Forum of the week • Documentary: Spanish health system and COVID • Writing: Nurse assessment sheet. • Deadline: Research paper summary (October 2st)

	Session 8: Dental and ocular health in Spain • Vocabulary: At the hospital: departments, professionals • Culture: Comparing Public versus Private Health in Spain and the US.	• Learning journal of the week: “The challenges of eye health in an increasingly older society”.
Week 5 October 7 & 9	Session 9: First Aid Ictus Heart Attack • Functional: Identifying and applying First Aid techniques. Grammatical: Idioms (I).	• Case study: Errors in the application of first aid. • Video: Accident prevention • Reading and writing: Medical forms. Forum of the week
	Session 10: Hospitals in Spain and in the U.S. - Long-term pathologies and mental health: Cancer and MS (Multiple Sclerosis) • Functional: Ask for medical information. • Grammatical: Medical prefixes and suffixes (I). • Vocabulary: Medical Specialties • Culture: Hospitals in Spain and in the US.	Review of the first outputs Salamanca Sensible. • Video: surviving cancer • Reading: MS therapies • Forum of the week • Learning journal of the week
Week 6 October 14 & 16	Session 11: Midterm presentations Session 12: Office Hours – Tutorías	

Week 7 October 21 & 23	Session 13: Course-related activity: Visit to a Hospital / Health Center	Post-activity: The students will prepare a short report (2 pages) with their conclusions on the "Hospital Culture": organization, functions and characteristics that they have observed during the visit.
	Session 14: Symptoms and signs of allergies Respiratory diseases: Asthma and persistent COVID - Functional: Ask for and give information about the symptoms and signs of allergies. - Grammatical: - Medical prefixes and suffixes (II). - Idioms (II). Culture: Map of allergies and allergens in Spain and the Iberian Peninsula.	- Video: What are allergies? - Podcast: Guidelines to combat childhood allergies. - Case study: How do I know this is an allergy? - Learning journal of the week
Week 8 October 28 & 30	Session 15: Accidents Burns - Vocabulary: -Different kinds of emergencies. -First Aid concepts. Symptoms and specialists. - Culture: Spanish Medical Forms.	- Learning journal of the week - Deadline: Research paper schema (October 30rd)
	Session 16: Mental Disorders Emotional health Functional: - Analyzing symptoms and diagnosing. - Comparing information. - Describing patients' medical history. Grammatical: Review of Past tenses. Depression and sleep disorders - Watching Series: Modern Love S1E3: Take me as I am, whoever I am	- Reading: How most common mental disorders in Spain have evolved in last decades. Mental Health in Spain Report (2025). Selected fragments. - Reading: Family Mental Health Guide - Practice and Discussion: Mental disorders and their influence in the whole family. - Forum of the week

	• Vocabulary: Mental disorders. • Culture: • Spanish “familia”. Meditation and mindfulness. Popular beliefs about mental disorders in Spain, the United States and other cultures.	Review of the second outputs Salamanca Sensible.
Week 9 November 4 & 6	Session 17: The gynecologist, sexual health and STDs • Functional: Making Hypothesis. • Grammatical: Future and conditional tense to express hypothesis. Commands in Spanish to express recommendations.	• Reading and Discussion: Breast feeding, a personal choice. • Video: Food during pregnancy. • Poster: Infancy, adolescence, adulthood, old age. • Writing: Recommendations for each age group. • Forum of the week.
	Session 18: Pregnancy and breastfeeding in different countries. The figure of the midwife according to culture. • Vocabulary: Infancy, adolescence, adulthood, old age. • Culture: Breastfeeding: current perspectives	• Reading: Natural birth or cesarean section • Reading: Breastfeeding
Week 10 November 11 & 13	Session 19: Course - Related Activity: Visit to the National DNA Bank.	Post-activity: The students will prepare a short report (2 pages) with their conclusions on the organization, functions and characteristics of the center that they have observed during the visit. Deadline: Research Paper (November 13rd)

	Session 20: Old age in different cultures Arthrosis & rheumatism (orthopedics) Menopause Alzheimer's Disease Parkinson • Functional: Giving advice on health according to the age group. • Grammatical: Use of Subjunctive to make recommendations and give advice.	• Reading: The elderly. • Learning journal of the week
Week 11 November 18 & 20	Session 21: Trip related to the course: Visit to a nursing home. Students will participate in recreational activities with residents and learn about the management of the public nursing home system.	Post-activity: Students will prepare a brief report with their conclusions about the organization, functions and characteristics of the center that they have observed during the visit.
	Session 22: Sport and health. • Sport for the prevention of physical, mental, and psychological diseases. • Training tips to improve health. • Culture: sport in Spain and the United States.	• Case studies recovery through sport according to pathologies. • Videos on sport and its influence on human development.
Week 12 November 25 & 27	Session 23: Presentations of Research Papers	Discussion on the researching and writing process.
	Session 24: Wrap up and Final Review.	
Week 13 Final exam	The final exam will be on December 2th from 17:25 to 18:55 in our regular classroom (LA LATINA)	

COURSE-RELATED TRIPS/ACTIVITIES:

- Visit to the pharmacy

- Visit a Health Center or a Hospital.
- Visit of UNiDIVERSITAS' Students (Students with intellectual disabilities) / Visit to the INSOLAMIS Organization.
- Visit to the National DNA Bank
- Visit to the Neuroscience Institute of Castile and Leon (USAL)
- Visit to a nursing home.

REQUIRED READINGS:

Textbook: Morris García, Ruiz Martínez y García Arriola (2019). *Profesionales de la Salud (B1-B2) Curso de español*. Madrid: ENCLAVE-ELE. (available in Moodle)

Manual básico de medicina – Junta de Andalucía:

<https://www.juntadeandalucia.es/educacion/portals/delegate/content/7998b359-3353-4cbd-8bd7-8f6e125db96e>

RECOMMENDED READINGS:

CABRE, Teresa (edit.); ESTOPA, Rosa (edit.) (2004): *Objetividad científica y lenguaje: la terminología de las ciencias de la salud: IV actividades de IULATERM de Verano (7-17 de julio de 2003)*. Barcelona: Universidad Pompeu Fabra.

Diccionario terminológico de las ciencias médicas. (2002). Barcelona: ediciones científicas y técnicas. (available in Moodle).

Moodle Class Page (It is mandatory to consult the site regularly).

GUTIÉRREZ RODILLA, Bertha (2003): *Aproximaciones al lenguaje de la ciencia*. Burgos: Fundación Instituto Castellano y Leonés de la Lengua.

_____ (1998): *La ciencia empieza en la palabra. Análisis e historia del lenguaje científico*. Barcelona: Ediciones Península.

MARTÍNEZ, Gleen A. (2015): *"La lengua española en el sistema de atención sanitaria de los Estados Unidos"* en Informes del Observatorio / Observatorio Reports. 013-09/2015SP. Instituto Cervantes at the Faculty of Arts and Sciences of Harvard University. (available in Moodle)

RUÍZ MARTÍNEZ, Ana María (2001): *"El español de los servicios de salud: algunas consideraciones sobre su enseñanza"* en GÓMEZ DE ENTERRÍA, J. (coord.), *La enseñanza y aprendizaje del español con fines específicos*. Madrid: Edinumen.

ZUBELDIA, JM. y BAEZA, ML. (eds.) (2021): *El Libro de las enfermedades alérgicas*. Fundación BBVA (available in Moodle)

Diccionarios online:

<https://dicciomed.usal.es/> (monolingüe).

<https://www.wordreference.com/> (bilingüe).