



**SP 326 SPANISH FOR HEALTHCARE PRACTITIONERS II**  
IES Abroad Santiago

**DESCRIPTION:**

This Spanish course is designed for students interested in pursuing studies in the health care area and are interested in developing a professional career in cross-cultural settings in which effective communicative Spanish skills play a crucial role. The emphasis of this course is placed both on the improvement of linguistic skills and on the development of students' cultural competence. Students will learn about the Chilean health system and non-traditional health care practices while expanding their medical vocabulary.

**CREDITS:** 4 credits

**CONTACT HOURS:** 60 hours

**LANGUAGE OF INSTRUCTION:** Spanish

**PREREQUISITES:** None

**ADDITIONAL COST:** None

**METHOD OF PRESENTATION:**

Course includes listening and audiovisual activities, debates and role-plays to enhance students' understanding of medical vocabulary complemented with lectures and discussions of assigned readings.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- Oral Presentations & Debate – 20%
- Written Essays, Glossaries, & Website Design – 20%
- Midterm Test – 20%
- Final Oral Presentation – 20%
- Final Written Exam – 20%

**ATTENDANCE POLICY:**

Attendance and punctuality are mandatory for all IES Abroad classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than 1.5 classes (for courses taught once a week) or 2.5 classes (for courses taught twice a week) in any course, the final grade will be reduced by one-third of a letter grade (for example, A- to B+) for every additional unexcused absence. Six absences in any course will result in a failing grade.

**Punctuality**

Students who are late to class will receive a .5 absence. Arriving in class more than 15 minutes late will result in 1 absence.

**CONTENT:**

Session	Content	Assignments
Session 1	<b>Public and Private Hospital Care Systems</b> <ul style="list-style-type: none"><li>• Hospitals and health care centers (premises and facilities)</li><li>• Medical specialties</li></ul>	<ul style="list-style-type: none"><li>• Description of people and places</li><li>• Adjectives for comparison</li><li>• Comparatives and superlatives</li></ul>

Session	Content	Assignments
<b>Session 2</b>	<b>Public and Private Hospital Care Systems</b> <ul style="list-style-type: none"> <li>Hospitals and health care centers (premises and facilities)</li> <li>Medical specialties</li> </ul>	<ul style="list-style-type: none"> <li>Description of people and places</li> <li>Adjectives for comparison</li> <li>Comparatives and superlatives</li> </ul>
<b>Session 3</b>	<b>In the Doctor's Office</b> <ul style="list-style-type: none"> <li>Doctor/patient relationships</li> <li>Medical tools and equipment</li> <li>Medical terminology</li> <li>Student role-play activities</li> </ul>	<ul style="list-style-type: none"> <li>Expressing habits and routines</li> <li>Imperatives to give instructions</li> <li>Use of reflexive verb structures</li> <li>Giving instructions using imperative mood (formally and informally)</li> <li>GLOSSARY DUE: Students add two words to the glossary (in Moodle) for units 1 and 2</li> </ul>
<b>Session 4</b>	<b>In the Doctor's Office</b> <ul style="list-style-type: none"> <li>Doctor/patient relationships</li> <li>Medical tools and equipment</li> <li>Medical terminology</li> <li>Student role-play activities</li> </ul>	<ul style="list-style-type: none"> <li>Expressing habits and routines</li> <li>Imperatives to give instructions</li> <li>Use of reflexive verb structures</li> <li>Giving instructions using imperative mood (formally and informally)</li> <li>GLOSSARY DUE: Students add two words to the glossary (in Moodle) for units 1 and 2</li> </ul>
<b>Session 5</b>	<b>Course-related Trips</b> <ul style="list-style-type: none"> <li>Students visit public and private hospitals and clinics to learn how they operate, the type of care they offer, and the type of patients that seek assistance in this type of health care center</li> </ul>	<ul style="list-style-type: none"> <li>WRITTEN ASSIGNMENT DUE: comparative essay on Chilean and American health care systems</li> <li>GLOSSARY DUE: students add two words to the glossary (in Moodle) for units 3 &amp; 4</li> </ul>
<b>Session 6</b>	<b>Course-related Trips</b> <ul style="list-style-type: none"> <li>Students visit public and private hospitals and clinics to learn how they operate, the type of care they offer, and the type of patients that seek assistance in this type of health care center</li> </ul>	<ul style="list-style-type: none"> <li>GLOSSARY DUE: students add two words to the glossary (in Moodle) for units 3 &amp; 4</li> </ul>
<b>Session 7</b>	<b>What Happened?</b> <ul style="list-style-type: none"> <li>Symptoms intensity</li> <li>Medical history</li> <li>Children's common illnesses</li> </ul>	<ul style="list-style-type: none"> <li>Expressing symptoms</li> <li>Describing pain, aches, sores</li> <li>Describing past events</li> </ul>
<b>Session 8</b>	<b>What Happened?</b> <ul style="list-style-type: none"> <li>Symptoms intensity</li> <li>Medical history</li> <li>Children's common illnesses</li> </ul>	<ul style="list-style-type: none"> <li>Expressing symptoms</li> <li>Describing pain, aches, sores</li> <li>Describing past events</li> </ul>

Session	Content	Assignments
Session 9	<b>ORAL PRESENTATIONS</b> <ul style="list-style-type: none"> <li>Students make a presentation about their visits to public and private medical care systems</li> </ul>	
Session 10	<b>ORAL PRESENTATIONS</b> <ul style="list-style-type: none"> <li>Students make a presentation about their visits to public and private medical care systems</li> </ul>	
Session 11	<b>Accidents and First Aid</b> <ul style="list-style-type: none"> <li>Risks and accidents at home</li> <li>First aid</li> </ul>	<ul style="list-style-type: none"> <li>Accidental use of reflexive constructions</li> <li>Accidents and injuries</li> <li>Giving advice using subjunctive mood</li> <li>Past tense review</li> <li>Description of events and processes</li> <li>Imperatives to give instructions</li> </ul>
Session 12	<b>Accidents and First Aid</b> <ul style="list-style-type: none"> <li>Risks and accidents at home</li> <li>First aid</li> </ul>	<ul style="list-style-type: none"> <li>Accidental use of reflexive constructions</li> <li>Accidents and injuries</li> <li>Giving advice using subjunctive mood</li> <li>Past tense review</li> <li>Description of events and processes</li> <li>Imperatives to give instructions</li> </ul>
Session 13	<b>Course-related Trip</b> <ul style="list-style-type: none"> <li>Day trip to visit a rural healthcare center to learn how public primary healthcare centers work in rural areas. Students visit two medical centers and talk to staff to learn about the professionals that work in these centers, common health problems of the local community, etc.</li> </ul>	
Session 14	<b>Course-related Trip</b> <ul style="list-style-type: none"> <li>Day trip to visit a rural healthcare center to learn how public primary healthcare centers work in rural areas. Students visit two medical centers and talk to staff to learn about the professionals that work in these centers, common health problems of the local community, etc.</li> </ul>	

Session	Content	Assignments
Session 15	<b>Course-related Trip</b> <ul style="list-style-type: none"> <li>Day trip to visit a rural healthcare center to learn how public primary healthcare centers work in rural areas. Students visit two medical centers and talk to staff to learn about the professionals that work in these centers, common health problems of the local community, etc.</li> </ul>	
Session 16	<b>Course-related Trip</b> <ul style="list-style-type: none"> <li>Day trip to visit a rural healthcare center to learn how public primary healthcare centers work in rural areas. Students visit two medical centers and talk to staff to learn about the professionals that work in these centers, common health problems of the local community, etc.</li> </ul>	
Session 17	<b>Midterm Test</b> <ul style="list-style-type: none"> <li>Vocabulary exercise</li> <li>Grammar exercises</li> <li>Reading comprehension exercise</li> <li>Writing exercise integrating topics discussed in class, grammar, and vocabulary</li> </ul>	
Session 18	<b>Women's Health and Pregnancy</b> <ul style="list-style-type: none"> <li>Women's health</li> <li>Reproduction</li> <li>Pregnancy</li> <li>Abortion</li> <li>Contraception methods</li> <li>Video and class discussion: Abortion in Chile</li> </ul>	<ul style="list-style-type: none"> <li>Describing conception, pregnancy, and birth</li> <li>Discussing contraception methods</li> <li>Use of future tense to describe processes</li> <li>Interviewing people on their opinions about abortion</li> </ul>
Session 19	<b>Women's Health and Pregnancy</b> <ul style="list-style-type: none"> <li>Women's health</li> <li>Reproduction</li> <li>Pregnancy</li> <li>Abortion</li> <li>Contraception methods</li> <li>Video and class discussion: Abortion in Chile</li> </ul>	<ul style="list-style-type: none"> <li>Describing conception, pregnancy, and birth</li> <li>Discussing contraception methods</li> <li>Use of future tense to describe processes</li> <li>Interviewing people on their opinions about abortion</li> <li>WEBSITE DESIGN DUE: Students design a website for a rural healthcare center</li> </ul>

Session	Content	Assignments
<b>Session 20</b>	<b>Senior's Health</b> <ul style="list-style-type: none"> <li>• Illnesses and diseases that affect old people</li> <li>• Healthcare for senior citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing medical needs services and care needed by the elderly</li> <li>• Comparing the situation of the elderly in Chile and in the United States</li> <li>• Expressing opinions and supporting them</li> <li>• Causal and concessive clauses</li> <li>• Words related to healthcare, needs and services for the elderly</li> </ul>
<b>Session 21</b>	<b>Senior's Health</b> <ul style="list-style-type: none"> <li>• Illnesses and diseases that affect old people</li> <li>• Healthcare for senior citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing medical needs services and care needed by the elderly</li> <li>• Comparing the situation of the elderly in Chile and in the United States</li> <li>• Expressing opinions and supporting them</li> <li>• Causal and concessive clauses</li> <li>• Words related to healthcare, needs and services for the elderly</li> <li>• WRITTEN ASSESSMENT DUE: Essay on women: personal and socio-cultural decisions</li> </ul>
<b>Session 22</b>	<b>AUDIO-VISUAL ACTIVITY</b> <ul style="list-style-type: none"> <li>• Mar Adentro – A movie about a tetraplegic man who claims his right to receive euthanasia</li> <li>• Discussion</li> </ul>	
<b>Session 23</b>	<b>AUDIO-VISUAL ACTIVITY</b> <ul style="list-style-type: none"> <li>• Mar Adentro – A movie about a tetraplegic man who claims his right to receive euthanasia</li> <li>• Discussion</li> </ul>	
<b>Session 24</b>	<b>DEBATE</b> <ul style="list-style-type: none"> <li>• Euthanasia: Legal or illegal</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting own points of view</li> <li>• Expressing opinions and supporting them</li> <li>• Trying to persuade others</li> <li>• Making a hypothesis</li> <li>• Integrated use of grammar studied throughout the course</li> <li>• Integrated use of vocabulary studied throughout the course, specifically that related to euthanasia</li> <li>• GLOSSARY DUE: Students add two word to the glossary (in Moodle) for units 5 &amp; 6</li> </ul>

Session	Content	Assignments
<b>Session 25</b>	<b>Addictions</b> <ul style="list-style-type: none"> <li>Describing addictions and consequences</li> <li>Prevention campaigns</li> </ul>	<ul style="list-style-type: none"> <li>Describing addictions and its consequences on health</li> <li>Analyzing the impact prevention campaigns have on addicts</li> <li>Interpreting and discussing the results of a survey</li> <li>Expressing opinions about people's actions</li> </ul>
<b>Session 26</b>	<b>Addictions</b> <ul style="list-style-type: none"> <li>Describing addictions and consequences</li> <li>Prevention campaigns</li> </ul>	<ul style="list-style-type: none"> <li>Describing addictions and its consequences on health</li> <li>Analyzing the impact prevention campaigns have on addicts</li> <li>Interpreting and discussing the results of a survey</li> <li>Expressing opinions about people's actions</li> <li>WRITTEN ASSIGNMENT DUE: "My Personal Opinion About Euthanasia"</li> </ul>
<b>Session 27</b>	<b>FINAL WRITTEN PRESENTATION</b> <ul style="list-style-type: none"> <li>Assesses all contents reviewed throughout the course</li> </ul>	
<b>Session 28</b>	<b>FINAL ORAL PRESENTATIONS</b> <ul style="list-style-type: none"> <li>Students make a formal oral presentation about a topic related to any subject of medicine or Chilean health care system</li> </ul>	
<b>Session 29</b>	<b>FINAL MEETING</b> <ul style="list-style-type: none"> <li>Course evaluation and student marks</li> </ul>	

#### COURSE-RELATED TRIPS:

- Private and public hospitals and clinics
- Rural healthcare centers

#### REQUIRED READINGS:

- Aragónés, Luis, and R. Palencia. "Teoría y práctica." *Gramática de Uso del Español*, Ediciones sm, Madrid, 2005.
- Ellis, Martín, and R. Martín. "Niveles 2, 3." *Aventura*, Hodder and Stoughton, Ltd, 1995.
- García, Fernández Nieves, and J. Sánchez Lobato. "Español 2000." *Nivel: Elemental y avanzado*, Madrid, Sociedad española de Librería, 1994.
- Martín, Ernesto N. *Curso de Español para extranjeros*. Sans Gente, Libros por nivel 2, 3 Barcelona, Difusión, 1997.
- Terrell, Tracy D., and M. Andrade, et al. *Dos mundos*. McGraw-Hill Higher Education, 1998.
- Dossier designed by the instructor, which includes Spanish scientific journals, health and medical magazines, and other current pedagogical and relevant sources.