



**SP 325 SPANISH FOR GLOBAL HEALTH: INDEPENDENT ABROAD**  
IES Abroad Barcelona

**DESCRIPTION:**

According to U.S. Census Bureau, the Hispanic population living in the United States in 2012 represented approximately 16.9% 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 are able to 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 credits

**CONTACT HOURS:** 45 hours

**LANGUAGE OF INSTRUCTION:** Spanish

**PREREQUISITES:** Completion of IES Abroad's SP 302 Emerging Independent Abroad II outcomes from the *MAP for Language and Intercultural Communication*, determined by placement test.

**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, specialities 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: 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.
- Homework and daily presentations: Students will work individually and in groups in order to systematize and to practice orally all the grammatical concepts learned in class, with the opportunity to clarify doubts.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- Tests (listening, speaking, reading, writing, intercultural communication), 15%;
- Oral Presentations, 5%;



- Research Project, 10%;
- Homework and daily participation, 10%;
- Learning Journal, 15%;
- Midterm, 15%;
- Course-related trips, 10 %;
- Final Exam, 20%.

#### **LEARNING OUTCOMES:**

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

By the end of the course, students will be able to achieve some of the outcomes for the Independent Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

1. Intercultural Communication
  - a. Students will begin to identify at a basic level key host cultures in a business context, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes
  - b. Students will start to identify their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host culture.
  - c. Understand and respond to exchanges related to business.
  - d. Understand the vision, mission and values of some Spanish companies
2. Listening
  - a. Students will be able to understand some spoken communication of moderate complexity on a wide range of concrete business topics covered in classes.
  - b. Students will begin to understand native speakers from a variety of backgrounds and limited experience with non-native speakers, and they will comprehend common colloquial expressions and slang.
3. Speaking
  - a. Students will be able to speak on and discuss concrete business topics covered in classes, as well as other business topics of particular interest to them.
  - b. Students will be able to describe companies, products and services.
  - c. Students will be able to participate and respond actively in a variety of medical interactions: negotiations, presentations, business lunch, meetings.
  - d. Students will be able to express self in a specific medical presentation.
  - e. Students will be able to make a solid argument for a particular strategy.
  - f. Students will be able to read and understand articles, reports, economic newspaper articles, and online texts using background knowledge to aid their comprehension.
  - g. Students will begin to read and understand the main ideas of business texts with assistance.
4. Writing
  - a. Students will be able to understand data, strategy and graphs related to medical situations (Reports, financial information, notes, text messages, letters, emails).
  - b. Students will be able to write brief essays for class that narrate, describe report, compare, contrast, and summarize on a wide range of medical topics with developing degrees of grammatical and lexical accuracy.
  - c. Students will be able to edit their own and their peers' writing for common errors covered in class.

#### **ATTENDANCE POLICY:**

Attendance is mandatory for all IES Abroad classes, including course-related trips. 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 three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

**CONTENT:**

Week	Content	Assignments	Corresponding Learning Outcome(s)
<p><b>Week 1</b></p>	<p>Placement Test</p> <p>Course Presentation</p> <p>1. Functional:</p> <p>Expressing opinion</p> <p>2. Grammatical:</p> <p>SER and ESTAR. Verb DOLER.</p> <p>3. Vocabulary:</p> <p>Defining basic concepts: Health, Health Service, hygiene, healthy (meaning “in good condition”), healthy (meaning “good for your health”), pain. Parts of your body.</p> <p>4. Culture:</p> <p>Life expectancy in Spain and the US.</p>	<p>Debate: greatest advances in History related to health.</p> <p>Health Professional Secrecy (video).</p> <p>Roleplay: At the Doctor’s</p> <p>Reading: - Hippocratic Oath - Pain</p>	<p>I. A, B II. A, B III. A, B IV. A, B</p>
<p><b>Week 2</b></p>	<p>1. Functional:</p> <p>Giving advice about nutrition.</p> <p>2. Grammatical:</p> <p>Imperative. Present Subjunctive.</p> <p>3. Vocabulary:</p> <p>Food. Health and Wellness -at home, work and leisure time.</p> <p>4. Culture:</p> <p>The Mediterranean diet.</p> <p>Public health services in Spain and the US.</p>	<p>Discussion: A balanced diet.</p> <p>Final task: Planning a healthy diet based on the Mediterranean diet.</p>	<p>I. A, B II. A, B III. A, B IV. A V. A, C</p>

<p><b>Week 3</b></p>	<p>1. Functional: Describing drugs, and Primary Care centers.</p> <p>2. Grammatical: Verbs with and without Pronoun. Abbreviations and Acronyms.</p> <p>3. Vocabulary: Primary care services -APS, CAP, CS, EAP...</p> <p>4. Culture: Spanish Public System of Health  Comparing Primary Health Care in Spain and the US.</p>	<p>Reading: Primary care services. Family doctor responsibilities. Drug prospects.</p> <p>Discussion: Generic drugs versus Brand drugs.</p> <p>Interviewing locals: About Primary care, and Health System and professionals.</p> <p>Writing: Public Health versus Private Health in Spain.</p>	<p>I. A, B II. A, B III. A IV. A, B V. B, C</p>
<p><b>Week 4</b></p>	<p>1. Functional: Talking about strenghtness and weakness -arguing.</p> <p>2. Grammatical: Formal letters.</p> <p>3. Vocabulary: At the hospital: departments, professionals...</p> <p>4. Culture: Comparing Public versus Private Health in Spain and the US.</p>	<p>Roleplay: At the Doctor's. Job Interview.</p> <p>Reading: Interviewing a patient.</p> <p>Writing: Nurse assessment sheet. Cover Letter.</p>	<p>I. A, B II. A, B III. A, B IV. A,B V. A, B, C</p>
<p><b>Week 5</b></p>	<p>1. Functional: Identifying and applying First Aid techniques.</p> <p>2. Grammatical:</p>	<p>Case study: Errors in the application of first aid.</p> <p>Oral Presentation - Video: Prevention Campaign.</p> <p>Reading and writing:</p>	<p>I. A, B, C II. A, B III. A, B IV. A,B V. A, C</p>

	<p>Idioms (I).</p> <p>3. Vocabulary:</p> <p>Different kinds of emergencies. First Aid concepts. Symptoms and specialists.</p> <p>4. Culture:</p> <p>Spanish Medical Forms.</p>	<p>Medical forms.</p> <p><b>Guest Speaker:</b> First aid -Red Cross</p>	
<b>Week 6</b>	<p>1. Functional:</p> <p>Ask for medical information.</p> <p>2. Grammatical:</p> <p>Medical prefixes and suffixes (I).</p> <p>3. Vocabulary:</p> <p>Medical Specialties (I)</p> <p>4. Culture:</p> <p>Hospitals in Spain and in the US.</p>	<p><b>Course-related trip:</b> Visit to a Hospital.</p> <p><b>Midterm</b></p>	<p>I. A, B, C II. A, B III. A IV. A,B</p>
<b>Week 7</b>	<p>1. Functional:</p> <p>2. Grammatical:</p> <p>Medical prefixes and suffixes (II). Idioms (II).</p> <p>3. Vocabulary:</p> <p>Medical Specialties (II)</p> <p>4. Culture:</p>	<p>What are allergies? (video)</p> <p>Reading: Cavity. Heart attack.</p> <p>Oral presentation: A campaign to raise public awareness about some health problems: sunburn, allergies, etc.</p>	<p>I. A, B II. A III. A IV. A,B V. B, C</p>
<b>Week 8</b>	<p>1. Functional:</p> <p>Analyzing symptoms and diagnosing. Comparing information.</p>	<p>Reading: Most common mental illnesses in Spain</p> <p>Practice and Discussion: Meditation as a stress reliever.</p>	<p>I. A, B, C II. A, B III. A, B IV. A,B V. A, C</p>

	<p>2. Grammatical: Review of Past tenses.</p> <p>3. Vocabulary: Mental disorders (I).</p> <p>4. Culture: Spanish “familia”. Meditation.</p>		
<b>Week 9</b>	<p>1. Functional: Describing patients’ medical history.</p> <p>2. Grammatical: Future tense to express hypothesis.</p> <p>3. Vocabulary: Mental disorders (II).</p> <p>4. Culture: Popular beliefs about mental illness in Spain and the US.</p>	<p><b>Film viewing:</b> <i>La isla interior</i> (2010). Mental illnesses and their influence in the whole family.</p>	<p>I. A, B, C II. A, B III. A IV. A,B V. A, B, C</p>
<b>Week 10</b>	<p>1. Functional: Making Hypothesis.</p> <p>2. Grammatical: Hypothesis.</p> <p>3. Vocabulary: Infancy, adolescence, adulthood, old age.</p> <p>4. Culture: Breastfeeding in Spain and the US.</p>	<p>Reading and Discussion: Breast feeding - pros and cons.  Food during pregnancy (video).  Poster: Infancy, adolescence, adulthood, old age.  Writing: Recommendations for each age group.</p>	<p>I. A, B II. A, B III. A IV. A,B V. B, C</p>

<p><b>Week 11</b></p>	<p>1. Functional: Giving advice on health according to the age group.</p> <p>2. Grammatical: Use of Subjunctive to make recommendations.</p> <p>3. Vocabulary: Infancy, adolescence, adulthood, old age.</p> <p>4. Culture: The old age in Spain and the US.</p>	<p>Reading: The elderly.</p> <p><b>Course-related trip:</b> Visit to a Geriatric Home.</p>	<p>I. A, B II. A, B III. A, B IV. A,B V. B, C</p>
<p><b>Week 12</b></p>	<p>Wrap up and Final Review.</p>	<p>Presentation of Learning Journals and Research Projects.</p> <p><b>Research project:</b></p> <p>A. Public versus Private Hospitals and clinics. How does it work? Different Departments, budget...</p> <p>B. Writing and Oral Presentation: Organization of a Hospital (choose one in Barcelona).</p> <p><b>Final Exam</b></p>	<p>I. A, B II. A III. A V. B, C</p>

**REQUIRED COURSE MATERIALS:**

- Textbook: de Juan, C.R. *et al.* (2009). *Temas de Salud*. Madrid: Editorial Edinumen.
- Diccionario bilingüe español-inglés, inglés-español (online, acceso desde Moodle).
- Moodle Class Page (It is mandatory to consult the site regularly)

**RECOMMENDED MATERIALS:**

- Diccionarios online:
- <http://dicciomed.eusal.es/> (monolingüe).
- <http://diccionario.reverso.net/espanol-ingles/> (bilingüe).