

**OFFICE OF ACADEMIC AFFAIRS**  
**COURSE APPROVAL FORM**  
**NEW COURSE**



College: CAHSS Prefix/Subject Code: WLC Course Number: 102MS

Banner Title: Intro to Medical Spanish II Credit Hours: 3 First Offered: Spring 2019  
 (32 Characters)

Full Course Name: Introduction to Foreign Language II: Medical Spanish

Online Hybrid Classroom

Instructional Method:

Cross-listed: \_\_\_\_\_

*Cross-listed courses must provide both graduate and undergraduate syllabi.*

Prerequisites: WLC 101MS

Min. Grade: D

Catalog Description: (300 Characters)

Co-requisites: None

Teaches beginning listening, speaking, reading and writing within cultural contexts with special emphasis on medical terminology and tasks. Conducted in the target language. Prerequisites: WLC 101MS.

Prerequisites with Concurrency: None

Restrictions: None

*Class, Level, Department, Program, College, etc.*

A-F S-U

Grading System:

Does this course involve multiple academic units in the originating college? Yes  No   
*If so, the chair of each academic unit must sign this form.*

Is this course to be added to Charger Foundations? Yes  No   
*If so, the Charger Foundations committee must review this form.*

Does this course involve academic units external to the originating college? Yes  No   
*If so, deans of all colleges involved must sign this form.*

Is this a Laboratory course (stand alone or combined)? Yes  No   
*If yes, indicate the number of credit hours for the lab and the number of contact hours.*

Lab Hours: \_\_\_\_\_ Contact Hours: \_\_\_\_\_ Total Credit Hours: \_\_\_\_\_

Indicate type and hours for studio, clinical, internship, and study abroad courses.

- Studio Course Studio Hours: \_\_\_\_\_ Contact Hours: \_\_\_\_\_ Total Credit Hours: \_\_\_\_\_
- Clinical Course Clinical Hours: \_\_\_\_\_ Contact Hours: \_\_\_\_\_ Total Credit Hours: \_\_\_\_\_
- Internship Internship Hours: \_\_\_\_\_ Contact Hours: \_\_\_\_\_ Total Credit Hours: \_\_\_\_\_
- Study Abroad Abroad Hours: \_\_\_\_\_ Contact Hours: \_\_\_\_\_ Total Credit Hours: \_\_\_\_\_

**Compare with existing catalog offerings, with justification if apparent overlap:**

The only medical Spanish class currently offered is a one-semester course listed under our WLC 199S Special Topics. If the proposed sequence is approved and implemented, we will not offer 199S at the same time as the sequence, so there will be no overlap.

**Discuss demonstrated value of course. Please justify why this new course is needed.**

There is a demonstrated need for medical professionals with language skills, particularly in Spanish, so this course would serve our nursing and pre-med students as well as language students who have an interest in the field of professional interpretation and translation. The Nursing college and pre-health advisors are supportive and will help us advertise this course to their students.

**Will this course be required? Explain.**

No. It will be an alternative to the traditional Spanish 102.

**Is this course part of a program core? Explain.**

No, although it could fulfill program requirements in the same way that Spanish 102 does.

**Is this course part of a new major or minor? Explain.**

Not at this time, although we plan to work toward a certificate program related to Medical Spanish.

**Textbooks:** An Introduction to Spanish for Health Care Workers, 4th ed. (Chase & Medina de Chase)

**Intended Instructors:** Dr. Leslie Kaiura and/or Ms. Maria Boyette

**Implications for faculty workload:** Will replace one Spanish 102 or 199 course in regular workload

**Implications for facilities:** Will require a classroom accomodating a max. of 25-30 students.

*A detailed syllabus must be attached giving an overview of topics covered, course goals and structure, grading system, and policies.*

**Department Chair:** [Signature] **Grad. Council:** \_\_\_\_\_

**College Dean:** [Signature] **Graduate Dean:** \_\_\_\_\_

**College Curriculum Committee:** [Signature] **Undergrad Curriculum Cmte:** \_\_\_\_\_

**Charger Foundations:** \_\_\_\_\_ **Provost:** \_\_\_\_\_

**Acknowledgements from other units:**

**Department Chair:** \_\_\_\_\_ **College Dean:** \_\_\_\_\_

## **Introductory Medical Spanish Sequence Course Proposal – Additional Explanations**

For the last few years, I (Leslie Kaiura) have offered a one-semester WLC 199S Intro to Medical Spanish that has been well-enrolled and well received by students. The enrollees are typically nursing or pre-med students who would not otherwise take a foreign language class, so the addition of 199S has positively impacted our WLC enrollment.

However, 199S is a one-off class that does not fit into our Spanish program because students interested in further study cannot move from 199 to Spanish 102 or 201 due to prerequisites and to the narrow instructional focus of 199. In contrast, offering a two-semester introductory medical Spanish sequence would allow enough instructional time for students to receive comparable instruction and experience to our typical 101/102 students.

The course plans that I have created for the proposed 101MS/102MS sequence combine the key elements of our typical 101/102 curriculum with the thematic and task-based approach of my medical Spanish course. Some vocabulary topics are omitted or scaled down, and some minor grammar points receive a more cursory treatment, but I estimate that at least 85% of the current material for 101/102 is sufficiently covered in the plans. The course will also contain a cultural literacy component and will make use of audio and video resources available online.

Students completing the sequence will receive a solid introduction to basic Spanish and will get comparable practice in all four language skills (reading, writing, listening, and speaking). Therefore, if the sequence is approved, I propose that students be allowed to substitute it for our traditional Spanish 101/102 classes for the purpose of language requirements and prerequisites, or as part of their major, minor, or certificate program in Spanish. Eventually, if this sequence is successful, I think it would be advantageous for our department to explore developing a 300-level medical interpretation classes and a minor or certificate geared toward medical Spanish.

## WLC 102MS: Introduction to Foreign Language II: Medical Spanish [Sample Syllabus]

**Professor:**  
**Office:**  
**Phone:**  
**Email:**

**Classroom:**  
**Meeting time:**  
**Office Hours:**

### Textbooks and Materials:

- *An Introduction to Spanish for Health Care Workers*, 4th ed. Robert O. Chase and Clarisa B. Medina de Chase. New Haven: Yale UP, 2013. [Note: The materials for this course will be customized using a combination of this textbook with material from our traditional Spanish 101 textbook. See the course outline below.]
- Readings on Hispanic cultures and on health care and cultural competence (links available on Canvas).
- A Spanish/English dictionary. WordReference.com is an excellent online dictionary with a smartphone app.
- Homework assignments and links to additional materials will be posted on Canvas throughout the semester. Students should check Canvas and UAH email regularly for announcements and assignments.

**Course description:** This course teaches beginning listening, speaking, reading and writing within cultural contexts with special emphasis on medical terminology and tasks. In addition to basic language and skills, students will learn vocabulary and structures to help them interview Spanish-speaking patients, identify and discuss common medical complaints, take a medical history, conduct a physical exam, and give health-related advice and instructions for taking medication. Class is conducted in the target language. Prerequisite: WLC 101MS.

**Disclaimer:** This course is designed for students to learn and practice medical terminology, but does not teach content related to the diagnosis or treatment of medical conditions.

### Grading Scale:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-97	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62

### Grade Breakdown:

Written Exams (3)	35%	Cultural Journal	10%
Oral Exams (2)	20%	Homework and Participation	25%
Quizzes	10%		

**Attendance and Make-up Work Policy:** Please note that there is a firm attendance policy in this course. There is no penalty for missing up to three class periods, and these absences may be used for illness or personal reasons. After four absences, a penalty of 4% per absence will be assessed from the student's final grade. Three tardies/early departures equal one absence. Excused absences are limited to participation in an official, previously scheduled university event (such as varsity sports) and extraordinary circumstances (such as non-elective hospitalization or accident). Regardless of the reason for absences, arranging for make-up work is the student's responsibility and work must be made up in a timely fashion for credit to be given. Homework will not be accepted more than one week past the due date, and quizzes, exams, and compositions may not be made up after they have been graded and returned to the class.

**Written Exams:** Written exams will cover all of the vocabulary and grammar structures covered in class. Formats may include objective sections (matching, multiple choice, fill-in-the-blank, etc.), sentence writing, short translations, and dialogue writing.

**Oral Exams:** Oral exams will coincide with the major written exams and will require students to complete a series of tasks using the vocabulary and grammar we have learned. For instance, for the midterm students will have to demonstrate that they can gather basic information about a patient and the patient's major complaint. For the final, students will role-play conducting a physical exam and taking a medical history, etc. At the professor's discretion, oral exams will either be done by appointment in person, or videoed by students and submitted via Canvas.

**Quizzes:** Most chapters will end with a short quiz. These quizzes will cover all vocabulary and grammar from the pertinent chapter. Quizzes cannot be made up after they have been graded and returned to the class. One quiz grade will be dropped.

**Cultural Journal:** The cultural journal will consist of 10 written responses (in English) to readings about Hispanic culture and the medical profession that the professor will provide during the semester. Readings will be available online via the UAH library or Canvas (web links or PDFs). In around 200 words, students will summarize key information from the readings and give a personal response to what they have read (Questions to think about when writing: What are the most important points of the reading? Did you know this information already? Does it surprise you? Does it seem true from your personal experience, or does it seem stereotypical? Is it helpful? Why or why not? Etc.) The journal will be turned in twice, with 5 entries due near midterm and the last 5 due near the end of the semester. Journals should be typed and double-spaced and will be turned in via Canvas.

**Homework and Class Participation:** Homework will be spot checked in class and grades will be assigned on completion of the assigned exercises. Worksheets from Canvas should be printed and completed before the date due on the syllabus. Grades will also be assigned for class participation (regularly volunteering, participating actively in pair/group work and discussion, etc.) and some grades may be given on oral or written activities completed in class (such as a dialogue that students write together and perform for the class). Poor attendance will also lower participation grades because you can't participate if you are not in class!

**Contingency Plan:** If class is cancelled due circumstances such as severe weather or the indisposition of the professor, students are responsible for checking Canvas and following any instructions for homework or make-up work before the next class meeting. Students **will be held responsible** for material and assignments that are posted on Angel in a timely fashion in the event of an unexpected class cancellation.

**Cell Phones:** Cell phones and similar devices must be silenced (not set to vibrate) during class, unless you have a special situation and have discussed it with the professor. They may be used to access dictionaries or other pertinent resources during class activities; however, they must be completely put away during quizzes and exams. Students seen handling/looking at phones during quizzes or exams will be in danger of receiving a zero. Please be courteous and do not take calls or text during class. Repeated disruptions can lead to a lowered participation grade.

### **ACADEMIC INTEGRITY**

Using an online or electronic translator to compose sentences which you then turn in as your own writing, or asking a native speaker to help you with your homework, can both be considered a violation of the code of academic integrity. If you are using a program or device to translate more than 2-3 words together to compose strings or chunks of text, you may be violating the code of academic integrity. If you are confused about the difference between an online dictionary and an online translator, please speak with the instructor. You may also ask for clarification about the degree to which you may work with others on your assignments. You may use an online dictionary to look up single words and phrases to include in your original sentences. The following is an example of such an online dictionary: <http://www.wordreference.com>. Refer to the UAH Student Handbook for policies related to standards of conduct, including plagiarism, cheating, and student rights and responsibilities.

UAH is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (7.III.A). The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service, as well as additional information about the company, are described at [www.uah.edu/library/turnitin](http://www.uah.edu/library/turnitin).

### **STUDENTS WITH DISABILITIES**

The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic

accommodations. Students should identify themselves to the Disability Support Services Office (256-824-1997 or Madison Hall, Room 131) and their instructor as soon as possible to coordinate accommodations.

### **Tips for Success:**

- Do not expect this class to be an “Easy A” or a “GPA Booster.” If you want a good grade, you have to work hard.
- Know your syllabus so that you are aware of important course policies and due dates.
- Check Canvas for announcements and homework assignments, and when in doubt, email the professor!
- Keep up with learning vocabulary and grammar on a daily basis. There is a lot of vocabulary in this course and you will not do well if you do not stay on top of it.
- Get help quickly if you have trouble with the grammar or tasks we are learning in the class.
- Come to class every day, and be prepared (read the chapter in advance and complete homework).
- Do all of the ‘regular credit’ assigned because there will not be any significant ‘extra’ credit (if any at all)!

### **Recursos (Online resources):**

Internet tutorials and practice exercises:

<http://www.studyspanish.com>  
<http://www.colby.edu/~bknelson/SLC/index.php>  
<http://www.donquijote.org/members/>  
<http://www.queondaspanish.com>

Textbook Companion Site:

<http://yalepress.yale.edu/yupbooks/chase/4eIndex.htm>

Online dictionary:

<http://www.wordreference.com>

## **Course Outline [Draft]**

### **Chapter 8: La rutina diaria (The Daily Routine)**

#### **Objectives**

- To describe and ask questions about daily routines and clothing
- To talk about living arrangements and household tasks
- To ask and respond to questions about whether a child or patient can perform certain tasks, and who will help, using object pronouns

#### **Vocabulary**

- Daily routine verbs and related nouns (personal hygiene, etc.)
- Basic clothing and colors
- Basic household items and chores

#### **Grammar / Structures**

- Reflexive verbs
- More stem-changing verbs (o – ue)
- Indirect object and double object pronouns

### **Chapter 9: El ejercicio y las actividades, adentro y afuera (Exercise and Activities, Inside and Outside)**

#### **Objectives**

- To discuss activities and hobbies, and active vs. sedentary lifestyles
- To talk about weather and environmental conditions that may impact activities and health
- To discuss about lifestyle choices and their impact on health

### **Vocabulary**

- Indoor and outdoor activities, sports and hobbies
- Weather expressions and key environmental terms that impact health
- Some location and related vocabulary (country, city, park, street, etc.)

### **Grammar / Structures**

- More infinitive structures (tener que, hay que, tener ganas de, etc.)
- Giving simple recommendations and commands using infinitive structures
- Present progressive
- Yo-irregular verbs, plus saber vs. conocer

## **Chapter 10: La farmacia (The Pharmacy)**

### **Objectives**

- To give accurate dosing instructions to patients using formal commands
- To describe indications and warnings related to medications

### **Vocabulary**

- Forms of medication, routes of administration, and indications
- Dosing instructions (measurements, frequency terms, etc)
- Terms related to medication warnings and side-effects

### **Grammar / Structures**

- Formal commands
- Por & para, and a review/summary of other prepositions
- Recycle and practice direct and indirect object pronouns

## **Chapter 11: La historia médica (Medical History)**

### **Objectives**

- To conduct a medical history interview
- To expand vocabulary related to illnesses, conditions, and symptoms

### **Vocabulary**

- Illnesses and conditions
- Symptoms

### **Grammar / Structures**

- Perfect tenses (present perfect for use; past perfect for recognition)
- Indefinite and negative words

## **Chapter 12: El examen físico (The Physical Exam)**

### **Objectives**

- To conduct or describe a physical exam, and give the patient relevant commands
- To ask and answer questions about the patient's chief complaint and recent habits (as related to a medical history interview or pre-surgery situation)

### **Vocabulary**

- Physical exam terms: verbs, items, and commands
- Chief complaint and pre-surgery questions

- Reassuring words and giving test results

### **Grammar / Structures**

- Time expressions with hacer
- Preterit of regular verbs, ir, and ser
- Review of ir + a + infinitive and formal commands

## **Chapter 13: ¿Qué pasó? (What happened?)**

### **Objectives**

- To describe past actions and habits
- To find out what happened to a patient and when (preterite tense)
- To find out what was happening at a time in the past (imperfect tense)

### **Vocabulary**

- Cardiovascular health
- Accidents and injuries
- Time expressions related to the past tense and habitual actions

### **Grammar / Structures**

- Irregular preterit verbs
- Imperfect tense
- Usage of the preterit and imperfect tenses

## **Chapter 14: La sexualidad y la maternidad (Sexuality and Maternity)**

### **Objectives**

- To talk about relationships, stages of life, birth, and death
- To discuss topics related to pregnancy, family planning, and safe sex
- To ask patients about potential family violence and abuse
- To talk and ask about future plans

### **Vocabulary**

- Vocabulary related to stages of life and relationships
- Maternal health, family planning, and safe sex
- Intimate partner violence / sexual abuse screening questions

### **Grammar / Structures**

- Present subjunctive used with influence, emotion, doubt, and impersonal expressions
- Informal commands (perhaps only for recognition?)
- Conditional and future tenses