HISP Intensive summer: Spanish for Health Care Workers

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This intensive summer course is designed to provide students with the linguistic and cultural competencies necessary to communicate with and help treat Spanish-speaking patients with limited English proficiency. The course will include a general review of pertinent grammar and specific vocabulary groups relating to the health care professions: assessment and care of patients, vocabulary useful for establishing rapport, and discussions leading to cultural competencies. By the end of the class students will be able to ask questions and provide answers in common medical situations in Spanish, conduct patient interviews and understand a wider variety of possible responses from patients. We will practice communication skills by writing social/ personal histories relative to medicine, learn vocabulary to conduct basic exams in Spanish, discover cultural and social factors that may affect our communication with Spanish-speaking patients and know our own limits and recognize when additional interpreters may be needed. To broaden our knowledge of different cultures, students will present information on health care systems and professions in a variety of settings. The class is conducted in Spanish (it’s one of your chances to practice!), but much of the grammar explanation in the book is in English, so if you read the assigned material ahead of time, it will give you the background you need to participate in class; I encourage you to consult with me in English or Spanish outside of the classroom. As you have already discovered, language-learning requires a lot of attention and merely attending class and flashing through the assigned homework will not get you too far; you need to set aside time and seek out opportunities to practice, to concentrate on the homework, to review the accompanying video materials, and to request additional exercises or materials if you have a particular problem area (we all have them, but they will be different so we may not spend as much time in class on a topic as you would like/need). There may be some adjustments to the class and the syllabus as needed through the course. I encourage you to give me and will seek out your input about the class at regular intervals – let me know how it’s going for you!

Prerequisites: Two years of college level Spanish classes or equivalent placement.


- Some additional readings on Canvas as assigned


Class requirements:

- **Preparation for and participation in discussions:** All students in this course must participate orally in class during every session in which you have an opportunity to talk. You will be graded on your daily participation, in keeping with your starting point and improvement as the semester unfolds. Although all classes will be conducted in Spanish, in conversations that involve content, you will be evaluated on the content of your oral responses to readings and ideas of others and not on your fluency. I recognize that students will come to these discussions with different levels of fluency, and your fluency in comparison to your classmates will not be the foundation for your grade. Since this is an intensive summer class, your regular attendance is expected. More than 2 classes missed will result in lowering your final grade 5% for every extra absence. (15%)

- There will be a variety of brief written assignments and/ or quizzes that involve grammar review and vocabulary and on these you will be evaluated more on accuracy, how much thought and detail is evidenced, and if you can answer basic questions about assignments. These are basically to give you feedback on the more “technical” aspects of language learning. (15%)

- **A presentación colectiva** prepared with two other students that introduces another health care system from the Spanish-speaking world or covers a topic of related interest (such as alternative medicines, pharmacy, nursing, dentistry, etc., in another context – please choose a topic we do not cover in class!). These should be 15-minute (total, entre todos) expositions and should include an overview of material and some reaction to them (maybe relative to other issues we’ve discussed, your own experience, or in reference to other presentations, there are lots of possibilities!) -- You should consult with me (at least briefly) about your ideas the week before presenting them. Please include a bibliography of all other sources on the board or in a slide when you present.

  Downloading a bunch of material from the Internet is not effective—try to structure your presentation with a focus that highlights a few key ideas that will be of interest to and remembered by your colleagues, rather than
a long list of datos. No make-ups unless you have a dire emergency/illness and contact me ahead of time; you might trade with one another ahead of time re: dates, though (15%)

- Written assignments include two interviews: one ethnographic interview with a Cuban about some issue related to health care. You should aim to speak for at least 20 minutes and write a 500-600 word summary of the interview (what the person said, but also your reactions: what you learned, what was surprising, etc.) (10%). The second interview will take place in class where you will interview another student about his or her life and professional goals and write these up (10%). You will also write a 500-600 word reaction paper to one of the films assigned to be watched outside of class, and discussed in class. You can choose which film you’d like to discuss, and your reaction paper will be due one week after the film is assigned for viewing (10%).
- A final in-class exam will cover grammar and major ideas treated in the semester (in readings, in the video and in presentations); we’ll discuss the specific format as the time approaches (25%).

Late assignments will be accepted but will be penalized 3 points for every 24 hours past the deadline.

Academic honesty is required of all students. My advice to you when writing or speaking is, when in doubt, cite your sources! I encourage you to do outside reading, but you must make reference and acknowledge ideas that are not your own. (Yes! This applies to presentations too so please don’t present information or incorporate information you find on the Internet or in a book as if it were your own without citing it!) For more information please refer to the Brown Academic Code, but please see me if you have any doubts or questions.

Plan de clases:

**Unit 1: Accidents, Diabetes and the Interpretation of cultural codes.**

**Week 1**
Day 1: Intro. to the class, a las/las compañeras/os de clase, to the text and accompanying video. We will see Historia 1ª in class; review body parts; review articles and interrogative words. Homework: read pp.1-32 de Salud (grammar review) watch the “personajes”, “escuchar” y “analizar” sections of the DVD (ojo: the homework is always for the following class).

Day 2: Introduce and use the vocabulary (pp. 1-15); talk about the characters in the Community Clinic; form groups for the collective presentations; review pp.33-46 of Salud, go over the exercises p 37-39, 46. Homework: Read the story “La noche boca arriba” de Cortázar (Canvas).

Day 3: Discuss the Cortázar story; role-plays of possible conversations between the doctor and the protagonist; review pronouns, agreement. Homework: Read pp.53-87 de Salud, do exercises pp 55-56, 61-63, 66-67; watch “Historia 1b” of the video and read the selection on Canvas on culture: “Cultura PDF”.

Day 4: Review the story at the clinic, the vocabulary, verbs in the present, review exercises pp 71, 81-83, 88; Work with the examples of intercultural communication. Homework: Watch the interview with Jesús Brañas; read pp.95-103 of Salud, do the exercises on pp 104-5; review the reading on diabetes (pp 44-45) and look at the pamphlets on this on Canvas.


**Unit 2: Alternative medical practices, cardiac problems, medical interpretation**

**Week 2**
Day 1: Review more vocabulary; the present participle, adverbs, the present progressive; discuss the article on Latinx health; review the information on medicinal plants (Canvas) and work in teams to draft pamphlets about others. **Homework:** Read pp.113-123 de *Salud,* do exercises pp. 118-119, 121, 123; read Professor Barney Warf’s article on medical tourism: “Do You Know the Way to San José?” (Canvas)

Day 2: **Quiz:** review por y para; finalization of pamphlets on medicinal plants; discussion of Warf article; discuss the ethnographic interview (due in one week) **Homework:** read pp.124-139, 144-151 de *Salud,* do exercises p.128-30, 134, 139, 149; read “Interpreter as Cultural Broker,” pp. on accentuation in Spanish and the “Cardiopoemas” (Canvas)

Day 3: Discuss cardiac issues, accentuation, the role of the interpreter; visit of a medical interpreter (local or via Skype)?; **Homework:** read “Traditional Health Care” and “I Don’t Know the Words He Uses” (Canvas); watch video “Historia 2b”.

Day 4: Review the story. Conversation and activities about alternative medicine and health practices; review Pretérito/imperfecto. **Homework:** read pp.152-176 de *Salud,* hacer los ejercicios p 153-4, 156, 159, 162, 164-165;

Day 5: Second student presentations on health care in other Spanish-speaking contexts; review exercises p 167, 171, 174-175; **Homework:** Watch “Historia 3a” read pp.177-185 de *Salud,* do exercises p 180; watch “Personajes”, “Conversar”, y Analizar” on video and article on Liliana Mayo and autism in Perú (Canvas).

**Unit 3:** At risk pregnancy, abortion, domestic violence, malnutrition.

**Week 3**
Day 1: Review what’s up at the Clinic (video); role-plays with Laura y Alex; vocabulary; expressions of time, conjunctions, do exercises p 182-3; discuss Mayo’s work in Peru. **Homework:** watch *Rosita* read pp.187-199 in *Salud,* do exercises pp. 190-91, 197-199.

Day 2: **Hand in your ethnographic interviews;** discuss Rosita; review pronouns. **Homework:** read the selection on malnutrition and children’s health (Canvas), read pp.199-223 in *Salud,* do exercises p. 202-3, 205, 208-10.


**Unit 4:** HIV/AIDS, contagious diseases and the end of life.

Day 4: Conversation about HIV; what’s happening at the Clinic; review the vocabulary; discuss and begin colleague interviews, due next Monday. **Homework:** read pp. 239-261, pp. 278-79 de *Salud,* do exercises p. 242-3, 249-50, 254-55, 258, 260-261.

Day 5: **Quiz;** Commands; Third student presentations on health care. Homework: watch the film *Mar adentro* (Canvas); read pp. 262-276 in *Salud,* do the exercises p. 263-4, 267-8, 271-273; read the selection on vaccination (Canvas)

**Week 4**
Day 1: **Hand-in colleague interviews;** discuss Mar adentro and medically assisted dying; the controversy about vaccinations; uses of the conditional tense. **Homework:** Watch “Historia 4a,” read pp. 287-297 in *Salud,* do exercises pp. 289-90, 296-297; read “The Listening Cure” (Canvas)

**Unit 5:** Machismo, anxiety and depression
Day 2: Review the video story, el vocab., passive voice, impersonal “se,” comparisons, negative expressions; discussion: machismo. **Tarea:** leer pp. 297-317 de *Salud*, do exercises p. 299-300, 304-306, 308-309, 314-315; read poetry that expresses anxiety, depression (Canvas)

Day 3: Poetry and estados de ánimo, begin to review the subjunctive. **Homework:** read pp. 318-346 of *Salud*, do exercises p. 322, 334, 343-345, 348-9; watch “Historia 4b”

Day 4: Discussion about the end of the telenovela and projections about the future; more vocabulary review; more subjunctive. **Homework:** read pp. 350-369, do exercises pp. 352, 355, 357-8, 362, 365; read JAMA Latino PDF, “Palliative Care for Latino Patients” (Canvas)

Day 5: Temporal agreement, situations that require the subjunctive, palliative care, overall review for final exam.