



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER™  
EL PASO

Paul L. Foster School *of* Medicine

# Syllabus

## Medical Spanish (PSPA)

(This is a component of PSCI)

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MS2: Mondays 9:00 AM – 4:00 PM (check Elentra for details)

## Course Description

**PSPA** is a portion of the evaluation for Society, Community, and the Individual (PSCI). In Immersion, Spanish is focused on Language Foundations and Conversation as a preparatory step before starting the Medical Spanish during the following fall and spring semesters in the first and second year in the pre-clerkship phase of Doctorate of Medicine at TTUHSC El Paso. **Attendance is required at all PSPA Immersion and regularly scheduled semester activities.**

While the Spanish instructors will provide additional material for each of their sections, this syllabus supersedes any other material given to students. In their third and fourth year of medical school, students will be taking care of a large number of patients who speak Spanish but not English. The Spanish component is designed to facilitate communication with these patients as well as others the student will likely encounter after graduation. It also helps students understand the cultural context of some of the patients they will care for at the PLFSOM. PSPA is highly integrated with PDSK and PSPM, so that when students learn pertinent questions to ask about chest pain, for example, they will also learn how to do so in Spanish.

Students will be assigned to small groups based upon their Spanish speaking ability. Spanish instruction is divided into these parts:

- Intensive Conversational Spanish: ~30 hours during the Immersion.
- Medical Spanish: weekly one-hour meetings for all students after immersion for three semesters and one semester optional. In addition, a self-paced Medical Spanish course and certification program will be provided using the online Canopy medical Spanish platform. A completion of each Canopy level (Levels 1-3) needs to be completed after the second semester of the first year (Spring).

### Goals for Conversational and Medical Spanish (PSPA)

- Students will be able to enhance their level of competency in conversational Spanish. Fluency is not a realistic goal.
- Students will be able to apply culturally appropriate conversational skills aligned to their level of competency in the Spanish language.
- Students will be able to develop a familiarity with medical Spanish sufficient to communicate in a limited but useful way with Spanish-speaking patients.
- Students will be able to recognize when their language competency constitutes a significant limitation that must be assisted by the services of a skilled interpreter.

## Instructional Method and Approach

The primary educational method for all Spanish instruction will be a task-based communicative approach.

- This approach considers language to be an activity: language is doing something, for some reason, in a particular context, and not just a series of grammar rules.
- Task-based instruction makes use of real-life situations that students must negotiate, as opposed to exercise-based instruction in which drills and learned patterns make students more of a passive learner than an active user of language. Situational, linguistic, and cultural contexts are very important in this language teaching approach.
- Learning experiences on PSPA will be based on Small discussions groups where lecture, demonstration, simulation and role-play can take place. This will require students to participate actively in both scripted and improvised situations in which they will use Spanish according to their language competencies.
- Attendance to any in-person classes is mandatory: Success in conversational and medical Spanish, both within and beyond the class, depends greatly on active participation during class time.
- Students may bring a hard-copy of a Spanish-English dictionary to class (when applicable). They may not use electronic devices (e.g., laptops, iPads, cell phones) in class unless specified by the instructor.

## Competencies, Program Goals and Objectives, and Outcome Measures

The Paul L. Foster School of Medicine education program goals and objectives are outcome-based statements that guide instruction and assessment as students develop the knowledge and abilities expected of a physician. All elements of the PLFSOM curriculum are derived from and contribute to the fulfillment of one or more of the medical education program's goals and objectives that can be found at [PLFSOM PGOs](#). PSPA course overall goal include the following institutional goals, students will be able to:

- Converse effectively with patients in both conversational and medical Spanish (ICS-4.1)
- Communicative effectively with colleagues and other healthcare professionals in both conversational and medical Spanish (ICS-4.2).
- Communicate with sensitivity, honesty, compassion and empathy in Spanish (ICS-4.3).
- Demonstrate sensitivity, compassion and respect for all people (PRO-5.1).
- Gather essential information in Spanish about patients and their conditions through history taking, physical examination, studies and other tests (PC-1.1).

- Recognize when to take responsibility and when to seek assistance related to their targeted language skills in Spanish (PPD-8.1).

## Course components

A copy of the course calendar will be provided during the first day of classes of each semester. Conversational and Medical Spanish have these required components:

- 1) Attendance
- 2) Professionalism
- 3) Participation
- 4) Vocabulary activities
- 5) Oral and written practices
- 6) Listening activities
- 7) Performance Encounter simulations
- 8) Presentations

## Textbooks and Other Learning Resources

### Required

There is no required text for the Medical Spanish Courses. Assigned materials will be available through Elentra website, and may be researched during specific classes.

### Recommended/References

Ortega P. Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish. Second edition. Elsevier, 2015.

## Grading / Evaluation

### Graded Components

The PSPA components are graded. To pass the course students must pass the assessments/requirements. In order to pass PSPA, students need an overall of 70% or higher to pass the course during Immersion Spanish as well as the Fall and Spring semesters during the first and second year.

### Language Competency and Testing

Competency levels are defined according to criteria set by ACTFL for the following: Novice 1 and 2, Intermediate 1 and 2, and Advanced 1 and 2. These same criteria will be used for placement

of students into their groups using the Immersion exam. This exam will be used as an exit exam during the second year. Grading will be based on meeting the course objectives and always according to students' competency level; i.e., beginning students will not be assessed according to the same criteria use to grade more advanced students. Because learning a language requires cumulative knowledge and practice, students may need to change to a different level as determined by the Spanish faculty.

Evaluation of students will be guided by rubrics devised for specific exercises and levels of competencies. These rubrics will be given closer to the examination. They will assess: comprehensibility, comprehension, language forms and phrases/vocabulary appropriate to the task and student level, as well as cultural understanding and completion of the assigned task. Based on the previous information, grading are set in the following categories.

For Immersion Conversational Spanish, all students will be assessed with this distribution:

|   |     |
|---|-----|
| Attendance  | 10% |
| Professionalism   | 10% |
| Participation   | 10% |
| Oral comprehension class assignments/practices (5)                        | 10% |
| Assignments for off-campus activities (field trip activity & downtowning) | 20% |
| Group project (brochure & video)  | 20% |
| Final assessment (oral interview varied by level)                         | 20% |

For Medical Spanish, final grades will be assessed with this distribution:

|   |     |
|---|-----|
| Attendance  | 10% |
| Professionalism   | 10% |
| Participation in class that is active (i.e. presentations)                                | 20% |
| Two listening and comprehension quizzes, 10% each   | 20% |
| Two five-minute Spanish oral conversation evaluation, 10% each                            | 20% |
| Final participative event that will consist of a 5-7 minute doctor-patient oral interview | 20% |

**Feedback:** As reviewed in the previous section, formative oral feedback will be provided during/after each summative assessment. Narrative feedback will be provided at the end of Immersion and twice during the semester (at the midpoint and the end point).

Students who do not meet expectations will need to successfully undergo remediation under the direction of the Course Director of the Spanish coursework to advance to the next semester. Students are ultimately encouraged to challenge and pass the bilingual assessment exam affiliated with Canopy during the third year of their medical journey.

To pass Spanish in the Fall semester of the first year, students must pass both conversational Spanish during the immersion as well as the medical Spanish during the remainder of the Fall

(you can find the rubric for oral assessments in the appendix section). To pass Spanish in the following Spring semester, students must pass Canopy level 1. During the second year, canopy level II and level III must be completed during the Fall and Spring semesters. For the semesters using Canopy, students need an overall of 70% or higher to pass and 100% of completion of the lessons scheduled during that semester.

NOTE: On the official student transcript, students will receive a grade of Pass or Fail for PSPA each semester. Students must pass all components of the assessments to pass PSPA; failure of one will result in failure, so failure of PSPA will result in repeating the year you not passing. Remediation for the components is possible before receiving a final grade of Fail for the PSPA course as outlined below.

## Remediation

Students can successfully remediate these assessments/requirements, and successful remediation will convert the grade for that section from 'Deferred' (DE) to 'Pass' (PA). Students who do not pass the course after their remediation attempt will receive a grade of 'Fail' (FA) for PSPA on their transcript and will be referred to the Grading and Promotion Committee (GPC). Students can remediate as follows:

1. Spanish Language Assessment. Failure to complete the Canopy modules by the associated deadline (Level I by the end of semester II; Level II by the end of semester III; and Level III by the end of semester IV) will lead to a grade of 'deferred' (DE) for the associated SCI semester course and automatic placement of the student on 'Academic Warning' per the [GPAS policy](#). Level completion is required in order to receive a semester course grade of 'pass' (PA), and please note that students with grades of 'DE' are not eligible for promotion to the next year.
2. Attendance is required in Spanish during immersion and other selected Spanish language events as designated on Elentra. All unexcused absences and tardies will be recorded in e-portfolio, and students who have an unexcused absence can remediate by completing an assignment designated by the Spanish instructor. The instructor may, for example, assign additional reading material with an oral presentation in Spanish of that material to the class or the instructor. If the student does not complete the remediation(s) at a satisfactory level or if the student has a second unexcused absence during Immersion, the student will receive a grade of Fail for PSPA and will be referred to the GPC. Please note that unexcused absences in immersion count toward the total unexcused absences during the first academic year. A tardy beyond 10 minutes counts as an absence.



## Attendance Policies

As outlined in the PLFSOM '[Pre-clerkship phase attendance policy](#)', failure to meet the school's overall expectations for attendance and participation can lead to a number of consequences including failure of a course or referral to the GPC for professionalism concerns. Attendance is required for all Spanish classes. For both excused and unexcused absences, students are responsible for completing assignments during their absence and can be assigned alternative activities to make up for their absence from classroom participation.

Students who have an unexcused absence will need to remediate as outlined in the section on remediation. Students who fail to adequately remediate or who have a third unexcused absence during an academic year or who have a second unexcused absence during conversational Spanish during Immersion will Fail PSPA and be referred to the GPC. An unexcused absence from a graded evaluation will result in a score of "0" for that activity. Absences can be excused only through the PLFSOM absence management system [here](#).

## Professionalism

Professionalism is a core competency in Medicine, one that is taken extremely seriously in PSPA. Students have failed PSPA due to professionalism problems. Students are expected to adhere to the Standards of Professional Conduct outlined in the PLFSOM student handbook. In particular, students should not attempt to copy, post, share, or use PSPA exam questions or prompts for oral assessment. Students should not submit false claims of attendance at their community clinic or alter documents. Depending on the nature of the problem and as determined by the course director, failure to act professionally may result in a grade of Fail for PSPA, regardless of the student's performance in other aspects of the course, and the student will be referred to the GPC. Violations of professionalism could result in expulsion from the PLFSOM. An event card might be delivered to the student to record any situation related to professionalism (see appendix 2).

### Electronic Devices

Use of electronic devices (e.g., laptops and cell phones) or non-study materials are not permitted during sessions, unless specifically allowed or requested by the instructor for curricular processes. For some sessions, they will be required.

### Professionalism, Plagiarism, and Copyright Policies

In Medical Spanish, as with all other courses at the Paul Foster School of Medicine, students will adhere to the Student Honor Code as well as the plagiarism and copyright policies described in the Student Handbook or be subject to disciplinary action.

## Professional Attire

During the course, students need to dress in a modest and understated manner, commensurate with proper decorum for clinical work as required for Medical Skills. Please see their syllabus for any updates; SCI and PSPA will abide by the most recent version from Medical Skills. Briefly,

- Men are required to wear business casual attire. This includes slacks, a collared dress shirt, dress shoes, and optionally a necktie. Inappropriate attire includes polo shirts, running shoes, blue jeans, cargo pants, shorts, or T-shirts.
- Women are required to wear business casual attire. This includes slacks, dresses, or a skirt with blouse and dress shoes. Inappropriate attire includes low cut necklines, see-through blouses, bare midriffs, and short skirts or dresses that reveal the thigh above the knee.
- Closed-toe shoes are required in all clinical settings. Heels should be modest (3" or less). Sandals and shoes with open toes are prohibited in clinical areas by OSHA regulations because of the hazards posed by spills, needles, and sharp instruments.
- Grooming should be hygienic. Students must shower, use deodorant, and use daily oral hygiene. Long hair must be tied back so that it does not contact the standardized patient or interfere with the physical examination. Facial hair such as beards and sideburns must be neat, clean, and well-trimmed. Fingernails should be clean and length of nails should not be so long as to interfere with the proper performance of the physical examination.
- Students will wear their short white coats during Community Health Experiences unless specifically advised otherwise by their preceptor.

## Academic Support Services

### Student Mistreatment Policy

TTUHSC El Paso strives for a positive and supportive learning environment. If at any time you experience any mistreatment by faculty, staff or other students, please report it directly to the Course Director or Co-Director or use the QR code to submit a report.



### Statement of Accommodation for Pregnant or Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, Texas Tech University Health Sciences Center El Paso offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy may contact the Manager of Accessibility and Student Advocacy, to discuss available support and resources. Additionally, the Title IX Coordinator and Parenting and Pregnancy Liaison is available to work with students and others, as needed, to ensure equal access to the University's education programs or activities. For more information regarding supportive measures, please visit the TTUHSC El Paso Pregnant and Parenting Students [website](#). Students may submit a [Pregnancy and Parenting Support Form](#) to request assistance or contact:

Manager of Accessibility and Student Advocacy, Norma Fuentes at [norma.fuentes@ttuhsc.edu](mailto:norma.fuentes@ttuhsc.edu) or 915.215.4398.

TTUHSC Title IX Coordinator and Pregnant and Parenting Student Liaison, Leslie Bean, at [leslie.bean@ttuhsc.edu](mailto:leslie.bean@ttuhsc.edu) or 806.743.9861.

## Semester Calendars

During the first day of each semester, a physical copy of the calendar will be provided. Check elentra for details about the day, time and specific details of the sessions.

### CALENDAR FOR FALL YEAR 1

| Week    | Level 1  | Level 2  | Level 3  |
|---------|--|--|--|
| Week 1  | Introduction to the course<br>SP Performance Diagnostic                            | Introduction to the course<br>SP Performance Diagnostic                            | Introduction to the course<br>SP Performance Diagnostic                            |
| Week 2  | Basic questions<br>Vital signs: Periodical<br>Examination of an Adult              | Basic questions<br>Vital signs: Periodical<br>Examination of an Adult              | Basic questions<br>Vital signs: Periodical<br>Examination of an Adult              |
| Week 3  | Sore Throat / Dolor de garganta  | Sore Throat / Dolor de garganta  | Sore Throat / Dolor de garganta  |
| Week 4  | Febrile exam /<br>Aproximación al paciente con fiebre<br><i>Oral practice</i>      | Febrile exam /<br>Aproximación al paciente con fiebre<br><i>Oral practice</i>      | Febrile exam /<br>Aproximación al paciente con fiebre<br><i>Oral practice</i>      |
| Week 5  | No class   | No class   | No class   |
| Week 6  | <b><u>Listening and comprehension #1</u></b><br><b><u>Oral conversation #1</u></b> | <b><u>Listening and comprehension #1</u></b><br><b><u>Oral conversation #1</u></b> | <b><u>Listening and comprehension #1</u></b><br><b><u>Oral conversation #1</u></b> |
| Week 7  | No class   | No class   | No class   |
| Week 8  | Dysphagia / Disfagia<br>Nausea and vomiting /<br>Nausea y vómito                   | Dysphagia / Disfagia<br>Nausea and vomiting /<br>Nausea y vómito                   | Dysphagia / Disfagia<br>Nausea and vomiting /<br>Nausea y vómito                   |
| Week 9  | Jaundice / Liver ultrasound<br>Ictericia / Ultrasonido                             | Jaundice / Liver ultrasound<br>Ictericia / Ultrasonido                             | Jaundice / Liver ultrasound<br>Ictericia / Ultrasonido                             |
| Week 10 | Diarrhea / Diarrea   | Diarrhea / Diarrea   | Diarrhea / Diarrea   |
| Week 11 | No class   | No class   | No class   |
| Week 12 | Abdominal Pain / Dolor abdominal<br><i>Oral Practice</i>                           | Abdominal Pain / Dolor abdominal<br><i>Oral Practice</i>                           | Abdominal Pain / Dolor abdominal<br><i>Oral Practice</i>                           |
| Week 13 | <b><u>Listening and comprehension #2</u></b><br><b><u>Oral Conversation #2</u></b> | <b><u>Listening and comprehension #2</u></b><br><b><u>Oral Conversation #2</u></b> | <b><u>Listening and comprehension #2</u></b><br><b><u>Oral Conversation #2</u></b> |
| Week 14 | Skin Abnormalities /<br>Anormalidades en la piel                                   | Skin Abnormalities /<br>Anormalidades en la piel                                   | Skin Abnormalities /<br>Anormalidades en la piel                                   |
| Week 15 | Preventive care /<br>Cuidados preventivos  | Preventive care /<br>Cuidados preventivos  | Preventive care /<br>Cuidados preventivos  |
| Week 16 | <b><u>Spanish Competition</u></b><br><i>Oral practice</i>                          | <b><u>Spanish Competition</u></b><br><i>Oral practice</i>                          | <b><u>Spanish Competition</u></b><br><i>Oral practice</i>                          |
| Week 17 | Shoulder pain / Dolor de hombro<br><i>Oral practice</i>                            | Shoulder pain / Dolor de hombro<br><i>Oral practice</i>                            | Shoulder pain / Dolor de hombro<br><i>Oral practice</i>                            |
| Week 18 | <b><u>Final assessment</u></b>   | <b><u>Final assessment</u></b>   | <b><u>Final assessment</u></b>   |

## CALENDAR FOR SPRING YEAR 1

| <b>Week</b>    | <b>Class Levels: Beginner, Intermediate and Advanced</b>  | <b>Canopy Weekly Target Level I</b>   |
|----------------|---|---------------------------------------|
| <b>Week 1</b>  | Spanish Orientation for Canopy  | Spanish Orientation for Canopy        |
| <b>Week 2</b>  | Introduction to the course<br>Coagulation / Coagulación   | Pre-Couse Assessment Test             |
| <b>Week 3</b>  | Abnormal RBC / Recuento de glóbulos rojos anormales   | Lesson 1: Greetings and Introductions |
| <b>Week 4</b>  | No class  | Lesson 2: At the clinic               |
| <b>Week 5</b>  | No class  | Lesson 3: Questions about Pain        |
| <b>Week 6</b>  | Abnormal WBC & / Recuento de glóbulos blancos anormales<br><i>Oral practice</i>                     | Lesson 4: Physical Exam               |
| <b>Week 7</b>  | <b><u>Listening and comprehension #1</u></b><br><b><u>Oral conversation #1</u></b>                  | Lesson 5: Diet and Diabetes           |
| <b>Week 8</b>  | Abnormal Heart Sounds & Murmurs /<br>Sonidos y soplos cardíacos anormales                           | Lesson 6: Minor Trauma and Accidents  |
| <b>Week 9</b>  | Chest Discomfort / Malestar en el pecho   | Lesson 7: Vaccines and Allergies      |
| <b>Week 10</b> | Syncope and AV Block / Desmayo y bloqueo en el corazón<br><i>Oral practice</i>                      | Lesson 8: Cardiology                  |
| <b>Week 11</b> | Hypertension and Shock / Hipertensión y shock<br>Dyspnea and PFT / Disnea y examen pulmonar anormal | Lesson 9: Screening for Cancer        |
| <b>Week 12</b> | Cough and Chest / Tos y pecho<br><i>Oral practice</i>   | Lesson 10: Depression and Anxiety     |
| <b>Week 13</b> | No class  | Lesson 11: Talking about Headaches    |
| <b>Week 14</b> | <b><u>Listening and comprehension #2</u></b><br><b><u>Oral conversation #2</u></b>                  | Lesson 12: Let's Review               |
| <b>Week 15</b> | Abnormalities of Renal Function /<br>Anomalías de la función renal<br><i>Review</i>                 | Lesson 12: Let's Review               |
| <b>Week 16</b> | <b>Final assessment</b>   | Level 1 Summative Assessment          |

## CALENDAR FOR FALL YEAR 2

| Week    | Class Levels: 2.1, 2.2 & 3  | Canopy Weekly Target Level II         |
|---------|---|---------------------------------------|
| Week 1  | Introduction to the course /<br>Transition<br>Basic questions                         | Lesson 1: Level 1 Recap               |
| Week 2  | Gait disturbances / Alteración al caminar   | Lesson 2: Sexual Health               |
| Week 3  | Headache / Dolor de cabeza<br><i>Oral practice</i>                                    | Lesson 3: Myocardial Infarction       |
| Week 4  | No class  | Extra time                            |
| Week 5  | Stroke / Accidente vascular cerebral  | Lesson 4: Pulmonology                 |
| Week 6  | Vision loss / Pérdida de la vista<br><i>Oral practice</i>                             | Lesson 5: Pharmacy and Medicines      |
| Week 7  | No class  | Extra time                            |
| Week 8  | <b><u>Listening and comprehension #1</u></b><br><b><u>Oral conversation #1</u></b>    | Lesson 6: Urology                     |
| Week 9  | Hypothalamus Pituitary / Adrenal Disorders<br>Trastornos hipofisarios y suprarrenales | Lesson 7: Pregnancy and Prenatal Care |
| Week 10 | Endocrine Hypertension / Hipertensión endocrina                                       | Lesson 8: Pre- and Post-Op            |
| Week 11 | Diabetes / Diabetes   | Lesson 9: Elder Care                  |
| Week 12 | No class  | Extra time                            |
| Week 13 | <b><u>Spanish Competition</u></b>   | Lesson 10: Substance Use Disorders    |
| Week 14 | <b><u>Listening and comprehension #2</u></b><br><b><u>Oral Conversation #2</u></b>    | Lesson 11: Stroke                     |
| Week 15 | Pregnancy / Embarazo  | Lesson 12: Level 2 Review             |
| Week 16 | No class  | Extra time                            |
| Week 17 | AUB<br><i>Oral practice</i>   | Lesson 12: Level 2 Review             |
| Week 18 | <b><u>Final assessment</u></b>  | Level 2 Final Exam                    |

## CALENDAR FOR SPRING YEAR 2

| <b>Week</b>   | <b>Class Levels:<br/>Intermediate &amp; Advanced</b>                         | <b>Canopy Weekly Target<br/>Level III</b>                                      |
|---------------|--|--|
| <b>Week 1</b> | No class   | Lesson 1: Level 2 Recap<br>Lesson 2: Tuberculosis                              |
| <b>Week 2</b> | Introduction to the course   | Lesson 3: Metabolic Syndrome<br>Lesson 4: Trauma                               |
| <b>Week 3</b> | No class   | Lesson 5: Discharge Planning<br>Lesson 6: Breast, Cervical &<br>Uterine Cancer |
| <b>Week 4</b> | Adolescent Development /<br>Desarrollo adolescente                           | Lesson 7: Well Baby Visit<br>Lesson 8: Death and Dying                         |
| <b>Week 5</b> | Moods disorders / Trastornos<br>del estado de ánimo                          | Lesson 9: HIV/AIDS<br>Lesson 10: Depression and Suicide                        |
| <b>Week 6</b> | Psychosis & Substance<br>dependence / Psicosis y<br>dependencia a sustancias | Lesson 11: Seizures<br>Lesson 12: Level 3 Review                               |
| <b>Week 7</b> | Dementia / Demencia  | Level 3: Final   |

## Appendix

### APPENDIX 1: Oral Performance Rubric for Medical Spanish

| Competence  | 0 (nothing was done) | 1 (minimal effort, possibly showed regression) | 2 (significant errors) | 3 (minor errors that did not take away from the understanding as much) | 4 (near perfect, little to no mistakes, demonstrates mastery) |
|---|----------------------|--|------------------------|--|---|
| Cultural responsiveness- includes demonstration of empathy and formal “usted”, seeks understanding of cultural aspects when background is not equipped with this. | nothing              |  |                        |  |   |
| SP Structure - included all components even with manipulation of sequence. Personalized each of these sections.   | nothing              |  |                        |  |   |
| Grammar, syntax and overall Spanish structure   | nothing              |  |                        |  |   |
| Completeness - including full ideas and sentences   | nothing              |  |                        |  |   |
| Understanding - demonstrate understanding as questions are specific, as well the student is understood with little to no misunderstandings.                       | nothing              |  |                        |  |   |



## APPENDIX 2:

### Rubric Professionalism Conversational / Medical Spanish

| Criteria   | Highly Professional<br>(2.5 points each)   | Professional<br>(2 points)   | Unprofessional<br>(1 point each)   |
|--|--|--|--|
| Management<br>(attendance, promptness, responsibility)                 | Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed; does not seek exceptions from class/college or university policies except institutional excuses  | Late to class only once or twice; almost never misses a class; no unexcused absences. generally takes responsibility for material and work missed; no more than one deadline missed; does not seek exceptions from class/college or university policies except institutional excuses | Late to class more than once every month and regularly attends class; misses two deadlines; seeks exceptions to class/college or university policies not including institutional excuses         |
| Interpersonal and social skills<br>(communication, respect for others) | Careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire); never uses unapproved electronic devices in class; is respectful towards peers, adults, and the learning environment both in and out of class | Exhibits behavior that distracts others once or twice during the semester; rarely uses unapproved electronic devices in class; is almost always respectful towards peers, adults, and the learning environment both in and out of class  | Recurring behavior that distracts others; recurring use of unapproved electronic devices; is not consistently respectful of peers, adults, and the learning environment both in and out of class |
| Quality of Work<br>(persistence, integrity)                            | Provides work of the highest quality that reflects best effort; makes strong effort to improve work; shows positive, proactive behavior; is always honest and encourages other to do the same; always adheres to class, college, and university academic dishonesty policies   | Provides high quality work that often reflects best effort; makes moderate effort to improve work; shows positive, proactive behavior; is always honest; always adheres to class, college, and university academic dishonesty policies   | Provides work that reflects very little or no effort; shows negative behavior; is often not honest; knowingly violates class, college, or university academic dishonesty policies                |
| Overall Impression   | Professionalism at its best  | Professionalism consistently exhibited   | Professionalism inconsistently exhibited   |
| Total  |  |  |  |

### APPENDIX 3:

#### Class Participation Rubric

|  | <b>Exceeds Expectations<br/>(5)</b>  | <b>Meets Expectations<br/>(4-3)</b>   | <b>Does Not Meet Expectations<br/>(2-1)</b>  | <b>Comments and Suggestions:</b> |
|--|--|---|--|----------------------------------|
| <b>Engagement &amp; Participation</b>                      | Student proactively and regularly volunteers and contributes to class discussions; enthusiastically participates in class activities | Students contributes to class discussions and participates in class activities when prompted; asks questions and responds to direct questions | Student rarely participates in class discussion; seldom volunteers and/or responds to direct questions |                                  |
| <b>Attentiveness</b>                                       | Listens without interrupting and incorporates and expands on class discussions   | Listens and appropriately responds to class discussions.  | Does not listen when others participate; interrupts or makes inappropriate comments                    |                                  |
| <b>Relevance of contribution to topic under discussion</b> | Contributions are relevant and promote deeper analysis/discussion  | Contributions are always relevant   | Contributions are sometimes off-topic or distract from discussion                                      |                                  |
| <b>Preparedness</b>  | Student is consistently well prepared; sometimes adds relevant information beyond the assigned topic                                 | Students has seen the material before hand but not closely, or has read only some of the material before class                                | Student is not adequately prepared; does appear to have seen class material beforehand                 |                                  |

**APPENDIX 4:**

Event Card (also available in Elentra)

|  |
|--|
| <b>Student Name:</b>   |
| <b>Faculty/Staff/Student Name:</b>   |
| <b>Date:</b>   |
| <b>Course (Circle One):</b> <b>MSPM</b> <b>MSK</b> <b>COL</b><br><b>SCI</b> <b>OSCE</b> <b>Other</b> |
| <b>Description of Event:</b>   |
| <b>Did this demonstrate exceptional professionalism? (Circle One)</b> <b>Yes</b> <b>No</b>           |
| <b>Did this demonstrate a lapse in professionalism? (Circle One)</b> <b>Yes</b> <b>No</b>            |
| <b>Suggestions for improvement?</b>  |