

Syllabus: MDID 7230 Spanish for Healthcare Professionals

Elective Medical Spanish Course

Contact Information

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Description

Spanish for Healthcare Professionals is an elective four week course designed for MS3s who wish to learn Spanish and cross-cultural training as part of their medical education. The course also provides an opportunity for medical students who are highly proficient in Spanish who wish to increase their comfort in medical Spanish in a clinical setting. These continuing to advanced students will be acting as proctors, instructors and Spanish-speaking "patients" in simulated patient encounters. The course will provide an introduction to basic Spanish grammar and vocabulary through medical contexts. The course is organized by the objectives of clinical protocols, the patient interview, and the physical exam. Students will be provided with specific and detailed information about the learning goals for each session of the class. Instruction includes medical and basic conversational dialogues and vocabulary. Instruction is oriented around a systematic, comprehensive set of clinically oriented questions that can be used in communicating with the Spanish-speaking patient in the clinical encounter. The students will be evaluated through formative assessments with instructor(s) and Spanish-speaking patients.

Goals and Objectives

All physicians – irrespective of their particular specialization – will encounter Spanish speaking patients. Thus, the primary goal of this class is to teach the principle Spanish skills a general medical practitioner is most likely to need for a patient encounter in practice.

Course Objectives

- Students will improve ability to introduce themselves in clinical encounters with Spanish-speaking patients.

- Students will learn/or increase their skills in basic Spanish grammar that will provide them with a frame of reference for spoken medical Spanish.
- Students will acquire a basic knowledge of /or improve their skills in using common and colloquial vocabulary, sentence construction, question formulation and verb tenses. These skills will provide a starting point/ or increase students' proficiency in medical Spanish. It will also provide a platform for continuing education in medical Spanish, so that the student may maintain or improve their Spanish through readings and clinical experiences in the inpatient and outpatient environments.
- Students will improve their ability to review clinical dialogues, practice case scenarios, and interview standardized Spanish-speaking patients as part of the hands-on experience offered in class.
- Students will improve their ability to conduct patient medical history interviews and provide medical instructions to Spanish-speaking patients.
- Students will learn to /improve their ability to answer patient questions in Spanish, and improve their ability to discuss initial diagnostic impressions and initial management plans.
- Students will learn to/improve their ability to ask if the patient has other questions or concerns, to explain basic prescription notes for patients and to tell patients about follow-up care. Students will display increased cultural competence through heightened awareness of components and skills in cultural competence, recognizing racial and/or ethnic disparities in Health Care Delivery.
- Students will begin to address these disparities by increasing their language skills to improve communication with their Spanish speaking patients.
- Students will be able to realistically assess their cultural and linguistic capacities and limitations in interacting with Spanish-speaking patients.

Assessment and Grading Policy

The course will be graded as Pass/Fail. Scores of 80% and above are considered passing scores. Scores below that level will not receive credit. The following is an example of assessment instruments:

- Daily participation: new materials, dialogues, clinical scenarios (15) 250 pts(50%)
- Clinical Skills Assessments with Spanish-speaking standardized patients (3) 250 pts(50%)
- Students will begin the course with an informal Language Proficiency Question to facilitate class groupings and to tailor the course to students' learning needs. At the conclusion of the course, students will complete an assessment to show improvement in Spanish language abilities with the following constructs: Opening the Patient Encounter, History of Present Illness, Chief Complaint, Physical Exam and Patient Instructions.
- Participation with Standardized Patients and instructor(s) gauge students' understanding of materials.
- Clinical Skills Assessment (CSA) in Spanish: This assessment conducted with Spanish-speaking patients will provide an opportunity to assess students' ability to understand basic clinical Spanish, and to ask relevant questions related to the patient's chief complaint. Students will be scored by the instructor(s) and/or

Spanish speaking clinicians regarding comprehension, and by the patients for basic communication skills and cultural sensitivity. Upon completion of the course, the student will complete a self-assessment of his/her ability and limitations to use Spanish in the clinical setting. The self-assessment will be reviewed by the instructor who will provide feedback.

Weekly Expectations

Weekly modules consist of five different parts:

- 1) Required readings
- 2) An interactive language component
- 3) An assessment component to demonstrate proficiency regarding topics for the week
- 4) Weekly assignments include being observed by the instructor(s) as you perform various scenarios.
- 5) Participation

Week 1: Spanish alphabet and phonemes, overview of Spanish grammar, greetings, basic expressions, forming questions, parts of the body (external and internal), phrases of time and numbers, Opening the Patient Encounter, Chief Complaint, symptoms.

Week 2: History of Present Illness including regular and irregular verbs in the present, future and past tense, qualifying and quantifying pain.

Week 3: Physical Exam including regular and irregular verbs in the command form, Case Studies, Dialogues.

Week 4: Cultural Competency, Final Assessments.

Grade Scale 400 -500 Pass < 399 Fail

Student Feedback

Providing feedback is an important aspect of your professionalism expectation, and helps with our curriculum quality improvement process. Your elective course director or coordinator will inform of you of any course feedback surveys. Surveys must be completed by the due date to demonstrate reliability for the professionalism competency.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

- Accommodations
- Addressing Sexual Misconduct
- Dress Code
- Examination and Grading Policies
- Grade or Score Appeal

- Professionalism, Roles & Responsibilities
- Mistreatment
- Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.