

Spanish for Medical Personnel
SPANISH FOR MEDICAL PERSONNEL

Dr. Laurie Kaplis-Holwald holwald@rowan.edu
Dep't of Foreign Languages & Literatures

Foreign Languages & Literatures

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Laurie Kaplis-Holwald 9/13/06
9-24-06

Approved by _____
11/28/06

1/2/07 Adhah

1/4/07

SPAN 05.313

117-07 Jmie

**Non General Education Curriculum Proposal, Process A
New Course Proposal**

Spanish for Medical Personnel

Sponsors: Dr. Laurie Kaplis-Hohwald, Department of Foreign Languages & Literatures
3 semester hours
300 level

Proposed HEGIS number: 05.313 (or number assigned by Registrar)

Prerequisites: Spanish Reading & Conversation, 05.211

Catalog Description: This course is designed to give students and practicing medical personnel the conversational and cultural tools they need to interact with Hispanic communities in a clinical setting. It stresses the development of functional language skills while addressing the special concerns of medical personnel working with Spanish-speaking patients and their families in hospitals, emergency rooms, doctors' offices and clinics.

Implementation: One section every three semesters, beginning Fall 2007

Curricular Effect: This course expands the Department of Foreign Languages & Literatures' offerings in Spanish for the professions. Like Spanish for Business (05.312) and Introduction to Spanish Translation (05.340), it enables students to acquire a specialized vocabulary that will enhance their employment opportunities in a particular field. The course will be added to our list of Spanish Electives at the 300 or 400 level and offered every three semesters in rotation with other courses in Group A (see attached curriculum outline for the Major in Spanish). The course will not be offered in place of any other course. Current staff and resources are sufficient for the implementation of this course.

Library Resources: See attached Library Resource form

Short-term Evaluation: N/A

Rationale

This course recognizes the pressing need for basic training in medical Spanish in southern New Jersey. The Department of Foreign Languages & Literatures already draws much of its student body from the state's burgeoning Hispanic communities. Hospitals, doctors' offices and clinics typically rely on inadequately trained staff for their translation and interpretation needs. Quite frequently, the quality of clinical materials (patient education pamphlets, written instructions, drug interaction warnings, office signage) is poor or inaccurate. Verbal communication with patients and their families during health crises can be frustrating, since most hospital or clinic personnel have no knowledge of Spanish or only a rudimentary command of the language. This course is aimed at two constituent groups: (1) our current Spanish majors, who have the potential as educated speakers and writers to fill positions as liaison officers, translators and interpreters in area hospitals' departments of multicultural affairs, public relations, client

services or patient education; (2) practicing doctors, nurses, medical administrators or other clinicians who wish to acquire the basic vocabulary that will enable them to communicate with their Spanish-speaking patients. By choosing to offer a course in basic medical Spanish, the Department achieves two important goals: (1) reinforcing Rowan University's commitment to improving the lives of a significant segment of South Jersey's population; (2) providing an educational alternative for many working medical professionals in Camden, Gloucester, Cumberland, Atlantic and Salem counties.

Essence of the course

Objectives: Students will improve their command of spoken and written Spanish, focusing mainly on the present, past and simple future tenses and volitional expressions (subjunctive). Grammatical structures will be presented in context, i.e., in practice dialogues and guided conversations between "patients" and "clinicians." By the end of the course, students will be able to perform the following tasks: (1) take a complete medical history; (2) explain hospital and outpatient procedures to Spanish-speaking clients; (3) discuss the importance of screening tests (diabetes, STDs, AIDS, etc.) and preventive medicine with Hispanic patients; (4) go over test results and explain treatment options; (5) review prenatal care, nutrition, dental care; (6) be able to cope with patient anxiety and confusion when describing symptoms and recognize cultural perceptions of various illnesses. Students will learn essential vocabulary of the musculoskeletal, vascular and organ systems, diseases and their treatments, medical specialties, addictions, psychiatry, lab, imaging, and emergency medicine. They will also learn about the social, cultural, dietary and lifestyle factors that influence diagnosis and outcomes in the care of Hispanic patients.

Topical Outline: See attached sample syllabus

Evaluation and Grading: Both writing and oral communication skills will be evaluated, with emphasis placed on listening and speaking. Five written assignments will be given, testing the student's response to a variety of situations that may arise in clinical practice: designing a patient history form, discharge instructions, medical progress reports, request for consultation, patient education materials, etc. There will be a midterm and a final exam, testing students' command of vocabulary and usage. Finally, there will be a "situation" oral exam, in which the student must react spontaneously to a real-life clinical encounter with a Hispanic patient and/or his family. Grading is as follows: 20% oral exam, 20% general class participation, 20% midterm, 20% final, 20% average of written assignments.

Course Evaluation: Departmental forms for student inputs to be used. These evaluate both the course and the instructor to ensure that curricular goals are being met.

Results of Consultation: See attached letters from: María Cornelio, Rosa Linda Guadarrama, MS, MBA, Dr. Diane Markowitz

Library Form: Attached

Spanish for Medical Personnel

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HEGIS Number: ^{SPAN}~~05.313~~ (or number assigned by Registrar)

Prerequisites: Spanish Reading & Conversation, ^{SPAN}05.211

FALL 2007

SPANISH FOR MEDICAL PERSONNEL

05.313 XX

M, W ?-? AM/PM Bunce Hall

DR. LAURIE KAPLIS-HOHWALD BUNCE HALL 309 TEL;256-4500 X 3470
Or DEPT. OF FOREIGN LANGUAGES 256-4070 E-mail:Hohwald@rowan.edu

OFFICE HOURS: TBA Prerequisites: Spanish Reading & Conversation 05.211

TEXT: *Basic Spanish for Medical Personnel*, Ana Jarvis, Raquel Lebrede,
Houghton-Mifflin, 2006

The syllabus is provisional and any changes will be announced

9/7	Introducción
9/14	El cuerpo humano /the human body p. xx-xxiii
9/16	Asking questions, use of the imperative (review)
9/19	Lección 1: En el consultorio/preliminary patient information
9/21	
9/26	Lección 2: En el hospital/checking into the hospital
9/28	
10/3	Lección 3: En el consultorio del pediatra (I)/in the pediatrician's office
10/5	the pharmacist; the metric system
10/10	Lección 4: Con el ginecólogo/the gynecologist's office; Lección 7
	En el centro de planificación familiar/family planning
10/12	Lección 5: En el consultorio del pediatra (II)/children's health
10/17	Lección 8: Un examen físico/annual physicals; diabetic diet/preventive
	medical care
10/19	
10/24	Lección 9: Con el dentista/the dentist's office
10/26	Repaso/Review
10/31	Examen de midterm
11/2	Lección 10: En la sala de emergencia/the emergency room
11/7	
11/9	Lección 12: En el centro médico/the specialist's office

- 11/14 Lección 14: En el laboratorio y en la sala de rayos X/
lab/X-ray suite/screening tests
- 11/16 Lección 15: Enfermedades venéreas/venereal diseases/AIDS
- 11/21 Lección 17: En el consultorio/consulting about common ailments/
the subjunctive
- 11/23 Lección 18: En la clínica de drogadictos/addiction & alcoholism
- 11/28 Lección 19: Consejos útiles/counseling Latino patients, the concept
of family
- 11/30
- 12/5 Lección 20 + material from Lección 16: En el consultorio del
cardiólogo/ heart ailments & hypertension
- 12/7
- 12/12 Repaso,/Review

Final Exam: TBA

Objectives: This course is designed to give students and practicing medical personnel the conversational and cultural tools they need to interact with Hispanic communities in a clinical setting. It stresses the development of functional language skills while addressing the special concerns of medical personnel working with Spanish-speaking patients and their families in hospitals, emergency rooms, doctors' offices and clinics.

Assignments: You will have five written assignments in a variety of styles, from guided dialogues between patient and interviewer to medical progress reports, discharge instructions, requests for consultation, and patient education materials. There will be a midterm and a final exam, testing vocabulary and on-the-spot translation skills, without the use of a dictionary. You will also prepare a real-life situation requiring interaction with a Hispanic patient, in which your interpreting skills will be evaluated. **Grading:** Your final grade will be calculated according to the following formula: 20% midterm, 20% final, 20% average of written assignments, 20% oral project, 20% class participation.

Academic Integrity: The University's policy on academic honesty is reproduced here in its entirety. It can be found on page 40 of the current catalogue.

“The vitality of any academic program is rooted in its integrity. It is essential to Rowan University that the grades awarded to students reflect only their own individual efforts and achievements. Each segment of the academic community, i.e., faculty, students and administration, is responsible for the academic integrity of the University. Academic dishonesty, in any form, will not be tolerated. Students found to have committed an act of academic dishonesty may be subject to failure in the course, suspension from the University, or both.”

The most obvious violation of the code of academic honesty is the act of intellectual theft which we call plagiarism; in Spanish “plagio” or “plagiar.” According to the *Diccionario general ilustrado de la lengua española* (Vox, 1980), “plagiar” is “Copiar en lo sustancial (ideas, palabras, obras, etc.) de un autor, dándolas como propias.” The only way to avoid plagiarism, intentional or inadvertent, is to carefully document ideas, quotations, information, and opinions that you are borrowing from an outside source. In other words, anything that has its origin outside your own mind - a book, website, magazine or newspaper article, an unpublished paper, a radio or TV program, a friend’s offhand remark – must be duly cited within the body of your work. Failure to cite outside sources clearly and consistently, according to the rules outlined in the *MLA Handbook for Writers of Research Papers*, constitutes plagiarism. Other examples of plagiarism are: purchasing and turning in as your original work a ready-made term paper from an online source, copying material from the course textbook, offering a friend’s paper as your own, copying from a friend’s finished paper, rough draft, or outline, or resubmitting a paper written for another class (even with substantial alterations). It is the student’s responsibility to comply with the University’s policy on academic integrity and to ask questions about the proper documentation of sources if s/he has any doubts. The instructor will be happy to provide resources and guidance to help students avoid academic dishonesty.

Attendance policy and class participation: Attendance at all class meetings is required. Please see the University catalogue for official school regulations on attendance. If you miss class for any legitimate reason (illness, immediate family emergency) please notify me immediately by phone, e-mail, or by leaving a message with the department secretary. If you miss two consecutive classes, you must bring me an explanatory medical note upon returning to class. Four or more absences for any reason will result in an automatic F for class participation.

Other class policies: The use of beepers, cell phones, and recording devices in class is prohibited. Individuals classified under ADA should consult the Office of Student Affairs for further information in this matter. Chewing gum and/or eating in class is not allowed, for instructional purposes. Only beverages and water bottles are permitted.

Student accommodation policy: Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me . You are not required to disclose to me the nature of your disability, only that you qualify for accommodation, with the appropriate paperwork from the Office of Student Affairs. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The ASC can be reached at 856-256-4234, and is located on the 3rd floor of Savitz Hall. Staff is available to answer questions regarding accommodations and to help you obtain them.

This form **MUST BE COMPLETED FOR NEW COURSE or PROGRAM PROPOSALS, and EXTENSIVE CHANGES TO A COURSE or PROGRAM.**

The purpose of this form is to provide a channel of communication between the Campbell Librarians and faculty when submitting new course or program proposals, or making extensive changes to existing courses or programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the new courses/programs, or extensive changes to same. The information will also provide the rationale for institutional support for library acquisitions. This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian.

Note: Sponsor(s) complete parts A & B
If assistance is required to complete, please notify the librarian liaison.
Forward this form to the librarian who will complete parts C, D & E

When form is completed, attach to the original curriculum proposal before submitting to the Senate office.

A. College: <u>LAS</u>	Department: <u>Foreign Languages & Literatures</u>
Proposed by: <u>Laurie Kaplitz</u>	Date: <u>9/12/06</u>
COURSE TITLE: <u>Spanish for Medical Personnel</u>	
Anticipated Date for Course/Program Offering: <u>Fall 2007</u>	

B. List specific resources that should be acquired to support this course.

See attached bibliography

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

Biomedical Reference Collection (EBSCO)
BioMed Central Pubmed (NIH website)
CDC website

D. List key periodicals available in the library to support this course/program.

The library journals in this field, especially online electronic journals include "Academic Search Premier", "Jstor", "Project Muse", "Medline", etc.

E. Librarian comments & recommendations:

The library will order the titles in the attached bibliography. We could always order more materials for this course when it is necessary.

LIBRARIAN LIAISON: Sharon Shan An

Signature: [Signature]

**Non General Education Curriculum Proposal, Process A
Library Resource Form Attachment**

Spanish for Medical Personnel

B. List specific resources that should be acquired to support this course

Medical Spanish Dictionary (Pocket); Bruckmeier, 2006 ISBN: 1591032318

Spanish-English English-Spanish Medical Dictionary, Herrera McElroy, Grabb; Lippincott, 2005 ISBN: 0781750113

Diccionario Mosby Pocket de Medicina, Enfermería y Ciencias de la Salud, 4th ed., Elsevier España, 2004 ISBN: 8481746754

Diccionario Mosby Inglés-Español/Español-Inglés de Ciencias de la Salud, Elsevier España, 2000 ISBN: 8481745413

Stedman's Medical Dictionary/Diccionario de Ciencias Médicas, Thomas Lathrop Stedman; Ed. Médica Panamericana, 1999 ISBN: 9500620065

Medical Spanish: Interviewing the Latino Patient: A Cross-Cultural Perspective, Teresa González-Lee; Prentice-Hall, 1990 ISBN: 0135725127

Medicina y servicios médicos: lecturas y vocabulario en español, Schmitt, Woodford; McGraw-Hill, 1992 ISBN: 0-07-056805-7

The Interpreter's Rx, (Tape/CD audio training program, ACEBO Media. Online ordering @ ACEBO.com-company is run by two professional court interpreters based in California)

C. Describe the resources available in the library to support this course/program:
Biomedical Reference Collection (EBSCO)

BioMed Central

CDC (Center for Disease Control website)

PubMed (National Institute of Health websites)



August 24, 2006

Dear Colleagues:

It is a pleasure to know that you are at the cutting edge of becoming one of the few institutions to realize the urgent need for a course in *Spanish for Medical Personnel*. This is a valuable curriculum to assist clinicians with the only mechanism in place to assure they are understood and understand their patient: communication. As books are to a professor, communication is to the practice of medicine; where knowing the ailments, concerns and onsets are the key component to an accurate diagnosis.

The laws and guidelines as set by *CDC* and the *Joint Commission and Health Organization (JACHO)* are such that it is of the utmost importance to receive proper training and reach expertise in the area of medical terminology within bilingual proficiency. As an employee for *Childrens Hospital Los Angeles* an affiliate of *USC*, I had the privilege to educate interpreters, translators, language and cultural specialist and clinicians to elevate their level of expertise. As the person who planned, implemented and managed the department of *Language and Cultural Services*, the only department of its kind in the west coast; I was recruited to assist *Mt. San Antonio College* in their development of a curriculum for a Spanish terminology course. Given the opportunity and level of expertise I can safely ascertain that the curriculum set forth by Dr. Hohwald is worthy of your serious consideration and one that clearly addresses the needs of a new and growing concern within the *United States*.

Currently at *First 5 San Bernardino*, (F5SB) I serve as a member of the *Cultural and Linguistic Committee* in the largest county in the United States and ensure that all materials printed are in compliance with policies and procedures as set by governing entities.

It is only through efforts such as the one displayed that teaching institutions will be at the fore front of life changes and assist with the concerns of everyday life of those in need as well as provide a new profession for those concerned.

Please feel free to contact me at 909-981-3720 or at 909-386-5614.

Sincerely,

A handwritten signature in black ink, appearing to read "Rosa Linda Guadarrama", written over a light blue horizontal line.

Rosa Linda Guadarrama, MS, MBA



Foreign Languages

September 28, 2006

Professor Marie Kaplis-Hohwald
Department of Foreign Languages and Literatures
Hunter College
New York, NY 10028

Dear Professor Kaplis-Hohwald,

I am pleased to provide this letter of support for your proposed course, "Spanish for Health-Care Personnel." According to the U.S. Census, Hispanics are the fastest-growing ethnic group in the country, and large numbers of them speak no English. Census figures also show that New Jersey is one of the thirteen states with the largest Hispanic population. The proposed course would help to fill a desperate need for improved communications with this ethnic group in the critical area of health care.

The course design is well-grounded in the linguistic and cultural knowledge that is crucial in communication across two languages. Each class session addresses the most important types of interactions between health-care professional and patient, and provides the student with the vocabulary necessary for successful communication in the clinical setting. The students will complete the course having gained very practical skills that will prove to be extremely useful in their daily contact with Spanish-speaking patients.

The addition of this course will be a valuable addition to the University's curriculum, while providing an important educational resource for the public.

Sincerely,

Cornelio
Coordinator,
Spanish Major Concentration
Translation / Interpretation



Department of Geography and Anthropology

September 12, 2006

Dear Laurie,

I think this is a wonderful course and so do all the anthropologists over here. From my reading and personal experience (and that of my husband), trained medical personnel skilled in Spanish are few and far between. The construction of the course seems very focused and the objectives are stated clearly. This effort to provide such personnel to the SJ medical community is truly laudable.

Good luck with this. I'm sure it will be approved.

Diane

Diane L. Markowitz, DMD, Ph.D.
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