SPA 299 Medical Spanish 2022E5

Syllabus At A Glance

Contact Information

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Text messaging: Use [this link](#) to join the Remind app so that you can text message.
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Availability, Communication Preferences, Response Time

I am generally available between 8:00 AM and 4:30PM Eastern Time, Monday through Friday. I can also meet outside of those times when necessary.

If you would like to meet with me, please send me an email, message me through Blackboard, or send a text message through the Remind app.

I will do my best to respond to messages within 24 hours during the work week and within 48 hours on the weekend.

Descriptive Information

Course number and title: SPA 299 Medical Spanish
Catalog description: Students will build their medical vocabulary and develop communication skills in Spanish relevant to medical situations. In addition, students will explore the role of culture with regard to healthcare.
Course credit: 3
Intended audience: Any student with an interest in health professions who has completed two semesters of introductory Spanish.
Format for the class: Online - generally asynchronous with some required synchronous one-on-one sessions scheduled with me.

Learning Outcomes

1. Demonstrate proficiency in using select online tools.
2. Assemble a digital toolkit of healthcare resources.
3. Recall basic medical vocabulary.
4. Demonstrate the ability to communicate in basic medical situations.
5. Identify how culture may influence a medical situation.

Required Texts and Course Materials

Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish, 2nd edition by Pilar Ortega. ISBN: 978-0-323-37114-8

Course Requirements, Activities, Methods of Evaluation

Introductory and Wrap-up activities 10%
Vocabulary building activities 30%

Clinical communication activities 30%
Digital Toolkit 10%
Culture activities 10%

Attendance Policy

Attendance in an online course is demonstrated by on-time participation in any discussion boards and by submitting all assignments on time. Students should log into Blackboard and check their Coker email on a daily basis.

Course Outline / Schedule of Classes

Week	Chapter	Items Due
May 31 - June 5	Course Introduction 1: Basics of Conversational Spanish	Introductory Activities due June 2 Culture Activities due June 5 Discussion responses due June 5
June 6 - 12	2: Setting the Stage for the Clinical Encounter	Vocabulary / Culture Activities due June 9 Clinical / Digital Toolkit Activities due June 12
June 13 - 19	3: History of the Present Illness	Vocabulary / Culture Activities due June 16 Clinical / Digital Toolkit Activities due June 19
June 20 - June 26	4: Past Medical History and Review of Systems	Vocabulary / Culture Activities due June 23 Clinical / Digital Toolkit Activities due June 26
June 27 - July 3	5: Medications and Drug Effects	Vocabulary / Culture Activities due June 30
July 4 - July 10	5: Medications and Drug Effects / 6: Family History	Clinical / Digital Toolkit Activities due July 7 Vocabulary/Culture Activities due July 10

July 11 - July 17	6: Family History / 11: Physical Examination	Clinical / Digital Toolkit Activities due July 14 Vocabulary/Culture Activities due July 17
July 18 - July 24	11: Physical Examination	Clinical / Digital Toolkit Activities due July 21
July 25-26	Wrap-up	Wrap-up activities due July 26 Peer Feedback on Digital Toolkit due July 26

Deadlines and Late Work Policy

Assignments should be turned in on time to be awarded full credit. I recognize that significant life situations may occasionally interfere with a student's ability to meet a deadline. Communication is key. Keep me informed if you cannot meet a deadline, and we will discuss it together.

Netiquette [1]
Behind Every Name There is a Person

1. Respect the privacy of your classmates and what they share in class.

2. Be respectful of each other. We're all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person's face.

3. Keep in mind that everything you write, indeed every click of your mouse is recorded on the network server. On the Internet there are no take backs.

4. Keep in mind that you are taking a college class. Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.

Online Communication

1. Be aware that typing in all capital letters indicates shouting.

2. Be careful with humor and sarcasm. Both can easily be misunderstood!

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[1] Creative Commons Attribution 3.0 (Lake Superior Connect)

3. Review all discussion postings before posting your own to prevent redundancy.

4. Check your writing for errors by reviewing what you've written before submitting it.

5. Acronyms (LOL, etc.) and emoticons (smilies) are commonly used online, but be careful not to overuse them.

6. Many communications with your instructor or fellow students are best handled through email. Only post on the classroom discussion board if the conversation is relevant to others in the class.

Technology Requirements

Students must have a reliable Internet connection with sufficient bandwidth to do the following: view videos, upload videos, join a virtual meeting, create documents, download/upload documents, use online digital tools. Students must have a reliable digital device to complete the items mentioned above.

Digital Skills Required

Students should be able to navigate Blackboard, use email, and create basic documents (e.g. Word doc, Google doc). In this course, students will also be learning to use online digital tools such as FlipGrid, Padlet, Quizlet, Google Sites, EdPuzzle.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students (wwatts@coker.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Disability Statement

Disability Assistance: Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class.

If a student has a disability that will likely need some accommodation by the instructor, the student should contact the Learning Support Services office (Robin Richardson ext.

8021, rrichardson@coker.edu or Jennifer Rhodes ext. 8012, jrhodes@coker.edu) to provide the necessary documentation.

No accommodations can be made without documentation from the Learning Support Services Office. The student is solely responsible for contacting the Learning Support Services Office to get this process started.

Plagiarism and Academic Dishonesty

Use of translators (human or digital)

Digital and human translators as well as translation apps can be very useful tools in real-world situations. For the projects assigned in this class, you should first attempt them with your book and a good online dictionary (www.wordreference.com).

If you do use a translator (human or digital), I want to know how and to what extent. Alongside your posted project, you should state exactly how you used the translator(s).

From the **Coker University Student Handbook**

The following paragraphs are excerpts from the Coker University Student Handbook. Students should consult the Handbook for the complete policy statement.

Intellectual honesty and integrity are the cornerstones of Coker University's educational mission. Student academic work is expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the University.

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include:

- penalties assessed to the assignment, or
- penalties assessed to the course grade, or
- suspension or expulsion from the University

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of the Provost to arrange review by an academic hearing panel composed of members serving on the Academic Standards Committee of the Faculty Senate. Should an instructor choose to take direct action, he/she should inform both the student and the Office of the Provost. The Office of the Provost maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional

penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process articulated in this section.

Cheating: A student is guilty of cheating when he/she wrongfully gives, takes, or receives unauthorized assistance or information in the preparation of academic work to be submitted for course credit, or in fulfillment of a University requirement, including re-purposing material from another assignment or course without providing proper attribution by citing the original content.

Plagiarism: A student is guilty of plagiarism when he/she submits work purporting to be his/her own, but which in fact, borrows ideas, organization, wording, or anything else from other sources — a published article, a chapter of a book, a friend's paper, etc. — without appropriate source acknowledgement. Plagiarism, as a form of cheating, also includes employing or allowing another person to alter or revise the academic work the student submits as his/her own. Students may generally discuss assignments among themselves or with an instructor or tutor, but the actual work must be done by the student alone. When an assignment involves research with outside sources of information, the student must carefully acknowledge exactly what they are, and where and how he/she has employed them.

Title IX

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment. Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community.

What is Sexual Harassment?
Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation.

Who Can I Talk to?
While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are 'mandatory reporters.' This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker's Title IX Officer. This includes incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past.

Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson (843-383-8194) directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting
Please visit this site for information about Coker's Counseling Services:

https://www.coker.edu/offices-services/campus-services/center-for-health-wellness/counseling-services/

Additional information is located under the Title IX section on the Coker website: https://www.coker.edu/about-coker/offices-services/campus-safety/title-ix/.