

SPAN 51C: SPANISH FOR HEALTH CARE WORKERS III

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Advisory:	SPAN 2 or 51B.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- The students will be able to express opinions, agree or disagree with a course of medical treatments, and give commands using the subjunctive tense.
- The students will demonstrate a better understanding of cultural differences related to health in the Latino community.
- The student will be able to prescribe a course of treatment and provide instructions and directives.

Description

This advanced course is a continuation of SPAN 51B. The course enhances the student's understanding of the material studied in SPAN 51B and expands their knowledge of Spanish grammar and vocabulary related to health care. This course also introduces a series of new scenarios in which the student will practice their new medical vocabulary and grammar.

Course Objectives

The student will be able to:

1. Express opinions, agree or disagree with a course of medical treatments, and give commands using the subjunctive tense.
2. Demonstrate a better understanding of cultural differences related to health in the Latino community.
3. Prescribe a course of treatment and provide instructions and directives.

Course Content

1. Acquire grammatical competency to prescribe a course of treatment, express opinions about a patient's past and present health conditions, and hypothesize about possible outcomes of medical treatment
 - a. Present subjunctive and formal commands
2. Gain competence in specialized medical terminology and vocabulary related to emergencies, urgent care, prenatal and natal care, high blood pressure, and diabetes

- a. Birth control, prenatal and natal care
 - b. Victims of rape, car accidents, sports injuries, burns, etc.
 - c. Diabetes
 - d. Blood pressure
 - e. Myocardial infarction or cerebrovascular thrombosis
3. Understand cultural differences as they relate to health, and increase the students' cultural sensitivity in working with patients from the Latino community

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: no special facilities or equipment needed.
2. When taught virtually: ongoing access to a computer, internet and email.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Written exams and quizzes
Role-play oral exams
Small group work/presentations

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecturing
Student role-play situations that are common in a medical setting using the grammatical structures discussed in class

Representative Text(s) and Other Materials

Ríos, Joanna, et. al.. Complete Medical Spanish, Premium 4th ed.. 2021.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. For further research, the students may read, summarize, and present articles pertaining to health issues in the Latino community, such as:
 - a. The pages of the CDC in Spanish
 - b. The California Department of Public Health: <https://www.cdph.ca.gov/>
 - c. View the PBS documentary, "Unnatural causes: is inequality making us sick?": <https://unnaturalcauses.org/>
2. Students working on volunteering in a health care setting will use their daily experience to journal entries and opportunities for in-class discussion

Discipline(s)

Foreign Languages