

Term Information

Effective Term Summer 2017

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5201
Course Title Spanish in the Health Professions
Transcript Abbreviation Spa in Health Prof
Course Description Introduction to Spanish discourse about health and wellness within the cultural contexts of populations in the US and Latin America. Highlights the complex relationships between language, culture and power in discourse on health and wellness.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Spanish 3403 or graduate status and permission of the instructor
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Masters Course
Intended Rank Freshman, Sophomore, Junior, Senior, Masters

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students develop theoretical knowledge and practical application of register variation through exposure to the theoretical aspects of language variation and to various discourses within the health domain.
- Students approach the linguistic, literary and cultural production of Spanish-speaking groups from the perspective of population health.
- Students develop an in-depth presentation on the social, cultural and epidemiological aspects of a disease or health condition in the Spanish-speaking world.
- Students develop linguistic abilities in Spanish through multiple opportunities for oral and written reflection.

Content Topic List

- Introduction to Principles and functions of public health
- Health literacy and minority languages
- Cultural values of Latinos; ethic and intercultural communication in health
- Cultural formation in Latin America; Indigeneity and othering
- Cultural perspectives on health and wellness
- Familismo and healthcare among Latinos
- Religious practices of health and healing
- Women's health and wellness
- HIV-AIDS
- Children's health

Attachments

- Spanish 5201 GM.docx: Syllabus
(Syllabus. Owner: Sanabria,Rachel A.)
- SPPO Curriculum Map 9-26-16.xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)

Comments

- While I do not believe that it is required, concurrence from public health and allied health might be helpful. *(by Heysel,Garett Robert on 09/30/2016 01:36 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Sanabria,Rachel A. | 09/28/2016 12:49 PM | Submitted for Approval |
| Approved | Sanabria,Rachel A. | 09/28/2016 01:00 PM | Unit Approval |
| Approved | Heysel,Garett Robert | 09/30/2016 01:36 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole | 09/30/2016 01:36 PM | ASCCAO Approval |

Spanish 5201
Spanish in the Health Professions

Instructor: Glenn Martínez, PhD MPH

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Office hours: Tuesday and Wednesday 3:30-4:30 and by appointment

Course description

Language barriers compromise the quality of health care for millions of Spanish speaking patients each year. Spanish speaking patients, for example, have disease, mortality, and pain burdens at least twice as high as English speaking patients. These facts make language a crucial concern for the improvement of health among Latinos in the US. This course introduces students to Spanish discourse about health and wellness. Students will understand and appreciate dialectal and register variation that occurs in interactions between patients and healthcare providers in Spanish. The course will also introduce students to cultural values, norms and beliefs that shape these interactions. Finally, students will gain an understanding of the complex relationships between language, culture, and power in discourse on health and wellness in Spanish-speaking communities. Students will develop cultural knowledge and language skills through scientific and cultural readings, in class discussions, and service learning opportunities.

General goals and learning outcomes

Spanish 5201 meets the following goals of the BA in Spanish program:

| Goal | Goal Description | Spanish 5201 Contribution |
|-------------|---|--|
| Goal C | Students in linguistics courses demonstrate understanding of processes inherent to distinct subdomains of language. | Students in 5201 develop theoretical knowledge and practical application of register variation through exposure to the theoretical aspects of language variation and to various discourses within the health domain. |
| Goal E | Students engage in interdisciplinary approaches to the study of diverse literatures, cultures and languages | Students in 5201 approach the linguistic, literary and cultural production of Spanish-speaking groups from the perspective of population |

| | | |
|--------|---|---|
| | | health. |
| Goal F | Students gain in-depth knowledge of languages, linguistics, and cultural practices through research and study of diverse cultural productions, literature and language. | Students in 5201 develop an in-depth presentation on the social, cultural and epidemiological aspects of a disease or health condition in the Spanish-speaking world. |
| Goal G | Students develop oral/aural and written, receptive and expressive linguistic abilities in Spanish. | Students in 5201 develop linguistic abilities in Spanish through multiple opportunities for oral and written reflection. |

By the end of this course, students will be expected to demonstrate:

1. Identify the disciplines and functions of public health and critically discuss the impact of multilingualism on the health of populations.
2. Articulate key concepts surrounding health literacy and identify manifestations of health literacies in Spanish speaking communities.
3. Articulate key concepts surrounding language variation in Spanish and demonstrate understanding of variation within health-related discourses.
4. Critically discuss the historical development of cultural views of health and wellness in at least two regional groups in the Spanish-speaking world.
5. Critically discuss the impact of cultural beliefs and social structures on the health and wellness of Spanish-speakers in Latin America and the United States.
6. Understand and utilize technical vocabulary in Spanish within health-related discourse and discuss etiology, symptoms, treatment and epidemiology of at least one health condition in Spanish.

Required texts:

Required readings for the course will be made available on Carmen.

Recommended texts and Resources:

Chong, N. (2002). *The Latino Patient: A Cultural Guide for Health Care Providers*. Boston: Intercultural Press.

Navarro, F. (2005). *Diccionario crítico de dudas inglés-español de medicina*. 2ª edición. Madrid: McGraw-Hill-Interamericana.

Medline Plus en español. <http://www.nlm.nih.gov/medlineplus/spanish/>

Glosario de promoción de salud. Organización Mundial de la

Salud. <http://www.msssi.gob.es/profesionales/saludPublica/prevPromocion/docs/glosario.pdf>

Salud en las Américas. Pan American Health Organization. http://www.paho.org/saludenlasamericas/index.php?option=com_content&view=article&id=9&itemid=14&lang=en

Grading

The final mark for this course will be made up with coursework and written and oral examinations.

Participation in class and homework: 20%

Reflection Essays (3): 30%

Exams (3): 30%

Oral presentation: 20%

Participation in class and homework – Students must attend each class and participate actively in the discussion. Students must read all assigned materials before coming to class and contribute informed perspectives to the discussion. Students must complete all assigned homework on time via Carmen. Homework assignments include discussion board postings, case study worksheets, and vocabulary review.

Reflection Essays – Students will write three (3) two-page reflection papers in Spanish over the course of the semester. The reflection paper is your opportunity to relate the topics and issues discussed in class to your own experience. Reflection papers will be submitted via Carmen.

Exams – Students will take three (3) exams over the course of the semester. Each exam will cover the material presented in the previous unit and will require students to engage creatively with the material using appropriate linguistic structures.

Oral Presentation – Students will select a health related topic that will be presented in class. The presentation must consist of the following elements: a formal description of the disease, condition, or health threat, the epidemiological profile of the disease, condition, or health threat in Spanish-speaking communities, the role of migration in the existence and/or spread of the disease, condition or health threat, known therapies and treatments, and utilization of therapies and treatments in Spanish-speaking populations. All presentations should utilize appropriate terminology to describe the medical conditions and should present facts utilizing appropriate bibliographic sources. Students must relate the disease, condition or health threat to issues pertinent to Spanish-speakers in multilingual settings and engage classmates and the instructor in meaningful dialogue about the intersection of the disease presented and the health of language minority populations.

Academic Integrity and Student Misconduct

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

Students with disabilities

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Course Schedule

| Week | Health Focus | Readings | Linguistic Focus | Readings | Vocabulary Development | Learning Activities |
|------|---|---|--|--|---|--------------------------|
| 1 | Introduction to Principles and functions of public health | Julio Frenk (2000). IOM (2003) | Multilingualism and the health of populations | Glenn Martínez (2010) | Describing public health threats and problems in Spanish. | Discussion board posting |
| 2 | Health literacy and minority languages | IOM (2004) Zarcadoolas (2006) | The social construction of literacy and alternative literacies | Gee (2012) | Describing medical specialties, tests and procedures | Reflection paper |
| 3 | Cultural values of Latinos; ethic and intercultural communication in health | Chong (2002), Beauchamp and Childress (2012) | Stereotyping and linguistic stereotypes | Hill (2008); Zentella (2009) | Describing | Case study |
| 4 | Exam 1 | | | | | |
| 5 | Cultural formation in Latin America; Indigeneity and othering | Fuentes (2010) Barros de Chúngara (1977) | Linguistic Othering | Viruell-Fuentes (2007) | Indigenous vocabulary (Quechua and Nahuatl) | Discussion board posting |
| 6 | Cultural perspectives on health and wellness | De Arana (1994), Ocaranza (2011), Viesca (1986) | Enregistrement and orders of indexicality | Johnstone, Andrus and Danielson (2006) | Describing folk illnesses and remedies | Case study |

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| 7 | Familismo and healthcare among Latinos | Hinojosa (1992), Kawachi (2008) | Euphemism and linguistic taboo | Grimes (1978) | Describing family members | Discussion board posting |
| 8 | Religious practices of health and healing | Buss (200), Power and Byrd (1998), Trotter and Chavira (1981) | Enregistering belief | Downes (2013) | Describing religious practices and beliefs | Reflection paper |
| 9 | Exam 2 | | | | | |
| 10 | Women's health and wellness | Delgado (2002), Domecq (1990), Perrone (1989) | Language and gender | West (2011); Eckert and McConnell-Ginet (2011) | Describing labor and delivery | Case study |
| 11 | HIV-AIDS | Farmer (2006), Leyva (2009), Smallman (2007) | Language and sexuality | Bucholtz and Hall (2004) | Describing infectious diseases | Reflection paper |
| 12 | Children's health | Avila-Burgos (2009), Day (2004), IOM (2007), Jimenez (2000) | A sociolinguistics of diminutives | West and Zimmerman (2011) | Describing vaccinations and nutrition | Discussion board posting |
| 13 | Class Presentations | | | | | |
| 14 | Class Presentations | | | | | |
| 15 | Exam 3 | | | | | |

Course Readings

Week 1

Selected readings from:

Frenk, J. (2000). *La Salud de la población: Hacia una nueva salud pública*. México: Fondo de Cultura Económico.

Institute of Medicine Committee on Assuring the Health of the Public in the 21st Century. (2003). *The Future of the Public's Health in the 21st Century*. Washington DC: National Academies Press.

Martínez, G. (2010). Language and power in healthcare: Towards a theory of language barriers among linguistic minorities in the United States. In Watzke, Miller and Mantero, eds. *Readings in Language Studies Volume 2: Language and Power*. Lakewood Ranch, FL: International Society for Language Studies.

Week 2

Selected readings from:

Institute of Medicine. (2009). *Toward Health Equity and Patient-Centeredness: integrating health literacy, disparities reduction, and quality improvement. Workshop Summary*. Washington DC: National Academies Press.

Institute of Medicine Committee on Health Literacy. (2004). *Health Literacy: A Prescription to End Confusion*. Washington DC: National Academies Press.

Zarcadoolas, C., Pleasant, A. & Greer, D. (2006). *Advancing Health Literacy: A framework for understanding and action*. San Francisco: Jossey Bass.

Gee J. (2015). *Social Linguistics and Literacies*. 5th Edition. New York: Routledge.

Week 3

Selected readings from:

Beauchamp, T. & Childress, J. (2012). *Principles of Biomedical Ethics*. 7th Edition. Oxford: Oxford University Press.

Chong, N. (2002). *The Latino Patient: A Cultural guide for health care providers*. Boston: Intercultural Press.

Ritter, L. & Hoffman, N. (2010). *Multicultural Health*. Boston: Jones and Bartlett.

Zentella, A. (2009). "Latin@ Languages and Identities" In Suárez-Orozco M and Páez M, eds. *Latinos: Remaking America*. Berkeley: U of California Press.

Hill J. (2008). *The Everyday Language of White Racism*. Malden, MA: Blackwell.

Week 5

Selected readings from:

Fuentes, C. (2010). *El Espejo enterrado*. México: Alfaguara.

Galeano, E. (2004). *Las Venas abiertas de América Latina*. México: Siglo XXI Editores.

Barros de Chungara, D. (1977). *Si me permiten hablar: Testimonio de Domitila, una mujer de las minas de Bolivia*. México: Siglo XXI Editores.

Viruell-Fuentes, E. (2007). Beyond acculturation: Immigration, discrimination and health research among Mexicans in the United States. *Social Science and Medicine* 65: 1524-35.

Week 6

Selected readings from:

De Arana, J. (1994). *Historias curiosas de la medicina*. Madrid: Espasa Calpe.

Ocaranza, F. (2011). *Historia de la medicina en México*. México: Conaculta.

Viesca, C. (1986). *Medicina prehispánica de México: El conocimiento médico de los nahuas*. México: Panorama Editorial.

Johnstone B, Andrus J and Danielson A. (2006). Mobility, indexicality and the enregisterment of Pittsburghese. *Journal of English Linguistics* 34: 77-104.

Week 7

Selected readings from:

Hinojosa, R. (1992). *Estampas del Valle*. Tempe, AZ: Bilingual Press.

Kawachi, I., Subramanian, S. & Kim, D. (2008). *Social Capital and Health*. New York: Springer.

Grimes L. (1978). *El Tabú lingüístico en México: El lenguaje erótico de los mexicanos*. Tempe, AZ: Bilingual Press.

Week 8

Selected readings from:

Buss, F. (2000). *La Partera: Story of a Midwife*. Ann Arbor: University of Michigan Press.

Power, G. & Byrd, T. (1998). *U.S.-Mexico Border Health: Issues for regional and migrant populations*. Thousand Oaks, CA: Sage.

Trotter, R. & Chavira, J. (1981). *Curanderismo: Mexican-American Folk Healing*. Athens, GA: University of Georgia Press.

Downes, W. (2013). *Language and Religion: A Journey into the Human Mind*. Cambridge: Cambridge UP.

Week 10

Selected readings from:

Delgado, J. (2002). *Salud: Guía para la salud integral de la mujer Latina*. New York: Harper Collins.

Domecq, B. (1990). *La Insólita historia de la Santa de Cabora*. México: Editorial Planeta Mexicana.

Perrone, B, Stockel, H. & Krueger, V. (1989). *Medicine Women, Curanderas, and Women Doctors*. Norman: University of Oklahoma Press.

West, C. (2011). When the doctor is a "lady": Power, status and gender in physician-patient encounters. In Coates and Pichler, eds. *Language and Gender a Reader*. Malden: Blackwell.

Eckert P and McConnell-Ginet S. (2011). Communities of practice: Where language, gender and power all live. In Coates and Pichler, eds. *Language and Gender a Reader*. Malden: Blackwell.

Week 11

Selected Readings from:

Farmer, P. (2006). *Aids and Accusation: Haiti and the Geography of Blame. Updated with a new preface*. Berkeley: University of California Press.

Leyva, R & Caballero, M. (2009). *Las que se quedan: Contextos de vulnerabilidad a ITS y VIH-SIDA en mujeres compañeras de migrantes*. México: Instituto Nacional de Salud Pública.

Smallman, S. (2007). *The AIDS Pandemic in Latin America*. Chapel Hill: University of North Carolina Press.

Bucholz M and Hall K. (2004). Theorizing identity in language and sexuality research. *Language in Society* 33: 469-515.

Week 12

Selected Readings from:

Avila Burgos, L & Cahuana Hurtado, L. (2009). *Cuentas en diabetes mellitus, enfermedades cardiovasculares y obesidad*. México: Instituto Nacional de Salud Pública.

Day, S. (ed). (2004). *Nourishing the Future: The Case for Community-Based Nutrition Research in the Lower Rio Grande Valley*. Houston: University of Texas School of Public Health.

Institute of Medicine. (2007). *Joint U.S.-Mexico Workshop on Preventing Obesity in Children and Youth of Mexican Origin*. Washington DC: National Academies Press.

Jimenez, F. (2000). *Cajas de cartón*. Boston: Houghton Mifflin.

West C and Zimmermann D. (2011). Women's place in everyday talk: Reflections on parent-child interaction. In Coates and Pichler, eds. *Language and Gender a Reader*. Malden: Blackwell.