

---

## Term Information

Effective Term Autumn 2020

## 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 5202  
Course Title Spanish in the Health Professions II  
Transcript Abbreviation SpanHealthProf 2  
Course Description This course introduces students to the practice of interviewing for health and human services in Spanish. The course analyzes the theoretical, ethical, and sociological dimensions of medical and motivational interviewing in the context of the Spanish-speaking population in the United States.  
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 Pre-requisite: Spanish 5201 or permission of instructor.  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0905  
Subsidy Level Doctoral Course  
Intended Rank Junior, Senior, Masters, Doctoral, Professional

## 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 domains of health and health care.
- Students will apply perspectives from health sciences and human services to the language of routine service delivery in Spanish.
- Students analyze the discursive properties of health and human services interactions in terms of underlying cultural values and practices.
- Students will develop oral/aural and written receptive and expressive linguistic abilities through continuous and progressive practice in articulating and understanding health and human service related discourse and by reflecting on assessment outcomes

### Content Topic List

- Discourse in health and human services: The interview as a discourse genre
- Introduction to the motivational interview

### Sought Concurrence

No

## Attachments

- Spanish 5202.docx: syllabus  
*(Syllabus. Owner: Sanabria, Rachel A.)*
- 11-7-19 Spanish Major Curriculum Map.xlsx: curriculum map  
*(Other Supporting Documentation. Owner: Sanabria, Rachel A.)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria, Rachel A.	11/13/2019 01:31 PM	Submitted for Approval
Approved	Podalsky, Laura	11/14/2019 07:51 AM	Unit Approval
Approved	Heysel, Garrett Robert	11/14/2019 10:46 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	11/14/2019 10:46 AM	ASCCAO Approval

## Spanish 5202

### Spanish in the Health Professions II

---

#### **Instructor**

Glenn Martínez, PhD MPH  
 Professor, Spanish & Portuguese  
 100 Hagerty Hall  
 martinez.474@osu.edu  
 (614) 688-2655

OFFICE HOURS: W and F 11-12pm or  
 by appointment. (Please contact  
 Pattie Strobe at [strobe.1@osu.edu](mailto:strobe.1@osu.edu) for  
 an appointment.

#### **COURSE MEETING DAYS/TIMES**

Wednesday and Friday, 12:45-2:05pm

#### **COURSE LOCATION**

Hagerty Hall 351

**Prerequisite:** Spanish 5201 or permission of the instructor

#### **COURSE DESCRIPTION**

Language concordant health and human services providers offer patients/clients treatment and services in a language other than

English. Research on language concordant care has shown that patients and clients who receive treatment and services in their own language have greater satisfaction, greater trust in their providers and improved outcomes. This course provides students advanced skills to use Spanish in health and human service interactions taking into account the sociocultural contexts of the encounter. Students will engage in an in-depth analysis of the medical and the motivational interview conducted in Spanish, explore the discursive features of successful and unsuccessful interviews in health and human services, and develop skills to conduct interviews in Spanish with patients/clients from different backgrounds and in different life circumstances. Specific skills to be developed include: 1) responding appropriately to dialect and register variation, 2) using metaphors, dichos and refranes to convey information, 3) eliciting and responding appropriately to stories, and 4) discourse strategies for active listening, patient activation, and building a therapeutic alliance in Spanish.

#### **COURSE GOALS**

Spanish 5202 meets the following goals of the BA program in Spanish:

**Goal C** Students in linguistics courses demonstrate an understanding of processes inherent to distinct subdomains of language. In Spanish 5202, 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 domains of health and health care.

**Goal E** Students in engage in interdisciplinary approaches to the study of diverse literatures, cultures and languages. In Spanish 5202, students will apply perspectives from health sciences and human services to the language of routine service delivery in Spanish.

**Goal F** Students gain in-depth knowledge of languages, linguistics and cultural practices through research and study of diverse cultural productions, literature and language. In Spanish 5202, students analyze the discursive properties of health and human services interactions in terms of underlying cultural values and practices.

**Goal G** Students develop oral/aural and written receptive and expressive linguistic abilities in Spanish. In Spanish 5202, students will develop oral/aural and written receptive and expressive linguistic abilities through continuous and progressive practice in articulating and understanding health and human service related discourse and by reflecting on assessment outcomes.

### EXPECTED LEARNING OUTCOMES

Students who successfully complete the requirements of this course will:

1. *identify* dialect and register variation in Spanish and *respond* appropriately
2. *use* metaphors, dichos and refranes to communicate substantive information in health and human services
3. *develop* understanding of key terms in health and human services in Spanish and *use* terms in culturally appropriate ways
4. *perform* a medical and a motivational interview in Spanish
5. *utilize* cultural knowledge, language resources, and contextual understanding to effectively *assess* a patient/client and *communicate* substantive health and human service information

### TEXTBOOKS AND LEARNING RESOURCES

We will draw on multiple and varied source materials to develop the skills targeted in this course. Many of the readings and cultural artifacts will be available to you online via the Carmen course site. Other useful materials include:

#### Required Textbooks:

Magaña, Dalia. Forthcoming. *Confianza: Empowering Latinas/os through Transcultural Health Care Communication*. Oxford: Oxford University Press.

Miller, William & Rollnick, Stephen. (2015). *La Entrevista motivacional: Ayudar a las personas a cambiar*. Madrid: Paidós Ibérica.

#### Recommended Resource:

Real Academia Nacional de Medicina. (2012). *Diccionario de Términos Médicos*. Madrid: Editorial Médica Panamericana.

#### Resources on Carmen:

#### *Readings:*

Candib, Lucy. (2006). Sí, doctora. *Annals of Family Medicine* 4: 460-462.

Costantino, G., Malgady, R. G., & Rogler, L. H. (1985). *Cuento therapy: Folktales as a culturally sensitive psychotherapy for Puerto Rican children*. Maplewood, NJ: Waterfront Press.

- Cordella, Marisa. (2004). *The Dynamic Consultation: A discourse analytical study of doctor-patient communication*. Amsterdam: John Benjamins Publishing Company.
- Delgado-Romero, Edward, De los Santos, Jhokania, Raman, Vineet et al. (2018). Caught in the middle: Spanish-speaking bilingual mental health counselors as language brokers. *Journal of Mental Health Counseling* 40: 341-352.
- Erzinger, Sharry. (1991). Communication between Spanish-speaking patients and their doctors in medical encounters. *Culture, Medicine and Psychiatry* 15: 91-110.
- Foucault, Michel. (2012). *El Nacimiento de la clínica: Una arqueología de la mirada médica*. Mexico: Siglo XXI Editores.
- Jaffe, Alexandra. (2009). *Stance: Sociolinguistic Perspectives*. Oxford: Oxford University Press.
- Julliard, Kell, Vivar, Josefina, Delgado, Carlos et al. (2008). What Latina patients don't tell their doctors: A qualitative study. *Annals of Family Medicine* 6: 543-549.
- Mead, Erin, Doorenbos, Ardith, Javid, Sara, et al. (2013). Shared decision-making for cancer care among racial and ethnic minorities: A systematic review. *American Journal of Public Health* 103: 15-29.
- Mishler, Elliot. (1984). *The Discourse of Medicine: Dialectics of the Medical Interview*. Norwood NJ: Albex Publishing Corporation.
- Schrager, Sarina, Phillips, Gina & Burnside, Elizabeth. (2017). Shared decision making in cancer screening. *Family Practice Management* 24: 5-10.
- Sheppard, Vanessa, Wang, Judy, Harrison, Toni et. al. (2008). Are health-care relationships important for mammography adherence in Latinas? *Journal of General Internal Medicine* 23: 2024-2030.
- Tandon, Darius, Parillo, Kathleen & Keefer, Maureen. (2005). Hispanic women's perceptions of patient-centeredness during prenatal care: A mixed-method study. *Birth* 32: 312-317.
- Vickers, Caroline & Goble, Ryan. (2011). Well, now, okey dokey: English discourse markers in Spanish language medical consultations. *Canadian Modern Language Review* 67: 536-567.
- Vickers, Caroline, Deckert, Sharon & Goble, Ryan. (2014). Constructing language normativity through the animation of stance in Spanish-language medical consultations. *Health Communication* 29: 707-716.
- Vickers, Caroline & Goble, Ryan. (2014). Politeness and prosody in the co-construction of medical provider persona styles and patient relationships. *Journal of Applied Linguistics and Professional Practice* 11: 202-226.
- Waitzkin, Howard. (1991). *The Politics of Medical Encounters: How patients and doctors deal with social problems*. New Haven, CT: Yale University Press.

*Podcast:*

Alejandre, Adriana. *Latinx Therapy*. <https://latinxtherapy.com/podcast/>

## GRADING

The final mark for this course will be made up of coursework, examinations, and reflection papers.

Discussion Board Postings and Voice Thread Comments (18): 10%

Proficiency testing reflection (1): 10%

Voice Thread Exercises (10): 20%

Simulated Encounters (2): 20%

Vocabulary Quizzes (5): 10%

Exams (2): 30%

### Discussion Board Postings and Voice Thread Comments

#### *Undergraduate*

All students will be required to engage with the course material and with each other outside of class. Students will complete four (4) discussion board postings on Carmen in reaction to course readings prior to classroom discussion. Discussion board postings must be a minimum of 100 words and engage critically and creatively with the reading. Students may relate the material discussed in the reading to personal experience, other class readings, or classroom discussion. All discussion board postings will be written in Spanish.

In addition to discussion board postings, students will engage with course material through ten (10) Voice Thread recordings. Students will be presented with a prompt and will record a relevant response. All Voice Thread responses are expected to convey substantive health and human service information. Students will be required to provide feedback on four (4) Voice Thread recordings produced by a classmate. Feedback will be constructive. All feedback should 1) identify at least two things that the classmate **did well** and state why they felt these two things were well done and 2) identify at least one **area for improvement** and describe how the classmate can improve.

#### *Graduate*

All students will be required to engage with the course material and with each other outside of class. Students will complete four (4) discussion board postings on Carmen in reaction to course readings prior to classroom discussion. Discussion board postings must be a minimum of 300 words and engage critically and creatively with the reading. Students may relate the material discussed in the reading to personal experience, other class readings, classroom discussion and/or issues of relevance in the student's field of practice. All discussion board postings will be written in Spanish.

In addition to discussion board postings, students will engage with course material through ten (10) Voice Thread recordings. Students will be presented with a prompt and will record a relevant response. All Voice Thread responses are expected to convey substantive health and human service information. Students will be required to provide feedback on five (5) Voice Thread recordings produced by a classmate. Feedback will be constructive. All feedback should 1) identify at least two things that the classmate **did well** and state why they

felt these two things were well done and 2) identify at least one **area for improvement** and describe how the classmate can improve.

### Proficiency Testing

#### *Undergraduate and Graduate*

Student will assess their proficiency on two occasions over the course of the semester. The student will take the test at the beginning and at the end of the semester. The assessment instrument may be purchased at a cost of \$25 each from the following web site: <https://www.pearsonhighered.com/versant/> At the end of the semester, students will compare their assessment results and write a brief reflection describing their feeling about the test and its accuracy and comparing performance at the beginning and the end of the semester. The student should identify the areas of improvement and identify strategies that they found useful for improvement. The student should also identify weaknesses and describe plans to improve in these specific areas in the future.

### Simulated Encounters

#### *Undergraduate*

Students will engage in three (3) simulated encounters with Spanish-speaking patients/clients. Students will receive background information on the patient/client prior to the encounter. Students should study the material and use it effectively to engage with the patient. Simulated encounters will be assessed to determine: 1) general linguistic ability, 2) knowledge of appropriate vocabulary, 3) appropriate use of cultural knowledge, and 4) professionalism and relationship building.

#### *Graduate*

Students will engage in three (3) simulated encounters with Spanish-speaking patients/clients. Students will receive background information on the patient/client prior to the encounter. Students should study the material and use it effectively to engage with the patient. Simulated encounters will be assessed to determine: 1) general linguistic ability, 2) knowledge of appropriate vocabulary, 3) appropriate use of cultural knowledge, and 4) professionalism and relationship building. Graduate students will also write a one-page reflection of the encounter detailing 1) challenges faced and how they were overcome, 2) the professional standards and ethical codes used in the encounter, and 3) strategies to address deficiencies.

### Vocabulary Quizzes

#### *Undergraduate and Graduate*

Students will take three (3) vocabulary quizzes over the course of the semester. Vocabulary quizzes will be available in Carmen and may be taken up to two times. The final score will be an average of all attempts.

### Exams

#### *Undergraduate*

Students will take two (2) 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 concepts and linguistic structures.

#### *Graduate*

Students will take one mid-term exam and complete a comprehensive take-home final exam over the course of the semester. The mid-term exam will cover the material presented in the previous unit and will require students to engage creatively with the material using appropriate concepts and linguistic structures. The final exam will require the student to engage with all the material presented in the course and relate it to bilingual practice in their own professional field.

### 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

### STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life 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 098 Baker Hall, 113 W 12th Avenue; telephone 614-292-3307, TDD 292-0901; [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### CLASS SCHEDULE AND ASSIGNMENT DUE DATES

Week	Dates	Topic	Functions, techniques and vocabulary	Readings	Learning Activities
1	8/22	Course Introduction			Versant Proficiency Test
	8/24	Discourse in health and human services: The interview as a discourse genre		Magaña chs. 1 and 2	Discussion Board Posting 1
2	8/29	Discourse features of the medical interview		Mishler “The medical interview and clinical practice”; Waitzkin “A critical theory of medical discourse”; Foucault, <i>El nacimiento de la clínica</i> (ch. 7)	Discussion Board Posting 2



	8/31	Chief complaint and history of present illness	Describing pain and symptoms	Magaña ch. 4	
3	9/5	Social and family history	Eliciting and responding appropriately to narratives	Erzinger, Julliard, Magaña ch 3	<b>Voice Thread 1</b>
	9/7	Systems review and other examinations	Describing procedures	Cordella ch 4, Sheppard	<b>Voice Thread 2</b>
4	9/12	Diagnosis	Describing illnesses and conditions	Candib, Vickers & Goble	<b>Vocabulary Quiz 1</b> (pain, symptoms and procedures)
	9/14	Diagnosis	Describing causes and risk factors	Vickers, Dekert & Goble; Jaffe	<b>Voice Thread 3</b>
5	9/19	Treatment	Describing therapies and treatments	Tandon, Magaña ch 6	<b>Vocabulary Quiz 2</b> (illness, conditions, causes, risk factors)
	9/21	Treatment	Describing side effects and risks	Magaña ch 5	<b>Voice Thread 4</b>
6	9/26	Prognosis	Describing outlook including impact on functioning	Shrager, Mead, Cordella ch. 5	<b>Vocabulary Quiz 3</b> (therapies, treatments, side effects and risks)
	9/28	Breaking bad news	Describing statistical inferences	Cordella ch. 6	<b>Voice Thread 5</b>
7	10/3	Mid-Term Exam			
	10/5	Simulated encounters			
8	10/10	Introduction to the motivational interview		Miller and Rollnick Chs. 1 and 2; Latinx Therapy Podcast Sesión 1 "Introduction to Latinx Therapy"	<b>Discussion Board Posting 3</b>
	10/12	Fall Break			
8	10/17	Discourse features of the motivational interview		Miller and Rollnick Ch. 3 and Ch 6	<b>Discussion Board Posting 4</b>
	10/19	Open-ended questions	Formulating questions	Miller and Rollnick Chs 12 and 13	
	10/24	Open-ended questions	Eliciting and responding appropriately to narratives	Constantino, Magady & Rogler; Latinx Therapy Podcast Sesión 16 "La ansiedad cuando limpiamos"	<b>Voice Thread 6</b>
	10/26	Affirmation	Distinguishing between praise and	Miller and Rollnick Chs 8 and 9	<b>Comment on Voice Thread 6</b>

			affirmation in Spanish		
9	10/31	Affirmation	Formulating affirming statements	Delgado Romero; Latinx Therapy Podcast Season 2 “When God and therapy are both okay”	<b>Voice Thread 7</b>
	11/2	Reflective listening	Categorizing discourse markers	Miller and Rollnick Chs 5 and 8	<b>Comment on Voice Thread 7</b>
10	11/7	Reflective listening	Using discourse markers appropriately	Latinx Therapy Podcast Sesión 9: Viviendo con ansiedad	<b>Voice Thread 8</b>
	11/9	Summarization	Identifying summarization techniques	Miller and Rollnick Chs 4 and 7	<b>Comment on Voice Thread 8</b>
11	11/14	Summarization	Using summarization techniques	Latinx Therapy Podcast Sesión 11: “Maldita depression”	<b>Voice Thread 9</b>
	11/16	Resistance and discord	Identifying resistance and discord	Miller and Rollink Chs 14-15	<b>Comment on Voice Thread 9</b>
12	11/21	Thanksgiving Break			
	11/23	Thanksgiving Break			
13	11/28	Resistance and discord	Responding appropriately to resistance	Latinx Therapy Podcast Sesión 7: “La vergüenza a.k.a. Shame”	<b>Voice Thread 10</b>
	11/30	Simulated encounters			<b>Versant Proficiency Test</b>
	12/5	Final Exam			<b>Proficiency Reflection</b>