

Course Syllabus 2023-2024



California University
of Science and Medicine
SCHOOL OF MEDICINE

Course Number 5501

Course Name Spanish for Healthcare Professionals I

Course Director

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Course Dates

Start: July 2023

End: May 2024

Credits hour: TBA

Mode of Instruction: Residential

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1. MD Program Learning Outcomes

PLO 1. Medical Knowledge

Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences and apply this knowledge to patient care through prevention, diagnosis, and treatment of disease.

PLO 2. Patient Care

Students must be able to provide patient care that is compassionate, appropriate, and effective for the promotion of health and the treatment of health-related problems. Students must prioritize patient's problems, formulate appropriate differential diagnoses, and develop appropriate diagnosis and/or management plans. Students are expected to perform clinical procedures safely and effectively while respecting patients' needs, and concerns

PLO 3. Professionalism

Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Students are expected to demonstrate:

- a. compassion, integrity, and respect for others
- b. respect for patient privacy and autonomy
- c. responsiveness to patient needs that supersedes self-interest
- d. accountability to patients, society, and the profession
- e. awareness of biases, sensitivity, and responsiveness to diverse populations

PLO 4. Interpersonal Communication

Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students are expected to:

- a. communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- b. work effectively as a member or leader of a healthcare team and communicate effectively with physicians, other health professionals, and health-related agencies

PLO 5. Personal Improvement (Practice-based Learning)

Students must demonstrate the ability to investigate and evaluate their care of patients, appraise and assimilate scientific evidence, and continuously improve patient care based on constant self-evaluation and lifelong learning. Students are expected to identify strengths, deficiencies, and limits in one's knowledge and expertise and set learning and improvement goals.

PLO 6. System improvement (System-based Practice) and Social Accountability

Students must demonstrate an awareness of and responsiveness to the larger context and system of healthcare and the ability to call effectively on other resources in the systems available to provide optimal healthcare. Students are expected to work effectively in various healthcare delivery settings and inter-professional teams to enhance patient safety and contribute to high-quality care. Graduates are expected to demonstrate an awareness of the US health care system and local Inland Empire health care needs and social determinants of health.

2. Course Description

The primary aim of this course is to enable students to attain a Novice-high level of proficiency in Medical Spanish, according to the [American Council on the Teaching of Foreign Languages Proficiency Guidelines](#), (2012). The ultimate objective is to equip students with a basic foundation of Medical Spanish. This foundation will allow them to effectively communicate with Spanish-speaking patients during their daily interactions. The course emphasizes meaningful communication that encompasses both cultural and linguistic knowledge.

Throughout the course, students will enhance their speaking, listening, writing, and reading skills. There will be a particular emphasis on oral communication. Interactive and context-specific activities will be employed to teach essential grammar structures and relevant vocabulary. By the end of the course, students will be able to perform a variety of uncomplicated communicative tasks in medical settings.

Novice High speakers can respond to simple, straightforward questions or requests for information. They can also ask formulaic questions of Spanish-speaking patients.

The course Spanish for Healthcare Professionals I will build on skills included in the Clinical Clerkship Handbook to provide patient care that is compassionate, appropriate, and effective for the promotion of health and the treatment of health-related problems. (EPA 1-7, 10-13).

3. Course Learning Outcomes

- CLO-1.** Demonstrate improvement in their oral communication skills by engaging in class discussions, role plays, and presentations in small groups, and with the course director.
- CLO-2.** Read, comprehend, and discuss selected medical texts in the Spanish language. (this assesses reading and comprehension skills).
- CLO-3.** Demonstrate accurate effective listening and speaking skills in the Spanish language through medical interactions, and simulations. (this assesses listening and speaking skills in person).
- CLO-4.** Analyze audio and video recordings of medical interactions to demonstrate comprehension of spoken Spanish in healthcare settings. (this assesses listening and speaking skills through audiovisual tools).
- CLO-5.** Read and write medical notes, present cases, order tests, and write prescriptions to demonstrate knowledge and skills of Spanish grammar and vocabulary relevant to the practice of medicine. (this assesses the application of medical Spanish).
- CLO-6.** Demonstrate cultural awareness of Hispanic practices and perspectives, and apply relevant knowledge, skills, and awareness through interactions with Spanish-speaking patients.

4. Instructional Methods

4.1 Mode of Instruction

The mode of instruction is Residential; however, to protect student safety during COVID-19, some aspects of the curriculum may temporarily be delivered online. CUSM Administration will continuously monitor CDC and local guidelines to balance student safety and educational activities that require hands-on instruction. For the most part, pedagogy is unchanged other than the “room” being virtual unless noted.

Learning is organized in small and large group settings depending on the topic. This team-based approach fosters collaboration, respect, and reciprocal benefits from the talents among team members. Methods used include a flipped classroom, laboratory, and student presentations following small group problem-solving. For small group activities and assignments, students work within their learning communities/college (as a team).

4.2 Flipped Classroom

Material is delivered to learners ahead of a classroom session so that the classroom sessions can be focused on discussion and discovery between learners and faculty.

4.3 Out of Class Workload

The amount of effort that students should expect to spend out of the classroom during the course is outlined in the policy on academic workload for pre-clerkship courses. Please refer to the policy in the University Catalog for the full policy. The relevant part of the policy states that “Students should be expected to spend not less than 15 hours/week for unscheduled required activities, averaged for each course over the entire year.”

5. Prerequisites

There are no prerequisites. Students may take the course at any level of Spanish, or without prior Spanish instruction. Students will have access to supplemental/optional materials that will enhance their Spanish proficiency.

6. Textbooks and Learning Resources

The instructor will provide all the necessary materials for the academic year 2023/2024, including visual presentations, clinical checklists, and spreadsheets.

7. Policies

Attendance Policy

CUSM has an attendance policy. Students are advised to consult the Student Handbook / University Catalog for the full policy. The policy also describes the process for requesting and obtaining approval for qualifying absences during the course. Students should also consult the CUSM Medical Student Healthcare Policy in the catalog, which states explicitly, “Students may be excused from classes or clinical duties to access needed health care services on a reasonable basis by working through the Office of Student Affairs and Admissions.”

Feedback

Students will receive narrative feedback during this course. Feedback will be provided in written form and involve in-person discussions with an instructor or the course director.

Policy on Academic Workload

CUSM has a policy that outlines the amount of effort that students should expect to spend in scheduled and unscheduled learning activities. Students are advised to consult the Student Handbook / University Catalog for the full policy.

Disability Accommodations

Students requesting any mental disability accommodations who have or not have pre-existing academic accommodations at a previous university may be eligible for academic accommodations at CUSM please contact the Executive Director of Preclinical Student Services, Sabrina Wilhelm, WilhemS@cusm.org, or via phone (909) 490-5928. Documentation requirements for disabilities are determined on a case-by-case basis and must be provided by a qualified licensed health care professional prior to any reasonable approved accommodations. Accommodations do not alter fundamental requirements of the curriculum. Students are advised to consult the Student Handbook / University Catalog for additional information.

Exam Deferment

Students whose study has been adversely affected by illness or other significant circumstances outside of their control may apply for deferred examinations. Students should consult the Office of Student Affairs specifically Associate Dean of Student Affairs, Dr. Mohsin Yakub, YakubM@cusm.org, to determine their eligibility. Requests must be approved by both the Office of Student Affairs and Course Director. Applying for special consideration is not designed to save students from the consequences of poor academic preparation. Students are advised to consult the Student Handbook / University Catalog for additional information.

COVID Policy

CUSM has a policy for students with COVID. Students who have tested positive for COVID may apply for virtual accommodations to participate remotely in academic activities using an online form in Canvas. For assistance, please reach out to your course directors as needed. For in-person assessments, that may require a deferred examination due to illness students should contact the Office of Student Affairs specifically Associate Dean of Student Affairs, Dr. Mohsin Yakub as soon as possible to ensure accommodations can be made.

Grading Policy

CUSM has a grading policy. Students are advised to consult the Student Assessment Handbook for a description of the full policy. The policy also describes when students should expect to receive results following an assessment or evaluation.

Remediation Procedure

CUSM has a procedure for students who require to remediate a failed course. Students are advised to consult the Student Assessment Handbook for the full description of the procedure.

Diversity

CUSM is committed to diversity and inclusion in all its programs and does not discriminate based on age, gender, nationality, race, or social status.

Title IX Sexual Harassment and Sexual Misconduct

CUSM is dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities the University offers. CUSM strives to promote an environment of sexual respect, safety, and well-being; therefore, CUSM will not tolerate sexual assault, sexual harassment, domestic violence, dating violence, and/or stalking in our community as dictated by the 1972 Education

Amendment known as Title IX. To increase transparency, please be aware that all CUSM faculty members are “Responsible Employees”. This means that faculty are obliged to and must share information with the Title IX Coordinator that a student describes or reports to them about situations they have experienced or witnessed. Faculty must also share information with the Title IX Coordinator that they suspect might involve sexual harassment (quid pro quo or hostile work environment), sexual assault, dating violence, domestic violence, or stalking. Please note that although all student reports must be notified to the Title IX Coordinator, the student will control how their case is handled, including whether or not they wish to pursue a formal complaint. The goal at CUSM is to ensure that students are aware of the range of options available to them and that they have access to supportive measures and resources that they may need to ensure academic success. For more information on Title IX, please visit the Title IX webpage found on CUSM’s website that provides a wealth of information and includes: CUSM’s Title IX policy, Options for Reporting an Incident, Support Resources (for students and employees), and FAQs. Should you have any questions, please feel free to contact CUSM’s Title IX Coordinator, Dr. Sandra E. Hodgin, at TitleIXCoordinator@cusm.org

8. Assessment and Course Grading

Assessments are outcomes-based so that learners and faculty can evaluate progress in developing competencies expected for the course. Some scores will be earned individually; some scores will be earned as a team. It is the student’s responsibility to read the Student Assessment Handbook and familiarize themselves with the policies, regulations, and procedures regarding assessments and evaluations. A minimum of 70% grade is necessary to pass the course. **Students who require remediation will need to successfully complete an intensive medical Spanish course before starting the second year of the MD curriculum.**

8.1 Class Attendance and Participation (40%)

Regular attendance is mandatory for all students enrolled in this course. In order to successfully pass the course, it is a requirement that each student attends in person for a minimum of 70% of the scheduled sessions. Online attendance will only be allowed under exceptional circumstances, and such instances must receive prior approval from the course director. Please note that any absence, will result in a deduction of 1% from the final course grade. It is important to arrive on time for each session, as late arrivals and early departures exceeding the 10-minute mark may also be counted as absences. Active participation is expected from all students, involving the use of the target language and contributing attentively and enthusiastically during the sessions.

8.2 Medical Spanish System-Based Tasks (30%)

To develop practical skills and reinforce the medical concepts learned in class, students will be assigned to small groups to complete system-based tasks in Medical Spanish. Each block of the course (foundations, musculoskeletal, endocrine, etc.) will feature a system-based task that groups must complete by the end of the block.

All group members will be evaluated based on their contribution to the task, as well as their participation and collaboration within the group. It is essential that each member takes an active role in the completion of the task and contributes to the group's success. To ensure that each student is equally engaged in the task, each group member will evaluate their peers at the end of the block using a peer evaluation form provided by the director.

8.3 Final Portfolio (30%)

Students will be required to submit a final portfolio that reflects on their learning throughout the course. The portfolio should be between 10-15 pages in length and should include reflections on the most important medical Spanish concepts and terminology learned in each block, as well as cultural perspectives learned in class and through their interactions with Hispanic patients. Additionally, students should reflect on their cultural awareness and understanding of Hispanic perspectives, and how these have evolved throughout the course.

8.4 Formative OSCE and MCE

- a. OSCE: Upon completion of the Vida course series: *Spanish for Healthcare Professionals (SHCP) I and II*, students will participate in a Formative Objective Structured Clinical Examination (OSCE). During this exam, students will rotate through several stations where they will perform a range of clinical tasks and scenarios with standardized patients (SPs) using their Spanish language skills.
- b. MCE: In addition to the OSCE, students are required to take a formative written examination that assesses their comprehension of cultural and linguistic concepts.

The combined results of the OSCE and MCE will determine each student's proficiency level in Spanish, reflecting their progress and achievements after completing both SHCP1 and SHCP2 courses.

9. Weekly Schedule

The template for one week of educational activity is shown below.

M1 Weekly Schedule

M1 Schedule – 2023/24					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am					
8:30 am					
9:00 am					
9:30 am	M1 <i>iRAT/tRAT</i> + 4 Flips	M1 Clinical Skills	M1 <i>iRAT/tRAT</i> + 5 Flips	M1 <i>iRAT/tRAT</i> + 5 Flips	
10:00 am					
10:30 am					
11:00 am					
11:30 am					
12:00 pm					
12:30 pm					
1:00 pm	M1 Clinical Case Presentations	M1 Clinical Skills	M1 Colloquium	M1 Lab A	
1:30 pm					
2:00 pm					
2:30 pm					
3:00 pm			M1 CLQ-CHANGE/ ARS*	M1 Lab B	
3:30 pm					
4:00 pm	Time saved for VIDA		M1 ARS*		
4:30 pm					
5:00 pm					

***M1 ARS didactic sessions (2h long) are held only during the first 4 weeks in January**

10. Standard of Performance

Definition: Performance Standards are expectations for instruction, assessment, and student work. These demonstrate evidence that learners have met the content standards and identify satisfactory levels of achievement. Content Standards: what students should learn at each stage/phase/year of the curriculum/course (course/curriculum standards).

Expectations for Student Work	Expectations for Instruction
A. Read the assignment on vocabulary and grammar prior to attending the flipped session. B. Attend flipped classroom sessions, as scheduled. C. Dedicate an additional 2 hours in a typical week for unscheduled learning activities. D. Work in teams to prepare and deliver tasks based on systems content.	A. Create materials that are aligned with core curricular content. B. Recorded sessions and assigned study materials provided on Canvas. C. Flipped classroom sessions, as scheduled. D. Provide guidelines on Canvas to assess student proficiency

PLO	Content Standard: Course Learning Outcomes (CLO)		Standards of Performance	
			Expectations for outcome of assessment	Expectations for course outcomes
4	1. Demonstrate improvement in their oral communication skills by engaging in class discussions, role plays, and presentations in small groups, and with the course director	What is measured?	Communication skills	90% of students participate and complete assigned tasks.
		How measured?	Class discussion, role-play, peer-evaluation, self-evaluation. (Completion of Medical Spanish System-Based Tasks); Class attendance and participation	
		When/frequency:	Every week	
		Satisfactory level:	Participation and completion of assigned tasks.	
4	2. Read, comprehend, and discuss selected medical texts in the Spanish language.	What is measured?	Reading and comprehension skills	90% of students participate and demonstrate reasonable effort to improve reading and comprehension skills.
		How measured?	Completion of assigned reading and participation in class discussions. (Completion of Medical Spanish System-Based Tasks); Class attendance and participation	
		When/frequency:	Every systems course	
		Satisfactory level:	Participation in class and demonstration of effort.	
1, 2, 4	3. Demonstrate accurate effective listening and speaking skills in the Spanish language through medical interactions, and simulations.	What is measured?	Ability of students to accurately and effectively listen and speak in Spanish.	90% of students demonstrate satisfactory effort.
		How measured?	Observation and report of interactions with standardized patients (Completion of Medical Spanish System-Based Tasks); Class attendance and participation	
		When/frequency:	Every week	
		Satisfactory level:	Demonstration of effort to improve based on feedback.	
4	4. Analyze audio and video recordings of medical interactions to demonstrate	What is measured?	Comprehension of oral communication in Spanish.	90% of students demonstrate satisfactory effort.

	comprehension of spoken Spanish in healthcare settings.	How measured?	Through recorded patient encounters and audio-visual materials.	
		When/frequency:	Every other week	
		Satisfactory level:	Demonstration of comprehension based on student performance.	
1, 2, 4	5. Read and write medical notes, present cases, order tests, and write prescriptions to demonstrate knowledge and skills of Spanish grammar and vocabulary relevant to the practice of medicine.	What is measured?	Medical knowledge, patient care, and Spanish language skills.	90% of students achieve satisfactory level.
		How measured?	Clinical skills sessions, and final portfolio.	
		When/frequency:	During and at end of course.	
		Satisfactory level:	70% on final portfolio	
2, 3	6. Demonstrate cultural awareness of Hispanic practices and perspectives, and apply relevant knowledge, skills, and awareness through interactions with Spanish-speaking patients.	What is measured?	Cultural awareness, competency, and respect during tasks and through interactions with standardized patients.	90% of students achieve satisfactory level.
		How measured?	Clinical skills sessions, and final portfolio.	
		When/frequency:	During and at end of course.	
		Satisfactory level:	70% on final portfolio	

11. Sequence SHCP I

The course sequence will run in parallel with the Clinical Skills curriculum. To ensure the content is pertinent and relevant to the Clinical Skills curriculum, the course topics and contents will be presented one week after the corresponding Clinical Skills session. This approach will help reinforce the integration of language proficiency with clinical skills practice.

WEEK/DATE	CONTENTS
Session 1	Introductions
Session 2	Foundations
Session 3	Foundations

WEEK/DATE	CONTENTS
Session 4	Foundations
Session 5	Foundations
Session 6	Foundations
Session 7	Musculoskeletal
Session 8	Musculoskeletal
Session 9	Musculoskeletal
Session 10	Musculoskeletal
Session 11	Musculoskeletal
Session 12	Blood + Lymph + Renal
Session 13	Blood + Lymph + Renal
Session 14	Blood + Lymph + Renal
Session 15	Blood + Lymph + Renal
THANKSGIVING	
Session 16	Blood + Lymph + Renal
Session 17	Repaso
WINTER BREAK	
Session 18	Respiratory- Cardiovascular
Session 19	Respiratory- Cardiovascular
Session 20	Respiratory- Cardiovascular
Session 21	Respiratory- Cardiovascular
*OSCE	

WEEK/DATE	CONTENTS
Session 22	Respiratory- Cardiovascular
Session 23	Gastrointestinal
Session 24	Gastrointestinal
Session 25	Gastrointestinal
SPRING BREAK	
Session 26	Repaso
Session 27	Gastrointestinal
Session 28	Gastrointestinal
Session 29	Endocrine
Session 30	Endocrine
Session 31	Endocrine
Session 32	Endocrine
Session 33	Review