



Sul Ross State University
Course Syllabus
- SPAN 5306 -
SPANISH FOR HEALTH PROFESSIONS
ONLINE; FALL 2025

Course Number: **SPAN 5306**
Course Section: **#12802**
Course Title: **Spanish for Health Professions**
Course Instructor: **Rachel Sangster Garza**
Class meetings: **Online & asynchronous**
Credit Hours: **3**

Instructional Plan

This course is ONLINE and ASYNCHRONOUS. The course is organized into 15 weekly modules that can be found on Blackboard [here](#).

Instructor Contact Information

I am available via Blackboard message or email at ras25or@sulross.edu. I typically respond within 24 hours during the week.

Office Hours

- MAB 112C – Mondays, Tuesdays & Thursdays from 11am-1pm
- By appointment in-person (MAB 112C)
- By appointment on [Microsoft Teams](#)

Course Description

This is an online course that aims to prepare students for successful communication between health care professionals and Spanish-speaking patients. The course is designed to introduce students to essential Spanish medical terminology, e.g., parts of the body, useful health-related phrases, and questions for testing, diagnosis, and treatment or procedures. It will also introduce language used in medical field such as greeting patients, brief conversation and preliminary patient information, checking into hospital, emergencies & common injuries, medical history, patient examination scenarios, pain, discharge instructions, prescriptions, insurance vocabulary, and other general health-related vocabulary. This course will help students to develop cross-cultural communication skills in the medical field to communicate more effectively and confidently with Spanish-speaking individuals.

Instructional Materials

- Rush, Patricia, Houston, Patricia. *Spanish for Health Care*. 2nd Ed. Boston: Prentice Hall, 2011.
- Chase, Robert O., Medina de Chase, Clarisa. *An introduction to Spanish for the Health Care Workers*. Yale UP, 1012.
- Other materials as provided by the professor or accessible via the internet

Student Objectives/Competencies

Students who complete this course will be able to do the following:

- C-SLO 1: Define Spanish vocabulary words commonly used by healthcare professions (body parts, common injuries, assessment, treatment, etc.).
- C-SLO 2: Demonstrate basic oral proficiency in Spanish as it relates to the healthcare professions and healthcare settings.
- C-SLO 3: Demonstrate basic listening proficiency in Spanish as it relates to the healthcare profession and healthcare settings.
- C-SLO 4: Communicate effectively via spoken and written Spanish in a variety of healthcare contexts and situations.
- C-SLO 5: Identify and describe Hispanic/Latino cultural properties and traditions that are relevant for a variety of health care environments, contexts, and situations.

These learning objectives are based on the national standards document (2006) of the American Council on the Teaching of Foreign Languages (<http://www.actfl.org>), which is the professional association guiding K-16 language educators. In addition, the objectives support the revised NCATE/ACTFL teacher education standards (2011; especially Standards 1 and 2 for Language and Culture). For SUL ROSS education students, the objectives support the Beginning Educator Outcomes (#1: General Knowledge Competency; #2: Subject Matter Knowledge Competency).

Course Learning Activities

1. **Homework:** Each week students will be assigned homework from the course textbook(s). This will be assigned and turned in on Blackboard.
2. **Videos:** Every lesson each student will record a 4-7 minute report on a variety of topics. To record the videos, students can use Quick time player, YouTube or any other online platform they prefer. The videos should be submitted on Blackboard.
 - a. **Week 1: Video 1: Introduce yourself:** Students will introduce themselves including their name, where they're from, their hobbies, what they do for living, and why they decided to enroll in the course.

- b. **Week 2: Video 2: La cita médica:** Students will record the beginning of a medical appointment in-take from the perspective of the health professional. Go to “Video 2: La cita médica” in Blackboard for more information.
 - c. **Week 3: Video 3: Me duele...:** Students will pretend that this morning a part or parts of their body hurts. Students will explain the symptoms and what they plan on doing to feel better.
 - d. **Week 5: Video 4: Emergencia médica:** Using Present Perfect or future tense in Spanish, students will explain a medical emergency of their choosing.
 - e. **Week 8: Video 5: Nutrición:** Students will explain the perfect nutritional plan.
 - f. **Week 9: Video 6: Maternidad:** Each student will make a video about their position on abortion explaining their arguments a favor or against it.
 - g. **Week 10: Video 7: Salud Mental 1: Stress, anxiety, and depression.** Students will make a video having a video conference with his/her psychologist explaining symptoms of depression, anxiety or stress and explaining their goals to make improvements on these mental health issues.
 - h. **Week 11: Video 8: Salud Mental 2. Las drogas y el alcohol.** Each student will do research about the impact on drugs and alcohol and will explain in the video what are their findings.
 - i. **Week 12: Video 9: Self-esteem and/or Personal relations.** Students will make a video explaining any issues they or someone they know about any cause of lack in self-esteem such as body shame, bully, etc., or explaining toxic relationship and the consequences of it.
 - j. **Week 13: Video 10: Mi familia sufre de...:** Students will explain a serious disease suffered by a member of their family or a friend (If you do not have anyone in your family with a serious disease or you do not want to share the information, you can research a disease and explain the symptoms and procedures of that disease).
3. **Translations:** Every student will translate four one-page documents from a hospital, a clinic, or a doctor’s office. The purpose of this exercise is to apply the language that has been learned and work to produce a translated document for a healthcare institution. Deadlines:
- a. **Week 3: Translation 1:**
 - b. **Week 6: Translation 2:**
 - c. **Week 9: Translation 3:**
 - d. **Week 12: Translation 4:**
4. **Midterm:** During **Week 6**, students will have a midterm that will cover the grammatical and vocabulary components of the course.
5. **Film reflection:** During the length of the course, we will watch four movies related to Hispanic culture, health, and or ethical issues related to healthcare. Each student will write a paragraph in Spanish expressing their view on the topic of the movie. The movies are:

- a. **Week 4:** *Darse cuenta* by Alejandro Doria 1984 (Argentina).
<https://www.youtube.com/watch?v=9VN4OPTyGpg>
 - b. **Week 7:** *Mar adentro* by Alejandro Amenábar, 2005 (España).
<https://m.ok.ru/video/3290240649752>
 - c. **Week 10:** *100 metros* by Marcel Barrena (in NETFLIX).
 - d. **Week 13:** *Still Alice* by Richard Glatzer, 2014.
<https://www.youtube.com/watch?v=xNkmLKQ1Bp0>
6. **Final Paper:** There will be a final paper due in the last week of this course. The final paper will be in Spanish and will present a healthcare issue or situation that the students (or someone they know) has confronted during their real (or imagined) career as a healthcare worker. The issue might be a moral dilemma or a complicated coworker situation they have encountered.

The paper must be written in Spanish and should be between 5 and 7 pages long, double-spaced, using APA-style for any included references. The paper should follow this general structure:

- I. Explanation of the dilemma or complex situation including all relevant details (think “who, what, when, where, why, how”)
- II. Discussion of students’ reaction to the issue, and the choices they considered to resolve it.
- III. Detailing of the process to resolution: did the student talk with a manager? Coworker? And what resolved the situation in the end?
- IV. Finally, include a reflection on your decision, the efficacy of the resolution, and how you might have done things differently today.

Assessments

Videos.....	20%
Translation:	15%
Homework:.....	10%
Midterm	20%
Film Debates	15%
Final Paper	20%

Grading System

100 - 90:	A
89 - 80:	B
79 - 70:	C
69 - 60:	D
59 - 0:	F

Academic Honesty & Use of AI

Students enrolled in courses at Sul Ross State University are expected to adhere to the highest standards of academic conduct. The professor will therefore be alert to any kind of cheating or plagiarism, i.e. presenting as one's own, the work of another. This includes unassigned articles on the internet, which will be closely monitored by the professor. Furthermore, excessive use of AI – in other words, any use of AI (e.g., ChatGPT, Google Translate, Microsoft, and more) to write responses on your behalf, to write in Spanish for you, to translate Spanish passages or sentences from exams or other assignments, etc. are considered plagiarism as you are not doing your own work. While AI can be useful to help you understand individual vocabulary terms or phrasing, you should never use AI to complete your assignments for you. When this is done, you are no longer learning. You may use these engines to search a single vocabulary word or phrase when you are unsure of its meaning, or unsure how to say a specific word in Spanish. However, if it appears that you are using an AI service for responses, the instructor will investigate and may set up a meeting with you. Proof of academic misconduct according to the official rules and policies of the Academic Regulation guidelines under Academic Honesty for the parameters and consequences of academic dishonesty will be reported. Within this course, where academic misconduct has been established, a grade of 0 will be given for the assignment(s) in question, which may lead to failure in the course.

To access online to the Academic Honesty go to:

<https://www.sulross.edu/catalog/undergraduate-academic-regulations/#1605412215143-c8b265dc-3e01>

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI

sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Class Schedule

THIS CALENDAR IS TENTATIVE AND IS MEANT AS A GUIDELINE. It is subject to modifications in order to fulfill the needs of the class.

WEEK 1: Introducción al curso

- Para Comenzar: Greetings.
- Gramática: El abecedario y la pronunciación. Presentaciones. Ser /Estar, Verbos en -AR, -ER, -IR; Números, verbo GUSTAR
- Hacer preguntas, la interrogación
- Expresiones de cortesía: Conversación a distancia
- Palabras Interrogativas

Video 1 due: introduce yourself

WEEK 2: Lección 2: El cuerpo humano

- Las partes del cuerpo/uso de adjetivos, género and número. Describir síntomas.
- Sistema de condiciones físicas.
- Verbos en AR
- Verbos en ER e ir
- Tener y Venir
- Expresiones con tener

Video 2 due: La cita médica

WEEK 3: Lección 3: Las dolencias

- Presente progresivo
- Ser vs estar
- Ir + a + infinitivo

Video 3 due: me duele

Translation 1 due

WEEK 4: Lección 4 Las enfermedades graves

- Posesivos; comparativos, OD y OI; Expresiones afirmativa y negativas; El presente progresivo
- Verbos irregulares de cambio de raíz

- Primeros auxilios,
- Vocabulario: Estoy resfriado. Ejercicio D pag. 60. Leemos E y ej. (pag. 61)
- Presente Progresivo. Pag. 62 A
- Modulo primeros auxilios, ej. A pag. 63
- Vocabulario Modulo 1: Diabetes pag. 79
- Pregunta alrededor de la clase el cuestionario de la pag. 65 E

Video 4 due: Emergencias

Film Reflexion: *Darse cuenta* de Alejandro Doria

WEEK 5: Lección 5 ¡Emergencia!

- Posesivos
- Comparativos
- OD y OI
- los mandatos formales
- expresiones negativas y afirmativas

WEEK 6: Lección 6: Repaso

Midterm Exam

WEEK 7: Lección 7: La comida. Módulo 1 y 2

- El verbo gustar
- Comparativos y superlativos
- Acabar de +infinitivo
- Expresiones generalizadas, expectativas.

Translation 2 due

WEEK 8: Lección 7: La nutrición. Módulo 3 y 4

- Preparar un menú saludable, Las vitaminas y sus efectos, El hambre infantil
- Voz pasiva
- SE impersonal
- Ejercicios para una vida sana

Video 5 due: La nutrición

Film Reflexion: *Mar adentro* de Alejandro Amenábar

WEEK 9: Lección 8: La maternidad y la pediatría.

- La maternidad y la pediatría” “e; parto y el cuidado posnatal
- Visita al pediatra. La enfermera y la comadrona. Exámenes al recién nacido
- Verbos reflexivos
- Verbos recíprocos
- Saber vs conocer

Video 6 due: Maternidad

Translation 3 due

WEEK 10: Lección 9: Problemas de salud. La depresión, estrés y ansiedad

- subjuntivo
- Recomendaciones: Dar consejos y sugerencias.
- Expresar emociones y dudas

Video 7 due: Salud mental 1. Stress, depression, anxiety

Film Reflexion: *100 metros* de Marcel Barrena

WEEK 11: Lección 9. Problemas de salud. Las drogas y el alcohol.

- Subjuntivo con expresiones impersonales, duda y emoción
- Verbos reflexivos
- Saber y conocer Pretérito verbos regulares. Describir actividades en pasado: Verbos en –ir con cambios en el pretérito.
- Pruebas diagnósticas

Video 8 due: Salud mental 2. Las drogas y el alcohol

WEEK 12: Lección 10: En el hospital.

- La cirugía: Diagnósticos, cirugías, el cuidado en casa.
- Pretérito
- Pretéritos irregulares
- IR con cambios en pretérito

Video 9 due: Autoestima o relaciones personales

Translation 4 due

WEEK 13: Lección 11: ¿A dónde tengo que ir?

- la farmacia, la fisioterapia, el dentista, el optometrista.
- Imperfecto
- Narración en pasado
- El imperfecto vs el pretérito

Video 10 due: Mi familia sufre de...

Entregar los formularios de traducción 4

Film Reflexion: *Still Alice* de Richard Glatzer

WEEK 14: Lección 12: Repaso

- Lección 7 y 8

WEEK 15: Lección 12: Repaso

- Lección 9, 10 y 11

Final paper due

