

SPANISH FOR HEALTHCARE

This semester course is intended for students who have an interest in pursuing a career in the medical fields (i.e., doctor, nurse, technician, emergency medical technician, medical billing/coding, receptionist, office manager, etc.) These students may have had some formal training or this may be their first experience with the Spanish language. This course is designed to build the skills needed to interact with the Spanish-speaking community in situations dealing with the medical field. Students will work with medical documents and will be able to interact with current professionals in the medical field. Necessary vocabulary, conversation and interpersonal exchange skills will be emphasized. Students will work with formal medical documentation, compare and contrast policy and procedures dealing with Spanish-speaking patients, learn how to compose a formal email and leave a formal voice message. The class will expand the students' cultural knowledge and ability to interact with those who speak Spanish. Students will also practice how to communicate if one does not have the correct vocabulary needed to deal with a situation.

Credit: 0.5

Prerequisites: None

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UNIT 1: PATIENT REGISTRATION

Objectives

Students will communicate effectively with patient using basic phrases and question and circumlocution when the language is unavailable.
 Students will use the alphabet, basic numbers, days of the week, months and basic greetings in order to make appointments for patients.
 Students will identify, interpret and be able to explain medical forms in Spanish.

Essential Questions

How does one assist a native Spanish speaker in filling out medical forms?

What are the basic skills that a person in the medical field needs to communicate with a native Spanish speaker?

How does one assist a patient in the target language so that the patient is at ease in setting up appointments?

Standard	Course Expectations	Evidence of Learning
CCRA.R.4	Interpret words and phrases as they are used in a text including determining technical meanings (Help patients fill out medical forms, fill in information on an email/text message template to remind patients of appointments, assist patient with the interpretation of their documentation for appropriately filling out forms (driver’s license, social security card, green card, passport, birth certificate, military identification card)) Skills necessary: greetings (Hola, ¿Cómo está?, ¿Qué tal?, Buenos días, etc.), spelling/alphabet (names), numbers 1-12 (for address/appointment time and date/insurance numbers/phone numbers/social security numbers), filling out forms (insurance, emergency contact), months/days of the week (making an appointment), necessary vocabulary/phrases: apellido, Quiere una cita..., Puede venir a las...	<ul style="list-style-type: none"> • Situational activities (role-play patient admissions, phone calls) • Fill in the email template correctly with necessary information • Fill in text template correctly with necessary information • Quizzes or other formative assessments for numbers, spelling/alphabet, vocabulary for documentation (passport, green card, military ID, etc.), greetings, months, days of the week, necessary vocabulary and phrases.
CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Decode information from patient documentation in its various forms, i.e. driver’s license, social security card, green card, passport, birth certificate, military identification card.)	<ul style="list-style-type: none"> • Successfully glean information from the various sources to correctly fill out patient forms (given three different sources, the student will fill out medical forms using the information at hand)

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Standard	Course Expectations	Evidence of Learning
CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information. (Decode information from patient documentation in its various forms, i.e. driver’s license, social security card, green card, passport, birth certificate, military identification card.)	<ul style="list-style-type: none"> • Successfully glean information from the various sources to correctly fill out patient forms (given three different sources, the student will fill out medical forms using the information at hand)
CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners. (Make appointments via telephone and in person (date, time, alphabet (spelling of name, etc.), greetings, numbers, set phrases for scheduling))	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients’ portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric.

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Standard	Course Expectations	Evidence of Learning
CCRA.SL.2	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (Decode information from patients' documentation, gestures and mannerisms, and patient information given orally in person or via phone.)</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and receptionist and fill in missing or necessary information. • Class discussion on gestures and mannerisms. What are the differences between native English speakers and native Spanish speakers? How does it vary among Spanish-speaking countries? Students will research the differences in gestures and mannerisms among Spanish-speaking countries. • Students will complete a chart that compares and contrasts the similarities and differences among countries using the information presented by peers. • Students will then write a composition that explains their findings.
CCRA.SL.5	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (Create a presentation that explains, displays, compares, contrasts and evaluates information about the differences in gestures and mannerisms among Spanish-speaking countries.)</p>	<ul style="list-style-type: none"> • Students will research and present (using PowerPoint, Prezi, Google Presentation, etc.) on the differences in gestures and mannerisms among Spanish-speaking countries. • Active listening as demonstrated by note-taking during presentations of peers which leads to peer evaluation and discussion.

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CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. (Choose and apply appropriate vocabulary and phrases, such as apellido, nombre de pila, Quiere una cita..., Puede venir a las..., etc. to manage a variety of situations.)	<ul style="list-style-type: none">• Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. This should be done with a variety of possible scenarios.• Cloze exercise in which students will listen to a pre-recorded conversation between a patient and receptionist and fill in missing or necessary information.• Cloze exercise in which the students read a scenario and fill in missing or necessary information. Word banks can be used.

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Standard	Course Expectations	Evidence of Learning
CCRA.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (Decode information from patients' documentation, gestures and mannerisms, and patient information given orally in person or via phone. Employ circumlocution when meaning is unclear. Infer meaning from context or previous knowledge.)</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. This should be done with a variety of possible scenarios. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and receptionist and fill in missing or necessary information. • Cloze exercise in which the students read a scenario and fill in missing or necessary information. Word banks can be used. • Provide students with a scripted conversation with highlighted words from which they have to infer meaning from the context of the sentence. • Provide students with an unfamiliar document that they must decode in order to relay information.

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Standard	Course Expectations	Evidence of Learning
CCRA.L.6	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (Gather new, unknown, unfamiliar vocabulary and expressions from conversations, patient documentation and correspondence. Students will be responsible for looking up and adding vocabulary and expressions and meanings to the Word Wall.)</p>	<ul style="list-style-type: none"> • Students and teacher will create a Word Wall throughout the semester with all unfamiliar expressions, words and phrases encountered in their interpersonal speaking activities, research, reading and class discussions. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and receptionist and fill in missing or necessary information from the Word Wall created in class. • Cloze exercise in which the students read a scenario and fill in missing or necessary information from the Word Wall created in class. • Throughout the semester, students will be expected to keep a running vocabulary list of words or expressions that they choose from the Word Wall. Over the semester, students should have twenty such examples for a grade. In addition to the meaning in English, they must write a sentence or a phrase in which the word is used and a brief description (in English) of possible situational uses of the word. • Quizzes or other formative assessments for expressions from the Word Wall.

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UNIT 2: EVALUATING SYMPTOMS

Objectives

Students will identify and evaluate symptoms of a patient.
 Students will assist patients to qualify and quantify their pain.

Essential Questions

How does one identify and evaluate the symptoms of a native Spanish speaker in the target language?
How does one identify the severity of the patient's symptoms?
How does one identify the needs of the patient?

Standard	Course Expectations	Evidence of Learning
CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners. (Evaluate a patient's symptoms (fever, sore throat, cough, pain, itching, burning, etc.) and level of pain based on a 1-10 scale (numbers, me/le duele(n) and vocabulary for body parts)).	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. • Quizzes or other formative assessments for numbers, body parts, vocabulary for symptoms.
CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (Create a presentation that explains and displays information regarding a patient's symptoms and area of need.)	<ul style="list-style-type: none"> • Students will research and present (using PowerPoint, Prezi, Google Presentation, etc.) a scenario with a patient who presents specific symptoms and the body part(s) that is/are affected, having a diagnosis in mind. Students will be evaluated using a rubric. • Active listening as demonstrated by note-taking during presentations of peers which leads discussion among peers of possible diagnosis based on the symptoms presented.

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CCRA.L.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. (Choose and apply appropriate vocabulary and phrases, such as me/le duele(n), la garganta, la pierna, la espalda, la cabeza, etc., Tengo frío, tos, dolor, etc.)</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. This should be done with a variety of possible scenarios. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and medical worker and fill in missing or necessary information. • Cloze exercise in which the students read a scenario and fill in missing or necessary information. Word banks can be used.

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Standard	Course Expectations	Evidence of Learning
CCRA.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (Decode information from patients' explanations, gestures and mannerisms, and patient information given orally in person or via phone. Employ circumlocution when meaning is unclear. Infer meaning from context or previous knowledge.)</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. This should be done with a variety of possible scenarios. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and medical worker and fill in missing or necessary information. • Cloze exercise in which the students read a scenario and fill in missing or necessary information. Word banks can be used. • Provide students with a scripted conversation with highlighted words from which they have to infer meaning from the context of the sentence. • Provide students with an unfamiliar scenario (unfamiliar condition, disease or symptom) that they must decode in order to relay information.

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CCRA.L.6	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (Gather new, unknown, unfamiliar vocabulary and expressions from conversations, patient explanations, scripts, patient-provided materials such as anecdotal evidence, journal, etc. Students will be responsible for looking up and adding vocabulary and expressions and meanings to the Word Wall.)</p>	<ul style="list-style-type: none"> • Students and teacher will create a Word Wall throughout the semester with all unfamiliar expressions, words and phrases encountered in their interpersonal speaking activities, research, reading and class discussions. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and receptionist and fill in missing or necessary information from the Word Wall created in class. • Cloze exercise in which the students read a scenario and fill in missing or necessary information from the Word Wall created in class. • Throughout the semester, students will be expected to keep a running vocabulary list of words or expressions that they choose from the Word Wall. Over the semester, students should have twenty such examples for a grade. In addition to the meaning in English, they must write a sentence or a phrase in which the word is used and a brief description (in English) of possible situational uses of the word. • Quizzes or other formative assessments for expressions from the Word Wall.

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UNIT 3: TAKING A PATIENT'S MEDICAL HISTORY

Objectives

- Students will extract a patient's medical history including preexisting conditions.
- Students will discuss a patient's immediate family members and their medical histories.
- Students will determine if patients have allergies to medications, foods, etc.
- Students will establish if a patient is currently taking medication.

Essential Questions

- How does one interact with a native Spanish-speaker in order to obtain a complete medical history?*
- How does one glean the appropriate information in order to maintain a complete patient record?*

Standard	Course Expectations	Evidence of Learning
CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners. (Interview patient about symptoms, preexisting conditions, family health history, medications and allergies.)	<ul style="list-style-type: none">• Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric.• Quizzes or other formative assessments for family members (mother, father, sister, brother, children, grandparents), diseases (high blood pressure, heart issues, cancer, diabetes, etc.), allergies (latex, food, medications), medications (ibuprofen, acetaminophen, aspirin, etc.)

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Standard	Course Expectations	Evidence of Learning
CCRA.SL.5	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding. (Converse with another medical worker in regards to a patient’s medical history and family history.)</p>	<ul style="list-style-type: none"> • Students will respond appropriately via Voice Memo to a recorded conversation between medical workers discussing a patient’s medical history and family history. Student is expected to complete a scripted conversation adding in words/phrases that are missing. Responses will be sent to teacher to be evaluated using Departmental Interpersonal Speaking Rubric.
CCRA.L.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. (Choose and apply appropriate vocabulary to manage a variety of situations.)</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients’ portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. This should be done with a variety of possible scenarios. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and medical worker and fill in missing or necessary information. • Cloze exercise in which the students read a scenario and fill in missing or necessary information. Word banks can be used.

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Standard	Course Expectations	Evidence of Learning
CCRA.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (Decode information from patients' gestures and mannerisms and patient information given orally in person or via phone. Employ circumlocution when meaning is unclear. Infer meaning from context or previous knowledge.)</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. This should be done with a variety of possible scenarios. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and medical worker and fill in missing or necessary information. • Cloze exercise in which the students read a scenario and fill in missing or necessary information. Word banks can be used. • Provide students with a scripted conversation with highlighted words from which they have to infer meaning from the context of the sentence.

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Standard	Course Expectations	Evidence of Learning
CCRA.L.6	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (Gather new, unknown, unfamiliar vocabulary and expressions from conversations, patient explanations, scripts, patient-provided materials such as anecdotal evidence, journal, etc.) Students will be responsible for looking up and adding vocabulary and expressions and meanings to the Word Wall.)</p>	<ul style="list-style-type: none"> • Students and teacher will create a Word Wall throughout the semester with all unfamiliar expressions, words and phrases encountered in their interpersonal speaking activities, research, reading and class discussions. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and medical worker and fill in missing or necessary information from the Word Wall created in class. • Cloze exercise in which the students read a scenario and fill in missing or necessary information from the Word Wall created in class. • Throughout the semester, students will be expected to keep a running vocabulary list of words or expressions that they choose from the Word Wall. Over the semester, students should have twenty such examples for a grade. In addition to the meaning in English, they must write a sentence or a phrase in which the word is used and a brief description (in English) of possible situational uses of the word. • Quizzes or other formative assessments for expressions from the Word Wall.

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UNIT 4: GIVING A PATIENT INSTRUCTIONS

Objectives

Students will use common commands to direct patients to complete certain instructions.

Students will identify the areas a patient may visit in a medical facility.

Students will direct patients to different areas of a medical facility.

Essential Questions

How does one instruct a patient to complete a certain task?

What are the most important areas a patient may have to visit in a medical facility?

How does one formally interact with a patient?

Standard	Course Expectations	Evidence of Learning
CCRA.SL.1	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners. (Direct patients to different areas of the medical facility (i.e., radiology, laboratory, emergency room, ambulance, recovery room, hospital, doctor’s office, prepositions). Indicate actions that a patient must do for their care (i.e., rest, sleep, sit down, stand up, go to bed, lie down, bend, breathe, take, drink, go, come, return, call). Communicate in the formal register (Usted/Ustedes)).</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients’ portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. • Teacher gives students a situation with different roles. Each student is given expectations in English. Students are expected to carry out the conversation using appropriate commands and vocabulary. Students will be evaluated using Departmental Interpersonal Speaking rubric. • Quizzes or other formative assessments on Usted/Ustedes commands, prepositions, vocabulary for locations in a medical facility.

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Standard	Course Expectations	Evidence of Learning
CCRA.SL.5	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (Create a presentation that explains a plan of treatment for a patient that has just been diagnosed in the emergency room.)</p>	<ul style="list-style-type: none"> • Students will present (using PowerPoint, Prezi, Google Presentation, etc.) a scenario in which a patient has just been diagnosed in the emergency room. The presenter will provide 5-10 instructions and the class will have to choose which are the correct instructions depending on the scenario. Then, the presenter will provide 3-4 locations that and the class will have to decide which locations the patient must visit. Finally, the presenter will provide 3-4 directions on how to arrive at the location (using a generic hospital map) and the class will have to choose the correct directions. Presenter will be evaluated based on a rubric. • Active listening as demonstrated by participation in peers' presentations.
CCRA.L.3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. (Choose and apply appropriate vocabulary and phrases, such as commands and hospital locations to manage a variety of situations.)</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. This should be done with a variety of possible scenarios. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and medical worker and fill in missing or necessary information. • Cloze exercise in which the students read a scenario and fill in missing or necessary information. Word banks can be used.

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Standard	Course Expectations	Evidence of Learning
CCRA.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (Decode information from patients' gestures and mannerisms, and patient information given orally in person or via phone. Employ circumlocution when meaning is unclear. Infer meaning from context or previous knowledge.)</p>	<ul style="list-style-type: none"> • Role play (interpersonal speaking) a conversation with a patient. Patients' portion of the conversation will be recorded on Voice Memo and played to the class and students will respond appropriately using their Voice Memo to record their response. Those voice memos will be sent to teacher and be evaluated using the Departmental Interpersonal Rubric. This should be done with a variety of possible scenarios. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and medical worker and fill in missing or necessary information. • Cloze exercise in which the students read a scenario and fill in missing or necessary information. Word banks can be used. • Provide students with a scripted conversation with highlighted words from which they have to infer meaning from the context of the sentence.

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Standard	Course Expectations	Evidence of Learning
CCRA.L.6	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (Gather new, unknown, unfamiliar vocabulary and expressions from conversations. Students will be responsible for looking up and adding vocabulary and expressions and meanings to the Word Wall.)</p>	<ul style="list-style-type: none"> • Students and teacher will create a Word Wall throughout the semester with all unfamiliar expressions, words and phrases encountered in their interpersonal speaking activities, research, reading and class discussions. • Cloze exercise in which students will listen to a pre-recorded conversation between a patient and medical worker and fill in missing or necessary information from the Word Wall created in class. • Cloze exercise in which the students read a scenario and fill in missing or necessary information from the Word Wall created in class. • Throughout the semester, students will be expected to keep a running vocabulary list of words or expressions that they choose from the Word Wall. Over the semester, students should have twenty such examples for a grade. In addition to the meaning in English, they must write a sentence or a phrase in which the word is used and a brief description (in English) of possible situational uses of the word. • Quizzes or other formative assessments for expressions from the Word Wall.

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FINAL EXAM

- Students will be given four situation cards and different roles. They will have to respond to two orally and to two in writing.
- Students will be expected to choose 5 words from the Word Wall and describe how they would use them or give an example that demonstrates that they understand the meaning of the expression.
- Students will be assessed in fill-in or multiple choice format for vocabulary, phrases, alphabet, numbers, commands, prepositions, greetings, body parts, symptoms, medications, allergies, conditions, places in hospital, months and days of the week.

RESOURCES

Books

- Spanish for Healthcare Providers (McGraw-Hill Education)
- Spanish for Healthcare Professionals (Barron's)

PACING GUIDE

Unit	1st Quarter	2nd Quarter
Unit 1: Patient Registration	X	
Unit 2: Evaluating Symptoms	X	
Unit 3: Taking a Patient's Medical History		X
Unit 4: Giving a Patient Instructions		X