Date (tentative) | Topics by Section
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Week of Jan 8 | **Section 1**
Introduction, Grading Policies [https://utah.instructure.com/](https://utah.instructure.com/)
Lesson #1 (Introducing yourself, The alphabet and pronunciation, Body parts, The chief complaint, Giving simple instructions).

**Week of Jan 15** | **MARTIN LUTHER KING JR. DAY**

Week of Jan 22 | Lesson #2 (Understanding numbers, Dialogues, Words related to liquids, Additional anatomy, Understanding cognates, Giving patient’s instructions).

Jan 29* | **Exam #1 (MAY NOT be completed before or after Jan 29*​)**

**Week of Feb 5** | **Section 2**
Lesson #3 (Conjugating verbs, Using estar and tener, To clarify, qualify, quantify, and characterize symptoms).

**Week of Feb 12** | Lesson #4 (To use the verb ser, To tell time, Colors and other adjectives, The verb hay, Conjugating –er and –ir verbs, Vocabulary related to pediatrics, To use “future” tense verbs, Basics of grammar and structure, Differentiating between ser and estar).

**Week of Feb 19** | **PRESIDENTS DAY HOLIDAY**

Week of Feb 26 | Lesson #5 (Vocabulary related to family members, Using the present perfect tense, Patient history and ROS, Food, Patient history, Conjugating irregular verbs).

Mar 5* | **Exam #2 (MAY NOT be completed before or after March 5*​)**

**Week of Mar 12** | **Section 3**
Lesson #6 (To conjugate irregular verbs, Understanding days/months/dates, To form the imperative, Vocabulary related to a physical exam).

**Week of Mar 19** | **FALL BREAK**

Week of Mar 26 | Lesson #7 (Key verbs with infinitives, Giving instructions, Giving prescription and follow-up procedures, The present progressive tense, Lab tests).

Week of Apr 2 | Lesson #8 (Progressive adjectives, Demonstrative adjectives, Conjugation in the past tense, Treatment in the Emergency Department).

**Apr 9*** | **Exam #3 (MAY NOT be completed before or after April 9*​)**

**Week of Apr 16** | **Section 4**
Lesson #9 (Reflexive verbs, How the “personal a,” Forming and using direct object pronouns, Illnesses and Symptoms by Area).

**Week of Apr 23** | Lesson #10 (Spanish in EMS).

**May 1*** | Final Comprehensive “Online” Exam (MAY NOT be completed before or after May 1*​)

*It is the policy of the Department of Health Promotion and Education that students, who miss the first two class periods of the semester or the first class period of a once-a-week class without prior notification to the instructor, may be dropped from the course. Completion of the withdrawal process is the responsibility of the student.*
Health Education 3035 - Online Spanish for Healthcare Providers  
Spring Semester 2018

Instructor: Steven Atkinson PA-C, MS  
Website: https://utah.instructure.com/ CANVAS  
E-mail: steven.atkinson@m.cc.utah.edu  
Center Website: http://www.uucep.org

PREREQUISITES
No Spanish is needed to take this course, however, if you do not speak Spanish you will need to spend more time in class mastering the material compared to someone who is bilingual.

REQUIRED MATERIALS
Since this is no textbook to accompany this course, the Student notetaking outline is MANDATORY and can be found at:  
http://www.cc.utah.edu/~sa11170/NotetakingOutline/outline.pdf

STATEMENT OF EQUAL ACCESS / THE AMERICANS WITH DISABILITIES ACT
The University of Utah and the Department of Health Education seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

ADDRESSING SEXUAL MISCONDUCT
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-COPS (2677).

THE CODE OF STUDENT RIGHTS AND RESPONSIBILITIES
The Code of Student Rights and Responsibilities has seven parts: General Provisions and Definitions, Student Bill of Rights, Student Behavior, Student Academic Performance, Student Academic Conduct, Student Professional and Ethical Conduct, and Student Records. Each student is obligated to review their Rights and Responsibilities. It can be found here (http://www.regulations.utah.edu/academics/6-400.html).

WELLNESS STATEMENT
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, http://wellness.utah.edu/; 801-581-7776.

COURSE MATERIAL AND ATTENDANCE
This is a 3-hour course. For every hour in-class you spend, you will typically need to spend 2 hours out-of-class studying. Class material is presented online. Access to the course material is found by going to https://utah.instructure.com/. If you have questions about this please email me at steven.atkinson@m.cc.utah.edu
COURSE POLICIES and TESTING MATERIAL
This course covers basic medical assessment and treatment terminology and sentence structure to assist medical care providers in communication with Spanish speaking patients.

Students need NOT have a working knowledge of Spanish to take this course. Students will need to complete Spanish lessons collectively referred to as “sections” on the syllabus. Each Spanish lesson will build upon itself and relates to Medical Spanish and conversing in a medical environment. Each lesson has separate course objectives associated with it and can be found at the beginning at each lesson.

Material is structured such that you will complete topics by using the syllabus as a guide. After each topic, a quiz will be offered; this quiz is MANDATORY. You can take these quizzes as often as you would like and it will prepare you for each of your three exams and the final comprehensive exam as well; they are counted for your grade and your HIGHEST quiz score will be counted UP UNTIL the Section Exam Date. Once you submit your test for that section, the quizzes for that section are "graded" and become part of your permanent score. ALL EXAMS MUST BE COMPLETED AS NOTED ON THE SYLLABUS, after this date, exams will no longer be available. NOTE: EXAMS ARE OFTEN UPLOADED ONLY 1-2 DAYS BEFORE THE EXAMS SCHEDULED DATE!

Exams are open book; however, you will only have a fixed amount of time (TBA) to complete a 50-question test. BE PREPARED FOR EXAMS SO THAT YOU DON’T RUN OUT OF TIME! You can opt to take exams on campus, but this will be a CLOSED BOOK exam and students desiring this should notify me at steven.atkinson@m.cc.utah.edu AT LEAST one week in advance to make proper arrangements. Incidentally, tests are randomized so that no two exams are alike.

The final exam will be a comprehensive 200-point test that will also be timed.

STUDENT LEARNING OUTCOMES
By the end of this course, you will be able to—
   Understand the basics of medical terminology in Spanish
   Understand the basics of Spanish language
   Communicate using medical language

GRADING
Grades will be determined based on 10 quizzes and four written test scores. The four written tests consist of three “midterms” and a comprehensive final exam. Each of the written tests will be converted to a percent, which is then considered to be “points.” The lowest score of your midterms will be dropped. Since tests are administered “online” there should be no excuse for missing a test but should you miss a midterm test for any reason, that becomes your lowest score and is dropped; make-up tests are not given. The final comprehensive exam cannot be “dropped.”

To determine your grade, take the highest two midterm scores (200pts), plus your final test (200pts), add your quizzes (100pts), and divide the total by 5. That value is then compared to the chart below to determine your final grade.

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>93 - 100 = A</td>
<td>90 - 92 = A-</td>
</tr>
<tr>
<td>87 - 89 = B+</td>
<td>84 - 86 = B</td>
</tr>
<tr>
<td>81 - 83 = B-</td>
<td>78 - 80 = C+</td>
</tr>
<tr>
<td>75 - 77 = C</td>
<td>72 - 74 = C-</td>
</tr>
<tr>
<td>70 - 71 = D+</td>
<td>68 - 69 = D</td>
</tr>
<tr>
<td>0 - 67 = E</td>
<td></td>
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</tbody>
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