

Dickinson College

Dept. of Spanish & Portuguese Studies

Span 239 / LALC 239 Spanish for the Health Professions; attributes: U.S. Diversity, Food Studies/Health Studies, Sustainability Connections, and Service Learning

Class meets: Tuesdays and Fridays 15:00–16:15

Location: East Asian Studies Reading Room (Library, Top Floor)

Professor: Jorge R. Sagastume, Ph.D.

Office: Bosler 126

Phone: (717) 245-1722

Email: sagastuj@dickinson.edu

Office Hours: Mondays and Fridays, 12:00 – 13:00, or by appointment

Physical Access to Our Classroom

Our classroom is on the top level of the library. There are a few ways to get there: 1) through the main stairs, located on the right, as you enter the library. Once on top, you turn right and right again, and walk almost to the very end (halfway you'll cross a double door that remains always open; 2) by elevator, which is located right across the main entrance to the library. Once on the second floor, you turn left and follow the same directions as indicated in number 1.

Physical Access to My Office

My office is located on the ground floor of Bosler Hall, but before you get to it, you will need to reach the lobby of our building, requiring you to go up four steps before a landing, and two more steps before reaching the ground level, if you come from the front. If you enter from the back of the building, access is simple, as a ramp goes up gradually. If accessing my office is problematic, I will gladly arrange to meet you at an alternative location or through videoconferencing.

Grading Rubric

Reflection Pieces (35%)

- 7 at 5% each

Proposal for Final Piece (10%)

Oral Presentation (10%)

Final Piece (15%)

Dialoguing (30%)

Important Dates

Reflection Pieces due on:

- Sept. 8th, 15th, 22nd, 29th
- Oct. 6th, 13th, 27th

Proposal for Final Piece due on:

- Nov. 17th

Final Piece due on:

- Dec. 16th

Use of Laptops

You may use a laptop to take notes.

Course Description

This course aims to study the use of Spanish in healthcare and healthcare education. The course has a service-learning component embedded in it, and its focus will be to use Spanish-language skills to practice the vocabulary, grammar, and cultural knowledge needed to function in an environment where English-speaking healthcare providers interact with Spanish-speaking patients. Our partner agency is Keystone Health, and we will participate in their Keystone Agricultural Worker Program in Cumberland and Franklin Counties. We have received a grant from *The Center for Civic Action and Learning, CCLA*, for the Agricultural Workers Program Outreach, and we will use these funds for purchasing and delivering what we call 'Healthy Packages'.

Each student will have an evening service assignment for the service-learning component every week during September and October. In addition to studying medical terminology and grammar, we will converse and reflect on this experience during class. During part of November, students will also reflect on what they have learned through the service provided and will write a proposal for a final project, which, once approved, will be presented to the class for evaluation.

Notice: in this course, you will be studying with classmates from different backgrounds, and you will be working with individuals in the field who come from different backgrounds **and** speak a different language, thus seeing the world through different lenses. The format for imparting and receiving information and how conversations in class and the fields will be conducted follows the **Dialoguing Across Differences** method, or what I prefer to call **Dialoguing Across Backgrounds**. Please, see this subtitle below; we will also address this methodology throughout the semester.

Notice: at the beginning of the semester, we will draw a **community agreement** to define how the learning will take place in the course, how we will converse about topics and issues, how we will prepare ourselves for these discussions, and how to reflect on these conversations and topics so that we will learn and apply what we learn to our writings and lives.

Course Materials

- Holms, Seth M. *Fresh fruit, broken goodies: migrant farmworkers in the United States*. Berkely, University of California Press, 2014. You may access this resource by clicking in the following link: <https://ebookcentral.proquest.com/lib/dickinson/detail.action?docID=1184054>
- Chase, Robert O. And Clarisa B. Medina de Chase. *An Introduction to Spanish for Health Care Workers*. Yale UP, 2010.
- A good English/Spanish Dictionary
- Online Spanish Dictionary, which you can access by clicking on the following link <https://www.rae.es/>

Attendance

Class meets twice every week; attendance is essential. Missing **two** classes represents cutting an **entire week**.

If you feel sick, do not come to class. If you miss class because of illness, **you must** notify me each day you will be absent. If you fail to inform me, I will worry and alert the CARE Team, for which the link follows **CARE Team**.

- Absences are justified only under exceptional circumstances and are evaluated case by case.
- Arriving late two times equals one unexcused absence.

- The final grade will be reduced by one step for each unexcused absence.
- If a student reaches six (6) unexcused absences, they will automatically receive a failing grade in the course (an F), regardless of the student's grade up to that point. You must know that missing six classes is the same as missing three weeks.
- Absences due to **religious holidays** are excused; however, following the college's policy, you must notify me at least a month ahead and make the necessary arrangements to make up work due while absent.

Dialoguing Progress (30%)

In all my courses, you need to: **1)** be prepared before class following our **community agreement**, **2)** apply what you've learned through preparation by **dialoguing** and **discussing** in class,¹ and **3)** these two will lead to **Dialoguing Progress**. By the end of the semester, provided that **1** and **2** are fulfilled adequately, you will have progressed toward a better understanding of the topics covered, yourself and your differences from others, others, and their differences from you, and how to apply what you've learned to your life. Therefore, I don't evaluate **participation** as traditionally thought of. Instead, I will assess your dialoguing progress throughout the semester. You are welcome and encouraged to see me to determine how you are progressing in the course; this part of the grade will be assigned at the end of the semester.

Quizzes: Learning medical terminology will be essential for successfully completing the course and the service-learning component. Thus, **you must** study the assigned vocabulary, and you can expect one (1) quiz every week. However, these quizzes will not carry a separate grade but will be considered part of your preparation, which is part of the Dialoguing-Process grade.

Assignments (70%)

There will be ten (10) assignments throughout the semester comprised of seven (7) reflection pieces, one (1) final piece proposal, one (1) oral presentation of your proposal, and one (1) final piece.

Reflection Pieces result from conversing with your classmates and professor about the service-learning experiences every week. I **do not** require a specific format for these entries, you may choose to write a brief essay, a series of connected or unconnected reflections, or even a poem or a short story, if you feel inclined to this type of writing.

A Final Piece Proposal results from further reflecting on one or more topics addressed in the reflection pieces and appropriate research. The proposal will have a maximum of 500 words. It will be divided into two parts: 1) a section in which you will briefly state what has been already said about the topic you wish to address in your final piece, including authors and 2) how your topic is different from those addressed in number 1, and how you will proceed in proving your points (see a sample and rubric on our Moodle page).

An Oral Presentation in which you will present to the rest of the class your proposal. You must be prepared to defend your thesis (see the rubric on our Moodle page).

A Final Piece will consist of a research paper of approximately five to seven (5-7) pages in which you will address an issue of your interest that resulted from your experiences during the service-learning component of the course. These topics will likely result in an extension from the reflection pieces.

¹ **To dialogue**, understood as the process by which we converse about topics in which we may or may not agree and learn why, while respecting and appreciating each other's opinions. **To discuss**, understood as the process by which we examine or consider a topic or an issue by argument. Learning to dialogue will lead to fruitful discussion.

IMPORTANT: By now, you must have noticed that the keyword in these assignments is **reflection**, and there's a reason. I am hoping that what we do in this course will cause us to reflect on our place in the world, how others are different not because of skin color, sexual orientation, etc., but because of **background**: where we lived and live, where and how we were raised, what we read, etc.; in short, all the contingencies we face throughout our lives. This does not make us better or worse, just different, and if we can reflect on this fact, we will make life plans that will affect others and ourselves positively. But we can't do this without constantly reflecting on our lives and interactions with others. Consequently, in these assignments, you must show reflection and explain what you've learned through the experiences and how this has helped you better understand **the other** and **yourself**.

About feedback: You will receive feedback about your ideas in small and large groups. Additionally, I will happily read and provide feedback on **as many drafts** as you want to share before the deadlines.

About giving feedback to others: You will provide feedback as often as you receive it from others, both in small and large groups.

Dialoguing Across Backgrounds

John Stuart Mill, in his book titled *On Liberty*, wrote: "Even despotism does not produce its worst effects, so long as individuality exists under it; and whatever crushes individuality is despotism, by whatever name it may be called, and whether it professes to be enforcing the will of God or the injunctions of men". To me, this is the basis of **Dialoguing Across Backgrounds**. I believe an equalizing process has occurred in society for some time but should not be confused with equality or inclusivity. On the contrary, it subjects us to specific ways of seeing the world and creates divisions that lead to accepting those we believe are like us and rejecting those we see as different. Those like us are so because they share a similar background. Whoever holds the majority may become a source of despotism if it does not allow for multiple views and identities that make up our individuality. Despotism may be a strong word, but I believe it defines what, at times, happens in the classroom. Let's try to avoid this from happening in **our classroom**, where we will:

- practice connecting with each other before beginning each class meeting;
- apart from the art of creative writing, we will learn to create good dialogue questions;
- learn to listen deeply;
- practice reflection instead of reaction through dialoguing, writing, and thinking;
- learn to converse and dialogue instead of discussing;
- learn to ask questions leading to understanding instead of persuading others about our take on things;
- learn to be open-minded and take risks;
- learn responsibility by applying what we learn from each other to our lives.

Consulting with your professor

You should consult with me as soon as possible about any questions or problems that may arise concerning this class.

Diversity Statement

Most disciplines are subjective and historically built on a reduced subset of privileged voices. I fully acknowledge this and wish to create a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences and honors your identities (including race, gender, class,

sexuality, religion, ability, etc.) To help accomplish this:

- Please let me know if you have a name that differs from the one in your official Dickinson records. Please, review the content in the following link: [Chosen Name Policy](#).
- If you feel that your performance in the class is being impacted by your experiences outside of class (whatever they may be), please come and talk with me. I want to be a resource for you; you can also submit anonymous feedback (which will lead me to make a general announcement to the class, if necessary, to address your concerns).
- Though I do not use identifying pronouns, you are welcome to use them.
- If you have difficulties with the evaluation methods in this course, I am open to discussing alternative ways of evaluating your work based on your abilities. Please, come to see me.
- This course is based on active and strong dialogue, and I will push students to question each other's statements and beliefs and to take risks to learn. I always try to be respectful and expect the same from others. Please, know that we are all trying to create a safe environment, yet (like many people) I am still learning about diverse perspectives, identities, and inclusivity. If something is said in class (by me or anyone else) that makes you uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).²

SOAR: Academic Success Support and More

Students can find a wealth of strategic guidance by going to www.dickinson.edu/SOAR. This website for SOAR (Strategies, Organization, and Achievement Resources) includes apps, tips, and other resources related to time management, study skills, memory strategies, note-taking, test-taking, and more. You'll also find information aimed to help students "SOAR Through Academic Challenges," as well as a schedule of academicsuccess workshops offered through Academic Advising if you'd like to request one-on-one assistance with developing a strategy for a manageable and academically successful semester, email SOAR@dickinson.edu.

Writing Center and Writing Associate

Students will find the writing center the best source for all writing needs throughout their college education. Fellow students, who have been recommended by professors because of their skills, and who have been extensively trained as writing associates may help you become efficient writers.

Accommodations for Students with Disabilities

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical impairment – that would hinder your access to learning or demonstrating knowledge in this class, please get in touch with Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to www.dickinson.edu/ADS, email access@dickinson.edu, call (717) 245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

² Please contact me (in person or electronically) or submit anonymous feedback (this may be done in writing without identifying yourself, or from an anonymous email) if you have any suggestions to improve the quality of the course materials. If you choose to email me, please, use the following: sagastuj@dickinson.edu

If you've already been granted accommodations at Dickinson, please follow the guidance at www.dickinson.edu/AccessPlan for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible to discuss your accommodations and finalize your Access Plan. If test proctoring is needed from ADS, remember that we will need to complete your Access Plan in time to give them at least one week's advance notice.

Additional Items

- 1) Students should know the definition of plagiarism and academic misconduct; if not, the student should become familiar with the community standards, for which the link follows:
https://www.dickinson.edu/info/20273/dean_of_students/867/community_standards
- 2) Consultation with others in the production of written materials for this class is only allowed with the consent or recommendation of your professor.
- 3) This class may be recorded for accommodation purposes.

This syllabus may change if necessary, and an updated version will be uploaded to *Moodle*. It is your responsibility to make sure you always have the most current version of the syllabus.

August

Tuesday 29	Introduction to the course and its policies and drawing a community agreement
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September

Friday 1 Last Day to Add/Drop or Change to/from Pass/Fail This class cannot be taken pass/fail through Forms.	No class, the professor is at his son's wedding!
Sunday 3 Last day to Add/Drop through Banner	

Tuesday 5	Spanish for Health Care Workers (SHCW), pp.3,4,7,8
Friday 8	SHCW pp. 43-45 Grant Meckley, from Keystone. will visit the class to introduce the program and register students: <u>attendance is mandatory</u>, if you are not registered you cannot participate in the outreach program Reflection 1 due by 23:59 via <i>Moodle</i>

Tuesday 12	Keystone Clinic
Friday 15 Last Day to Change in Level for Language Courses through the Registrar's Office	What's the matter?, SHCW, pp 53-56 Reflection 1 due by 23:59 via <i>Moodle</i>

Tuesday 19	Keystone Clinic
Friday 22	Body parts, SHCW, 63-67, 71

	The verb 'doler' activities Reflection 2 due by 23:59 via Moodle
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Tuesday 26	Keystone Clinic
Friday 29	Medical History, SHCW, pp. 101, 104, 114, Reflection 3 due by 23:59 via Moodle

October

Tuesday 3	Keystone Clinic
Friday 6	Medications, the Pharmacy, SHCW, 127-28, 133-34, 138-39 <i>Fresh Fruit, Broken Bodies</i> , Introduction (discussion) Reflection 4 due by 23:59 via Moodle

Tuesday 10	Keystone Clinic
Friday 13	Diet and Nutrition, SHCW, 157-59, 160-61, 166 <i>Fresh Fruit, Broken Bodies</i> , We are Field Workers (discussion) Reflection 5 due by 23:59 via Moodle

Tuesday 17	Mid-Term Pause
Friday 20	No class, the professor is in a workshop

Tuesday 24	Keystone Clinic
Friday 27	Physical Examination, SHCW, 181-82, 190-92 Odontology, SHCW, 273-75 <i>Fresh Fruit, Broken Bodies</i> , Segregation on the Farms (discussion) Reflection 6 due by 23:59 via Moodle

Tuesday 31 Course Request Period for Spring 2024	Keystone Clinic
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November

Friday 3	Internal Organs, SHCW, 249-50 Mental Health, SHCW, 276-77 Reflection 7 due by 23:59 via Moodle
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	<i>Fresh Fruit, Broken Bodies</i> , How the Poor Suffer (discussion)
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Tuesday 7	<i>Fresh Fruit, Broken Bodies</i> , Doctors don't Know Anything (discussion)
Friday 10	<i>Fresh Fruit, Broken Bodies</i> , Because They're Lower to the Ground (discussion)

Tuesday 14	<i>Fresh Fruit, Broken Bodies</i> , Conclusion (discussion)
Friday 17	Individual meetings to discuss final projects Proposal for final piece is due today by 23:59 via Moodle

Tuesday 21 Last day to withdraw from a course with a 'W' grade	Thanksgiving Break
Friday 24	Thanksgiving Break

Tuesday 28	Oral Presentations
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December

Friday 1	Oral Presentations
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Tuesday 5	Oral Presentations
Friday 8	Oral Presentations

Saturday 16	Final piece is due today, by noon
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