SPANISH 200
Spanish for Healthcare Professionals

Summer 2026

SPA 200 Spanish for Healthcare Professionals

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Pre-requisites: Acceptance into ABSN program
Placement in curriculum: Prelicensure requirement

Dates & Times: Monday 1:30-3:30 in-person; 1 hour asynchronous
Room: Westmont Downtown KC 201
Course Faculty: Leonor Elías
Faculty office: 26 Anapamu, Santa Barbara / Google Meet
Faculty email: elias@westmont.edu
Faculty phone: 805-280-1186 (cell)
Faculty office hours: Tuesdays 11:00-2:00 pm (in-person) and by appointment

If you are unable to meet me at the assigned office hours, please email me or send a text to my cellphone in advance, informing me that you would like to meet. We will then plan.

Westmont catalog course description
This course is for beginning-level Spanish learners in the nursing program who wish to communicate with their Spanish-speaking patients more effectively. Topics include basic phrases in Spanish as related to their common professional activities. While this course is intended for students in the nursing program, advanced-level students are welcome if they need to develop their medical vocabulary and to participate as assistants in classroom activities. Students who are interested in acquiring more advanced Spanish language skills in general are invited and encouraged to enroll in traditional Spanish courses.

This course satisfies the GE requirements of Modern/Foreign Languages under Common Skills.

ABSN Program Mission
Prepares faithful servant leaders to provide patient-centered and family-supported safe, compassionate care for diverse populations and communities across the lifespan and in all healthcare settings.

Guest Statement:
Westmont ABSN program does not allow non-enrolled guests within the classroom, skills, or simulation setting unless prearranged with the Faculty as a speaker or presenter. Because of the nature of the content and atmosphere of supplies no one under the age of 18 is permitted. Animals are only permitted with the accommodation recommendations from the Office of Disability Services.

Modern/Foreign Languages GE

This course satisfies the GE requirements of Modern/Foreign Languages under Common Skills. Westmont encourages students to continue developing their fluency in a language other than their native tongue by requiring students to complete one semester of college language beyond the level of the two-year entrance requirement to the college. Students are exempt from this requirement if they pass an examination demonstrating the equivalent of three semesters of college language study or present evidence of a primary language other than English to the Records Office.

Certification Criteria

The first four learning objectives of the Foreign Language GE are based directly on the national criteria set by ACTFL (The American Council of the Teaching of Foreign Languages).
Students will be able to:

1. understand and interpret written and spoken language on a variety of topics;
2. demonstrate an understanding of the relationship between some of the practices and perspectives of the culture studied;
3. demonstrate an understanding of the nature of language by comparing the language they study and their own;
4. use the language both within and beyond the classroom setting;
5. articulate the importance of learning another language to engage people unlike them in terms that affirm others as persons created in God's image.

Student Learning Outcomes

Students who complete this course will be able to

- Demonstrate comprehension of highly contextualized language about health-care-related topics. PLO on language proficiency.
- Ask and answer simple questions with recombined memorized material and expand these to include some creative use of the target language. PLO on language proficiency
- Write sentences and basic, short paragraphs to demonstrate mastery of grammar and to express information. PLO on language proficiency.
- Demonstrate a rudimentary cross-cultural awareness. PLO on expressing how the discipline informs their faith.
- Students will be able to successfully manage a number of uncomplicated communicative tasks in straightforward social situations in a foreign language.
    - [Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs.]

Program Learning Outcomes (PLOs):

The Modern Languages Program has the following learning outcomes for each student:

- Demonstrates critical thinking skills
- Articulates how Modern Language study informs their faith
- Demonstrates advanced language proficiency (in writing, reading, listening comprehension, and speaking) as defined by ACTFL

Based on The Essentials: *Core Competencies for Professional Nursing Education* (2021) by the American Association of Colleges of Nursing

1. Apply nursing theory and research-based knowledge, drawing from nursing, arts, humanities, and sciences, to exercise clinical judgment aligned with the nursing process across diverse care settings while integrating Christian principles of compassion and empathy. (Domain 1- Knowledge for Nursing Practice).
2. Communicate effectively and compassionately in the assessing, analyzing, planning, delivery, and evaluation of high-quality person-centered care. Create patient education plans that are culturally specific to the patient and that incorporate the individual family support system and care team. (Domain 2-Person-centered Care).
3. Integrate public health principles for population management, collaborating with various stakeholders and applying a socioecological framework to develop and evaluate community-based activities. (Domain 3-Population Health).
4. Access and critically appraise evidence-based studies for practical application within diverse populations and healthcare settings, guided by Christian ethics and values. (Domain 4- Scholarship for Nursing Practice).
5. Apply quality improvement principles, contributing to a culture of patient safety, and identifying actual or potential unsafe work environments. (Domain 5- Quality and Safety).
6. Collaborate with interprofessional team members, patients, families, and communities, employing established tools and techniques to improve health outcomes while upholding Christian values of teamwork, empathy, and respect. (Domain 6- Interprofessional Partnerships).
7. Understand organizational principles in delivering equitable healthcare across diverse populations and settings, recognizing the relationships between the organization, external systems, and payers. (Domain 7- Systems-based Practice).
8. Utilize information and communication technologies to gather, document, and review data, ensuring safe, ethical, and professional care across diverse populations and settings among providers, patients, and all system levels. (Domain 8 – Information and Healthcare Technology).
9. Exhibits professionalism in nursing practice, emphasizing honesty, integrity, and respect for diverse values and beliefs. Cultivating a strong sense of professional accountability and identity, embracing the nursing profession, while complying with relevant laws, policies, and regulations. (Domain 9- Professionalism).
10. Display actions aligned with a capacity to engage in self-reflection and servant leadership, continued lifelong learning through a spirit of inquiry across the four spheres of care, and an ongoing commitment to personal well-being. (Domain 10- Personal, Professionals, Leadership Development).

Student Learning Outcomes (SLOs)

This course includes reading, writing, listening, and speaking skills as well as basic cultural knowledge. The four basic language skills are reinforced by short readings and vocabulary building. In the classroom, we will use every opportunity to improve all skills particularly conversational language. Spanish for Healthcare Professionals is for students in the nursing program who have no experience or fewer than two years of high school Spanish. This course is considered part of a scaffolded sequence to achieve "Advanced Competency," as defined by ACTFL and the Modern Language PLOs (Program Learning Outcomes). The sequence requires increasingly nuanced language and cultural knowledge development. This course will be taught mostly in Spanish. Upon completion of this course, the student will be able to:

STUDENT LEARNING OUTCOME & RELATED PLO	INSTRUCTIONAL ACTIVITIES	ASSESSMENT
Express a rudimentary understanding of the diverse Hispanic cultures to partially fulfill the Program Learning Outcome of expressing how the discipline informs student's faith, and the Nursing PLO of effectively and compassionately communicating […] and delivering quality person-centered care while creating culturally specific patient education plans that incorporate the individual and family support systems.	● Short readings ● Comparisons with native culture	● Assignments ● Participation ● Exams
Demonstrate comprehension of highly contextualized language about health-related familiar topics. Listening is part of the Language Proficiency PLO. All four of the language outcomes support the scaffolding necessary for the Nursing PLOs to serve a diverse community effectively and compassionately.	● Discerning different sounds ● Choosing among options ● Dictation exercises ● Videos ● Role-playing	● Class Participation ● Assignments ● Exams
Read, both aloud and to self, in order to understand the main ideas or facts about familiar topics. Reading comprehension is part of the PLO language proficiency. Each of the language based student learning outcomes support the Nursing PLOs of serving a diverse community effectively and compassionately.	● Grammar exercises ● Games ● Music & lyrics ● Readings in & outside of class	● Class participation ● Assignments ● Exams
Ask and answer simple questions with recombined memorized material and expand these to include some creative use of the target language for healthcare professional situations. This language skill is a basic necessity to achieve the Language Proficiency PLO.	● Word associations & translations ● Formulating sentences & questions from pictures ● Short and sentence-length responses ● Role-playing	● Assignments ● Class participation ● Exams
Write sentences and basic, short paragraphs to demonstrate mastery of grammar and to express health-related information. Writing is also a necessary skill to accomplish the Language Proficiency PLO.	● Verb conjugations ● Short writing assignments ● Asking and answering questions ● Grammar exercises	● Assignments ● Exams
Students will be able to successfully manage a number of uncomplicated communicative tasks in straightforward social situations in a foreign language.[Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs.] (GE outcome)	● Role-playing ● Asking and answering questions ● Games	● Class Participation ● Assignments ● Exams
Demonstrate an understanding of the nature of language by comparing the language they study and their own (GE outcome)	● Grammar exercises ● Word associations & translations	● Class Participation ● Assignments ● Exams

Westmont College ABSN program is designed to prepare graduates to competently transition from student to entry-level Registered Nurse. The Program curriculum and course sequencing are designed to prepare students to transition the knowledge, skills, and attitudes from the beginning level to the integration of all previously acquired knowledge, skills, attitudes, and competencies.

Required Textbooks

This course uses materials licensed from Common Ground International. You will not have access to the online lessons until you Purchase your course materials here

If you would like to deepen your knowledge of Medical Spanish, you could look into the following supplementary materials. These are not required for the course and are optional.

Title	Author	Publisher	ISBN #
An Introduction to Medical Spanish: Communication and Culture (5th edition)	Robert O. Chase & Clarisa B. Medina de Chase	Yale University Press	978-0300226027
McGraw-Hill Education's Medical Spanish Visual Phrasebook	Neil Bobenhouse	McGraw-Hill Education	978-0071808880

Grading

Grading Breakdown	
Attendance + Class Participation	10%
Homework/CoursePoint/Papers	15%
Quizzes	15%
Exams	30%
Comprehensive Final Exam	30%
Total	**100%**

Grading Policies

Letter Grade	Percentage		Grade Points
A	100%	to 94.0%	4
A-	<94.0%	to 90.0%	3.7
B+	<90.0%	to 87.0%	3.3
B	<87.0%	to 84.0%	3.0
B-	<84.0%	to 80.0%	2.7
C+	<80.0%	to 77.0%	2.3
C	<77.0%	to 75.0%	2.0
F	<75.0%	to 0.0%	0

P	No grade points assigned. Not computed in the grade point average
NC (F)	No grade points assigned. Not computed in the grade point average
W	No grade points assigned. Not computed in grade point average.
WF	No grade points assigned. Not computed in grade point average.
WP	No grade points assigned. Not computed in grade point average.
WX	No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).
Instructor-Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Assignment & Study

- Plan on spending 2-3 hours a week per unit. This lecture is a 3-unit class. Plan on spending 6-8 hours/week on assignments and study.
- All assignments must be completed before class on the due date listed. Class time will be spent on practice of the material and preparation prior to class is required.
- The assignment may not take 2 hours to complete but reviewing and learning the vocabulary requires repetition and review; thus, it is essential to spend time going over previous material to ensure complete assimilation.

Academic Integrity

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism, and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with the entire Westmont College Academic Integrity Policy. This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting will not be tolerated and students will be removed followed by program suspension or termination.

Attendance (policy #201)

Students are expected to be in class since practice of the material cannot be made up. Without proper documentation, two absences will result in the final grade being lowered a full letter

grade; three absences in two letter grades; and four absences in an instructor drop from the course with a grade of WP/WF.

Reporting an Absence/ Tardy
If you are going to be late; you must call and communicate with your instructor as soon as possible. As part of your professional accountability; if you are going to be absent from theory please notify the instructor at least two hours before the start of class.

Students are not allowed to communicate lateness or an absence to the instructor via their peers. If the instructor cannot be reached, the student should notify via email the Assistant Director or Director. Repeated absences/lateness will be addressed see **policy #104 Professional Conduct**.

Allowable Number of Absences/Tardy Events
Students are responsible for any missed content in theory. Students are expected to be in class and on time. Please note two tardy events (less than 15 minutes) equals one absence. Missing greater than 15 minutes of class is equivalent to an absence. Repeated absences (greater than 2 absences in theory) will be addressed. (See Policy #104 Professional Conduct).

At the discretion of the instructor, required make-up assignments may consist of:

- Case studies, independent study, written examinations, attending seminars or workshops, computer-assisted instruction, reports, or other assignments.

An instructor has the responsibility to require a student to make up a theory, laboratory, or clinical absence even if the student has not exceeded the allowable maximum number of absences. At the discretion of the instructor, required make-up assignments may consist of: theory, case studies, independent study, written examinations, attending seminars or workshops, computer-assisted instruction, reports, or other assignments.

Grading Quizzes, Exams, and Assignments: (refer to policy #203 Grading)

- Assignments will not be accepted late; if late, a score of 0 is given.
- No make-up assignments for missed deadlines or due dates.
- If absent on a quiz day, no make-up will be given. One quiz grade will be dropped from the final score.
- With prior notification of an absence, an exam may be made-up for extenuating circumstances at the discretion of the instructor. The make-up must be rescheduled within 2 days and must be made up prior to the next lecture.
- Failure to reschedule a make-up or if the make-up is missed will result in a score of zero.
- Any passing score on the make-up quiz or exam will result in a maximum 75% grade.
- A second missed exam will require a meeting with the program director to discuss standing in the program.
- Students will not be allowed to retake any exam or quiz on which an unsatisfactory grade was earned.
- All course final examinations will be comprehensive.
    - Absolutely no make-ups for final exams.
- Any student who wishes to challenge an answer should do so in writing or by email, providing the specific rationale and reference information within 48 hours of the exam.

However, this procedure in no way suggests that the instructor will accept the rationale as provided.

Pregnancy or Extended Illness
Any disability/illness of three (3) or more days or any communicable illness will require a doctor's release to return to the theory and clinical/lab area. The release must be submitted to the course instructor and to the Westmont College Nursing Program Director. Any restriction of activity will be considered in terms of the ability to meet program objectives and contingent on clinical facility approval. A provider's written approval (without restrictions) is required for a pregnant student to remain in the program each trimester AND again before the student can return to school. Any change in health status or medication use must be reported to the Program Director immediately.

Office of Disability Services/Accommodations:
Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course. Please contact the Director of Disability Services. (310A Voskuyl Library, 565-6186) or visit the website for more information: www.westmont.edu/disability-services-welcome

Honor and Respect in the Classroom:
Westmont's Community Life Statement calls us to treat each other according to two commands from Jesus: "Love one another as I have loved you," and "Love your neighbor as yourself." Further, our Diversity Matters document indicates that as we abide by these commandments, we learn to honor and respect one another. In this class, we will embody these commitments as we interact with one another and with the class material. If you experience or witness something that does not honor these commitments, please talk with the instructor as soon as possible. You may also find it helpful to access the College's policy on Bias, Harassment, and Discrimination.

Technology in the Classroom
Laptops, tablets, and smartphones will be prohibited and limited only to times when the instructor explicitly permits them. Recording lectures is also at the discretion of the faculty and permission must be granted.

Emergencies
In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at https://integready.app.box.com/AnticipatingInClass and direct any questions or concerns to the Office of Institutional Resilience.

Dress Code
Comfortable, non-binding clothing

Weekly Course Schedule

*Subject to change at any time, you will be notified of any changes

Semana / Week	Topic	Assignments
Week 1 (Tuesday) 6/9	*Foundations Lesson* 7 ● How to introduce yourself in Spanish ● Pronunciation & Alphabet ● Colors 7 ● Numbers & Vital Signs 12 ● Subject Pronouns 19 ● Small, but powerful words 23 ● Some-ar verbs	**Online:** *Foundations Lesson*: Watch videos **Textbook:** Do pages 14-18, 20-22, 25-27
Week 1 (Friday) 6/12	*Lesson 1: Greeting your Patient, 28* ● Introductions 28 ● Ser & 45 Professions in Spanish 33 ● Ser, Conjugations & Uses in Spanish 33 ● *Lesson 2: Discussing feelings, symptoms and locations* 44 ● Estar and 27 emotions in Spanish 44 ● Some-ar verbs	**Online:** *Lesson 1: Greeting your Patient,* watch videos *Lesson 2: : Discussing feelings, symptoms and locations, watch video* **Textbook:** Do pages (*Lesson 1*) 30-32, 35-37, 40-43 Do pages (*Lesson 2*) 46-47
Week 2 (Tuesday) 6/16	● *Lesson 2: Discussing feelings, symptoms and locations* ● Estar and 27 emotions in Spanish 44 ● Describing signs and symptoms with estar 48 ● Estar Prepositions and 21 Locations in Spanish 50 ● Two more uses of estar 53 ● Ser vs. estar in Spanish ● Some -ar verbs	**Online:** *Lesson 2: Discussing feelings, symptoms and locations, watch videos* **Textbook:** Do pages 51 and 52, 55-60
Week 2 (Friday) 6/19	● *Lesson 3: Describing more symptoms 61* ● Symptoms with tener in Spanish 61 ● 13 Things you ARE in English but HAVE in Spanish 66 ● Putting it together 72	**Online:** *Lesson 3: Describing more symptoms, watch videos* **Textbook:** Do pages 63-65, 69-71, 73-74, 77-81

	Lesson 4: Question words and present tense verbs 75 ● 9 Question words and related chit-chat topics in Spanish 75 ● Verbos regulares en el presente 82 ● Some **-er** and **-ir** verbs	
Week 3 (Tuesday) 6/23	*Lesson 4: Question words and present tense verbs 75* ● 103 Common Spanish Verbs 85 ● 91 Additional Clinical Verbs 86 ● Verbs that change their stem in the present 87 ● Verbs that change their stem 91	**Online:** *Lesson 4: Question words and present tense verbs,* watch videos **Textbook:** Do pages 84, 89-90
Week 3 (Friday) 6/26	*Lesson 5: Reflexives, irregulars and describing common conditions* 92 ● Reflexive verbs 92 ● Irregular verbs in the present, 98 ● Irregular verbs in the present 105	**Exam: Lessons 1-3** *Lesson 5: Reflexives, irregulars and describing common conditions*, watch videos **Textbook:** Do pages 94-97, 101-102, 106
Week 4 (Tuesday) 6/30	*Lesson 6:Anatomy and describing basic bodily functions* 107 ● General body parts and specific examples 107 ● Organs, functions and a few helpful phrases 111 ● More relevant vocabulary 115	*Lesson 6:Anatomy and describing basic bodily functions,* watch videos **Textbook:** Do pages: 109-110, 113-115
Week 4 (Friday) 7/3	*Lesson 6:Anatomy and describing basic bodily functions* 107 ● More anatomy, 116 ● Describing common conditions:120	*Lesson 6:Anatomy and describing basic bodily functions,* watch videos **Textbook:** Do pages 118-119, 122-125
Week 5 (Tuesday) 7/7	*Lesson 7: Pain injuries & wounds* 126 ● Describing pain with *tener* and *doler* 126	**Study for Exam 2: Lessons 4 – 6** **Online:** *Lesson 7: Pain injuries & wounds, watch videos* **Textbook:** 127-128, 130, 132, 135-137

	• Pain intensity in Spanish 129 • Types of pain in Spanish 131 • Wounds (*heridas*) in Spanish 133	
Week 5 (Friday) 7/10	• **Exam: Lessons 4 -6** • Types of pain in Spanish 131 • Wounds (*heridas*) 133 *Lesson 8: Using the Usted and Tú command tense)* 138 Usted commands 138 Tú commands 142	**Online:** *Lesson 8: Using the Usted and Tú command tense,* watch videos **Textbook:** Do pages 140-141, 144-145
Week 6 (Tuesday) 7/14	*Lesson 8: Using the Usted and Tú command tense)* 138 • Usted commands 138 • Tú commands 142	**Online:** *Lesson 9: Talking through vital signs and physical. Exams, watch videos*
Week 6 (Friday) 7/17	*Lesson 9: Talking through vital signs and physical. Exams* 146 • Vital signs 146 • The physical exam and commands 150	**Online:** Finish*: Lesson 9: Talking through vital signs and physical. Exams*, watch videos *Lesson 10: Giving medication instructions in Spanish,* watch videos **Textbook:** 148-149, 152-153
Week 7 (Tuesday) 7/21	*Lesson 10: Giving medication instructions in Spanish* 154 • Top 10 prescribed medications and their uses 154 • Six simple instructions 159 • Form and Frequency of medication 164	**Online:** *Lesson 10: Giving medication instructions in Spanish,* watch videos **Textbook:** 157-158, 161-163, 166-167
Week 7 (Friday) 7/24	*Lesson 10: Giving medication instructions in Spanish* 154 • Top 10 prescribed medications and their uses 154 • Six simple instructions 159	**Online:** Finish*: Lesson 10: Giving medication instructions in Spanish,* watch videos **Textbook:** 157-158, 161-163, 166-167

	● Form and Frequency of medication 164	

Week 8 (Tuesday) 7/28	● Catch-up and review	Review for the final exam. **Exam: Lessons 7-9**
Week 8 (Friday) 7/31	Final Exam	Review for the final exam. **Exam: Lessons 7-9**