Anschutz

Skaggs School of Pharmacy and Pharmaceutical Sciences

PHRD 7896
Intermediate Medical Spanish
Fall 2026 Syllabus

Land Acknowledgement:
As we gather, we honor and acknowledge that the University of Colorado's four campuses are on the traditional territories and ancestral homelands of the Cheyenne, Arapaho, Ute, Apache, Comanche, Kiowa, Lakota, Pueblo, and Shoshone Nations. The University of Colorado pledges to provide educational opportunities for Native students, faculty and staff and advance our mission to understand the history and contemporary lives of Native peoples.

The full CU systemwide lands recognition statement can be found here:
https://president.cu.edu/statements/cu-systemwide-lands-recognition-statement

This syllabus format is part of a new inclusive template being introduced across the CU Anschutz campus beginning in fall 2023. This is meant to be a living document that will evolve as we learn and grow. We anticipate revisiting this annually to be responsive to the needs of our learners and faculty.

This syllabus is a dynamic and evolving document and will be referred to throughout the course. It is assumed that, by the first day of class, all students enrolled in this course will have reviewed the content and be able to comply with the conduct and procedures outlined in this syllabus. All questions regarding this document should be directed to the course director. The course director reserves the right to add, remove, and/or modify portions of it throughout the semester. Students will be notified *via* Canvas® if/when changes are made. In the event that Anschutz Medical Campus is closed, the class schedule or means of class delivery may be altered.

Course Director (logistics only):
Connie Valdez, PharmD, MSEd, BCPS
Professor
Office: SSPPS 4127 (303) 724-2630
connie.valdez@ucdenver.edu

Course Instructors:
Rory Foster: C: (303) 638-9471
rfoster@commongroundinternational.com
Johanna Dima
WhatsApp: +54 911 6564 0836
johanna@commongroundinternational.com

Credits: 2 hours

Duration: August 20 – December 3, 2026

Class times (Mountain Time):

- Live Classes on Zoom: Thursdays (2:00p Mountain Time), Zoom Meeting ID: https://us02web.zoom.us/j/85455169538
- Weekly asynchronous lessons open on Wednesdays after live class concludes. Access your course, this syllabus and important course contacts here on the CU Anschutz Skaggs School of Pharmacy welcome page: https://commongroundinternational.com/medical-spanish/cu-anschutz-sop-medical-spanish/

Withdrawal date: October 30, 2026
Please contact the Office of Student Services for information regarding withdrawal from a course.

Office hours: By appointment with course coordinator

Office hours are times when you can meet with your instructors to discuss the material presented in class. Course-related discussions include asking for extra help, seeking clarification of material presented in class, reviewing quiz questions and answers, discussing methods to enhance performance, including various resources available to students, and following up on aspects of the class you find compelling.

Format: Real-time attendance is expected for all components of this course. Students are expected to engage/participate in person via Zoom®.

Course Technology: Students should have a laptop and webcam that meets or exceeds the specifications required for enrolling at CU SSPPS. These are detailed at this site – https://pharmacy.cuanschutz.edu/resources/technology-services

I. Welcome and Course Overview

A. Course Description

This Intermediate Medical Spanish course, tailored for pharmacy students, helps students move from a beginning knowledge of general Spanish to an intermediate level of Medical Spanish. It is a perfect for the student with 2+ years of High School Spanish or 1+ years of college Spanish in the past, who wants to review what they already know and gain more knowledge of medical terminology in the pharmacy context. Class instruction will be given primarily in Spanish and students are encouraged to participate as much as possible in Spanish.

B. Course Learning Objectives

The content of this course has been developed to support requirements of the Accreditation Council for Pharmacy Education (ACPE). The outcomes of this course have been developed to support the Curriculum Outcomes and Entrustable Professional Activities (COEPA 2022) created by the American Association of Colleges of Pharmacy (AACP) and endorsed by the CU SSPPS.

Upon completion of this course, the student is expected to be able to:

Course Objectives (with tasks to help achieve objectives below)	**Curriculum outcome descriptor**	**COEPA #**
Provide accurate and succinct verbal or written information that is appropriate for the target audience (e.g., patient, caregiver or other healthcare professional). This will be based on various functions in a pharmaceutical company (commercial vs medical affairs), and related assignments.	Communicator	5, 11

Specifically, upon completion of the compounding course, the student is expected to be able to:

1. Communicate and collaborate with patients, caregivers, and health care professionals to engender an intra-professional and interprofessional approach to patient-centered and population- centered care
2. Provide accurate and succinct verbal or written information that is appropriate for the target audience (e.g. patient, caregiver or other health care professional).
3. Identify factors (e.g. low health literacy, cultural) that influence effective communication and modify communication strategies to optimize health care interactions
4. Display verbal and non-verbal mannerisms that promote empathetic, respectful and compassionate communication

This is a conversational centered class and very interactive. The following information will be covered:

- Symptoms (Review and practice)
- Body parts (Review and practice)
- Pain: severity, type, duration (Review and practice)
- Family Medical History (Review and practice)
- Pharmacy vocabulary: forms of medicine & dosing instructions (Review and practice)
- Common medications & side effects (Review and practice)
- Physical exam
- Common tests and procedures
- Detailed history of problem & Medical history
- Infectious and tropical diseases
- Hospitalizations and Advanced Directives
- Mental Health: illnesses and symptoms

Grammar

- Speaking in the present verb tense (Review and practice)
- Preterit verb tense (Review and practice)
- Imperfect verb tense
- Imperative verb tense
- Future verb tense
- Direct object pronouns
- Indirect object pronouns

C. Educational methods:

The following methods will be used to develop the students' abilities to meet the course outcomes.

1) Synchronous learning & Practice: includes a combination of didactic lessons and small group practice sessions. The instructor will teach important vocabulary and grammar concepts and allow students the opportunity to practice using Spanish in realistic healthcare scenarios. The small group practice sessions are essential in helping students acquire key language concepts and the confidence to use them in the clinical setting.
2) Asynchronous learning: is a consistent part of this course. Students will have 2+ hours a week of online lessons & homework focusing on vocabulary building, grammar practice and patient communication.
3) Quizzes: will serve as a primary means for practicing the course ability outcomes and assessing knowledge of the course material. There will be 4 quizzes given over the course of the semester.
4) Final project: is an informational patient education presentation. You work in partners on this project. On the last day of class, the final project will be presented orally, and you will submit an educational handout for your patients. You will receive further information and guidelines for the final project in class a week or two preceding our final class date.

Required Texts:

All required course material is embedded within the course content online. You may want to have an online dictionary readily available for your reference. Spanishdict, Wordreference and Linguee are great free resources.

We discourage the use of Google translate and other translator platforms, including ChatGPT and Gemini as resources since they shortcut your learning and inhibit your ability to produce Spanish on your own.

Additional information: The live small group sessions are designed to be interactive. Students that do not participate in the live small group interactive class sessions will be at a significant disadvantage because all cognitive information is shared during these sessions (i.e., there are no handouts or answer keys). As such, attendance for the live small group interactive session is expected.

In addition to regular attendance to the live small group interactive sessions, this course requires your energy and participation. Learning a language is impossible without opening your mouth and making mistakes! Although it can be intimidating at first, just try; you will not learn Spanish if you do not take this opportunity to practice and participate in class.

Clarification course content: Asking questions is highly encouraged. The preferred way is in-person during the live small group interactive session. For students choosing to ask a question via email, please ask your question as clearly as possible. Additionally, educators may ask you to see them verbally if the answer is too detailed to reply in an email. Reasonable attempts will be made to answer emailed questions in a timely manner; however, educators are not expected to answer email questions outside of normal business hours.

D. Evaluations

Quizzes: will serve as a primary means for practicing the course ability outcomes and assessing knowledge of the course material. There will be 4 quizzes given over the course of the semester.

Final project: will be a presentation on a specific disease state. You will work in partners on this project. On the last day of class, the final project will be presented to the class with visuals and a brief patient education handout will be submitted. You will receive further information and guidelines for the final project in class a week or two preceding our final class date.

Evaluation challenge: The course instructor will evaluate quiz questions and its performance to determine if any question(s) should be adjusted, i.e., more than one answer accepted. Decisions regarding quiz questions and grades are solely at the discretion of the course instructor. Any student wishing to challenge or request a regrade of a quiz must do so within one week of the quiz grade being finalized.

E. **Grading** (total 100 points):

There will be 4 quizzes administered during the course. Each quiz (worth 20 points) will cover module materials that encompass objectives as stated in the syllabus. In addition, students will be required to successfully complete a final project that is worth 20 points).

Course points (100pts) = (quiz pts +quiz pts + quiz pts + quiz pts + final project 20 pts)

Course points will be converted into letter grades according to the following scale:

92.50-100	*A*	*82.50-86.49*	*B*	*72.50-76.49*	*C*	*62.50-66.49*	*D*
89.50-92.49	*A-*	*79.50-82.49*	*B-*	*69.50-72.49*	*C-*	*60-62.49*	*D-*
86.50-89.49	*B+*	*76.50-79.49*	*C+*	*66.50-69.49*	*D+*	*<60*	*F*

Additional information: Attendance for quizzes and final project is mandatory. The Course Director realize, however, that certain extenuating circumstances may occur which would prevent attendance. It is the student's responsibility to comply with the Excused Absence Procedure below. If you cannot attend the live small group interactive class session, it is your responsibility to make up the work that was missed. You must attend 13 out of 15 live small group interactive class sessions to receive a passing grade.

II. Absence Policy:

Students should refer to the school's Absence Policy as soon as possible once an absence is anticipated or missing any activity that contributes to her/his grade (e.g., attendance, activity evaluation, quiz, examination, etc.). Students must complete and submit to the Office of Student Services (OSS) the online Absence Request Form

A. Types of absences

Once an Absence Request Form is received, OSS will determine if the absence will be protected by law, managed at the course level or unapproved.

B. Missed graded evaluation policy specific to this course:

Absences protected by law: For evaluations missed due to an absence that is determined by OSS to be legally protected under the school's Absence Policy, the course director will provide the student with an opportunity to make up any missed work, in a manner that does not alter the fundamental nature of the curriculum.

Absences managed at the course level: For students whose absence is deemed to fall in this category by OSS, there will be no make-up quizzes or evaluations unless prior arrangements have been made with the course directors. A zero grade will be issued.

Unapproved absences: Any unapproved absence will result in a zero grade for any quizzes or evaluations. There will be no make-up quizzes or evaluations.

III. Remediation:

Students who do not achieve a passing grade in this course may be eligible for remediation. Eligibility is determined by the Office of Student Services based on the Scholastic Advancement and Appeals Policy (SAAP). Once a student has received confirmation from OSS regarding their eligibility, the student must send email communication to the course director(s), with the Office of Student Services copied, expressing their intention to participate in remediation. The course director will provide students with details regarding the remediation plan including structure, process, content, and requirements for success. It is the student's responsibility to meet all requirements and deadlines outlined in the remediation plan

IV. School Policies:

The Scholastic Advancement and Appeals Policy, Absence Policy, Online Exam Practices (& tip sheet), and other school policies can be found on the PharmD Student Policies page.

Our Inclusive Learning Environment: Ensuring that all students can contribute, learn, grow, and succeed in this course is our highest priority. As future colleagues, we will each commit to showing respect to individuals, to working together to create a learning environment that fosters a sense of belonging and inclusion to all members, and to understanding that our differences are strengths. We commit to offering learning materials and activities that reflect a broad range of perspectives and experiences, and in which all students can see themselves in our field. Your suggestions are encouraged and appreciated.

Our class is an inclusive space in which we will explore all kinds of perspectives. Our class is a community of belonging that helps us structure mutually meaningful conversations, while ensuring everyone feels included and honored as colleagues. Disagreement should be thoughtful and respectful, and criticism of another's view should be coupled with evident and empathetic care for the person who holds it. Please think of all our various learning environments, whether on campus, online (e.g., Zoom, discussion boards, etc.), or even on social media, as our classroom and community, and consider your actions and words appropriately.

The CU Skaggs School of Pharmacy and Pharmaceutical Sciences aspires to be an inclusive community where people of all backgrounds are welcomed, respected, and empowered to contribute to transformative education, science, medicine, and healthcare.

Student Names and Pronouns:

We recognize that students' legal information doesn't always align with how they identify. We encourage you to share your name and pronouns if you feel comfortable doing so. If we make a mistake, we encourage students to correct faculty so we can continue to grow and foster a more inclusive learning environment.

Accessibility Statement:

The University of Colorado Anschutz Medical Campus is committed to providing equitable access to our programs for students with disabilities (e.g., psychological, attentional, learning, chronic health, sensory, and physical).

For additional information on accommodations: https://www.cuanschutz.edu/offices/office-of-disability-access-and-inclusion/faculty/implementing-accommodations/syllabus

V. No Use of Generative AI Tools:

Students are not allowed to use generative AI tools (e.g., Copilot, ChatGPT, Gemini, etc.) to complete any assessments (e.g., assignments, quizzes, exams) in this class. This includes writing, image generation, coding, or any other form of content creation. The assessments in this course require students to submit completely original work to ensure accurate evaluation and meaningful feedback. Violations of this policy will be addressed through the School's academic integrity process. Generative AI may be used to support studying, but students must not put non-open-source course materials (e.g., lecture slides and notes) into AI tools (e.g., ChatGPT). Students must comply with the guiding principles for the use of AI at the Skaggs School of Pharmacy and Pharmaceutical Sciences. Here is a direct link to the guiding principles.

This statement was written using portions of the Stanford Center for Teaching and Learning "Worksheet for Creating your AI Syllabus Statement", refined using Microsoft Copilot on August 1, 2025 and later refined by lead medical Spanish instructor Rory Foster Nov '25.

VI. Support and Resources:

Mental health concerns or stressful events may lead to diminished academic performance and may affect student's ability to participate in daily activities. The School cares about your well-being and many services are available to assist you with addressing these and other concerns you may be experiencing. Please contact the School of Pharmacy Office of Student Services *via* email SOP.OSS@cuanschutz.edu or phone 303-724-2882 for support and assistance in navigating these resources. CU Anschutz Office of Student Affairs—Student Support can help you navigate the academic and non-academic resources across campus. Please visit their website (https://www.cuanschutz.edu/student) for more information.

The university is committed to ensuring that students are not subjected to discrimination, including discrimination on the basis of sex, as well as other forms of sexual misconduct that are inconsistent with the university's values and mission. Office of Access and Engagement can help you navigate any concerns (https://www.cuanschutz.edu/offices/access-engagement/resources/policies#ac-sexual-misconduct-intimate-partner-violence-and-stalking-policy-1). You may access the reporting system through the Office of Equity website (https://www.ucdenver.edu/offices/equity/resolutions/make-a-report).

VII. (PHRD 7896) Intermediate Medical Spanish Course Schedule

Week of semester	Zoom Live TIME	TOPIC https://commongroundinternational.com/courses/intermediate-spanish-for-pharmacists/	HOURS	INSTRUCTOR
Week 1 Aug 20	*2:00 -2:50 pm*	Zoom Live Class with Beginning Class. Use the Beginning level zoom link: https://us02web.zoom.us/j/87201867794 Introductions & Course Outline Online lessons: 1. Getting Started: Course orientation 2. Lesson 1	2	Foster/ Dima
Week 2 Aug 27	*2:00 -2:50 pm*	Zoom Live Class: Lesson 1 Practice Online lesson: Lesson 2	2	Foster/ Dima
Week 3 Sep 3	*2:00 -2:50 pm*	Zoom Live Class: Lesson 2 Practice **Quiz #1: Material from lessons 1-2 (take before starting Lesson 3 content)** Online lesson: Lesson 3	2	Foster/ Dima
Week 4 Sep 10	*2:00 -2:50 pm*	Zoom Live Class: Lesson 3 Practice Online lesson: Lesson 4	2	Foster/ Dima
Week 5 Sep 17	*2:00 -2:50 pm*	Zoom Live Class: Lesson 4 Practice Online lesson: Lesson 5	2	Foster/ Dima
Week 6 Sep 24	*2:00 -2:50 pm*	Zoom Live Class: Lesson 5 Practice Online lesson: Lesson 6	2	Foster/ Dima
Week 7 Oct 1	*2:00 -2:50 pm*	Zoom Live Class: Lesson 6 Practice **Quiz #2: Material from Lessons 3-6 (take before starting Lesson 7 content)** Online lesson: Lesson 7	2	Foster/ Dima
Week 8 Oct 8	*2:00 -2:50 pm*	Zoom Live Class: Lesson 7 Practice Online lesson: Lesson 8	2	Foster/ Dima
Week 9 Oct 15	*2:00 -2:50 pm*	Zoom Live Class: Lesson 8 Practice Online lesson: Lesson 9	2	Foster/ Dima
Week 10 Oct 22	*2:00 -2:50 pm*	Zoom Live Class: Lesson 9 Practice Online lesson: Lesson 10	2	Foster/ Dima
Week 11 Oct 29	*2:00 -2:50 pm*	Zoom Live Class: Lesson 10 Practice **Quiz #3: Material from Lessons 7-10 (take before starting Lesson 11 content)** Online lesson: Lesson 11	2	Foster/ Dima
Week 12 Nov 5	*2:00 -2:50 pm*	Zoom Live Class: Lesson 11 Practice Online lesson: Lesson 12	2	Foster/ Dima
Week 13 Nov 12	*2:00 -2:50 pm*	Zoom Live Class: Lesson 12 Practice Online lesson: Lesson 13	2	Foster/ Dima
Week 14 Nov 19	*2:00 -2:50 pm*	Zoom Live Class: Lesson 13 Practice Online lesson: Lesson 14	2	Foster/ Dima
Week 15 Nov 26	*No class*	No Live Class – Thanksgiving Day **Quiz #4: Material from Lessons 11-14 (take before final class)** Work on Final Project	2	Foster/ Dima
Week 16 Dec 3	*2:00 -2:50 pm*	Zoom Live Class: Final Project Presentation	2	Foster/ Dima