New Undergraduate Course Request
Montana State University

ML
Department

CLS
College

SPNS
Rubric

250
Course

Core

Area(s)

S13
First Semester to be Offered

Spanish for Healthcare Professionals
Course Title (for Catalog)

SPAN FOR HLTHCARE PROF
Course Title (for Schedule - maximum of 22 characters)

Have you checked with the Registrar's office (X4155) to make sure the new course number has not been used in the past ten years? Yes

Frequency Offered: [ ]Annual [ ]Alternate Years If alternate, starting year:

Semesters(s) Offered: [ ]Summer [ ]Fall [ ]Spring [ ]Face-to-face

Credits by Mode of Instruction: Lecture:
Independent Study:
Recitation/Discussion: [ ]

Lab/Studio:

Total:

Primary Mode of Delivery (Check One): [ ]Face-To-Face (Spring) [ ]Internet/Web-Based (Fall)

Audio and/or Video Tape [ ]Interactive Video

Time and Location (Contact Registrar's Office for room availability):

TR 1710-1825 Reid 452 30
Days Times Bldg Room Capacity

Prerequisite course(s): Upper-division courses are normally expected to have prerequisites. When listing multiple prerequisites, please be clear about whether the courses are all required (separated by "and") or if only one is required (separated by "or"): none

Co-requisite Courses: none

Course Description (40 word limit): Please attach a typed copy of the catalog course description immediately following this cover page.

Person Initiating This Request: Mark Lehman
Instructor's Banner ID or SSN: 00170467
Phone: 406-585-6900
E-mail: lehmanmark@hotmail.com

APPROVAL

You only need to obtain the 2 that are indicated with an asterisk (*)

[Signature] 10-22-12 Department Head Date

[Signature] 11-22-12 College Dean or Assistant Dean Date

[Signature] Chair, Undergraduate Studies Committee Date

[Signature] Vice Provost Academic Affairs Date

Revised 10.20.05
Information for Review

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.
2. Based on what types of student work (e.g., tests, papers, performance, etc.) will grades be determined?
3. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.
4. List required texts or other required references.
5. Describe how the success of the course will be evaluated?

Level of Offering
6. Has the course been offered previously under 280 or 480? If so, when? Under what number? What was the enrollment? What level of students took the course?
7. Justify the level of course offering.

Relationship to other Courses, Curricula, and Departments
8. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?
9. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.
10. Is the instructor a member of the regular faculty (i.e., tenured or tenure-line)? If not, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

Students Served
11. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? State areas or disciplines to be served and indicate what specific efforts will be made to make the course material relevant to all disciplines served.
12. What is the anticipated enrollment? Please state any enrollment cap and explain the reason for the cap.

Resources
13. What additional resources, if any, will be required to offer this course? Please explain.
14. What existing information resources -- print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) -- provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library at least three months prior to the beginning of the semester in which this course will be taught.

Other Supporting Material
15. Include any additional information you feel is needed to support this request.
16. Our vision document asserts that, between 2004 and 2009, MSU’s academic offerings will be increasingly interdisciplinary. The goal is for fifty percent or more of all new courses, options, and degree programs to have an interdisciplinary basis. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

Revised 10.20.05
SPNS 250 – Spanish for Healthcare Professionals

Prepares undergraduates to converse with Spanish-speaking patients and develop cultural competency. Emphasis on conversation/grammar necessary during medical interviews, cultural aspects of Latino health care, interviewing in Spanish. Includes guest speakers, real-world situations, and discussion of current issues.
SPNS 250 – Spanish for Healthcare Professionals

Learning outcomes:

➢ Develop cultural competency of Latino medical issues in and outside of the United States
➢ Apply specifically targeted sets of Spanish vocabulary/grammar to medical conversation
➢ Practice conducting medical interviews in Spanish
➢ Engage with guest-speaking Latino/non-Latino medical professionals
➢ Establish foundation for further study of the Spanish language and Latino culture
22 October 2012

I am writing in support of Mark Lehman’s application to assign a permanent number to the course he offers on Spanish for Healthcare Professionals. The suggested rubric and number, SPNS 250, seems appropriate.

This course was first offered under the former ML 280 rubric (2008), with partial support from a Title VI UISFL grant. The course was then supported by the CLS Dean’s office, as it filled an important need for students from multiple departments, among them Cell Biology and Neuroscience. Recently, it has been offered as MLL 291, the experimental number under the new CCN system; its success as both a face-to-face and an online offering provides ample evidence that this material needs to become better integrated into the MLL curriculum.

This course continues to provide students with the opportunity to acquire both crucial language skills and intercultural competency. It has become a cornerstone in our language offerings, though the 30% cultural competence component distinguishes it from other language classes.

The integration of this course into the permanent numbering has my support and that of the department.

Yours truly,

Patricia Anne Simpson, Chair
Professor of German Studies
This course is designed for beginning, intermediate, and advanced Spanish learners. The principal objective is to establish a linguistic and cultural foundation for current and future health professionals serving the growing population of Spanish-speaking patients. Latinos currently represent approximately 13-15% of the population of the United States. Some estimates project this number to increase to 25% by 2050. Therefore, there is a growing need for health care professionals with at least a basic understanding of the Spanish language and Latino culture. In this course, an emphasis will be placed on specifically-targeted sets of Medical Spanish vocabulary, grammar, and conversation necessary to successfully conduct medical interviews and engage culturally with Latino patients. Through various readings and online discussions in English, students will also develop a foundation of cultural competency regarding Latinos and their health care.

Students will be assessed through quizzes, exams, homework completion, cultural readings and reflective discussions, and two short essays. They will also participate in a "real-world" action research project, in which they visit a health care facility and analyze and reflect on standard procedures (or in some cases, a lack there of) for serving Limited English Proficient (LEP) patients. 31% of the final grade will represent the cultural component of the class while the other 69% will represent the language component.

Students will develop cultural competency of Latino medical issues in and outside of the United States by reading and discussing various related articles, listening to guest speakers from the field, reading Doctor David Sklar's book La Clinica about his experiences working in a clinic in Mexico, visiting a health-care facility and analyzing its procedures for serving Limited English Proficient patients. Students will also apply specifically targeted sets of Spanish vocabulary and grammar to medical conversation through assigned textbook, workbook, and conversational activities. Students will practice conducting medical interviews in the target language throughout the course and will lead their own interview of a Spanish-speaking "patient" as part of their final exam. Finally, students will establish a foundation for further study of the Spanish language and Latino culture through participation throughout the course.

Required texts:

- La Clínica: A Doctor's Journey Across Borders, by David Sklar; University of New Mexico Press.; Albuquerque, NM; 2008.

The success of the course will be evaluated with a KNAPP evaluation when taught face-to-face and an End of Course Evaluation Report when taught as an online class.

This course has been taught as a face-to-face course under numbers ML 280 (Spring 2009) and ML 291 (Spring 2010-2012) with consistent enrollments of 12-16 students. Also, the online version of this course (SPNS 291) was taught in Fall 2011 semester with an enrollment of 18. The majority of students have been juniors and seniors, although it has been taken by freshmen, sophomores, and post-baccalaureate students as well.

Although the course is advertised as a beginner-friendly, the language component advances rapidly and requires students to learn grammar concepts and vocabulary outside of class instruction. Also, the culture component requires student-led discussions which demand a high level of critical thought and interaction. Furthermore, it has attracted more junior, senior and post-grads than freshmen and sophomores.

Both the online and face-to-face versions of this course are distinct from other Spanish courses in that the grammar and vocabulary taught has a narrow focus on communication in health care settings. 30% of the course focuses on cultural competency, which also separates this course from others offered in the department.

The topics in the proposed course do not duplicate or reiterate those in other departments.

Mark Lehman is not a member of the regular faculty. He holds Bachelor of Arts degrees in both Spanish and History Teaching from Montana State University, 2008. He graduated with high honors and a cumulative GPA of 3.92. He also minored in Latin American and Latino Studies and has traveled extensively, including to the Spanish-speaking countries of Spain, Mexico, Argentina, and Chile. He currently teaches Spanish at Belgrade High School and has taught Medical Spanish as a non-tenure track instructor at Montana State University for the past three years. His MSU student survey evaluation results have been consistently positive. This past spring, he received an overall instructor rating of 4.9. In June of 2011, he began working towards a Master’s degree in Spanish Teaching through Southern Oregon University in Guanajuato, México. He has completed 12 of the 18 required graduate-level courses and currently carries a 3.88 cumulative GPA. He will return to Guanajuato in the summer of 2013 to complete the Master’s program.

The majority of students who have taken the course have been on a pre-med track. However, it is designed for any student and/or working professional interested in Latino culture, the Spanish language, and the Health Professions. It has served students majoring and/or minoring in Cell Biology and Neuroscience, Exercise Science, Nursing, Continuing Education, Chemistry and Biochemistry, Extended Study, University Studies, Liberal Studies, Spanish, and Latino and Latin American Studies.

Enrollment has varied from 12 to 18 students in the four years it has been offered. There is a cap of 20 for the online course and 30 for the face-to-face course. It is not anticipated that either cap will prevent any interested student from taking the course.
Students will access videos of guest speakers, short culture and language films, and a series of instructional videos by using Camtasia Relay. Otherwise, there are no additional resources required to offer this course.

No existing information resources provided by the MSU Libraries will be needed for this course.

This course is designed for students interested in Latino culture, the Spanish language, and the Health Professions. While the majority of students it has attracted are Cell Biology and Neuroscience majors, it is interdisciplinary in that its combination of language and culture reaches students from many other departments as well.
January:
12:
- Introductions
- Discussion of syllabus and other handouts
- Pre-Assessment quiz (not for grade)
- Grammar lesson and student participation
- Tarea para el martes:
  - Read Hispanic Paradox Article
  - Textbook study and memorize all *Para Comenzar* vocab pg. 12
  - Textbook pgs. 1-11, *Para Comenzar*
    1. Greetings/Goodbyes, vowels, alphabet, numbers 0-100, Calendar, days, months, subject pronouns, expressions of courtesy
  - Workbook pgs. 1-6

17:
- **Discuss:** Hispanic Paradox Article
- Grammar lesson and student participation
- Tarea para el jueves:
  - Compose concise statement of personal learning goals for the semester course.
  - Find and complete cognate activity with images of Mexico in D2L
  - Textbook study and memorize all *Lección 1* vocab pgs. 33-34
  - Textbook pgs. 14-23, *Lección 1* - M1, M2
    1. Personal information, Telling time, Patient history, *ser* + *adjetivos*
  - Workbook pgs. 7-13

19:
- **Due:** Personal learning goals for the course (turn in hard copy in class or submit to D2L dropbox)
- **Due:** Cognate Activity (turn in hard copy in class or submit to D2L dropbox)
- Lecture: Cultural competency
- Grammar lesson and student participation
- Tarea para el martes:
24:
- Grammar lesson and student participation
- Tarea para el jueves:
  - Textbooks pgs. 29-33, Lección 1 - M4
    - ¿Qué le pasa?, Interrogatives
  - Workbook pgs. 17-21

26:
- Grammar lesson and student participation
- Quiz Para Comenzar y Lección 1
- Tarea para el martes:
  - Read Textbook Ventana Cultural (cultural window) “What’s in a Name” pg. 35. Find and complete accompanying Romualdo García activity in D2L.

31:
- Due: Romualdo García activity, “What’s in a name?” (turn in hard copy in class or submit to D2L dropbox)
- Grammar lesson and student participation
- Tarea para el jueves:
  - Study for exam

February:

2:
- Tomar (to take) el examen Para Comenzar/Lección 1
- Tarea para el martes:
  - Textbook study and memorize all Lección 2 vocab pgs. 54-56
7:

- **Guest speaker:** Dr. Leah Schmalzbauer, Associate Professor of Sociology, Montana State University
- **Grammar lesson and student participation**
- **Tarea para el jueves:**
  - Glenn Flores, MD. Division of General Pediatrics, Boston Medical Center, 91 E Concord St, Maternity 419, Boston, MA 02118.
  - Textbooks pgs. 42-49, *Lección 2- M2*, M3
    - 1. the head, *-er* verbs, inner organs, *-er* and *-ir* verbs
  - Workbook pgs. 25-30

9:

- **Discuss:** *Culture and the patient-physician relationship: Achieving cultural competency in health care. Volume 136, Issue 1, Pages 14-23 (January 2000)*
  - Glenn Flores, MD. Division of General Pediatrics, Boston Medical Center, 91 E Concord St, Maternity 419, Boston, MA 02118.
- **Grammar lesson and student participation**
- **Tarea para el martes:**
  - Textbooks pgs. 50-57, *Lección 2- M4*
    - 1. Systems, expressions with *tener y estar*
  - Workbook pgs. 30-33

14:

- **Grammar lesson and student participation**
- **Quiz Lección 2**
- **Tarea para el jueves:**
  - Begin reading *La Clínica* pgs. 1-74

16:

- **Discuss:** *La Clínica* pgs. 1-74
- **Grammar lesson and student participation**
- **Tarea para el martes:**
  - Read *La Clínica* pgs. 75-142

21:

- **Discuss:** *La Clínica* pgs. 75-142
- **Grammar lesson and student participation**
- **Tarea para el jueves:**
23:
- **Discuss:** *La Clínica* pgs. 144-226
- **Tomar el examen Lección 2**
- Tarea para el martes:
  - Textbook study and memorize all *Lección 3 vocab* pgs. 75-76
  - Textbook *Ventana Cultural* read Home Remedies p. 77
  - Textbook pgs. 59-63, *Lección 3-M1*
    1. I’m sick, present progressive, (add present perfect)
  - Workbook pgs. 34-36
  - Begin composing 2-3 page *La Clínica* essay

28:
- **Guest speaker:** Colette Kirchhoff, MD. Bozeman Deaconess Hospital
- Grammar lesson and student participation
- Tarea para el jueves:
  - Textbook *Ventana Cultural* read cultural differences in emergency-response requests p. 122
  - Textbook pgs. 63-71
  - *Lección 3-M2, M3*
    1. First aid, *ser* vs. *estar, ir +a* (future)
  - Workbook pgs. 36-43

March:

1:
- Grammar lesson and student participation
- Tarea para el martes:
  - Textbook pgs. 71-75, *Lección 3- M4*
    1. *Las enfermedades de la niñez,* irregular verbs in present tense
  - Workbook pgs. 43-46
  - Textbook study and memorize all *Lección 7 vocab* pgs. 154-156
  - Textbook *Ventana Cultural* read *El Hambre Infantil* p. 156
  - Textbook pgs. 146-150, 153, *Lección 7-M3 only*
    1. *No me gusta hacer ejercicio,* expressing likes and dislikes, #’s 100-1,000, ordinal #’s
  - Workbook pgs. 94-97 (all), 98 (7-19 only)
  - Finish composing 2-3 page *La Clínica* essay

6:
- **Due:** *La Clínica* essay (turn in hard copy in class or submit to D2L dropbox)
- Distribute rubric: Action Research project
- Grammar lesson and student participation
- Tarea para el jueves:
  - Review for quiz

8:
- Grammar lesson and student participation
- Quiz Lección 3 (all), Lección 7 (M3 only)
- Tarea para el martes:
  - Complete Action Research Project

Spring Break (3/12/12-3/16/12)

20:
- Guest speaker: Marybeth Adams, St. Catherine Family Health Care Clinic and Pregnancy Resource Center. Belgrade, MT.
- Due: Action Research Project 2-3 page paper (turn in hard copy in class or submit to D2L dropbox)
- Grammar lesson and student participation
- Tarea para el jueves:
  - Prepare a BRIEF presentation of your Action Research Project to share with the class

22:
- Begin presentations of Action Research Projects
- Grammar lesson and student participation
- Tarea para el martes:
  - Study for exam

27:
- Grammar lesson and student participation
- Tomar el examen Lección 3 (all), Lección 7 (M3 only)
- Tarea para el jueves:
  - Textbook study and memorize all Lección 4 vocab pgs. 98-99
  - Textbook Ventana Cultural, Hispanics and AIDS p. 100
  - Textbook pgs. 79-88, Lección 4- M1, M2
    - Diabetes and the family, possessive adjectives, problems of the heart, stem changing verbs
  - Workbook pgs. 47-52

29:
- Finish presentations of midterm exercises
- Grammar lesson and student participation
- Tarea para el martes:
  - Read article Kevane, Bridget. Montana.
  - Textbook study and memorize all Lección 8 vocab pgs. 177-178
  - Textbook Ventana Cultural read La Enfermera Partera Diplomada de hoy p. 179
  - Textbooks pgs. 159-164, Lección 8- M1
1. Daily routines, reflexive verbs
   - Workbook pgs. 101-103

April:
3:
   - Discuss article: Kevane, Bridget. Montana.
   - Grammar lesson and student participation
   - Tarea para el jueves:
     - Textbooks pgs. 168-172, Lección 8- M3
       - Postnatal care, saber vs. conocer
     - Workbook pgs. 105-108

5:
   - Grammar lesson and student participation
   - Tarea para el martes:
     - Study for Quiz

10:
   - Grammar lesson and student participation
   - Quiz Lección 4 (M1 and M2), Lección 8 (M1, M3)
   - Tarea para el jueves:

12:
   - Grammar lesson and student participation
   - Tarea para el martes:
     - TBD

17:
   - Grammar lesson and student participation
   - Tarea para el jueves:
     - Review for exam

19:
   - Tomar el Examen Lección 4 (M1 and M2), Lección 8 (M1, M3)
   - Tarea para el martes:
     - Begin preparing for final exam: interviewing patients

24:
   - Practice final exam interviews
   - Tarea para el jueves:
26:

- Due: Self Evaluation (turn in hard copy in class or submit to D2L dropbox)
- Begin Final Exam: Interviewing patients

Finals Week April 30-May 4

- Finish Final Exam: Interviewing patients
Mark Lehman
3016 West Villard Street, Unit E
Bozeman, MT 59718
lehmanmark@hotmail.com (406) 585-6900

EDUCATION:
- Bachelor of Arts in Modern Languages and Literatures, Spanish K-12 Teaching Option, Montana State University, Bozeman, MT. December, 2008. Overall GPA: 3.92; Major GPA: 3.81
- Bachelor of Arts in History, Teaching Option, MSU, Bozeman, MT. December, 2008. Overall GPA: 3.92; Major GPA: 3.95
- Minor in Latin American and Latino Studies, MSU, Bozeman, MT. December, 2008. Overall GPA: 3.92; Minor GPA: 3.86
- Completed 29 of 45 credits towards Master of Arts in Spanish Teaching, Southern Oregon University, in Guanajuato, Mexico. Current Overall GPA: 3.88 Will finish program August, 2013

RELEVANT TEACHING EXPERIENCE:
High School Spanish Teacher, Belgrade High School, Belgrade Montana. August, 2009-present
- Teach and/or have taught Spanish I, II, III, and World History
- Retained 80% of Spanish I students continuing to Spanish II each year, a 30% increase over predecessor
- Accomplished expressed district and departmental curriculum objectives
- Designed and taught student-centered units and lessons with a strong focus on listening, speaking, writing, reading, culture, and use of technology
- Created and applied ongoing informal and formal assessments for student learning
- Engaged students in multiple uses of Computer Assisted Language Learning and other forms of technology in and outside of the classroom
- Incorporated the following National Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities

Non-Tenure-Track Instructor, Department of Modern Languages, Montana State University, Bozeman, MT. Spring 2010-present
- Taught MLC 291- Spanish for Healthcare professionals for past three years
- Adjusted course design and syllabus in order to meet student skills and specific needs each semester
- Used various features of D2L to increase communication and student learning
- Incorporated guest speakers and real-world-learning experience to enhance cultural competency and understanding
- Received positive marks consistently from students on evaluations
Non-Tenure-Track Instructor, Extended University, Montana State University, Bozeman, MT
Fall 2011-present
- Designed and taught new online course, SPNS-291- Spanish for Healthcare Professionals for past two years
- Adapted face-to-face ML 291 course successfully to online version, using two different Learning Management Systems (D2L and MyLanguageLabs)
- Used Camtasia Relay’s lecture capture to incorporate instructional videos, guest speakers, and a real-world-learning experience in order to enhance student understanding and cultural competency
- Received positive marks consistently from students on evaluations

Bilingual Mathematics Tutor, Rural Employment Opportunities, Helena, MT, Summer 2008
- Tutored children of Latino migrant workers (ages three to sixteen) in mathematics during annual cherry harvest
- Implemented tutorial curriculum, as per expressed REO standards
- Pre, post, and formatively assessed each child, developing individualized lessons accordingly
- Assisted with organizing community events and social activities for migrant families

Volunteer English Language Instructor, Salamanca, Spain, May-August, 2007
- Tutored native-speaking Spanish students in English while living in Spain

Public School Guest Speaker, 1999-2008
- Created and delivered science-based multi-media presentation about personal experiences living and working in Antarctica to pre-kindergarten, elementary, middle, and high school students in various Montana, Indiana, and Alaska schools

Human Resources Trainer, Xanterra Parks and Resorts, Yellowstone National Park, 2002-2003
- Facilitated and helped design the following leadership skills workshops for adult supervisors and managers: Diversity in the Workplace: Its About Respect; Coaching Skills; Respect and Harassment in the Workplace; Corrective Action and Legal Issues in the Workplace; Corrective Action Workshop; Leadership Skills Workshop

ADDITIONAL EXPERIENCE/LEADERSHIP/ACTIVITIES:
Sous chef, RPSC, South Pole, McMurdo, and Palmer Research Stations, Antarctica, 1998-2005
- Trained, supervised, and worked directly with other kitchen employees
- Headed greenhouse volunteer team, South Pole Station, 2002-2003
- Assisted field research scientists during off-duty hours, Palmer Station, 2004-2005

Location Manager, Xanterra Parks and Resorts, Yellowstone National Park, 1998-2000
- Managed daily operation of Roosevelt Lodge, Mammoth Hotel, Old Faithful Inn
- Mentored and directed managers in departments such as Food and Beverage, Housekeeping, Personnel, Childrens’ Activity and Education, Safety and Security
- Worked closely with National Park Service law enforcement officers
- Mediated guest, visitor, employee issues
• Responded to and managed emergency medical/fire/behavior situations as leader of location’s Emergency Response Organization

President, Morgan Creek III Home Owners’ Association, Bozeman, MT, 2005-2008
• Managed $32,500 annual budget and represented common element interests of 32 individual home units

Extensive travel
• Visited 46 of the 50 United States
• Visited five continents and thirteen foreign countries, including Argentina, Chile, Mexico, Spain

PUBLICATIONS:
• Published “Food for Thought, Foods as Fuel.” In *Antarctica, Life on the Ice*, ed. by Susan Fox Rogers (Palo Alto, CA: Travelers’ Tales, 2007), 149-162

HONORS/AWARDS:
• MSU Academic Dean’s List, Fall 2005, 2006, 2007; Spring 2007, 2008
• MSU Academic President’s List, Spring 2006
• Winner, MSU Johnson Memorial Scholarship, Outstanding Academic Success and Quality of Character in Spanish, Spring 2008
• Winner, MSU Johnstone Scholarship, Outstanding Achievement in History, Spring 2008
• Winner, Best MSU Undergraduate History Paper, 2006-2007 academic year