

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

| | | | |
|--------------------|--------------------------------------|-------------------|--|
| College/School | College of Liberal Arts and Sciences | Department/School | SILC |
| Prefix: SPA | Number: 394 | Title: | Topic: Spanish for Biomedical Sciences |
| | | | Units: 3 |

Course description: This class focuses on developing the communicative skills necessary to engage students with the human aspect of health in Spanish. Students who have not will develop cultural and linguistically appropriate skills which address the communication needs across the healthcare continuum, to provide culturally competent services in Latino communities in the United States and abroad.

Is this a cross-listed course? **Yes** If yes, please identify course(s): BIO 394 contacted

Is this a shared course? **No** If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? **No**

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Cultural Diversity in the United States–C **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Dulce Estevez E-mail dulce@asu.edu Phone 602 578-2702

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman

Date: 2/7/22

Chair/Director (Signature):

Nina Berman

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

| ASU--[C] CRITERIA | | |
|--|--------------------------|--|
| CULTURAL DIVERSITY IN THE UNITED STATES | | |
| YES | NO | Identify Documentation Submitted |
| | | <p>1. A Cultural Diversity course must meet the following general criteria:</p> <p style="text-align: right;">Syllabus and list of course materials</p> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.</p> <p style="text-align: right;">List of Course Materials</p> |
| | | <p>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</p> <p style="text-align: right;">Syllabus and list of course materials</p> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.</p> <p style="text-align: right;">Syllabus and list of course materials</p> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.</p> <p style="text-align: right;">List of course materials</p> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</p> <p>*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.</p> <p>**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.</p> <p style="text-align: right;">List of course materials</p> |

| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|---------------------------------|-----------------------------|
| SPA | 394 | Spanish for Biomedical Sciences | C |

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checklist) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|---|--|
| Example-See 2b. Compares 2 U.S. cultures | Example-Compares Latino & African American Music | Example-See Syllabus Pg. 5 |
| 1. contributes to an understanding of cultural diversity in US | The course presents the students readings and videos that showcase different aspects of Latino culture that intersect with healthcare practices of Latinos in the United States. | Example: module 1 video on mexican home remedies (sold at yerberias in the United States) and discussion about the possible interactions with western medications. |
| 2.a Cultural specific elements, experiences and contributions in health care. | Students will develop cultural and linguistically appropriate skills which address the communication needs across the healthcare continuum, to provide culturally competent services in the United States and abroad. | Examples: Module 2: Interviews of la Dra. Estévez: Mayan healing traditions of Guatemala Module 3: -Religion and health among cubans - Intercultural health care practices in Guatemala Module 4: -Traditional Latin American midwives |
| 2.b Comparative study | The students will develop cultural competence first by identifying both Hispanic/Latino and US cultural differences and bridging these cultures in health care settings. | Module 7 materials: -Latino or Hispanic? What's the difference? -Stereotypes |

| | | |
|---|---|--|
| <p>2.c The course studies social dimensions of relations between and among linguistic minority groups within the United States.</p> | <p>Students will be required to practice a wide array of speaking and writing skills, in Spanish, ranging from health care writing analyses to role-plays and oral presentations of substantive health care issues which will hone their ability to serve the Hispanic community and be of great value to their current and future goals in the health care sector.</p> | <p>Module 1: Listening for Diversity and Incorporating Cultural Markers</p> <p>videos "Oh how hard it is to speak Spanish" (dialects of Spanish spoken in US).</p> |
|---|---|--|

Course Syllabus

[Jump to Today](#)[Edit](#)

To print: MAC users press "⌘" + "P". PC users press "CTRL" + "P".



Spanish for Biomedical Sciences

Course Information

Course Description: This class focuses on developing the communicative skills necessary to engage students with the human aspect of health in Spanish. Biomedical students will develop cultural and linguistically appropriate skills which address the communication needs across the healthcare continuum, to provide culturally competent services.

Target Proficiency Level: Intermediate High

Available for honors credit

Credits: 3

Faculty Information

Course Designer: Dulce Estévez

Faculty: Dr. Dulce Estévez

Faculty Associate: María Díaz Pardo

Contact Info: dulce.estevez@asu.edu (<mailto:wholcomb@asu.edu?tiq=t&c=597800000asu>)

mdiazpar@asu.edu (<mailto:mdiazpar@asu.edu?tiq=t&c=597800000asu>)

Zoom Link: <https://asu.zoom.us/j/7316056384> (<https://asu.zoom.us/j/7316056384>)

Office Hours for Dr Estévez: Fridays from 5:00 pm to 8:00 pm or by appointment. To request a meeting send an email with your phone number to:

dulce.estevez@asu.edu (<mailto:dulce.estevez@asu.edu?tiq=t&c=597800000asu>).

Course Objectives

This course requires students to investigate health care standards of practice, concepts, and cultural themes that create communicative challenges in both Spanish and English. To succeed in this class, student must be able to read, write, and speak Spanish and English. The students will develop cultural competence first by identifying both Hispanic and North American cultural differences and bridging these cultures in health care settings as well as by acquiring Spanish vocabulary utilized in various health care venues. This course accomplishes critical thinking by demonstrating the manner by which patient intake information (anamnesis) is achieved in general medicine and in various medical specializations, while taking into consideration cultural communicative challenges in various Hispanic communities throughout the US. In addition, students will be required to practice a wide array of speaking and writing skills, in Spanish, ranging from health care writing analyses to role-plays and oral presentations of substantive health care issues which will hone their ability to serve the Hispanic community and be of great value to their current and future goals in the health care sector.

Prerequisites

This course is designed for students who have taken Spanish 202/204 or equivalent, placed into this course through the placement test, or have studied four years of Spanish in high school. If you are a *heritage learner* and you were exposed to Spanish at home or in a Spanish-speaking community, you might want to take the CLEP test to earn Spanish credits and see if your score places you into this course.

For additional information about CLEP® visit <https://clep.collegeboard.org/> (<https://clep.collegeboard.org/>).

To take this class you must:

1. successfully passed SPA 202/204/210 with a grade of C or better; or,
2. obtained between 520 or above(internet exam) on the Spanish Placement Exam. <https://silc.asu.edu/student-life/academic-advising/placement-testing/placement-testing-undergraduates> (<https://urldefense.com/v3/https://silc.asu.edu/student-life/academic-advising/placement-testing/placement-testing-undergraduates>)

[testing-undergraduates_!;!!KRxdwAv5BmarQILKHZ83OMQRyZlvqIW11BggNq_MShdFmqcUBzwmY2_Gg8lq-55Qlx6G--zwHAB5FAaeOp%24?tiq=t&c=5978?tiq=t&c=597800000asuo](https://my.asu.edu/?tiq=t&c=597800000asuo)

Learning Outcomes

At the completion of this course, students will be able to:

1. Identify communication needs and expectations across the healthcare continuum
2. Justify patterns of communication to achieve effective patient-provider communication in diverse settings
3. Compare complementary and alternative medicine provided in Latin America with medical practices of the United States.
4. Appraise the experiences of discrimination due to race/ethnicity, insurance, language or cultural barriers in the healthcare system
5. Use the appropriate Spanish medical terminology and grammar structures for specific medical situations related to Biomedical careers

Textbooks

You can locate and purchase the book online by following these simple steps:

1. Go to <https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307639971> [.\(https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307639971\)](https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307639971)
2. Search for and select book by Title or ISBN [.\(https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307639971\)](https://create.mheducation.com/shop/#/catalog/details/?isbn=9781307639971)

ISBN: 9781307639971

Title: Spanish for Biomedical Sciences (Volume I)

3. Add the book to your cart and pay using a credit card

If you have issues purchasing the text, call McGraw Hill at (800) 331-5094 (prompt 2, 2, 1)

Supplemental Materials

PDF's for each unit will be provided by the instructor.

Note. The use of translators such as Google Translate will not be tolerated in this course.

Course Access

Your ASU courses can be accessed by both my.asu.edu [.\(http://my.asu.edu?tiq=t&c=597800000asuo\)](http://my.asu.edu?tiq=t&c=597800000asuo) and <https://canvas.asu.edu/>; bookmark both in the event that one site is down.

Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome](https://www.google.com/chrome) [.\(https://www.google.com/chrome\)](https://www.google.com/chrome)., [Mozilla Firefox](http://www.mozilla.org/en-US/firefox/new/) [.\(http://www.mozilla.org/en-US/firefox/new/\)](http://www.mozilla.org/en-US/firefox/new/)., or [Safari](http://www.apple.com/safari/) [.\(http://www.apple.com/safari/\)](http://www.apple.com/safari/).)
- Zoom
- [Adobe Acrobat Reader](http://get.adobe.com/reader/) [.\(http://get.adobe.com/reader/\)](http://get.adobe.com/reader/).(free)
- [Adobe Flash Player](http://get.adobe.com/flashplayer/) [.\(http://get.adobe.com/flashplayer/\)](http://get.adobe.com/flashplayer/).(free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](https://myapps.asu.edu/app/microsoft-office-2016-home-usage?tiq=t&c=597800000asuo) [.\(https://myapps.asu.edu/app/microsoft-office-2016-home-usage?tiq=t&c=597800000asuo\)](https://myapps.asu.edu/app/microsoft-office-2016-home-usage?tiq=t&c=597800000asuo) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified

- communicate regularly with your instructor and peers
- set time aside to complete mandatory weekly group assignments in a synchronous manner
- create a study and/or assignment schedule to stay on track
- set aside from 15 to 20 hours per week to work through the course materials and complete assignments
- start your week by reading the instructions for the assignments due that week, and do not wait until the due date to complete them
- access **ASU Online Student Resources** [_\(http://goto.asuonline.asu.edu/success/online-resources.html?tiq=t&c=597800000asu0\)](http://goto.asuonline.asu.edu/success/online-resources.html?tiq=t&c=597800000asu0)
- **Academic weeks start on Monday and close Sunday with the due date for the weekly assignments** being noted in the course calendar at the end of the page
- Quizzes **have only one-timed attempt**
- There is no extra credit for this class and final grades will not be rounded up

Grading

Getting Started (2%)

Students will complete the Syllabus Quiz in the first two days of the course. The quiz is worth 100 points. **Access to Module 1 course materials will not be granted until the Syllabus Quiz is completed with a score of 100%.** Other assignment under this rubric is the Academic Integrity Agreement.

Class Discussions (15%)

There are 3 discussions, each worth 100 points (300 points total). Note: the use of translators, including Google Translate, will not be tolerated for this assignment.

Individual Quizzes (30%)

There are a total of 6 module quizzes each worth 100 points.

Small Group Participation (10 %)

Weekly collaborative assignments that will be completed in assigned groups. These are synchronous participation exercises that will help your small group set up and organize your group and practice collaborating in Spanish. The assignments in this category include: **Small group introductions, Final project proposal, and Team and self evaluations.** You are expected to abide by the Team Contract; to generate new ideas and suggestions; take the lead in some tasks; have materials ready at agreed upon date; be prepared for group meetings; attend group meetings; help facilitate constructive task and social interactions; be a positive team member who contributes quality work. **If at any point you decide to withdraw from the class, please email your team manager and copy Dr. Estévez (dulce.estevez@asu.edu (<mailto:dulce.estevez@asu.edu?tiq=t&c=5978?tiq=t&c=597800000asu0>)).**

Infographic/Patient Handout and Annotated Bibliography (15%)

Students summarize information from academic sources and class materials to write a patient informational hand out or infographic. Note: the use of translators, including Google Translate, is not allowed for this assignments.

Written Role Plays (18%)

Students will write 2 role plays in teams, using the provided template and instructions. **Each module role play assignment- is worth 100 points. Command of the module materials and ability to apply the course content to practical situations, using ingenuity and cultural insights, is essential to succeed in writing a meaningful role play.** Note: the use of Google Translate or other translators will not be tolerated for this assignment. One of the role plays will be recorded and turned in as a video. For that assignment, the teaching team will evaluate the speaking skills of each student individually.

Final Project (10%)

Students will prepare and deliver a 7 to 10-minute audio recorded presentation. In collaboration with faculty, teams should select a topic based on an area of interest, within the themes presented in class, preferably related to their major or primary areas of interest. It is important that this presentation be formal in nature and that attention is given to professional demeanor. Students may not read in their role plays. For this project, the teaching team will evaluate the skills and work of each student individually.

Your grade will be determined based on the following grading schema:

Grade Schema

| Grade | Percentage |
|-------|------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |

| | |
|-----|-----------|
| B- | 80 - 82% |
| C+ | 75 - 79% |
| C | 70 - 74% |
| D | 60 - 69% |
| E/F | Below 60% |

Note to ASU Online students: a plus and minus grading system is utilized in this course.

Course Content

| Week | CONTENT |
|------|---|
| 1 | <p>MODULE 1</p> <ul style="list-style-type: none"> Listening for Diversity and Incorporating Cultural Markers <p>Reading: listening comprehension</p> <p>Tool box: greeting your patient and initial consultation.</p> |
| 2 | <p>MODULE 2</p> <ul style="list-style-type: none"> Multitasking and Reading Purposefully <p>Listening: the adult physical exam in Latin America</p> <p>Reading: estructura biológica y fundamental del ser humano</p> <p>Tool box: patient instructions.</p> |
| 3 | <p>MODULE 3</p> <ul style="list-style-type: none"> Error Awareness and Descriptions in Biomedical Sciences <p>Reading: vital signs and related procedures</p> <p>Tool box: common symptoms and description of symptoms during a medical appointment</p> |
| 4 | <p>MODULE 4</p> <ul style="list-style-type: none"> Pragmatics, Narration, and Editing in Biomedical Sciences <p>Reading: the newborn and related procedures</p> <p>Tool box: pediatrics and narration of symptom evolution of a current health concern</p> |
| 5 | <p>MODULE 5</p> <ul style="list-style-type: none"> Authentic Research Resources for Academic Research in Spanish <p>Reading: Nutrition and Related Procedures</p> |

| | |
|---|---|
| | Tool box: Illnesses, medical history and narration. |
| 6 | <p>MODULE 6</p> <ul style="list-style-type: none"> Persuasion and transcultural Communication for Healing Purposes <p>Reading: Neuroendocrine system and the senses</p> <p>Tool box: Neurology and Latin American Healing Traditions</p> |
| 7 | <p>MODULE 7</p> <ul style="list-style-type: none"> Forming Intercultural Relationships <p>Reading: Human Reproduction and Related Procedures</p> <p>Tool box: Gynecology</p> |

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow **Arizona Standard time** (<https://www.timeanddate.com/worldclock/converter.html>). Click the following link to access the **Time Converter** (<http://www.thetimezoneconverter.com/>) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 72 hours of the due date in the Grade section of Canvas. Please email your instructor if you are concerned about the grade in any of your assignments. You will receive a grade of 0 in all late assignments, unless previous arrangements have been made with the instructor, and the required documentation has been submitted (refer to late or missed assignments).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the Teaching Assistant, then the faculty of record. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the **University Policy for Student Appeal Procedures on Grades** (<https://catalog.asu.edu/appeal?tiq=t&c=597800000asuo>).

Class Participation and Virtual Attendance Policy

Not competing your part of a small group assignment or posting your initial comment on class discussion boards by Saturday at midnight will negatively impact your peers ability to revise and submit work. Therefore, if you do not complete collaborative activities by Saturday, you will lose points awarded for "collaboration". Note that final version of small group work must be turned in by your team's project manager by Sunday at midnight. Comments to classmate's posts on discussion boards are also due on Sunday, of the respective week, at midnight (**AZ time**) (<https://www.timeanddate.com/worldclock/converter.html>).

When attending small group virtual group meetings it is expected that you:

- will arrive on time
- will be prepared at the scheduled class time with all appropriate equipment (webcam, microphone, audio) already set up and working correctly
- will be in a location where you will not experience technical difficulties or interruptions/distractions
- will come thoroughly prepared by:

reviewing any materials your instructor has assigned to you to complete before the meeting

completing any homework assignments due the week of your meeting

** If you do not come fully prepared with technology and knowledge of the course material your team cannot give you full participation points in the final peer evaluations.*

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. The pertinent documentation should be provided to your instructor within a week of the due date, and written approval, from your instructor, must be obtained in order for the assignment to be submitted. Failure to provide accurate and appropriate documentation of an emergency in a timely manner will result in a grade of 0. Published assignment due dates (**Arizona Mountain Standard time** [_ \(https://www.timeanddate.com/worldclock/converter.html\)](https://www.timeanddate.com/worldclock/converter.html)) are firm.

Follow the appropriate University policies to request an [accommodation for religious practices](http://www.asu.edu/aad/manuals/acd/acd304-04.html?tiq=t&c=597800000asu) [_ \(http://www.asu.edu/aad/manuals/acd/acd304-04.html?tiq=t&c=597800000asu\)](http://www.asu.edu/aad/manuals/acd/acd304-04.html?tiq=t&c=597800000asu) or to accommodate a missed assignment [due to University-sanctioned activities](http://www.asu.edu/aad/manuals/acd/acd304-02.html?tiq=t&c=597800000asu) [_ \(http://www.asu.edu/aad/manuals/acd/acd304-02.html?tiq=t&c=597800000asu\)](http://www.asu.edu/aad/manuals/acd/acd304-02.html?tiq=t&c=597800000asu).

Drop/Add Withdrawal Dates

Be aware of course [drop or add deadlines](https://students.asu.edu/academic-calendar?tiq=t&c=597800000asu) [_ \(https://students.asu.edu/academic-calendar?tiq=t&c=597800000asu\)](https://students.asu.edu/academic-calendar?tiq=t&c=597800000asu). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](http://www.asu.edu/aad/manuals/ssm/ssm201-08.html?tiq=t&c=597800000asu) [_ \(http://www.asu.edu/aad/manuals/ssm/ssm201-08.html?tiq=t&c=597800000asu\)](http://www.asu.edu/aad/manuals/ssm/ssm201-08.html?tiq=t&c=597800000asu), [Medical/Compassionate Withdrawal](http://www.asu.edu/aad/manuals/ssm/ssm201-09.html?tiq=t&c=597800000asu) [_ \(http://www.asu.edu/aad/manuals/ssm/ssm201-09.html?tiq=t&c=597800000asu\)](http://www.asu.edu/aad/manuals/ssm/ssm201-09.html?tiq=t&c=597800000asu), and a [Grade of Incomplete](http://www.asu.edu/aad/manuals/ssm/ssm203-09.html?tiq=t&c=597800000asu) [_ \(http://www.asu.edu/aad/manuals/ssm/ssm203-09.html?tiq=t&c=597800000asu\)](http://www.asu.edu/aad/manuals/ssm/ssm203-09.html?tiq=t&c=597800000asu).

Communications

Email questions you want answered by your instructor using their ASU email address. Your instructor **will not respond to messages posted via Canvas**. You can expect a response within 48 hours (M-F). If the nature of your question requires a lengthy or complex explanation, a phone appointment will be made.

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates. Instructors are not required to monitor it and conversations may be buried or lost.

Chat

The Chat tool in Canvas allows students to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

Email

ASU email is an [official means of communication](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html?tiq=t&c=597800000asu) [_ \(http://www.asu.edu/aad/manuals/ssm/ssm107-03.html?tiq=t&c=597800000asu\)](http://www.asu.edu/aad/manuals/ssm/ssm107-03.html?tiq=t&c=597800000asu) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

You are solely responsible for reading and responding if necessary, to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 [_ \(http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822?tiq=t&c=597800000asu\)](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822?tiq=t&c=597800000asu) and file a help desk ticket by clicking on "My Help Center."

All instructor correspondence will be sent to your ASU email account. If you email your instructor using a non ASU email address your email might end up in her spam folder. Your instructor will not respond to messages sent via Canvas or left on your Canvas assignments.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal from ASU. For more information, see <http://provost.asu.edu/academicintegrity> [_ \(http://provost.asu.edu/academicintegrity?tiq=t&c=597800000asu\)](http://provost.asu.edu/academicintegrity?tiq=t&c=597800000asu).

A student may be found to have engaged in academic dishonesty if, in connection with any academic evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials/sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

Students are not allowed to use online translators or ask tutors to copy-edit their written assignments. They are encouraged to use good dictionaries, their textbooks, and other reference materials.

Copyrighted Materials

All content in this course, including video lectures, presentations, assignments, discussions, quizzes, and exams, is protected by copyright and may not be shared, uploaded, sold, or distributed.

Plagiarism (<https://provost.asu.edu/academic-integrity/resources/students#avoiding-plagiarism?tiq=t&c=597800000asu0>) is strictly prohibited. Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement and impose sanctions as listed below. Students must cite in APA or MLA style and include a bibliography of the sources that were used in exams, discussion boards, essays, role plays, video presentations, etc.

Academic dishonesty includes any act of academic deceit, including but not limited to possessing, reviewing, buying, selling, obtaining, posting on a site accessible to others, reviewing materials from a site accessible to others, or using, without appropriate authorization, any materials intended to be used for an Academic Evaluation.

Prohibition of Selling Class Notes

Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course. In accordance with **ACD 304-06 Commercial Note Taking Services** (<http://www.asu.edu/aad/manuals/acd/acd304-06.html?tiq=t&c=597800000asu0>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Expected Student Behavior

Learning takes place best when a safe environment is established for the class. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Netiquette is defined by the instructor and includes keeping course discussion posts focused on the assigned topics, respecting the work and opinions of others, and basing your contributions on logic and research. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx> (<http://www.azregents.edu/policymanual/default.aspx>),
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> (<http://www.asu.edu/aad/manuals/acd/acd125.htm?tiq=t&c=597800000asu0>), and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm> (<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm?tiq=t&c=597800000asu0>).

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs> (<https://sexualviolenceprevention.asu.edu/faqs?tiq=t&c=597800000asu0>).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> (<https://eoss.asu.edu/counseling?tiq=t&c=597800000asu0>), is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html> (<https://goto.asuonline.asu.edu/success/online-resources.html?tiq=t&c=597800000asu0>).

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](https://www.asu.edu/aad/manuals/acd/acd401.html#discrimination?tiq=t&c=597800000asu) (<https://www.asu.edu/aad/manuals/acd/acd401.html#discrimination?tiq=t&c=597800000asu>), [harassment](https://www.asu.edu/aad/manuals/acd/acd401.html#harassment?tiq=t&c=597800000asu) (<https://www.asu.edu/aad/manuals/acd/acd401.html#harassment?tiq=t&c=597800000asu>), and [retaliation](https://www.asu.edu/aad/manuals/acd/acd401.html#retaliation?tiq=t&c=597800000asu) (<https://www.asu.edu/aad/manuals/acd/acd401.html#retaliation?tiq=t&c=597800000asu>) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Accommodating Students with Disabilities

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at (480) 965-1234 (v) or (480) 965-9000 (TTY). For additional information visit: www.asu.edu/studentaffairs/ed/drc (<http://www.asu.edu/studentaffairs/ed/drc?tiq=t&c=597800000asu>).

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> (<http://my.asu.edu/?tiq=t&c=597800000asu>) or the Canvas home page at <https://myasucourses.asu.edu> (<https://myasucourses.asu.edu/?tiq=t&c=597800000asu>). To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> (<http://syshealth.asu.edu/?tiq=t&c=597800000asu>). To contact the help desk, call toll-free at 1-855-278-5080.

Textbook issues: McGraw Hill at (800) 331-5094

UTO Help Desk

Technical assistance is available 24/7 for students.

Phone: 480-965-6500 Email: helpdesk@asu.edu

[Click here to access the Web: ASU Help Center](https://contact.asu.edu/?tiq=t&c=597800000asu) (<https://contact.asu.edu/?tiq=t&c=597800000asu>)

For information on systems outages see the ASU systems status calendar, ([visit ASU System Health](https://uto.asu.edu/system-health?tiq=t&c=597800000asu)). (<https://uto.asu.edu/system-health?tiq=t&c=597800000asu>)

Language Tutoring and Other Campus Resources

SILC Learning Support Services offers free language tutoring services. They provide both face-to-face and online tutoring. To check their schedule and sign-up for a tutoring session, go to <https://silc.asu.edu/learning-support-services/tutoring> (<https://silc.asu.edu/learning-support-services/tutoring?tiq=t&c=597800000asu>) (scroll down to find the schedule for tutors in your target language).

Please refer to the following additional resources available to ASU students:

- [ASU Academic Success Program](https://studentsuccess.asu.edu/?tiq=t&c=597800000asu) (<https://studentsuccess.asu.edu/?tiq=t&c=597800000asu>) (tutoring)
- [Counseling Services](http://students.asu.edu/counseling?tiq=t&c=597800000asu) (<http://students.asu.edu/counseling?tiq=t&c=597800000asu>)
- [Financial Aid](http://students.asu.edu/financialaid?tiq=t&c=597800000asu) (<http://students.asu.edu/financialaid?tiq=t&c=597800000asu>)
- [Disability Resource Center](http://www.asu.edu/studentaffairs/ed/drc/?tiq=t&c=597800000asu) (<http://www.asu.edu/studentaffairs/ed/drc/?tiq=t&c=597800000asu>)
- [Major & Career Exploration](http://uc.asu.edu/majorexploration/assessment?tiq=t&c=597800000asu) (<http://uc.asu.edu/majorexploration/assessment?tiq=t&c=597800000asu>)
- [Career Services](http://students.asu.edu/career?tiq=t&c=597800000asu) (<http://students.asu.edu/career?tiq=t&c=597800000asu>)
- [Student Organizations](http://www.asu.edu/studentaffairs/mu/clubs/?tiq=t&c=597800000asu) (<http://www.asu.edu/studentaffairs/mu/clubs/?tiq=t&c=597800000asu>)

IT IS DIFFICULT TO LEARN WHEN YOU ARE HUNGRY, UNSAFE, OR INSECURE ABOUT YOUR WELLBEING.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, who lacks a safe and stable place to live, or who is grappling with concerns such as mental or physical health, loss and grief, justice system involvement, immigration status, or persistent discrimination, violence, or trauma, including [sexual violence](https://urldefense.proofpoint.com/v2/url?u=https-3A_wellness.asu.edu_explore-2Dwellness_community-2Dsupport_violence-2Dprevention_sexual-2Dviolence&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=0v8ZZflpQyESEo8D82QAK5x1Oq7dkNSziWybupnR07E&m=CN42BFOgyGR6C8I71ZEvCGggSDvBwasz3oYxpbzzK) (https://urldefense.proofpoint.com/v2/url?u=https-3A_wellness.asu.edu_explore-2Dwellness_community-2Dsupport_violence-2Dprevention_sexual-2Dviolence&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=0v8ZZflpQyESEo8D82QAK5x1Oq7dkNSziWybupnR07E&m=CN42BFOgyGR6C8I71ZEvCGggSDvBwasz3oYxpbzzK), and believes this may affect their performance in the course, is urged to contact one or more of the following for support:














- ASU [Dean of Students](https://urldefense.proofpoint.com/v2/url?u=https-3A_eoss.asu.edu_dos_srr_StudentAdvocacyandAssistance&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=0v8ZZflpQyESEo8D82QAK5x1Oq7dkNSziWybupnR07E&m=CN42BFOgyGR6C8I71ZEvCGggSDvBwasz3oYxpbz) (https://urldefense.proofpoint.com/v2/url?u=https-3A_eoss.asu.edu_dos_srr_StudentAdvocacyandAssistance&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=0v8ZZflpQyESEo8D82QAK5x1Oq7dkNSziWybupnR07E&m=CN42BFOgyGR6C8I71ZEvCGggSDvBwasz3oYxpbz) - Student Advocacy and Assistance (480-965-6547)
- ASU [Counseling Services](https://urldefense.proofpoint.com/v2/url?u=https-3A_eoss.asu.edu_counseling&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=0v8ZZflpQyESEo8D82QAK5x1Oq7dkNSziWybupnR07E&m=CN42BFOgyGR6C8I71ZEvCGggSDvBwasz3oYxpbz) (https://urldefense.proofpoint.com/v2/url?u=https-3A_eoss.asu.edu_counseling&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=0v8ZZflpQyESEo8D82QAK5x1Oq7dkNSziWybupnR07E&m=CN42BFOgyGR6C8I71ZEvCGggSDvBwasz3oYxpbz) (480-965-6146 or after business hours, 480-921-1006)








- ASU **Campus Safety**. [_ \(https://urldefense.proofpoint.com/v2/url?u=https-3A_eoss.asu.edu_DOS_safety&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=0v8ZZflpQyESEo8D82QAK5x1Oq7dkNSzIWybupnR07E&m=CN42BFOgyGR6C8I71ZEvCGgqSDvBwasz3oYxpb;tiq=t&c=597800000asu0\)](https://urldefense.proofpoint.com/v2/url?u=https-3A_eoss.asu.edu_DOS_safety&d=DwMFaQ&c=l45AxH-kUV29SRQusp9vYR0n1GycN4_2jlnuKy6zbqQ&r=0v8ZZflpQyESEo8D82QAK5x1Oq7dkNSzIWybupnR07E&m=CN42BFOgyGR6C8I71ZEvCGgqSDvBwasz3oYxpb;tiq=t&c=597800000asu0)
- The local agencies that provide emergency food boxes, meals, and fresh produce are listed **here** [\(https://drive.google.com/file/d/1hvEsn77EGHEKESGUNY92apl7PaLjDOBM/view?usp=sharing\)](https://drive.google.com/file/d/1hvEsn77EGHEKESGUNY92apl7PaLjDOBM/view?usp=sharing).
- Because online students live in various locations, search online for “basic needs information and referral” or “crisis hotline and services” to access resources or advocacy organizations near you. Please notify your professor if you are comfortable doing so. This will allow for providing reference to known resources and providing access to them.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| |  Module 0: Academic Integrity Agreement* (https://asu.instructure.com/courses/106537/assignments/2796260) | due by 11:59pm |
| Thu Mar 17, 2022 |  Module 0: Small Group Introductions* (https://asu.instructure.com/courses/106537/assignments/2796271) | due by 11:59pm |
| |  Module 0: Syllabus Quiz* (https://asu.instructure.com/courses/106537/assignments/2796263) | due by 11:59pm |
| |  Module 1: Class Discussion* (https://asu.instructure.com/courses/106537/assignments/2796268) | due by 11:59pm |
| Sun Mar 20, 2022 |  Module 1: Discussion Class Introductions* (https://asu.instructure.com/courses/106537/assignments/2796270) | due by 11:59pm |
| |  Module 1: Quiz (https://asu.instructure.com/courses/106537/assignments/2796262) | due by 11:59pm |
| |  Module 2: Class Discussion* (https://asu.instructure.com/courses/106537/assignments/2796272) | due by 11:59pm |
| Sun Mar 27, 2022 |  Module 2: Quiz (https://asu.instructure.com/courses/106537/assignments/2796264) | due by 11:59pm |
| |  Module 3: Quiz (https://asu.instructure.com/courses/106537/assignments/2796266) | due by 11:59pm |
| Sun Apr 3, 2022 |  Module 3: Small Group Written Role Play 1 - Description* (https://asu.instructure.com/courses/106537/assignments/2796274) | due by 11:59pm |
| |  Module 3: Small Group Error Awareness & Proposal* (https://asu.instructure.com/courses/106537/assignments/2796273) | due by 11:59pm |
| |  Module 4: Quiz (https://asu.instructure.com/courses/106537/assignments/2796267) | due by 11:59pm |
| Sun Apr 10, 2022 |  Module 4: Small Group Video Role Play Narration* (https://asu.instructure.com/courses/106537/assignments/2796275) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  Module 5: Class Discussion* https://asu.instructure.com/courses/106537/assignments/2796269 | due by 11:59pm |
| Sun Apr 17, 2022 |  Module 5: Quiz https://asu.instructure.com/courses/106537/assignments/2796259 | due by 11:59pm |
| |  Module 5: Small Group Annotated Bibliography* https://asu.instructure.com/courses/106537/assignments/2796276 | due by 11:59pm |
| Sun Apr 24, 2022 |  Module 6: Quiz https://asu.instructure.com/courses/106537/assignments/2796261 | due by 11:59pm |
| |  Module 6: Small Group Persuasive Infographic* https://asu.instructure.com/courses/106537/assignments/2796277 | due by 11:59pm |
| Fri Apr 29, 2022 |  Module 7: Self Evaluation* https://asu.instructure.com/courses/106537/assignments/2796265 | due by 11:59pm |
| |  Module 7: Final Project* https://asu.instructure.com/courses/106537/assignments/2796278 | due by 11:59pm |

SPA 394: Spanish Biomedical Sciences Course Materials

Module 1: Listening for Diversity and Incorporating Cultural Markers.

- Estévez, D. (2020) Módulo 1. In *Spanish for Biomedical Sciences* (Vol. I, pp.1-30). Arizona State University: McGraw Kill Education.
- Estévez, D. (2021, March 8) *SBS 1 Intro* [video]. YouTube. <https://www.YouTube.com/watch?v=3BQxK0NF-80>
- Estévez, D. (2021, March 8) *Dr. Estévez: Module 1 Listening Comprehension* [video]. YouTube. <https://www.YouTube.com/watch?v=tnCiO6FUzqk>
- Vagaboom. (2020, April 28) *10 remedios caseros MEXICANOS INCREIBLES* [video]. YouTube. https://www.YouTube.com/watch?v=yjb0LQGG_yA
- Intentalo Carito. (2012, Sept. 12) *Oh, how hard it is to speak Spanish!* [video]. YouTube. <https://www.YouTube.com/watch?v=4LjDe4sLER0>
- TEDx Talks. (2014, Dec. 22) *Cultura del grupo—lo que he aprendido de los adolescentes argentinos* / Sarah Smith / TEDxUCES [video]. YouTube. https://www.YouTube.com/watch?v=xk48w_m5yUA

Module 2: Multitasking and Reading Purposefully.

- Estévez, D. (2020) Módulo 2. In *Spanish for Biomedical Sciences* (Vol. I, pp.31-72). Arizona State University: McGraw Kill Education.
- Estévez, D. (2021, March 13) *SBS Module 2 Intro* [video]. YouTube. <https://www.YouTube.com/watch?v=8qYSwTWng6w>
- Estévez, D. (2021, March 13) *Lectura de comprensión* [video]. YouTube. <https://www.YouTube.com/watch?v=xemxsruUfxc>
- Goic, A. (2018). Sobre el origen y desarrollo del libro *Semiología Médica*. *Revista médica de Chile*, 146(3), 387-390.
- Estévez, D. (2020, Oct. 2) *Entrevistas de la Doctora Estévez: Doctora guatemalteca y la tradición Maya* [video]. YouTube. https://www.YouTube.com/watch?v=u4N_h5Hd59A
- Ayudantes Decentes. (2019, July 29) *Examen físico del adulto* [video]. YouTube. <https://www.YouTube.com/watch?v=5uCFBKAI3dE>
- Tuvi Digital (2014, June 11) *Semiología medica- Enfermedad actual, Fuente de la historia, motivo de consulta Anamnesis* [video]. YouTube. <https://www.YouTube.com/watch?v=Ncl2SA47SAA>

Module 3: Error Awareness & Descriptions in Biomedical Sciences.

- Estévez, D. (2020) Módulo 3. In *Spanish for Biomedical Sciences* (Vol. I, pp.73-124). Arizona State University: McGraw Kill Education.
- Estévez, D. (2021, March 20) *Descripción* [video]. YouTube. <https://www.YouTube.com/watch?v=87dgfeA3HKg>
- Estévez, D. (2021, March 20) *Identificación de errores* [video]. YouTube. <https://www.YouTube.com/watch?v=hKJk7NfKO8Q>

- CISC Centro de Investigaciones en Salud de Comitán (2019, Sept. 21) *Competencia cultural* [video]. YouTube. <https://www.YouTube.com/watch?v=XIZ1r7PDMus>
- Medicusmundi NAM (2019, May 9) *Interculturalidad y Salud 1 / Modelos de atención en salud* [video]. YouTube. <https://www.YouTube.com/watch?v=woElewpQluM>
- Estévez, D. (2020, Oct. 20) *Entrevistas de la Dra. Estévez: World View, Cultural Expression, and Healing Practices* [video]. YouTube. <https://www.YouTube.com/watch?v=35bAS8DyyQg>
- Estévez, D. (2020, Oct. 2) *Entrevistas de la Dra. Estévez: La religión y la salud en Cuba* [video]. YouTube. https://www.YouTube.com/watch?v=F_oPSNWRfko
- Asmr, C. (2020, Apr. 28) *Doctora Roleplay ASMR* [video]. YouTube. https://www.YouTube.com/watch?v=0_GSWoQj810
- Asmr, C. (2018, July 8) *ASMR / Roleplay Enfermera* [video]. YouTube. <https://www.YouTube.com/watch?v=NaGfusMmMJw>

Module 4: Editing and Narration in Biomedical Sciences.

- Estévez, D. (2020) Módulo 4. In *Spanish for Biomedical Sciences* (Vol. I, pp. 125-180). Arizona State University: McGraw Hill Education.
- Estévez, D. (2021, March 21) *Tips de la profesora Estévez Narración con lista de control* [video]. YouTube. <https://www.YouTube.com/watch?v=DZtWgkUJYYc>
- Hospitaria (2015, Sept. 5) *Preguntas de pediatría* [video]. YouTube. <https://www.YouTube.com/watch?v=mjS8PhH8K4k>
- Domínguez, Y. (2018, May 20) *La consulta* [video]. YouTube. https://www.YouTube.com/watch?v=Cu_GX8Xn8vY
- Televisión Publica (2014, Sept. 12) *Red de salud- Preguntas frecuentes en Pediatría 04-09-14* [video]. YouTube. https://www.YouTube.com/watch?v=Y_awdBoCctk
- Nava, A. (2020, March 3). *Mexicano con Covid-19 cuenta cómo es vivirlo en carne propia*. Excelsior. <https://www.excelsior.com.mx/nacional/mexicano-con-covid-19-cuenta-como-es-vivirlo-en-carne-propia/1371121>.
- Alarcón-Nivia, M. Á., Sepúlveda-Agudelo, J., & Alarcón-Amaya, I. C. (2011). *Las parteras, patrimonio de la humanidad*. *Revista Colombiana de Obstetricia y Ginecología*, 62(2), 188-195.

Module 5: Authentic Resources for Academic research in Spanish.

- Estévez, D. (2020) Módulo 5. In *Spanish for Biomedical Sciences* (Vol. I, pp. 181-240). Arizona State University: McGraw Hill Education.
- Estévez, D. (2020, Oct. 23) *Dr. Estévez Lecture: Research methods* [video]. YouTube. <https://www.YouTube.com/watch?v=nylFcuoTmXM>
- Estévez, D. (2020, Oct. 5) *Entrevistas de la Dra. Estévez: Rural Guatemala and Social Work IV* [video]. YouTube. <https://www.YouTube.com/watch?v=Md3Oejs8DoQ>
- Estévez, D. (2020, Sept. 16) *Dr. Estévez_ Lecture from University of Havana Social Psychologist* [video]. YouTube. <https://www.YouTube.com/watch?v=kaaMzPypW1w>

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