The University Of
T A M P A

Syllabus

LAN 151-1 – Spanish Medical Terminology (4 credits)

Winter 2021

Course Information:
- Days: Monday-Friday
- When: 12-5pm
- Where: Zoom
  https://utampa.zoom.us/j/96570565757?pwd=OUhlb3FnVTNDc0JRcjlEdll2Q1B5dz09

Instructor Information:
Name: Dr. Alyssia Miller De Rutté, Professor of Instruction
Email: amiller@ut.edu
Virtual Office on Zoom: Same link as class
Virtual Office Hours: Monday-Thursday after class

Course Description:
This course is an introductory course in Spanish medical terminology, which introduces students to the study of the language of medicine with an emphasis on the Spanish language. This course focuses on vocabulary, morphemes (study of root words, prefixes, suffixes), pronunciation, spelling, definitions, and cultural practices and influences. This course is taught in English. No previous Spanish experience is necessary, although basic Spanish knowledge is helpful.

Required Texts/Materials:
1. *Spanish and the Medical Interview* by Pilar Ortega – 2nd edition – ISBN: 9780323371148
2. Reliable and consistent internet connection
3. Zoom account provided by UT with camera turned on
4. Blackboard account that is monitored very frequently
5. spartans.ut.edu email account that is monitored very frequently
6. Google Chrome to access Proctorio

Course Objectives:

Upon completion of this course, students will be able to:

1. Identify and define Spanish morphemes
2. Spell and pronounce Spanish medical terms
3. Define unknown Spanish medical terms
4. Analyze cultural practices, impacts and influences as they relate to health
5. Understand the differences between and uses of translation and interpretation
6. Share information (health and otherwise) on a Spanish-speaking country
7. Reflect on learning and personal development

It's a COURSE…but also a GAME:

In traditional courses, you are marked down for points missed on assignments, projects, exams, etc. You have no choice in what you complete. You receive some feedback and grades telling you how you did. But, games are different. And, this is a gamified course!

In a game, you start with 0 points and work your way up based on choices you make while receiving constant feedback. In this course, you will start with 0 points and "level up" through engagement in course activities to earn your final grade. Each assignment is worth a certain number of points. Some points will be earned during specific classes while others can be earned doing other work. You do have some flexibility in which assignments you complete.

We are focusing on mastering material in this course because the goal of the course is to develop the skills and knowledge described in the course objectives. This means that you will have the opportunity to revise and resubmit some work. This does not mean, however, that this course will be easy. There are many activities to complete. Some are challenging and time consuming, and they are worth different points.

THE GAME

For this course, there are two "paths": medicine and nursing. If you are planning on going to medical school, you may choose the medicine path. If you are planning on going into the nursing profession, you may choose the nursing path. If neither of these areas apply to you, you may choose either path. There is no difference between the paths other than the names of the levels.

Each student will begin at Level 1 – "Pre-Med Student" or "Nursing Student." To earn Experience Points (XP) and to level up, students will complete different Battles, Quests, and Treasure Chests, which will be described below. The final grade you earn will reflect the effort you put into the course and correspond to the XP you have earned and will be based on the following information:

GRADING SCALE:

Level	Medicine	Nursing	XP Earned	Course Grade
	Medicine	Nursing		
1	Pre-Med Student	Nursing Student	0	F
2	Medical Student	Licensed Practical Nurse	40,000	D
3	Intern	RN-BSN	45,000	CD
4	Fellow	Charge Nurse	50,000	C
5	Resident	Advanced Practice Nurse	55,000	BC
6	Attending	Nurse Practitioner	60,000	B
7	Head of Department	Nurse Manager	65,000	AB
8	Chief of Surgery	Director of Nursing	70,000	A
9	Surgeon General	Chief Nursing Officer	75,000	ABOVE & BEYOND

Experience Points:

To earn XP and level up, you have the following opportunities:

QUESTS

In this class, you will have 5 quests to accomplish to earn the maximum XP! Each quest is worth a different amount of XP, and each is explained below.

QUESTS	XP
Attendance	2000 (250 x 8)
Participation	Varies each day
Personalized Vocab List and Pamphlet	5000
Article Discussion	6000
Reflections	8000 (2000 pts x 4)

ATTENDANCE (250 XP per day = 2000 XP)

To achieve the Attendance Quest and earn the max XP, you need to do the following:

1. Attend class from day 1. Each day of class will count towards each student's attendance XP.
2. Know that attendance is mandatory.
3. Be in class for the entire class to receive full attendance XP. Any day a student arrives late or leaves early, the student will earn partial XP. Students should not make a habit of arriving late or departing early as it will always result in lower XP.

Excessive absences policy: If a student misses two (2) class meetings FOR ANY REASON, the student will automatically fail this course.

University-related absences: If a student participates in an officially sanctioned university activity and will miss class because of their involvement in those activities, the student must provide written documentation on official letterhead to their professor at the beginning of the semester. Absences for university functions will not count against the allowed absence.

Religious holidays: Religiously observant students wishing to be absent on holidays that require missing class should notify their professor in writing at the beginning of the semester. Absences for religious holidays will not count against the allowed absence.

PARTICIPATION (Varies each day)

Active participation is fundamental to a student's learning. Every class period, each student will have the opportunity to earn Participation XP through active participation during the entire class.

Electronic devices: During classes, phones and webpages should be used for class-related content, i.e. e-version of the textbook or other sites used for research purposes. Social media, phone calls, texting, messaging, etc. should be used in emergency situations only. If a student is found to be abusing this policy, they will be found to be in violation of the game and not earn participation XP. We will have breaks throughout the class time, so you will have time to check your electronic devices then. Please keep them away and turned off unless on break or given permission.

PERSONALIZED VOCAB LIST AND PAMPHLET (5000 XP)

This is a "Choose Your Own Adventure" Quest! In class, we will be covering a lot of general vocabulary, which is beneficial to anyone going into the health care field. But, since everyone has different majors and interests, it would also be valuable to know words and phrases relevant to your future career. To earn these XP, you will have the opportunity to use the chapters in our textbook that we are not covering as well as other reputable resources online (i.e. www.wordreference.com) to create an additional vocab list related to your major and/or future career. For example, perhaps you are interested in pediatrics, so your vocab list will be words and phrases concentrating on terminology commonly found in pediatrics.

To accomplish this quest, you will need to achieve the following:
1. Choose a health-related area that you are interested in specializing in, working in, researching, or knowing more about.
2. Find 75 new words and/or phrases relevant to that area using our textbook and/or www.wordreference.com
   a. Your list must be words that we are not covering in class. They must be additional. At the end of the syllabus, you will see what chapters we are covering in the textbook and can use that as a guide.

3. Create/design a pamphlet, brochure, etc. showing your 75 words in both Spanish and English. This should be a professional, marketable product like "The Top 75 Spanish Words and Phrases to Know for Pediatrics."
4. Upload your product to Blackboard by 5pm on January 15, 2021.
    a. NOTE: If you submit your list by 5pm on January 13, 2021, you will have the opportunity to revise and resubmit your work.

ARTICLE DISCUSSION (6000 XP)

This is another "Choose Your Own Adventure" Quest! In class, we will be reading different articles related to the Spanish language, culture, medicine, and health. But, the Game Master understands that this can be a lot of information, so she has divided this quest up across the class. To earn these XP, you have two ways to complete this quest.

- Option 1: Individual
- Option 2: Groups of 2

Once you have decided if you will tackle this quest individually or gain the strength of another player, you will need to achieve the following:
1. Select one of the available quest dates. You must complete your quest on the selected date during class. Available dates are January 6-7 and January 11-13. Multiple discussions will occur each day.
2. Choose one of the articles listed in Blackboard.
3. Determine a mode of presentation. Keep in mind the following:
    a. Use a visual aid
    b. Use readable font and colors on your visual aid
    c. Do not cover your visual aid with writing
4. Decide on an order of presentation. Think about who will cover which portions if you are working in a team and make sure to have a logical flow. Make sure to include:
    a. A brief summary of the article
    b. Your thoughts and opinions about the article
    c. A discussion where you ask your classmates for their thoughts and opinions about the article
    d. Your presentation should be between 6-8 minutes long (regardless of individual or teams)
    e. Do NOT simply summarize the article without providing your thoughts and opinions; do NOT ask yes or no questions
5. Note: Information collected during this quest will be valuable come Battle time, so make sure to pay attention when others are presenting.

REFLECTIONS (2000 XP EACH = 8000 XP)

This quest requires you to reflect on your learning and your learning process. To achieve this quest and earn the 2000 XP associated with each entry, you will need to do the following:
1. Think about what we've talked about in class, what you've read, etc.
2. Then, use these questions as a guide to form your reflection. You do not need to answer any or all of the questions. They simply serve as a guide. What have I learned? What is something that surprised me? How do my views, biases, and assumptions shape what I can and cannot see regarding this subject? In what way am I building my skills? How can I use what I've learned in my future career?
3. Choose Your Own Adventure! Choose how you would like to submit your reflection. You may write a journal entry or submit a video. If you choose to write a journal entry, write a minimum of 400 words. If you choose to record a video, record 3 minutes.
4. You have a total of 4 entries for this class. The first two entries are due by 5pm on January 8, 2021. The second two entries are due by 5pm on January 15, 2021.

BATTLES

In this class, you will have 2 types of battles to crush to earn maximum XP! Each battle is worth a different amount of XP, and each is explained below.

BATTLES	XP
Exams (Midterm and Final)	20,000 (10,000 x 2)
Final Project and Presentation	15,000

EXAMS – MIDTERM AND FINAL (20,000 XP)

Your first battle is a way to demonstrate your knowledge by conquering a midterm exam! Your midterm exam will be open from 12pm-5pm on Friday, January 8, 2021. Your final battle will be on Friday, January 15, 2021 from 12pm-5pm. For each battle, you will have one attempt to earn as many points possible. You must complete these battles using Proctorio. After completion of the first attempt, you will receive automatic feedback which you will be able to use to submit revisions to your exam to earn more XP. You may earn up to 50% more XP not to exceed the maximum amount. For example, if you earned 5000 out of 10,000 possible points, you may submit revisions to earn a maximum of 2500 additional points for a total of 7500. You may use class notes and resources when submitting revisions. Your revisions must state what needs to be revised/corrected/enhanced/etc. and why. Note: You must take the exam first to be able to submit revisions. Exams and revisions must be completed by 5pm on the due dates.

FINAL PROJECT AND PRESENTATION (15,000 XP)

This battle will challenge you to use gameplay to teach the class about a particular Spanish-speaking country and that country's health statistics, issues, etc. To earn these XP, you have two ways to conquer this battle.

- Option 1: Individual
- Option 2: Groups of 2 or 3

Once you have decided if you will tackle this quest individually or gain the strength of other players, you will need to achieve the following:

1. Choose one of the following Spanish-speaking areas: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Honduras, Guatemala, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, United States, Uruguay, Venezuela
2. Decide how you will use gameplay to teach the class about your country. You can choose if you want to play a game with the class, tell us how you would construct a game, etc.
3. Determine how you will present the information and/or play the game. Remember we are completely online! Keep in mind the following:
    a. Use a visual aid
    b. Use readable font and colors on your visual aid
    c. Do not cover your visual aid with writing
4. Make sure to teach the class the following information: basic country information, demographics, health statistics, common diseases, treatments/remedies, etc.
5. Your presentation/gameplay should last at minimum 10 minutes.
6. All presentations/gameplay will occur during class on January 14, 2021.
7. Note: Information collected during this quest will be valuable come Battle time, so make sure to pay attention when others are presenting.

TREASURE CHESTS

Treasure chests are OPTIONAL and not required.

Any Treasure Chest turned in by 5pm on January 13, 2021 will be reviewed prior to the final deadline of 5pm on January 15, 2021. Students will have the opportunity to revise and resubmit work if needed up until the final deadline.

You may earn extra XP in the following ways:

TREASURE CHESTS	XP
End of Course Evaluation	1000
Game Master Trouble Ticket	1000
Gamification Improvement Ticket	1000
Reflections	2000
Give Back Ticket	2000
Research Project Proposal	3000
Annotated Bibliography	3000
Interview	4000
Choose Your Own Adventure	TBD

END OF COURSE EVALUATION (1000 XP)

To find these Treasure Chest XP, you will need to complete the end of course evaluation, which will be sent to your spartans.ut.edu email. Once you complete the evaluation, upload your email confirmation to Blackboard by 5pm on January 15, 2021.

GAME MASTER TROUBLE TICKET (1000 XP)

To find these Treasure Chest XP, you will need to submit a private reflection on a course assignment or structural element describing how it could be improved. You may submit this in writing, a recorded PowerPoint or an audio/video recording. Once you complete the ticket, upload your response to Blackboard by 5pm on January 15, 2021.

GAMIFICATION IMPROVEMENT TICKET (1000 XP)

To find these Treasure Chest XP, you will need to submit a private reflection on the gamified aspects of the course describing how they could be improved or what other aspects should be included. You may submit this in writing, a recorded Powerpoint or an audio/video recording. Once you complete the ticket, upload your response to Blackboard by 5pm on January 15, 2021.

REFLECTIONS (2000 XP each)

To find these Treasure Chest XP, you will need to submit additional reflections as described in Reflections Quest. You may submit a maximum of two additional reflections for 2000 XP each. You may submit this in writing, a recorded Powerpoint or an audio/video recording. Once you complete the reflections, upload your response to Blackboard by 5pm on January 15, 2021.

GIVE BACK (2000 XP each)

To find these Treasure Chest XP, you have the opportunity to donate school supplies to local Hispanic communities. Go to my Amazon wish list at https://www.amazon.com/hz/wishlist/ls/2RRI9H4R84U1O?ref_=wl_share to see needed donations. 2000 XP will be given for each $20 in supplies donated up to a maximum of $40. That means that if you donate $20 in school supplies you will receive 2000 XP. If you donate $40 in school supplies, you'll receive 4000 XP. Note that your donation must equal at minimum $20. If you total is $19.99, you will not earn XP. Once you make your purchase, upload a copy of your receipt (MUST CONTAIN TOTAL AMOUNT DONATED) to Blackboard by 5pm on January 15, 2021.

RESEARCH PROJECT PROPOSAL (3000 XP)

To find these Treasure Chest XP, you will need to submit a research project proposal describing a research project you would be interested in completing. Your proposal should include a title, abstract, brief introduction, brief background, methodology, what you hope to find, and a works cited. Your proposal should be related to the subject matter of this course. You may submit this in writing, a recorded PowerPoint or an audio/video recording. Once completed, upload your proposal to Blackboard by 5pm on January 15, 2021.

ANNOTATED BIBLIOGRAPHY (3000 XP)

To find these Treasure Chest XP, you will need to submit an annotated bibliography on a topic related to the subject matter of this course. Your annotated bibliography should include 10 academic sources (peer-reviewed journal articles, academic books, etc.) with a minimum of four sentences summarizing the source and one evaluating the source (reliable, current, objective, etc.). Once completed, upload your annotated bibliography to Blackboard by 5pm on January 15, 2021.

INTERVIEW (4000 XP)

To find these Treasure Chest XP, you will need to interview someone in the health care field on their perceptions towards using translators, knowing medical Spanish, etc. After the interview, write up a summary of the interview and include a part where you reflect on what your interviewee said. Do you agree? Why or why not? How does what they said help you for your future career? Once completed, upload your interview to Blackboard by 5pm on January 15, 2021.

CHOOSE YOUR OWN ADVENTURE (TBD)

Do you want to do an assignment or activity that isn't listed as a Treasure Chest? You can make one up! First, propose your own activity to the Game Master. Once approved, you may complete the activity. To submit your proposed activity, submit the following information to Blackboard: requirements of activity, explanation of how it is a valuable learning activity, XP value. Proposals must be submitted by 5pm on January 11, 2021 to be considered. Finished activities need to be uploaded to Blackboard by 5pm on January 15, 2021.

POLICIES REGARDING QUESTS, BATTLES, AND TREASURE CHESTS

There is no late work accepted for any assignment. If you do the quests, battles, and treasure chests on time with appropriate effort while following directions, you'll receive XP. If you do not comply, no XP will be earned. All assignments must meet the Game Master's intended purpose and required effort. While the Game Master has established these requirements within this document, it is up to each student to clarify any outstanding questions.

General Course Policies:

EMAIL POLICY

Contact your professor using your spartans.ut.edu email. Note: Emails received after 5pm will go unanswered until the next business day. This includes emails received on Friday at 5pm. These will go unanswered until Monday.

Make sure to include the following information in your email:
1. A subject for your email, which also includes the course title – "LAN 151"
2. A greeting/form of address
3. The body of your email should state clearly your question or problem.
4. A closing/your name

A sample email is below:

Subject - LAN 151 Question

Hi Dr. Miller,

I am having problems submitting my assignment to Blackboard. Are you able to see anything on your end that would prohibit me from submitting?

Best,
Your Name

Email is considered a formal and official means of communication. It is not appropriate to send an email that looks like a text message. This includes emojis and shorthand. Your email will go unanswered if it does not have at least these four parts and/or looks like a text.

GRADE DISPUTE POLICY

If students have any questions about their grades on individual assignments, they have two days after an assignment is graded to dispute their score. If two days pass, the student's grade will remain as is.

NAME AND PRONOUN POLICY

As a student, you have the right to be referred to with the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, you are welcome to let me know in class or through email at any time. I do my best to know student names and will call you by your name often. If at any point, I am mispronouncing your name I encourage you to correct me as soon as possible in class or through email. Additionally, you have the right to be referred to with the pronouns you are comfortable with. In order to have a safe and respectful environment, you should refer to your classmates with the names and pronouns that your classmates are most comfortable with. If you have any concerns, please email me or attend my office hours at any point during the semester.

ONLINE SUBMISSION POLICY

By submitting assignments in this course, you affirm that you have upheld the Spartan Code of Conduct and Academic Integrity Policy found on UT's website. Your submission indicates that you have not received or given inappropriate assistance in completing your work, that the work submitted is entirely your own, and that quotations and sources have been properly cited.

PROFESSIONALISM POLICY

Please keep the following information in mind during this course.

NETIQUETTE is a set of rules for behaving properly online. In cyberspace it is sometimes easy to forget that we are interacting with other real people. When communicating, remember these rules:

Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting), as this can cause hurt feelings and decrease the chances of obtaining different points of view.

Be sensitive to the fact that online participants represent a wide variety of different political and religious beliefs as well as cultural and linguistic backgrounds. Disagreeing is fine and even encouraged but remember that college dictates rational discourse (using evidence and logic in your responses rather than personal attacks).

Use good taste when composing your responses. Swearing and profanity should be avoided. Also, consider that slang can be misunderstood or misinterpreted.

DON'T USE ALL CAPITAL LETTERS (some capitalized words are fine for emphasis), as this is considered "shouting." It can also be stressful on the reader's eyes.

If you use an acronym, spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.

Use proper spelling, grammar, and punctuation.

TECHNOLOGY POLICY

As this course functions entirely online, it is essential that you make every effort to maintain a connected and reliable internet connection. As such, you should not wait until the last minute to complete assignments as no exceptions will be made for technological issues. Make a back-up plan and a back-up to the back-up plan. There are always solutions to submitting work on time.

ZOOM ETIQUETTE POLICY

When attending a class or meeting via Zoom, follow these tips on preparedness and general Zoom etiquette and best practices to maximize your virtual classroom learning.

Dress Appropriately. Take a few minutes to throw on a clean shirt and a pair of pants. If you wouldn't wear it to class, don't wear it on Zoom! Brush your hair. Zoom is your new classroom, and dressing appropriately and practicing normal hygiene will help you get into a learning mindset and promote productivity.

Mute Your Mic. Remember to mute your microphone when you are not asking a question, presenting, or contributing to class discussions. Muting your mic will eliminate background noise or feedback that can be very distracting for other meeting participants. It is

recommended to mute your microphone as soon as you enter the meeting, so you do not forget later.

Be Aware of Your Background. Avoid backlight from sitting in front of a window and have good lighting so your face can be seen clearly. Participants want to see your face! Ensure that your background is free of other people to minimize distractions to classmates. If you are not able to find a quiet place from family or roommates, you could choose to use a virtual background. However, make sure it is not distracting. Zoom has some virtual backgrounds you can use. In the instance that you need to step away from the Zoom call, be sure to turn off your video. It might be nice to have a profile picture, rather than a plan gray box with your name on it.

Be Attentive and Limit Distractions. It may be tempting to have other conversations or get distracted during a lull in the meeting, but do not do this! You might miss out on key information, important deadlines, or opportunities to engage in class discussion. Silence your phone to ensure that you can be fully attentive to the ongoing class. Do not log on to a zoom meeting from your bed. Locate a quiet workspace that allows you to sit up straight! Remind your roommates of your virtual class schedule to minimize distractions. Do not multi-task or work on other assignments during the meeting. Try not to eat during class as that will be distracting for your classmates. If you must, be sure to turn off your video and mute your mic!

Avoid Simple Mistakes. To avoid embarrassing moments, pay attention to your video, microphone, and screen sharing settings to avoid embarrassing mistakes. Before sending a message in the chat ensure it is going to the right recipients and is appropriate. Respect participants' privacy during a class or meeting. If the session needs to be recorded for those who missed it, make sure you ask permission before you do so.

University Policies:

SYLLABUS SUBJECT TO CHANGE

This syllabus is informational in nature and is not an express or implied contract. It is subject to change due to unforeseen circumstances, as a result of any circumstance outside the University's control, or as other needs arise. If, in the University's sole discretion, public health conditions or any other matter affecting the health, safety, upkeep or wellbeing of our campus community or operations requires the University to make any syllabus or course changes or move to remote teaching, alternative assignments may be provided so that the learning objectives for the course, as determined by the University, can still be met. The University does not guarantee that this syllabus will not change, nor does it guarantee specific in-person, on-campus classes, activities, opportunities, or services or any other particular format, timing, or location of education, classes, activities, or services.

EXPOSURE TO OR DIAGNOSIS OF COVID-19

What to do if you have an exposure or diagnosis of COVID-19

If you have been diagnosed with COVID off-campus, please confidentially report this to UT's local contact tracers Rapid-Trace, so they can confidentially notify anyone else who may have been exposed, provide you resources, work with you on isolation/quarantine guidelines, and arrange notification to your professors as needed. Students can contact Rapid-Trace at (813) 699-3551, or selfreport@rapid-trace.com. Rapid-Trace can be reached daily from 7 a.m.-9 p.m., with after-hours voicemail.

If you are diagnosed with COVID at the Dickey Health and Wellness Center - Rapid-Trace will contact you.

Types of Close Contact that will be traced:

There are three types of contact that Rapid Trace contact tracers will look for when a case has been identified:

- Physical contact – touching without protection

- Close contact – within 6 ft. for 15 minutes or more

- Proximate contact – More than 6 feet-but in the same room for an extended period (an hour or more). However, if students, faculty and staff were wearing masks and are 6ft or more apart then they would NOT be considered close contacts, regardless of class time or time in a room together.

Please remember that these are general guidelines, and it is important to always follow UT's Spartan Shield directives for health and safety.

If you feel you have been exposed to COVID and have not been contacted by Rapid Trace, please confidentially report the exposure to get assistance and guidance.

TITLE IX & REPORTING SEXUAL MISCONDUCT

Sexual misconduct, including, but not limited to: acts of sexual harassment, nonconsensual sexual intercourse, nonconsensual sexual contact, dating violence, domestic violence, stalking, gender-based harassment or sexual exploitation are prohibited by Title IX, the Student Code of Conduct and other University policies.

The University strives to maintain a safe and nondiscriminatory campus community, and to do so, it is important for the Spartan community to report any safety concerns, such as acts of sexual

misconduct. If you experience or witness any of these University prohibited actions, the University encourages reporting these matters, so that the University is able to take prompt action to stop, prevent and remedy the effects of the harassment. University resources and grievance procedure information will be provided to individuals who may seek services or redress.

There are many options to making a Title IX/Sexual Misconduct report. You may report this information through the University's online Title IX Report form.[1] The information will be forwarded and reviewed by the Title IX Coordinator or a Title IX Deputy Coordinator, who will contact you to provide further information on University grievance procedure options and resources that are available.

You may also make a direct report by contacting the University's Title IX Coordinator:
>Donna Popovich, Title IX Coordinator
>Southard Family Building Suite #266
>(DPopovich@ut.edu) (813)-257-3723

If you decide to discuss an incident with your course professor, it is important to note that they are considered a Responsible Employee, and are obligated to report the information you share to the University's Title IX Coordinator.[2]

If you are not ready to disclose or report this information to the University, you may disclose the information to a confidential party, such as a Victim Advocate, or a Counselor or Health Clinician at the Student Health and Wellness Center, to discuss any further options and resources available before making a decision to report.

- The Victim's Advocacy Hotline: (victimadvocacy@ut.edu) (813) 257-3900
- Health and Counseling Center (healthcenter@ut.edu) (813) 253-6250
- Dickey Health & Wellness Center (wellness@ut.edu) (813) 257-1877

For more information, see The University of Tampa's Title IX webpage[3] and the Student Code of Conduct[4] webpage.

ADA STATEMENT

Students with disabilities: If you require accommodations because of a disability, please call (813) 257-5757 or e-mail disability.services@ut.edu for information on registering with Student Disability Services. You can also submit your request for accommodations and supporting

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[1] https://ut-advocate.symplicity.com/titleix_report/index.php/pid419524?
[2] There is an exception to this required reporting for preventative education programs and public awareness events or forums. For more information about exempt events, please contact the Title IX Office.
[3] https://www.ut.edu/about-ut/university-services/human-resources/title-ix-
[4] https://www.ut.edu/campus-life/student-services/office-of-student-conduct/student-code-of-conduct

documentation via an [Accommodation Request](#)[5]. Please feel free to discuss this with me in private for more information.

If you encounter disability-related barriers accessing the online content for this course, please contact Sharon Austin, Academic Technology Accessibility Specialist, at saustin@ut.edu. If the initial access to the content cannot be resolved, the university will provide individuals with disabilities access to, and use of, information and data by an alternative means that meets the identified needs.

CAMPUS CLOSURE STATEMENT

Course interruption due to adverse conditions: In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access [UT Homepage](#)[6] for information about the status of the campus and class meetings. In addition, please refer to [UT Blackboard](#)[7] for announcements and other important information. You are responsible for accessing this information.

ACADEMIC INTEGRITY STATEMENT

The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. Upholding academic integrity and promoting an ethical standard that does not condone academic misconduct is an important demonstration of these values and underpins how we live and learn in a community of inquiry. Students are expected to act ethically in the pursuit of their education and to avoid behaviors that run counter to participation in and demonstration of their learning. The [Academic Integrity Policy](#)[8] lists several common types of violations related to cheating, unauthorized collaboration or assistance, plagiarism, and more. While the policy lists common violations and examples, it is not an exhaustive list and instructors may identify other types of conduct that impacts their ability to evaluate what has been learned substantively enough to constitute a violation of this policy. An instructor may impose a wide range of sanctions for academic integrity violations from completing a more difficult replacement assignment to an F in the course. Particularly severe violations or multiple violations throughout a student's academic career may result in suspension or expulsion from the University.

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[5] https://ut-accommodate.symplicity.com/public_accommodation/

[6] http://ut.edu

[7] https://utampa.okta.com

[8] http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy

FACE COVERINGS/MASKS

All face coverings, whether disposable or reusable, must

- be made with at least two layers of breathable material;
- fully cover the nose and mouth and secure under the chin;
- fit snugly but comfortably against the side of the face; and
- be secured with ties or ear loops, allowing one to remain hands-free.

Based on guidance from health authorities, the following are *not* acceptable face coverings: neck gaiters, open-chin triangle bandanas, and face coverings containing valves, mesh material, or holes of any kind. Unless a face shield is coupled with a face mask, it is *not* considered an acceptable masking practice on campus.

Failure to wear a mask will mean that one cannot enter a building nor attend class. Refusal to wear a mask within the classroom is considered disruptive behavior and will be handled through the classroom disruption policy. Refusal to wear a mask in other settings will be handled through Student Conduct or Human Resources if faculty or staff.

It is important to note that UT policy may vary from City and County Executive Orders. You may want to refer to local government websites as you travel the City and the County.

City of Tampa[9]
Hillsborough County[10]

CLASS DISRUPTION STATEMENT

Disruption policy: Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs. Details of the policy may be found at Disruption of the Academic Process[11].

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[9] https://www.tampagov.net/emergency-management/covid-19/face-covering
[10] https://www.hillsboroughcounty.org/en/residents/public-safety/emergency-management/stay-safe/face-coverings-and-masks
[11] http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Disruption-of-the-Academic-Process

STUDENT CODE OF CONDUCT AND COVID-19

All students whether living on or off campus are responsible for their own behavior and their personal safety. In the current COVID-19 pandemic, it is imperative that students understand their responsibility to support not only their own health and safety, but also how their personal actions contribute to the safety and welfare of others, including those within and outside the UT community. Non-compliance with the Spartan Shield Health and Safety Plan has been incorporated into the Student Code of Conduct[12] to promote accountability.

Prohibited conduct includes, but is not limited to, violating isolation and/or quarantine restrictions, not maintaining appropriate physical/social distancing or not following the required use of approved facial coverings in public campus spaces indoors, and outdoors when physical/social distancing is not possible. Behavior that violates city, county and/or state executive orders specifically related to the public health emergency in the state of Florida due to the spread of COVID-19, is also prohibited. Engaging in any behaviors that violate the Spartan Shield Health and Safety Plan may result in disciplinary action ranging from a disciplinary reprimand through expulsion from the University.

As a community, we abide by the Spartan Code and express care for ourselves and each other by sharing the obligation of compliance and holding each other accountable to the health and safety measures outlined by the University's Spartan Shield Health and Safety Plan. Violations of University policy should be reported by contacting Campus Safety at (813) 257-7777 or by submitting a student conduct incident report[13].

FERPA DISCLAIMER

Following the Family Educational Rights and Privacy Act (FERPA), no third-party person will be able to serve as a proxy for matters pertaining to this course. Communication will be between the professor and the student. If a matter cannot be resolved or a situation escalates, the chair of the department, Dr. Andrew DeMil, will help mediate a solution.

GENERAL DISCLAIMER

The professor reserves the right to make changes to this syllabus as necessary.

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[12] https://www.ut.edu/campus-life/student-services/office-of-student-conduct/student-code-of-conduct
[13] https://ut-advocate.symplicity.com/public_report/index.php/pid148678?

Course Schedule:

Day	Content	Assignments Due
Monday, Jan. 4, 2021	Course Introduction Content Introduction	
Tuesday, Jan. 5, 2021	Basic Anatomy, Chief Complaint	
Wednesday, Jan. 6, 2021	Acute and Chronic Disease	Article Discussions (in class) • Understanding the Growing Epidemic of Type 2 Diabetes in the Hispanic Population in the United States (Aguayo-Mazzucato et al., 2019) • A Systematic Review of the Impact of Patient–Physician Non-English Language Concordance on Quality of Care and Outcomes (Diamond et al., 2019) • Perceptions of Chronic Illnesses and Preventive Behaviors Among Hispanic/Latino Men (Luquis, 2019) • Association of Acculturation and Country of Origin with Self-reported Hypertension and Diabetes in a Heterogeneous Hispanic Population (Rodriguez et al., 2012)
Thursday, Jan. 7, 2021	Medications and Herbal Remedies	Article Discussions (in class) • Missed Opportunities to Build Rapport: A Pragmalinguistic Analysis of Interpreted Medical Conversations with Spanish-Speaking Patients (Allison & Hardin, 2019) • *Tés, Licuados*, and *Cápsulas* Herbal Self-Care Remedies of Latino/Hispanic Immigrants for Type 2 Diabetes (Amirehsani & Wallace, 2013) • Health Care Provider Perceptions of Pain Treatment in Hispanic Patients (Chiauzzi et al., 2011) • An Examination of the Folk Healing Practice of *Curanderismo* in the Hispanic Community (Sanchez, 2018)
Friday, Jan. 8, 2021	No Class (Use time to complete your midterm and revisions)	Midterm Exam with Revisions
Monday, Jan. 11, 2021	Exams and Testing	Article Discussions (in class) • Hispanic Students' Perceptions About HIV/STI Testing and Prevention: A Mixed-Methods Study in a Hispanic-Serving University (Fernandez et al., 2019) • Health Literacy and Cervical Cancer Screening Among Mexican-American Women (Flores et al., 2019) • Expressions of Machismo in Colorectal Cancer Screening Among New Mexico Hispanic Subpopulations (Getrich et al., 2012)

Tuesday, Jan.12, 2021	Social and Cultural Determinants of Health	Article Discussions (in class) - Employment Status and the Association of Sociocultural Stress with Sleep in the Hispanic Community Health Study/Study of Latinos (HCHS/SOL) (Alcantara et al., 2019) - Gender Matters: The Influence of Acculturation and Acculturative Stress on Latino College Student Depressive Symptomatology (Castillo et al., 2015) - Familismo: Influence on Hispanic Health Behaviors (Davila et al., 2009) - Machismo, Marianismo and Negative Cognitive-emotional Factors: Findings from the Hispanic Community Health Study/Study of Latinos Sociocultural Ancillary Study (Nuñez et al., 2016)
Wednesday, Jan. 13, 2021	Translation and Interpretation; Family	Article Discussions (in class) - Should I Call an Interpreter?—How do Physicians with Second Language Skills Decide? (Andres et al., 2013) - Talking about Sexual and Reproductive Health Through Interpreters: The Experiences of Health Care Professionals Consulting Refugee and Migrant Women (Mengesha et al., 2018) - Medical Students' Experiences and Perspectives on Interpreting for LEP Patients at Two US Medical Schools (Vela et al., 2016)
Thursday, Jan. 14, 2021	Final Project Presentations	Final Project Presentations (in class)
Friday, Jan. 15, 2021	No Class (Use time to complete your final and revisions)	Final Exam with Revisions All Treasure Chests