**Listening for Family History in Spanish**

Lesson prepared by Sarah Jey Whitehead, UT Austin, for the Spanish in Texas Project

**Prepared for:** Beginning Level Nursing Students of Spanish.

**Premise:** This lesson is designed for students who have little Spanish, but who may find themselves in the position, as healthcare professionals, of interacting with patients in Spanish. This lesson focuses on the language production and comprehension skills students will benefit from specifically in talking with patients about their family history. The idea is that students have to understand significantly more language than they have to produce, and the structure of the lesson reflects that imbalance.

**Objectives**:

A. Students will use family-related vocabulary to practice asking/hearing information about family history.

B. Students will employ listening strategies to understand information about family history when patients aren’t answering specific questions.

C. Students will create follow-up questions to ask patients about their family history.

**Outline of Components of Lesson:**

|  |  |  |
| --- | --- | --- |
| **Part** | **Time** | **Basic Activity (more information on all materials included below)** |
| 1 | 5 min | Teacher models for students what questions about family history might look like. |
| 2 | 10 min | Students practice asking each other family history, using information provided to them about made-up patients. |
| 3 | 25 min | Listening activities focused on family history, using a SPinTX video. |
| 4 | 10 min | Listening work, and coming up with follow-up questions for a “patient” in a SPinTX video. |
| 5 | 10 min | Students individually consider follow-up questions for a third video, and complete a brief self-evaluation. |

**Part 1: Teacher Models Family History (5 min)**

**Materials:**

***Attached Handout:* Family History Models** (Note: the chart itself is in English, because most HCPs have to fill out their paperwork in English. The answers are in Spanish to facilitate student learning.)

**Instructions:** Each student receives one of four models (I suggest that each model is photocopied on a different color of paper), and the teacher asks students the questions a nurse might ask in order to fill out the form. (e.g. ¿Hay cáncer en su familia?, ¿Ha tenido usted algún accidente notable en el pasado?, ¿Tiene usted diabetes?). Students answer *as* the patients, using the information they have on the forms, so have to switch some of the grammar to make it 1st person. Depending on the group, teacher may do a mini lesson about “hay” or “tener” or something else at this point. Students should be directed to take notes so that they, too, can use these questions when they’re the healthcare provider.

**Part 2: Students Practice Asking for Family History (10 min)**

**Materials:**

***Attached Handout:* Family History Models**

***Attached Handout:* Patient Family History Form - Blank** (This can be photocopied on the back of the models students have from part 1)

**Instructions:** Students get up and interview one another for the information on their assigned models (students can look for peers with different colors of paper). They fill out the blank form they have when they’re the healthcare professional, and use the pre-filled out model when they’re the patient. Students can compare information once they’ve finished to see how their comprehension was. Students might have time to interview more than one person.

**Part 3: Listening Activities Focused on Medical History.**

**Materials:**

[**SPinTX VideoA: Lo que más resalta**](http://coerll.utexas.edu/spintx/video/474) **(**<http://coerll.utexas.edu/spintx/video/474>)

***Attached Handout:* Family History Video A Worksheet**

**Instructions:** During these activities, students will be guided in skills relating to objectives A and B. They will listen to a video several times in which Paul W describes a near-death experience as a child, and hypothesize about the gist of the account.

**Part 4: Activities Focused on Follow-Up Questions**

**Materials:**

[**SPinTX VideoB: Había mucha depresión**](http://coerll.utexas.edu/spintx/video/1435) **(**<http://coerll.utexas.edu/spintx/video/1435>)

***Attached Handout:* Family History Video B Worksheet**

**Instructions:** Included in handout

**Part 5:**

**Materials:**

[**SPinTX VideoC: Todo el mundo la quería**](http://www.google.com/url?q=http%3A%2F%2Fcoerll.utexas.edu%2Fspintx%2Fvideo%2F1417&sa=D&sntz=1&usg=AFQjCNELY-Qts0yKe8yuaJ-i4ikFJbSDsw)

***Attached Handout:* InformalAssessmentandSelf-Eval**

**Instructions:** Students watch the video twice and complete the informal assessment and the self-eval (which contains further information).

**Asking for Family History in Spanish**

**Model 1 of 4**

**Patient & Family History Form**

**Name: Margarita Váquez de Morales**

**Date of Birth: June 19, 1958**

**Medical History**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONDITION** | **PATIENT**  **Y/N** | **Affected Relatives** | **Notes** |
| **Cancer** | N | Madre- piel | Su madre está viva |
| **Diabetes** | S | Padres |  |
| **Cardiac Problems** | N | Abuelo paterno | Se murió de un ataque de corazón. |
| **Allergies** | S | ? | X la penicilina |
| **Hypertension** | N | Madre | paciente tiene la prehipertensión |
| **Emotional Problems** | N |  |  |
| **Other Condition/s** | N |  |  |
| **Notable Accidents** | S |  | Tiene problemas con el cuello por un accidente de coche hace 12 años. |

**Asking for Family History in Spanish**

**Model 2 of 4**

**Patient & Family History Form**

**Name: Roberto Rodriguez Águila**

**Date of Birth: October 10, 1988**

**Medical History**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONDITION** | **PATIENT**  **Y/N** | **Affected Relatives** | **Notes** |
| **Cancer** | N | Abuelo paterno | Se murió del cáncer de los pulmones. |
| **Diabetes** | N | Abuela materna |  |
| **Cardiac Problems** | N | Padre | Se murió de un ataque de corazón. |
| **Allergies** | S | ? | Generalmente tiene alergias durante la primavera |
| **Hypertension** | N |  |  |
| **Emotional Problems** | S | Si- su padre tenía la depresión por muchos años | Depresión. Está tomando el prozác. |
| **Other Condition/s** | N |  |  |
| **Notable Accidents** | N |  |  |

**Asking for Family History in Spanish**

**Model 3 of 4**

**Patient & Family History Form**

**Name: Mónica Blanco**

**Date of Birth: December 24, 1969**

**Medical History**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONDITION** | **PATIENT**  **Y/N** | **Affected Relatives** | **Notes** |
| **Cancer** | S | - | Remisión completa- tenía cáncer del seno. |
| **Diabetes** | N |  |  |
| **Cardiac Problems** | N |  |  |
| **Allergies** | S | ? | X Aspirina |
| **Hypertension** | N | Sus hermanos son hipertensivos |  |
| **Emotional Problems** | N |  | Su abuela tenía esquízofrenia |
| **Other Condition/s** | N | Tiene los pulmones mal-desarollados. |  |
| **Notable Accidents** | N |  | Su madre se murió durante el nacimiento de su hermano. |

**Asking for Family History in Spanish**

**Model 4 of 4**

**Patient & Family History Form**

**Name: Marcela Ruiz de Castro**

**Date of Birth: February 8, 1978**

**Medical History**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONDITION** | **PATIENT**  **Y/N** | **Affected Relatives** | **Notes** |
| **Cancer** | N | Padre se murió de cáncer del cerebro |  |
| **Diabetes** | S | Abuela materna |  |
| **Cardiac Problems** | N |  |  |
| **Allergies** | N | ? |  |
| **Hypertension** | S | Madre y abuelos maternos | Está tomando medicina para bajar la presión alta. |
| **Emotional Problems** | N |  |  |
| **Other Condition/s** | S |  | Está obesa, pero hace ejercicio 4 veces a la semana |
| **Notable Accidents** | S | Se rompió la pierna cuando era niña |  |

**Patient & Family History Form**

**Name:**

**Date of Birth:**

**Medical History**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONDITION** | **PATIENT**  **Y/N** | **Affected Relatives** | **Notes** |
| **Cancer** |  |  |  |
| **Diabetes** |  |  |  |
| **Cardiac Problems** |  |  |  |
| **Allergies** |  |  |  |
| **Hypertension** |  |  |  |
| **Emotional Problems** |  |  |  |
| **Other Condition/s** |  |  |  |
| **Notable Accidents** |  |  |  |

**Listening for Family History in Spanish: Part 3 of Entire Lesson**

[**Paul W: Lo qué más resalta...**](http://coerll.utexas.edu/spintx/video/474) **(**<http://coerll.utexas.edu/spintx/video/474>)

**Parte I:** In this video, Paul W describes something that relates to health care. You don’t need to understand everything to come away with the general idea. First, listen to the video, and circle the words you hear.

|  |
| --- |
| hermano corazón marearme puerta  hijo muero quince años morado  papá baño nueve años cuello  tío coche vecino piernas    mamá sueño veinte años enfermera  tía casa hermanas garganta  abuelo clínica madre oxígeno  hospital gases muchachas revivir |

**Parte II:** Listen to the video again, filling in the blanks when you hear a missing word. This time, focus is on the first and last parts of the script.

|  |
| --- |
| Paul F: habían... que tenía mi papá por... eh... con mi mamá. Entonces, ah... ahí **vivimos con otra 1.\_\_\_\_\_\_\_\_\_\_\_ americana.** Lo más destacable, lo que más resalta en mi estancia en Zapopan es que... no lo va a creer... **pero 2. \_\_\_\_\_\_\_\_\_\_\_ me muero**. Y lo digo en serio. Ahí **en esta casa, aunque moderna, no tenía 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ para los gases el calentador de agua**. Estaba precisamente montado en el baño mismo arriba de un gabinete, y los gases yo creo se suponía que la ventana debería haber... de estar siempre abierta. **Sin embargo, por el 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ o qué sé yo, no se mantuvo abierta la ventana ese día.** Yo tenía nueve años. **Me metí a 5.\_\_\_\_\_\_\_\_\_\_\_\_** y pues acabé de bañarme, pero empecé a marearme muy, muy feo y entonces me arrastré hacia la puerta. Yo a los nueve años supuse que a lo mejor tenía que, que a lo mejor esa era la causa, pero no alcancé creo yo [ Inaudible ] Y lo que pasó pues, ahí fue donde se me empezó a salir la vida. Porque **yo me 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ y los gases estaban en el baño**. Lo... lo que me salvó fue que mi, las muchachas mismas, que mis hermanas y las que vivían allí que estaban en el orfanatorio, querían usar el baño y toque y toque y toque, grite y grite, y pues yo no salía. Entonces mi madre se asustó....  (3:21) Entonces se bajó, y agarró su hacha o su pico que traía, creo que era un pico y tumbó la puerta como pudo y allí **estaba yo 7.\_\_\_\_\_\_\_\_\_\_\_\_ en el suelo, muy, muy, muy mal.** **Morado desde la cabeza, desde el cuello hasta los 8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** Nada más me quedaba poca vida dice la enfermera que trabajaba con mi mamá. Así que entre ella que ella **por ser enfermera conocía como dar 9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ auxilios** y el amigo este que vino de Estados Unidos. Él tenía un tanque de oxígeno. Así que **entre el tanque... y de 10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ que me estaban dando empecé a revivir** porque la enfermera le dijo a mi mamá este muchacho no va a revivir. (End approx 4:05) |

**Parte III:** Hypothesize about the answers to these questions. The bolded sentences in Parte II hold important information, as to the words we heard in Parte I.

1. Who is this story about?

2. When did it happen?

3. Where did it happen?

4. What was the basic nature of the injury/sickness?

**Listening for Family History**

**And coming up with follow up questions**

**Parte I:** In this [video](http://coerll.utexas.edu/spintx/video/1435) (<http://coerll.utexas.edu/spintx/video/1435>), Raul F. gives much information about various family members. Using a modified version of form we used earlier in class, jot down information about his family history.

**Patient & Family History Form**

**Name:** Raul F.

**Family Medical History**

|  |  |
| --- | --- |
| **Self** |  |
| **Father** |  |
| **Mother** |  |
| **Abuelo** |  |
| **Abuela** |  |
| **Hermano/s** |  |

**Parte II:** Based on what you know about Raul F’s family, what are some follow-up questions that would make sense to ask him? Work with a partner to come up with 3 questions (you can look back to your family history forms from the beginning of class), and be ready to share.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Asking for Patient History in Spanish**

**And Using Follow-Up Questions**

**Parte I:** Watch and listen to the video, and check off the TWO follow-up questions that would be appropriate to ask Martha G. Note that follow-up questions stem *directly* from what the patient just told you.

|  |  |
| --- | --- |
| **Check** | **Question** |
|  | ¿Usted tiene la depresión? |
|  | ¿Le da efectos secundarios? |
|  | ¿Tiene usted diabetes? |
|  | ¿Su tía está viva? |
|  | ¿Hay más historia de cáncer en su familia? |

**Parte II:** Watch and listen to the video once more and come up with an additional follow-up question to ask Martha G.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parte III:** Write a few sentences below about your ability to come up with follow up questions, and about what makes it the most challenging/easy to you.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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