Course Overview

“Si hablas a un hombre en un idioma que comprende, llegarás a su cabeza. Si le hablas en su lengua materna, llegarás a su corazón”

Nelson Mandela

Course Description:

This Medical Spanish Course, MDE 6041, Elementary Spanish, addresses the needs of medical students with little or no experience with the Spanish language. Students will develop communicative proficiency and accuracy in the use of the Spanish language in medical settings with Spanish speaking patients. Students will also be exposed to pertinent information about Hispanic cultures. Students will also participate in language tasks through listening, reading, writing, and conversation.

This Medical Spanish Course consists of:

a. Formal instruction

The goal of the Medical Spanish Course, MDE 6041, is to make it possible for students to communicate in Spanish with patients whose dominant language is Spanish. The best way to learn a language is to practice as often as possible. From the onset of this course, students will be encouraged to use their Spanish language skills in class in
situations similar to those they may encounter in a medical environment with Spanish speaking patients. There will be in-class activities, such as role-playing, brief conversations, interviewing, and history taking. Students also will expand their Spanish vocabulary with emphasis on medical terminology. The students will review the essentials of Spanish grammar to enhance their ability to communicate. This course will offer a half hour session as a tutorial for students in need of additional practice.

This Medical Spanish Course includes:

- **Presentations** in Spanish about different aspects of Hispanic culture to both enhance the quality of the relationship with Spanish-speaking patients and to avoid misunderstandings about certain cultural values and expectations.
- **Conversation partners** to practice Spanish during the week
- **Hispanic mentors** for Spanish language consultations during the semester
- **Group medical interviews** with Spanish native speakers to put into practice the oral skills practiced formally in the classroom. They will also learn about different Hispanic cultures from the Spanish native speakers who are members of the Florida State University Oscar Arias Hispanic Honor Society

b. **Independent study via internet resources as a supplement to class instruction**

This syllabus includes a series of medical, cultural and Spanish language tutorial websites for students to practice Spanish independently outside of the classroom. They will be able to engage in Spanish learning activities between class meetings. They will be able to utilize these internet educational resources to fit their individual learning style to complement their in-class instruction and their particular medical interests. This is a significant component of this course and it is critical for its success. It allows students to practice the Spanish skills they need at their own pace managing time constraints and using time efficiently.

**Course Objectives:**
The main objective of this Medical Spanish class is for the medical student to communicate in Spanish with a Spanish speaking patient at an elementary level. By the end of the semester, students should be able to communicate in simple Spanish using mainly the present tense and different expressions to indicate past and future actions. They should be able to utilize specific medical terms learned in class as well as high frequency Spanish vocabulary words practiced in class as well. Students should be able to communicate with Spanish speaking patients by asking basic personal questions as well as questions about their health. They should be able to understand a specific medical problem as presented by a native speaker of Spanish in basic terms and to give essential recommendations to the problem using simple terminology. Students should be able to read and comprehend the essence of a medical history or specific medical case in Spanish. They should be able to write short comments in very simple sentences pertaining to medical information related to the medical interview.
Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine’s Director of Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

The Office of Student Counseling Services
Medical Science Research Building
G146
Phone: (850) 645-8256    Fax:    (850) 645-9452

This syllabus and other class materials are available in an alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
97 Woodward Avenue, South
Florida State University
Tallahassee, FL 32306-4167
Voice: (850) 644-9566
TDD: (850) 644-8504
sdrc@admin.fsu.edu
http://www.fsu.edu/~staffair/dean/StudentDisability

Academic Honor Code

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those
expectations, and the rights and responsibilities of students and faculty members throughout the process. Florida State University Academic Honor Policy, found at http://www.fsu.edu/~dof/honorpolicy.htm.

Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See pages 27-29 of FSUCOM Student Handbook for details of attendance policy, notice of absences and remediation.

Medical Spanish Course Specific Attendance Policy

Given the emphasis that must be placed on participation and interaction in foreign language courses, students need to attend all formal instructional classes.

Suggested Materials

Reading materials needed for the course are posted in Course Library in Blackboard

*Dictionaries: Spanish-English and English-Spanish on line

http://www.123teachme.com/medical_dictionary
http://traductor.cervantes.es/cgi-bin/traduccion
http://translate.google.com/#en|es
MediBabble (Free I phone application)
Canopy Spanish (Free I phone application)
Duolingo (Free I phone application)
Assignments and weights

The students’ work is evaluated using the following criteria:

- **Preparation and participation for in-class discussions and activities**
  Participation is important because there is no better way to improve conversational skills than to practice them in class and outside of the class. There will be homework assignments to reinforce and to further practice class activities. Sometimes homework will be completed with other students as a pair/group activity.

- **Presentation**
  Students will perform a cultural oral presentation in English/Spanish (about 4 minutes long) on the topic of their interest relating to the Hispanic World, not necessarily related to medical issues. After the presentation, there will be a question and answer session that will give the students an opportunity for discussion. The instructor will provide a variety of information resources to carry out such presentations.
  List of links helpful to class presentations
  - [http://www.chlive.org/kkaplan/spanish_speaking_countries.htm](http://www.chlive.org/kkaplan/spanish_speaking_countries.htm): Spanish speaking countries: their music, art, museums, festivities and traditions
  - [http://www.espanole.org/hist](http://www.espanole.org/hist): Links related to Spanish and Hispanic History
  - [http://www.espanole.org/pais#bol](http://www.espanole.org/pais#bol): The Hispanic countries
  - [http://college.cengage.com/languages/spanish/resources/students/links/index.html](http://college.cengage.com/languages/spanish/resources/students/links/index.html): Multiple links to History and Culture specifically link “Country City Tours”
  - [http://www.medicalspanish.com/cultural-topics.html](http://www.medicalspanish.com/cultural-topics.html): Cultural topics for Hispanic Health Care
  - [http://ethnomed.org/culture/hispanic-latino/hispanic-latino-homepage](http://ethnomed.org/culture/hispanic-latino/hispanic-latino-homepage): Links related to Hispanic cultures and health

- **Attendance.** Given the emphasis that must be placed on participation and interaction in foreign language courses, students need to attend all formal instructional classes.

This syllabus includes a series of websites for the students to practice Spanish on their own. This enables them to build on the regular class instruction during the week. This is a very important component for the success of this course.
Grading:
Grading is based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance</td>
<td>60%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

This course is graded on a Pass/Fail basis.
Note: A passing grade is 70%

Meeting with the Instructor: The instructor is available to meet with students by appointment. If the students experience any difficulties with the course, they should contact the course instructor as soon as possible to discuss any issues or concerns.

Please note: Any student with a disability that requires academic accommodation should: 1) register with and provide documentation to the Student Disability Resource Center (SDRC); and 2) bring a letter to the instructor from the SDRC indicating that the student needs academic accommodation. This should be done during the first week of class.

Please be aware that this syllabus is a “flexible” syllabus and due to pedagogical reasons it may be necessary to modify it during the course of the semester.

Material Covered in Class Weekly

(Detailed homework assignments are posted on Blackboard weekly)

Week 1:  Wednesday: Introduction to the course
August 24-28  General Review I: Review of basic general Spanish vocabulary I
Pronunciation and the alphabet
http://www.studyspanish.com/pronunciation/index.htm (Lesson and Practice)
Cardinal numbers
http://www.studyspanish.com/lessons/cardnum2.htm (Lesson and Practice)
Days of the week
http://studyspanish.com/lessons/days.htm (Lesson and Practice)
Months of the year
http://www.laits.utexas.edu/spe/int04.html (Lesson and Practice)
Colors

Week 2
August 31- September 4

Wednesday: General Review II: Review of basic general Spanish vocabulary II
Short dialogues using specific vocabulary to identify names and basic personal information. Greetings and farewells
Short dialogues using terminology identifying things and places
Review of basic grammar II
Spanish Grammar:
Gender & Number
http://studyspanish.com/lessons/genoun1.htm (Lesson and Practice)
http://studyspanish.com/lessons/plnoun.htm  (Lesson and Practice)
The definite and indefinite articles
http://studyspanish.com/lessons/defart1.htm (Lesson and Practice)
Subject Pronouns
http://studyspanish.com/lessons/subpro.htm (Lesson and Practice)
Verb “ser”
http://web.uvic.ca/hrd/span100/unit01/gr2a.htm (Lesson)
http://www.glendon.yorku.ca/hispanicstudies/hola/engfiles/ser1.html (Practice)
http://www.quia.com/cz/13744.html (Practice)
http://www.glendon.yorku.ca/hispanicstudies/hola/sp1000eng/leccion1.html
General Review I and II (Practice)

Week 3
September 7-11

Wednesday: At the Family Doctor’s Office I. Objectives:
Vocabulary:
Nouns related to the doctor’s office. Common general diseases and concerns I.
General medical terms used at the family doctor’s office I. Parts of the body I.
Interrogative words
Vocabulary learning activities
Communication:
Fill out Spanish forms with basic personal information about a patient: name, address, date of birth, telephone number, marital status, place of work and
oral activities and Role-play. Eliciting basic personal information

Spanish Grammar:

Uses of “hay”
http://studyspanish.com/lessons/hay.htm (Lesson)
http://www.spanish.bz/hay-quiz.htm (Practice)

Numbers
http://studyspanish.com/lessons/cardnum3.htm (Lesson)
http://www.spanish.bz/numbers.htm (Practice)

Week 4
September
14-18

Wednesday: At the Family Doctor’s Office II. Objectives:

Vocabulary:

Common general diseases and concerns II. General medical terms used at the family doctor’s office II. Parts of the body II

Vocabulary learning activities

Communication:

Oral activities and Role-play. Filling out patients’ forms

Spanish Grammar:

Present indicative of regular “AR” verbs
http://www.studyspanish.com/lessons/regverb1.htm (Lesson)
http://www.colby.edu/~bknelson/SLC/present_tense.php (Practice)

Interrogative sentences
http://studyspanish.com/lessons/quest.htm (Lesson)
http://personal.colby.edu/~bknelson/SLC/interrogatives2.php (Practice)

Negative sentences
http://studyspanish.com/lessons/neg.htm (Lesson and Practice)

Week 5
September
21-25

Wednesday: Host and Defense topics. Objectives:

Vocabulary:

Acquisition of specific Spanish terminology of common Host and Defense
diseases and disorders.
Acquisition of general Spanish vocabulary within the context of Host and Defense matters
Acquisition of core high frequency Spanish vocabulary
Vocabulary learning activities

Communication:
Describe common symptoms of some Host and Defense diseases and disorders in Spanish. Elicit symptoms of Host and Defense diseases and disorders from patients in Spanish. Understand information provided and suggest recommendations for treatment

Highlighted disease: The flu. Group conversations
http://espanol.cdc.gov/enes/flu/about/disease/index.htm

Spanish Grammar:
Form and position of Descriptive Adjectives
http://www.studyspanish.com/lessons/adj1.htm (Lesson and Practice)
http://personal.colby.edu/~bknelson/SLC/adjetivos.php (Practice)
Agreement
http://studyspanish.com/lessons/genoun1.htm (Lesson)
http://studyspanish.com/lessons/plnoun.htm (Lesson)
http://www.123teachme.com/learn_spanish/spanish_articles_2 (Practice)
Telling time
http://studyspanish.com/lessons/time.htm (Lesson)
http://www.quia.com/pop/38352.html (Practice)

Week 6
September 28-October 2
A & R Assessment
No class

Week 7
October 5-9
Wednesday: Host and Defense topics. Objectives:

Vocabulary:
Review of specific Spanish terminology of common Host and Defense diseases and disorders and general Spanish vocabulary within the context of Host and Defense matters
Acquisition of core high frequency Spanish vocabulary
Vocabulary learning activities

Communication:
Chief complaint. Practice on specific cases through discussions and role-play. Prepare brief written reports. Conversations on prevention of common Host and Defense diseases/disorders. Prepare brief information for patients’ educational purposes

Highlighted disease: Hepatitis. Group conversations

Spanish Grammar:
Verbs “tener” and “venir”
http://studyspanish.com/lessons/tenven.htm (Lesson)
http://www.quia.com/tq/384203.html (Practice)
Expressions with “tener”
http://studyspanish.com/lessons/tenexp.htm (Lesson)
http://www.drlemon.com/Grammar/Tener.html (Practice)
Present tense (indicative) of regular “ER” / “IR” verbs
http://studyspanish.com/lessons/regverb1.htm (Lesson)
http://www.colby.edu/~bknelson/SLC/present_tense.php (Practice)

Week 8
October 12-16
Wednesday: Host and Defense topics. Objectives:

Vocabulary:
Practice of specific Spanish terminology of common Host and Defense diseases
and disorders and general Spanish vocabulary within the context of Host and
Defense matters
Acquisition of core high frequency Spanish vocabulary
Vocabulary learning activities

Communication:
Highlighted disease: HIV. Group conversations
http://carlospadilla1b.blogspot.com/2011/09/tarea-5-resumen-de-la-
enfermedad.html

Cultural Vignette: The approach to vaccinations of Hispanic children living in
the USA. Prevention of common children’s diseases/disorders. Specific
vaccinations for children

Spanish Grammar:
Verbs “ir”, “dar”, “estar”
http://studyspanish.com/lessons/estarirdar.htm (Lesson and Practice)
“Ir a + infinitivo”
http://studyspanish.com/lessons/ira.htm (lesson and Practice)

Week 9
October 19-23
Wednesday: Review. Preparation of questions for medical interviews with the
visiting students from the Oscar Arias Hispanic Honor Society
Class practice before real interviews: Role-play. Chief complaint and Medical
History
Preparation of cultural questions
Week 10
October 26-30

A&R Assessment
No class

Week 11
November 2-6

Wednesday: Group medical interviews with the Hispanic visiting students from the Oscar Arias Hispanic Honor Society
Chief complaint and Medical History
Cultural questions

Week 12
November 9-13

Veterans Day
No class

Week 13
November 16-20

Wednesday: *Autonomic Nervous System*. Objectives:

*Vocabulary:*
Acquisition of specific Spanish terminology of common diseases and disorders of the Autonomic Nervous System
Acquisition of general Spanish vocabulary within the context of Autonomic Nervous System matters
Acquisition of core high frequency Spanish vocabulary
Vocabulary learning activities

*Communication:*
Describe common symptoms of some diseases and disorders of the Autonomic Nervous System. Elicit symptoms of diseases and disorders of the Autonomic Nervous System from patients in Spanish. Understand information provided and suggest recommendations for treatment.
Chief complaint. Practice on specific cases through discussions and role-play.
Prevention. Prepare brief written reports.

*Highlighted disease: Hypertension.* Group discussions

https://www.youtube.com/watch?v=a5gQraJHUTQ

https://www.youtube.com/watch?v=a5gQraJHUTQ

*Grammar:*
Use of “ser and estar”

http://studyspanish.com/lessons/serest1.htm (Lesson)
Week 14
November 23-27

Wednesday. Thanksgiving Day. No class

Week 15
November 30-Dec 4

Wednesday: *The Endocrine System*. Objectives:

**Vocabulary:**
- Acquisition of specific Spanish terminology of common Endocrine diseases and disorders.
- Acquisition of general Spanish vocabulary within the context of Endocrine system matters
- Acquisition of core high frequency Spanish vocabulary

**Vocabulary learning activities**

**Communication:**
- Elicit symptoms of Endocrine diseases and disorders from patients in Spanish. And suggest recommendations for treatment. Describe symptoms of the essence of common Endocrine diseases and disorders. Chief complaint. Practice on specific cases through discussions and role-play. Prevention. Prepare brief written reports.

*Highlighted disease*: Thyroid disorders. Group conversations

**Spanish Grammar:**
- Possession: possessive with preposition “de” and Possessive Adjectives
  - [http://studyspanish.com/lessons/possadj.htm](http://studyspanish.com/lessons/possadj.htm) (Lesson)
  - [http://www.elearnspanishlanguage.com/grammar/prepositions/de-possessive.html](http://www.elearnspanishlanguage.com/grammar/prepositions/de-possessive.html) (Practice)

Class presentations

Week 16
December 7-11

Wednesday: *The Male and Female Reproductive System*. Objectives:

**Vocabulary:**
- Acquisition of specific Spanish terminology of common diseases and disorders of the Male and Female Reproductive System.
- Acquisition of general Spanish vocabulary within the context of the Male and Female Reproductive System matters
- Acquisition of core high frequency Spanish vocabulary

**Vocabulary learning activities**

**Communication:**
- Elicit symptoms of diseases and disorders of the Male and Female Reproductive System from patients in Spanish and suggest recommendations for treatment. Describe symptoms of the essence of common diseases and
disorders of the Male and Female Reproductive System. Chief complaint. Practice on specific cases through discussions and role-play. Prevention. Prepare brief written reports.

Highlighted disease: Breast cancer. Group conversations

Grammar:
Comparative forms
http://studyspanish.com/lessons/inequal.htm (Lesson)
http://studyspanish.com/lessons/equal.htm (Lesson)
http://www.colby.edu/~bknelson/SLC/comparisons1.php (Practice)

Stem-changing verbs (e>ie)
http://studyspanish.com/lessons/stemie.htm
http://www.trinity.edu/mstroud/grammar/p4bjs.html

Cultural Vignette: Diabetes in the Hispanic population living in the USA. Education on the risk, control and prevention of the disease

Class presentations

Week 17
December 14-18
Wednesday: A & R Assessment

No class

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**Web Resources**

**Web sites that focus on cultural issues related to the Hispanic world:**
These web sites increase the students’ knowledge of Hispanic culture. They are useful for their relationship with the Hispanic community in different ways, including the health arena.

http://www.espanole.org/pais : The Hispanic world. Explore its countries (English and Spanish)
http://www.espanole.org/artes : Links to the world of art (English and Spanish)
http://college.cengage.com/languages/spanish/resources/students/links/index.html : Multiple links to History, Culture, Music, Literature. Link “Country City Tours” can be helpful. (English and Spanish)
http://www.indiana.edu/~call/generales.html : Hispanic culture: literature, language and food (Spanish and English)
http://www.espanole.org/hist : History and heritage. The Hispanic world (English and Spanish)
http://pewhispanic.org/: Information to improve understanding of the diverse Hispanic population in the United States and to chronicle Latinos’ growing impact on the nation. (English)
http://www.donquijote.org/culture/spain/: Spain and its culture (English and Spanish)

Websites for individual Spanish learning and extra practice (tutorial)
They include listening, pronunciation, grammar, vocabulary, reading material and quizzes for written practice:

- Medical Spanish Resources
  http://www.123teachme.com/learn_spanish/medical-spanish: Medical Spanish for Health Professionals
  http://www.cdc.gov/spanish/podcast.html: Centers for Disease Control and Prevention Spanish podcasts
  http://www.medicalsparishpodcast.com/: Medical Spanish podcasts
  http://www.medicalsparish.com/learning-resources.html: Medical Spanish learning resources
  http://www.practicingspanish.com/: Practice Medical Spanish
  http://www.practicingspanish.com/videos.html: Medical Spanish Videos
  http://www.medicalsparish.com/: Medical Spanish Courses
  http://www.medicalsparish.com/medical-vocabulary.html: Spanish Medical Vocabulary with sound
  http://www.studyspanish.com/vocab/practice/medcare_f.htm: Medical vocabulary practice and quizzes

- Spanish Language Lessons
  https://www.duolingo.com/: Free Spanish language learning app
  http://www.123teachme.com/learn_spanish/teacher_exercises_index: Interactive Spanish tests, quizzes and exercises
  http://www.123teachme.com/learn_spanish/teacher_exercises_index
  http://www.laits.utexas.edu/spe/: Spanish proficiency exercises. Video clips included. Good practice of listening skills
http://www.colby.edu/~bknelson/SLC/index.php: Clear and well organized Spanish grammar activities and culture. There is a lot of feedback.

http://www.carla.umn.edu/strategies/sp_grammar/: Strategies for enhancing your study of Spanish Grammar

http://www.englishnspanish.com/learn/verbs: 500 most common Spanish verbs. Conjugation and quizzes

http://studyspanish.com/tutorial.htm: Tutorial with grammar, quizzes, vocabulary and culture

http://www.indiana.edu/~call/enlaces_grama.html: Links directory for grammar study

http://www.practicaespanol.com/es/formaciones-excepcionales-plurales/art/7406/: More developed exercises on specific grammatical points

http://www.spanish.bz/learn-spanish.htm: Vocabulary and Grammar. It includes quizzes for practice

http://members.tripod.com/spanishflashcards/: Vocabulary, pronunciation, spelling, grammar and quizzes

http://www.lingolex.com/spanish.htm: Vocabulary, grammar and information for Spanish learners


http://www.ielanguages.com/spanish.html: Useful vocabulary, phrases, expressions and grammar

http://www.trinity.edu/mstroud/grammar/: Spanish grammar exercises

http://www.davidreilly.com/spanish/: Basic Spanish review

http://www.prensaescrita.com/: Press in Spanish from the Hispanic world to practice reading


http://www.cambridgeinstitute.net/en/tests-de-nivel-ingles/test-nivel-espanol-i: Test your level of Spanish

**Web sites that focus on health promotion and medical issues:**

These web sites help expand the students’ Spanish Medical Vocabulary as well as present information about different medical issues related to the Hispanic population:

http://www.sitiosargentina.com.ar/revistas/salud.htm: Links to health magazines and publications from the Hispanic world (Spanish)

http://www.usalatino.net/salud/: Latino health (English and Spanish)

http://ethnomed.org/culture/hispanic-latino/hispanic-latino-homepage: Links related to Hispanic cultures and health

http://www.hispanichealth.org/: National Alliance for Hispanic Health. (English)


http://elmundosalud.elmundo.es/elmundosalud/: Topics on current health topics from the Spanish Newspaper “El mundo”. (Spanish)
http://kidshealth.org/teen/en_espanol/index.html#cat20509 : Teens Health (Spanish and English)
http://www.cuerpomente.com/terapias.jsp  Different types of “Medicina natural” (Spanish)
http://www.institutodemedicinaalternativa.com/sitio/medicina-alternativa/medicina-alternativa-y-complementaria/: Alternative and complementary medicine. Definition and types (Spanish)
http://erc.msh.org/mainpage.cfm?file=7.4.0.htm&module=provider&language=English: Hispanics: Health Disparities Overview. (English)