**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, MEL 6041, Low Intermediate, addresses the needs of medical students with some experience with the Spanish language. Students develop communicative proficiency and accuracy in the use of the Spanish language in medical settings with Spanish speaking patients. Students are exposed to pertinent information about Hispanic cultures as well. Students 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

- **Individual 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 a low intermediate level. By the end of the semester, students should be able to communicate in simple Spanish using mainly the present tense, past regular tenses and phrasal verbs to express future intentions. 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 personal questions as well as questions about their health. They should be able to sustain a conversation about a specific medical problem as presented by a native speaker of Spanish in simple terms. They should be able to give advice and recommendations to the problem using short sentences. 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 professional comments on the medical interview performed using basic statements constructed with learned grammatical structures and vocabulary.
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)
Grading

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 Spanish (about 5 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.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
  

- **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
August 24-28
- Introduction to the course
- General vocabulary review. Practice activities
- Short dialogues using specific vocabulary to identify names and basic personal information. Greetings and farewells
- Short dialogues using terminology identifying things and places
  - Spanish Grammar:
    - Gender & Number
    - [http://studyspanish.com/lessons/genoun1.htm](http://studyspanish.com/lessons/genoun1.htm) (Lesson and Practice)
    - [http://studyspanish.com/lessons/plnoun.htm](http://studyspanish.com/lessons/plnoun.htm) (Lesson and Practice)
The definite and indefinite articles
http://studyspanish.com/lessons/defart1.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)

Week 2
August 31- September 4

Thursday: 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 social security number
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)
Seasons and Dates
http://studyspanish.com/lessons/months.htm (Lesson and Practice)
Calendar. Planning a schedule

Week 3
September 7- 11
Labor Day
No class

Week 4
September 14-18
Monday: 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)
Week 5
September 21-25

Monday: *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)
- Physical and Psychological Characteristics. Descriptions
  - http://www.123teachme.com/learn_spanish/spanish_articles_2 (Practice)

Telling time
Week 6  
September 28-October 2

A & R Assessment
No class

Week 7  
October 5-9

Monday: *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

Monday: *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)

Uses of the future tense

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**Week 9**

October 19-23

Monday: 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

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**Week 10**

October 26-30

A&R Assessment

No class

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**Week 11**

November 2-6

Monday: Group medical interviews with the Hispanic visiting students from the Oscar Arias Hispanic Honor Society

Chief complaint and Medical History

Cultural questions

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**Week 12**

November 9-13

Monday: _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)
http://www.columbia.edu/~js2348/gse1xa.html (Practice)
http://personal.colby.edu/~bknelson/SLC/ser_estar.php (Practice)
Different meanings according to usage

Week 13
November 16-20

Monday: 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 (Lesson)
http://www.elearnspanishlanguage.com/grammar/prepositions/de-possessive.html (Practice)
Monday: *The Male Reproductive System.* Objectives:

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

*Vocabulary learning activities*

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

*Highlighted disease:* Prostate 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)

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Monday: *The Female Reproductive System.* Objectives:

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

*Vocabulary learning activities*

*Communication:*
- Elicit symptoms of diseases and disorders of the Female Reproductive System from patients in Spanish and suggest recommendations for treatment. Describe symptoms of the essence of common diseases and disorders of the 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


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


*Spanish Grammar:*
Stem-changing verbs (e>ie)
http://studyspanish.com/lessons/stemie.htm (Lesson)
http://www.trinity.edu/mstroud/grammar/p4bjs.html (Practice)
Irregularity verb patterns

Week 16
December 7-11
Class presentations

Week 17
December 14-18
Monday: A & R Assessment
No class

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.cdc.gov/spanish/podcast.html](http://www.cdc.gov/spanish/podcast.html): Centers for Disease Control and Prevention Spanish podcasts
  - [http://www.medicalspanishpodcast.com/](http://www.medicalspanishpodcast.com/): Medical Spanish podcasts
  - [http://www.medicalspanish.com/learning-resources.html](http://www.medicalspanish.com/learning-resources.html): Medical Spanish learning resources
  - [http://www.practicingspanish.com/](http://www.practicingspanish.com/): Practice Medical Spanish
  - [http://www.medicalspanish.com/](http://www.medicalspanish.com/): Medical Spanish Courses

- **Spanish Language Lessons**
  - [https://www.duolingo.com/](https://www.duolingo.com/): Free Spanish language learning app

- **Spanish Tutorial**
  - [http://www.123teachme.com/learn_spanish/teacher_exercises_index](http://www.123teachme.com/learn_spanish/teacher_exercises_index): Interactive Spanish tests, quizzes and exercises
  - [http://studyspanish.com/tutorial.htm](http://studyspanish.com/tutorial.htm): Tutorial with grammar, quizzes, vocabulary and culture
  - [http://www.indiana.edu/~call/enlaces_grama.html](http://www.indiana.edu/~call/enlaces_grama.html): Links directory for grammar study
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.hispancellhealth.org/: National Alliance for Hispanic Health. (English)
http://www.nlm.nih.gov/medlineplus/spanish/sitemap.html Updated health information plus general health education (Spanish)
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)