Medical Spanish II
Intermediate Level

MDE 6042

Fall 2013
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Instructors

Course Director
Dr. Carmen Sualdea

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Office Hours: M-T-W-TH by appointment
Cass time 4:10-6:10 (Optional tutorial 6:10-6:40)
Classroom: 1301
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Course Overview

Course Description:

This Medical Spanish Course, MEL 6141, addresses the needs of medical students with little or no experience in Spanish. 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 primary goal of the Medical Spanish Course, MEL 6147, 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 are 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 are in-class activities, such as role-playing, brief conversations, interviewing, and history taking. Students also expand their Spanish vocabulary with emphasis on medical terminology. The students review the essentials of Spanish grammar to enhance their ability to communicate. Furthermore, the Medical Spanish Course, MEL 6141, includes informal presentations 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. This course includes group medical interviews with Spanish native speakers to put into practice the oral skills practiced formally in the classroom and learn about different Hispanic cultures. These native speakers are members of the Oscar Arias Hispanic Honor Society. This course offers a half hour session as a tutorial for students in need of additional practice.

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 are able to engage in Spanish learning activities between class meetings. They are 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. 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 and to give essential recommendations to the problem using basic terminology. Students should be able to comprehend a medical history or specific medical case in Spanish as well as write pertaining medical information in simple terms.

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.

Required Materials

Books:

Student website to textbook
Link to Grammar book and textbook 2nd edition. The activities presented are very helpful. To be able to use this website students need to register after the book has been purchased.
http://college.cengage.com/site_engine/#0495902616

A good Spanish-English, English-Spanish dictionary for professional reasons is recommended.

*Dictionaries: Spanish-English and English-Spanish on line
http://www.123teachme.com/medical_dictionary
http://translate.google.com/#en/es
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 are homework assignments to reinforce and to further practice class activities. Sometimes homework is completed with other students as a pair/group activity. Presentation: *Students perform a cultural oral presentation (about 5 minutes long) on the topic of their interest relating to the Hispanic World, not necessarily related to medical issues.* The instructor provides 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.gospain.org/WWW_Spain/](http://www.gospain.org/WWW_Spain/): Categorical index of Spain-related external resources
- [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>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance</td>
<td>60%</td>
</tr>
</tbody>
</table>

This course is on a Pass/Fail basis.
Note: A passing grade is 70%.
Meeting with the Instructor: The instructor is available to meet with students during office hours and 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.
## Materials Covered in Class Weekly

(Detailed homework assignments are posted on Blackboard weekly)

| Week 1: | Wednesday: Introduction to the course. | Aug 26-30 | General Review I: Lección preliminar I Textbook p.1 “Conversaciones breves” Brief conversations using specific vocabulary to identify names, numbers, days of the week, months of the year and basic personal information. Dialogues Basic Spanish Grammar (Grammar Book) pp. 5-11 Greetings and farewells, cardinal numbers, the alphabet, personal information, days of the week, months of the year and colors  
http://www.studyspanish.com/pronunciation/index.htm  
http://www.studyspanish.com/lessons/cardnum2.htm  
http://www.glendon.yorku.ca/hispanicstudies/hola/sp1000eng/leccion1.html |
| --- | --- | --- | --- |
http://www.spanish.bz/activity-mf.htm  
http://www.studyspanish.com/lessons/subpro.htm  
http://www.spanish.bz/hay-quiz.htm  
http://www.spanish.bz/numbers.htm |
| Sep 2-6 | --- | --- | --- |
| Week 3: | Wednesday: Lesson 1: “En el consultorio”, Textbook p. 11 Objectives: 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 Vocabulary: Cognates (Spanish and English words that are similar or identical in form and meaning). Nouns related to the doctor’s office. General medical terms, parts of the body and interrogative words Different oral activities based on “En el consultorio”. Role-play of different medical situations Cultural Notes, p. 16 Basic Spanish Grammar (Grammar book): Review of the following grammatical points Present indicative of regular “AR” verbs, p. 29  
http://www.quia.com/jq/19692.html |
| Sep 9-13 | --- | --- | --- |
Week 4:  
Sep 16-20  
Wednesday: **Lesson 2**: “En el hospital” (1), Textbook p. 23  
Objectives: To understand everyday situations at a hospital. Medical personnel/patient information exchanges. Medical requests from doctors to patients. Checking into a hospital and dealing with essential patient needs  
**Vocabulary**: Cognates. Words related to different medications, food and common objects found in hospital rooms  
Different oral activities based on “En el hospital”. Role-play of different medical situations  
Cultural notes, p. 26  
*Basic Spanish Grammar (Grammar book): Review the following grammatical points*  
Agreement, p. 45  
http://www.123teachme.com/learn_spanish/spanish_articles_2  
Present tense (indicative) “er” /”ir” verbs, p. 46  
http://www.spanish.bz/verbs.htm,  
http://www.colby.edu/~bknelson/SLC/present_tense.php  
Possesion: possessive with preposition “de” and Possessive Adjectives, pp. 47-48  
http://studyspanish.com/practice/possadj.htm  
Individual cultural presentations

Week 5:  
Sep 23-27  
Wednesday: **Lesson 3**: “En el consultorio del pediatra (I)”, Textbook p. 33  
Objectives: Learn about making inquiries about children’s health. Talking about problems related to children’s diseases and recommendations for treatment. Learn facts about asthma. Prevention and treatment recommendations  
**Vocabulary**: Cognates. General medical terms, diseases, medications and instructions to take medications. Questions about allergies to medications. Other words and expressions  
Different oral activities based on “En el consultorio del pediatra”. Role-play of different medical situations  
Cultural notes, p. 36  
*Basic Spanish Grammar (Grammar book): Review the following grammatical points*  
Verbs “ir, dar, estar” p. 57  
http://studyspanish.com/practice/estarirdar.htm  
“Ir a + infinitivo”, p. 58  
http://studyspanish.com/practice/ira.htm  
Use of “ser and estar” p. 60
Week 6:

Wednesday: Lesson 4: “Con el ginecólogo”, Textbook p. 45.

Objectives: Discussions about pregnancy in general and possible pregnancy related complications. General recommendations and nutritional information for pregnant women. Frequently asked questions at the gynecologist’s office

Vocabulary: Cognates. Different medical specialties and terms related to women's health. Other words and expressions.

Different oral activities based on “Con el ginecólogo”. Role-play of different medical situations

Cultural notes, p. 48

Basic Spanish Grammar (Grammar book): Review the following grammatical points

Verbs “tener and venir”, p. 69

http://www.quia.com/tq/384203.html

Expressions with “tener”, p. 71

http://www.drlemon.com/Grammar/Tener.html

Comparative forms, p. 73

http://www.colby.edu/~bknelson/SLC/comparisons1.php

Individual cultural presentations

Week 7:

Wednesday: Lesson 5: “En el consultorio del pediatra ( II )” Textos, p. 55

Objectives: Discuss problems related to children’s health and recommendations for different treatments. Specific vaccinations for children. Immunization Records.

Vocabulary: Cognates. Words related to vaccinations and children's diseases. Review of common diseases and problems associated with them. Review of doctor’s vocabulary according to specialties.

Different oral activities based on “En el consultorio del pediatra II”. Role-play of different medical situations

Cultural notes, p. 58

Basic Spanish Grammar (Grammar book): Review the following grammatical points

Stem-changing verbs (e>ie), p.83 http://www.trinity.edu/mstroud/grammar/p4b.html

Present progressive, p. 87

http://www.columbia.edu/~js2348/gproxa.html

Ordinal numbers, p. 88

http://www.studyspanish.com/lessons/ordnum.htm

Individual cultural presentations

Week 8:

Wednesday: Review of Lessons 1-5. Textbook, p.67-72

Objectives: Vocabulary review. Grammar review

Role play and oral practice based on lessons 1-5. Conversations

Individual cultural presentations
Week 9: Wednesday: Lesson 6: “Con la dietista”, Textbook, p. 73
October 21-25
Objectives: To discuss eating habits and recommendations for a healthy diet. Learn about how diet modifications can protect against common diseases and conversely how an unhealthy diet can compromise one’s health. Learn about a specific diet for diabetic people
Vocabulary: Cognates. Words related to different food groups, diets and diseases linked to bad eating habits. Other words and expressions.
Different oral activities based on “Con la dietista”. Role-play of different medical situations
Cultural notes, p. 77
Basic Spanish Grammar (Grammar book): Review the following grammatical points
Stem-changing verbs (o>ue), p. 103
http://mld.ursinus.edu/~jarana/Ejercicios/self-check/oue.html
http://www.trinity.edu/mstroud/grammar/p4c.html
Affirmative and negative expressions, p. 105
http://www.123teachme.com/learn_spanish/spanish_negation_2
Direct Object pronouns, p. 108
http://studyspanish.com/practice/dopro1.htm
http://web.uvic.ca/hrd/span100/unit06/gr3ex_02a.htm
*Some activities from this lesson will be individually completed due to exams being scheduled this week

Week 10: Wednesday: Individual cultural presentations
October 28-Nov 1
Preparation of questions for medical interviews with the visiting Hispanic students from The Oscar Arias Hispanic Honor Society
Class practice before real interviews: Role-play. Chief complaint and Medical History
Group Medical Interviews with the Hispanic students

Week 11: November 4-8
Wednesday: Lesson 7: “En el centro de planificación familiar”, Textbook, p. 85
Objectives: To discuss and advise about various birth-control methods and family planning. Using different birth-control methods: pros and cons. Recommendations and answers to frequently asked questions about birth control
Vocabulary: Cognates. Words dealing with family planning, conception, pregnancy issues and various contraceptive methods
Different oral activities based on “En el centro de planificación familiar”. Role-play of different medical situations
Cultural notes, p. 88
Basic Spanish Grammar (Grammar book): Review the following grammatical points
Stem-changing verbs (e>i) 117
http://www.trinity.edu/mstroud/grammar/p4d.html
Irregular first-person forms, p. 119
“Saber” and “conocer”, p. 120
http://www.colby.edu/~bknelson/SLC/saber_conocer.php
Indirect Object Pronouns, p.122
http://studyspanish.com/practice/iopro1.htm
http://www.lclark.edu/%7Ebenenati/pronombrespersonales/indirecto1.html
Week 12:  

Nov 11-15  

Wednesday: Lesson 8: “Un examen físico”, Textbook, p.95  

Objectives: To conduct a physical exam and discuss physician impressions with patients. To elicit information from patients regarding different hypothetical ailments. General advice. Feature disease: diabetes. Signs, questions for the patient and specific recommendations  

Vocabulary: Cognates. Words related to different diseases, parts of the body and vital signs. Other words and expressions  

Different oral activities based on “Un examen físico”. Role-play of different medical situations  

Cultural notes, p. 98  

Basic Spanish Grammar (Grammar book): Review the following grammatical points  

Verbs like “gustar and doler”, p. 132  

http://www.quia.com/tq/384207.html  

http://www.lclark.edu/~benenati/gustar/gustar1.html  

http://www.lclark.edu/~benenati/gustar/gustar3.html  

Demonstrative adjectives and pronouns, p. 135  

http://studyspanish.com/lessons/demonstratives.htm  

Direct and Indirect object pronouns together, p. 138  

http://studyspanish.com/lessons/iodopro.htm  

Individual cultural presentations  

Week 13:  

Nov 18-22  

Wednesday: Final Review  

Oral and written activities. Situations and interviews  

Basic Spanish Grammar (Grammar book): Review the following grammatical points  

Formal Commands, p. 153  

http://www.trinity.edu/mstroud/grammar/com1ud.htm  

http://www.glenndon.yorku.ca/hispanicstudies/hola/engfiles/mandatosforma.html  

http://www.spanish.bz/formal-commands-quiz.htm  

Use of object pronouns with command forms, p. 155  

http://www.studyspanish.com/lessons/procomm.htm  

Individual cultural presentations
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://cvc.cervantes.es/lengua/voces_hispanicas/: "Voces hispanas". Hispanic countries and their different way of speaking Spanish
http://www.espanole.org/artes : Links to the world of art (English and Spanish)
http://spanish.about.com/od/spanishlanguageculture/: Culture and language in the Spanish speaking world with emphasis on the Spanish language (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/espana.html : Hispanic culture: literature, language and food (Spanish and English)
http://www.doitinspain.com/Espanol/comunidades.php : Information about Spain (English and Spanish)
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:

http://www.medicalspanish.com/learning-resources.html : Medical Spanish learning resources
http://www.123teachme.com/learn_spanish/medical-spanish : Medical Spanish for Health Professionals
http://www.practicingspanish.com/ : Practice Medical Spanish
http://www.practicingspanish.com/videos.html : Medical Spanish Videos
http://www.medicalspanishpodcasts.com/medical_spanish/aac Medical Spanish podcasts
http://www.123teachme.com/learn_spanish/spanish_grammar_course : Beginners Grammar Course
http://www.123teachme.com/learn_spanish/tmm/n2_unidad_5: Intermediate grammar course
http://www.123teachme.com/learn_spanish/spanish_grammar_course_a : Advanced grammar course
http://www.laits.utexas.edu/spe/ : Spanish proficiency exercises. Video clips included. Good practice of listening skills
http://www.bbc.co.uk/languages/spanish/suenos/index.shtml: Basic activities to learn Spanish. It includes video clips. It is good for reviewing
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%00: 500 most common Spanish verbs. Conjugation and quizzes
http://www elemsadrid.com/spanish_verbs.htm: Spanish verbs conjugator
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.medicalspanish.com/medical-vocabulary.html: Spanish Medical Vocabulary with sound
http://www.spanish.bz/learn-spanish.htm: Vocabulary and grammar 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.davideilly.com/spanish/: Basic review
http://www.cnnenespanol.com/: Press in Spanish to practice reading
http://www.prensaescrita.com/: Press in Spanish from the Hispanic world to practice reading
http://www.nacnet.org/assunta/cancion.htm: Spanish songs for students of Spanish
http://www.spanish-test.net/: Test one’s level of Spanish
http://www.bbc.co.uk/languages/spanish/gauge/: 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.sitiosargentino.com.ar/revistas/salud.htm: Links to health magazines and publications from the Hispanic world (Spanish)
http://www.msc.es/organizacion/sns/home.htm: Health Care System in Spain (Spanish)
http://www.usalatino.net/salud/: Latino health (English and Spanish)
http://www.hispanichealth.org/: National Alliance for Hispanic Health. (English)
http://medlineplus.gov/esp/: Updated health information plus general health education (Spanish)
http://www.salud.com/: Different medical articles (Spanish)
http://elmundosalud.elmundo.es/elmundosalud/: Topics on general health from Newspaper “El mundo”. (Spanish)
http://www.salud.com : Topics in general health (Spanish)
http://www.nlm.nih.gov/medlineplus/spanish/womenshealth.html: Topics related to women’s health issues (Spanish)
http://www.nlm.nih.gov/medlineplus/spanish/childrenandteenagers.html: Health information on children and teenagers (Spanish)
http://kidshealth.org/teen/en_espanol/index.html#cat20509: Teens Health (Spanish and English)
http://www.cuerpomentine/index.jsp: “Medicina natural” (Spanish)
http://www.rice.edu/projects/HispanicHealth/Courses/mod7/mod7.html: Folk medicine in Hispanics in the Southwestern United States (English)
http://www.institutodesmedicinalternativa.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)
http://ethnomed.org/culture/hispanic-latino/hispanic-latino-homepage: Links related to Hispanic cultures and health