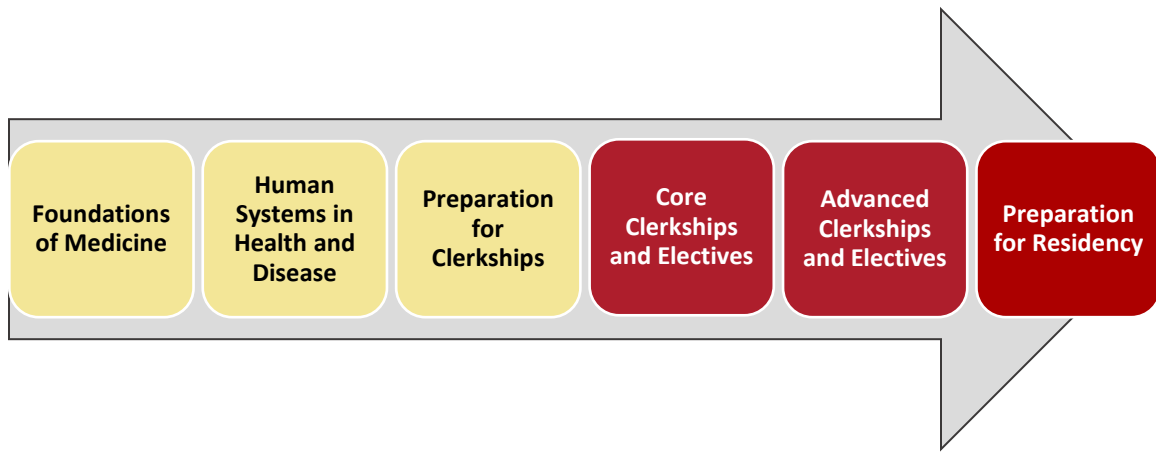


MEDICINE

PRE-CLERKSHIP ELECTIVE



MDE 6041

Elementary Medical Spanish I—Fall

Florida State University
College of Medicine



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Course Director

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Course Overview

Presentation

Every year, the demand of being culturally competent becomes a transcendent component in medical schools in the United States. According to the United States Census Bureau, the Hispanic population, as of 2017, constituted 58.9 million (18.1%) of the Nation’s total population, and the projected Hispanic population by 2060 will be 111.2 million (28%).¹ Additionally, Florida was among a list of ten states with one million or more Hispanic residents in 2017. In terms of health care, Hispanics had the highest uninsured rate (16.1%) compared to other social groups.² This data shows us the importance of becoming knowledgeable in the Hispanic culture, not only to have a better understanding of its customs and beliefs, but to exercise the profession of health care provider with greater effectiveness through efficient language skills when communicating with patients that have a Hispanic background. By taking the series of Medical Spanish courses, students will be more culturally competent when it comes to assisting patients with diverse values, beliefs, and feelings. These courses aim to prepare our medical students to serve a continuously-growing Hispanic population in the state of Florida, and in that way contribute to the FSU College of Medicine Mission and Vision, which thrives to **“educate and develop exemplary physicians who practice patient-centered health care and are responsive to community needs, especially through service to elder, rural, minority and underserved populations.”**

¹ The United States Census Bureau: <https://www.census.gov/newsroom/facts-for-features/2018/hispanic-heritage-month.html>

²“Non-Hispanic Whites had the lowest uninsured rate among race and Hispanic-origin groups (6.3 percent). The uninsured rates for Blacks and Asians were 10.6 percent and 7.3 percent, respectively. Hispanics had the highest uninsured rate (16.1 percent).” <https://www.census.gov/library/publications/2018/demo/p60-264.html>

Course Description

MDE6041 Elementary Medical Spanish I is the first of a three-semester sequence of courses that will allow you to reach the Intermediate level of the American Council of the Teaching Foreign Languages assessment for Spanish. This course is especially designed for medical students who have little Spanish or for those who have studied Spanish before and have a Novice level of proficiency, with some knowledge of medical vocabulary, basic grammar structures, and are interested in understanding the Hispanic culture from the perspective of a health care professional. Students will develop communicative proficiency and accuracy in the use of the Spanish language in medical settings with Spanish speaking patients through listening, reading, writing, and conversation:

- Basic biomedical vocabulary including terms related to pharmacology, the autonomic nervous system, endocrine system, and reproductive system and the diseases and problems common to them.
- Cultural and vocabulary skills for greeting and conversing with patients about their health and life situations. Students will also be exposed to pertinent information about Hispanic cultures.

Expectations and Assessment

Students are expected to come to class prepared for the material assigned for the week; class time will be devoted to a “hands on” oral practice set around realistic dialogues that model typical conversations in doctor-patient relations.

Weekly assignments include web-based lessons in grammar and preparation of brief reports on specific health-related topics and cultural vignettes.

The course provides unique opportunities to develop cultural competence and clinical Spanish language skills that enhance and improve the student’s ability to provide patient-centered health care to Spanish-speaking populations:

- **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. Students will also learn about different Hispanic cultures from Spanish native speakers who are members of the Florida State University Oscar Arias Hispanic Honor Society

Course Objectives

At the completion of the course, the student will:

Competency Domain	Specific Learning Objectives
Patient Care	<p>Communicate with Spanish speaking patients by making proper introductions and asking basic personal and health questions using mainly the present tense and different expressions to indicate past and future actions</p> <p>Identify a chief complaint presented by a native speaker of Spanish.</p>
Knowledge For Practice	<p>Demonstrate a beginner's knowledge of Spanish vocabulary related to the organ systems in health and disease, including appropriate terms and expressions to describe common chief complaints, symptoms and signs and common treatments.</p> <p>Discuss aspects of cultural attitudes on health and health care among Hispanic populations.</p>
Interpersonal and Communication Skills	<p>Comprehend a simple medical history or specific medical case in Spanish.</p> <p>Communicate basic medical information related to the medical interview in simple terms orally and in writing.</p> <p>Demonstrate communication skills that are culturally and linguistically appropriate.</p>

Policies

Americans with Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. 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 Office of Accessibility Services to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician.

[The Office of Student Counseling Services](#)

Medical Science Research Building, 2301

Phone: (850) 645-8256 Fax: (850) 645-9452

To receive academic accommodations, a student:

- 1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- 2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and
- 3) should communicate with the instructor, as needed, to discuss recommended accommodations.

A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

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

[Office of Accessibility Services](#)

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566 TDD: (850) 644-8504

oas@fsu.edu

<https://dsst.fsu.edu/oas>

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. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Attendance Policy

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See [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 will be posted on the course Canvas site (the University Learning Management System).

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

<http://www.wordreference.com/es/translation.asp?tranword=welcome>

http://www.123teachme.com/medical_dictionary

<http://translate.google.com/#en|es>

MediBabble (Free I phone application)

Canopy Spanish (Free I phone application)

Duolingo (Free I phone application)

The following is 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 and to build on the regular class instruction during the week. 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.

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> : Centers for Disease Control and Prevention Spanish podcasts
<http://www.medicalspanishpodcast.com/> : Medical Spanish podcasts
<https://itunes.apple.com/us/podcast/medical-spanish-podcast/id263417520?mt=2> Medical Spanish Podcasts
<http://www.medicalspanish.com/learning-resources.html>: Medical Spanish learning resources
<http://www.practicingspanish.com/>: Practice Medical Spanish
<https://www.youtube.com/watch?v=MyzgZbZnUik&list=PL5o-4-kgVLgivitGLZy6iTV-x6EqPSUDUI> : Different video clips for Medical Spanish
http://www.studyspanish.com/vocab/practice/medcare_f.htm : Medical vocabulary practice and quizzes
https://www.youtube.com/user/languagetaylor1/videos?shelf_id=1&sort=dd&view=0;50 YouTube videos on Medical Spanish
https://www.123teachme.com/learn_spanish/resources_for_learning_medical_spanish_202 : Review of Systems
https://www.123teachme.com/learn_spanish/resources_for_learning_medical_spanish_202 : Chief Complaint
https://www.123teachme.com/learn_spanish/resources_for_learning_medical_spanish_index : Medical videos. Different dialogues and situations

❖ Spanish Tutorial

http://www.carla.umn.edu/strategies/sp_grammar/: Strategies for enhancing your study of Spanish Grammar
<http://www.aprenderespanol.org/> Grammar, vocabulary, reading, videos and diverse activities for Spanish language learning
<http://www.laits.utexas.edu/spe/> : Spanish proficiency exercises. Video clips included. Good practice of listening skills
<https://espanol.lingolia.com/en/> : Grammar and exercises
<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.drlemon.com/Grammar/basics.html> : Spanish grammar and different activities
<http://www.spanishdict.com/grammar> : Grammar
<http://cvc.cervantes.es/portada.htm> : Spanish Language and Literature
<http://www.aprenderespanol.org/lecturas/ejercicios-de-lectura.html> : Basic readings with exercises
<http://www.practicaespanol.com/category/vocabulario-2/> : More developed exercises on specific grammatical points
<http://www.languageguide.org/spanish/vocabulary/> Different Spanish vocabulary with sound
<http://www.spanish411.net/Spanish-Vocabulary.asp> : Vocabulary
<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.englishnspanish.com/learn/verbs>: 500 most common Spanish verbs. Conjugation and

quizzes

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

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

❖ **Web sites that focus on medical issues:**

These web sites help expand the students' Spanish Medical Vocabulary as well as present information about different medical issues related to the systems studied in this course:

<https://gobierno.usa.gov/agencias-federales/departamento-de-salud-y-servicios-humanos> : List of important Health Agencies in Spanish

<http://www.cdc.gov/spanish/> : CDC information in Spanish/English

<https://salud.nih.gov/> : NIH Spanish and English

<https://medlineplus.gov/spanish/> : MedlinePlus in Spanish

<https://healthfinder.gov/espanol/> : Office of Disease Prevention and health promotion in Spanish

<https://medlineplus.gov/spanish/ency/article/007456.htm> MedlinePlus. Neuroscience in Spanish

<http://www.nlm.nih.gov/medlineplus/spanish/sitemap.html> Updated health plus general health education in Spanish

<https://medlineplus.gov/spanish/yeastinfections.html> : Host and Defense topics in Spanish

<https://medlineplus.gov/spanish/autonomicnervoussystemdisorders.html> : ANS Diseases in Spanish

<https://medlineplus.gov/spanish/endocrinediseases.html> : Endocrine diseases in Spanish

<https://medlineplus.gov/malereproductivesystem.html> : Male Reproductive System in Spanish

<https://medlineplus.gov/spanish/femalereproductivesystem.html> : Female Reproductive System in Spanish

❖ ***List of links helpful to class presentations:**

<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://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)

<http://study.com/academy/lesson/holidays-in-spanish-speaking-> : List of festivities in Spanish speaking countries

Grading

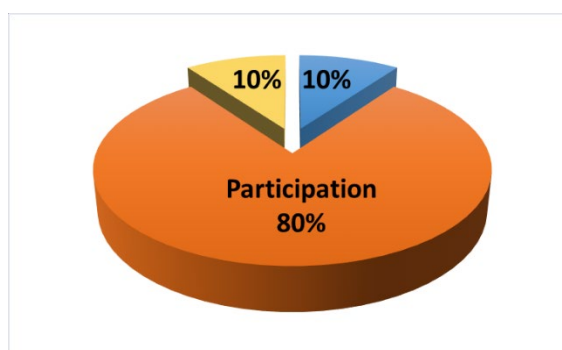
Assignments and weights

The class will be graded Pass/Fail. To earn a grade of Pass ($\geq 70\%$) in Elementary Medical Spanish I, students must fulfill all of the following:

- **Preparation** as evidenced by completion of weekly assignments
 - Required reading will be assigned weekly
 - There will be homework assignments to reinforce and to further practice class activities
- **Participation** in virtual class activities
 - There is no better way to improve conversational skills than to practice them in our face-to-face and virtual classes and independently.
 - Sometimes homework will be completed with other students as a pair/group activity
 - Students demonstrate achievement of the objectives in our face-to-face and virtual class activities.
- **Oral presentation** in Spanish on Hispanic culture
 - Students will perform a cultural oral presentation in English and Spanish (about 5 minutes long) on the topic of their interest relating to the Hispanic World. Details of presentations will be discussed in class prior to carrying out such presentations
 - After the presentation, there will be a question and answer session.
- **Attendance**
 - Given the emphasis that must be placed on participation and interaction in foreign language courses, students need to attend all formal instructional classes.
 - Excused absences will be at the discretion of the instructor.

The grade is based on the following:

Preparation	10%
Class Participation, which also includes short, in-class assessments	80%
Oral Presentation	10%



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 Office of Accessibility Services (OAS); and 2) bring a letter to the instructor from the OAS indicating that the student needs academic accommodation. This should be done during the first week of class.

Weekly Schedule

Detailed homework assignments are posted on Canvas weekly.

Week 1 August 16-20	<p>Introduction to the course.</p> <p>General Review I: Review of basic general Spanish vocabulary I, Pronunciation and the alphabet, days of the week, ordinal and cardinal numbers I, months of the year, and the colors.</p>
Week 2 August 23-27	<p>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</p> <p>Review of basic grammar II</p> <p><i>Spanish Grammar:</i></p> <p>Gender & Number The definite and indefinite articles Subject Pronouns Use of the Verb “Ser” and the Verb “Estar” General Review I and II (Practice)</p>
Week 3 August 30 – September 3	<p>Objectives:</p> <p><i>Vocabulary:</i> Nouns related to the doctor’s office. Common general diseases and concerns. General medical terms used at the family doctor’s office. Parts of the body Interrogative words Vocabulary learning activities</p> <p><i>Communication:</i> 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. Filling out patients’ forms</p> <p><i>Spanish Grammar:</i> Uses of “hay” Cardinal numbers II Seasons and Dates</p>

	Present indicative of regular “AR” verbs Interrogative and negative sentences
Week 4 September 6-10	Week before Midblock Exam. No class Exam on 09/13
Week 5 September 13-17	<i>Host and Defense topics.</i> Objectives: <i>Vocabulary:</i> 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. <i>Communication:</i> 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 <i>Highlighted disease:</i> The flu, The common cold and Covid19 Group conversations <i>Spanish Grammar:</i> Form and position of Descriptive Adjectives Telling time Cultural presentations
Week 6 September 20-24	<i>Host and Defense topics.</i> Objectives: <i>Vocabulary:</i> 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 <i>Communication:</i> 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 Prevention of common children’s diseases/disorders. Specific vaccinations for children <i>Highlighted disease:</i> HIV. Group conversations <i>Spanish Grammar:</i> Verbs “Tener” and “Venir”. Expressions with “Tener” Present tense (indicative) of regular “ER” /”IR” verbs Video project I

<p>Week 7 September 27 – October 1st</p>	<p><i>Autonomic Nervous System</i>. Objectives: <i>Vocabulary:</i> 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 <i>Communication:</i> 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. <i>Highlighted disease:</i> Gastroparesis. Group discussions <i>Spanish Grammar:</i> Comparative forms Cultural presentations</p>
<p>Week 8 October 4-08</p>	<p><i>Review</i>. Preparation of questions for medical interviews with the visiting students from the Oscar Arias Hispanic Honor Society (TBD) Class practice before real interviews: Role-play. Chief complaint and Medical History Preparation of cultural questions <i>Spanish Grammar:</i> Verbs “ir”, “dar”, “estar” “Ir a + infinitivo” Expressions with “hace” Cultural presentations</p>
<p>Week 9 October 11-15</p>	<p>Week of Foundations of Medicine Exam. No class Exam on 10/15</p>
<p>Week 10 October 18-22</p>	<p>Group medical interviews with the Hispanic visiting students from the Oscar Arias Hispanic Honor Society Chief complaint and Medical History Cultural questions</p>
<p>Week 11 October 25 – 29</p>	<p><i>The Endocrine System</i>. Objectives: <i>Vocabulary:</i> 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 <i>Communication:</i> 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</p>

	<p>specific cases through discussions and role-play. Prevention. Prepare brief written reports.</p> <p><i>Highlighted disease:</i> Thyroid disorders. Hyperthyroidism. Group conversations</p> <p><i>Spanish Grammar:</i></p> <p>Possession: possessive with preposition “de” and Possessive Adjectives</p> <p>Cultural presentations</p>
<p>Week 12 November 1-5</p>	<p><i>The Male Reproductive System.</i> Objectives:</p> <p><i>Vocabulary:</i></p> <p>Acquisition of specific Spanish terminology of common diseases and disorders of the Male Reproductive System.</p> <p>Acquisition of general Spanish vocabulary within the context of the Male Reproductive System matters</p> <p>Acquisition of core high frequency Spanish vocabulary</p> <p>Vocabulary learning activities</p> <p><i>Communication:</i></p> <p>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. <i>Highlighted disease:</i> Prostate cancer. Group conversations</p> <p><i>Spanish Grammar:</i></p> <p>Stem-changing verbs (e>ie)</p> <p>Cultural presentations</p> <p>Video project II</p>
<p>Week 13 November 8-12</p>	<p>Week of Foundations of Medicine Exam Unit 3. No class</p> <p>Exam on 11/12</p>
<p>Week 14 November 15-19</p>	<p><i>The Female Reproductive System.</i> Objectives:</p> <p><i>Vocabulary:</i> Acquisition of specific Spanish terminology of common diseases and disorders of the Female Reproductive System.</p> <p>Acquisition of general Spanish vocabulary within the context of the Female Reproductive System matters</p> <p>Vocabulary learning activities</p> <p><i>Communication:</i></p> <p>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 <i>Highlighted disease:</i> Breast cancer. Group conversations</p> <p><i>Spanish Grammar:</i></p> <p>Stem-changing verbs (o>ue)</p> <p>Cultural presentations</p>
<p>Week 15 November 22-</p>	<p>Thanksgiving Holiday. No class</p>

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Week 16 November 29 December 3	Review of the medical interview. Final Activities
Week 17 December 6-10	Week before Host-Defense final exam (December 16) No class