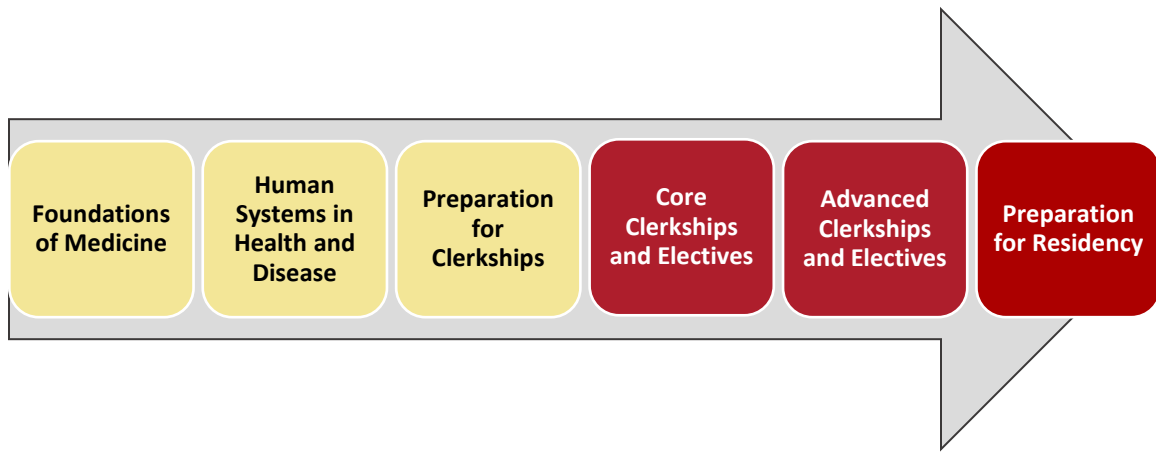


MEDICINE

PRE-CLERKSHIP ELECTIVE



MDE 6042

Intermediate Medical Spanish—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

MDE6042 Intermediate Medical Spanish is the third 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 successfully completed MDE6041 Elementary Medical Spanish I and MDE6045 Elementary Medical Spanish II or for those who have studied Spanish before and have an Intermediate Low level of proficiency, with good knowledge of medical vocabulary, grammar structures, and are interested in understanding the Hispanic culture from the perspective of a health care professional. This fall semester, Intermediate Medical Spanish has been designed to be taken remotely via different online websites that provide free Spanish practice and complemented with interactive Zoom sessions. All the links will be available weekly on Canvas and a Zoom link will be emailed beforehand for the virtual face-to-face classes.

Course Goals

The primary goal of the Intermediate Medical Spanish Course, MDE 6042, is for students to refine the communicative proficiency in the use of the Spanish language at the intermediate level in medical settings with Spanish speaking patients. Students participate in language tasks through listening, reading, writing, and especially conversation at the intermediate level

Formal instruction:

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 will be in-class activities, such as role-playing, brief conversations, interviewing, and history taking. Students will expand their general Spanish vocabulary and medical terminology with emphasis on neuroscience, behavior and the musculoskeletal, integumentary and hematopoietic systems. There will be conversations on different medical cases presented by the students. This course includes the study of specific points of Spanish grammar to enhance communication and refine some of the more challenging concepts in this area.

This Medical Spanish Course includes:

- **Group/Pair discussions** through a series of conversations about specific medical cases related to problems in the area neuroscience, behavior and the musculoskeletal, integumentary and hematopoietic system. Each student or group of students will lead a discussion about a specific case. They will be the “experts” on that case. This activity helps the students to work on their oral skills in an active and focused fashion.
- **Conversation partners** to practice during the week.
- **Hispanic mentors:** During the semester students have access to Hispanic mentors for language consultations.
- **Individual interviews:** Throughout the semester students carry out virtual medical interviews with Spanish native speakers to put into practice different medical activities performed in class.

Independent study via internet resources as a supplement to class instruction:

This syllabus includes a series of medical and Spanish language tutorial websites for students to

practice Spanish independently outside of the classroom. The students will be able to engage in Spanish learning activities between class meetings. They can utilize these internet educational resources to fit their individual learning style to complement their in-class instruction and often their particular medical interests. It allows students to practice the Spanish skills they need at their own pace, managing time constraints and using time efficiently.

Course Objectives

The primary objective of this course is for the students to expand and refine their elementary communicative proficiency in the use of the Spanish language in medical settings with Spanish speaking patients. At the completion of the course, the student will:

Competency Domain	Specific Learning Objectives
Patient Care	Speak successfully in full exchanges with a Hispanic patient about a chief concern as presented by a native speaker of Spanish. Discuss history of the present illness, the family history and the patient's past medical history. Give advice and recommendations for that specific concern.
Knowledge For Practice	Recognize and utilize specific medical terms relating to neuroscience, behavior and the musculoskeletal, integumentary, and hematopoietic systems.
Interpersonal and Communication Skills	Discuss and present specific cases relating to neuroscience, behavior and the musculoskeletal, integumentary, and hematopoietic systems. Read a medical history and a specific medical case in Spanish and write brief comments or summaries about it.

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

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.

Materials

Dictionaries: Spanish-English and English-Spanish

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

http://www.123teachme.com/medical_dictionary <http://translate.google.com/#en|es|>

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

MediBabble (Free I phone application)

Canopy Spanish (Free I phone application)

Duolingo (Free I phone application)

Web Resources

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-kgVLgivtGLZy6iTV-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/language tailor1/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/> General 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.fundacionlengua.com/es/herramientas-conocer-lengua-cultura-espanola/art/1297/> : Tools to know the Spanish language and its culture
<http://www.cambridgeinstitute.net/en/tests-de-nivel-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.sepsiq.org/informacion_salud_mental : Mental Health information in Spanish

<http://dateunavueltaporelcuerpohumano.blogspot.com/p/locomotor.html> : Musculoskeletal system. Different activities in Spanish

<https://medlineplus.gov/spanish/muscleorders.html>: Musculoskeletal topics in Spanish

<https://medlineplus.gov/spanish/skinconditions.html>: Skin topics in Spanish

<https://www.clinicadam.com/temassalud/enfermedades-piel.html> Skin diseases in Spanish

<http://es.uhealthsystem.com/enciclopedia-medica/blood/sitemap> Hematology and blood diseases in Spanish

<https://medlineplus.gov/spanish/blood.html>: Blood topics in Spanish

Grading

Assignments and weights

The students' work is evaluated using the following criteria:

- **Preparation for and participation in in-class discussions and activities.** Participation is important because there is no better way to improve conversational skills than to practice in and outside of the class. There are homework assignments to reinforce and further practice class activities. Detailed homework assignments are posted on Canvas (the University Learning Management System) weekly. Sometimes homework is completed with other students as a pair/group activity. During the semester students have the opportunity to interview Spanish speakers on health matters. Hispanic students from the Oscar Arias Hispanic Honor Society will visit to practice with the medical Spanish students on the interviews.
- **Discussion on specific cases.** In order to foster oral proficiency each week a student or group of students will lead the class on a discussion based on a case related to problems in the following areas: neuroscience, behavior and the musculoskeletal, integumentary and hematopoietic system. The students will supply pertinent information to the class to be prepared for such discussions.

Pass/Fail

This course is on a Pass/Fail basis:

Preparation and participation 80%

Discussion on specific cases 20%

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 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.

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.

Weekly Schedule

Detailed homework assignments are posted on Canvas weekly.

Week 1: August 15-19	<p>Introduction to the course.</p> <p>General Review I. General and health related vocabulary review. Essentials of grammar review. Reading and conversational activities. Discussion of cases for the semester.</p>
Week 2 August 22-26	<p>General Review II. Learn about setting the stage for the clinical encounter: general greetings, addressing the patient, provider’s introduction. Extended introduction: Getting to know the patient and setting the agenda. Dialogues and Conversations.</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points:</p> <p>Review of different past tenses: Conjugation of these tenses. Regular and Irregular. The use of the Preterit tense and the Imperfect tense. Learning to use these tenses when referring to different circumstances and type of actions taking place in the past.</p> <p><i>Review of the Problem Oriented Encounter I</i></p>
Week 3 August 29 - September 2	<p>General Review III. Understand terminology of The Chief Complaint, the History of the Present Illness and Past Medical History in Spanish Exercises. Role-play and specific situations. Oral and written activities Introduction to Neuroscience and Behavior</p> <p>Vocabulary: The brain</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points:</p> <p>Time Expressions with “hace” to express actions that continue from the past into the present moment</p> <p>Time expressions with “hacía” to express actions that link a moment in the past with a prior moment also in the past</p>

	<p>The use of “Hace” meaning in English ‘ago’.</p> <p><i>Review of the Problem Oriented Encounter II</i></p>
<p>Week 4 September 5-9</p>	<p>Medical Interviews A.</p> <p>Neuroscience and Behavior</p> <p>Acquisition of specific Spanish vocabulary related to diseases or disorders of the Central Nervous System. Oral activities. Preparation to converse about experiences with some of those diseases. Symptoms and treatments will be discussed.</p> <p><i>Spanish Grammar. Discussion of the following grammatical points:</i></p> <p>The past participle: Formation and use with perfect tenses.</p> <p>The present perfect tense: Formation and use of this tense to express completed actions that are still related to the present</p> <p>The past perfect tense: Formation and use of this tense to express completed actions in relation to a previous time in the past.</p>
<p>Week 5 September 12-16</p>	<p>Week of Neuroscience mid-block exam (9/16). No class.</p>
<p>Week 6 September 19-23</p>	<p>Neuroscience and Behavior</p> <p>In depth disease: Stroke. Different types. Causes and risks. Recommendation for treatment. Prognosis. Prevention</p> <p>Oral and written activities.</p> <p>Cases: In class students presentation of specific cases related to Neuroscience and Behavior</p> <p><i>Spanish Grammar. Discussion of the following grammatical points:</i></p> <p>Uses of the pronoun “SE”: The pronoun “SE” used as a reflexive, reciprocal, impersonal, passive and as an indirect object pronoun.</p> <p>Independent study & group work</p>

<p>Week 7 September 30 – October 4</p>	<p>Neuroscience and Behavior</p> <p>Mental Health. (Part I): Acquisition of specific Spanish vocabulary related to diseases and disorders in the area of Mental Health. General Mental Health. Spirituality and health. Cognitive Assessment. Psychiatric History and review of systems. Substance abuse.</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points:</p> <p>The imperfect future tense: Formation and use of this tense to express purpose or possibility in the future. The perfect future tense: Formation and use of this tense to express completed actions by a certain time in the future.</p> <p>Review of the Patient Centered interview I</p>
<p>Week 8 October 3-7</p>	<p>Medical Interviews B.</p> <p>Neuroscience and Behavior</p> <p>Mental Health (Part II). Dialogues. Exercises. Preparation to converse about certain diseases.</p> <p>In depth disease: Depression/Anxiety. Different types. Symptoms and causes. Detection, treatment and prevention.</p> <p>Oral and written activities.</p> <p>Cases: In class students presentation of specific cases related to Neuroscience and Behavior</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points:</p> <p>The imperfect conditional tense: Formation and use of this tense to express hypothetical situations and to express probability in the past.</p>
<p>Week 9 October 10-14</p>	<p>Week of Neuroscience final exam (10/14). No class.</p>
<p>Week 10 October 17-21</p>	<p>The Musculoskeletal System</p> <p>Acquisition of general Spanish vocabulary and specific vocabulary within the context of the Musculoskeletal System. Oral activities: Preparation to converse about instances of common diseases and problems related to the Musculoskeletal System.</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points: The perfect conditional tense:</p>

	<p>Formation and use of this tense to express contrary to fact situations.</p>
<p>Week 11 October 24-28</p>	<p>The Musculoskeletal System II</p> <p>In depth disease: Osteoarthritis. Causes and risks. Recommendation for treatment. Prognosis. Prevention.</p> <p>Oral and written activities.</p> <p>Cases: In class students presentation of specific cases related to the Musculoskeletal System.</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points: The present subjunctive:</p> <p>Overview of the Subjunctive Mood. The present tense. Review of regular and irregular verbs.</p> <p><i>Review of the Patient Centered interview II</i></p>
<p>Week 12 October 31 - November 4</p>	<p>Medical Interviews C.</p> <p>The Integumentary System I</p> <p>Acquisition of general Spanish vocabulary and specific vocabulary within the context of the Integumentary System. Oral activities: Preparation to converse about instances of common diseases and problems related to the Integumentary System.</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points:</p> <p>The subjunctive mood with verbs of volition: Formation of the present subjunctive. Use of this tense in compound sentences to express desires, preferences and demands.</p> <p>The Integumentary System II</p> <p>In depth disease: Skin cancer. Different types. Risks, symptoms, detection and treatment. Prevention.</p> <p>Oral and written activities.</p> <p>Cases: In class students presentation of specific cases related to the Integumentary System</p> <p><i>Preparation for the Medical Interviews</i> with the Hispanic students from the Oscar Arias Honor Society visiting the medical Spanish class.</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points:</p>

	<p>The subjunctive mood to express emotion: Use of the present subjunctive in compound sentences to express different personal emotions. The subjunctive mood with impersonal expressions.</p>
<p>Week 13 November 7-11</p>	<p>Week of Gastrointestinal System Exam (November 10). No class.</p>
<p>Week 14 November 14-18</p>	<p>The Hematopoietic System</p> <p>The Acquisition of specific Spanish vocabulary related to the Hematopoietic System.</p> <p>Oral activities: Preparation to converse about instances of common diseases and problems related to the Hematopoietic System.</p> <p>In depth disease Anemia: . Different types. Risks, symptoms, detection and treatment. Prevention.</p> <p>Oral and written activities.</p> <p>Cases: In class students presentation of specific cases related to the Hematopoietic System</p> <p><i>Spanish Grammar.</i> Discussion of the following grammatical points: The subjunctive to express doubt, disbelief and denial</p> <p>The subjunctive to express indefiniteness and nonexistence.</p>
<p>Week 15 November 21-25</p>	<p>Thanksgiving Holiday. No class.</p>
<p>Week 16 November 28- December 2</p>	<p>Medical Interviews D. Visit with the Hispanic students from the Oscar Arias Honor Society visiting the medical Spanish class.</p> <p>Health and Cultural Interviews.</p>
<p>Week 17 December 5-9</p>	<p>Week before MSK exam (12/14). No class</p>