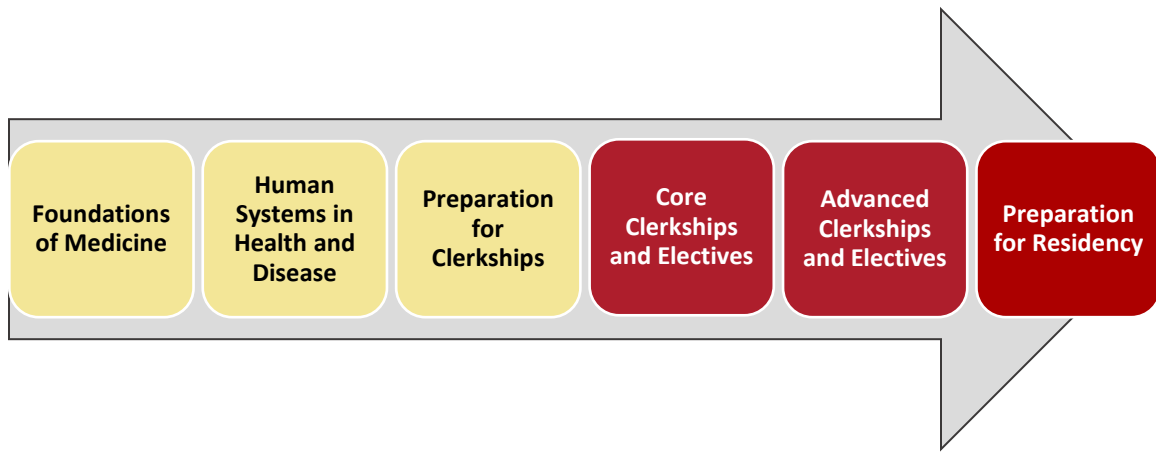


# MEDICINE

## PRE-CLERKSHIP ELECTIVE



**MDE 6045**

**Elementary Medical Spanish II—Spring**

Florida State University  
College of Medicine



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## Course Director

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Office 4108

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Office Hours: Virtually, Monday through Friday by appointment

Classroom: Virtual

Email [yolany.hyde@med.fsu.edu](mailto:yolany.hyde@med.fsu.edu)

## Course Overview

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### Presentation

The Hispanic population of the United States, as of July 1, 2019, constituted 60.6 million (18.5%) of the Nation's total population, and the projected Hispanic population by 2060 is 111.2 million (28%).<sup>1</sup> Additionally, Florida is among the ten states with one million or more Hispanic residents in 2019. In terms of health care, Hispanics had the highest uninsured rate (16.1%) compared to other social groups.<sup>2</sup> Every year the demand of being culturally competent becomes a transcendent component. This data shows us the importance of becoming knowledgeable in the Hispanic culture, understanding its customs and beliefs, as well as using efficient language skills to communicate with the patients. By taking the series of Medical Spanish courses, students will be more culturally competent when it comes to assisting patients with a Hispanic background. 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's Mission and Vision, which strives 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.”**

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<sup>1</sup> According to the United States Census Bureau: <https://www.census.gov/newsroom/facts-for-features/2020/hispanic-heritage-month.html>

<sup>2</sup>“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

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MDE6045 Elementary Medical Spanish II is the second of a three-semester sequence of courses that will allow you to reach the Novice High level (if you come from Medical Spanish I) or the Intermediate Mid-level (if you come from Medical Spanish I with an Intermediate Low 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 or for those who have studied Spanish before and have a Novice Mid level of proficiency with a significant focus on medical vocabulary, grammar structures, and Hispanic culture. Students will review grammatical structures needed to interact with patients, such as asking questions, giving commands, and reporting medical history in the present and past tenses. 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. There will be a strong emphasis on developing oral as well as listening skills. Reading will be part of the class to improve students’ pronunciation, strengthen the recognition and help with memorization of the vocabulary. There will also be a focus on understanding the cultural differences between Spanish speaking countries and the US.

Elementary Medical Spanish II (Spring semester) builds on language knowledge and skills developed in the Elementary Medical Spanish I (Fall semester) by

- Extending vocabulary to the GI, Renal, Cardiovascular, and Pulmonary Systems and the diseases and problems common to them, and
- Increasing proficiency in Spanish skills for interviewing and documentation.

Students meet virtually for instruction in grammar, vocabulary, and exercises related to Spanish conversation. Virtual class activities include:

- Role play in Spanish, particularly in clinical scenarios
- Completion of medical forms in Spanish
- Oral practice
- Preparation of educational materials for Spanish-speaking patients, and
- Medical interviews with native speakers of Spanish.

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 medical aspects of **healthcare** attitudes among Hispanics. The familiarity of these attitudes will help the student in his-her relationship with Spanish-speaking patients
- **Conversation partners** to practice Spanish during the week
- **Hispanic mentors** for Spanish language consultations during the semester

- **Group medical interviews** with Spanish native speakers to put into practice the oral skills practiced formally in the classroom. They will also learn about different Hispanic cultures from the Spanish native speakers who are members of the Florida State University Oscar Arias Hispanic Honor Society.

## Course Objectives

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At the completion of the course, the student will:

Competency Domain	Specific Learning Objectives
<b>Patient Care</b>	<p>Communicate with Spanish speaking patients by asking basic questions about their health and personal details.</p> <p>Understand a specific medical problem as presented by a native speaker of Spanish.</p> <p>Give essential recommendations to a medical problem in Spanish, using basic medical vocabulary.</p>
<b>Knowledge For Practice</b>	<p>Demonstrate a working knowledge of Spanish vocabulary related to the organ systems in health and disease, including appropriate terms and expressions to describe chief complaint, symptoms and signs, common drugs, and common treatments.</p> <p>Discuss the impact of cultural attitudes on health and health care among Hispanic populations.</p>
<b>Interpersonal and Communication Skills</b>	<p>Comprehend a simple medical history or specific medical case in Spanish in oral and written forms.</p> <p>Communicate basic medical information in simple terms orally and in writing.</p> <p>Demonstrate communication skills that are culturally and linguistically appropriate.</p>

## Suggested Materials

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Reading materials needed for the course will be posted on Canvas.

- **Dictionaries:**

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

[http://www.123teachme.com/medical\\_dictionary](http://www.123teachme.com/medical_dictionary)

<http://traductor.cervantes.es/cgi-bin/traduccion>

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

<http://www.linguee.com/english-spanish>

- **Applications:**

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  
<http://www.medicalspanish.com/> : Medical Spanish Courses  
<http://www.medicalspanish.com/medical-vocabulary.html>: Spanish Medical Vocabulary with sound  
[http://www.123teachme.com/learn\\_spanish/medical\\_vocabulary](http://www.123teachme.com/learn_spanish/medical_vocabulary) Spanish Medical Vocabulary  
[http://www.studyspanish.com/vocab/practice/medicare\\_f.htm](http://www.studyspanish.com/vocab/practice/medicare_f.htm) : Medical vocabulary practice and quizzes

- **Spanish Tutorials**

[http://www.carla.umn.edu/strategies/sp\\_grammar/](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-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:

<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

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

<http://www.usalatinonet.com/salud/>: Latino health (English and Spanish)

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

<http://erc.msh.org/mainpage.cfm?file=7.4.0.htm&module=provider&language=English>: Hispanics: Health Disparities Overview. (English)

<http://www.hispanichealth.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://www.cuerpomentecolombiano.com/terapias.jsp> : Different types of “Medicina natural” (Spanish)

<https://medlineplus.gov/spanish/digestivediseases.html>: Digestive diseases (Spanish)

<https://medlineplus.gov/spanish/kidneydiseases.html> : Kidney diseases (Spanish)

<https://medlineplus.gov/spanish/heartdiseases.html> : Cardiovascular diseases (Spanish)

<https://medlineplus.gov/spanish/lungdiseases.html> : Pulmonary diseases (Spanish)

## Grading

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### Assignments and weights

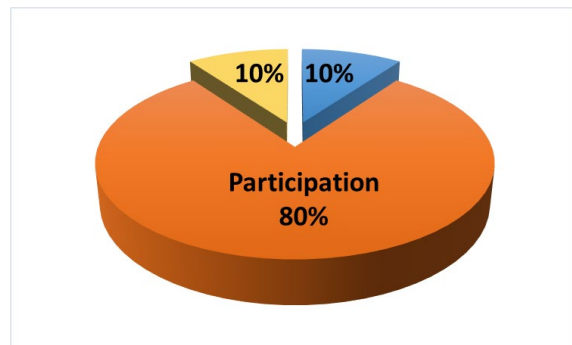
The elective will be graded Pass/Fail. To earn a grade of Pass ( $\geq 70\%$ ) in Elementary Medical Spanish II, students must fulfill all of the following:

- **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 class activities**
  - There is no better way to improve conversational skills than to practice them in class and outside of the class.
  - Sometimes homework will be completed with other students as a pair/group activity
  - Students demonstrate achievement of the objectives in class activities.

- **Oral presentation** in Spanish
  - Students will perform an oral presentation in Spanish (5-7 minutes long) on the topic of their interest relating to the **attitudes on health and health care among Hispanic populations**. Details of presentations will be discussed in class prior to carrying out such presentations. Specific details regarding presentation topics will be posted on Canvas.
  - 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 & Homework	10%
Class Participation (includes reading, listening, speaking and writing assessment)	80%
Individual Oral Presentation	10%



**Meeting with the Instructor:** The instructor is available to meet virtually 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.**

For details, see Policies below.



## Policies

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### 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 [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 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 Suite 2301

Phone: (850) 645-8256

Fax: (850) 645-9452

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Office of Accessibility Services; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

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

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:

#### [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](mailto:oas@fsu.edu)

### 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.**

## Weekly Schedule

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**Detailed homework and assignments are posted on Canvas weekly.**

Week 1: January 4-08 Zoom	Vocabulary, communication and grammar <b>review</b> . Oral and written activities.
Week 2 January 11- 15 Independent Work	<i>Gastrointestinal System (1)</i> . Objectives:  <i>Vocabulary:</i> Acquisition of specific Spanish terminology of common Gastrointestinal diseases and disorders. Acquisition of general Spanish vocabulary within the context of Gastro intestinal matters. Acquisition of core high frequency Spanish vocabulary. Vocabulary learning activities  <i>Communication:</i> Describe common causes of some diseases and disorders of the Gastro Intestinal System. Elicit symptoms of diseases and disorders of the Gastro intestinal System from patients in Spanish. Understand information provided and suggest recommendations for treatment.  <i>Highlighted problem:</i> Obesity. Group conversations  <i>Spanish Grammar:</i>

	Reflexive verbs and numbers 30-100
Week 3 January 18-22 Zoom	<p><i>Gastrointestinal System (II)</i>. Objectives:</p> <p><i>Vocabulary:</i> Review of specific Spanish terminology of common Gastrointestinal diseases and disorders. Review of general Spanish vocabulary within the context of Gastrointestinal matters. Review of core high frequency Spanish vocabulary.</p> <p>Vocabulary learning activities</p> <p><i>Communication:</i> Chief complaint. Practice on specific diseases through discussions and role-play. Prepare brief written reports. Conversations on prevention of common Gastro intestinal diseases/disorders. Prepare brief information for patients' educational purposes.</p> <p><i>Cultural Vignettes:</i> Eating habits of the Hispanic population living in the USA. Diet related diseases. Food as prevention of common diseases. Recommendations</p> <p><i>Spanish Grammar:</i> Direct Object Pronouns The Present Progressive</p> <p><b>Presentations</b></p>
Week 4 January 25-29	<p><b>M1 Assessment on January 29<sup>th</sup></b> <b>No class</b></p>
Week 5 February 1-5 Zoom	<p><i>Renal System (I)</i>: Objectives:</p> <p><i>Vocabulary:</i> Acquisition of specific Spanish terminology of common Renal diseases and disorders. Acquisition of general Spanish vocabulary within the context of Renal matters. Acquisition of core high frequency Spanish vocabulary. Vocabulary learning activities.</p> <p><b>Review of the Problem Oriented Encounter I</b></p> <p><i>Communication:</i> Describe common causes of some diseases and disorders of the Urinary Tract. Elicit symptoms of diseases and disorders of the Urinary Tract from patients in Spanish. Understand information provided and suggest recommendations for treatment <i>Highlighted disease:</i> Diabetes and kidney failure. Group conversations</p> <p><i>Spanish Grammar:</i> Verbs "Saber" and "Conocer" Formal Commands</p> <p><b>Class Presentations</b></p>

<p>Week 6 February 08-12 Independent Work</p>	<p><i>Renal System (II)</i>. Objectives:</p> <p><i>Vocabulary</i> Review of specific Spanish terminology of common Renal diseases and disorders. Review of general Spanish vocabulary within the context of Renal matters. Review of core high frequency Spanish vocabulary. Vocabulary learning activities</p> <p><i>Communication:</i> Chief complaint. Practice on specific diseases through discussions and role-play. Prepare brief written reports. Conversations on prevention of common Renal diseases/disorders <i>Cultural Vignettes:</i> Attitudes towards diabetes of the Hispanic population living in the USA.</p> <p><i>Spanish Grammar:</i> The verb “Gustar” and Indirect Object Pronouns Verbs used like the verb “Gustar” Demonstrative adjectives and Demonstrative pronouns <b>Class Presentations</b></p>
<p>Week 7 February 15-19  Zoom</p>	<p><b>General review</b> Specific diseases vocabulary. Practice Symptoms, causes, prevention and recommendation for treatment.</p> <p><b>Review of the Problem Oriented Encounter II</b></p> <p>Oral and written General Grammar review</p> <p><i>Specific Grammar:</i> The Preterite Tense <b>Class Presentations</b></p>
<p>Week 8 February 22-26 Zoom</p>	<p><b>Specific Review in preparation for the Study Week Learning Trips</b></p> <p><b>MI -A</b></p> <p>Review of a typical visit to the doctor centered around specific diseases expected to be encountered in the learning trips Translation of common phrases</p> <p><i>Specific Grammar:</i> The Imperfect vs the Preterite Review of irregular verbs in the Preterite Tense. The use of Indefinite and Negative Words</p>

Week 9 March 01-05	<b>M1 Assessment on March 5th</b> <b>No class</b>
Week 10 March 08-12	<b>Study Week</b> <b>No class</b>
Week 11 March 15-19 Zoom	<p><i>Cardiovascular System.</i> Objectives:</p> <p><i>Vocabulary:</i> Acquisition of specific Spanish terminology of common Cardiovascular diseases and disorders. Acquisition of general Spanish vocabulary within the context of Cardiovascular matters. Acquisition of core high frequency Spanish vocabulary. Vocabulary learning activities</p> <p><i>Communication:</i> Describe common causes of some diseases and disorders of the Cardiovascular System. Elicit symptoms of diseases and disorders of the Cardiovascular System from patients in Spanish. Understand information provided and suggest recommendations for treatment and prevention. <i>Highlighted Disease:</i> Cardiovascular problems in the Hispanic population living in the USA</p> <p><i>Spanish Grammar:</i> The Imperfect Tense Indirect Object and Direct objects Pronouns used together</p> <p><b>Class Presentations</b></p>
Week 12 March 22-26  Independent Work	<p><i>Pulmonary System.</i> Objectives:</p> <p><i>Vocabulary:</i> Acquisition of specific Spanish terminology of common diseases and disorders of the Pulmonary System. Acquisition of general Spanish vocabulary within the context of the Pulmonary System matters. Vocabulary learning activities.</p> <p><i>Communication:</i> Describe common causes of some diseases and disorders of the Pulmonary System. Elicit symptoms of diseases and disorders of the Pulmonary 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.</p>

	<p>Prepare brief written reports <i>Highlighted disease:</i> Asthma. Group discussions</p> <p><i>Spanish Grammar:</i> Form and use of Formal commands Irregular verbs E&gt;I</p> <p><b>Class presentations</b></p>
<p>Week 13 March 29- April 02 Zoom</p>	<p>Preparation of questions for medical interviews with the visiting students from the Oscar Arias Hispanic Honor Society Class practice before real interviews: Role-play. Physical Exam Preparation of cultural questions</p> <p><i>Spanish Grammar:</i> The Present Perfect</p> <p><b>Class presentations</b></p>
<p>Week 14 April 05-09</p>	<p><b>Week before the M1 Assessment on April 12</b> <b>No class</b></p>
<p>Week 15 April 12-16 Zoom</p>	<p><i>Pulmonary System. Objectives:</i> Review of specific Spanish terminology of common Pulmonary diseases and disorders Review of general Spanish vocabulary within the context of Pulmonary matters Review of core high frequency Spanish vocabulary Vocabulary learning activities Chief complaint. Practice on specific diseases through discussions and role-play. Prepare brief written reports. Conversations on prevention of common Pulmonary diseases/disorders <i>Cultural Vignettes:</i> Use of tobacco of the Hispanic population living in the USA</p> <p><i>Spanish Grammar:</i> Forms and use of Informal Commands <b>Class presentations</b></p>
<p>Week 16 April 19-23 Zoom</p>	<p><b>Individual interviews with the visiting students from the Oscar Arias Hispanic Honor Society</b> <b>Role-play. Physical Exam and Review of systems</b></p>
<p>Week 17 April 26-30</p>	<p><b>M1 Assessment on April 30<sup>th</sup>.</b> <b>No class</b></p>

# COVID-19-related Behavioral Expectations

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It is essential that every faculty, staff and student at the FSU College of Medicine practice certain behaviors in order to minimize the risk of spreading the coronavirus through our school and our community. These guidelines are available at the websites <https://www.cdc.gov/coronavirus/2019-ncov/index.html> and <https://floridahealthcovid19.gov/>. These behaviors will take a **shared commitment to maintaining a safer environment**. Just as in the hospital or outpatient setting, we **teach and maintain a healthcare team safety culture**. This means that we look out for each other and communicate with each other. If someone is breaking protocol (see below), we point it out and ask them to get it right, for their own protection and for the protection of others. (If someone is wearing a mask that slipped below their nose, gently remind them to adjust it. If someone steps close to speak with you, then step back to maintain 6ft of separation with a gentle reminder.) This applies regardless of roles, titles, or personalities. We need to know that we're all following universal precautions, all the time, and that if any of us sees something, we say something. FSUCOM leadership will back you up. We can get through this safely together, but only if we **all together practice safety**.

## COMMON SYMPTOMS OF COVID-19

Fever ( $\geq 100.4^{\circ}\text{F}$  or  $38^{\circ}\text{C}$ ) – Chills – Cough – Shortness of breath or difficulty breathing – Fatigue – Muscle or body aches – Headache – New loss of taste or smell – Sore throat – Congestion or runny nose – Nausea or vomiting – Diarrhea

1. **Follow universal precautions - assume that anyone you meet, touch, or spend time with might have COVID, and any surface you touch might have been touched recently by someone with COVID.** That means:
  - a. Wear a mask at all times, and wear it properly. Masks are required throughout the entire FSU campus. If you are alone in an office, they may be removed, but should be worn in hallways and throughout the entire building. You do not know when you will turn a corner and encounter another person.
  - b. Maintain social/physical distancing. Stay six feet away from other people, and don't be in rooms filled beyond 25% capacity. Don't be part of any large-group indoor gatherings
  - c. Wash your hands **frequently**. Soap and water every hour for >20seconds is best. Hand sanitizer is 2<sup>nd</sup> best. In-between handwashing, use hand sanitizer before and after every contact with another person or any physical surface touched by others.
  - d. Use germicidal wipes on shared surfaces. Before using a shared computer keyboard, touchscreen, microphone, etc. wipe it down. Germicidal wipes will be made available.
  - e. Monitor your health and symptoms. If you are sick (see COVID symptoms above), do not come to school or work. Stay home. If others in your household are sick, do not come to school or work. Stay home. An app is under development by main campus FSU IT that can be used to check symptoms from home and advise you to stay home as needed.
2. **If you must make physical contact or enter another person's six-foot bubble (such as during CLC, anatomy lab, or other clinical activities), use health care worker safety protocols, procedures, and protective equipment appropriate to the level of contact.**
  - a. Relevant training, equipment, and supplies will be provided to each student (and faculty or staff) in any FSUCOM educational activity, when required.
3. **AVOID the three "C"s at ALL times, including evenings, weekends, time away from the COM.**
  - a. Avoid CROWDED SPACES
  - b. Avoid CLOSE CONTACT SETTINGS like close conversations – do not sit across a table while eating a meal (likely you are only 3 feet apart AND you have your mask off)
  - c. Avoid CLOSED SPACES with poor ventilation.

**Whether you're at FSUCOM or out in the community, do all these things all the time. Protect EVERYONE.**

**For persons needing to isolate or quarantine because of COVID:**

- If you test positive for COVID, or have symptoms of COVID, **isolate for at least 10 days** from the date of your test or the start of your symptoms, **and** at least 24 hours after fever has resolved without antipyretics, **and** symptoms have improved. <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html>
- If you have been a close contact of someone testing positive for COVID, **quarantine for 14 days** from the date of the last close contact. <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- If you had COVID and were sick enough to be hospitalized and/or if you are immunocompromised, you may need to isolate for 20 days – talk to your physician.