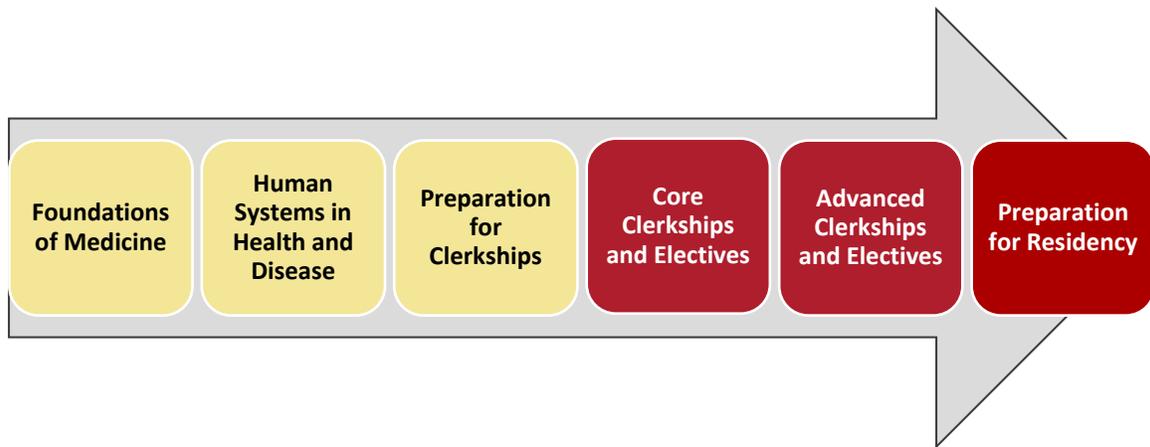


# MEDICINE

## 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

Phone 645-7368

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## 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 for instruction in grammar, vocabulary, and exercises related to Spanish conversation. 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 be able to:

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/medcare\\_f.htm](http://www.studyspanish.com/vocab/practice/medcare_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.cuerpomente.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:

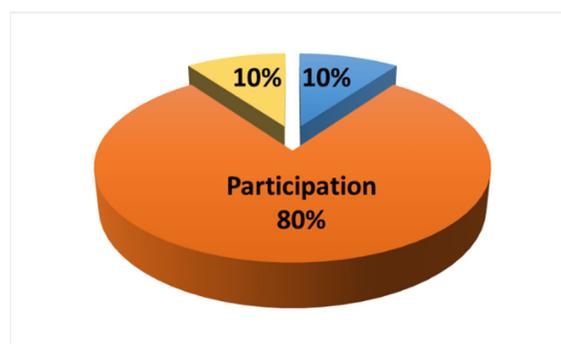
- **Preparation as evidenced by completion of weekly assignments**
  - Required reading will be assigned weekly
  - There will be homework assignments to reinforce and to further practice class activities
- **Participation in class activities**
  - There is no better way to improve conversational skills 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%



## Policies

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### 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](mailto: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.

**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.**

For details, see ADA Policies above.

## 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.**

<p>Week 1: January 3-07</p>	<p>Vocabulary, communication and grammar <b>review</b>. Oral and written activities.</p>
<p>Week 2 January 10-14</p>	<p><i>Cardiovascular System (I)</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.</p> <p><i>Highlighted Disease:</i> Cardiovascular problems in the Hispanic population living in the USA</p> <p><i>Spanish Grammar:</i> Review: Stem-changing verbs Reflexive verbs and numbers 30-100</p> <p><b>Class presentations</b></p>

<p>Week 3 January 17-21</p>	<p>01-17 MLK Holiday</p> <p><i>Cardiovascular System (II)</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.</p> <p><i>Highlighted Disease:</i> Coronary heart failure</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 4 January 24-28</p>	<p><i>Pulmonary System (I)</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. Prepare brief written reports</p> <p><i>Highlighted disease:</i> Asthma. Group discussions</p> <p><i>Spanish Grammar:</i> Forms and use of informal commands</p> <p><b>Class presentations</b></p>
<p>Week 5 January 31 - February 4</p>	<p><b>Mid-block Assessment on February 4<sup>th</sup></b> <b>No class</b></p>

<p>Week 6 February 07-11</p>	<p><i>Pulmonary System (II)</i>. Objectives:  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><b>Review of the Problem Oriented Encounter I</b></p> <p><i>Spanish Grammar</i>:  Direct object pronouns  Verbs “Saber” and “Conocer”</p> <p><b>Class Presentations</b></p>
<p>Week 7 February 14-18</p>	<p><i>Renal System (I)</i>: Objectives:  <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><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</p> <p><i>Highlighted disease</i>: Diabetes and kidney failure. Group conversations</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 exercises  General Grammar review</p> <p><i>Spanish Grammar</i>:  The verb “Gustar” and indirect object pronouns  Verbs used like the verb “Gustar”  Demonstrative adjectives and demonstrative pronouns</p> <p><b>Class Presentations</b></p>

<p>Week 8 February 21-25</p>	<p><b>Specific Review in preparation for the Spring Break Learning Trips</b></p> <p><b>Medical Interview I</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 preterite tense Review of irregular verbs in the preterite tense. Descriptions and habitual actions in the past</p>
<p>Week 9 February 28 - March 04</p>	<p><b>Final Assessment on March 4th</b> <b>No class</b></p>
<p>Week 10 March 07-11</p>	<p><b>Spring Break</b> <b>No class</b></p>
<p>Week 11 March 14-18</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</p> <p><i>Cultural Vignettes:</i> Attitudes towards diabetes of the Hispanic population living in the USA.</p> <p><i>Specific Grammar:</i> The Imperfect The use of Indefinite and Negative Words</p> <p><b>Class Presentations</b></p>
<p>Week 12 March 21-25</p>	<p><i>Gastrointestinal System (1).</i> Objectives:</p> <p><i>Vocabulary:</i> Acquisition of specific Spanish terminology of common Gastrointestinal diseases and</p>

	<p>disorders. Acquisition of general Spanish vocabulary within the context of Gastro intestinal 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 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.</p> <p><i>Highlighted problem:</i> Obesity. Group conversations</p> <p><i>Spanish Grammar:</i> The Imperfect vs Preterite object and direct objects pronouns used together</p> <p style="text-align: right;">Indirect</p>
<p>Week 13 March 28- April 01</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 Relative pronouns</p> <p><b>Class presentations</b></p>
<p>Week 14 April 04-08</p>	<p><b>Week before the A&amp;R Assessment on April 11<sup>th</sup></b> <b>No class</b></p>
<p>Week 15 April 11-15</p>	<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> The present progressive</p> <p><b>Presentations</b></p>
<p>Week 16 April 18-22</p>	<p><b>Medical Interview II</b> <b>Individual interviews with the visiting students from the Oscar Arias Hispanic Honor Society</b> Role-play. <b>Physical Exam and Review of systems</b></p>
<p>Week 17 April 25-29</p>	<p><b>Week before final assessment on May 5<sup>th</sup></b> <b>No class</b></p>