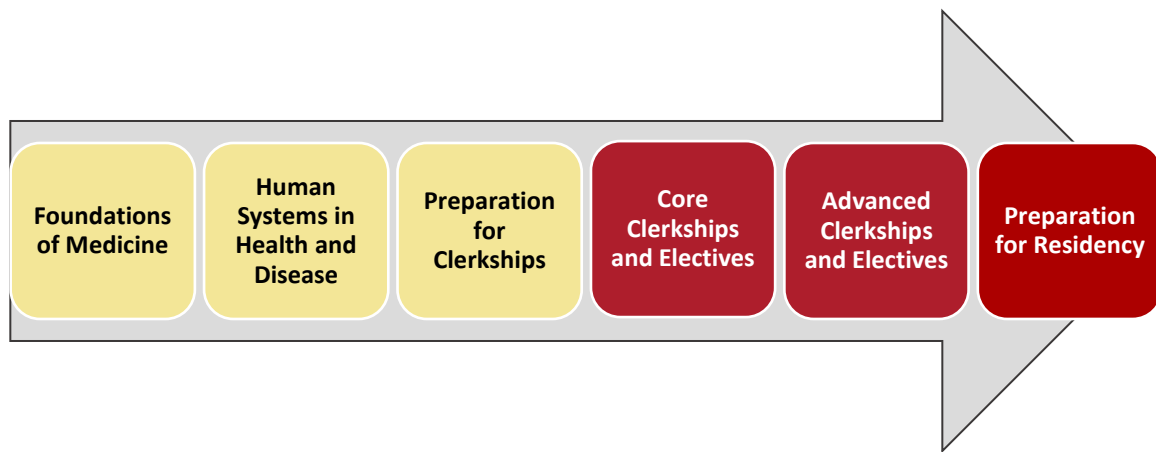


MEDICINE

PRE-CLERKSHIP ELECTIVE



Elementary Medical Spanish II

MDE 6045



Florida State University
College of Medicine

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Instructor

Course Director: Dr. Yolany Hyde

Office 4108

Phone 645-7368

Office Hours: Monday through Friday by
appointment

Classroom: TBD

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“Si hablas a un hombre en un idioma que comprende, llegarás a su cabeza. Si le hablas en su lengua materna, llegarás a su corazón”

Nelson Mandela

Course Overview

Presentation

The Hispanic population of the United States, as of 2017, constituted 58.9 million (18.1%) of the Nation's total population, and the projected Hispanic population by 2060 is 111.2 million (28%).¹ Additionally, Florida was among the 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 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 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.”**

Course Description

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 already 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 cultures. 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 tense. Students are expected to come to class prepared for the material assigned for the week; class time will be a focused on “hands on” oral practice set around realistic dialogues that model typical conversations in doctor-patient relations. There will be a strong focus 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 Spanish II (Spring semester) builds on language knowledge and skills developed in the Elementary Medical Spanish I (Fall semester) by

- Extending vocabulary to the Cardiovascular, Pulmonary, Renal-urinary, GI, and

¹ According to 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>

Endocrine systems and the diseases and problems common to them, and

- Increasing proficiency in Spanish skills for interviewing and documentation.

Students meet weekly for 1.5 hours of instruction in grammar, vocabulary, and exercises related to Spanish conversation. Classroom 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

| | Education Program Objectives | Course Objectives | Means of Assessment |
|----------|--|--|--|
| 1 | PATIENT CARE: Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health | | |
| 1.2 | Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging and other tests | <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> | Class participation, role play, group medical interviews |
| 2 | KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care | | |
| 2.2 | Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations | 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. | Class participation, completion of medical forms |
| 2.3 | Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care | | |
| 2.5 | Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, barriers to and attitudes toward care | Discuss the impact of cultural attitudes on health and health care among Hispanic populations. | Presentation |
| 4 | Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals | | |
| 4.1 | Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds | <p>Communicate basic medical information in simple terms orally and in writing.</p> <p>Demonstrate communication skills that are culturally and linguistically appropriate.</p> <p>Give essential recommendations to a medical problem in Spanish, using basic medical vocabulary.</p> | Class participation, role play, group medical interviews |
| 4.2 | Communicate effectively with colleagues within one's | Comprehend a simple | |

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| | profession or specialty, other health professionals, and health related agencies | medical history or specific medical case in Spanish in oral and written forms. | |
| 5 | PROFESSIONALISM: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles | | |
| 5.5 | Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation | Discuss the impact of cultural attitudes on health and health care among Hispanic populations. | Class participation, role play, group medical interviews, Presentation |

Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's [Director of Student Counseling Services](#) and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)

Medical Science Research Building, 2301

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

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; 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 Student Disability Resource Center 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:

Student Disability Resource Center
 874 Traditions Way
 108 Student Services Building
 Florida State University
 Tallahassee, FL 32306-4167
 Voice: (850) 644-9566
 TDD: (850) 644-8504
sdrc@admin.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

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.

- **Dictionaries:**

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

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 Spanish Medical Vocabulary
http://www.studyspanish.com/vocab/practice/medicare_f.htm : Medical vocabulary practice and quizzes

- **Spanish Tutorials**

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.net/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

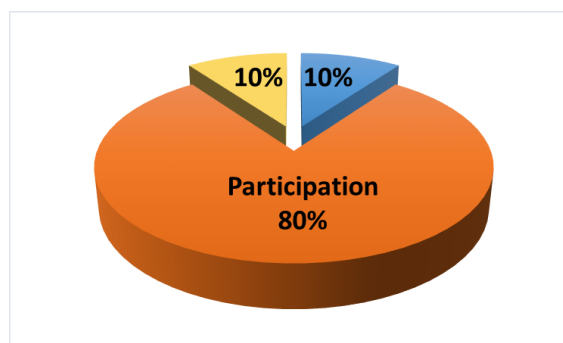
Assignments and weights

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 carry 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:

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| 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 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.

Material Covered in Class Weekly

Detailed homework assignments are posted on Canvas weekly

Class Schedule: Detailed homework and assignments are posted on Canvas weekly.

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| Week 1: January 1-4 | Wednesday: Vocabulary, communication and grammar review . Oral and written activities. |
| Week 2 January 7-11 | Wednesday: <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 Gastrointestinal matters Acquisition of core high frequency Spanish vocabulary Vocabulary learning activities <i>Communication:</i> Describe common causes of some diseases and disorders of the Gastrointestinal System. Elicit symptoms of diseases and disorders of the Gastrointestinal 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 |

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| <p>Week 3 January 14-18</p> | <p>Wednesday: Gastrointestinal System (II). 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 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.</p> <p>Recommendations</p> <p><i>Spanish Grammar:</i> Direct Object Pronouns The Present Progressive</p> <p>Presentations</p> |
| <p>Week 4 January 21-25</p> | <p>Wednesday: Renal System (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><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><i>Spanish Grammar:</i> Verbs "Saber" and "Conocer" Formal Commands</p> <p>Class Presentations</p> |
| <p>Week 5 January 28-1</p> | <p>Wednesday: A&R Assessment No class</p> |

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| <p>Week 6 February 4-8</p> | <p>Wednesday: Renal System (II). Objectives: <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 <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. <i>Spanish Grammar:</i> The verb “Gustar” and Indirect Object Pronouns Verbs used like the verb “Gustar” Demonstrative adjectives and Demonstrative pronouns Class Presentations</p> <p>Wednesday: General review Specific diseases vocabulary. Practice Symptoms, causes, prevention and recommendation for treatment. Oral and written General Grammar review <i>Specific Grammar:</i> The Preterite Tense Class Presentations</p> |
| <p>Week 7 February 11-15</p> | |
| <p>Week 8 February 18-22</p> | <p>Wednesday: Specific Review in preparation for the Spring Break Learning Trips Review of a typical visit to the doctor centered around specific diseases expected to be encountered in the learning trips Translation of common phrases <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> |
| <p>Week 9 February 25 March 1</p> | <p>A&R Assessment No class</p> |
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| Week 10 March 4-8 | Spring Break No class |
| Week 11 March 11-15 | <p>Wednesday: Cardiovascular System. 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> The Imperfect Tense Indirect Object and Direct objects Pronouns used together</p> <p>Class Presentations</p> |
| Week 12 March 18-22 | <p>Wednesday: Pulmonary System. 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</p> <p>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> Form and use of Formal commands Irregular verbs E>I</p> <p>Class presentations</p> |
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| Week 13 March 25-29 | Wednesday: 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 <i>Spanish Grammar:</i> The Present Perfect Class presentations |
| Week 14 April 1-5 | Wednesday: A&R Assessment No class |
| Week 15 April 8-12 | Wednesday: Individual interviews with the visiting students from the Oscar Arias Hispanic Honor Society Role-play. Physical Exam and Review of systems |
| Week 16 April 15-19 | Wednesday: <i>Pulmonary System</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 <i>Spanish Grammar:</i> Forms and use of Informal Commands Class presentations |
| Week 17 April 22-26 | Wednesday: Final day activities Class presentations |
| Week 18 April 29-May 3 | Wednesday: A & R Assessment No class |

