



The Florida State University
College of Medicine

MDE 6041

**Medical Spanish I
Low Intermediate
Level**

Fall 2015

Instructors

Course Director

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Course Overview



“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 Description:

This Medical Spanish Course, MEL 6041, Low Intermediate, addresses the needs of medical students with some experience with the Spanish language. Students develop communicative proficiency and accuracy in the use of the Spanish language in medical settings with Spanish speaking patients. Students are exposed to pertinent information about Hispanic cultures as well. Students also participate in language tasks through listening, reading, writing, and conversation.

This Medical Spanish Course consists of:

a. *Formal instruction*

The goal of the Medical Spanish Course, MDE 6041, is to make it possible for students to communicate in Spanish with patients whose dominant language is Spanish. **The best way to learn a language is to practice as often as possible.** From the onset of this course, students will be 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 also will expand their Spanish vocabulary with emphasis on medical terminology. The students will review the essentials of Spanish grammar to enhance their ability to communicate. This course will offer a half hour session as a tutorial for students in need of additional practice.

This Medical Spanish Course includes:

- **Presentations** in Spanish about different aspects of Hispanic culture to both enhance the quality of the relationship with Spanish-speaking patients and to avoid misunderstandings about certain cultural values and expectations.
 - **Conversation partners** to practice Spanish during the week
 - **Hispanic mentors** for Spanish language consultations during the semester
 - **Individual 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
- b. *Independent study via internet resources as a supplement to class instruction*
This syllabus includes 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. 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. This is a significant component of this course and it is critical for its success. It allows students to practice the Spanish skills they need at their own pace managing time constraints and using time efficiently.

Course Objectives:

The main objective of this Medical Spanish class is for the medical student to communicate in Spanish with a Spanish speaking patient at a low intermediate level. By the end of the semester, students should be able to communicate in simple Spanish using mainly the present tense, past regular tenses and phrasal verbs to express future intentions. They should be able to utilize specific medical terms learned in class as well as high frequency Spanish vocabulary words practiced in class as well. Students should be able to communicate with Spanish speaking patients by asking personal questions as well as questions about their health. They should be able to sustain a conversation about a specific medical problem as presented by a native speaker of Spanish in simple terms. They should be able to give advice and recommendations to the problem using short sentences. Students should be able to read and comprehend the essence of a medical history or specific medical case in Spanish. They should be able to write professional comments on the medical interview performed using basic statements constructed with learned grammatical structures and vocabulary.

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
G146

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

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

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

sdrc@admin.fsu.edu

<http://www.fsu.edu/~staffair/dean/StudentDisability>

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. Florida State University Academic Honor Policy, found at <http://www.fsu.edu/~dof/honorpolicy.htm>.

Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See pages 27-29 of [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 are posted in Course Library in Blackboard

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

<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>

MediBabble (Free I phone application)

Canopy Spanish (Free I phone application)

Duolingo (Free I phone application)

Grading

Assignments and weights

The students' work is evaluated using the following criteria:

- **Preparation and participation for in-class discussions and activities**

Participation is important because there is no better way to improve conversational skills than to practice them in class and outside of the class. There will be homework assignments to reinforce and to further practice class activities. Sometimes homework will be completed with other students as a pair/group activity.

- **Presentation**

Students will perform a cultural oral presentation in Spanish (about 5 minutes long) on the topic of their interest relating to the Hispanic World, not necessarily related to medical issues. After the presentation, there will be a question and answer session that will give the students an opportunity for discussion. The instructor will provide a variety of information resources to carry out such presentations.

List of links helpful to class presentations

<http://www.espanole.org/artes>: Fine Arts. Museums and artists

http://www.chlive.org/kkaplan/spanish_speaking_countries.htm Spanish speaking countries: their music, art, museums, festivities and traditions

<http://www.espanole.org/hist> : Links related to Spanish and Hispanic History

<http://www.espanole.org/pais#bol>: The Hispanic countries

<http://college.cengage.com/languages/spanish/resources/students/links/index.html>:

Multiple links to History and Culture specifically link "Country City Tours"

<http://www.medicalspanish.com/cultural-topics.html>: Cultural topics for Hispanic Health Care

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

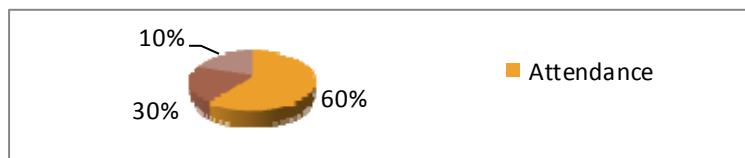
- **Attendance.** Given the emphasis that must be placed on participation and interaction in foreign language courses, students need to attend all formal instructional classes.

This syllabus includes a series of websites for the students to practice Spanish on their own. This enables them to build on the regular class instruction during the week. This is a very important component for the success of this course.

Grading:

Grading is based on the following:

Class Participation	30%
Attendance	60%
Class Presentation	10%



This course is graded on a Pass/Fail basis.

Note: A passing grade is 70%

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 Student Disability Resource Center (SDRC); and 2) bring a letter to the instructor from the SDRC 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.

Material Covered in Class Weekly

(Detailed homework assignments are posted on Blackboard weekly)

Week 1 August 24-28	Introduction to the course General vocabulary review. Practice activities Short dialogues using specific vocabulary to identify names and basic personal information. Greetings and farewells Short dialogues using terminology identifying things and places <i>Spanish Grammar:</i> Gender & Number http://studyspanish.com/lessons/genoun1.htm (Lesson and Practice) http://studyspanish.com/lessons/plnoun.htm (Lesson and Practice)
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The definite and indefinite articles

<http://studyspanish.com/lessons/defart1.htm> (Lesson and Practice)

Verb “ser”

<http://web.uvic.ca/hrd/span100/unit01/gr2a.htm> (Lesson)

<http://www.glendon.yorku.ca/hispanicstudies/hola/engfiles/ser1.html> (Practice)

<http://www.quia.com/cz/13744.html> (Practice)

Week 2
August 31-
September 4

Thursday: *At the Family Doctor’s Office I*. Objectives:

Vocabulary:

Nouns related to the doctor’s office. Common general diseases and concerns I. General medical terms used at the family doctor’s office I. Parts of the body I.

Interrogative words

Vocabulary learning activities

Communication:

Fill out Spanish forms with basic personal information about a patient: name, address, date of birth, telephone number, marital status, place of work and social security number

Oral activities and Role-play. Eliciting basic personal information

Spanish Grammar:

Uses of “hay”

<http://studyspanish.com/lessons/hay.htm> (Lesson)

<http://www.spanish.bz/hay-quiz.htm> (Practice)

Seasons and Dates

<http://studyspanish.com/lessons/months.htm> (Lesson and Practice)

Calendar. Planning a schedule

Week 3
September 7-
11

Labor Day

No class

Week 4
September
14-18

Monday: *At the Family Doctor’s Office II*. Objectives:

Vocabulary:

Common general diseases and concerns II. General medical terms used at the family doctor’s office II. Parts of the body II

Vocabulary learning activities

Communication:

Oral activities and Role-play. Filling out patients’ forms

Spanish Grammar:

Present indicative of regular “AR” verbs

<http://www.studyspanish.com/lessons/regverb1.htm> (Lesson)

http://www.colby.edu/~bknelson/SLC/present_tense.php (Practice)

Interrogative sentences

<http://studyspanish.com/lessons/quest.htm> (Lesson)

<http://personal.colby.edu/~bknelson/SLC/interrogatives2.php> (Practice)

Negative sentences

<http://studyspanish.com/lessons/neg.htm> (Lesson and Practice)

Common questions from doctors to patients



Week 5
September
21-25

Monday: *Host and Defense topics*. Objectives:

Vocabulary:

Acquisition of specific Spanish terminology of common Host and Defense diseases and disorders.

Acquisition of general Spanish vocabulary within the context of Host and Defense matters

Acquisition of core high frequency Spanish vocabulary

Vocabulary learning activities

Communication:

Describe common symptoms of some Host and Defense diseases and disorders in Spanish. Elicit symptoms of Host and Defense diseases and disorders from patients in Spanish. Understand information provided and suggest recommendations for treatment

Highlighted disease: The flu. Group conversations

<http://espanol.cdc.gov/enes/flu/about/disease/index.htm>

Spanish Grammar:

Form and position of Descriptive Adjectives

<http://www.studyspanish.com/lessons/adj1.htm> (Lesson and Practice)

<http://personal.colby.edu/~bknelson/SLC/adjetivos.php> (Practice)

Physical and Psychological Characteristics. Descriptions

Agreement

<http://studyspanish.com/lessons/genoun1.htm> (Lesson)

<http://studyspanish.com/lessons/plnoun.htm> (Lesson)

http://www.123teachme.com/learn_spanish/spanish_articles_2 (Practice)

Telling time

<http://studyspanish.com/lessons/time.htm> (Lesson)

<http://www.quia.com/pop/38352.html> (Practice)

Week 6
September
28-October 2
A & R Assessment
No class

Week 7
October 5-9
Monday: *Host and Defense topics*. Objectives:

Vocabulary:

Review of specific Spanish terminology of common Host and Defense diseases and disorders and general Spanish vocabulary within the context of Host and Defense matters

Acquisition of core high frequency Spanish vocabulary

Vocabulary learning activities

Communication:

Chief complaint. Practice on specific cases through discussions and role-play. Prepare brief written reports. Conversations on prevention of common Host and Defense diseases/disorders. Prepare brief information for patients' educational purposes

Highlighted disease: Hepatitis. Group conversations

<http://www.nlm.nih.gov/medlineplus/spanish/hepatitis.html>

Spanish Grammar:

Verbs "tener" and "venir"

<http://studyspanish.com/lessons/tenven.htm> (Lesson)

<http://www.quia.com/tq/384203.html> (Practice)

Expressions with "tener"

<http://studyspanish.com/lessons/tenexp.htm> (Lesson)

<http://www.drlemon.com/Grammar/Tener.html> (Practice)

Present tense (indicative) of regular "ER" /"IR" verbs

<http://studyspanish.com/lessons/regverb1.htm> (Lesson)

http://www.colby.edu/~bknelson/SLC/present_tense.php (Practice)

Week 8
October 12-
16
Monday: *Host and Defense topics*. Objectives:

Vocabulary:

Practice of specific Spanish terminology of common Host and Defense diseases and disorders and general Spanish vocabulary within the context of Host and Defense matters

Acquisition of core high frequency Spanish vocabulary

Vocabulary learning activities

Communication:

Highlighted disease: HIV. Group conversations

<http://carlospadilla1b.blogspot.com/2011/09/tarea-5-resumen-de-la-enfermedad.html>

Cultural Vignette: The approach to vaccinations of Hispanic children living in the USA. Prevention of common children's diseases/disorders. Specific vaccinations for children

Spanish Grammar:

Verbs "ir", "dar", "estar"

<http://studyspanish.com/lessons/estariardar.htm> (Lesson and Practice)

"Ir a + infinitivo"

<http://studyspanish.com/lessons/ira.htm> (lesson and Practice)

Uses of the future tense

Week 9

October 19-23

Monday: Review. Preparation of questions for medical interviews with the visiting students from the Oscar Arias Hispanic Honor Society

Class practice before real interviews: Role-play. Chief complaint and Medical History

Preparation of cultural questions

Week 10

October 26-30

A&R Assessment

No class

Week 11

November 2-6

Monday: Group medical interviews with the Hispanic visiting students from the Oscar Arias Hispanic Honor Society

Chief complaint and Medical History

Cultural questions

Week 12

November 9-13

respiración
obesidad
glándulas
crecimiento
quiste
dolor
ovarios
segregar
hormona
embarazo
tiroides
corazón

Monday: *Autonomic Nervous System*. Objectives:

Vocabulary:

Acquisition of specific Spanish terminology of common diseases and disorders of the Autonomic Nervous System

Acquisition of general Spanish vocabulary within the context of Autonomic

Nervous System matters

Acquisition of core high frequency Spanish vocabulary

Vocabulary learning activities

Communication:

Describe common symptoms of some diseases and disorders of the Autonomic Nervous System. Elicit symptoms of diseases and disorders of the Autonomic Nervous System from patients in Spanish. Understand information provided and suggest recommendations for treatment.

Chief complaint. Practice on specific cases through discussions and role-play.

Prevention. Prepare brief written reports.

Highlighted disease: Hypertension. Group discussions

<https://www.youtube.com/watch?v=a5gQraJHUTQ>

<https://www.youtube.com/watch?v=a5gQraJHUTQ>

Grammar:

Use of “ser and estar”

<http://studyspanish.com/lessons/serest1.htm> (Lesson)

<http://www.columbia.edu/~js2348/gse1xa.html> (Practice)

http://personal.colby.edu/~bknelson/SLC/ser_estar.php (Practice)

Different meanings according to usage

Week 13
November
16-20

Monday: *The Endocrine System*. Objectives:

Vocabulary:

Acquisition of specific Spanish terminology of common Endocrine diseases and disorders.

Acquisition of general Spanish vocabulary within the context of Endocrine system matters

Acquisition of core high frequency Spanish vocabulary

Vocabulary learning activities

Communication:

Elicit symptoms of Endocrine diseases and disorders from patients in Spanish. And suggest recommendations for treatment. Describe symptoms of the essence of common Endocrine diseases and disorders. Chief complaint. Practice on specific cases through discussions and role-play. Prevention. Prepare brief written reports.

Highlighted disease: Thyroid disorders. Group conversations

Spanish Grammar:

Possession: possessive with preposition “de” and Possessive Adjectives

<http://studyspanish.com/lessons/possadj.htm> (Lesson)

<http://www.elearnspanishlanguage.com/grammar/prepositions/de-possessive.html> (Practice)

Week 14
November
23-27

Monday: *The Male Reproductive System*. Objectives:

Vocabulary:

Acquisition of specific Spanish terminology of common diseases and disorders of the Male Reproductive System.

Acquisition of general Spanish vocabulary within the context of the Male Reproductive System matters

Acquisition of core high frequency Spanish vocabulary

Vocabulary learning activities

Communication:

Elicit symptoms of diseases and disorders of the Male Reproductive System from patients in Spanish and suggest recommendations for treatment. Describe symptoms of the essence of common diseases and disorders of the Male Reproductive System. Chief complaint. Practice on specific cases through discussions and role-play. Prevention. Prepare brief written reports.

Highlighted disease: Prostate cancer. Group conversations

<http://www.cancer.org/espanol/cancer/cancerdeprostata/resumen/resumen-sobre-el-cancer-de-prostata-what-is-what-is-prostate-cancer>

Grammar:

Comparative forms

<http://studyspanish.com/lessons/inequal.htm> (Lesson)

<http://studyspanish.com/lessons/equal.htm> (Lesson)

<http://www.colby.edu/~bknelson/SLC/comparisons1.php> (Practice)

Week 15
November
30-Dec 4

Monday: *The Female Reproductive System*. Objectives:

Vocabulary: Acquisition of specific Spanish terminology of common diseases and disorders of the Female Reproductive System.

Acquisition of general Spanish vocabulary within the context of the Female Reproductive System matters

Vocabulary learning activities

Communication:

Elicit symptoms of diseases and disorders of the Female Reproductive System from patients in Spanish and suggest recommendations for treatment. Describe symptoms of the essence of common diseases and disorders of the Female Reproductive System. Chief complaint. Practice on specific cases through discussions and role-play. Prevention. Prepare brief written reports

Highlighted disease: Breast cancer. Group conversations

<http://www.cancerquest.org/es/breast-cancer-summary.html>

Cultural Vignette: Diabetes in the Hispanic population living in the USA. Education on the risk, control and prevention of the disease

<http://www.joslin.org/joslin-Iniciativa-en-diabetes-para-los-latinos.html>

Spanish Grammar:

Stem-changing verbs (e>ie)

<http://studyspanish.com/lessons/stemie.htm> (Lesson)

<http://www.trinity.edu/mstroud/grammar/p4bjs.html> (Practice)

Irregularity verb patterns

Week 16
December 7-11 Class presentations

Week 17
December 14-18 Monday: A & R Assessment
No class

Web Resources

Web sites that focus on cultural issues related to the Hispanic world:

These web sites increase the students' knowledge of Hispanic culture. They are useful for their relationship with the Hispanic community in different ways, including the health arena.

<http://www.espanole.org/pais> : The Hispanic world. Explore its countries (English and Spanish)

<http://www.espanole.org/artes> : Links to the world of art (English and Spanish)

<http://coloquio.com/famosos/alpha.html> : Famous Hispanics in the world and in history.

Sections: Antiquity, Musicians, Nobel Prizes, Painters, Scientists, Sports, U.S. Military, Women and Writers. (English)

<http://college.cengage.com/languages/spanish/resources/students/links/index.html> : Multiple links to History, Culture, Music, Literature. Link "Country City Tours" can be helpful. (English and Spanish)

<http://www.indiana.edu/~call/generales.html> : Hispanic culture: literature, language and food (Spanish and English)

<http://www.espanole.org/hist> : History and heritage. The Hispanic world (English and Spanish)

<http://www.spanishnewyork.com/spanish-movies-and-videos.html> : Titles of Spanish movies and DVD's for students of Spanish

<http://pewhispanic.org/> : Information to improve understanding of the diverse Hispanic population in the United States and to chronicle Latinos' growing impact on the nation. (English)

<http://www.donquijote.org/culture/spain/> : Spain and its culture (English and Spanish)

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.123teachme.com/learn_spanish/medical-spanish: Medical Spanish for Health Professionals

<http://www.cdc.gov/spanish/podcast.html> : Centers for Disease Control and Prevention Spanish podcasts

<http://www.medicalspanishpodcast.com/> : Medical Spanish podcasts

<http://www.medicalspanish.com/learning-resources.html>: Medical Spanish learning resources

<http://www.practicingspanish.com/>: Practice Medical Spanish

<http://www.practicingspanish.com/videos.html>: Medical Spanish Videos

<http://www.medicalspanish.com/> : Medical Spanish Courses

<http://www.medicalspanish.com/medical-vocabulary.html>: Spanish Medical Vocabulary with sound

http://www.studyspanish.com/vocab/practice/medcare_f.htm : Medical vocabulary practice and quizzes

- Spanish Language Lessons

<http://radiolingua.com/cbs-step-1/> : Coffee Break Spanish. Podcasts. Spanish step by step

<http://radiolingua.com/members/sts-seasons-1-and-2/>: Show Time Spanish. Intermediate Spanish Course

<http://languagetreks.com/individual/podcasts> : Spanish Podcast Lessons

<https://www.duolingo.com/> : Free Spanish language learning app

https://lp.babbel.com/d/QAE_index.html?ch=SEM&l2=SPA&slc=AW26-ENGSPA&gclid=CI_BrJuMnMUCFdcYgQodhwsAqq : Spanish lessons

<http://www.bbc.co.uk/languages/spanish/index.shtml>: BBC Spanish Course. For beginners: “Mi vida loca”, “Spanish Steps” and “New Look. Talk Spanish”. For intermediate students: “Reportajes”, “Sueños” and “Cool Spanish”

- Spanish Tutorial

http://www.123teachme.com/learn_spanish/teacher_exercises_index : Interactive Spanish tests, quizzes and exercises

<http://www.123teachme.com/lea>

https://lp.babbel.com/d/QAE_index.html?ch=SEM&l2=SPA&slc=AW26-ENGSPA&gclid=CI_BrJuMnMUCFdcYgQodhwsAqgrn_spanish/conversational_spanish :

Spanish Grammar, Videos and Quizzes

<http://www.laits.utexas.edu/spe/> : Spanish proficiency exercises. Video clips included. Good practice of listening skills

<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.carla.umn.edu/strategies/sp_grammar/: Strategies for enhancing your study of Spanish Grammar

<http://www.englishnspanish.com/learn/verbs>: 500 most common Spanish verbs. Conjugation and quizzes

<http://studyspanish.com/tutorial.htm>: Tutorial with grammar, quizzes, vocabulary and culture

http://www.indiana.edu/~call/enlaces_grama.html: Links directory for grammar study

<http://www.practicaespanol.com/es/formaciones-excepcionales-plurales/art/7406/> : More developed exercises on specific grammatical points

<http://www.spanish.bz/learn-spanish.htm>: Vocabulary and Grammar. It includes quizzes for practice

<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.languagerealm.com/spanish/spanishidioms.php>: Spanish/English idioms

<http://www.ielanguages.com/spanish.html>: Useful vocabulary, phrases, expressions and grammar

<http://www.trinity.edu/mstroud/grammar/> : Spanish grammar exercises

<http://www.davidreilly.com/spanish/>: Basic Spanish review

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

<http://www.spanishnewyork.com/common-mistakes-in-spanish.html>: Typical errors and mistakes in Spanish by English speakers

<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:

<http://www.sitiosargentina.com.ar/revistas/salud.htm>: Links to health magazines and publications from the Hispanic world (Spanish)

<http://www.usalatino.net/salud/>: Latino health (English and Spanish)

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

<http://www.hispanichealth.org/>; National Alliance for Hispanic Health. (English)

<http://www.ahrq.gov/health-care-information/informacion-en-espanol/index.html> Agency for Healthcare, Research and Quality. Guide to specific medical issues (Spanish)

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

<http://elmundosalud.elmundo.es/elmundosalud/>: Topics on current health topics from the Spanish Newspaper "El mundo". (Spanish)

http://kidshealth.org/teen/en_espanol/index.html#cat20509 : Teens Health (Spanish and English)

<http://www.cuerpomente.com/terapias.jsp> Different types of "Medicina natural" (Spanish)

<http://www.institutodemedicinaalternativa.com/sitio/medicina-alternativa/medicina-alternativa-y-complementaria/>: Alternative and complementary medicine. Definition and types (Spanish)

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

