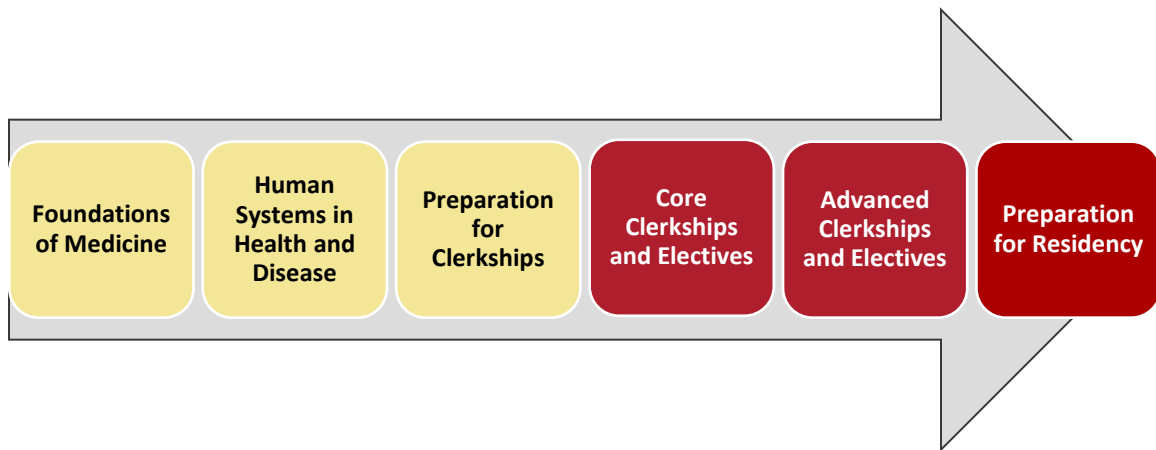


MEDICINE

PRE-CLERKSHIP ELECTIVE



MDE 6042

Intermediate Medical Spanish

Florida State University
College of Medicine



Course Director

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Course Overview



"Babel es tal vez una bendición misteriosa e inmensa. Las ventanas que abre una lengua dan a un paisaje único. Aprender nuevas lenguas es entrar en otros tantos mundos nuevos."

George Steiner

Course Goals

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



Formal instruction:

Students are encouraged to use their Spanish language skills in class in situations similar to those they may encounter in a medical environment with Spanish speaking patients. There will be in-

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

This Medical Spanish Course includes:

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

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

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

Learning Objectives

The primary objective of this course is for the students to expand and refine their elementary communicative proficiency in the use of the Spanish language in medical settings with Spanish speaking patients. By the end of the course, they should be able to speak successfully in full exchanges with a Hispanic patient about a chief complaint as presented by a native speaker of Spanish, discuss history of the present illness, the family history and the patient’s past medical history as well as give advice and recommendations for that specific complaint. They should be able to recognize and utilize specific medical terms relating to neuroscience, behavior and the musculoskeletal, integumentary and hematopoietic systems. They should be able to discuss and present specific cases relating to those systems. Students should be able to read a medical history and a specific medical case in Spanish and write brief comments or summaries about it.

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 Suite 2300 K-M
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
<http://www.disabilitycenter.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. 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 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.

Materials

Dictionaries: Spanish-English and English-Spanish

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

http://www.123teachme.com/medical_dictionary

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

[http://translate.google.com/#en|es|](http://translate.google.com/#en|es)

MediBabble (Free I phone application)

Canopy Spanish (I phone application)

Duo lingo (Free I phone application)

Web Resources

The following is a series of medical and Spanish language tutorial websites for students to practice Spanish independently outside of the classroom. They will be able to engage in Spanish learning activities between class meetings and to build on the regular class instruction during the week. They will be able to utilize these internet educational resources to fit their individual learning style to complement their in-class instruction and their particular medical interests.



Websites for individual Spanish learning and extra practice (tutorial)

They include listening, pronunciation, grammar, vocabulary, reading material and quizzes for written practice:

- Medical Spanish Resources

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

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

<https://itunes.apple.com/us/podcast/medical-spanish-podcast/id263417520?mt=2> Medical Spanish Podcasts

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

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

<https://www.youtube.com/watch?v=MyzgZbZnUik&list=PL5o-4-kgVLgivtGLZy6iTV-x6EqPSUDUI> : Different video clips for Medical Spanish

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

https://www.youtube.com/user/languagetaylor1/videos?shelf_id=1&sort=dd&view=0;50
Youtube videos on Medical Spanish

https://www.123teachme.com/learn_spanish/resources_for_learning_medical_spanish_202 :
Review of Systems

https://www.123teachme.com/learn_spanish/resources_for_learning_medical_spanish_202 :
Chief Complaint

https://www.123teachme.com/learn_spanish/resources_for_learning_medical_spanish_index :
Medical videos. Different dialogues and situations

- Spanish Tutorial

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

<http://www.aprenderespanol.org/> Grammar, vocabulary, reading, videos and diverse activities for Spanish language learning

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

<https://espanol.lingolia.com/en/> : Grammar and exercises

<http://www.colby.edu/~bknelson/SLC/index.php>: Clear and well organized Spanish grammar activities and culture. There is a lot of feedback

<http://www.drlemon.com/Grammar/basics.html> : Spanish grammar and different activities

<http://www.spanishdict.com/grammar> : Grammar

<http://cvc.cervantes.es/portada.htm> : Spanish Language and Literature

<http://www.aprenderespanol.org/lecturas/ejercicios-de-lectura.html> : Basic readings with exercises

<http://www.practicaespanol.com/category/vocabulario-2/> : More developed exercises on specific grammatical points

<http://www.languageguide.org/spanish/vocabulary/> : General vocabulary with sound

<http://www.spanish411.net/Spanish-Vocabulary.asp> : Vocabulary

<http://members.tripod.com/spanishflashcards/>: Vocabulary, pronunciation, spelling, grammar and quizzes

<http://www.lingolex.com/spanish.htm>: Vocabulary, grammar and information for Spanish learners

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

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

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

<http://www.fundacionlengua.com/es/herramientas-conocer-lengua-cultura-espanola/art/1297/> : Tools to know the Spanish language and its culture

<http://www.cambridgeinstitute.net/en/tests-de-nivel-ingles/test-nivel-espanol-i> Test your level of Spanish

Web sites that focus on medical issues:

These web sites help expand the students' Spanish Medical Vocabulary as well as present information about different medical issues related to the systems studied in this course:

<https://gobierno.usa.gov/agencias-federales/departamento-de-salud-y-servicios-humanos> : List of important Health Agencies in Spanish

<http://www.cdc.gov/spanish/> : CDC information in Spanish/English

<https://salud.nih.gov/> : NIH Spanish and English

<https://medlineplus.gov/spanish/> : MedlinePlus in Spanish

<https://healthfinder.gov/espanol/> : Office of Disease Prevention and health promotion

<https://medlineplus.gov/spanish/ency/article/007456.htm> :MedlinePlus. Neuroscience in Spanish

http://www.sepsiq.org/informacion_salud_mental : Mental Health information in Spanish

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

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

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

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

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

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

Grading

Assignments and weights



The students' work is evaluated using the following criteria:

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

Pass/Fail

This course is on a Pass/Fail basis:

Preparation and participation 80%

Discussion on specific cases 20%

Note: A passing grade is 70 %.

Meeting with the Instructor: The instructor is available to meet with students during office hours and by appointment. If the students experience any difficulties with the course, they should contact the course instructor as soon as possible to discuss any issues or concerns.

Please note: Any student with a **disability** that requires academic accommodation should: 1) register with and provide documentation to the 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.

Materials Covered in Class Weekly

Detailed homework assignments are posted on Canvas

Week 1
August
21-25
Thursday:
Introduction to the course
General Review I. General and health related vocabulary review. Essentials of grammar review. Reading and conversational activities. Discussion of cases for the semester

Week 2
August
28-Sept 1
Thursday:
General Review II. Learn about setting the stage for the clinical encounter: general greetings, addressing the patient, provider's introduction. Extended introduction: Getting to know the patient and setting the agenda. Dialogues and Conversations
Spanish Grammar. Discussion of the following grammatical points:
Review of different past tenses: Conjugation of these tenses. Regular and Irregular. The use of the Preterit tense and the the Imperfect tense. Learning to use these tenses when referring to different circumstances and type of actions taking place in the past

Week 3
September 4-8
Thursday:
General Review III. Understand terminology of The Chief Complaint, the History of the Present Illness and Past Medical History in Spanish Exercises. Role-play and specific situations. Oral and written activities
Introduction to Neuroscience and Behavior
Spanish Grammar. Discussion of the following grammatical points:
Time Expressions with “hace” to express actions that continue from the past into the present moment
Time expressions with “hacía” to express actions that link a moment in the past with a prior moment also in the past
The use of “Hace” meaning in English ‘ago’.

Week 4
September
11-15
Thursday:
Neuroscience and Behavior
Acquisition of specific Spanish vocabulary related to diseases or disorders of the Central Nervous System. Oral activities. Preparation to converse about experiences with some of those diseases. Symptoms and treatments will be discussed
Spanish Grammar. Discussion of the following grammatical points:

The past participle: Formation and use with perfect tenses

The present perfect tense: Formation and use of this tense to express completed actions that are still related to the present

The past perfect tense: Formation and use of this tense to express completed actions in relation to a previous time in the past

Week 5

September
18-22

Assessment. No class

Week 6

September
25- 29

Thursday:

Neuroscience and Behavior

In depth disease: Stroke. Different types. Causes and risks. Recommendation for treatment. Prognosis. Prevention

Oral and written activities

Cases: In class students presentation of specific cases related to Neuroscience and Behavior

Spanish Grammar. Discussion of the following grammatical points:

Uses of the pronoun “SE”:

The pronoun “SE” used as a reflexive, reciprocal, impersonal, passive and as an indirect object pronoun

Week 7

October 2-6

Thursday:

Neuroscience and Behavior

Mental Health. (Part I): Acquisition of specific Spanish vocabulary related to diseases and disorders in the area of Mental Health. General Mental Health. Spirituality and health. Cognitive Assessment. Psychiatric History and review of systems. Substance abuse

Spanish Grammar. Discussion of the following grammatical points:

The imperfect future tense:

Formation and use of this tense to express purpose or possibility in the future

The perfect future tense:

Formation and use of this tense to express completed actions by a certain time in the future

Week 8

Thursday:

October 9-13 **Neuroscience and Behavior**

Mental Health (Part II). Dialogues. Exercises. Preparation to converse about certain diseases

In depth disease: Depression/Anxiety. Different types. Symptoms and causes. Detection, treatment and prevention

Oral and written activities

Cases: In class students presentation of specific cases related to Neuroscience and Behavior

Spanish Grammar. Discussion of the following grammatical points:

The imperfect conditional tense:

Formation and use of this tense to express hypothetical situations and to express probability in the past

Week 9

Thursday:

October 16-20

The Musculoskeletal System

Acquisition of general Spanish vocabulary and specific vocabulary within the context of the Musculoskeletal System. Oral activities: Preparation to converse about instances of common diseases and problems related to the Musculoskeletal System

Spanish Grammar. Discussion of the following grammatical points:

The perfect conditional tense:

Formation and use of this tense to express contrary to fact situations

Week 10

Thursday:

October 23-27

The Musculoskeletal System

In depth disease: Osteoarthritis. Causes and risks. Recommendation for treatment. Prognosis. Prevention

Oral and written activities

Cases: In class students presentation of specific cases related to the Musculoskeletal System

Spanish Grammar. Discussion of the following grammatical points:

The present subjunctive:

Overview of the Subjunctive Mood

The present tense. Regular and irregular verbs

Week 11

Assessment. No class

October 30-Nov 3

Week 12 Thursday:

November 6-10 **The Integumentary System**

Acquisition of general Spanish vocabulary and specific vocabulary within the context of the Integumentary System. Oral activities: Preparation to converse about instances of common diseases and problems related to the Integumentary System

Spanish Grammar. Discussion of the following grammatical points:

The subjunctive mood with verbs of volition:

Formation of the present subjunctive. Use of this tense in compound sentences to express desires, preferences and demands

Week 13 Thursday:

November 13-17 **The Integumentary System**

In depth disease: Skin cancer. Different types. Risks, symptoms, detection and treatment. Prevention

Oral and written activities

Cases: In class students presentation of specific cases related to the Integumentary System

Preparation for the Medical Interviews with the Hispanic students from the Oscar Arias Honor Society visiting the medical Spanish class

Spanish Grammar. Discussion of the following grammatical points:

The subjunctive mood to express emotion:

Use of the present subjunctive in compound sentences to express different personal emotions

The subjunctive mood with impersonal expressions

Week 14 Thursday:

November 20-24 **Thanksgiving Day. No class**

Thursday:

Week 15 Medical Interviews. Visit with the Hispanic students from the Oscar Arias Honor Society visiting the medical Spanish class

November 27-Dec 1 Health and Cultural Interviews

Week 16 **Thursday:**

December 4-
8

The Hematopoietic System

The Acquisition of specific Spanish vocabulary related to the Hematopoietic System

Oral activities: Preparation to converse about instances of common diseases and problems related to the Hematopoietic System

In depth disease Anemia: . Different types. Risks, symptoms, detection and treatment. Prevention

Oral and written activities

Cases: In class students presentation of specific cases related to the Hematopoietic System

Spanish Grammar. Discussion of the following grammatical points:

The subjunctive to express doubt, disbelief and denial

The subjunctive to express indefiniteness and nonexistence

Week 17
December
11-15

Assessment. No class