



The Florida State University  
College of Medicine

**Medical Spanish I  
Low Intermediate  
Level**

**MDE 6041**

**Fall 2013**

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## Instructors

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### Course Director

Dr. Carmen Sualdea

Office 4108

Phone 645-7368

Office Hours: M-T-W-TH by appointment

Class time 4:00-6:00 (Optional tutorial 6:00-6:30)

Classroom: 1301

Email [carmen.sualdea@med.fsu.edu](mailto:carmen.sualdea@med.fsu.edu)

## Course Overview

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### Course Description:

This Medical Spanish Course, MEL 6141, Low Intermediate, addresses the needs of medical students with previous 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 primary goal of the Medical Spanish Course, MEL 6141, 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 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 are in-class activities, such as role-playing, brief conversations, interviewing, and history taking. Students also expand their Spanish vocabulary with emphasis on medical terminology. The students review the essentials of Spanish grammar to enhance their ability to communicate. Furthermore, the Medical Spanish Course, MEL 6141, 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. This course includes group medical interviews with Spanish native speakers to put into practice the oral skills practiced formally in the classroom and learn about different Hispanic cultures. These native speakers are members of the Oscar Arias Hispanic Honor Society. This course offers a half hour session as a tutorial for students in need of additional practice.

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 are able to engage in Spanish learning activities between class meetings. They are 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 tenses and different expressions to indicate future actions. They should be able to utilize specific medical terms learned in class as well as high frequency Spanish vocabulary words. 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 and to give advice and recommendations to the problem using the command forms. Students should be able to read and comprehend a medical history or specific medical case in Spanish as well as write pertaining medical information in simple terms.

## **Policies**

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### **Americans with Disabilities Act**

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's [Director of Student Counseling Services](#) and the FSU 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](mailto: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.

# Required Materials

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### Books:

Jarvis, Lebrede. *Basic Spanish for Medical Personnel*, Second Edition. Heinle Cengage Learning. ISBN 978-0-495-90266-9.

Jarvis, Lebrede, Mena-Ayllón. *Basic Spanish (Grammar)*, Second Edition. Heinle Cengage. ISBN 978-0-495-89704-0.

### Student website to textbook

Link to Grammar book and textbook 2nd edition. The activities presented are very helpful. To be able to use this website students need to register after the book has been purchased.

[http://college.cengage.com/site\\_engine/#0495902616](http://college.cengage.com/site_engine/#0495902616)

A good **Spanish-English, English-Spanish dictionary** for professional reasons is recommended.

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

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

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

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

# Grading

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## 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 are homework assignments to reinforce and to further practice class activities. Sometimes homework is completed with other students as a pair/group activity.

Presentation: *Students perform a cultural oral presentation in Spanish (about 8 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 provides 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](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.gospain.org/WWW\\_Spain/](http://www.gospain.org/WWW_Spain/): Categorical index of Spain-related external resources

<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	40%
Attendance	60%

This course is on a Pass/Fail basis.

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

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### Detailed homework assignments are posted on Blackboard

- Week 1:  
Aug 26-30
- Monday: Introduction to the course.
- General review. Greetings and farewells, cardinal numbers, personal information, days of the week, months of the year and colors
- Lección preliminar I & II. (*Textbook*) "Conversaciones breves" Basic conversations, pp. 1-10
- Short interviews
- Basic Spanish Grammar (Grammar book)*:  
Gender & Number, p.17  
<http://www.spanish.bz/activity-mf.htm>
- The definite and indefinite articles, p. 19
- Subject Pronouns, p. 21
- Verb "ser", p. 22  
<http://www.quia.com/cz/13744.html>
- Uses of "hay", p. 23  
<http://www.spanish.bz/hay-quiz.htm>
- Numbers, p. 24  
<http://www.spanish.bz/numbers.htm>
- Week 2:  
Sep 2-6
- Monday: Labor Day no class
- Week 3:  
Sep 9-13
- Monday: Lesson 1: "*En el consultorio*", *Textbook p. 11*
- Objectives: 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
- Vocabulary*: Cognates (Spanish and English words that are similar or identical in form and meaning). Nouns related to the doctor's office. General medical terms, parts of the body and interrogative words
- Different oral activities based on "*En el consultorio*". Cases and interviews
- Cultural Notes, p. 16. Summarize in Spanish
- Basic Spanish Grammar (Grammar book)*: Review the following grammatical points
- Present indicative of regular "AR" verbs, p. 29  
<http://www.quia.com/jq/19692.html>  
[http://www.colby.edu/~bknelson/SLC/present\\_tense.php](http://www.colby.edu/~bknelson/SLC/present_tense.php)
- Interrogative and negative sentences, p. 31  
<http://studyspanish.com/lessons/quest.htm>  
<http://studyspanish.com/lessons/neg.htm>



Form and position of Descriptive Adjectives , p. 33

<http://www.quia.com/cz/9499.html>

Telling time, p. 35

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

Numbers, p. 38

<http://www.colby.edu/~bknelson/SLC/numeros.php>

Week 4:

Sep 16-20

Monday: Lesson 2: “En el hospital” (1), Textbook p. 23

Objectives: To understand everyday situations at a hospital. Medical personnel/patient information exchanges. Medical requests from doctors to patients. Checking into a hospital and dealing with essential patient needs

*Vocabulary*: Cognates. Words related to different medications, food and common objects found in hospital rooms

Different oral activities based on “En el hospital”. Cases and interviews

Cultural notes, p. 26. Summarize in Spanish

*Basic Spanish Grammar (Grammar book)*: Review the following grammatical points

Agreement, p. 45

[http://www.123teachme.com/learn\\_spanish/spanish\\_articles\\_2](http://www.123teachme.com/learn_spanish/spanish_articles_2)

Present tense (indicative) “er” /”ir” verbs, p. 46

<http://www.spanish.bz/verbs.htm>,

[http://www.colby.edu/~bknelson/SLC/present\\_tense.php](http://www.colby.edu/~bknelson/SLC/present_tense.php)

Possession: possessive with preposition “de” and Possessive Adjectives, pp. 47-48

<http://studyspanish.com/practice/possadj.htm>

Individual cultural presentations

Week 5:

Sep 23-27

Monday: Lesson 3: “En el consultorio del pediatra (I)”, Textbook p. 33 Objectives:

Learn about making inquiries about children’s health. Talking about problems related to children’s diseases and recommendations for treatment. Learn facts about asthma. Prevention and treatment recommendations

*Vocabulary*: Cognates. General medical terms, diseases, medications and instructions to take medications. Questions about allergies to medications. Other words and expressions

Different oral activities based on “En el consultorio del pediatra”. Cases and interviews

Cultural notes, p. 36. Summarize in Spanish

*Basic Spanish Grammar (Grammar book)*: Review the following grammatical points

Verbs “ir, dar, estar” p. 57

<http://studyspanish.com/practice/estarirdar.htm>

“Ir a + infinitivo”, p. 58

<http://studyspanish.com/practice/ira.htm>

Use of “ser and estar” p. 60

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

<http://www.glendon.yorku.ca/hispanicstudies/hola/engfiles/serestar1.html>

<http://www.glendon.yorku.ca/hispanicstudies/hola/engfiles/serestar2.html>

Individual cultural presentations

\*Some activities from this lesson will be individually completed due to exams being

scheduled this week

- Week 6:  
Sept 30- Oct 4
- Monday: Lesson 4: “*Con el ginecólogo*”, *Textbook p. 45*.  
Objectives: Discussions about pregnancy in general and possible pregnancy related complications. General recommendations and nutritional information for pregnant women. Frequently asked questions at the gynecologist’s office  
*Vocabulary*: Cognates. Different medical specialties and terms related to women’s health. Other words and expressions.  
Different oral activities based on “*Con el ginecólogo*”. Cases and interviews  
Cultural notes p. 48. Summarize in Spanish  
*Basic Spanish Grammar (Grammar book)*: Review the following grammatical points  
Verbs “tener and venir”, p. 69  
<http://www.quia.com/tq/384203.html>  
Expressions with “tener”, p. 71  
<http://www.drlemon.com/Grammar/Tener.html>  
Comparative forms, p. 73  
<http://www.colby.edu/~bknelson/SLC/comparisons1.php>  
Individual cultural presentations
- Week 7:  
Oct 7-11
- Monday: Lesson 5: “*En el consultorio del pediatra (II)*” *Textos, p. 55*  
Objectives: Discuss problems related to children’s health and recommendations for different treatments. Specific vaccinations for children. Immunization Records.  
*Vocabulary*: Cognates. Words related to vaccinations and children’s diseases. Review of common diseases and problems associated with them. Review of doctor’s vocabulary according to specialties.  
Different oral activities based on “*En el consultorio del pediatra II*”. Cases and interviews  
Cultural notes p. 58. Summarize in Spanish  
*Basic Spanish Grammar (Grammar book)*: Review the following grammatical points  
Stem-changing verbs (e>ie), p.83 <http://www.trinity.edu/mstroud/grammar/p4b.html>  
Present progressive, p. 87  
<http://www.columbia.edu/~js2348/gprox.html>  
Ordinal numbers, p. 88  
<http://www.studyspanish.com/lessons/ordnum.htm>  
Individual cultural presentations
- Week 8:  
Oct 14-18
- Monday: Review of Lessons 1-5. *Textbook, p.67-72*  
Vocabulary review. Different oral activities based on lessons 1-5 and role-play of different cases.  
Individual cultural presentations
- Week 9:  
Oct 21-25
- Monday: Individual cultural presentations  
Preparation of questions for medical interviews with the visiting Hispanic students from The Oscar Arias Hispanic Honor Society

Class practice before real interviews: Review and role-play of “a chief complaint”  
Individual Medical Interviews with the Hispanic students

Week 10:  
Oct 28-Nov 1  
Monday: Lesson 6: “*Con la dietista*”, *Textbook*, p. 73  
Objectives: To discuss eating habits and recommendations for a healthy diet. Learn about how diet modifications can protect against common diseases and conversely how an unhealthy diet can compromise one's health. Learn about a specific diet for diabetic people  
*Vocabulary*: Cognates. Words related to different food groups, diets and diseases linked to bad eating habits. Other words and expressions.  
Different oral activities based on “*Con la dietista*”. Cases and interviews  
Cultural notes p. 77. Summarize in Spanish  
*Basic Spanish Grammar (Grammar book)*: Review the following grammatical points  
Stem-changing verbs (o>ue), p. 103  
<http://mld.ursinus.edu/~jarana/Ejercicios/self-check/oue.html>  
<http://www.trinity.edu/mstroud/grammar/p4c.html>  
Affirmative and negative expressions, p. 105  
[http://www.123teachme.com/learn\\_spanish/spanish\\_negation\\_2](http://www.123teachme.com/learn_spanish/spanish_negation_2)  
Direct Object pronouns, p. 108  
<http://studyspanish.com/practice/dopro1.htm>  
[http://web.uvic.ca/hrd/span100/unit06/gr3ex\\_02a.htm](http://web.uvic.ca/hrd/span100/unit06/gr3ex_02a.htm)  
\*Some activities from this lesson will be individually completed due to exams being scheduled this week

Week 11:  
Nov 4-8  
Monday: Lesson 7: “*En el centro de planificación familiar*”, *Textbook*, p. 85  
Objectives: To discuss and advise about various birth-control methods and family planning. Using different birth-control methods: pros and cons. Recommendations and answers to frequently asked questions about birth control  
*Vocabulary*: Cognates. Words dealing with family planning, conception, pregnancy issues and various contraceptive methods  
Different oral activities based on “*En el centro de planificación familiar*”. Cases and interviews  
Cultural notes p. 88. Summarize in Spanish  
*Basic Spanish Grammar (Grammar book)*: Review the following grammatical points  
Stem changing verbs (e>i) 117  
<http://www.trinity.edu/mstroud/grammar/p4d.html>  
Irregular first-person forms, p. 119  
“Saber” and “conocer”, p. 120  
[http://www.colby.edu/~bknelson/SLC/saber\\_conocer.php](http://www.colby.edu/~bknelson/SLC/saber_conocer.php)  
Indirect Object Pronouns, p. 122  
<http://studyspanish.com/practice/iopro1.htm>  
<http://www.lclark.edu/%7Ebenenati/pronombrespersonales/indirecto1.html>  
[http://web.uvic.ca/hrd/span100/unit07/gr3ex\\_02a.htm](http://web.uvic.ca/hrd/span100/unit07/gr3ex_02a.htm)  
Individual cultural presentations

Week 12: Monday: Veterans Day. No classes

Nov 11-15

Week 13: Monday: Lesson 8: “Un examen físico”, Textbook, p.95

Nov 18-22 Objectives: To conduct a physical exam and discuss physician impressions with patients. To elicit information from patients regarding different hypothetical ailments. General advice. Feature disease: diabetes. Signs, questions for the patient and specific recommendations.  
*Vocabulary*: Cognates. Words related to different diseases, parts of the body and vital signs. Other words and expressions  
Different oral activities based on “Un examen físico”. Cases and interviews  
Cultural notes p. 98. Summarize in Spanish  
*Basic Spanish Grammar (Grammar book)*: Review the following grammatical points  
Verbs like “gustar and doler”, p. 132  
<http://www.quia.com/tq/384207.html>  
<http://www.lclark.edu/%7Ebenenati/gustar/gustar1.html>  
<http://www.lclark.edu/%7Ebenenati/gustar/gustar3.html>  
Demonstrative adjectives and pronouns, p. 135  
<http://studyspanish.com/lessons/demonstratives.htm>  
Direct and Indirect object pronouns together, p. 138  
<http://studyspanish.com/lessons/iodopro.htm>  
Individual cultural presentations

Week 14 Monday: Lesson 9: “Con el dentista”, Textbook, 105

Nov 25-29 Objectives: Discussion of various dental problems and recommendations for oral health. Different oral procedures. Recommendations for oral health  
*Vocabulary*: Cognates. Words associated with dental problems, structure of teeth, dental diseases, dental procedures and over all dental care  
Different oral activities based on “Con el dentista”. Cases and interviews  
Cultural notes p. 109. Summarize in Spanish  
*Basic Spanish Grammar (Grammar book)*: Review the following grammatical points  
Formal Commands, p. 153. Summarize in Spanish  
<http://www.trinity.edu/mstroud/grammar/com1ud.htm>  
<http://www.glendon.yorku.ca/hispanicstudies/hola/engfiles/mandatosforma>  
<http://www.spanish.bz/formal-commands-quiz.htm>  
Use of object pronouns with command forms, p. 155  
<http://www.studyspanish.com/lessons/procomm.htm>  
\*Some activities from this lesson will be individually completed due to exams being scheduled this week

## Web Resources

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### 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://cvc.cervantes.es/lengua/voces\\_hispanicas/](http://cvc.cervantes.es/lengua/voces_hispanicas/): "Voces hispanas". Hispanic countries and their different way of speaking Spanish

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

<http://spanish.about.com/od/spanishlanguageculture/>: Culture and language in the Spanish speaking world with emphasis on the Spanish language (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/espana.html> : Hispanic culture: literature, language and food (Spanish and English)

<http://www.doitinspain.com/Espanol/comunidades.php> : Information about Spain (English and Spanish)

<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:

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

[http://www.123teachme.com/learn\\_spanish/medical-spanish](http://www.123teachme.com/learn_spanish/medical-spanish): Medical Spanish for Health Professionals

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

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

<http://www.languagetaylor.com/medical-spanish-videos/> : Medical Spanish lessons/videos

[http://www.medicalspanishpodcasts.com/medical\\_spanish/aac](http://www.medicalspanishpodcasts.com/medical_spanish/aac) Medical Spanish podcasts

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

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

<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”

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

[http://www.123teachme.com/learn\\_spanish/spanish\\_grammar\\_course](http://www.123teachme.com/learn_spanish/spanish_grammar_course) : Beginners Grammar Course

[http://www.123teachme.com/learn\\_spanish/tmm/n2\\_unidad\\_5](http://www.123teachme.com/learn_spanish/tmm/n2_unidad_5): Intermediate grammar course

[http://www.123teachme.com/learn\\_spanish/spanish\\_grammar\\_course\\_a](http://www.123teachme.com/learn_spanish/spanish_grammar_course_a) Advanced grammar course of listening skills

<http://www.bbc.co.uk/languages/spanish/suenos/index.shtml>: Basic activities to learn Spanish. It includes video clips. It is good for reviewing

<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/](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://www.elemadrid.com/spanish\\_verbs.htm](http://www.elemadrid.com/spanish_verbs.htm): Spanish verbs conjugator

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

[http://www.indiana.edu/~call/enlaces\\_grama.html](http://www.indiana.edu/~call/enlaces_grama.html): Links directory for grammar study

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

<http://www.spanish.bz/learn-spanish.htm>: Vocabulary and grammar 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.davidreilly.com/spanish/>: Basic review

<http://www.cnnenespanol.com/>: Press in Spanish to practice reading

<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.nacnet.org/assunta/cancion.htm>: Spanish songs for students of Spanish

<http://www.spanish-test.net/>: Test one's level of Spanish

<http://www.bbc.co.uk/languages/spanish/gauge/> : 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.msc.es/organizacion/sns/home.htm> : Health Care System in Spain (Spanish)

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

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

<http://www.ahcpr.gov/consumer/espanoix.htm>: Agency for Healthcare, Research and Quality. Guide to specific medical issues (English and Spanish)

<http://medlineplus.gov/esp/>: Updated health information plus general health education (Spanish)

<http://www.salud.com/>: Different medical articles (Spanish)

<http://elmundosalud.elmundo.es/elmundosalud/>: Topics on general health from Newspaper “El mundo”. (Spanish)

<http://www.chapu.net/busqueda.php?q=Revista+hispana+semanal+para+mujeres+en+Los+Angeles%2C&dir1=Salud>: Weekly Health Magazine (Spanish)

<http://www.salud.com> :Topics in general health (Spanish)

<http://www.nlm.nih.gov/medlineplus/spanish/womenshealth.html>: Topics related to women’s health issues (Spanish)

<http://www.nlm.nih.gov/medlineplus/spanish/childrenandteenagers.html> : Health information on children and teenagers (Spanish)

[http://kidshealth.org/teen/en\\_espanol/index.html#cat20509](http://kidshealth.org/teen/en_espanol/index.html#cat20509) : Teens Health (Spanish and English)

<http://www.cuerpomente.com/index.jsp>: “Medicina natural” (Spanish)

[http://www.medicinanatural.org.mx/index.php?option=com\\_glossary&func=display&Itemid=26&catid=15](http://www.medicinanatural.org.mx/index.php?option=com_glossary&func=display&Itemid=26&catid=15) :“Medicina natural. Los alimentos y las hierbas” (Spanish)

<http://www.rice.edu/projects/HispanicHealth/Courses/mod7/mod7.html>: Folk medicine in Hispanics in the Southwestern United States (English)

<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)

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