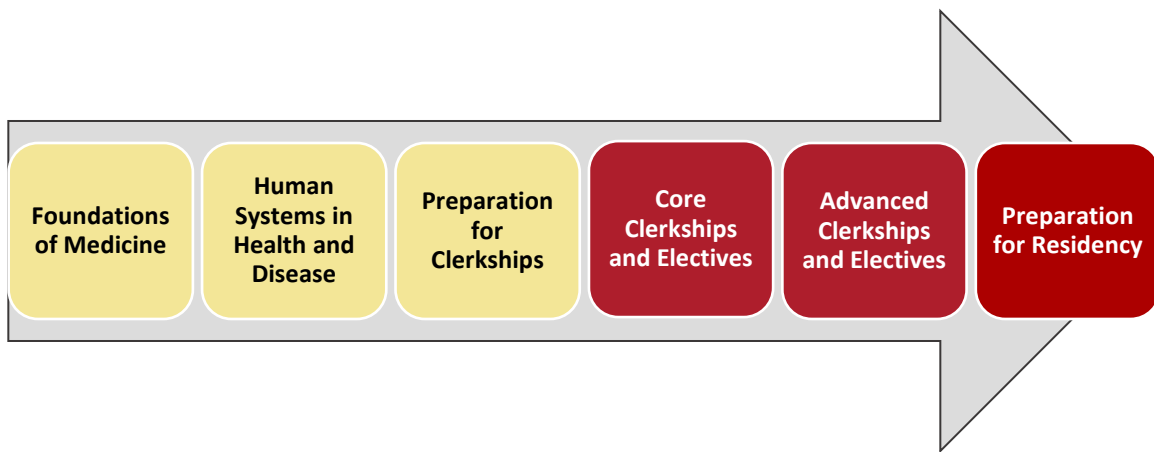


MEDICINE

PRE-CLERKSHIP ELECTIVE



Elementary Medical Spanish II

MDE 6045



Florida State University
College of Medicine

Table of Contents

Instructor.....	3
Course Director	3
Course Overview	4
Course Objectives	5
Policies	6
Americans with Disabilities Act	6
Academic Honor Code	6
Attendance Policy	6
Medical Spanish Course Specific Attendance Policy	7
Suggested Materials.....	7
Grading.....	8
Assignments and weights	8

Instructor

Course Director: Dr. Carmen Sualdea

Office 4108

Phone 645-7368

Office Hours: Monday through Friday by
appointment

Classroom: 1301

Email carmen.sualdea@med.fsu.edu



“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

Elementary Medical Spanish II (Spring semester) builds on language knowledge and skills developed in Elementary Medical Spanish I (Fall semester) by

- Extending vocabulary to the GI, Renal, Cardiovascular, and Pulmonary Systems and the diseases and problems common to them
- Increasing proficiency in Spanish skills for interviewing and documentation.

Students meet weekly for 1 hour instruction in grammar and vocabulary and application / practice exercises of 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 students in her/his 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

As such, the course supports the FSU College of Medicine Mission to 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 Objectives

At the completion of the course, the student will:

Competency Domain	Specific Learning Objectives
Patient Care	<p>Communicate with Spanish speaking patients by asking basic questions about their health and personal details.</p> <p>Understand a specific medical problem as presented by a native speaker of Spanish.</p> <p>Give essential recommendations to a medical problem in Spanish, using basic medical vocabulary.</p>
Knowledge For Practice	<p>Demonstrate a working knowledge of Spanish vocabulary related to the organ systems in health and disease, including appropriate terms and expressions to describe chief complaint, symptoms and signs, common drugs, and common treatments.</p> <p>Discuss the impact of cultural attitudes on health and health care among Hispanic populations.</p>
Interpersonal and Communication Skills	<p>Comprehend a simple medical history or specific medical case in Spanish in oral and written forms.</p> <p>Communicate basic medical information in simple terms orally and in writing.</p> <p>Demonstrate communication skills that are culturally and linguistically appropriate.</p>

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>

- **Applications:**

MediBabble (Free iPhone application) Canopy
Spanish (Free iPhone application) Duolingo (Free iPhone 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 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/> 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

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 during class activities
- **Oral presentation** in Spanish on Hispanic culture
 - Students will perform an oral presentation in Spanish (about 10 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:

Preparation	10%
Class Participation	80%
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

Week 1: **Wednesday:** Vocabulary, communication and grammar **review.** Oral and written activities
January 2-5

Vientre
Garganta
Grueso
Lengua Tragar
Intestino
Estómago
Masticar

Week 2 **Wednesday:** *Gastrointestinal System (I).* Objectives:
January 8-12 *Vocabulary:*

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

Communication:

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

Highlighted problem: Obesity. Group conversations

Spanish Grammar:

The use of the preterite tense

Week 3 **Wednesday:** *Gastrointestinal System (II).* Objectives:

January 15-19 *Vocabulary:*

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

Communication:

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

Cultural Vignettes: Eating habits of the Hispanic population living in the USA. Diet related diseases. Food as prevention of common diseases.

Recommendations

Spanish Grammar:

The use of the Imperfect tense

Week 4
January 22-
February 26

Wednesday: Renal System (1): Objectives:

Vocabulary:

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

Communication:

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

Highlighted disease: Diabetes and kidney failure. Group conversations

Spanish Grammar:

The Imperfect and the preterite tense used together

Class Presentations

Week 5
January 29-2

Wednesday: A&R Assessment

No class

Insuficiencia
Vejiga Piedra
Uretra Riñón
Orina
Cistitis
Quieste

Week 6
February 5-9

Wednesday: Renal System (II). Objectives:

Vocabulary 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

Communication:

Chief complaint. Practice on specific diseases through discussions and role-play. Prepare brief written reports. Conversations on prevention of common Renal diseases/disorders

Cultural Vignettes: Attitudes towards diabetes of the Hispanic population living in the USA.

Spanish Grammar:

The use of Indefinite and Negative words

Verbs “Saber” and “Conocer”

Demonstrative adjectives and Demonstrative pronouns

Class Presentations

Week 7
February 12-16

Wednesday: General review

Specific diseases vocabulary. Practice Symptoms, causes, prevention and recommendation for treatment.

Oral and written

General Grammar review

Specific Grammar:

Direct objects

The present perfect

Class presentations

Week 8

February 19-23 **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
Class presentations

Week 9 **A&R Assessment**
 February 26 **No class**
 March 2

Week 10 **Spring Break**
 March 5-9 No class

Latir
 Válvula
 Ictus
 Marcapasos
 Soplo
 Varices
 Corazón
 Pulso

Week 11 **Wednesday: Cardiovascular System. Objectives:**
 March 12-16 *Vocabulary:*
 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
Communication:
 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
Highlighted Disease: Cardiovascular problems in the Hispanic population living in the USA
Spanish Grammar:
 Indirect Objects
 Indirect Object and Direct objects Pronouns used together
 Verbs used like the verb “Gustar”
Class Presentations

Toser
Pulmón
Falta Respirar
Embolia Tosferina
Ronquera
Fibrosis

Week 12 **Wednesday: Pulmonary System. Objectives:**

March 19-23 *Vocabulary:*

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

Communication:

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

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

Prevention. Prepare brief written reports

Highlighted disease: Asthma. Group discussions

Spanish Grammar:

Form and use of Formal commands

Irregular verbs E>I

Class presentations

Week 13 **Wednesday:** Preparation of questions for medical interviews with the visiting students from the Oscar Arias Hispanic Honor Society

March 26-30

Class practice before real interviews: Role-play. Physical Exam

Preparation of cultural questions

Class presentations

Week 14 **Wednesday: A&R Assessment**

April 2-6

No class



Wednesday:

Week 15
April 9-13
**Individual interviews with the visiting students from the Oscar Arias
Hispanic Honor Society**
Role-play. **Physical Exam and Review of systems**

Week 16
April 16-20
Wednesday: Pulmonary System. 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
Cultural Vignettes: Use of tobacco of the Hispanic population living in the USA
Spanish Grammar:
Forms and use of Informal Commands
Present progressive
Class presentations

Week 17
April 23-27
Wednesday: Final day activities
Class presentations

Week 18
April 30-
May 4
Wednesday: A & R Assessment
No class