MDE 6042
Intermediate Medical Spanish

Florida State University
College of Medicine
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.
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
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
  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/languagetailor1/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: 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 quizzess
http://www.lingolex.com/spanish.htm: Vocabulary, grammar and information for Spanish learners
http://www.jelanguages.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
http://www.sepsiq.org/informacion_salud_mental: Mental Health information in Spanish
https://medlineplus.gov/spanish/muscledisorders.html: Musculoskeletal topics in Spanish
https://medlineplus.gov/spanish/skinconditions.html: Skin 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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Thursday:</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>August 21-25</td>
<td><strong>Introduction to the course</strong>&lt;br&gt;<strong>General Review I.</strong> General and health related vocabulary review. Essentials of grammar review. Reading and conversational activities. Discussion of cases for the semester</td>
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<tr>
<td>Week 2</td>
<td>August 28-Sept 1</td>
<td><strong>General Review II.</strong> Learn about setting the stage for the clinical encounter:&lt;br&gt;general greetings, addressing the patient, provider’s introduction. Extended introduction: Getting to know the patient and setting the agenda. Dialogues and Conversations&lt;br&gt;<strong>Spanish Grammar.</strong> Discussion of the following grammatical points:&lt;br&gt;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</td>
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<tr>
<td>Week 3</td>
<td>September 4-8</td>
<td><strong>General Review III.</strong> Understand terminology of The Chief Complaint, the History of the Present Illness and Past Medical History in Spanish&lt;br&gt;Exercises. Role-play and specific situations. Oral and written activities&lt;br&gt;Introduction to Neuroscience and Behavior&lt;br&gt;<strong>Spanish Grammar.</strong> Discussion of the following grammatical points:&lt;br&gt;Time Expressions with “hace” to express actions that continue from the past into the present moment&lt;br&gt;Time expressions with “hacia” to express actions that link a moment in the past with a prior moment also in the past&lt;br&gt;The use of “Hace” meaning in English ‘ago’.</td>
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<td>Week 4</td>
<td>September 11-15</td>
<td><strong>Neuroscience and Behavior</strong>&lt;br&gt;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&lt;br&gt;<strong>Spanish Grammar.</strong> Discussion of the following grammatical points:</td>
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</table>
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
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
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
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<tr>
<th>Week 8</th>
<th>Thursday:</th>
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<tr>
<td>October 9-13</td>
<td><strong>Neuroscience and Behavior</strong></td>
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<tr>
<td></td>
<td>Mental Health (Part II). Dialogues. Exercises. Preparation to converse about certain diseases</td>
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<td></td>
<td>In depth disease: Depression/Anxiety. Different types. Symptoms and causes. Detection, treatment and prevention</td>
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<td></td>
<td>Oral and written activities</td>
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<tr>
<td><strong>Cases: In class students presentation of specific cases related to Neuroscience and Behavior</strong></td>
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<tr>
<td><strong>Spanish Grammar. Discussion of the following grammatical points:</strong></td>
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<td>The imperfect conditional tense:</td>
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<td>Formation and use of this tense to express hypothetical situations and to express probability in the past</td>
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<th>Week 9</th>
<th>Thursday:</th>
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<tr>
<td>October 16-20</td>
<td><strong>The Musculoskeletal System</strong></td>
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<td>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</td>
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<tr>
<td><strong>Spanish Grammar. Discussion of the following grammatical points:</strong></td>
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<td></td>
<td>The perfect conditional tense:</td>
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<td>Formation and use of this tense to express contrary to fact situations</td>
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<th>Week 10</th>
<th>Thursday:</th>
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<tr>
<td>October 23-27</td>
<td><strong>The Musculoskeletal System</strong></td>
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<td></td>
<td>Oral and written activities</td>
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<tr>
<td><strong>Cases: In class students presentation of specific cases related to the Musculoskeletal System</strong></td>
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<tr>
<td><strong>Spanish Grammar. Discussion of the following grammatical points:</strong></td>
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<td>The present subjunctive:</td>
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<td></td>
<td>Overview of the Subjunctive Mood</td>
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<td></td>
<td>The present tense. Regular and irregular verbs</td>
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<tr>
<th>Week 11</th>
<th>Assessment. No class</th>
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### Week 12
**November 6-10**

**Thursday:**

**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
**November 13-17**

**Thursday:**

**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
**November 20-24**

**Thursday:**

**Thanksgiving Day. No class**

### Week 15
**November 27-Dec 1**

**Thursday:**

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

Health and Cultural Interviews
Week 16
December 4-8

Thursday:
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