MEDICINE
PRE-CLERKSHIP ELECTIVE

Foundations of Medicine  Human Systems in Health and Disease  Preparation for Clerkships  Core Clerkships and Electives  Advanced Clerkships and Electives  Preparation for Residency

Elementary Medical Spanish II
MDE 6045

Florida State University
College of Medicine
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Instructor

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“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/her 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.
At the completion of the course, the student will:

<table>
<thead>
<tr>
<th>Competency Domain</th>
<th>Specific Learning Objectives</th>
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<tbody>
<tr>
<td><strong>Patient Care</strong></td>
<td>Communicate with Spanish speaking patients by asking basic questions about their health and personal details.</td>
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<tr>
<td></td>
<td>Understand a specific medical problem as presented by a native speaker of Spanish.</td>
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<td></td>
<td>Give essential recommendations to a medical problem in Spanish, using basic medical vocabulary.</td>
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<tr>
<td><strong>Knowledge For Practice</strong></td>
<td>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.</td>
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<tr>
<td></td>
<td>Discuss the impact of cultural attitudes on health and health care among Hispanic populations.</td>
</tr>
<tr>
<td><strong>Interpersonal and Communication Skills</strong></td>
<td>Comprehend a simple medical history or specific medical case in Spanish in oral and written forms.</td>
</tr>
<tr>
<td></td>
<td>Communicate basic medical information in simple terms orally and in writing.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate communication skills that are culturally and linguistically appropriate.</td>
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</tbody>
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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) 645-8256Fax: (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.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  
  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
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
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 healthcare 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:  
January 2-5  
Wednesday: Vocabulary, communication and grammar review. Oral and written activities

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

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  
January 15-19  
Wednesday: Gastrointestinal System (II). Objectives:

Vocabulary:
Review of specific Spanish terminology of common Gastrointestinal diseases and disorders
Review of general Spanish vocabulary within the context of Gastrointestinal
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 (I): 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
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
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
February 26
March 2

A&R Assessment
No class

Week 10
March 5-9

Spring Break
No class

Week 11
March 12-16

Wednesday: Cardiovascular System. Objectives:

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
Week 12
March 19-23

**Wednesday:** Pulmonary System. Objectives:

*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
March 26-30

**Wednesday:** Preparation of questions for medical interviews with the visiting students from the Oscar Arias Hispanic Honor Society
Class practice before real interviews: Role-play. Physical Exam
Preparation of cultural questions

**Class presentations**

Week 14
April 2-6

**Wednesday:** A&R Assessment
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