



Introduction to Medical Spanish Medical Spanish and Public Health in the Yucatán

IFSA course code: SP388-01

US semester credit hours: 3

Contact hours: 45

Language of Instruction: English and Spanish

Host institution affiliation: Universidad Autónoma de Yucatán

Method of Delivery: Face to Face

COURSE DESCRIPTION

Medical Terminology is the term used to communicate information about illnesses and medical conditions in the health care system. It is a universal language based on Latin and Greek roots and etymologies that refer to the language utilized daily in the medical field. While Medical Terminology is the study of the vocabulary that belongs to the medical field, in this course we will also study the usage of the Spanish language utilized by the professionals of this field. Linguistic and contextual exposure to Spanish spoken in the Yucatan vs. Spanish spoken in Havana will provide a great opportunity to contrast language nuances.

MATERIALS NEEDED:

- Text: An Introduction to Spanish for Health Care Workers, 3rd edition. Robert O. Chase and Clarisa B. Medina de Chase. Yale University Press © 2009 (ancillaries)
- Repase y Escriba Canteli Dominicis, María y Reynolds, John J.: Repase y escriba. Curso avanzado de gramática y composición. USA, John Wiley and Sons, 1998.
- Supplemental coursepack of materials and worksheets
- Etimologías grecolatinas de la lengua española. Editorial Purrúa 2005
- A good comprehensive Spanish-English and English-Spanish dictionary (Larousse, Oxford, Vox, Langenscheidt, or Harper Collins are all good brands)
- A notebook for taking notes of information written on the blackboard or discussed in class

PREREQUISITE:

Zero to two semesters of college-level Spanish or equivalent.

STUDENT LEARNING OBJECTIVES:

1. At the end of this course, students will learn the main Latin and Greek roots used in the terminology of life sciences and their application to deduct the meaning of the biomedical concepts and tecnicisms.
2. At the end of this course, students will be able to discuss the following topics on a general level:
 - a. Take patient information (personal and medical)
 - b. Make appointments and referrals
 - c. Take patient histories
 - d. Engage in diagnostic conversations
 - e. Give recommendations and instructions for patient care
3. On a specific level students will be able to:
 - a. Analyze single elements of a medical term and define these as a whole;
 - b. Build medical terms with prefixes, roots and suffixes;
 - c. Use the textbook and other sources to identify definitions, proper pronunciation and the plural/single of different terms;
 - d. Distinguish the appropriate medical terminology;
 - e. Recognize and write standard abbreviations used in the medical terminology;
 - f. Identify common terminology related to medications, laboratory tests, and radiology terminology;
 - g. Interpret meanings of medical terms according to their context.

METHODOLOGY

This theoretical course will follow a constructivist approach based on competencies, where students will participate actively establishing the direction and of their learning. This approach will allow them to develop skills and aptitudes to understand and apply the appropriate etymologies. We will also create role-plays where they can apply their learning to the appropriate context. This will also allow them to learn how to relate these to the meanings and most common concepts in the medical and life sciences.

LEARNING TOOLS:

Since the purpose of this course is also to continue to develop their communicative abilities in Spanish, students are expected to:

- Orally present cases using audiovisual materials. Students will develop a field notebook of evidences and a journal, which will be updated and turned in to the professor for its weekly review. These entries shall incorporate a reflection piece for each clinical observation and field excursion, including the visit to Havana for purposes of contrasting experiences and language differences.
- Come to class prepared and engaged. Please prepare class lesson for the day and complete any homework assigned the night before. Most of our class time will be spent using what you studied the night before in conversational activities and some in-class writing assignments. You must also be engaged in the course by preparing and be willing to converse and participate in class discussions, ask questions when you don't understand something, and, of course, speak Spanish. You should also have a notebook with you each

day to jot down vocabulary or information discussed in class – information discussed in class outside of the textbook may appear in quizzes and exams too.

- To continue to build in your speaking abilities, oral expressions will be emphasized in class activities to increase your oral skills and achieve a sentence and multi-sentence level discourse. Spanish will be the language of instruction and interaction in the class.
- To continue to develop your writing abilities, you will be asked to write effectively in Spanish, focusing on writing instructions for patients.
- To continue to develop the skills of reading in Spanish, you will be asked to read selected texts that will present health-related topics related to chapter vocabulary and themes.
- To continue to build your vocabulary, we will start from a base and further develop a repertoire to be able to discuss both general and health-specific topics, as well as to build the skills to promote the acquisition of new and technical vocabulary.
- To continue to broaden your knowledge of Hispanic cultures, we will use readings, viewing films in Spanish and class discussions.

STRUCTURE:

In addition to class time, you will do oral presentations, team and individual work, homework and journal keeping.

COURSE EVALATION

The grading system for the course is as follows:

30%	Quizzes
40%	Four reaction papers
20%	Journal entries
10%	Participation

The final course grade will be assigned according to the IFSA-Butler grading scale.

COURSE POLICIES:

Many of the assignments are outlined in the attached daily schedule, though they may be added, change or be eliminated. Any changes will be announced in class. Homework is assigned for the purpose of allowing you to maintain contact with the language outside class and practice grammar structures and vocabulary. You will be assigned practice assignments prior to discussing the lessons in class so that you have a chance to work with the material before applying it to conversational activities in class.

Quizzes: You will take a quiz each Monday, or as indicated in the schedule below. You will receive clear indication of the content and will have time to prepare accordingly.

Journal entries: Is a combination of your understanding of the setting and your writing / editing skill progress. Although some errors are to be expected in regards to new and unknown structures and will be taken into account when assigning a grade, these assignments are designed in part to gauge your proficiency and will be evaluated for accuracy.

Reaction Papers: There will be four reaction papers required following each rural visit and the field excursion to Cuba. The topics will be assigned in class. You are required to read on the

topic chosen, gather information, write a one-page paper in Spanish and present your findings to the other students in the class.

Participation: you are expected to contribute and be an active participant in class.

STUDY HINTS

1. The keys to success in this course is to attend class daily and devote time to study outside of class. If you miss class, you are missing out on valuable practice and explanation. This must be reinforced by making time to study before/after class. Text activities and workbook assignments are designed to keep you in contact with the language outside of class – do them and your grade will benefit far beyond the point values of the homework assignments.
2. Learning a second language is a cumulative activity. Studying a little bit every day is much more effective than marathon study sessions the night before an exam. Each unit of study builds upon the previous units. What you learn and review early in the course is the basis for later material. Failing to master one unit foreshadows subsequent failures. Review previous lessons frequently. Learn the concepts you missed on the exam.
3. Study with at least one other person at times. Language requires a sender and a receiver.
4. When in doubt, feel free to ask.

Disclaimer: *The policies, assignments and schedule outlined in this syllabus are subject to change if a) both students and instructor mutually agree to modification of the above policies, or b) extenuating circumstances arise that require special consideration.*

Bibliography

Dubard, C Annette and Ziya Gizlice. "Language Spoken and Differences in Health Status, Access to Care, and Receipt of Preventive Services Among Hispanics." American Journal of Public Health 98.11 (2008): 2021-28.

Hunt, Linda M and Katherine B de Voogd. "Clinical Myths of the Cultural "Other": Implications for Latino Patient Care." Academic Medicine 80.10 (2005): 918-24.

Julliard, Kell, et al. "What Latina Patients Don't Tell Their Doctors: A Qualitative Study." Annals of Family Medicine 6.6 (2008): 543-49.

Warda, Maria R. "Mexican Perceptions of Culturally Competent Care." Western Journal of Nursing Research 22.2 (2000): 203-224.

COURSE SCHEDULE

Assignments will be made for the main part of the text under study and written assignments will be denoted by the term journal entry. In addition to in-class lectures, you are required to attend all clinical observations and rural setting visits, noted in the schedule below.

Week 1		Homework
Session 1	Introduction to course	

	<p>Introduction to the benefits of studying medical terminology; placing it in the context where students will immerse.</p> <p>Introduction to components of medical terminology and determining their meaning based on their components.</p> <p>Greek Alphabet</p> <p>Review of basic grammar and vocabulary.</p> <p>Sentence structure and general terms</p>	<i>Journal entry</i>
Session 2	<p>Pain, illness, wellness, well-being</p> <p>Verbs TENER and DOLER</p> <p>Anatomy: parts of the body, localization of the anatomical and clinical divisions of the body; introduction to the terminology describing body positions, planes and directions of the body.</p> <p>Vocabulary – medical professionals</p>	
Session 3	<p>Suffixes and Prefixes: Part I</p> <p>Introduction construction and de-construction of terms. Definition of terms and etymologies. Main language declinations.</p> <p>How to conduct a clinical history. Examples, questions,</p> <p>Preparation of clinical histories to interview patients. Giving and Receiving personal information</p> <p>Family Relations. Expressions of obligations</p> <p>Vocabulary (medication)</p>	Case studies
Session 4	<p>Comparisons: special verb structure</p> <p>Introduction to different systems: Digestive, Genitalia-urinary; Nerves, Muscles, Cardiovascular; Glandular; Respiratory; blood; lymphatic; immunologic; skeletal; skin and senses.</p> <p>Overview</p> <p>Direct and indirect verbs. Imperative</p>	
Session 5	Rural outing	<i>Journal entry</i>
Week 2		
Session 6	<p>Quiz #1</p> <p>Suffixes and Prefixes: Part II</p> <p>Reflexive verbs; regular and irregular verbs</p> <p>Expressions of obligations</p> <p>The physical exam. Apply material from medical histories. How to conduct a physical exam. Types of questions contact with Patients</p> <p>Cultural considerations: what is illness / health / pain in different cultural settings</p> <p>Vocabulary (medication)</p>	Case studies
Session 7	<p>Digestive system:</p> <p>Diet and Nutrition – Foods</p>	

	<p>Nutrition vs. overeating / obesity / eating disorders</p> <p>Food and culture: influence of Mayan culture in the contemporary diet.</p> <p>Influence of the medical field in the beauty industry: Dentistry; massages, exercise, nutrition</p> <p>Mental health: Anorexia, bulimia</p> <p>Patient Histories</p> <p>Verbs: GUSTAR, QUERER, PREFERIR and DEBER</p>	<i>Journal entry</i>
Session 8	<p>Pronouns: direct and indirect object.</p> <p>Time expressions</p> <p>Genital and Urinary system</p> <p>Sexual education, STDs.</p> <p>Role of male and females in local culture.</p> <p>Pregnancy, sexual health and reproduction</p> <p>Definition of the genitalia male/female; urinary systems; definition, usage of words related to the systems, prefixes and suffixes related to this systems to form words; related terms of the parts of the component, definition of terms, asymptomatic cases; symptoms, diagnosis, pathology and surgery.</p>	Paper Presentation
Session 9	<p>Simple Past</p> <p>Muscle and skeletal system</p> <p>Definition, usage of words related to the systems, prefixes and suffixes related to this systems to form words; related terms of the parts of the component, definition of terms, asymptomatic cases; symptoms, diagnosis, pathology and surgery.</p>	
Session 10	<p>The largest system: skin and senses</p> <p>Feedback and reflections on medical histories</p> <p>Definition, usage of words related to the systems, prefixes and suffixes related to this systems to form words; related terms of the parts of the component, definition of terms, asymptomatic cases; symptoms, diagnosis, pathology and surgery.</p>	
Session 11	Rural community	<i>Journal entry</i>
Week 3		
Session 12	<p>Quiz #2</p> <p>Preterit and Imperfect and Perfect Present (review)</p> <p>Glandular system</p> <p>Definition, usage of words related to the systems, prefixes and suffixes related to this systems to form words; related terms of the parts of the component, definition of terms, asymptomatic cases; symptoms, diagnosis, pathology and surgery.</p> <p>Emergency Care</p>	
Session 13	Future form	

	<p>Introduction to Subjunctive: doubt and anxiety</p> <p>Radiology, X-rays: normal and abnormal conditions</p> <p>Pharmacology: medicating and over-medicating</p> <p>Abortion: termination of pregnancy</p> <p>Religion and sexuality</p> <p>Menopause and Andropause</p> <p>Ethical issues surrounding the health sciences</p>	
Session 14	<p>Intercultural communication in the health setting: Cuba</p> <p>Preparation for Cuba</p> <p>What questions do we ask?</p> <p>Travel vocabulary</p> <p>Session 15 & 16 Cuba</p>	<i>Prepare Questions for Cuba</i>
Week 4		
Session 17	<p>Quiz #3</p> <p>Debriefing Cuba</p> <p>Perífrasis; Por and Para</p> <p>Negative words: False cognates</p> <p>Hemophilia and Transfusions</p> <p>Lymphatic and blood</p> <p>Blood types: RH</p> <p>Definition, usage of words related to the systems, prefixes and suffixes related to this systems to form words; related terms of the parts of the component, definition of terms, asymptomatic cases; symptoms, diagnosis, pathology and surgery.</p>	Journal entry
Session 18	<p>Respiratory system</p> <p>Cardiovascular system</p> <p>Nerves</p> <p>Definition, usage of words related to the systems, prefixes and suffixes related to this systems to form words; related terms of the parts of the component, definition of terms, asymptomatic cases; symptoms, diagnosis, pathology and surgery.</p>	
Session 19	<p>Immunological system</p> <p>Definition, usage of words related to the systems, prefixes and suffixes related to this systems to form words; related terms of the p parts of the component, definition of terms, asymptomatic cases; symptoms, diagnosis, pathology and surgery</p>	
Session 20	<p>Mental health: depression, stress, anxiety, psychosis Medication and overmedicating</p> <p>Hospitalization vs. institutionalizing</p> <p>Suicide and implications: Salvemos una vida, suicide hotline</p>	
Session 21	Final Exam & debriefing	Exam

Students will have medical shadowing from July 16 – 20. We will conduct a daily debriefing session. These sessions count as part of the course.

Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.