

Fall 2009

Medical Spanish BIOL5520

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Wednesdays, 4:00-5:20

Wilson 303
Grading: Satisfactory/No Credit

COURSE DESCRIPTION

The course is designed for students to gain beginning-level competence in Medical Spanish that will enable them to communicate more effectively with Spanish-speaking patients and their families. The students will develop critical Spanish lexicon and language skills for conducting the medical interview. (*Prerequisite: one year of college-level Spanish*)

REQUIRED TEXT

Robert Chase and Clarisa Medina de Chase: *An Introduction to Spanish for Health Care Workers*. 3rd edition. New Haven: Yale University Press, 2009.

Please note that this is a new edition of the textbook used last semester! I know textbooks are expensive, and I will do my best to make allowances for those who have the 2nd edition of the same text. Be aware, though, that some content and page numbers have changed significantly in the 3rd edition!

COURSE REQUIREMENTS

Since language learning is a cumulative and performative process, regular attendance of all classes is crucial. **You are given one absence to use at your discretion.** Class participation is essential and entails active involvement in discussions and group activities. Day-by-day assignments are elaborated below. You are expected to have prepared every assignment completely before coming to class and should be prepared to use the assigned vocabulary and grammar for more communicative practice in class. You will turn in your textbooks with the completed exercises as well as any additional homework assignments on the last day of class. There will be an SP interview around the middle of the semester, and another at the end of the semester.

COURSE SCHEDULE

(**Nota bene:** The homework listed is to be completed before the associated class meeting)

Aug 28: Introductions

Sept 2: The Human Body

Study parts of the body and internal organs (p. 63-67, p. 249) Be sure to practice these words out loud!; “Los verbos regulares terminados en *ar*” (p. 106); “Los verbos regulares terminados en *er* e *ir*” (109); “Choosing between *Ser* and *Estar*” (p. 39-40)

Exercises: 10.15; LC8, 3.2; LC13, 5.2; 2.13; Make a list of the 10 body parts most frequently mentioned in your field of medicine.

Sept 9: Symptoms

Study “Los síntomas de la gripe” (p. 55-56), “Las heridas” (p. 71-72); “Síntomas generales” (p. 244-245); the verb “tener” (p. 53-4); the verb “doler” (p. 68-70); the use of the past participle (p. 71-72)

Complete: LC9, 3.5; Write six sentences using “doler” and “tener” to describe a patient’s symptoms.

Sept 16: Chief Complaint

Study “Haciendo preguntas” (p. 38) and the box of interrogative words on p. 41;

Study “¿Qué tiene?” (p. 53); “¿Le duele mucho?” (p. 69-70); “El tiempo” (p. 181-182); “¿Cuánto tiempo hace?” (p. 182-183); “¿Qué le mejora?” (p.185)

Complete: LC9, 3.4

Read through the handout on question words (including the questions in exercise 2C) and complete “Ejercicio 2D”.

Sept 23: The Family

Study “Los familiares” (p. 101); “Más familiares” (p. 104); “Las enfermedades hereditarias” (p.114); “Adjetivos posesivos” (p. 102-103); “Tiempos pasados” (p. 205); the preterit tense (p. 206-207, p. 210-11)

Read “Cultural Note: What’s in a Name?” (p. 97)

Complete: 5.4; 5.2; LC24, 9.1; LC25, 9.3; LC26, 9.4

Sept 30: Taking a Medical History

Study “Enfermedades y condiciones” (p. 231-232); “El repaso de sistemas” (p. 234-236); “El pretérito perfecto” (p. 238-239); “Pronombres indefinidos y negativos” (p. 242-243)

Watch and read along with dialogue on p. 240-242

Write a brief doctor-patient dialogue using the vocabulary and grammar of this week, as well as the material from last week.

Complete: LC27; 10.1; 10.11

Oct 7: Nutrition

Study the vocabulary of “La pirámide” (157-159); “Más alimentos y bebidas” (p. 160-163); and “Las comidas y las dietas” (p. 166); “Los complementos directos” (p 115); “Los complementos indirectos” (p. 116-117); the verb “gustar” (p. 159-160); “querer” & “preferir” (p. 163-164); “deber” (p. 167)

Complete: LC19, 7.1; LC20, 7.2; 5.23 5.26; LC14, 5.31

Oct 14: A Neurological Exam

Study “El imperativo formal” (p. 293-294)

Study and complete exercise 60 on “A neurological exam” from the handout.

Oct 21: A Physical Exam

Study “El verbo *ir* para hablar del futuro” (p. 188-189); the vocabulary for “El examen físico” (p. 190-192)

Read the two sample exams on p. 194 (exercise 8.13)

Write a brief patient-doctor physical exam dialogue.

Turn in textbook & LC with completed exercises

TBA: Mid-semester SP Interview

Oct 28: Sexual History & Maternity

Study “Las enfermedades transmitidas sexualmente” (p. 97); “El embarazo” (p. 289-290); “Posibles complicaciones” (p. 291-292); “El parto” (p. 292-293)

Complete: LC33, 12.2; LC35, 12.3

Nov 4: Communicating Results & Treatment Procedures

Study the vocabulary sections “Formas de medicamentos” (p. 127-28); “Instrucciones para la dosificación” (p. 133-34); “Las reacciones alérgicas” (p. 145); and “El internamiento” (p.261); “Los imperativos con *favor de, hay que y tener que*” (p. 131)

Complete: 6.6

Nov 11: Radiology & Surgery

Review the vocabulary on p. 66-67 and on p. 249; “Formas de radiografía” (p. 195); “Algunas cirugías y procedimientos” (p. 250); “Plan a Hospital Discharge” (p. 271-72); the preterit tense (p. 206-7, 210-11)

Read through the vocabulary and dialogues from the handout

Write a brief doctor-patient interview that concludes with a discussion of some form of radiology that the patient will need to have done.

Write a brief medical history interview that includes a discussion of the patient’s surgical history.

Nov 18: Mental Health

Study the verb “sentirse” (p. 276); “Los sentimientos” (p. 276-7); “Las enfermedades mentales” (p. 279-80)

Complete: 11.19; 11.21; LC 31

Nov 25: Thanksgiving break!

Dec 2: Pediatrics

Study the vocabulary and dialogue from the handout (p. 207-210)

Write a brief dialogue between a doctor and a mother with her child.

TBA: Final SP Interview