

**Drexel University College of Medicine**  
**Spanish for Medical Professionals**  
**Location: 2900 W. Queen Lane - Room G23G**

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## Course Syllabus

### Required Text and Materials

Chase, Robert O. and Medina de Chase, Clarisa B., **An Introduction to Spanish for Health Care Workers: Communication and Culture**, Fourth Edition (New Haven and London: Yale University Press 2013).

- The e-book is available online at <https://innoserv.library.drexel.edu/record=b2902398~S2>

### Outcomes

#### A. Communication

Greet Your Patient and Introduce Yourself  
Discuss Colds and Influenza  
Discuss Pain  
Tell Vital Signs  
Negotiate Dates for Appointments  
Ask about Family Constellation  
Give Medication Instructions  
Educate a Patient about Asthma  
Explain How to Use a Pill Organizer  
Educate Patients about Special Diets  
Clarify the Chief Complaint  
Schedule Follow-up Tests  
Conduct a Pre-surgery Interview  
Ask About Medical History  
Educate a Patient about Tuberculosis  
Educate a Patient about Vaccinations  
Plan a Hospital Discharge  
Conduct a Mental Status Exam  
Confirm a Pregnancy  
Coach a Delivery

Test a Patient's Orientation  
Ask About Patient Comfort  
Diagnose Injuries  
Take a Telephone Message  
Conduct a Registration Interview  
Take Family Medical History  
Educate Patients about Allergic Reactions  
Ask who Helps an Infirm Family Member  
Ask About Food Preferences  
Teach How to Prepare for a Colonoscopy  
Conduct a Physical Examination  
Give Test Results  
Educate a Patient about Cancer  
Ask About Symptoms  
Ask About Surgical History  
Discuss Activities of Daily Living  
Teach about Dental Hygiene  
Address Addictions  
Teach about Possible Complications  
Promote Safer Sex

**B. Structure**

|   |  |
|---|--|
| Gender and Number of Nouns and Articles                               | Subject Pronouns and the Verb <i>Ser</i>                         |
| Agreement of Nouns, Adjectives, and Articles                          | The Verb <i>Estar</i>  |
| Choosing Between <i>Ser</i> and <i>Estar</i>                          | The Verb <i>Tener</i>  |
| The Verb <i>Doler</i>   | Possession   |
| Forming Questions   | Regular Verb Endings in <i>-ar</i> , <i>-er</i> , and <i>-ir</i> |
| The Personal <i>a</i>   | Direct Object Pronouns   |
| Commands with <i>favor de</i> , <i>hay que</i> , and <i>tener que</i> | Formal ( <i>usted</i> ) Commands                                 |
| Demonstrative, Affirmative, and Negative Adjectives                   | Indirect Objects and the Verb <i>Dar</i>                         |
| Verbs like <i>Gustar</i>  | The Verbs <i>Preferir</i> and <i>Querer</i>                      |
| The Verb <i>Deber</i>   | The Verb <i>Ir</i>   |
| The Contractions <i>al</i> and <i>del</i>                             | The Preterit of Regular Verbs                                    |
| The Preterit of Some Irregular Verbs                                  | The Imperfect Mood of the Past Tense                             |
| The Verb <i>Padecer</i>   | The Present Perfect Tense  |
| Indefinite and Negative Pronouns                                      | Reflexive Verbs  |
| <i>Se</i> and Unplanned Events  | The Verbs <i>Dormir</i> and <i>Poder</i>                         |
| The Verb <i>Sentirse</i>  | Informal ( <i>tú</i> ) Commands                                  |

**Course Description**

Spanish for Medical Professionals is a course designed for students with low-intermediate level of Spanish with an extensive focus on medical vocabulary, grammar structures and Hispanic cultures. Students will review grammatical structures needed to interact with patients such as asking questions, giving commands and reporting medical history in the present and past tense. Students are expected to come to class prepared with the material assigned for the week; class time will be focused on “hands on” oral practice set around realistic dialogues that model typical conversations in doctor-patient relations. There will be a strong focus on developing oral as well as listening skills for fluid the conversation. Reading will be part of the class to improve students’ pronunciation and strengthen the recognition and help with memorization of the vocabulary. There will also be a focus on understanding the cultural differences between Spanish speaking countries and the US.

**Spanish Intermediate-low Level**

You should consider your level of Spanish as an intermediate-low if you have taken 3 quarters of Spanish at Drexel University or 2 semesters of Spanish at another university during your undergraduate studies or after 2 years of “serious” High School Spanish classes.

**This is what students at intermediate-low level are able to do:****Listening**

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks

such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

### **Reading**

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

### **Speaking**

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating sentences in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Although they are not fluent they are familiar with grammatical topics such as Present Tense and Past Tense, interrogative words, numbers, verb GUSTAR, the difference in use between SER and ESTAR, making commands.

### **Course goals and objectives:**

1. Use Spanish vocabulary that relates specifically to the medical field.
2. Apply grammatical structures to properly interact with Spanish speaking patients.
3. Comprehend main ideas and identify supporting details in written medical Spanish.
4. Understand spoken medical Spanish in different conversations and situations.
5. Use the target language to communicate and exchange information related to the medical field.
6. Demonstrate understanding of Hispanic culture and reflect how cultural differences may affect interaction between patients and providers.

### **Evaluation**

#### **Teaching Methods:**

A combination of lecture, reading, listening, grammatical and vocabulary activities, video watching, and role playing.

#### **Method of Assessment:**

1. Chapter quizzes from vocabulary and structures taught.
2. Midterm test at the end of 10 sessions.

2. Certificate test at the end of the 20 sessions.

**Participation and Attendance:**

Class participation is imperative for the success of the student therefore **students can only miss 3 sessions total**. Students that miss the class beyond 15% (three total classes) due to special circumstances or illness will be dealt on the individual basis and may potentially lose a chance to receive the completion certificate at the end of the course.

**Assignments:**

1. Read the text assignments and other assigned readings in advance of each class meeting.
2. Complete assigned homework and quizzes.
3. Attend class and participate in oral, written and pair/group activities.

**Grading:**

Quizzes and written assignments will be graded according to accuracy of spelling and accent marks, grammar, and syntax, and on whether the student has demonstrated mastery of the language needed to follow the assignment instructions. Quizzes and tests will be graded on a pass/fail basis. **Missing 2 or more quizzes will mean that the student will fail the course.**

**Policy on missed work:**

There is no guarantee that late work will be accepted. To ensure that late work will be accepted students must notify the instructor beforehand if they will be unable to complete the assigned work on time and make arrangements for the late submission.

**Since this class is an elective, graded on a Pass/Fail basis, students will need to obtain a grade of 65 or above to Pass the class to be able to receive the Certificate of completion**

## Schedule of Class Meetings

Note: Syllabus is subject to change

### FALL SESSION

#### **Week 1** «*Buenos días, soy el doctor*».

This week we'll practice the pronunciation of words; make brief introductory conversations to introduce ourselves by name and profession; ask patients their name and origin; and describe third parties.

Grammar: Verb ser / Agreement between nouns and adjectives

Culture

Quiz

#### **Week 2** ¿«*Cómo está usted*»?

This week we'll learn to ask about feelings and pain; to give directions in the hospital; and to test a patient's orientation.

Grammar: Verb estar / Choosing between Ser and Estar

Culture

Quiz

#### **Week 3** ¿«*Qué le pasa*»?

This week we'll learn to clarify colds and flu symptoms; and to inform patients of diagnoses of minor injuries.

Grammar: Verb tener

Culture

#### **Week 4** ¿«*Qué le pasa*»?

This week we'll learn parts of the body, organs and systems. We'll learn to communicate vital signs and to form questions.

Grammar: Verb doler / Past participle

Culture

Quiz

#### **Week 5** *La familia*

This week we'll learn the names for telling family relationships and to ask and tell about family medical histories.

Grammar: "regular verbs" in the present tense / Personal "a"

Culture

Quiz

**Week 6** *La farmacia*

This week we'll learn to say and to write medication instructions. We'll learn to educate patients about side effects and allergic reactions.

Grammar: Verb Tomar and Formal Commands: Con favor de, hay que and tener que  
Culture

**Week 7** *La farmacia*

This week we'll learn instructions for dosage, routes of administration and classes of medications

Grammar: Formal Commands  
Culture  
Quiz

**Week 8** *El examen físico*

This week we'll learn to clarify the patient's chief complaint and to explain the components of a physical examination

Grammar: How long has it been? / Verb Ir (future)

*El examen físico*

This week we'll learn to talk about specific follow-up tests and to ask about bowel habits.

Grammar: Contractions al and del  
Culture

**Week 9**

Repaso

**Week 10**

Exam. Listening comprehension, vocabulary, grammar and culture taught up to this point.

**SPRING SESSION**

**Week 11** *La nutrición y las dietas*

This week we'll learn to ask about dietary habits, give instructions for special diets and how to prepare for a colonoscopy

Grammar: verb deber  
Culture  
Quiz

**Week 12** *¿«Qué pasó»?*

This week we'll learn to talk about things that occurred in the past. For example, we will ask about precipitating events and about circumstances that were concurrent to the precipitating event. This will help us to further clarify the patient's chief complaint. Conduct a pre-surgery interview

Grammar: Preterit of regular and some irregular verbs/Imperfect tense

Culture

Quiz

**Week 13** *Padecimientos e historia médica*

This week we'll learn vocabulary to communicate illnesses, abbreviated history, and review of systems

Grammar: verbs padecer and sufrir

Culture

**Week 14** *Padecimientos e historia médica*

This week we will learn to ask about medical history, general symptoms and to educate patients about surgeries and immunizations.

Grammar: Present perfect/ Verb ponerse

Culture

Quiz

**Week 15** *Internamientos, odontología y la salud mental.*

This week we'll learn to tell patients about the need for hospitalization and to talk about discharge planning and activities of daily living.

Grammar: se and unplanned events/reflexive verbs

Culture

**Week 16** *Internamientos, odontología y la salud mental.*

This week we'll learn to conduct a mini mental status examination and to assess a patient for substance abuse problems.

Grammar: Verb sentirse

Culture

Quiz

**Week 17** *Maternidad y protección sexual*

This week we'll learn the vocabulary for prenatal care, labor, and delivery.

Grammar: Informal Commands

Culture

**Week 18** *Maternidad y protección sexual*

This week we will learn about how to promote safe sex and prevent AIDS

Grammar: Subjunctive and recommendations

Quiz

**Week 19**

Review

**Week 20** Certificate Exam. Listening comprehension. Vocabulary, grammar and culture taught up to this point. It will be based on the second part of the semester, but any vocabulary and grammar from previous chapter will be considered to be known and will appear in context.