



National Association of Medical Spanish
Asociación Nacional de Español Médico



Medical Organization for
Latino Advancement

Second Medical Spanish Summit

When: Saturday, October 10, 2020, 11am – 3:00pm (EST)

Where: Online via Zoom – link will be sent to all registered participants.

Why: Learn about and collaborate regarding Medical Spanish education on a national scale, and grow your network in a bilingual interdisciplinary environment!

How: Register here: <https://2mstsregistration.eventbrite.com>

Questions? MedicalSpanishTaskforce@gmail.com

Overall Summit Objectives:

1. To discuss the progress achieved to date by the Medical Spanish Taskforce / National Association of Medical Spanish and its members
2. To provide a faculty development opportunity to prepare attendees to implement medical Spanish curricula, design class-time, and assess learner competencies
3. To identify next steps needed in medical Spanish with regards to educational research, curricular implementation, and assessment

Thematic lines:

1. Medical Spanish **curricula** and learner competencies
2. Medical Spanish educational **research**
3. Medical Spanish proficiency **assessment**

Target audience: Audience may include current teachers, faculty, deans, course directors, and students, and may include individuals with diverse interdisciplinary backgrounds including physicians and other health professionals, interpreters and translators, language educators, linguists, and others. Conference will be bilingual, with some Spanish and some English presentations.

Target language: English and Spanish are welcomed and encouraged! Feel free to use one or the other at any moment during this summit.

Accreditation:

All participants will receive a “Medical Spanish Summit Participant Certificate” for up to 4 learning hours.

All speakers will receive a “Medical Spanish Summit Speaker Certificate.”

10.45 – 11.00am

Arrival and informal greetings

11:00 – 11:10 am

Welcome Remarks and presentations

Pilar Ortega, MD, Director, Medical Spanish Taskforce / National Association of Medical Spanish; Co-Chair, Second Medical Spanish Summit; University of Illinois College of Medicine, Chicago, IL

David Acosta, MD, Chief Diversity and Inclusion Officer, AAMC; Washington, D.C., and Laura Castillo-Page, PhD, Senior Director of Diversity Policy and Programs and Organizational Capacity Building, AAMC; Washington, D.C.

11:10 – 11:20 am

Opening Plenary

Introductions by Karol Hardin, PhD, Baylor University; Waco, TX

Medical Spanish Status Update: A National Survey of Deans and Medical Spanish Educators

Nicolás Francone, Feinberg School of Medicine, Northwestern University; Chicago, IL

María Paola Santos, University of Michigan School of Medicine; Ann Arbor, MI

11:20 am – 12:30 pm

Plenary Workshop

Introductions by Pilar Ortega, MD, Director, Medical Spanish Taskforce / National Association of Medical Spanish; Co-Chair, Second Medical Spanish Summit, University of Illinois College of Medicine, Chicago, IL

Medical Spanish Curricular Review Workshop: Lessons from Exemplars

Lisa Howley, MEd, PhD, Senior Director of Strategic Initiatives and Partnerships, AAMC; Washington, D.C.

At the conclusion of this workshop, attendees will be able to:

- Describe principles of curricular development and integration into health professions education.
- Critically review medical Spanish curricula.
- Apply concepts of curricular design and quality improvement for advancing medical Spanish at the local level.

11.22 – 11.30: Activity instructions by Dr. Howley

11.30 – 12.00: Activity completion

10 breakout rooms (one for each table)

12.00 – 12.15: Take-away points (main room)

The audience will be invited to share the answer to the question: **What was a key learning point from this activity that you will apply to your own course?**

12.15 – 12.30: Facilitator summary and Conceptual Overview of Curriculum Review, Dr. Howley (main room)

Breakout Room 1: Mesa 1. Moderated by Glenn Martínez, PhD, MPH, Ohio State University; Columbus, OH.

Leveraging Faculty Resources to Create an Innovative Medical Spanish Curriculum

Robert Porter, University of Michigan School of Medicine; Ann Arbor, MI

Anthony Rios, University of Michigan School of Medicine; Ann Arbor, MI

Breakout Room 2: Mesa 2. Moderated by Sandra Quezada, MD, MS, University of Maryland School of Medicine, Baltimore, MD.

Integrating Medical, Linguistic and Sociocultural Perspective in a Medical Spanish Course

María Luisa Echavarría, PhD, University of Texas at Austin; Austin, TX

Breakout Room 3: Mesa 3. Moderated by Marco Alemán, MD, University of North Carolina, Chapel Hill, NC.

Teaching Medical Spanish in a Hispanic-Serving Institution: Curriculum Design and Challenges

Eithan Kotkowski, PhD, University of Texas Health San Antonio – South Texas School of Medicine; San Antonio, TX

Breakout Room 4: Mesa 4. Moderated by Alejandra Zapién Hidalgo, MD, MPH, Univ. of AZ College of Medicine; Tucson, AZ.

Designing and Implementing Medical Spanish Courses and Experiences for Pre-Health Undergraduates at the Intermediate and Advanced Language Levels

Julie Szucs, MA, Miami University; Oxford, OH

Nohelia Rojas-Miesse, MA, Miami University, Oxford, OH

Breakout Room 5: Mesa 5. Moderated by Lisa Diamond, MD, MPH, Memorial Sloan-Kettering Cancer Center; New York, NY

LMSA Introductory Medical Spanish Elective: Creating and Evaluating a Case-Based Course Compatible with an 18-month Didactic Medical Curriculum

Alec Contag, MD, Oregon Health Sciences University School of Medicine; Portland, OR

Breakout Room 6: Mesa 6. Moderated by Tiffany Shin, MD, FAAP, Wake Forest School of Medicine; Winston-Salem, NC

The Online Environment: Aligning Outcomes and the Curriculum in a Medical Spanish Course

Joshua Pongan, PhD, Temple University; Philadelphia, PA

Patricia Moore-Martínez, PhD, Temple University; Philadelphia, PA

Breakout Room 7: Mesa 7. Moderated by Rocío Chang MA, PsyD, University of Connecticut School of Medicine; Farmington, CT

Culture and Language Coaching Program for Bilingual Residents

John Cowden, MD, MPH, Children's Mercy Hospital; Kansas City, MO

Francisco Martinez, MA, CHI-S, Children's Mercy Hospital; Kansas City, MO

Jodi Dickmeyer, MD, Children's Mercy Hospital; Kansas City, MO

Breakout Room 8: Mesa 8. Moderated by Karol Hardin, PhD, Baylor University; Waco, TX.

Engage All Students with Performance-Based Curriculum

Rose Potter, University of Texas at Austin; Austin, TX

David McCoy Galicia, CMI, CHI, Medical Interpreting Training School (MITS)

Breakout Room 9: Mesa 9. Moderated by Nielufar Varjavand, MD, Drexel University School of Medicine; Philadelphia, PA

Building Linguistic and Cultural Competence in Healthcare Settings: An Interdisciplinary Approach by Spanish, Social Work, and Nursing Faculty

Carrie Bonilla, PhD, George Mason University; Fairfax, VA

Ellen J. Serafini, PhD, George Mason University; Fairfax, VA

Esperanza Román-Mendoza, PhD, George Mason University; Fairfax, VA

Breakout Room 10: Mesa 10. Moderated by Norma Pérez Raifaisen, MD, DrPH, Assistant Dean; Associate Professor of Internal Medicine - Geriatrics; Executive Director, Hispanic Center of Excellence at the University of Texas Medical Branch; President, Hispanic Serving Health Professions Schools; Galveston, TX.

Maximizing Class Time through the Use of In-class Poster Sessions

Isabel Kentengian, PhD, The College of New Jersey; Ewing Township, NJ

Regina Morin, PhD, The College of New Jersey; Ewing Township, NJ

12.30 – 12.40 pm – PAUSA

12.40 – 1.00 pm - Welcome back, brief Q&A and presentation of the afternoon sessions

1:00 – 2:00 pm AFTERNOON SESSIONS (part 1)

Track 1: Advances in Teaching Medical Spanish at the Undergraduate Level. Panel Presentation on Medical Spanish Education at Undergraduate Universities

Moderated by Glenn Martínez, PhD, MPH, Ohio State University; Columbus, OH

Featured panelists:

María Antonia Anderson de la Torre, PhD, MA, Univ. of Alabama at Birmingham; Birmingham, AL

Anel Brandl, PhD, Florida State University; Tallahassee, FL

Diana Ruggiero, PhD, University of Memphis; Memphis, TN

Diego Mejía, Florida State University; Tallahassee, FL

Alyssia Miller, PhD, MA, University of Tampa; Tampa, FL

María Luisa Ortega Hernández, PhD, De Paul University; Chicago, IL

José Henry Pino, PhD, MA, Mercer University; Macon, GA

Lourdes Sánchez-López, PhD, MA, University of Alabama at Birmingham; Birmingham, AL

Track 2: Examining Language Concordance and Patient-Centered Language

Moderated by Luis Cerezo, PhD, American University; Washington, DC.

1:00 – 1:15 pm

S or no s? A lesson plan for integrating dialectal phonology in the beginning Medical Spanish classroom

Deborah Arteaga, PhD, University of Nevada; Las Vegas, NV

1:20 – 1:45 pm

Language Concordance in Clinicians: How Fluent is Fluent Enough?

Lisa Diamond, MD, MPH, Memorial Sloan-Kettering Cancer Center; New York, NY

1:45 – 2:00 pm

Closing remarks by Luis Cerezo, PhD

Track 3: Micro-Presentations about Medical Spanish Resources & Teaching Tools

Moderated by Carmen Pérez-Muñoz, PhD, Wake Forest University; Winston-Salem, NC

1:00 – 1:10 pm

Review of Available Written Medical Spanish Resources for Undergraduate Medical Education

Evan Rajadhyaksha, MD, University of Virginia; Charlottesville, VA

1:15 – 1:25 pm

Standardization of U.S. Spanish Medical Terminology and Plain Language Vocabularies

Leticia Molinero, PhD, Research Institute of United States Spanish; New York, NY

1:30 – 1:40 pm

Film as a Medical Spanish Teaching Resource, Both Inside and Outside the Classroom

Anne Stachura, PhD, Franklin and Marshall College; Lancaster, PA

María Mendiola, PhD, University of Texas Río Grande Valley; Edinburg, TX

1:45 – 2:00 pm

Closing remarks by Carmen Pérez-Muñoz, PhD

2:00 – 3:00 pm AFTERNOON SESSIONS (part 2)

Track 1: Medical Student Perspectives on Medical Spanish Courses. Student Panel Presentation from Medical Spanish Alumni

Moderated by Karol Hardin, PhD, Baylor University; Waco, TX

Featured panelists:

Theresa Aguilar, 4th year medical student MD-MPH program, Johns Hopkins University School of Medicine; Baltimore, MD

John Davis, 3rd year medical student MD-PhD program, University of Texas Medical Branch; Galveston, TX

Adriana Herrera, 2nd year medical student, University of New Mexico School of Medicine; Albuquerque, NM
Stacy Nguyen, 3rd year medical student, University of Texas at San Antonio School of Medicine; San Antonio, TX
Hayley Sharma, 4th year medical student, University of Minnesota Medical School; Minneapolis, MN
Daniel Truesdale, 3rd year medical student, Texas Tech University Health Sciences Center School of Medicine; Lubbock, TX

Track 2: Micro-Presentations about Medical Spanish Course Evaluation and Student Assessment

Moderated by Rocío Chang, MA, PsyD, University of Connecticut School of Medicine; Farmington, CT

2:00 – 2:10 pm

Professional Language Use Among Alumni of the Harvard Medical School Medical Language Program.

Joseph Pereira, Harvard Medical School; Boston, MA

2:15 – 2:25 pm

Culturally Specific Non-Medical Diabetes Management Seminar for First Year Medical Students.

Vincent Pepe, Sidney Kimmel, Medical College at Jefferson Univ.; Philadelphia, PA

2:30 – 2:40 pm

Evaluation of a Medical Spanish Musculoskeletal and Dermatologic Educational Module.

Christian González, Univ. of Chicago Pritzker School of Medicine; Chicago, IL

Itzel López-Hinojosa, Univ. of Chicago Pritzker School of Medicine; Chicago, IL

2:45 – 2:55 pm

Development and Implementation of a Spanish Language Standardized Patient Encounter for First-Year Medical Students at the Intermediate Spanish Level.

Amy Savage, Albany Medical College; Albany, NY

2:55 – 3:00 pm Closing remarks by Rocío Chang, MA, PsyD

Track 3: Challenges in Medical Spanish Education: Faculty and Student Perspectives.

Student Panel Presentations

Moderated by Rafael Ramos, MS, Wayne State University School of Medicine; Detroit, MI

2:00 – 2:10 pm

Third Year Medical Students Attempt to Bring a Medical Spanish Course to the Penn State College of Medicine: Lessons Learned.

David Vélez, Penn State College of Medicine, Penn State University; Hershey, PA

Abena Kwegyir-Aggrey, Penn State College of Medicine, Penn State University; Hershey, PA

Lauren Nahouraii; Penn State College of Medicine, Penn State University; Hershey, PA

2:15 – 2:25 pm

Improving Spanish-Speaking Performance Utilizing Standardized Patients in the Peer-Led Medical Spanish Program (PLMSP).

Emily Bacalao, Stritch School of Medicine, Loyola University; Chicago, IL

2:30 – 2:40 pm

On the Spanish Prosody of Nursing Students: Exploring Heritage Speakers vs. L2 Learners.

Glenn Martínez, PhD, MPH, Ohio State University; Columbus, OH

2:45 – 3:00 pm

Discussion and Q&A with Speakers and closing remarks by Rafael Ramos, MS

3:00 – 3:05 pm

Closing Remarks, Cristina Pérez-Cordón, PhD, Co-Chair, Second Medical Spanish Summit; Language and Communications Training Unit, United Nations, New York, NY (chat facilitator and moderator¹)

BONUS

3:05–3:30 pm

TERTULIA: discussion and general Q+A

Moderator: Arielle Guzmán, MPH, Executive Board Recording Secretary, Medical Organization for Latino Advancement; Chicago, IL

¹ On a personal capacity and not representing the Organization.