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Lesson by lesson basic Spanish for optometry

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Lesson by lesson basic Spanish for optometry

Abstract

In 2002, Louis Kincannon, director of the U.S. Census Bureau announced that Latinos became the United States largest minority group in July 2002.² The Hispanic(of Spanish speaking origin) population in the US grew 9.8 percent since April2000 or 38.8 million people, about 500,000 more than the African American population. New figures from the Census Bureau show that Hispanics accounted for about half the population growth in the U.S. last year(2005).³ With this enormous growth, the United States health care professions have found it to be an enormous task to administer care to this ever growing population. Many fortunate doctors are either fluent in Spanish or are blessed by the saving grace of interrupters. The same goes for optometry. We feel that for an optometric physician to administer the best of care in this ever changing country, being able to communicate to this enormous population is essential. This thesis project is a compilation of basic Spanish optometric terms that will be taught in lesson format to optometric students taking the elective, Basic Spanish for Optometry at Pacific University College of Optometry. The goal of our thesis is to provide another tool for students allowing them to better learn important optometric phrases and to eventually put them into use wherever they choose to practice. With onethird below the age of 18, this population is only expected to continue to grow. Spanish speaking optometrists will make themselves more versatile and more marketable to our profession, and most important, their patients.

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Degree Name

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Committee Chair

Elizabeth Wyles

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Subject Categories

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LESSON BY LESSON BASIC SPANISH FOR OPTOMETRY OPT 752

By

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and

CESAR RAMIREZ

An audio-visual device designed to assist students in OPT 721 SPANISH FOR OPTOMETRY
September 2005

A thesis submitted to the faculty of the
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Advisor(s):

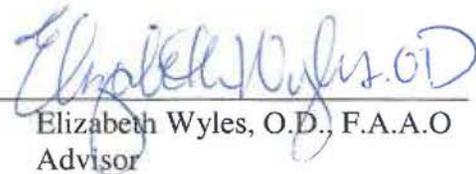
Elizabeth Wyles, O.D., F.A.A.O.



Cesar Ramirez
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Matthew Littlejohn
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Advisor

Biographies

Matthew Littlejohn graduated from Ricks College in 2000 with an associate degree in Pre-Optometry. He received a B.S. in Visual Science from Pacific University while enrolled at Pacific University College of Optometry. Upon graduation he plans to enter private practice with an emphasis in ocular disease.

Cesar Ramirez received his Bachelor of Science degree in Biology from Loyola Marymount University in Los Angeles, California and plans on returning to southern California to practice optometry with an emphasis in contact lenses.

Abstract

In 2002, Louis Kincannon, director of the U.S. Census Bureau announced that Latinos became the United States largest minority group in July 2002.² The Hispanic(of Spanish speaking origin) population in the US grew 9.8 percent since April 2000 or 38.8 million people, about 500,000 more than the African American population. New figures from the Census Bureau show that Hispanics accounted for about half the population growth in the U.S. last year(2005).³ With this enormous growth, the United States health care professions have found it to be an enormous task to administer care to this ever growing population.

Many fortunate doctors are either fluent in Spanish or are blessed by the saving grace of interrupters. The same goes for optometry. We feel that for an optometric physician to administer the best of care in this ever changing country, being able to communicate to this enormous population is essential.

This thesis project is a compilation of basic Spanish optometric terms that will be taught in lesson format to optometric students taking the elective, Basic Spanish for Optometry at Pacific University College of Optometry. The goal of our thesis is to provide another tool for students allowing them to better learn important optometric phrases and to eventually put them into use wherever they choose to practice. With one-third below the age of 18, this population is only expected to continue to grow. Spanish speaking optometrists will make themselves more versatile and more marketable to our profession, and most important, their patients.

Key Words: Optometry, Optometry Spanish phrases, Spanish, phrases.

Introduction

Matt Littlejohn and Cesar Ramirez, students of the Class of 2006 Pacific University College of Optometry, joined with instructor Elizabeth Wyles O.D.; to design a better teaching program for the students enrolled in the elective OPT 752: Basic Spanish For Optometry.

The goal was to create a better teaching model, a more interactive program to assist students taking or who will take the Spanish elective course at Pacific University. This would include lessons in Power Points form, organized into current specific topics, phrases and optometric procedures currently used in the optometric profession. Each lesson would include a Spanish phrase that would be linked to a digitally recorded voice repeating the selected phrase back in Spanish. This would enable students be able to read aloud with the recorded voice, insuring increased accuracy in pronunciation and better recognition of the phrase. These lessons would be condensed onto a CD, allowing each student to download and store to a personal computer. This would enable students to study Spanish outside the classroom or away form the presence of a teacher while always maintaining proper pronunciation.

Methods

In 2001, Raymond Goodman, while an optometric graduate student of Pacific University College of Optometry, created a thesis consolidating common Spanish phrases and commands to be used in an optometric setting. Since 2001, Raymond Goodman's thesis has been used as a template in the Spanish elective at Pacific University College of Optometry. The goal was to create a supplement to this thesis to increase retention, memorization and proper pronunciation of the Spanish phrases.

All phrases from Raymond Goodman's thesis were read out loud and recorded into a Sony IIB brand digital recorder. Each recorded phrase was stored as its own TIF file. Transfer from recorder to computer was possible with the software provided with the Sony recorder, Sony Transfer: model 1-9. Once moved to the computer, these files were changed from the TIF format to a Wave sound. Each phrase was then typed into Microsoft Power Point and was linked to its matching recording. In order to link the recording with the written phrase begin in the Power Point program on the second toolbar at the top of the page, select "insert" and then "movies and sounds". Once selected, choose "sound from file" and then click the sound needed. Once highlighted, a command is prompted to allow you to activate the recording upon opening the selected Power Point page. This was declined to prevent all phrases from activating all at the same time when opened. Once declined, a megaphone appeared and was placed next to the printed phrase. To then hear the desired phrase, one would just need to select the megaphone to hear the Spanish recording.

The only difficulty we ran into was that certain phrases were not playing back when selected. Power Point couldn't play/find phrases that exceeded a certain memory size. By adjusting the Wave File size limit, this eliminated the problem. To change the maximum allowable memory capacity, start by highlighting the tools portion in Power Point click "customize" and enter the size limit numerically. We found 1000 kb to be sufficient to replay all phrases.

Each lesson consisted of two separate folders, one for the actual Power Point Lesson and the other for the Wave Files contained in that Power Point slideshow. This type of organization enabled the storage of the hundreds of recorded phrases and at the same time could allow easy retrieval if any modification or redesigning of the lessons/phrases were needed. We were able to fit these 17 lessons onto one 800 MG recordable CD.

Discussion

With the increasing Latin population within our country's borders and emphasizing the utmost patient care, we felt the current materials available for Pacific University's College Of Optometry elective, Spanish for Optometry were not adequate for the current graduating optometrist. Pronunciation was being taught by repeating the

phrases with the professor. Abundant feedback from previous classes mentioned that they wished they had more time with the teacher, insuring the best and most accurate pronunciation. This was the dilemma, resulting in the creation of this project(CD). This CD includes common phrases, directions and any special situations a optometrist would encounter with a Spanish speaking patient or during a Spanish spoken eye exam. This ensures that if there ever is a question concerning correct verbiage, conjugation or pronunciation of an optometric Spanish phrase it could be it could be addressed outside the classroom and/or without a teacher. In conclusion, we hoped that this project will act as a reference to each optometric graduate, and increase their ability to provide the best eye care to the Latin population in their designated communities of practice or clinical setting.

Acknowledgments

We would like to sincerely thank Elizabeth Wyles O.D., F.A.A.O. for guiding us in the construction of this thesis project. We would also like to express our appreciation to our wives Kim Littlejohn and Maritza Ramirez, for the many hours they spent alone without us, while we worked to fulfill this project. We would also like to thank our fellow classmate Danny Evans for allowing us to borrow his digital voice recorder to complete this task.

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