REEDLEY COLLEGE

HEALTHCARE INTERPRETING 15

*4 units*

*Course #* HLTH-15-52820

SYLLABUS

# Spring 2014

Classroom Clovis Center, Room 309

Tuesday: 6p.m. – 9:15 p.m.

Thursday: 6p.m – 9:15 p.m.

FIRST DAY: **1/13/2014**

LAST DAY OF CLASS: **04/4/2014**

Instructors:

Tuesday’s Class: Kao-Ly Yang, Ph.D.: Email: Kao-Ly.Yang@fresnocitycollege.edu; Phone: 278 6437

Thursday’s Class: Ghia Xiong, Psy.D.: E-mail: drgxiong@yahoo.com

Intership: Rosie Carrillo M.S., C.R.C. Coordinator. Email: [rosie.carrillo@reedleycollege.edu](mailto:rosie.carrillo@reedleycollege.edu);

Cell phone: 859-9480

**I. COURSE DESCRIPTION**

This course is a continuation for students who have successfully passed Health 14. Training continues for bilingual individuals to become integral members of the health care team in bridging the language and cultural gap between clients and providers. There is further enhancement of interpreting skills covering specialized health care areas such as mental health, genetics, death and dying and toxicology and other contents. Emphasis is also placed on the development of cultural competency. This course is taken concurrently with Health 16.

**II. COURSE OBJECTIVES**

At the completion of this course students will:

* Demonstrate knowledge of managing the flow of the interpreting session and mastering these skills through classroom activities and examinations
* Develop and demonstrate skills in the technical aspects of interpretation with emphasis on cross-cultural communication
* Demonstrate knowledge of health care terminology specific to different healthcare service areas
* Develop and demonstrate skills in the technical aspects of interpretation
* Identify and practice self-care techniques to avoid burnout

**III. TEXTBOOKS**

* Cynthia E. Roat. 2002. HealthCare Interpreting In Small Bites. 50 Nourishing Selections from “Pacific Interpreters Newsletter,” 2002-2010. Trafford Publishing. Pacific Interpreter, Inc.266 p.
* Medical information knowledge
* Bilingual health related glossary: Health 14 Glossary
* Interpreting handouts and articles
* Computer and Internet access

**IV. TEACHING APPROACH**

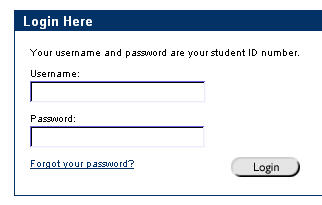
Students will be expected to read assigned materials, turn in assigned homework, and be prepared to interact in class as individuals and as groups. Method includes: lectures, individual reading and assignments, translation, small group interaction, role playing, Online assignments, video, facebook group, and evaluation measures (quizzes and exams). Students are expected to complete assignments online as required.

**V. STUDENT REQUIRED ACTIVITIES**

* Class attendance is **mandatory.** Sign the Attendance Sheet. No points of participation will be earned if you fail to sign the attendance sheet.
* Absences and tardiness to class are **strongly** discouraged, and will be documented. If an absence is unavoidable, inform the instructor(s) of absence by email. An informed absence will allow for a make-up exam or quiz, non-informed absence will not. Attending classes is participating. After the third unexcused absences, for each new unexcused absence --and so lack of participation--, 5 points will be taken off. Three late comings and/or early leaves will be count as one absence.
* Last day to Drop. If you wish to drop the class, please inform the instructor(s). You must also check Reedley College Schedule for last day to drop.
* Participate in all class activities, which include discussion, role playing and group projects.
* Complete assigned readings prior to the next class meeting.
* Take quizzes and the final examinations on scheduled dates. Makeup quizzes and exams must be taken within one week of scheduled test date. Quizzes and exams must be returned to the instructor(s) on the day taken.
* Use of facebook and blackboard for assignments. To access Blackboard, go to http://scccd.blackboard.com/webapps/portal/frameset.jsp

Enter your student ID number **again**

**Enter your student ID number**



* Classroom Policy
  + Edible items wrappings brought to class or lab must be thrown out.
  + If students elect to eat/drink outside class, missed time is recorded as absent.
  + Break times are scheduled by the instructors at appropriate intervals.
  + No private software is to be brought to class or loaded onto school computers.
  + No software games are allowed during lecture (Unless in course curriculum).
  + Absolutely no cell phones, cell texting, laptops, Myspace or any other disturbing forms is to be used during class.
  + No headphones are allowed in lecture.
  + Cell Phones: Cell phones ringing during class disrupt teaching. Please turn your cell phones and all other electronic devices ON SILENT OR OFF during each class.
* Disruptive Classroom Behavior: *The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.*
* Cheating: *Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Penalties for cheating range from a 0 or F on a particular assignment, through an F for the course.*
* Plagiarism. Academic Honesty**:**  *Students are expected to demonstrate academic integrity by completing their* ***own*** *assignments. Plagiarism is the academic equivalent of theft, and can occur in any type of course. If you use someone else’s words, ideas, facts or work in any way, you must identify them as a source. Duplicating someone else’s work and handing it in as your own is intentional plagiarism. Submission of work from another person whether printed sources or someone other than the student will result in a failing grade for that assignment. Anyone caught plagiarizing material will be required to meet with the Dean of Academic Affairs, and will be subject to immediate disciplinary action. Please refer to page 35 in the catalog. Plagiarism is grounds for dismissal from school. Instructors must immediately refer suspected cases of plagiarism to the Dean.*
* Accommodations for Students with Disabilities

*Any student who has special needs that may affect his or her performance in this class is asked to identify his/her needs to the instructor in private by the end of the first day of class. Any resulting class performance problems that may arise for those who do not identify their needs will not receive any special grading considerations. If you have a verified need for an academic accommodation or materials in alternate media (i.e. Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible.*

* **PROBLEMS:**

The HICP values your input and wants you to feel free to express to us concerns you may have about your classes, grades, or other problems. Anonymous phone calls or indirect information reports are inappropriate. Suggestions for improvement in a professional manner will be considered. For any questions or concerns, please contact the Coordinator of HICP at 638-3641 Ext: 3815

**VI. EVALUATION**

The grading system is based on 1000 points. The final grade will be determined by the following breakdown. Passing grade is 70% or above.All work is expected to be accomplished on time including assigned readings, exams, and all writing assignments. Students will receive a zero (0) for assignments not submitted. Students are expected to take the midterm and final examinations at the regularly scheduled time. Failure to take any examination results in a zero (0) for that item. ABSOLUTELY NO WORK WILL BE ACCEPTED AFTER THE FINAL CLASS.

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| --- | --- | --- |
| Activity | Points | Percent |
| Class Attendance & Participation: 90 pts  *(Both Lecture and Language Lab)*  From the 4th unexcused absence, 5 points will be taken off for each unexcused absence | 90 pts. | 9% |
| 10 Quizzes: 10 x 20 pts (*Dr. Xiong in charge*) | 200 pts. | 20% |
| 8 Homework Assignments (script, translation, evaluation): 8 x 20 pts *(50% deduction if late)*(*Dr. Yang in charge*) | 160 pts. | 16% |
| Mid-term Exam *(10% deduction if taken late)*  A comprehensive exam. | 250 pts. | 25% |
| Final Exam *(10% deduction if taken late)*  A comprehensive exam. | 300 pts. | 30% |
| Total | 1000 points | 100 % |

A percentage of total points will be computed and a grade will be assigned according to the following breakdown:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F. Less than 60%

*HEALTHCARE INTERPRETING 15 and 16*

**COURSE OUTLINE**

*The schedule for this course outline is subject to change in the event of extenuating circumstances.*

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| --- | --- | --- | --- |
| **Week #** | Day | **TOPICS AND CLASS ACTIVITIES** | **HWK**  **due** |
| January  **WEEK 1**  Class until 9:15pm | **Tuesday** 14h | Syllabus + Course Outline  CHIA: General review: Interpreting Protocols & Roles and Responsibilities |  |
| Thursday 16th  Ghia | Mental Health the Culture of Biomedicine - How M.D.’s Think. LANGUAGE LAB- Terminology review |  |
| **WEEK 2** | **Tuesday** 21st | CHIA: Message **Converter**. Ethnical Principle of *Accuracy and Completeness*  Memory Skills Activities | **HWK #1** |
| Thursday 23rd  Ghia | Stress Management/Stress relief Activities  LANGUAGE LAB- Terminology review | QUIZ #1 |
| **WEEK 3** | **Tuesday** 28th | CHIA: Message **Clarifier**. Ethnical Principle of *Accuracy and Completeness.* | **HWK #2** |
| Thursday 30th Ghia | Use & Abuse of Psychoactive Drugs- Addictive  Alcohol & Tobacco- Adolescent Drinking  Behavior. LANGUAGE LAB- Terminology review | QUIZ #2 |
| February  **WEEK 4** | **Tuesday** 4th | Managing the **flow** of the Interpreting Session | **HWK #3** |
| Thursday 6th Ghia | Challenges of **Aging**, Health and Alcohol Abuse  LANGUAGE LAB- Terminology review  *Case Presentation* | **QUIZ** #3 |
| **WEEK 5** | **Tuesday** 11th | CHIA: Cultural **Clarifier**. Ethnical Principle of *Cultural Responsiveness.* |  |
| Thursday 13th Ghia | **Death** and Dying issues  *Case Presentation* | **QUIZ** #4 |
| **WEEK 6** | **Tuesday** 18th | Cultural **Competency** and Cross-Cultural Communication  Review for Mid-Term | **HWK #4** |
| Thursday 20th  Ghia | Discussion of Hmong Clinical Experiences with Students  Review for Mid-Term | **QUIZ** #5 |
| **WEEK 7** | **Tuesday** 25th | **MID-TERM** | **HWK #5** |
| Thursday 27th  Ghia | **Genetic** Definition  LANGUAGE LAB- Terminology review  *Case Presentation* | QUIZ #6 |
| March  **WEEK 8** | **Tuesday** 4th | CHIA: **Advocacy**. Ethnical Principle. *Respect for Individuals and their Communities* | **HWK #6** |
| Thursday 6th  Ghia | **Genetics** Information – Ethical Cases  LANGUAGE LAB- Terminology review  *Case Presentation* | **QUIZ** #7 |
| **WEEK 9** | **Tuesday** 11th | CHIA: Ethnical Principle of ***Professionalism*** *and Integrity* | **HWK #7** |
| Thursday 13th  Ghia | Conventional & **Complementary** Medicine  LANGUAGE LAB- Terminology review  *Case Presentation* |  |
| **WEEK 10** | **Tuesday** 18th | CHIA: Ethnical Principle of ***Confidentiality*** *& Impartiality* | **HWK #8** |
| Thursday 20th  Ghia | General **Pharmacy** Information  LANGUAGE LAB- Terminology review  *Case Presentation* | **QUIZ** #8 |
| **WEEK 11** | Tuesday 25h | CHIA: *Ethical Decision Making for Healthcare Interpreters.* Values, Ethics and Beliefs Terminology |  |
| Thursday 27th  Ghia | **Poison** Information and Control Review for final exam  *Case Presentation* | **QUIZ** #9 |
| **WEEK 12** | Tuesday 1st | Review for Final Exam |  |
| Thursday 3rd  Ghia | FINAL EXAM FOR HCI 14 |  |
| April  **WEEK 13**  Class until 8:50pm | Tuesday 8th  Ghia | **Domestic** Violence Relationship, Spousal Abuse  LANGUAGE LAB- Terminology review | **QUIZ** #10 |
| Thursday 10th  Ghia | ROLE PLAY GUIDELINE  *Case Presentation* |  |
| **WEEK 14** | Tuesday 15th | ***SPRING RECESS*** |  |
| Thursday 17th |
| **WEEK 15** | Tuesday 22nd  Ghia | Preparation for the role play and Writing Session |  |
| Thursday 24th  Ghia | ROLE PLAY + discussion for evaluation  *Case Presentation* |  |
| May  **WEEK 16** | Tuesday 29th  Ghia | ROLE PLAY + discussion for evaluation |  |
| Thursday 1st  Ghia | ROLE PLAY + discussion for evaluation |  |
| **WEEK 17** | Tuesday 6th  Ghia | ROLE PLAY + discussion for evaluation |  |
| Thursday 8th  Ghia | ROLE PLAY + discussion for evaluation |  |
| **WEEK 18** | Tuesday 13th  Ghia | ROLE PLAY + discussion for evaluation |  |
| Thursday 15th  Ghia | **FINAL EXAM FOR HCI 16** |  |