REEDLEY COLLEGE

*HEALTH 14*

*INTERPRETING IN HEALTH CARE*

**COURSE SYLLABUS**

# Fall 2015

Monday: 5:30 p.m. – 8:50 p.m. Room SOC 32

Wednesday: 5:30 p.m. – 8:50 p.m. (LAB) Room SOC 35 Schedule No. 56106

Language Coaches**:**

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**COURSE DESCRIPTION**: Interpreting in Health Care Settings is designed for bilingual individuals who are interested in facilitating in linguistic and cultural communication between patients and health care providers. Minimal qualifications include the ability to speak fluently in his/her language-pair and are committed to the entire course. This introductory course is designed to develop awareness, knowledge and skills for language interpretation in health care settings. Students will develop a range of skills and acquire resources necessary for effective interpretation.

**COURSE OBJECTIVES**: At the completion of this course students will:

* Acquire a basic knowledge of common medical conditions, treatments and procedures
* Understand the roles and responsibilities of a health care interpreter
* Define the interpreter’s role in ensuring the patient’s rights to confidentiality and informed consent
* Demonstrate familiarity with health care terminology in English & language of service through role-play and group discussion

**COURSE MATERIALS and SUPPLIES:**

* Scan-Tron 882 & No. 2 Pencil needed for the Mid-Term and Final
* Related handouts and articles
* **Computer and Internet access**
* Two 1-2” Binders, high-lighters

**REQUIRED TEXT:**

* Anatomy and Physiology book (any) within the last 5 years of publication
* Merriam –Webster’s Medical Spanish-English Medical Dictionary. ISBN 978-0-87779-823-1

**METHODOLOGY**: Students will be expected to read assigned materials, turn in assigned homework, and be prepared to interact in class as individuals and as groups.

Methodology includes: lectures, individual reading and assignments, small group interaction, online assignments, multi-media, and evaluation measures (quizzes and exams).

**Overview of**

**Grading System**

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| ***Criteria*** | ***Percentage*** | ***Points*** |
| Mid-term Exam | 25% | 75 |
| Final Exam | 30% | 90 |
| Assignments:  Project  Paper | 5% | 15  (10)  (5) |
| Class Participation | 20% | 60 |
| LAB:  Quizzes  Homework | 20% | 60  (40)  (20) |
| **TOTALS** | **100%** | **300** |

**EVALUATION:** Your final grade will be determined by the following breakdown:

CLASS:

25% Mid-term Exam

30% Final Exam

5% Assignments (\*Project/presentation and a written paper)

20% Class Participation

LAB:

20% Quizzes / Homework

\*This presentation cannot be made up on different day

10% Points deducted if paper or Homework is late

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%

**PASSING GRADE IS 70% OR ABOVE:**

**INFORMATION REGARDING QUIZZES/EXAMS:**

* There will be quizzes given throughout the semester coverings readings, lecture materials and language labs. The quizzes will be multiple choice.
* Both the Mid-Term and a Final Exam will be comprehensive

**ATTENDANCE & STUDENT RESPONSIBILITIES:**

* **Class attendance is mandatory**. If you wish to drop the class, please inform the instructor. You must also check Reedley College Schedule for last day to drop. If an absence is unavoidable, inform the instructor of absence by voice mail and/or email. An informed absence will allow for a make-up exam or quiz, non-informed absence will not.
* ***ABSENCES AND TARDINESS ARE STRONGLY DISCOURAGED, AND WILL BE DOCUMENTED.***

***Frequent tardiness is disrespectful and a disruption to the class.***

***Therefore, to reduce interruptions, every three (3) tardies will be***

***counted as one (1) absence.***

* Arrive to class on time. **Roll will be taken at every class meeting**. No participation points will be earned if you fail to be present when attendance is called
* Complete assigned readings prior to the next class meeting.
* Participate in class activities that include role -playing and group projects.
* 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 on the day taken.
* No adaptive tools, speller’s checkers will be allowed during quiz or exam.
* IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT IS COVERED IN CLASS IF YOU ARE ABSENT

**Classroom Policy:**

1. No food allowed in class or lab at any time. Drinks in sealable bottles are allowed in classroom.

2. Edible items brought to class or lab must be thrown out.

3. If student elects to eat/drink outside class, missed time is recorded as absent.

4. Break time is scheduled by the instructor at appropriate intervals.

5. No private software or games are to be brought to class or loaded onto school computers.

6. Absolutely no cell phones, texting, headphones, laptops, or any other electronic device is to be used during class.

7. 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 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.

Absences and tardiness to class are **strongly** discouraged, and will be documented

**Important School Policies:** Please refer to your school catalog schedule (pages 43-44) for complete details, some of these policies include:

* + - Cheating and Plagiarism
    - Drug/Alcohol free campus
    - Student Conduct

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| **Drop Deadline:** | |  |  |  |  |
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| The deadline for dropping a class: See "Student Resource Center" | | | | | |

**Authority and disciplinary Actions**

Instructor(s) shall be in charge of their classes and students are under obligation to respect the authority of each instruction.

Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action. The college reserves the right to exclude at any time a student who violates student conduct standards and/or in not taking proper advantage of the opportunities offered.

Reedley College reserves the right to exclude any time a student who, in the judgment of the administration, is not taking proper advantage of the opportunities offered.

**Removal from class by instructor**

Reedley College’s Student Code of Conduct Policy (Based Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of removal and the next class meeting. The instructor shall immediately report the removal to the Vice-President of Student Services. During the period of removal, a student shall not be returned to the class from which he or she was removed without the concurrence of the instructor of the class.

**INDIVIDUALS NOT ENROLLED IN THE COURSE, ARE NOT ALLOWED IN CLASS.**

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| **Academic Honesty/Plagiarism:** | |
| “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. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or  unpublished works of others by misrepresenting the material (i.e.., their intellectual property)  so used as one’s own work.” Penalties for cheating and plagiarism range from 0 to F on a  particular assignment, through an F for the course. 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.** |

**Academic Honesty:**

*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 instructor as soon as possible.*

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| **ABSOLUTELY NO WORK WILL BE ACCEPTED DURING THE FINAL WEEK OF CLASS**. |

**Due Dates and Make-Up Exams**: All work is expected to be completed 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 quiz/exam.

**Extra Credit**: There may be an extra credit opportunity.

**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. If your cell phone rings during a quiz or an exam, your test will be removed from you and you will receive credit for only the portion of the test completed to that point. Any talking during an exam will result in the same consequence. ***NO CELL PHONES ALLOWED DURING EXAMS OR QUIZES.***

**THERE WILL BE A POP QUIZ FOR THE WHOLE CLASS IF A CELL PHONE RINGS OR BUZZES DURING CLASS TIME.**

**Grading for Homework Assignments: Homework assignments will be given in the Wednesday Night Lab class**

8-10 points = The student demonstrates a superior understanding of the topic and a high level of skill development that is far above class average. The entry has one to two spelling and grammatical errors.

6-7 points = The student demonstrates an accurate grasp of the topic and advanced development of most skills that are above class average. The entry has three to four spelling and grammatical errors.

4-5 points = The student demonstrates an acceptable grasp of only the basic concepts of the topic and skill development that is at the class average. The entry has four to five spelling and grammatical errors.

1-3 points = The student demonstrates a minimal grasp of only the basic concepts of the topic and the skill development that is below the class average. The entry has six or more spelling and grammatical errors.

0 = Missing or incomplete assignment

**Student Portfolio: must complete 50 hours Mandatory - outside of classroom setting. Portfolios will not be accepted after due date (resulting “Incomplete” grade).**

A. Binder: students will submit Binder of weekly health topics (summaries/reviews).

B. Log: students will submit log which document 50 hours (keep a weekly running log; average 3 hours a week; to be submitted with binder at the end of course).

C. All English written articles must be translated into Spanish accurately and will be reviewed; 90% of all summaries/reviews in Binder must be in Spanish.

D. Approved mediums for Summaries/reviews:

* + One Novella per week is allowed in 30 minute increments
  + YouTube, virtual lectures, or other videos
  + Spanish news programs (need to identify the program - Galavision, Univision)
  + Newspaper, magazine, journal articles (include copy of article)
  + Class (lecture or lab) handouts
  + Internet resources such as MEDLINE, WEBMD, PowerPoints, etc.
  + ANYTHING HEALTH RELATED (brochures, requisitions, etc.)

E. Summaries need to appropriately reflect assignment time

**Term Paper Criteria**

**Health 14 – Cultural Topic Paper**

**All topics to be approved by instructor**

**ELEMENTS Excellent 5 points Moderate 4-3 points Poor 0-2 points**

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| Content | The paper is well-written  and contains a thorough  analysis of the topic.  Multiple points of view  are presented with  appropriate citations.  Quotations are limited  and the student  effectively paraphrases or  summarizes the  information.  3.5 points | The paper is adequate  and contains a general  analysis of the topic.  Different points of view  may be presented with  appropriate citations.  The student relies on  quotations rather than  paraphrasing or  summarizing to make  his/her point.  2-3 points | The paper is poorly  written with limited  analysis of the topic.  Opinion (rather than  fact) dominates the  paper. The paper is  dominated by quotations  (over 20%) that may or  may not be properly  credited.    <2 points |
| Grammar/Spelling | The paper contains **no/few**  grammar or spelling  errors; sentence structure appropriate. (2-3 errors)  .5 points | The paper contains few  grammar or spelling  errors; some sentence structure issues  (4-6 errors)  .35 points | The paper contains  several grammar and/or  spelling errors: significant sentence structure issues  (more than 7 errors)  0 points |
| References | The paper cites at least  3 references, all from  recent and high-quality  sources.  .5 points | The paper cites at least  2 references, which  may not be recent or  from high-quality  sources.  .30 points | The paper has no citations; references  may not be recent or  from high-quality  sources  0 points |
| APA or MLA  Format | The paper is written  using APA style  including format,  margins, citations,  spacing and font.  .5 points | The paper is written  using APA style. There are minor errors that may include format,  margins, citations,  spacing and font.  .35 points | The paper is not written  using APA style. There are several errors that may include format,  margins, citations,  spacing and font.  0 points |

**Additional criteria:**

Papers are to be typed – 2 pages (plus cover page and reference page).

Students will submit paper to TurnItIn plagiarism checker and submit print-out with Term paper.

Plagiarism rates over 10% will not be accepted (returned to students ungraded).

Reedley Library has resources for APA formatting – please seek assistance.

Notes: The above grading applies to each individual student’s contribution of their assigned group/ topic.

Instructors Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Total Points = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Maximum of 5 points

**Grading for Cultural Project: Group Assignment 10 points**

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| -Presentation content clearly follows the assigned topic  -Sub-topics are relevant and addresses assignment specifications  -Content presented is comprehensive, accurate, and believable  -Key points are noted  -Topic is researched adequately | **TOTAL** **3 POINTS** |

**Organization/Structure**

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| -Presentation is well-organized, clear, and effectively structured (4pts)  -If this is a group presentation, it is integrated rather than being a disjointed series of individual presentations OR if individually presented, topics are presented with smoothness and cohesiveness (4pts)  -There is an **introduction to gain the audience’s attention** (4pts)  -explain the purpose of the presentation (3pts) | **TOTAL 3 POINTS** |

**Style/Presentation/Appearance**

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| -Dress and grooming are appropriate to the setting (3 pts.)  -Non-verbal cues/gestures are appropriate to presentation and flow of ideas (2 pts.)  -Content knowledge/confidence is evident (2 pts.)  -Time was used well/not rushed (2pts) | **TOTAL 1 POINT** |

**Use of Visual Aids**

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| -Visual aids are used where appropriate and contribute to the overall effectiveness of the presentation  -Visual aids are appropriately professional given the presentation’s context. They are easy to see/read  -Technology and Media are used correctly--i.e., overheads, videos, computer generated slides, charts, PowerPoint, MySpace, Facebook, etc. | **TOTAL 2 POINTS** |

**Audience Participation**

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| -The presenter(s) involved the audience and solicited feedback  -Questions from the audience are effectively addressed and answered correctly | **TOTAL 1 POINT** |

**Adherence to Time Limit**

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| -The presenter(s) stayed within the allotted time limit (Failure to do so may result in a *deduction* of points). Allow 5 minutes for questions and answers. NOT part of time | **- 2 POINTS** |

Comments

**COURSE AGENDA**

Aug. 17 (M) – Distribution of Course Syllabus / Student Language Assessment/Blackboard Review

Aug. 19 (W) – HIPPA; Library/Information Regarding Community Interpreter v. Medical Interpreter Professional Conduct

Aug. 24 (M) – Respiratory System; abnormalities-disease process, related treatments & procedures

Aug. 26 (W) – Modes of Interpretation/California Standards for Healthcare Interpreters CHIA Section 1 /Glossary

Aug. 31 (M) – Digestive System/Dental health; abnormalities-disease process, related treatments and procedures

Sept. 2 (W) - Ethical Principles for Healthcare Interpreters/Standardized Interpreting protocols CHIA/ Glossary/ Role playing-self-check

Sept. 7 (M) –LABOR DAY HOLIDAY

Sept. 9 (W) – Language Barriers & Health Outcomes Ethical Dilemma (Definitions CHIA)/Triad

Sept. 14 (M) – Nervous system; abnormalities-disease process, related treatments and procedures/ Memory skills activity

Sept. 16 (W) – Common Universal terms/Library-Paper research /Role playing/Glossary/Homework assignment-**Quiz 1**

Sept. 21 (M) – Endocrine system and abnormalities-disease process, related treatments and procedures

Sept. 23 (W) – NCIHC A Code of Ethics For Healthcare Interpreters for Discussion/Glossary

Sept. 28 (M) –Integumentary and Urinary Systems; abnormalities-disease process, related treatments and procedures

Sept. 30 (W) – Basic Characteristics of Communication, Managing the Flow of the Session/Glossary/Role play –self check

Oct. 5 (M) – Immune and Lymphatic System; abnormalities-disease process, related treatments and procedures

Oct. 7 (W) – Guest speaker /Glossary/ Role Play- **Quiz 2**

Oct. 12 (M) – **Written Term paper Due** (topic to approved by Instructor); give 2-3 oral presentation in class

Oct. 14 (W) – Glossary /Role Play-self check /Review for Mid-Term

Oct. 19 (M) – Cardiac and Circulatory system; abnormalities-disease process, related treatments and procedures

Oct. 21 (W) – Glossary /Forms of Pain /Video/Review Internship expectations (vaccines)

**MID-TERM EXAM (bring scan tron)**

Oct. 26 (M) – Reproductive system; abnormalities-disease process; related treatments & procedures

Oct. 28 (W) –Glossary /Role Play-self check/ **Quiz 3**

Nov. 2 (M) – Muscular /Skeletal; abnormalities-disease process; related treatments & procedures

Nov. 4 (W) –Cross cultural communication/Glossary/ Cultural and health issues/Homework assignment 2

Nov. 9 (M) – Overview of US and other countries healthcare system/terminology (HMO PPO co-payment)

Nov. 11 (W) VETERAN’S DAY HOLIDAY

Nov. 16 (M) Review of systems and medical terms/10 second game/terminology activity

Nov. 18 (W) – Guest Speaker/Glossary/ Review Lab Portfolio**/Quiz 4**

Nov. 23 (M) – **Cultural Projects/Group Presentations DUE (SPANISH);** Medical/health related; topics to be approved by Instructor Stela (not folk medicine)

Nov.25 (W) – CLAS Standards/Glossary/ Role Play / handout activity

Nov. 30 (M) Bring Portfolio to work on in class/case practices from portfolio

Dec. 2 (W) Catch-up assignments/role play/glossary **PORTFOLIO DUE**

Dec, 7 (M) Catch-up assignments/**Final exam review**

Dec. 9 (W) All assignments must be turned in- late assignments will take a deduction/ review for Final exam

Dec. 14 (M) **FINAL EXAM COMPREHENSIVE (bring scan -tron)**

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| **Important Dates to remember** | **Date** | **Day** |
| Quiz 1 | Sept 16 | Wednesday |
| Quiz 2 | Oct 7 | Wednesday |
| Quiz 3 | Oct 28 | Wednesday |
| Quiz 4 | Nov 18 | Wednesday |
| Written Paper | Oct 12 | Monday |
| Mid-Term Exam | Oct 21 | Wednesday |
| Cultural Project | Nov 23 | Monday |
| Lab Portfolio | Dec 2 | Monday |
| Final Exam | Dec 14 | Monday |