**REEDLEY COLLEGE**

***HEALTH 15***

***INTERPRETING IN HEALTH CARE II***

**COURSE SYLLABUS**

# SPRING 2016

Monday: 5:30 p.m. – 8:35 p.m. Room SOC 30

Wednesday: 5:30 p.m. – 8:20 p.m. (LAB) Room BUS 40 Schedule No. 51064

Office Hours Before/After Class

Language Coaches**:**

M. Stela Gallegos, ABD, RHIT, CRT, (R),(M), E-mail: stela.gallegos@reedleycollege.edu Cell phone 397-1935

Clara Escamilla, AMI, MPH E-mail: clara.escamilla@reedleycollege.edu

**COURSE DESCRIPTION**: This course is a continuation for students that have successfully passed Health 14 at Reedley College. 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 gynecology, mental health death and dying. Emphasis placed on the development of cultural competency as they relate to specific communities in the Central Valley. In addition, this course is taken concurrently with Health 16. Lab will include an additional 50 hours outside the classroom pertaining to class objectives.

**PREREQUISITES:** Student must pass Health 14 with a grade of C or higher, and it must be completed within 2 years prior enrollment in Health Science 15 and 16.

**COREREQUISITES**: Health Science 16.

**Advisories**: Office Technology 10, Biology 20, 22, eligibility for English 125 and 126. (A, CSU)

**COURSE GOAL:** Thegoal of this course is to continue to educate, train and improve the skills of bilingual students in order to facilitate medical interpretations in any health care setting

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

* Demonstrate knowledge of managing the flow of the interpretation mastering these skills through classroom activities and examinations
* Develop and demonstrate skills in the technical aspect of interpretation
* Identify ethnic communities and health problems specific to each group
* Compare/contrast health problems and practices in specific community groups in the Central Valley
* Demonstrate knowledge of cultural competency related to health issues in various communities
* Identify resources available in the community
* Employ knowledge of and skills in effective communication with special emphasis on cross cultural communication
* Identify and discuss traditional health care in a specific community
* Demonstrate knowledge of health care terminology specific to different health care service areas
* Describe psychological, social, and emotional issues which may arise for interpreters and identify strategies for managing these issues
* Identify and practice self-care techniques to avoid burn-out
* Identify interpreting careers in community and public health fields, and assess personal goals

**COURSE OUTCOMES/ COURSE MATERIALS and SUPPLIES:**

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

**REQUIRED TEXT:**

* Anatomy and Physiology book (any) within the last 5 years of publication
* Medical Glossary from Health 14
* 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% | 100 |
|  Final Exam | 25% | 100 |
| Assignments:ProjectPaper | 5% | 20(10)(10) |
| Class Participation | 20% | 80 |
| LAB:Quizzes Homework | 25% | 100(50)(50) |
| **TOTALS** | **100%** | **400** |

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

CLASS:

25% Mid-term Exam

25% Final Exam

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

20% Class Participation

 LAB:

 25% 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. Water in sealable bottles are allowed in classroom.

2. Edible items brought to class or lab must be eaten on your break or 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 43-45) 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 improvingone’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 allactions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptivemeans. 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 Novela 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 15 –Paper**

**All topics to be approved by instructor**

**ELEMENTS Excellent 10 points Moderate 5 points Poor 0-4 points**

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| Content | The paper is well-writtenand contains a thoroughanalysis of the topic.Multiple points of vieware presented withappropriate citations.Quotations are limitedand the studenteffectively paraphrases orsummarizes theinformation.5 points | The paper is adequateand contains a generalanalysis of the topic.Different points of viewmay be presented withappropriate citations.The student relies onquotations rather thanparaphrasing orsummarizing to makehis/her point.2.5 points | The paper is poorlywritten with limitedanalysis of the topic.Opinion (rather thanfact) dominates thepaper. The paper isdominated by quotations(over 20%) that may ormay not be properlycredited. 2 points |
| Grammar/Spelling | The paper contains **no/few** grammar or spellingerrors; sentence structure appropriate. (2-3 errors)2 points | The paper contains fewgrammar or spellingerrors; some sentence structure issues(4-6 errors)1 point | The paper containsseveral grammar and/orspelling errors: significant sentence structure issues (more than 7 errors).5 point |
| References | The paper cites at least3 references, all fromrecent and high-qualitysources.1.5 points | The paper cites at least2 references, whichmay not be recent orfrom high-qualitysources.1 point | The paper has no citations; references may not be recent orfrom high-qualitysources0 points |
| APA Format | The paper is writtenusing APA styleincluding format,margins, citations,spacing and font.1.5 points | The paper is writtenusing APA style. There are minor errors that may include format,margins, citations,spacing and font..5 points | The paper is not writtenusing 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 “Turn It In” plagiarism checker and submit print-out with Term paper to instructor

**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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**Grading for Scavenger Hunt - 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**

Jan. 11(M) – Distribution of Course Syllabus /Blackboard Review

Jan. 13 (W) – Vocabulary / review of Pre-Session/ Internship requirements (vaccines)/ Role Play

Jan. 18 (M)- No Class Martin Luther King Holiday-Campus Closed

Jan. 20 (W) – DOMAIN-Interpreting in Different Health Care Service Areas: Women’s Health & Pre-Natal/ Family Planning OB/GYN Labor & Delivery (L&D)

Jan. 25 (M) – DOMAIN-Human Systems: Review of terminology previous systems DOMAIN-Interpreting in Different Health Care Service Areas: General Medicine/Bio-Cultural Medicine

 Jan. 27 (W) – Glossary/ Role playing-self-check/DOMAIN-Health Issues in Ethnic Communities: Domestic Violence/ Spousal Abuse/Community Health Resources/Referrals Part 1

Feb. 1 (M) – DOMAIN-Interpreting in Different Health Care service Areas:

Hepatitis B/Immunizations, related treatments and procedures

Feb. 3 (W) – Glossary/ DOMAIN-Interpreting in Different Health Care service Areas: Poison Plants and Chemicals/Pharmacology/ **Quiz 1**

Feb. 8 (M) – DOMAIN-Interpreting in Different Health Care service Areas:

Infectious Diseases/related terminology/Assign paper topics

Feb. 10 (W) –Library-Paper research /Role playing/Glossary/Homework assignment-

Feb. 15 (M) – No Class Washington’s Birthday Campus Closed

Feb. 17 (W) – DOMAIN-Interpreting in Different Health Care service Areas: Alternative Medicine/Folk Medicine assignment /Glossary/Role Play

Feb. 22 (M) – DOMAIN-Interpreting in Different Health Care service Areas:

Radiology, Emergency Room, Surgery

Feb. 24 (W) – Glossary, Homework Assignment Folk Medine, Class Activity

Feb. 29 (M) – DOMAIN-Interpreting in Different Health Care service Areas:

Genetics/ related treatments and procedures

Mar. 2 (W) – DOMAIN-Interpreting in Different Health Care service Areas: Pediatrics, Asthma Glossary/ - **Quiz 2**

Mar. 7 (M) – **Written Term paper Due** (topic to approved by Instructor); give 2-3 oral presentation in class-Spanish presentation

Mar. 10 (W) – Glossary /Role Play-self check /Review for Mid-Term

Mar. 14 (M) – DOMAIN-Interpreting in Different Health Care service Areas:

Oncology/Orthopedics

Mar. 16 (W) – Glossary /Forms of Pain /Video **MID-TERM EXAM (bring scan tron)**

Mar. 21 (M) – No Class Spring Break

Mar. 23 (W) –No Class Spring Breakin 14 or 15

Mar. 28 (M) – DOMAIN-Interpreting in Different Health Care Service Areas: Mental Health/Hospice & Palliative Care/ Death & Dying/Elderly/Ethnic Community Topic to be assigned

Mar. 30 (W) –DOMAIN-Cross Cultural Communication Cultural and health issues/Homework assignment 2 **QUIZ 3**

Apr. 4 (M) –DOMAIN-Health Issues in Ethnic Communities: Presentations

Apr. 6 (W) DOMAIN-Prevention Techniques: Self -Inflicted injuries/Prevention Intervention Strategies

Apr. 11 (M) DOMAIN-Psychosocial /Mental Health: Strategies and Cultural Sensitive approaches/Self Care Avoiding Burn out/Stress and Medical Humor

Apr. 13 (W) –Resume Writing/Careers in Interpretations/ Review Lab Portfolio**/Quiz 4**

Apr. 18 (M) – **Cultural Projects/Group Presentations DUE (SPANISH);** Medical/health related; topics to be approved by Instructor Stela (not folk medicine)

Apr. 20 (W) – Overview of US and other countries healthcare system/terminology (HMO PPO co-payment) /Glossary/ handout activity

Apr. 25 (M) Ophthalmology /Bring Portfolio to work on in class/case practices from portfolio

Apr. 27 (W) Catch-up assignments/role play/glossary **PORTFOLIO DUE**

May, 2 (M) Medical Equipment /Procedures & related terminology **Final exam review**

May, 4 (W) All assignments must be turned in- late assignments will take a deduction/ review for Final exam

May, 9 (M) Last day of class… All assignments must be turned in- late assignments will take a deduction/ review for Final exam (Class Activity)

May. 16 (M) **FINAL EXAM COMPREHENSIVE (bring scan -tron)**

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| **Important Dates to remember** | **Date** | **Day** |
| Quiz 1 | Feb 3 | Wednesday |
| Quiz 2 | Mar 2 | Wednesday |
| Written Paper  | Mar 7 | Monday |
| Mid-Term | Mar 16 | Wednesday |
| Quiz 3 |  Mar 30 | Wednesday |
| Quiz 4 | Apr 13 | Wednesday |
| Cultural Project | Apr 18 | Monday |
| Lab Portfolio | Apr 27 | Wednesday |
| Final Exam | May 16 | Monday |
| Homework | Ongoing | Wednesday’s |

## Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances and/or at the discretion of the instructor . If you are absent from class, it is your responsibility to check on announcements made while you were absent.