

COURSE SYLLABUS

FALL 2019

Course No. 58197

Monday 6:00 p.m. – 8:50 p.m. (Lecture) Room SOC 31 (8/12-12/13/2019)

Wednesday 6:00 p.m. – 8:50 p.m. (LAB) Room SOC 31 (8/12-12/13/2019)

Healthcare Interpreter Program Instructor & Coordinator: **Jose Arrezola, MPH**

E-mail: jose.arrezola@reedleycollege.edu

Cell phone: 559-473-9830

COURSE DESCRIPTION:

This course intention is to instruct how to interpret in healthcare settings. Designed for bilingual and bicultural individuals who will act as facilitators of linguistic and cultural communication between patients and healthcare providers. Minimal qualifications include the ability to speak and write fluently in English and Spanish, and commitment to the entire course. This introductory course is designed to develop awareness, knowledge, and skills necessary for effective language interpretation utilizing medical terminology in diverse healthcare settings. Students will develop a range of skills and acquire resources necessary for effective interpretation. This course is the foundation for students interested in the Healthcare Interpreter Certificate Program and the basis for the trilogy of courses required. The course also provides an understanding of the roles and responsibilities of a healthcare interpreter, basic knowledge of common medical conditions, treatments and procedures and a need for insight in language and cultural nuances for specific communities.

COURSE ADVISORIES & PREREQUISITES:

- Score 70% or better in the Medical Interpreting Health 14 Entrance Exam
- Must be present at Program Orientation.
- Demonstrate dual fluency in speaking, reading, and writing in English and Spanish.
- Medical Terminology,
- Human Anatomy & Physiology
- Linguistics,
- Advanced Conversational Spanish,
- Be eligible for English 125 and 126.

COURSE OBJECTIVES:

- Define the interpreter's role in ensuring the patient's rights to confidentiality and informed consent.
- Compare and contrast the different approaches to interpretation in health care settings (models of provider-interpreter-patient dynamics).
- Demonstrate skills in modes of interpretation (consecutive, sight, simultaneous and summarization).

COURSE SYLLABUS

- Identify differences in communication style may be handled in the triadic relationship.
- Identify ways that providers and interpreters can work together to enhance communication with patients and identify difficult problems that can arise in interpretation and strategies for dealing with those problems.
- Describe how differences in cultural beliefs and differences in practices of provider, patient, and interpreter may arise in this type of setting.
- Demonstrate familiarity with healthcare terminology in English and Spanish through role-playing and group discussion.
- Compare and analyze the different health care systems in the U.S. and other countries.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- 1) Fully understand the roles and responsibilities of a health care interpreter with application to actual situations,
- 2) Synthesize and illustrate a basic knowledge of medical conditions, treatments, and procedures,
- 3) Be sensitive and understanding and be able to have insight into linguistic and cultural nuances and communicate these to the health care provider,
- 4) Apply and implement other knowledge and skills in the art of interpretation.

COURSE MATERIALS and SUPPLIES: Computer and Internet access, 2" Binder, high-lighters, color pens, pencils, eraser, flashcards, & 2018-1019 calendar.

HCIP REQUIRED TEXT and OTHER MATERIALS:

- 1) Human Body Identification Manual by Ashwell Ken ISBN: 978-0-7858-3182-2
12 Edition by Ingram Publisher
- 2) Medical Dictionary: 2012 Merriam–Webster’s Medical Spanish-English.
ISBN 978-0-87779-823-1
- 3) Healthcare Interpreting in Small Bites by Cynthia E. Roat
- 4) Medical terminology 2nd Edition by David Andersson
- 5) Manual 1: California Standards for Healthcare Interpreters English & Spanish
- 6) Manual 2: Basic Medical Knowledge. Purchase from the campus bookstore
- 7) Manual 3: Principles of Interpreting. Purchase from the campus bookstore
- 8) Fees for Background Check (January 2019)
- 9) Complete Vaccination Report (December 2018)

METHODOLOGY: All HCIP students will need to read assigned materials, complete assigned homework promptly, and be prepared to interact in class as an individual and with a group. The methodology includes lectures, individual reading, and assignments, small group interaction, role-play, online assignments, multi-media, and evaluation measures (presentations, quizzes, and exams).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

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 American’s with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact your instructor as soon as possible.

COURSE SYLLABUS

DROP POLICY:

18-week courses have a drop deadline in the 9th week. Short-term classes have a drop deadline of 4 1/2 weeks. However, the instructor may drop you at any time after 1) Not attending a mandatory orientation, 2) The first quiz, and/or 3) Having three (3) consecutive unexcused absences or any absences in the first week of class.

REMOVAL FROM CLASS:

Instructor(s) shall be in charge of their classes and students are under obligation to respect the authority of each 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 return to the class from which he or she was removed without the concurrence of the instructor of the class. 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.

ACADEMIC DISHONESTY - CHEATING AND PLAGIARISM:

(Please see the Reedley College catalog for school policies)

"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 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.

TESTING POLICY:

There will be **two** exams in the class comprised of a **Midterm** Exam and **Final** Exam in a multiple choice, and true/ false, fill in the blank format. The Midterm Exam is comprehensive up until that point. The Final Exam will cover everything from the Midterm Exam to the end of the semester. Ten quizzes will be administer in the in the Lab. All Tests/Quizzes are requirements for the class. There will be no make-ups for quizzes missed in the lab.

COURSE SYLLABUS

CLASS ASSIGNMENTS / RUBRIC:

2 Exams: There will be 2 exams in the class comprised of a Mid-Term (worth 250 points) and a Final Exam (worth 250 points) in both a multiple choice, true/false, & fill in the blank format. The Final Exam will be given during Finals Week. (50%)	500
1 PowerPoint Presentations: 1) Individual Presentation worth 50 points. Elements: Organization, Content, Grammar/Spelling, Use of Visual Aids, Audience Participation, Adherence to Time Limit, and APA Format-References. The presentation will be created and conducted in Spanish (5%)	50
1 Term Paper: 2000 words written paper, worth 50 points (Paper need to be typed – 12-font size, utilizing [Arial, Calibri or Microsoft Sans Serif] Must include a cover page and a reference page). The paper needs to include at least twelve (20) different references. Elements: Organization, Content, Grammar/Spelling, References, and APA Format. Advisories: 1) Students will submit paper to Turnitin to check plagiarism and submit print - out with Term paper, 2) Plagiarism rates over 10% will not be accepted (returned to students ungraded), 3) Reedley Library has resources for APA formatting – please seek assistance. (5%)	50
Homework: (Lec) 15 reports from the “Healthcare Interpreting in Small Bites” Book (No make up homework) (15%)	150
Quizzes: (Lab) 15 quizzes, worth 10 points each (fill-in, multiple choice, true-false or essay) No make up on quizzes if you miss them without a medical note. (15%)	150
Portfolio: (Lab) worth 50 points (translation and review of journal articles, handouts, magazines, newspapers, etc...) (5%)	50
2 Group Debates: worth 25 points each. Engagement in the pros and cons of health topics, discussion of advantages and disadvantages to making sensible decisions. (5%)	50

Total: 1000 points

PASSING GRADE IS 70% (700 points) OR ABOVE:

A: 1000-900 B: 899-800 C: 799-700

D: 699-600 F: 599 or less

COURSE SYLLABUS COURSE SCHEDULE

WEEK 1

Aug. 12 (M) LEC– (MANDATORY) PROGRAM ORIENTATION & ASSESSMENT

Aug. 14 (W) LAB– Reviewing assessment’s results, distribution and review of the course syllabus, basics of communication, understanding the history and background of English and Spanish, the Spanish alphabet, diphthongs, regional variations, accent or stress, nouns: gender and number. Homework format.

WEEK 2

Aug. 19 (M) LEC– Body Overview and Cells, Introduction to CHIA Standards, Part 1: Greek and Latin roots, prefixes and suffixes & usage in medical terminology, HW 1

Aug. 21 (W) LAB– Portfolio Expectations, Part 2: Greek and Latin roots, prefixes and suffixes & usage in medical terminology, Medical Specialists, Individual Presentation’s Calendar, *Medical Terminology Book CH 1*, & QUIZ 1

WEEK 3

Aug. 26 (M) LEC– **The Skin, Nails and Hair** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Ethical Principles for Healthcare Interpreters. HW 2

Aug. 28 (W) LAB- The Skin, Nails and Hair (vocabulary, diagram(s), sight translation and role-play), *Medical Terminology Book CH 2*, & QUIZ 2

WEEK 4

Sept. 2 (M) LEC– LABOR DAY HOLIDAY - NO CLASS

Sept. 4 (W) LAB– CHIA’s Confidentiality, TRIAD-Communication, Individual Presentations, HW 3 & *Medical Terminology Book CH 3*, & QUIZ 3

WEEK 5

Sept. 9 (M) LEC– **The Skeletal System** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Impartiality, HW4

Sept. 11 (W) LAB– The Skeletal System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, Portfolio Format, *Medical Terminology Book CH 4*, & QUIZ 4

COURSE SYLLABUS

WEEK 6

Sept. 16 (M) LEC– **The Muscular System** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Respect for Individuals and their communities, HW5

Sept. 18 (W) LAB- The Muscular System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, QUIZ 5, Review of Portfolio-Module 1 & **Medical Terminology Book CH 5**,

WEEK 7

Sept. 23 (M) LEC– **The Nervous System** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Professionalism and Integrity, HW6

Sept. 25 (W) LAB– The Nervous System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, **Medical Terminology Book CH 6 (Part 1 Page 65-80)**, & QUIZ 6, Review of Portfolio-Module 2,

WEEK 8

Sept. 30 (M) LEC– **The Special Sense Organs and the Lymphatic System** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Accuracy and Completeness, HW 7

Oct. 2 (W) LAB– The Special Sense Organs and the Lymphatic System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, Review of Portfolio-Module 3, **Medical Terminology Book CH 6 (Part 2 Page 81-96)** & QUIZ 7

WEEK 9

Oct. 7 (M) LEC– **The Circulatory System** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Ethical decision making for Healthcare Interpreters, HW 8

Oct. 9 (W) LAB– MID-TERM EXAM

WEEK 10

Oct. 14 (M) LEC– **The Respiratory System Part 1** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), HW 9

Oct. 16 (W) LAB– The Respiratory System (vocabulary, diagram(s), sight translation and role-play), QUIZ 8, Individual Presentations, Portfolio-Module 4, Debate 1, & **Medical Terminology Book CH 7**

COURSE SYLLABUS

WEEK 11

Oct. 21 (M) LEC– **The Respiratory System Part 2** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Standardized Interpreting Protocols-Protocol 1: pre-encounter, pre-session, or pre-interview, HW 10

Oct. 23 (W) LAB– The Respiratory System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, Review of Portfolio-Module 5, **Medical Terminology Book CH 8**, & QUIZ 9

WEEK 12

Oct. 28 (M) LEC– **The Digestive System** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Protocol 2: during the encounter, session, and interview. HW 11

Oct. 30 (W) LAB– The Digestive System (vocabulary, diagram(s), sight translation and role-play), QUIZ 10, **Medical Terminology Book CH 9**, & Individual Presentations & **TERM PAPER**

WEEK 13

Nov. 4 (M) LEC– **The Urinary System** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Protocol 3: post-encounter, post-session and post-interview. HW 12

Nov. 6 (W) LAB- The Urinary System (vocabulary, diagram(s), sight translation and roleplay), Review of Portfolio Module 6, QUIZ 11, **Medical Terminology Book CH 10**, & Individual Presentations

WEEK 14

Nov. 11 (M) LEC– VETERANS DAY – NO CLASS

Nov. 13 (W) LAB– **The Endocrine System** (vocabulary, diagram(s), sight translation and role-play), Review of Portfolio-Module 7, HW 13, QUIZ 12

WEEK 15

Nov. 18 (M) LEC– **The Reproductive System** (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Roles and Interventions: roles 1-message converter, 2-message clarifier, and 3-cultural clarifier, HW14

COURSE SYLLABUS

Nov. 20 (W) LAB– The Reproductive System (vocabulary, diagram(s), sight translation and role-play), QUIZ 13, Review of Portfolio-Module 8 & **Medical Terminology Book CH 11**

WEEK 16

Nov. 25 (M) LEC- CHIA's Roles and Interventions: roles 4-patient advocate, CHIA's Brief Overview of Language Barriers and Health Outcomes, Overview of US and other countries healthcare system/terminology (HMO PPO co-payment). HW 15

Nov. 27 (W) LAB- Guest Speaker(s) & Group Debate 2, QUIZ 14, Review of Portfolio – Module 9, & **Medical Terminology Book CH 12**

WEEK 17

Dec. 2 (M) LEC- CHIA's Ethical Dilemma: "Don't tell the doctor what I just told you!" CHIA's Applying the Ethical Decision-Making process, The Art of Listening: listening to real people, their medical encounters and playing the interpreting game,

Dec. 4 (W) LAB- 2 Guest Speakers & Vaccinations Report. Instructions for background check. Distributing field experience sites and possible dates. Review of Portfolio-Module 10, QUIZ 15

WEEK 18

Dec. 9 (M) LEC- Portfolio Feedback & Final Exam Review,

Dec. 11 (W) LAB- FINAL EXAM

COURSE SYLLABUS

WEEK #	DATE	HOMEWORK	QUIZES	POWER POINTS	READING	PORTFOLIOS	TERM PAPER	DEBATE	EXAMS
WEEK 1	12-Aug								
	14-Aug								
WEEK 2	19-Aug	1 (Part 1-3)							
	21-Aug		Q1		MT – CH1				
WEEK 3	26-Aug	2 (Part 4-6)							
	28-Aug		Q2		MT – CH2				
WEEK 4	2-Sep								
	4-Sep	3 (Part 7-9)	Q3		MT – CH3				
WEEK 5	9-Sep	4 (Part 10-12)							
	11-Sep		Q4	G1 =4	MT – CH4				
WEEK 6	16-Sep	5 (Part 13-15)							
	18-Sep		Q5	G2=4	MT – CH5	P1			
WEEK 7	23-Sep	6 (Part 16-18)							
	25-Sep		Q6	G3=4	MT – CH6 (i)	P2			
WEEK 8	30-Sep	7 Part 19 & 20)							
	2-Oct		Q7	G4=4	MT – CH1 (ii)	P3			
WEEK 9	7-Oct	8 (Part 21 & 22)							

COURSE SYLLABUS

	9-Oct								MID-TERM
--	-------	--	--	--	--	--	--	--	----------

WEEK #	DATE	HOMEWORK	QUIZES	POWER POINTS	READING	PORTFOLIOS	TERM PAPER	DEBATE	EXAMS
WEEK 10	14-Oct	9 (Part 23 & 24)							
	16-Oct		Q8	G5=4	MT – CH7	P4		DEBATE 1	
WEEK 11	21-Oct	10 (Part 25-27)							
	23-Oct		Q9	G6=4	MT – CH8	P5			
WEEK 12	28-Oct	11 (Part 28 & 29)							
	30-Oct		Q10	G7=4	MT – CH9		TERM PAPER		
WEEK 13	4-Nov	12 (Part 30 & 31)							
	6-Nov		Q11	G8=4	MT – CH10	P6			
WEEK 14	11-Nov								
	13-Nov	13 (Part 32-34)	Q12			P7			
WEEK 15	18-Nov	14 (Part 35& 36)							
	20-Nov		Q13		MT – CH11	P8			
WEEK 16	25-Nov	15 (Part 37 & 38)							
	27-Nov		Q14		MT – CH12	P9		DEBATE 2	
WEEK 17	2-Dec								
	4-Dec		Q15			P10			



COURSE SYLLABUS

WEEK 18	9-Dec								
	11-Dec								FINAL

COURSE SYLLABUS

****This syllabus and schedule is subject to change based upon class needs and at the instructor's discretion.**

STUDENT RESPONSIBILITIES & CLASSROOM POLICIES

- Roll Call will be at the beginning of every class meeting. Please arrive to class on time. Tardiness will be documented.
- Class attendance is mandatory. If an absence is unavoidable, please inform the instructor of absence preferably by email. Absences will be documented, and it is the students' responsibility to find out what is covered in class. If you wish to drop the class, please inform the instructor. You must also check Reedley College Schedule for last day to drop.
- Complete all assignments and reading prior to the next class meeting.
- Required to participate in class activities including role -playing and group projects.
- Makeup quizzes and exams with documented proof (doctor's note) must be taken within one week of scheduled test date.
- No adaptive tools, speller's checkers, or dictionaries will be allowed during quiz or exam.
- If you bring food into the classroom, student must clean table before he/she leaves the classroom and disposed of any trash/recyclables.
- No private software or games are to be brought to class or loaded onto school computers.
- **NO cell phones, texting, headphones, laptops, or any other electronic device is to be used during class. Please turn your cell phones and all other electronic devices on silent or OFF.**