

REEDLEY COLLEGE
Health 15
Interpreting in Health Care II
COURSE SYLLABUS

Fall 2012
Schedule No. 55690

Monday: 6-9:50 P.M., Room .Soc. 39
Wednesday: 6-8:50 P.M., Room. Soc. 32

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OFFICE HOURS: Before and after class; Pre-arranged

COURSE DESCRIPTION: This course is a continuation for students who 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 patients, family members and providers. There is further enhancement of interpreting skills covering specialized health care issues such: as mental health; genetics; death and dying; psychological, social and emotional issues; coping strategies; and toxicology. Emphasis is also 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.

COURSE GOAL:

The goal of this course is to continue to educate, train, and improve the skills of bilingual students in order to facilitate medical interpretation in any health care setting.

COURSE OBJECTIVES: At the completion of this course students will be able to:

- 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
- Identify ethnic communities and health problems specific to each group
- Compare and contrast health issues and practices in specific ethnic populations in the Central Valley
- Explain and interpret relevant issues regarding health care terminology specific to different types of health care service
- Differentiate and demonstrate cultural competency related to health issues in various communities
- Analyze 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 burnout

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

- Manage and control the flow of an interpreting session.
- Assess and identify health issues, practices and beliefs of the specific ethnic community and propose a plan to deal with the particular health issues.
- Use principles of cross cultural communication and integrate with appropriate interpreting health issues?
- Integrate interpreting skills in specialized service areas such as gynecology, mental health and death and dying either in a clinical, medical or hospital setting.

COURSE AGENDA

- Aug. 13 (M)- Distribution and brief explanation of Course Syllabus
Student Responsibilities, Presentation Tips & Skills
Review of M,N,O Medical terminology for Quiz
- Aug. 15 (W)- Hospice Discussion Project/Pediatrics/Collection of Document of vaccinations
- Aug. 20 (M) Review roles and responsibilities of medical interpreter
Discussion of Internship Packets Completion/Role Playing
- Aug. 22 (W) Mental & Psychological Health
Maslow's Hierarchy of Needs
- Aug. 27 (M) Genetic Information & Definition / Role Playing
- Aug. 29 (W) Cultural Competency, Diversity and Cross – Cultural Communication
Conduct of Ethics-CHIA Handbook

September 3rd Monday, Labor Day/ No School

- Sept. 5 (W) Stress/Eustress Definition and Management/ **Quiz M,N,O**
- Sept. 10 (M) Medical Humor/ Coping Strategies; Stress relief activities
- Sept.12 (W) West Nile Virus/Standard of Practice (Yellow Booklet)
- Sept.17 (M) First Hospice Presentations (Students with last name A- L)
- Sept. 19 (W) Second Hospice Presentations (Students with last name M - Z)
Review for Mid-Term Exam;

Sept. 24 (Mon) MID-TERM Exam

- Sept. 24 (W) Adolescent Drinking & Tobacco Information and Questions
- Sept. 26 (M) Use & Abuse of Psychoactive Drugs- Addictive Behavior
Vocabulary associated with alcohol & Tobacco
- Oct. 1 (W) Genetics Information & Definition/**Quiz P,Q,R**
- Oct. 3 (M) Domestic, Spousal Abuse, Violence and Intentional Injuries
Role playing, Case Presentations

- Oct. 8 (W) Conflict Management/Workplace Violence
- Oct. 10 (M) Dealing with Homosexuality/Discussion of students internship/ Role Playing
- Oct. 15 (W) The Challenge of Aging and the Aging Process; Myths and stereotypes
- Oct. 17 (M) Death & Dying Information/**Quiz S,T.**
- Oct. 22 (W) Conventional, Complementary Medicine (Part One)
- Oct. 24 (M) Alternative Medicine Vocabulary (Part Two) Presentations
- Oct. 24 (W) Values, Ethics, Beliefs Discussion
- Oct. 29 (M) Meeting Spiritual Needs /Role Playing
- Oct. 31 (W) Psychological, social and emotional issues which may arise for interpreters and identify strategies for managing these issues
- Nov. 5 (M) **Pain Vocabulary**/ Role Playing
- Nov. 7 (W) Oncology and related issues and terminology

NOVEMBER 12 (MONDAY) VETERANS DAY

- Nov. 14 (W) Intentional Injuries & Unintentional Injuries
- Nov. 19 (M) Transplant and Donor information/Role Playing
- Nov. 21 (W) Pain Quiz/ **Turn in Internship Packets (No Late Packets)**
- Nov. 26 (M) Pharmacy 101/ Role Playing
- Nov. 28 (W) Poison Information/**Quiz U,V,W,X,Y,Z ??????????**
- Dec. 03 (M) Catch up material: Final Review for final Questions/Role Playing
- Dec. 05 (W) Internship Discussions/Review of Internship Packets
- Dec. 10 (M) Final Review for Comprehensive Exam

Dec. 12 (W) FINAL COMPREHENSIVE EXAM

COURSE MATERIALS REQUIRED:

Health 14 Glossary and interpreting handouts

Medical Dictionary-Spanish and English

Access to Computer and Internet is essential

Blackboard will be utilized throughout the semester.

Academic Grading Policy:

Grading will be based on the results of weekly quizzes, Hospice report, assignments, test scores, Cultural Project/Presentation and attendance/participation. For questions regarding grades, contact The instructor via E-mail, telephone, or check Blackboard.

Total points for the course:

Assignment Type	Points Possible	Grade Distribution	
Quizzes	10	A = Excellent	90-100%
Hospice Report	10%		
5 Assignments	10	B= Moderate	80-89%
Mid-term exam	25%		
Cultural Project	10%	C= Average	70-79%
Final exam	25%	D= Below Average	60-69%
Attendance & Participation	10%		
TOTAL	100%	F= Failure	Below 60%

PASSING GRADE IS 70% OR ABOVE IS REQUIRED

INFORMATION REGARDING QUIZZES:

There will be quizzes given throughout the semester coverings readings, lecture materials and language labs. The quizzes will be multiple choice.

There will be a Mid-Term and a Final Exam. Both will be comprehensive

Any work turned in after the due date will have a reduction in points awarded (10% homework, 10 pts for written mid-term paper).

Attendance Policy:

Developing and maintaining a good class attendance record is an important facet of each student's professional development. The attendance record is included in the student's

transcript and permanent file. A student is expected to attend all classes as scheduled, on time, and to remain in the classes for the full duration, including instructional activities that may occur at an off-campus location appropriate for the particular activity. Outside employment is not to be scheduled during class hours. There are no excused absences. However, it is recognized that a student may be absent from class due to serious illness or family emergency. The instructor must be notified prior to the start of the class session. Documented absences of this nature will be considered prior to attendance suspension or termination. A student may be withdrawn after being absent 5 times and may be dropped from the course if he/she has not attended the first class session. **It is the student's responsibility to drop a class prior to the semester deadline if they wish to discontinue the class for any** An incomplete grade will be given only if a student can provide verification of excused lengthy absences and there is insufficient time left in the semester for completing the class.

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. Attendance is taken **daily**/hourly. Tardiness or absence is recorded in 15-minute increments.
5. Break times are scheduled by the instructor at appropriate intervals.
6. No private software is to be brought to lab or loaded onto school computers.
7. No software games are allowed during lecture (unless in course curriculum).
8. Absolutely no cell phones, cell texting, laptops, Myspace or any other disturbing form is to be used during class. Except when assigned.
9. No headphones are allowed in lecture.
10. 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.

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

Drop Deadline:

The deadline for dropping a class: See "Student Resource Center"

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.

Participation:

It has been found that the more a student actively participates in discussions and activities, the better the learning experience for the student, therefore all students will be encouraged to be proactive in class interactions and group exercises. Students are expected to be responsible to review weekly class information and be prepared for the next week's assignment.

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 Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me as soon as possible.

Important Due Dates:

Mid-Term Exam	Date: Sept. 24
1th Hospice Presentation	Date: Sept. 17
2ndHospice /Presentation	Date: Sept. 19
Final Exam	Date: Dec. 12

On the day of submission of report, the student will present their hospice topic to the class in an informal discussion/presentation format. Discussion/presentation should be no longer than 5 minutes. No visual aids or technology is required. However, overheads, PowerPoint, or other technology is strongly encouraged as a practice for the Hospice at the end of the semester. There are no additional points for presenting oral discussion.

HOWEVER, REPORT WILL BE INDEPENDENTLY WRITTEN AND SUBMITTED BY EACH MEMBER OF THE GROUP. In other words, each member has to write and submit a completely different report. Duplication of written material will be considered as plagiarism, thus all policies are applicable (see plagiarism section).

ELEMENTS Excellent (4-5 Pts) Moderate (2-3 Pts) Minimal (0-1 Pts)

Content 5 points maximum	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.	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.	The paper is poorly written with limited analysis of the topic. Opinion (rather than fact) dominates the paper. The paper is dominated by quotations (about 20%) that may or may not be properly credited	Comments
Creativity/Interesting Point(s) 5 points maximum	The paper shows considerable creativity or presents interesting issues (3 or more) which contributes to the content of the report.	The paper shows a moderate number (2) issues which are creative or presents interesting issues which contributes to the content of the report.	The paper shows no creativity or presents interesting issues which contributes to the content of the report	Comments
Grammar/Spelling/Sentence Structure 5 points maximum	The paper contains appropriate grammar or spelling.	The paper contains minor grammar or spelling errors	The paper contains multiple and significant grammar and spelling error, which makes reading difficult.	Comments
References 3 points maximum	The paper cites at least 3 references, all from recent and high-quality sources. 3 points	The paper cites at least 2 references, which may not be recent or from high-quality sources. 2 points	The paper cites less than 2 references, which may not be recent or from quality sources. 1 point maximum	Comments
Format 2 points maximum	The paper is written using easy to read/follow format; including style, margins, citations, spacing and font; no errors 2 points	The paper is written using easy to read/follow format; minor errors that may include margins, citations, spacing and font. 1 point	The paper is poorly written using suboptimal format, style; difficult to read / follow 0 points	Comments

Please analyze and review the requirements for the report. Grading will be base on the essential components established by the matrix presented above.

Grading for HOSPICE: Individual Assignment (no groups)

Grading for the Hospice will be based on the following grading system. The total number of points for this assignment is 100. Information regarding this project will be given during week 2-3.

Content

<ul style="list-style-type: none">-Presentation content clearly follows the assigned topic (5pts)-Sub-topics are relevant and addresses assignment specifications (5pts)-Content presented is comprehensive, accurate, and believable (5pts)-Key points are noted (5pts)-Topic is researched adequately (5pts) TOTAL 25 POINTS	
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Organization/Structure

<ul style="list-style-type: none">-Presentation is well-organized, clear, and effectively structured (5pts) -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 (5pts) -There is an introduction to gain the audience's attention (5pts)-explain the purpose of the presentation (5pts) TOTAL 20 PONTIS	
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Style/Presentation/Appearance

<ul style="list-style-type: none">-Dress and grooming are appropriate to the setting (5 pts)-Non-verbal cues/gestures are appropriate to presentation and flow of ideas (5 pts)-Content knowledge/confidence are evident (5 pts)-Time was used well/not rushed (5pts) TOTAL 20 POINTS	
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Use of Visual Aids

<ul style="list-style-type: none">-Visual aids are used where appropriate and contribute to the overall effectiveness of the presentation (5 pts)-Visual aids are appropriately professional given the presentation's context. They are easy to see/read (5pts)-Technology and Media are used correctly--i.e., overheads, videos, computer generated slides, charts, PowerPoint, MySpace, Facebook, etc. (15 pts) TOTAL 25 POINTS	
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Audience Participation

<ul style="list-style-type: none">-The presenter(s) involved the audience and solicited feedback (5 pts)-Questions from the audience are effectively addressed and answered correctly (5 pts) TOTAL 10 POINTS	
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Adherence to Time Limit

<ul style="list-style-type: none">-The presenter(s) stayed within the allotted time limit (Failure to do so may result in a <i>deduction</i> of points) - 5 POINTSAllow 5 minutes for questions and answers. NOT part of time	
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Comments / Grade

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Grading for Homework Assignments: Each assignment is worth 10 points (unless otherwise stated).

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

ABSOLUTELY NO WORK WILL BE ACCEPTED AFTER THE FINAL CLASS.

Due Dates and Make-Up Exams: 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.

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.

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

Words of Advice: Take full advantage of all the resources offered in this class. You will realize that the information and resources discussed can be used to improve your performance in the health setting.