**REEDLEY COLLEGE-HEALTH 14**

**INTERPRETING IN HEALTH CARE**

**COURSE SYLLABUS**

# Fall 2016

Monday: 5:30 p.m. – 8:20 p.m. (Lecture) **Room SOC 31**

Wednesday: 5:30 p.m. – 8:20 p.m. (LAB) **Room SOC 31** **Course No. 57167**

**Language Coaches:**

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

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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 commitment 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
* Basic Medical Knowledge Manual. Purchase from campus bookstore
* Principles of Interpreting Manual. Purchase from campus bookstore

**METHODOLOGY**: Students will be expected to read assigned materials, complete assigned homework in timely manner, and be prepared to interact in class as an individual and with a group.

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

**ACCOMODATIONS 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.

**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 the first quiz, 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 be returned to the class from which he or she was removed without the concurrence of the instructor of the class.

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.

**Cheating and Plagiarism**

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| --- |
| “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 aparticular assignment, through an F for the course.  |

**Testing Policy**

There will be 2 exams in the class comprised of a Mid-Term and Final in a multiple choice and true/ false format. The Midterm is comprehensive up until that Point. The Final Exam will cover everything from the Mid-Term to the end of the semester. 4 quizzes will be administered 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.

**Class Assignments/Rubric**

**Exams:** There will be 2 exams in the class comprised of a Mid-Term (worth 100 points) and a Final exam (worth 150 points) both in a multiple choice and true/ false format. Final exam will be given during Finals week.

**Term Paper:** Written paperworth 15 points – to be discussed in the Monday class

**Team Cultural Project/presentation:** Class Project worth 50 points to be discussed in the Monday class

**Homework (Lab)** 5 writing assignments worth 10 points each (50 points)

**Quizzes: (Lab)** 4 quizzes, 2 quizzes worth 10 points, and 2 quizzes worth 15 points (50 points), (fill-in, multiple choice, true false or essay) No make up on quizzes if you miss them without a medical note.

**Portfolio: (Lab)** Mandatory 50 hours of work must be completed outside of class, worth 50 points

\*\*There will be a10% point deduction if paper/project and/or homework assignments are late \*\*

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

**Students will submit paper to TurnItIn to check plagiarism, submit print-out with Term paper.**

**Term Paper Criteria 15 points**

**Elements Excellent 15 points Moderate7.5 points Poor 6 points or less**

|  |  |  |  |
| --- | --- | --- | --- |
| 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.3 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.  1.5 points |
| Grammar/Spelling | The paper contains **no/few** grammar or spellingerrors; sentence structure appropriate. (2-3 errors)2.5 points | The paper contains fewgrammar or spellingerrors; some sentence structure issues(4-6 errors)2 points | The paper containsseveral grammar and/orspelling errors: significant sentence structure issues (more than 7 errors)1.5 point |
| References | The paper cites at least3 references, all fromrecent and high-qualitysources.2.5 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.5 points | The paper is writtenusing APA style. There are minor errors that may include format,margins, citations,spacing and font.1.5 point | The paper is not writtenusing APA style. There are several errors that may include format,margins, citations,spacing and font.0 points |

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.

InstructorsComments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Health 14 – Cultural Topic Paper/Presentation topic to be approved by instructor 10 points**

**Elements Excellent 10 Above Average 8 Average 7 Poor 5 &below**

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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.3 points | The paper is written with some errorsand contains ananalysis of the topic.Some points of vieware presented withappropriate citations.Quotations are limitedand the student paraphrases orsummarizes theinformation.2.5 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 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. 1.5 points |
| Grammar/Spelling | The paper contains **no/few** grammar or spellingerrors; sentence structure appropriate. (0-2 errors)3 points | The paper contains **some**grammar or spellingerrors; sentence structure appropriate. (2-3 errors)2.5 points | The paper contains fewgrammar or spellingerrors; some sentence structure issues(4-6 errors)2 points | The paper containsseveral grammar and/orspelling errors: significant sentence structure issues (more than 7 errors) 1.5 points |
| References | The paper cites at least4 references, all fromrecent and high-qualitysources.2 points | 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.1.5 points | The paper has no citations; references may not be recent orfrom high-qualitysources1 points |
| APAFormat | The paper is writtenusing APA style. There are no/few errorsincluding format,margins, citations,spacing and font.2 points | The paper is writtenusing APA style. There are minor errorsincluding format,margins, citations,spacing and font.1.5 points | The paper is writtenusing APA style. There are some errors that may include format,margins, citations,spacing and font.1.5 points | The paper is not writtenusing APA style. There are several errors that may include format,margins, citations,spacing and font.1 points |

\*This presentation cannot be made up on different day

**Cultural Project: Group Presentation Assignment**

 **Presentation**

|  |  |
| --- | --- |
| -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  |  |

 **Organization/Structure**

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| -Presentation is well organized, clear, and effectively structured -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 -There is an **introduction to gain the audience’s attention** -Explain the purpose of the presentation  |  |

 **Style/Appearance**

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| -Dress and grooming are appropriate to the setting -Non-verbal cues/gestures are appropriate to presentation and flow of ideas -Content knowledge/confidence is evident -Time was used well/not rushed  |  |

 **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.   |  |

 **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 |  |

 **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  |  |

 Comments

**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

**Grading for Homework Assignments:**

**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

**Course Topics**

Aug. 15 (M) – Distribution of Course Syllabus / Student Orientation- Language Assessment/Blackboard Review

Aug. 17 (W) – DOMAIN-REGULATIONS: HIPPA; Community Interpreter v. Medical Interpreter PPT/ Professional Conduct /Models of Interpretation in Health Care

Aug. 22 (M) – DOMAIN Systems of the Body-Respiratory; abnormalities-disease process, related treatments & procedures

Aug. 24 (W) – DOMAIN –Roles & Responsibilities of Interpreter/Patient Language Lab: -Respiratory System; Vocabulary, Diagram, Sight translation and Role-play/ **Quiz 1**

Aug. 29 (M) – DOMAIN SYSTEMS OF THE BODY- Digestive System/Dental health; abnormalities-disease process, related treatments and procedures

Aug. 31 (W) - DOMAIN Language Lab: - Digestive System/Dental Health; Vocabulary, Diagram, Sight translation and Role-play **(VACCINES)**

**Sept. 5 (M) –LABOR DAY HOLIDAY NO CLASS**

Sept. 7 (W) – DOMAIN-PROFESSIONALISM: Ethical Principles for Health care Interpreters/CHIA Standards Interpreting Protocols/ TRIAD/

Sept. 12 (M) – DOMAIN SYSTEMS OF THE BODY -Nervous system; abnormalities-disease process, related treatments and procedures/ Memory skills activity

Sept. 14 (W) – DOMAIN-Language Lab: -( Library) Nervous System: Vocabulary, Diagram, Sight translation and Role-play

Sept. 19 (M) – DOMAIN SYSTEMS OF THE BODY-Endocrine system; abnormalities-disease process, related treatments and procedures

Sept. 21 (W) – DOMAIN-Language Lab: -Endocrine System; Vocabulary, Diagram, Sight translation and Role-play- **Quiz 2**

Sept. 26 (M) – DOMAIN SYSTEMS OF THE BODY-Integumentary and Urinary Systems; abnormalities-disease process, related treatments and procedures

Sept. 28 (W) – Guest Speaker/ DOMAIN-Language Lab: Integumentary and Urinary Systems: Vocabulary, Diagram, Sight translation and Role-play

Oct. 3 (M) – DOMAIN SYSTEMS OF THE BODY-Immune and Lymphatic System; abnormalities-disease process, related treatments and procedures

Oct. 5 (W) – DOMAIN-Language Lab:-Immune System; Vocabulary, Diagram, Sight translation and Role-play

Oct. 10 (M) – **Written Term paper Due** (topic to approved by Instructor); give 2-3 oral presentations in class

Oct. 12 (W) – DOMAIN-Language Lab: -Cardiac System; Vocabulary, Diagram, Sight translation and Role-play **–Review. for Mid-Term**

Oct. 17 (M) – DOMAIN SYSTEMS OF THE BODY-Cardiac and Circulatory system; abnormalities-disease process, related treatments and procedures

Oct. 19 (W) – **MID-TERM EXAM (bring scan tron)\*\*\*\*\***Review Internship expectations

Oct. 24 (M) – DOMAIN SYSTEMS OF THE BODY-Reproductive system; abnormalities-disease process; related treatments & procedures

Oct. 26 (W) – DOMAIN-Language Lab: -Reproductive System; Vocabulary, Diagram, Sight translation and Role-play

Oct. 31 (M) – DOMAIN SYSTEMS OF THE BODY-Muscular /Skeletal; abnormalities-disease process; related treatments & procedures

Nov. 2 (W) – DOMAIN-Language Lab: -Muscular/Skeletal System; Vocabulary, Diagram, Sight translation and Role-play/Homework assignment 2 **\*\*Deadline for Internship paperwork\*\***

Nov. 7 (M) – DOMAIN-HEALTHCARE- Overview of US and other countries healthcare system/terminology (HMO PPO co-payment)

Nov. 9 (W) DOMAIN-Communication-Cross Cultural Communication: Language Lab:- Health Care: Vocabulary, Sight translation and Role-play **Quiz 3**

Nov. 14 (M) DOMAIN SYSTEMS OF THE BOD -Review of systems and medical terms/10 second game/terminology activity

Nov. 16 (W) – Guest Speaker/Glossary/ Review Lab Portfolio

Nov. 21 (M) – **Cultural Projects/Group Presentations DUE (SPANISH);** Medical/health related; topics to be approved by Instructor Stela (not folk medicine)

Nov. 23 (W) –DOMAIN-Cultural Interpretation-Cultural Health Issues Language Lab; Glossary/ Role Play

Nov. 28 (M)- Bring Portfolio to work on in class/case practices from portfolio

Nov. 30 (W)- DOMAIN-Language Lab: - **Quiz 4/** Video**/** **PORTFOLIO DUE last day to turn late work** ( \*\*late assignments will take a deduction)

-- **NO WORK WILL BE ACCEPTED DURING THE FINAL WEEK OF CLASS--**

Dec. 5 (M)- **Final exam review- Lecture**

Dec. 7 (W)- **Final exam review- LAB/**

**Dec. 12 (M)** **FINAL EXAM C (bring scan -tron)**

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

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

|  |  |  |
| --- | --- | --- |
| Criteria | Percentage | Points |
| Mid-Term Exam | 25% | 125 |
| Final Exam | 30% | 150 |
| Term paper/Cultural Project | 5% | 25 |
| Quizzes/ Portfolio | 20% | 100 |
| Participation/Presentation | 20% | 100 |
|  |  |  |
| **Total** | **100%** | **500** |

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

A: 500-450 B: 449-400 C: 399-350 D: 349-300 F. 299 or less

**STUDENT RESPONSIBILITIES:**

* Arrive to class on time. **Roll will be taken at every class meeting**.
* **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.
* ***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.**

* Complete any assignment and/or reading prior to the next class meeting.
* Participation in class activities that include role -playing and group projects ar required.
* 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.
* 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. 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 QUIZZES.***

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

|  |  |  |
| --- | --- | --- |
| **Important Dates to remember** | **Date** | **Day** |
| Quiz 1 | Aug 24 | Wednesday |
| Quiz 2 | Sept 21 | Wednesday |
| Written Term Paper | Oct 10 | Monday |
| Mid-Term Exam  | Oct 19 | Wednesday |
| Quiz 3 |  Nov 9 | Wednesday |
| Cultural Project/Presentation | Nov 21 | Wednesday |
| Quiz 4 | Nov 30 | Monday |
| Lab Portfolio | Nov 30 | Wednesday |
| Final Exam | Dec 12 | Monday |