

**REEDLEY COLLEGE**  
**HEALTH 15**  
**INTERPRETING IN HEALTH CARE II**

**COURSE SYLLABUS**

**SPRING 2017**

Monday: 5:30 p.m. – 8:35 p.m.

Room SOC 30

Wednesday: 5:30 p.m. – 8:20 p.m. (LAB)

Room BUS 43

Schedule No. 51170

Office Hours Before/After Class

**Language Coaches:**

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**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.

**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.

**CORE REQUISITES:** Health Science 16.

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

**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 interpretations in any health care setting

**COURSE 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:**

<i>Criteria</i>	<i>Percentage</i>	<i>Points</i>
Mid-term Exam	25%	100
Final Exam	30%	125
Assignments: Project Paper	5%	20 (10) (10)
Class Participation	20%	80
LAB: Quizzes Homework	20%	80 (40) (400)
<b>TOTALS</b>	<b>100%</b>	<b>400</b>

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

**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, and lecture materials in language labs.
- 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. Make-up exam or quiz will be allowed only with medical note, 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 (anything over 6 minutes) will be counted as one (1) absence.***
- Arrive to class on time. **Attendance will be taken at every class meeting.** No participation points will be earned if you fail to be present when attendance is taken.
- 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, and will require a medical note.
- No adaptive tools, speller's checkers will be allowed during quiz or exam.
- It is your responsibility to find out what was covered in class while you were 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.

**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

### **Drop Deadline:**

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.**

#### **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.*

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

**This syllabus is subject to change depending on class objectives/needs or at the discretion of the instructors**

**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 by due date. 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 unless medical note is provided.

**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 quizzes.**

**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

## Term Paper Criteria

### Health 15 –Paper

All topics to be approved by instructor

ELEMENTS	Excellent 9-10 points	Good 8-7 points	Poor 6-0 points
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. <b>5-6 points</b>	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. <b>3.75-4.75 points</b>	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. <b>&lt; 3.75 points</b>
Grammar/Spelling	The paper contains <b>no/few</b> grammar or spelling errors; sentence structure appropriate. (2-3 errors) <b>2 points</b>	The paper contains few grammar or spelling errors; some sentence structure issues (4-6 errors) <b>1.75 points</b>	The paper contains several grammar and/or spelling errors: significant sentence structure issues (more than 7 errors) <b>&lt; 1.75 points</b>
References	The paper cites at least 3 references, all from recent and high-quality sources. <b>1 point</b>	The paper cites at least 2 references, which may not be recent or from high-quality sources. <b>.75 point</b>	The paper has no citations; references may not be recent or from high-quality sources <b>&lt; .75 point</b>
APA or MLA Format	The paper is written using APA style including format, margins, citations, spacing and font. <b>1 point</b>	The paper is written using APA style. There are minor errors that may include format, margins, citations, spacing and font. <b>.75 point</b>	The paper is not written using APA style. There are several errors that may include format, margins, citations, spacing and font. <b>&lt; .75 point</b>

#### 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 hard copy of the paper and hard copy of plagiarism results to the instructor on the day paper is due.

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

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

## Grading for Cultural Project: Group Assignment 10 points

<ul style="list-style-type: none"> <li>-Presentation content clearly follows the assigned topic</li> <li>-Sub-topics are relevant and addresses assignment specifications</li> <li>-Content presented is comprehensive, accurate, and believable</li> <li>-Key points are noted</li> <li>-Topic is researched adequately</li> </ul>	<p><b>TOTAL 3 POINTS</b></p>
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### Organization/Structure

<ul style="list-style-type: none"> <li>-Presentation is well-organized, clear, and effectively structured (4pts)</li> <li>-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)</li> <li>-There is an <b>introduction to gain the audience's attention</b> (4pts)</li> <li>-explain the purpose of the presentation (3pts)</li> </ul>	<p><b>TOTAL 3 POINTS</b></p>
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### Style/Presentation/Appearance

<ul style="list-style-type: none"> <li>-Dress and grooming are appropriate to the setting (3 pts.)</li> <li>-Non-verbal cues/gestures are appropriate to presentation and flow of ideas (2 pts.)</li> <li>-Content knowledge/confidence is evident (2 pts.)</li> <li>-Time was used well/not rushed (2pts)</li> </ul>	<p><b>TOTAL 1 POINT</b></p>
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### Use of Visual Aids

<ul style="list-style-type: none"> <li>-Visual aids are used where appropriate and contribute to the overall effectiveness of the presentation</li> <li>-Visual aids are appropriately professional given the presentation's context. They are easy to see/read</li> <li>-Technology and Media are used correctly--i.e., overheads, videos, computer generated slides, charts, PowerPoint, MySpace, Facebook, etc.</li> </ul>	<p><b>TOTAL 2 POINTS</b></p>
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### Audience Participation

<ul style="list-style-type: none"> <li>-The presenter(s) involved the audience and solicited feedback</li> <li>-Questions from the audience are effectively addressed and answered correctly</li> </ul>	<p><b>TOTAL 1 POINT</b></p>
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### Adherence to Time Limit

<ul style="list-style-type: none"> <li>-The presenter(s) stayed within the allotted time limit (Failure to do so may result in a <i>deduction</i> of points). Allow 5 minutes for questions and answers. NOT part of time</li> </ul>	<p><b>- 2 POINTS</b></p>
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**Comments**

## COURSE AGENDA

Jan. 9 (M) – Distribution of Course Syllabus & Review; Human Systems: Review of terminology previous Human Systems

Jan. 11 (W) – DOMAIN: Managing the Flow of Interpreting Session; Review Interpreters of Roles & Functions; Pre-Post Session/ Internship requirements /Video-Empathy

Jan. 16 (M) No Class Martin Luther King Holiday-Campus Closed

Jan. 18 (W) – DOMAIN: Managing the Flow of Interpreting Session; Handling Disorganized Speech/Telephone Interpreting/CLAS Standard/ Role Play

Jan. 23 (M) – DOMAIN Overview of Community Health Care Systems: Traditional health care in specific community (Bio-Cultural Medicine) / Related terminology; DOMAIN Interpreting in Different Health Care Service Areas: General Medicine (primary, secondary, tertiary care): Assign Folk Medicine groups and topics for next week

Jan. 25 (W) – DOMAIN Interpreting in Different Health Care Service Areas: Health Women's Health & Pre-Natal Health / Family Planning / OB/GYN / Role Play

Jan. 30 (M) – DOMAIN- - Health Issues in Ethnic Communities: Cultural aspects of health and illness behavior (Folk Medicine and practices in Hispanic community) presented by students; DOMAIN Public Speaking

Feb. 1 (W) –DOMAIN-Health Issues in Ethnic Communities: Domestic Violence/ Spousal Abuse/Alcoholism (Speaker)/ Community Health Resources & Referrals/ Role playing-self-check

Feb. 6 (M) – DOMAIN-Interpreting in Different Health Care Service Areas: Hepatitis B/Immunizations / Infectious Diseases, related treatments and procedures; Assign topics for written paper

Feb. 8 (W) – **Quiz 1**; DOMAIN-Interpreting in Different Health Care Service Areas: Pharmacology; DOMAIN-In-depth Review of Health Care Terminology in Language of Service Poison Plants and Chemicals/Lead

Feb. 13 (M) – DOMAIN In-depth Review of Health Care Terminology in Language of Service: Radiology, Emergency Room, Labor & Delivery (L&D)

Feb. 15 (W) – DOMAIN In-depth Review of Health Care Terminology in Language of Service: Forms of Pain / Role playing/Glossary/Homework assignment

Feb. 20 (M) – No Class Washington's Birthday Campus Closed

Feb. 22 (W) – DOMAIN In-depth Review of Health Care Terminology in Language of Service Hospice /Role Play-Assignment 1 due/ Glossary

Feb. 27 (M) – DOMAIN In-depth Review of Health Care Terminology in Language of Service: Oncology, Orthopedics, and Surgery / terminology



Mar. 1 (W) – DOMAIN Career Development; Resume, Professionalism/Role Play/Glossary  
Resume Assignment

Mar. 6 (M) – DOMAIN Interpreting in Different Health Care Service Areas: Genetics/Death & Dying / Hospice and related treatments and procedures; Study Guide for Mid-Term

Mar. 8 (W) – **Quiz 2**; DOMAIN Interpreting in Different Health Care Service Areas: Pediatrics & Asthma / Role Play

Mar. 13 (M) – **Written Term Paper Due** (topic to approved by Instructor); give 2-3 oral presentation in class in Spanish; DOMAIN Cross-Cultural Communication Regional Linguistic & Idiomatic Phrases; Review for Mid-Term

Mar. 15 (W) – Resume Due DOMAIN Cross-Culture Communication Cultural Sensitivity /Role Play-self check /Video/Review for Mid-Term

Mar. 20 (M) – DOMAIN Health Issues in Ethnic Communities: Self –Inflicted Injuries & Suicide/Prevention Intervention Strategies

Mar. 22 (W) –**MID-TERM EXAM (bring scan-tron 882)**

Mar. 27 (M) – DOMAIN Interpreting in Different Health Care Service Areas: Ophthalmology/Optomety / Ear, Nose, Throat (ENT); Assign topics for Immigrant presentations

Mar. 29 (W) – DOMAIN: Managing the Flow of Interpreting Session; Strategies involving Everyday day situations

Apr. 3 (M) – DOMAIN Psychosocial/Mental Health Issues: Working with Immigrant Communities (individual student presentations); DOMAIN Public Speaking

Apr. 5 (W) – **Quiz 3** DOMAIN Interpreting in Different Health Care Service Areas: Mental health (depression/ personality disorder)/ Homework assignment 2

Apr. 9 (M) – SPRING BREAK

Apr. 11 (W) –SPRING BREAK

Apr. 17 (M) – DOMAIN Psychosocial/Mental Health Issues: Strategies and Cultural Sensitive Approaches / Self-care avoiding burnout (Medical Humor); DOMAIN - Managing the Flow of the Interpreting Session: Interpreter code of ethics – Ethics and Maslow’s Hierarchy; Assign Scavenger Hunt Cultural Presentation groups and topics.

Apr. 19 (W) – DOMAIN Health Issues in Ethnic Communities: Tobacco/Role play /Video

Apr. 24 (M) – DOMAIN Managing the Flow of the Interpreting Session: Handling emotionally charged content / Handling issues of culture, gender, ethnicity-race / Strategies in solving work-a-day problems / Handling foul language

Apr. 26 (W) – **Quiz 4** Review of CLAS Standards/ Role Play / handout activity

May 1 (M) – **Scavenger Hunt: Cultural Projects/Group Presentations DUE (SPANISH);**  
Medical/health related; groups and topics assigned by Instructor Gallegos  
/ **Final exam review**

May 3 (W) Class room activity/Role play

May 8 (M) – DOMAIN Interpreting in Different Health Care Service Areas: Medical Equipment  
Medical Procedures and Terminology

May 10 (W) Review for Final exam

**Note: All assignments must be turned in /no assignments accepted after this date**

May. 15 (M) **FINAL EXAM COMPREHENSIVE (bring scan-tron 882)**

<b>Important Dates to remember</b>	<b>Date</b>	<b>Day</b>
Quiz 1	Feb 8	Wednesday
Quiz 2	Mar 8	Wednesday
Written Paper	Mar 13	Monday
Mid-Term Exam	Mar 22	Wednesday
Quiz 3	April 5	Monday
Cultural Project	May 1	Wednesday
Quiz 4	April 26	Monday
Lab Portfolio	May 3	Wednesday
Final Exam	May 15	Monday