

REEDLEY COLLEGE
HEALTH 16 (4 UNITS)
HEALTH CARE INTERPRETATION – FIELD WORK
COURSE SYLLABUS

Spring 2017

Schedule No: 51171

Thursday 6:00pm-7: 50pm (Lecture/Lab)

Room SOC-36

Fieldwork arranged 6 hours per week with proper documentation.

Coordinator/Instructor: Clara Escamilla, AMI, MPH
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COURSE DESCRIPTION: The student is required to provide 30 or more significant interpretation encounters within one semester in his/her assigned agency. In addition, he/she is required to complete classroom activities/consultation with the instructor/coach. Significant interpretation encounters involve providing medical related interpretations in person at a minimum of 10-15 minutes per encounter. Students must submit necessary paper work to document time spent practicing their interpreting skills (internship), and must turn in all documentation by May 4, 2017.

STUDENT LEARNING OUTCOMES:

- Apply the interpreter roles and the scope of the practice relative to other health care professionals in an assigned agency
- Apply and Utilize competence in elements of workplace, culture and professionalism: e.g time management, reporting and accountability maintaining personal and professional boundaries
- Perform field assignments utilizing interpreter competencies in the work setting (e.g. observe and conduct pre and post session, describe roles and scopes of practice of health teams members, utilize good communication skills)
- Apply and integrate conflict management skills in the work setting
- Employ cross-cultural communication skills in the work setting with colleagues and patients/clients
- Demonstrate interpreting and speaking skills

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

- Discuss and demonstrate understanding of the interpreter roles and the scope of practice relative to other health care professionals in the assigned agency

- Discuss and demonstrate competence in elements of workplace, culture and professionalism e.g. time management, reporting and accountability, maintaining personal and professional boundaries
- Perform field assignments of Interpreter competencies in a fieldwork setting (observe conduct pre/post sessions, describe roles and scope of practice of health team members, utilize good communication skills)
- Apply conflict management skills in the work setting
- Practice cross-cultural communication skills in the fieldwork setting and with colleagues and patients
- Practice cross-cultural communication skills in the health care setting and with colleagues/patients
- Conduct significant interpreting encounters in the health care setting/develop public speaking skills via class presentations

COURSE MATERIALS: Those used in Health 14 and 15, plus CHIA Standards of Practice.

METHODOLOGY: Students will be expected practice interpreting skills, perform field assignments of interpreter competencies in the field, Develop and demonstrate good public speaking skills by giving presentations in class, conduct significant interpreting encounters in the health care setting

ATTENDANCE: Class attendance is mandatory

EVALUATION: Students must pass course with a grade of 70% or higher

In class:

- **Case Presentation** – Satisfactory rating on the Case Presentation – role play/simulation
- **Quiz** – no make-up quiz will be given without medical note
- **Homework** – note: 10% deduction for each day assignment is late up to 4 days
- **Internship/Field Work** – 100 points
 1. Documentation of internship interpretation encounter- Preparation checklist, Agreement, Time sheet
 2. Satisfactory rating from internship site supervisor
 3. Student self-evaluation of internship

Criteria	Points Available
Pre-Session Quiz	20
Homework plus BB 10pts	30
Case Presentation	50

Internship/Field Work	100
TOTAL	200

- A = 180 – 200
- B = 160 – 179
- C = 140 – 159
- D = 120 – 139
- F = 0 – 119

QUIZ – Pre-session must be done in both English and Spanish

HOMEWORK – 2 Page written role-play scenario on assigned topic in both English / Spanish

CASE PRESENTATION 50 Points – Select a cast of characters using your classmates (doctor, client, and yourself as the interpreter). A script will be given to the doctor and client to read. You as the interpreter (without the script) will interpret what they are saying. This scenario must be at least 5-10 minutes in length. You must sign up on a specific day for your presentations. The instructor will provide a list of dates.

JOURNAL AND DOCUMENTATION – The student will keep a journal and document all health care related interpretations encounters as proof of internship.

INTERNSHIP OBJECTIVES

- **SKILL DEVELOPMENT** – Apply what you have learned in the classroom. Learn to work as part of an organization/team. Learn and improve specific skills (interpretation, writing, verbal, and computers).
- **BROADER KNOWLEDGE** – Gain self-confidence and interpersonal relationships not offered in regular classroom situations. Develop a better understanding of the flow of medical care and working as an interpreter.
- **PERSONAL DEVELOPMENT** – Develop values, ethics, assertiveness and decision-making abilities. **Know when not to take an assignment.**

INTERNSHIP REQUIREMENTS:

EVALUATE THE SUCCESS OF THE INTERNSHIP:

- Site supervisor does evaluation of student. The site supervisor determines if the student met the objectives and also the quality of the intern’s work. Assessment of work attitude is important along with suggestions for improvement.
- Self-evaluation of student. It is important for students to reflect on the learning experience in a structured way and be able to identify areas of strengths and opportunities for improvements.

- The INSTRUCTOR does the final Evaluation of student. The final evaluation and awarding of credit to the student will be based on the contacts the instructor has had during internship and on the final evaluation by the supervisor and the student. The student will keep a journal and document all health care related interpretation encounters as proof of internship. Instructor will meet with each student's assigned site supervisor for a performance review.

GUIDELINES: At the end of the internship, each student's file needs signatures for each evaluation form from the:

- 1. Site supervisor**
- 2. Student**
- 3. Instructor**

INTERNSHIP LEARNING OBJECTIVES: Achieve a rating of "3" or higher on skills outlined in the Medical Interpreting Standards of Practice Manual. Final performance evaluation will be based on experiences gained at internship site, as well as in-class simulations and quiz.

Students will demonstrate the following competencies:

Duty A: Interpretation

- A-1 Introduce self and explain role
- A-2 Manage the spatial configuration of patient-provider interpreter to maximize ease and directness of communication
- A-3 Maintain the linguistic register and style of the speaker
- A-4 Address the "comfort needs" of the patient in relation to the interpreter with regard to factors such as age, gender, and other potential areas of discomfort
- A-5 Select appropriate mode of interpretations (consecutive, simultaneous; first or third person).
- A-6 Accurately transmit information between patient and provider
- A-7 Encourage direct communication between patient and provider
- A-8 Ensure that the listener understands the message
- A-9 Ensure that the interpreter understands the message to be transmitted
- A-10 Manage the flow of communication in order to preserve accuracy and completeness, and to build rapport between provider and patient
- A-11 Manage the dynamics of the triad
- A-12 Manage personal internal conflict
- A-13 Manage conflict between provider and patient

- A-14 Do a self-check on accuracy of interpretation and corrects own mistakes
- A-15 Assist the provider with interview closure activities
- A-16 Ensures that concerns raised during and/or after a session are addressed and referred to the appropriate individual/program
- A-17 Complete appropriate documentation of the interpreter's work
- A-18 Follow up (outside the triadic encounter) as necessary

Duty B: Cultural Interface

- B-1 Uses culturally appropriate behavior/language.
- B-2 Recognize and address instances that require inter-cultural inquiry, to ensure accurate and complete understanding

Duty C: Ethical Behavior

- C-1 Maintain confidentiality
- C-2 Interpret accurately and completely
- C-3 Maintain impartiality
- C-4 Respect patient's privacy
- C-5 Maintain professional distance
- C-6 Maintain professional integrity
- C-7 Deals with discrimination

The above-mentioned are Medical Interpreting Standards of Practice, MMIA, & EDC, Inc. 10/95 pgs. 9-36.

COURSE AGENDA

- Jan. 12 Distribution of Syllabus & Course Review
- Jan. 19 Review of terminology previous systems; Assign dates for Case presentations
- Jan. 26 Role Play; roles and scope of practice
- Feb. 2 Role Play; Language Lab
- Feb. 9 Role Play: Language Lab
- Feb. 16 Language Lab; **Pre-session/Post session Quiz**
- Feb. 23 Role Play: **Role Play Scenario Assignment Due**
- Mar. 2 Guest Speaker
- Mar. 9 Language Lab; Case Presentations (Homework)
- Mar. 16 **BB Assignment-NO CLASS**
- Mar. 23 Language Lab- Case Presentations (Homework)
- Mar. 30 Language Lab- Case Presentations (Homework)
- April 6 Language Lab- Case Presentations (Homework)
- April 13 **Spring Break**
- April 20 Language Lab-**Final Case Presentations**
- April 27 Language Lab- **Final Case Presentations**
- May 4 Language Lab-**Final Case Presentations / ALL REQUIRED DOCUMENTATION MUST BE TURED IN** (last day of instruction)

Grading Rubrics

QUIZ – Student will provide oral presentation of the pre-session in English and Spanish. The pre-session quiz must be completed before Case Presentation (**NOT** simultaneous).

Criteria	Points	Comments
Spanish: Complete elements given Accurate interpretation Articulation/verbalization Flow is cohesive/smooth	10	
English: Complete elements given Accurate interpretation Articulation/verbalization Flow is cohesive/smooth	5	
States name with introduction Non-verbal Communication Professionalism	5	
TOTAL	20	

Home Work Assignment – Role Play Scenario

Students will be assigned a topic (Human Systems) in order to create a role-play scenario using both English and Spanish interpretations. Please follow these instructions:

1. Write 2 page role-play scenario on assigned topic
2. Write 1-2 sentence introduction explaining the scenario
3. Scenario should include physician, PA, or Nurse’s role in English.
4. Scenario should include patient’s role in Spanish
5. Use high and medium registry terminology associated with your topic when creating the role-play scenario
6. Submit a typed copy of the Role-Play to instructor. The Role play scenario will be video taped to show student and assist them with any mistakes (Pre-Session, body posture, fast speech, listening

HOMEWORK 20 points

Criteria	Points Available	Comments
Scenario provides English Interpretation for the physician Scenario provides Spanish Interpretation for the patient	5	
Terminology is applied with at least 5 high registry words and 5 medium registry. Appropriate terminology is used in relation to assigned topic	5	
Scenario is organized, logical, and has superior complexity	5	
Grammar, spelling, sentence structure	5	
TOTAL	20	

BB BLACK BOARD ASSISGNMENT 10 points-Instructor will provide additional information

Note-This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check with a classmate regarding notes/assignments.