



HEALTH 16 – HEALTHCARE INTERPRETING
FIELD WORK EXPERIENCE - COURSE SYLLABUS



SPRING 2020

Course No. HLTH-16-50052 HLTHCARE INTRP FLD WRK 01/13/2020-05/22/2020

(Lecture) Thursday: 6:00 p.m. - 7:50 p.m. Room SOC 36
(LAB) HCIP Site Administrator

HCIP Instructor & Site Administrator:

Maria Eliza Mejia-Ng

E-mail: maria.mejia@reedleycollege.edu

Cell phone: 559-737-0096

HCIP Instructor & Coordinator:

Jose Arrezola, MPH

E-mail: jose.arrezola@reedleycollege.edu

Cell phone: 559-473-9830

COURSE DESCRIPTION:

This course is taken concurrently with Health 15 and provides practicing skills in the field and/or work site. A requirement of 6 hours per week is needed to fulfill the requirements of this course. This may mean at least 30 encounters or 90 hours of lab time must be documented. Students must submit necessary paper work to document time spent practicing their interpreting skills and must turn in documentation on a weekly basis.

PREREQUISITES: Student must pass Health 14 with a grade of C or higher and be enrolled in Health 15 class concurrently. To take Health 16, student must have completed Health 14 successfully within 2 years prior enrollment in Health 15 and 16.

STUDENT LEARNING OBJECTIVES (SLO):

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

- Understand the roles and responsibilities of a health care interpreter with application to real-life situations
- Foster relationships with different healthcare professionals
- Demonstrate cultural sensitivity towards diverse populations, especially healthcare providers and patients
- Communicate efficiently and effectively with medical providers and patients
- Discuss and demonstrate competence in elements of workplace, culture and professionalism e.g. time management, reporting and accountability, maintaining personal and professional boundaries



HEALTH 16 – HEALTHCARE INTERPRETING

FIELD WORK EXPERIENCE - COURSE SYLLABUS



- 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 and problem-solving skills in the workplace
- Conduct significant interpreting encounters in healthcare settings as well as develop public speaking skills through class presentations

COURSE MATERIALS and SUPPLIES: Computer and Internet access, 2” Binder, high-lighters, color pens, pencils, eraser & 2019 calendar

HCIP REQUIRED TEXT and OTHER MATERIALS:

- 1) Book: 2011 The Anatomy - Student’s Self-Test Visual Dictionary by Ken Ashwell. ISBN 978-0-7641-4724-1 (BARRON’S)
- 2) Medical Dictionary: 2012 Merriam-Webster’s Medical Spanish-English. ISBN 978-0-87779-823-1
- 3) Manual 1: California Standards for Healthcare Interpreters English & Spanish
- 4) Manual 2: Basic Medical Knowledge. Purchase from campus bookstore
- 5) Manual 3: Principles of Interpreting. Purchase from campus bookstore
- 6) **Paying fees** for Background Check and/or Vaccination Report

METHODOLOGY: Students will be expected to be prepared to interact in class as individuals and as groups. Students will be expected to turn in proper documentation for field work experience and do assigned homework for class. Healthcare Interpreting Case Presentations are a vital factor in Health 16.

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 1) Not attending 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 be returned 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



HEALTH 16 – HEALTHCARE INTERPRETING

FIELD WORK EXPERIENCE - COURSE SYLLABUS



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/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.

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 AND PROFESSIONAL DEVELOPMENT** - Develop values, ethics, assertiveness and decision-making abilities. Know when not to take an assignment.

FIELD WORK EXPERIENCE REQUIREMENTS:

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.

EVALUATE THE SUCCESS OF THE EXPERIENCE:

- Site supervisor does evaluation of student. The site supervisor determines if the student met the objectives and 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.



HEALTH 16 – HEALTHCARE INTERPRETING
FIELD WORK EXPERIENCE - COURSE SYLLABUS



GUIDELINES: At the end of the internship, each student’s file needs signatures for each evaluation form from the: 1) Site Supervisor, 2) Student, and 3) Instructor

ATTENDANCE:

Student must attend each class in order to get a total of 20 points. Students may miss up to three absences due to medical or personal reasons. Student shall communicate with instructor if he or she is unable to attend class. In order to have justified absences, student must present doctor’s note. Students who come fifteen minutes late to class will be marked absent.

CLASS ASSIGNMENTS / RUBRIC:

2 PowerPoint Presentations: (Lec) 2 Individual Presentations worth 50 points each, 1) The Patient Experience & 2) The provider Experience. Elements: Organization, Content, Grammar/Spelling, Use of Visual Aids, Audience Participation, Adherence to Time Limit (20 %) <i>Both presentations will be conducted in English</i>	100
Homework: (Lec) 30 Interpreting Encounters in Healthcare Settings - Case Description worth 10 points each (60 %) <i>This homework is in English</i>	300
Interviews: (Lec) 2 interviews worth 40 points) 1 Interview to a healthcare professional (English) & 2 Interview to a patient (Spanish) (5 %)	80
Attendance: 1 point for each day of attendance. (3%)	20

Total: 500 points

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

A: 500-400 B: 399-300 C: 299-200 D: 199-100 F: 99 or less

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 exams.

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



HEALTH 16 – HEALTHCARE INTERPRETING

FIELD WORK EXPERIENCE - COURSE SYLLABUS



- 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

COURSE SCHEDULE

WEEK 1 - Jan. 16 (TH) LEC-Program Orientation-Review course syllabus and Goal Setting #1 for Graduation.

WEEK 2 - Jan. 23 (TH) LEC- Review Field Work Experience documents including Confidentiality Statement, evaluation forms & The Importance of Academic Preparation PPT

WEEK 3 - Jan. 30 (TH) LEC- Distribution of 1-30 Case Descriptions Templates (Homework) and Interviews' Templates, Different ways to Memorize medical Terminology PPT & Activity

WEEK 4 - Feb.6 (TH) LEC- **Guest Speaker 1** & Conducting Successful Job Search Campaign PPT

WEEK 5 - Feb. 13 (TH) LEC- Gaining Self-Confidence PPT & Exercises



HEALTH 16 – HEALTHCARE INTERPRETING
FIELD WORK EXPERIENCE - COURSE SYLLABUS



WEEK 6 - Feb. 20 (TH) LEC- Job Interview Expectations and Dress for Success PPT

WEEK 7 - Feb. 27 (TH) LEC- 2 PPT Templates (Patient Experience & Provider Experience) & Building Interpersonal Relationships PPT

WEEK 8 - Mar.5 (TH) LEC- Ethics PPT 1 (Case Descriptions 1-10)

WEEK 9 - Mar. 12 (TH) LEC- Assertiveness & Decision-Making Abilities PPT

WEEK 10 - Mar. 19 (TH) LEC-Mock Interviews & Group Critique

WEEK 11 - Mar. 26 (TH) LEC- **Guest Speaker 2** & Compassion fatigue and Self-Care PPT & Activity

WEEK 12 - Apr. 2 (TH) LEC- Video & Goal Setting for Graduation #2

WEEK 13 - Apr. 9 (TH) LEC- **SPRING BREAK - CAMPUS CLOSE**

WEEK 14 - Apr. 16 (TH) LEC- **Guest Speaker 3** & Leadership PPT. **Homework 1 (Case Descriptions 1-10)**

WEEK 15 - Apr. 23 (TH) LEC- 2 Interviews are Due & Group 1 “The Patient” & “The Provider”

WEEK 16 - Apr. 30 (TH) LEC- Group 2 “The Patient” & “The Provider” **Homework 2 (Case Descriptions 11-20)** & Video

WEEK 17 May 7 (TH) LEC- Group 3 “The Patient” & “The Provider” & Video

WEEK 14 - May 14 (TH) LEC- Group 4 “The Patient” & “The Provider”, **Homework 3 (Case Descriptions 21-30)** & **Portfolio Due:** All Documentation is Turned-In & FINAL REVIEW

WEEK 19 - May 21 (TH)- Graduation Week

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



HEALTH 16 – HEALTHCARE INTERPRETING
FIELD WORK EXPERIENCE - COURSE SYLLABUS



STUDENT RESPONSIBILITIES

FORMS & EVALUATIONS	DATE COMPLETED	✓
Confidentiality Statement		
Student Evaluation by Site Supervisor		
Final Evaluation		
Internship Agreement		
Timesheets		
Student Self-Evaluation		
Current Vaccination Card		
Fees for Background Check		
Other Forms		

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.
- 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.



HEALTH 16 – HEALTHCARE INTERPRETING
FIELD WORK EXPERIENCE - COURSE SYLLABUS



WEEK #	Thursday	Description of Assignment	CHECK
WEEK 1	16-Jan	Syllabus & Goal setting	
WEEK 2	23-Jan	Required documentation for internship	
WEEK 3	30-Jan	Case Descriptions & Memorization Techniques PPT	
WEEK 4	6-Feb	Guest Speaker 1 & Conducting Successful Job Search	
WEEK 5	13-Feb	Gaining Self-confidence	
WEEK 6	20-Feb	Job Interview Expectations and Dress for Success PPT	
WEEK 7	27-Feb	Patient and Provider PPT Templates & Building Interpersonal Relationships in the Workplace PPT	
WEEK 8	5-Mar	Ethics PPT & Case Descriptions 1-10	
WEEK 9	12-Mar	Assertiveness & Decision-Making Abilities PPT	
WEEK 10	19-Mar	MOCK INTERVIEW AND GROUP CRITIQUE	
WEEK 11	26-Mar	Guest Speaker 2 & Compassion fatigue and Self-Care PPT	
WEEK 12	2-Apr	Video & Goal Setting #2	
WEEK 13	9-Apr	SPRING BREAK- NO CLASS	
WEEK 14	16-Apr	Guest Speaker 3 & Leadership PPT & Goal Setting for Graduation #2 Homework 1 (Case Descriptions 1-10)	
WEEK 15	23-Apr	2 Interviews are Due & Group 1 "The Patient" & "The Provider"	
WEEK 16	30-Apr	Group 3 "The Patient" & "The Provider" Homework 2 (Case Descriptions 11-20)	
WEEK 17	7-May	Group 2 "The Patient" & "The Provider" & Video	
WEEK 18	14-May	Group 4 "The Patient" & "The Provider", Homework 3 (Case Descriptions 21-30), & Portfolio Due: All Documentation is Turned-In & FINAL REVIEW	
WEEK 19	21-May	Graduation	