



**FALL 2019**

Course No. 58197

**Healthcare Interpreter Program Instructor & Coordinator:**

**Rocio Rodriguez, BS**

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Monday 6:00 p.m. – 8:50 p.m. (Lecture) Room SOC 8/24-20/12/07/2020)

Wednesday 6:00 p.m. – 8:50 p.m. (LAB) Room SOC 31 (8/26/20-12/09/2020)

**COURSE DESCRIPTION:**

This course intention is to instruct how to interpret in healthcare settings. Designed for bilingual and bicultural individuals who will act as facilitators of linguistic and cultural communication between patients and healthcare providers. Minimal qualifications include the ability to speak and write fluently in English and Spanish, and commitment to the entire course. This introductory course is designed to develop awareness, knowledge, and skills necessary for effective language interpretation utilizing medical terminology in diverse healthcare settings. Students will develop a range of skills and acquire resources necessary for effective interpretation. This course is the foundation for students interested in the Healthcare Interpreter Certificate Program and the basis for the trilogy of courses required. The course also provides an understanding of the roles and responsibilities of a healthcare interpreter, basic knowledge of common medical conditions, treatments and procedures and a need for insight in language and cultural nuances for specific communities.

**COURSE ADVISORIES & PREREQUISITES:**

- Score 70% or better in the Medical Interpreting Health 14 Entrance Exam
- Must be present at Program Orientation.
- Demonstrate dual fluency in speaking, reading, and writing in English and Spanish.
- Medical Terminology,
- Human Anatomy & Physiology • Linguistics,
- Advanced Conversational Spanish,
- Be eligible for English 125 and 126.



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## **COURSE SYLLABUS**

### **COURSE OBJECTIVES:**

- Define the interpreter's role in ensuring the patient's rights to confidentiality and informed consent.

differences in practices of provider, patient, and interpreter may arise in this type of setting.

- Demonstrate familiarity with healthcare terminology in English and Spanish through
- Compare and contrast the different approaches to interpretation in health care settings (models of provider-interpreter-patient dynamics).
- Demonstrate skills in modes of interpretation (consecutive, sight, simultaneous and summarization).
- Identify differences in communication style may be handled in the triadic relationship.
- Identify ways that providers and interpreters can work together to enhance communication with patients and identify difficult problems that can arise in interpretation and strategies for dealing with those problems.
- Describe how differences in cultural beliefs and roleplaying and group discussion.
- Compare and analyze the different health care systems in the U.S. and other countries. S

### **STUDENT LEARNING OUTCOMES:**

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

- 1) Fully understand the roles and responsibilities of a health care interpreter with application to actual situations,
- 2) Synthesize and illustrate a basic knowledge of medical conditions, treatments, and procedures,



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## **COURSE SYLLABUS**

- 3) Be sensitive and understanding and be able to have insight into linguistic and cultural nuances and communicate these to the health care provider,
- 4) Apply and implement other knowledge and skills in the art of interpretation.

**COURSE MATERIALS and SUPPLIES:** Computer and Internet access, 2" Binder, highlighters, color pens, pencils, eraser, flashcards, & 2019-2020 calendar.

### **HCIP REQUIRED TEXT and OTHER MATERIALS:**

- 1) Web References and Medical Terminology access:

<https://www.Dictionary.com> (Links to an external site.)

<https://www.Medicinenet.com> (Links to an external site.)

<https://www.globalrph.com>

<https://www.webmed.com> (Links to an external site.)

<https://www.merckmanuals.com>

<https://hcilearn.org/course/view.php?id=15>

- 2) Healthcare Interpreting in Small Bites by Cynthia E. Roat
- 3) Manual (optional) 2: Basic Medical Knowledge. Purchase from the campus bookstore
- 4) Fees for Background Check (January 2021)
- 5) Complete Vaccination Report (December 2020)



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## **COURSE SYLLABUS**

### **METHODOLOGY:**

All HCIP students will need to read assigned materials, complete assigned homework promptly, and be prepared to interact in class as an individual and with a group. The methodology includes lectures, individual reading, and assignments, small group interaction, role-play, online assignments, multi-media, and evaluation measures (presentations, quizzes, and exams).

### **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 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 a 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 oversee 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 return 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 exclude any time a student who, in the judgment of the administration, is not taking proper advantage of the opportunities offered.



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**COURSE SYLLABUS**

**CLASS ASSIGNMENTS / RUBRIC:**

2 Exams: There will be 2 exams in the class comprised of a Mid-Term (worth 250 points) and a Final Exam (worth 250 points) in both a multiple choice, true/false, & fill in the blank format. The Final Exam will be given during Finals Week. (50%)	50 0
1 PowerPoint Presentations: 1) Individual Presentation worth 50 points. Elements: Organization, Content, Grammar/Spelling, Use of Visual Aids, Audience Participation, Adherence to Time Limit, and APA Format-References. The presentation will be created and conducted in Spanish (5%)	50
1 Term Paper: 2000 words written paper, worth 50 points (Paper need to be typed – 12- font size, utilizing [Arial, Calibri or Microsoft Sans Serif] Must include a cover page and a reference page). The paper needs to include at least twelve (20) different references. Elements: Organization, Content, Grammar/Spelling, References, and APA Format. Advisories: 1) Students will submit paper to TurnItIn to check plagiarism and submit print - out with Term paper, 2) Plagiarism rates over 10% will not be accepted (returned to students ungraded), 3) Reedley Library has resources for APA formatting – please seek assistance. (5%)	50
Homework: (Lec) 15 reports from the “Healthcare Interpreting in Small Bites” Book (No make up homework) (15%)	15 0
Quizzes: (Lab) 15 quizzes, worth 10 points each (fill-in, multiple choice, true-false or essay) No make up on quizzes if you miss them without a medical note. (15%)	15 0
Portfolio: (Lab) worth 50 points (translation and review of journal articles, handouts, magazines, newspapers, etc...) (5%)	50
2 Group Debates: worth 25 points each. Engagement in the pros and cons of health topics, discussion of advantages and disadvantages to making sensible decisions. (5%)	50

**Total: 1000 points**

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

**A: 1000-900 B: 899-800 C: 799-700 D: 699-600 F: 599 or less**



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#### COURSE SYLLABUS

##### **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 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.

**TESTING POLICY:** There will be two exams in the class comprised of a Midterm Exam and Final Exam in a multiple choice, and true/ false, fill in the blank format. The Midterm Exam is comprehensive up until that point. The Final Exam will cover everything from the Midterm Exam to the end of the semester. Ten 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.

#### COURSE SCHEDULE

##### WEEK 1

Aug 24 (M) LEC- (MANDATORY) PROGRAM ORIENTATION & ASSESSMENT Aug. 24 (W) LAB- Reviewing assessment's results, distribution and review of the course syllabus, basics of communication, understanding the history and background of English and Spanish, the Spanish alphabet, diphthongs, regional variations, accent or stress, nouns: gender and number. Homework format.



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**COURSE SCHEDULE**

**WEEK 2**

Aug 26 (M) LEC–

Introduction to CHIA Standards, Part 1: Greek and Latin roots, prefixes and suffixes & usage in medical terminology, HW 1 Aug. 26(W) LAB– Portfolio Expectations, Part 2: Greek and Latin roots, prefixes and suffixes & usage in medical terminology, Medical Specialists, Individual Presentation’s Calendar, Medical Terminology Book CH 1, & QUIZ 1

(M) LEC– Body anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Ethical Principles for Healthcare Interpreters. HW 2

**WEEK 3**

Sept. 2 (W) LAB– Cs, HW 3 & Medical Terminology Book CH 3, & QUIZ 3

**WEEK 4**

**Sept. 7 (M) LEC– LABOR DAY HOLIDAY - NO CLASS**

**WEEK 5**

Sept. 9 (M) LEC– Introduction to Genetics (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Impartiality, HW4 Sept. 11 (W) LAB– Genetics (vocabulary, diagram(s), sight translation and role-play), Powe Presentations; Introductions to Genetic, Prenatal Genetics Portfolio Format, Genetics & QUIZ 4



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##### WEEK 6

Sept. 14 (M) LEC– The Muscular System (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Respect for Individuals and their communities, HW5 Sept. 16 (W) LAB- The Muscular System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, QUIZ 5, Review of Portfolio-Module 1 & Medical Terminology Book CH 5,

##### WEEK 7

Sept. 21 (M) LEC– The Nervous System (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Professionalism and Integrity, HW6 Sept. 23 (W) LAB– The Nervous System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, Medical Terminology Book CH 6 (Part 1 Page 65- 80), & QUIZ 6, Review of Portfolio-Module 2,

##### WEEK 8

Sept. 28(M) LEC– The Special Sense Organs and the Lymphatic System (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Accuracy and Completeness, HW 7 Sept. 30 (W) LAB– The Special Sense Organs and the Lymphatic System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, Review of Portfolio-Module 3, Medical Terminology Book CH 6 (Part 2 Page 81-96) & QUIZ 7

**WEEK 9** Oct. 5 (M) LEC– The Circulatory System (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Ethical decision making for Healthcare Interpreters, HW 8

Oct. 5 (W) LAB– MID-TERM EXAM

##### WEEK 10

Oct. 12 (M) LEC– The Respiratory System Part 1 (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), HW 9 Oct. 14 (W) LAB– The Respiratory System (vocabulary, diagram(s), sight translation and role-play), QUIZ 8, Individual Presentations, Portfolio-Module 4, Debate 1, & Medical TerminologyBook CH 7





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#### COURSE SCHEDULE

##### WEEK 11

Oct. 19 (M) LEC– The Respiratory System Part 2 (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Standardized Interpreting Protocols-Protocol 1: pre-encounter, pre-session, or pre-interview, HW 10

Oct. 21 (W) LAB– The Respiratory System (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, Review of Portfolio-Module 5, Medical Terminology Book CH 8, & QUIZ 9

##### WEEK 12

Oct. 26 (M) LEC– The Digestive System (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Protocol 2: during the encounter, session, and interview. HW 11 Oct. 28 (W) LAB– The Digestive System (vocabulary, diagram(s), sight translation and role-play), QUIZ 10, Medical Terminology Book CH 9, & Individual Presentations & TERM PAPER

##### WEEK 13

Nov. 2 (M) LEC– The Urinary System (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA's Protocol 3: post-encounter, post-session and post-interview. HW 12

Nov. 4 (W) LAB- The Urinary System (vocabulary, diagram(s), sight translation and roleplay), Review of Portfolio Module 6, QUIZ 11, Medical Terminology Book CH 10, & Individual Presentations

##### WEEK 14

Nov. 09 (W) LAB– The Endocrine System (vocabulary, diagram(s), sight translation and role-play), Review of Portfolio-Module 7, HW 13, QUIZ 12

**Nov. 11 (M) LEC– VETERANS DAY – NO CLASS**



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## **COURSE SCHEDULE**

### **WEEK 15**

Nov. 18 (M) LEC– The Reproductive System (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), CHIA’s Roles and Interventions: roles 1-message converter, 2-message clarifier, and 3-cultural clarifier, HW14

Nov. 18 (W) LAB– The Reproductive System (vocabulary, diagram(s), sight translation and role-play), QUIZ 13, Review of Portfolio-Module 8 & Medical Terminology Book CH 11

### **WEEK 16**

(M) LEC- CHIA’s Roles and Interventions: roles 4-patient advocate, CHIA’s Brief Overview of Language Barriers and Health Outcomes, Overview of US and other countries healthcare system/terminology (HMO PPO co-payment). HW 15 Nov. 23 (W) LAB- Guest Speaker(s) & Group Debate 2, QUIZ 14, Review of Portfolio – Module 9, & Medical Terminology Book CH 12

**WEEK 17** Nov. 25 (M) LEC- CHIA’s Ethical Dilemma: “Don’t tell the doctor what I just told you!” CHIA’s Applying the Ethical Decision-Making process, The Art of Listening: listening to real people, their medical encounters and playing the interpreting game,

Nov. 30 (W) LAB- 2 Guest Speakers & Vaccinations Report. Instructions for background check. Distributing field experience sites and possible dates. Review of Portfolio-Module 10, QUIZ 15

**WEEK 18** Dec. 2 (M) LEC- Portfolio Feedback & Final Exam Review,

Dec. 7 (W) LAB- FINAL EXAM