



## FALL 2023

Course No. 54007

Healthcare Interpreter Program Instructor:  
Rocio Rodriguez

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Monday 6:00 p.m.-8:50 p.m. (Lecture) ONLINE

08/07/2023-12/08/2023

Wednesday 6:00 p.m.-8:50 p.m. ONLINE (LAB)

08/07/2023-12/08/2023

**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.



## HEALTH 14 HEALTHCARE INTERPRETING I 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.

### **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.
- 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.

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

- 1) Web References and Medical Terminology access
- 2) Manual (optional)
- 3) "Basic Medical Knowledge" available for purchase from the campus bookstore



### **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).

### **ACCOMODATION 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 Americans 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.



HEALTH 14 HEALTHCARE INTERPRETING I

CLASS ASSIGNMENTS / RUBRIC:

There will be 2 exams in the class comprised of a Mid-Term (worth 150 points) and a Final Exam (worth 150 points) in both a multiple choice, true/false, & fill in the blank format.	150
The Final Exam will be given during Finals Week.	300
1 PowerPoint Presentations: 1) Individual Presentation worth 100 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	100
Term Paper: 2000 words written paper, (Paper need to be typed - 12- font size, Must include a cover page and a reference page). The paper needs to include at five (5) 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.	50
Homework: (LEC) Assigned weekly	11/150
Quizzes: (Lab) 15 quizzes, worth 10 points each (fill-in, multiple choice, true-false or essay)	20/200
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.	50

**Total points: 1000**

PASSING GRADE IS 70% (700 points) OR ABOVE: A: 1000-900 B: 899-700 C: 699-600 D: 599-400 F: 400 or less



## HEALTH 14 HEALTHCARE INTERPRETING

### 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 includes 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 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.



## HEALTHCARE INTERPRETING, I

### COURSE SCHEDULE

#### WEEK 1

**Aug 7 (M) LEC-** (MANDATORY) **PROGRAM ORIENTATION.** Distribution and review of course syllabus, the basics of communication, Latin roots, prefixes, and suffixes & usage in medical terminology

**Aug 9 (W) LAB-** Module 1 **Diagnostics and Procedures** review (definitions, diseases associated & development, treatments, and procedures) and Role-Play Scenario, Homework #1 reading and sight translation of Diagnostic Procedures

#### WEEK 2

**Aug 14** *Module 1* **Diagnostics Tests and Procedures** review (definitions, diseases associated & development, treatments, and procedures) and Role-Play Scenario, Homework #1 reading and sight translation of Diagnostic Procedures

**Aug 16 (W) LAB-** *Module 1* Review of **Diagnostics Tests and Procedures and Healthcare Interpreters Standards of Care.** Review of (definitions, diseases associated & development, treatments, and procedures) and Role-Play Scenario, Reading and Sight Translation #1

#### WEEK 3

**Aug 21 (M) LEC-** *Module 2* **Diabetes** definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting

**Aug 23 (W) LAB-** *Module 2* **Diabetes** (Spanish vocabulary, diagram(s), sight translation and Role-Play), Review of Individual PPTs Guidelines & Calendar of Presenters, Sight Translation #2 and Reading 2, Quiz 1

#### WEEK 4

**Aug 28 (M) LEC-** *Module 3* **Nutrition and risks of Obesity**, definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: Importance of Trained Healthcare Interpreters, Translation #3

**Aug 30 (W) LAB-** *Module 3* **Nutrition and risks of Obesity** (Spanish vocabulary, diagram(s), sight translation and Role-Play), Reading and Translation #3. Quiz 2

#### WEEK 5

**Sep 4 (M) LEC-** **LABOR DAY -NO CLASS-**

**Sep 6 (M) LEC-***Module 4* **Geriatrics** definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: *Module 4* Different Types of Language Services,



(Spanish vocabulary, diagram(s), sight translation #4 and Role-Play), Review of Portfolio- Quiz 3

## WEEK 6

**Sep 11 (M) LEC- *Module 5 Ophthalmology*** definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: Different Types of Language Services

**Sep 13 (W) LAB- *Ophthalmology Module 5*** (definitions, diseases associated & development, treatments and procedures, Spanish vocabulary, diagram(s), sight translation and Role-Play), Principles of Interpreting: Barriers to Communications, Translation 5, Quiz 4

## WEEK 7

**Sep 18 (M) LEC- (M) LEC-*Module 6***. Introduction to **Mental Health**, definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: Different Types of Language Services, (Spanish vocabulary, diagram(s).

**Sep 20 (W) LAB- *Module 6*** Review of Introduction to **Mental Health** definitions, diseases associated & development, treatments and procedures, Spanish vocabulary, diagram(s), sight translation and Role-Play), Principles of Interpreting: Interpreter Roles, & Quiz 5.

## WEEK 8

**Sep 25 (M) LEC- *Module 7*** Introduction to **NCIU Newborn and Intensive Care Unit** (definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: Different Modes of Interpreting; Sight Translation, Consecutive, Simultaneous Translation # 7

**Sep 27 (W) LAB- Review of Introduction to **NCIU Newborn and Intensive Care Unit**** (Spanish vocabulary, diagram(s), sight translation and Role-Play), *Module 7*, Quiz 6.

## WEEK 9

**Oct 2 (M) LEC-*Module 8***. Introduction to **Orthopedic Surgery** (definitions, diseases associated & development, treatments, and procedures), Translation #8.

**Oct 4 (W) LAB- Review of **Orthopedic Surgery**** (Spanish vocabulary, diagram(s), translation #8 and Role-Play), Distribution of Cultural Projects and Team Calendars, and Distribution of Debate Topic 1 & 2 and Teams, Quiz 7.

## WEEK 10

**Oct 9 (M) LEC- *Module 8***. Introduction to **Otolaryngology, Ear, Nose and Throat**, (definitions, diseases associated & development, treatments and procedures, Spanish vocabulary, diagram(s), sight translation and Role-Play), Translation 8, Quiz 8, Midterm Review.

**Oct 11 (W) LAB- MID-TERM EXAM**

## WEEK 11

**Oct 16 (M) LEC- *Module 9***. Introduction to **Oncology** (definitions, diseases associated & development, treatments, and procedures) Translation 9



**Oct 18 (W)** LAB-Review of Introduction to **Oncology** (Spanish vocabulary, diagram(s). Translation #9, and role-play), Quiz 8.

#### **WEEK 12**

**Oct 23 (M)** LEC- *Module 10 Oncology* (definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: Module 3 (A) Standards of Practice, Translation 10

**Oct 25 (W)** LAB- **Oncology** (Spanish vocabulary, diagram(s), sight translation and Role-Play), Quiz 9

#### **WEEK 14**

**Oct 29 (M)** LEC- *Module 11* Introduction to **Infectious Diseases** (definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: Module 11 (B) Protocols for Managing the Session, Translation 11,

**Nov 1 (W)** LAB-*Module 11*. Review of Introduction to **Infectious Diseases** (Spanish vocabulary, diagram(s), Translation #11, and Role-Play), Quiz 10.

#### **WEEK 15**

**Nov 6 (M)** LEC- *Module 12* Introduction to **Hospice Services** (definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: Protocols for Managing the Session, Translation # 12

**Nov 8 (W)** LAB - *Module 12*. Review of Introduction to **Hospice Services**. Learn ways of being resilient and taking care of self. Translation #12, and Role-Play), Quiz 11.

#### **WEEK 16**

**Nov 13 (M)** LEC- **Cultural Project Presentations** presented by Alphabetical Order (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: Role of being a Conduit.

**Nov 15 (W)** LAB- Cultural Project Presentations (Spanish vocabulary, diagram(s), Translation #12, and Role-Play), Cultural Project Presentations, Review of Portfolio-, and Teams,

#### **WEEK 17**

**Nov 20 (M)** LEC- **Review of all Modules. Cultural Project Presentations** (definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting, Role of Message Clarifier, Advocate and Cultural Liaison.

**Nov 22 (W)** LAB- **Review of all Modules. Cultural Project Presentations** (Spanish vocabulary, diagram(s), sight translation and Role-Play).





### **WEEK 18**

May 01 (M) LEC- **Review of all Modules** (definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: (E) Public Speaking,

May 03 (W) LAB- **Review of all Modules** (Spanish vocabulary, diagram(s), sight translation and Role-Play), Team 4 Cultural Project Presentations.

### **THANKSGIVING HOLIDAY NOV 23-24**

### **WEEK 19**

Nov 27 (M) LEC- **Review of all Modules** (definitions, diseases associated & development, treatments, and procedures), Principles of Interpreting: (E) Public Speaking,

Nov 29 (W) LAB- **Review of all Modules** (Spanish vocabulary, diagram(s), sight translation and Role-Play), Team 4 Cultural Project Presentations.

### **WEEK 20**

Dec 4 (M) LEC- Whole Semester in Review (definitions, diseases associated & development, treatments, and procedures), Spanish vocabulary, diagram(s), sight translation and Role-Play  
Principles of Interpreting: (F) Memory Development,

Dec 6 (W) LAB- Guest Speakers. FINAL EXAM

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