



HEALTH 15 - HEALTHCARE INTERPRETING II

COURSE SYLLABUS

SPRING 2024

HLTHCARE INTRP II

Course No. HLTH-15-54006

01/08/2024-05/17/2024

Monday: 6:00 p.m. - 8:50 p.m.

(Lecture) ONLINE

Wednesday: 6:00 p.m. - 8:50 p.m.

(LAB) ONLINE

Instructor Information

Instructor

Email

Office Location & Hours

Rocio Rodriguez

Rocio.rodriquez@reedleycollege.edu

EMAIL/559-344-9128

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 patients and providers. There is further enhancement of interpreting skills covering specialized health care areas such as gynecology, mental health, chronic disease management, nutrition, palliative care. 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.

PREQUISITES: Students must pass Health 14 with a grade of C or higher, and it must be completed within 2 years prior enrollment in Health 15 and 16.

COURSE OBJECTIVES:

- 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 community groups in the California Central Valley
- Demonstrate knowledge of cultural competency related to health issues in various communities
- Identify resources available in the community
- Employ knowledge of skills in effective communication with special emphasis on cross cultural communication
- Identify and discuss traditional health care in 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 a burnt-out
- Identify interpreting careers in community and public health fields, and assess personal goals

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 a sight insight in linguistic and cultural nuances and communicate these to the health care provider, 4) Apply and implement other knowledge and skills in the art of the interpretation.

COURSE MATERIALS AND SUPPLIES: Computer and Internet access, 2” Binder, high-lighters, color pens, pencils, erasers and 2021 calendar

HCIP REQUIRED TEXT and OTHER MATERIALS:

1) Book Healthcare Interpreting

2) Paying fees for Background Check and/or Vaccination Report

Internet access on-line class

METHODOLOGY: Students will be expected to read assigned materials before and after class, turn in assigned homework and projects, 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).

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES: If you have a verified need for academic accommodations or material in alternate media (i.e., Braille, large print, electronic text, etc.) per the American’s Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact your instructions as soon as possible.

DROP POLICY: 18-week course have a drop deadline in the 9th week. Short-term classes have a drop deadline of 4 ½ 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 oversee their classes and students are under obligation to respect the authority of each instructor. Reedley College’s Students Code of Conduct Policy (Based Policy 5520 and Educational Code 76032) authorizes and instructor to remove a disruptive student from his or her class for the day or 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 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.

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/or unpublished works of

STUDENT RESPONSIBILITIES & 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.
 - Makeup quizzes and exams with documented proof (doctor's note) must be taken within one week of scheduled test date.
 - 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.
- 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 2 exams, in the class comprised of a Midterm Exam and Final Exam in a multiple choice, and true/false format. The Midterm Exam to the end of the semester. 11 quizzes will be administered in the Lab. All Tests/Quizzes are requirements for the class. There will be no makeups for quizzes missed in the lab.

CLASS ASSIGNMENTS / RUBRIC:

2 Exams: There will be 2 exams in the class comprised of a Mid-Term (worth 100 points) and a Final Exam (worth 400 points) in both a multiple choice, true/false, & fill in the blank format. The Final Exam will be given during Finals Week. (50%)	400
1 PowerPoint Presentations: (Lab)1) Individual Presentation worth 40 points, and 2) Team Cultural Project - Presentation worth 300 points. Elements: Organization, Content, Grammar/Spelling, Use of Visual Aids, Audience Participation, Adherence to Time Limit, APA Format-References. Paper needs to include at least twelve (12) pages.	300
Homework: 11 Translations from the "Healthcare Interpreting Manual" Book (15%)	110
Quizzes: (Lab) 11 quizzes, worth 20 points each (fill-in, multiple choice, true-false or essay) No makeup on quizzes if you miss them without a medical note. (15%)	220
1 Group Debates: worth 50 points. Engagement in the pros and cons of health topics, discussion of advantages and disadvantages to making sensible decisions. (5%)	100
Attendance: 1 point for each day of attendance. (3%)	35

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**



COURSE SCHEDULE

WEEK 1 (M) Jan 8 LEC- (MANDATORY) PROGRAM ORIENTATION & ASSESSMENT.

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.

WEEK 1 (W) Jan 10 LAB- History on English and Spanish Variations and Latin roots. Power Point History and background of English and Spanish. CHIA's Impartiality, Part 1: Greek and Latin roots, prefixes and suffixes & usage in medical terminology, Medical Specialists, Medical Terminology Introduction to Body and Anatomy CHIA Standards, Part 2: Greek and Latin roots, prefixes, and suffixes & usage in medical terminology.

WEEK 2 (M) Jan 15 HOLIDAY MLK LEC-Introduction to Genetics. Module 1 Power Point, Body anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), CHIA's Ethical Principles for Healthcare Interpreters. **NO CLASS.**

WEEK 2 (W) Jan 17 - LAB Introduction to Genetics. Module 1 (Anatomy and physiology, definitions, diseases associated & development, treatments, and procedures Cs, HW 1 & Medical Terminology. Break out room sessions role play. HW 1 Translation on Genetics.

WEEK 3 (M) Jan 22 LEC- Introduction to Prenatal Genetics Power Point Module 2 (anatomy and physiology), definitions, diseases associated & development, treatments, and procedures), CHIA's Respect for Individuals and their communities.

WEEK 3 (W) Jan 24 -LAB- Review to Prenatal Genetics review (vocabulary, diagram(s), sight translation and role-play), Review of Portfolio-Module 2 & Medical Terminology. Break out room sessions role play HW 2 QUIZ 1.

WEEK 4 (M) Jan 29 LEC- Introduction to the Muscular System PowerPoint Module 3 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), CHIA's Professionalism and Integrity, HW3,

WEEK 4 (W) Jan 31 LAB-Review Muscular System Module 3 (vocabulary, diagram(s), sight translation and role-play), Medical Terminology & QUIZ 3. HW 3 Translation.

WEEK 5 (M) Feb 5 -LEC - Introduction to the Neurological System Review. Module 4 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), CHIA's Accuracy and Completeness, HW 4 Translation the Lymphatic System (vocabulary, diagram(s), sight translation and role-play), Module 4, Medical Terminology

WEEK 5 (W) Feb 7 LAB. Review of Neurological System. Module 4 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), CHIA's Accuracy and Completeness, HW 4 Translation of the Neurological System (vocabulary, diagram(s), sight translation and role-play), Module 4, Medical Terminology Power Point & QUIZ 4

WEEK 6 (M) Feb 12 - LEC- Introduction to the Lymphatic System, Module 5 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), CHIA's Ethical decision making for Healthcare Interpreters, HW 5

WEEK 6 (W) Feb 14 - LAB- Review Lymphatic System, (vocabulary, diagram(s), sight translation and role-play), Review of Module 5, Medical Terminology Power Point & QUIZ 5.

WEEK 7 (M) Feb 19 HOLIDAY DAY PRESIDENT'S DAY - LEC - Introduction to the Circulatory System. Module 6 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), HW 6. **NO CLASS HELD.**

WEEK 7 (W) Feb 21 LAB- Review of the Circulatory System. Review of Module 6 (vocabulary, diagram(s), sight translation and role-play), sight translation and role-play), Medical Terminology & QUIZ 6

WEEK 8 Feb 26 (M) LEC- Introduction to the Respiratory System. Module 7 (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 7.

WEEK 8 Feb 28 (W) LAB-Review Respiratory System. Module 7 (vocabulary, diagram(s), sight translation and role-play), Individual Presentations, Medical Terminology QUIZ 6.

WEEK 9 Mar 4 (M) LEC- Introduction to the Urinary System. Module 8 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), CHIA's Protocol 2: during the encounter, session, and interview. HW 8.

WEEK 9 Mar 6 (W) LAB- Review Urinary System. Module 8 (vocabulary, diagram(s), sight translation and role-play). Medical Terminology & Individual Role Play QUIZ 7.

WEEK 10 (M) Mar 11 LEC- Introduction to the Digestive System Module 9 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), CHIA's Protocol 3: post-encounter, post-session, and post-interview. HW 8.

WEEK 10 (W) Mar 13 - LAB - Review to the Digestive Module 9 Review (vocabulary, diagram(s), sight translation and roleplay), TERM PAPER & QUIZ 8.

WEEK 11 (M) Mar 18 - LEC - Introduction to the Endocrine System Module 10 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), (vocabulary, diagram(s), sight translation and role-play), HW 10

WEEK 11 (W) Mar 20 - LAB - Review Endocrine System. Module 10 (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, HW10 & Quiz 9.

WEEK 12 (M) Mar 25-29 SPRING BREAK - LEC - Introduction to the Module 11 (anatomy and physiology, definitions, diseases associated & development, treatments, and procedures), (vocabulary, diagram(s), sight translation and role-play), HW 12

WEEK 12 (W)- Mar 27. LAB - Review of Module 10 & Medical Terminology (vocabulary, diagram(s), sight translation and roleplay.

WEEK 13 (M) Apr 1 - LEC - Introduction to the **Reproductive System Module 11 (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, HW11.**

WEEK 14 (W) Apr 3 - LAB - Review of Introduction to the **Reproductive System (vocabulary, diagram(s), sight translation and role-play), Review of Portfolio-Module 11 & Medical Terminology. Break out room sessions role play HW 11 and QUIZ 10**

WEEK 15 (M) Apr 8 -LEC- Introduction to the **Rheumatology System Module 12. 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).**

WEEK 16 (W) Apr 10 - LEC - Review of **Rheumatology System. 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. Homework & Quiz 11.**

WEEK 14 (M) Apr 15 - LEC - **Individual power point presentation. Each presentation will be given 10-15 minutes to present. Each presentation will be graded on 1. Investigation, it may be a disease, illness, or syndrome, including mental illness. Explain in detail the causes, the diagnostic tests that lead to the diagnosis and treatment. Write in detail if there are any short-term or long-term effects. Is there a need for any kind of therapies available? If there is any, what are the goals of these therapies? How it affects the patient. Describe how it affects the family and their social and economic status. Conclusion**

WEEK 15 (W) Apr 17 Presentations will be assigned alphabetically

WEEK 16 (M) Apr 22 Presentations will be assigned alphabetically

WEEK 17 (W) Apr 24 Presentations will be assigned alphabetically

WEEK 18 (M) Apr 29 Presentations will be assigned alphabetically

WEEK 19 (W) May 1 Presentations will be assigned alphabetically

WEEK 20 (M) May 6. Review of all Modules. Quiz 12. Study guide FINAL.

WEEK 21 (W) May 8 Guest Speaker(s) & Group Debate 2, Review of All Modules & Medical Terminology.

Week 22 (M) May 13 - LEC- 2 Guest Speakers & Vaccinations Report. Instructions for background check. Distributing field experience sites and possible dates. & - FINAL EXAM.

Week 20 (W) May 15 -LAB- FINAL EXAM.

May 17 COMENCEMENT/GRADUATION CLASS OF 2023-2024