



COURSE SYLLABUS

**SPRING 2023**

**Course No. HLTH-15-54008      HLTHCARE INTRP II      01/08/2024-05/17/2024**

Monday:      6:00 p.m. - 8:50 p.m. (LECTURE)      Room SOC 31  
Wednesday: 6:00 p.m. - 8:50 p.m. (LAB)      Room SOC 31

Healthcare Interpreter Program Coordinator & Instructor:

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

**PREREQUISITES:** Student 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 to each group
- Compare/contrast health problems and practices in 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 and skills in effective communication with special emphasis on cross cultural communication
- Identify and discuss traditional health care in a 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 burn-out
- Identify interpreting careers in community and public health fields, and assess personal goals



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**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 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 interpretation.

**COURSE MATERIALS and SUPPLIES:** Computer and Internet access, 2” Binder, High-lighters, Color pens, Pencils, Eraser & 2024 calendar

**HCIP REQUIRED TEXT and OTHER MATERIALS:**

- 1) Book: Resource Guide for Health Care Interpreters Interpreting in Health Care Settings: Health Care Interpreters Certificate Program A KP Partnership with Educational Institutions 3rd Edition, April 2004
- 2) Medical Dictionary: 2012 Merriam-Webster’s Medical Spanish-English. ISBN 978-0-87779-823-1
- 3) Manuals 1, 2, 3: CHIA California Standards for Healthcare Interpreters English & Spanish Principles of Interpreting. Provided by Instructor (Electronic Copy)
- 6) **Paying fees** for Background Check and/or Vaccination Report

**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 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 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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**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.

**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 is comprehensive up until that point. The Final Exam will cover everything from the Midterm Exam to the end of the semester. 15 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.

**CLASS ASSIGNMENTS / RUBRIC:**

<b>2 Exams:</b> 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 and true/false format. The Final Exam will be given during Finals Week. (50 %)	500
<b>2 PowerPoint Presentations:</b> (Lab)1) Individual Presentation worth 40 points, and 2) Team Cultural Project - Presentation worth 40 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 (20) different references. <i>Both presentations will be conducted in Spanish (8 %)</i>	80
<b>Homework:</b> (Lec) 15 Interpreting in Healthcare Settings bilingual reports worth 10 points each (No make up homework) (15 %)	150
<b>Quizzes:</b> (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 %)	150
<b>Portfolio:</b> (Lab) worth 50 points (translation and review of journal articles, handouts, magazines, newspapers, etc...) (10 Medical Exams Machines, 10 Medical Procedures, 10 OTC Medicines, 10 Wellbeing & Lifestyle Activities, and 10 Healthcare Specialties)(5 %)	50
<b>2 Group Debates:</b> worth 18 points each. Engagement in the pros and cons of health topics, discussion of advantages and disadvantages to make sensible decisions. (4%)	36
<b>Attendance:</b> 1 point for each day of attendance. (3%)	34

**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 SYLLABUS  
**COURSE SCHEDULE**

**WEEK 1**

Jan.8 (M) LEC- (MANDATORY) PROGRAM ORIENTATION & PERSONAL REFLECTION  
Distribution and review of course syllabus, the basics of communication, Latin roots, prefixes and suffixes & usage in medical terminology, E-Books,

Jan. 10 (W) LAB- The Cardiovascular System (Pg. 1-23) review (definitions, diseases associated & development, treatments and procedures) and Role-Play Scenario, Homework Format, Greek and Latin roots, prefixes and suffixes & usage in medical terminology,

**WEEK 2**

Jan. 15 (M) LEC- **MARTIN LUTHER KING JR. HOLIDAY - CAMPUS CLOSE**

Jan. 17 (W) LAB- The Cardiovascular System (Pg. 24-46) review (definitions, diseases associated & development, treatments and procedures) and Role-Play Scenario, Greek and Latin roots, prefixes and suffixes & usage in medical terminology, Homework #1, Quiz 1

**WEEK 3**

Jan. 22 (M) LEC- Diagnostics (Pg. 47-98) (definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 1 (A) Program Overview, Homework #2

Jan. 24 (W) LAB- Diagnostics (Spanish vocabulary, diagram(s), sight translation and Role-Play), Review of Portfolio Guidelines, Review of Individual PPTs Guidelines & Calendar of Presenters, Quiz 2

**WEEK 4**

Jan. 29 (M) LEC- Embryology (Pg. 99-132) (definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 1 (B) Importance of Trained Healthcare Interpreters, Homework #3

Jan. 31 (W) LAB- Embryology (Spanish vocabulary, diagram(s), sight translation and Role-Play), Quiz 3

**WEEK 5**

Feb. 5 (M) LEC- Endocrine & Exocrine (Pg. 133-178) & Risks of Obesity (definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 1 (C) Different Types of Language Services, Homework #4

Feb. 7 (W) LAB- Endocrine & Exocrine & Risks of Obesity (Spanish vocabulary, diagram(s), sight translation and Role-Play), Review of Portfolio-Module 1, Quiz 4



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**WEEK 6**

Feb. 12 (M) LEC- Eye (Pg. 179-208) & Gastrointestinal (Pg. 209-256) definitions, diseases associated & development, treatments and procedures, Spanish vocabulary, diagram(s), Sight translation and Role-Play, Principles of Interpreting: Module 2 (A) Barriers to Communications, Homework #5 & Homework #6

Feb. 14 (W) LAB- General Eye and Gastrointestinal (Spanish Vocabulary, Diagram(s), Sight Translation and Role-Play) Group 1 PPTs,

**WEEK 7**

Feb. 19 (M)- **WASHINGTON DAY HOLIDAY - CAMPUS CLOSE**

Feb. 21 (W) LAB- The Dangers of Alcohol (definitions, diseases associated & development, treatments and procedures, Spanish vocabulary, diagram(s), sight translation and Role-Play), Principles of Interpreting: Module 2 (B) Interpreter Roles, Group 2 PPTs, Quizzes 5 and 6

**WEEK 8**

Feb. 26 (M) LEC- General Pediatrics (Pg. 257-288) (definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 2 (C) Modes of Interpreting, Homework #7

Feb. 28 (W) LAB- General Pediatrics (Spanish vocabulary, diagram(s), sight translation and Role-Play), Group 3 PPTs, Review of Portfolio-Module 2, Quiz 7

**WEEK 9**

Mar. 4 (M) LEC- Genetics (Pg. 289-294) (definitions, diseases associated & development, treatments and procedures), Homework #8

Mar. 6 (W) LAB- Genetics (Spanish vocabulary, diagram(s), sight translation and Role-Play), Distribution of Cultural Projects and Team Calendars, and Distribution of Debate Topic 1 & 2 and Teams, Group 4 PPTs, Quiz 8

**WEEK 10**

Mar. 11 (M) LEC- Immune System (Pg. 309-348) and Lymphatic System (pg. 373-392) (definitions, diseases associated & development, treatments and procedures) Homework #9

Mar. 13 (W) LAB- Immune System (Spanish vocabulary, diagram(s), sight translation and role-play), Group 5 PPT, Portfolio-Module 3, Quiz 9



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**WEEK 11**

Mar. 18 (M) LEC- Hospice Services (Pg. 295-308), (definitions, diseases associated & development, treatments and procedures, Spanish vocabulary, diagram(s), sight translation and Role-Play), & Group 6 & 7PPTs, Homework #10, Quiz 10, Midterm Review

Mar. 20 (W) LAB- **MID-TERM EXAM**

**WEEK 12**

Mar. 25 (M) **SPRING BREAK - CAMPUS CLOSE**

Mar. 27 (W) **SPRING BREAK - CAMPUS CLOSE**

**WEEK 13**

Apr. 01 (M) LEC- Kidneys (definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 3 (A) Standards of Practice, Homework #11

Apr. 03 (W) LAB- LAB- Kidneys (Spanish vocabulary, diagram(s), sight translation and Role-Play), Quiz 11

**WEEK 14**

Apr. 08 (M) LEC- Men's Health (definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 3 (B) Protocols for Managing the Session, Homework 12,

Apr. 10 (W) LAB- Men's Health (Spanish vocabulary, diagram(s), sight translation and Role-Play), Team 1 Cultural Project Presentation, Quiz 12

**WEEK 15**

Apr. 15 (M) LEC- Musculoskeletal System (anatomy and physiology, definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 3 (C) Role Conduit, Homework 13,

Apr. 17 (W) LAB- Musculoskeletal System (Spanish vocabulary, diagram(s), sight translation and Role-Play), Team 2 Cultural Project Presentations, Review of Portfolio-Module 4, and Teams, Quiz 13

**WEEK 16**

Apr. 22 (M) LEC- Newborn & Intensive Care Nursery (Pg. 469-506) (definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 3 (D) Role of Clarifier, Homework 14,

Apr. 24 (W) LAB- Newborn & Intensive Care Nursery (Spanish vocabulary, diagram(s), sight translation and Role-Play), Team 3 Cultural Project Presentations, Quiz 14



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**WEEK 17**

Apr. 29 (M) LEC- Respiratory System (Pg. 535-570) & The Dangers of Smoking (definitions, diseases associated & development, treatments and procedures), Principles of Interpreting: Module 3 (E) Public Speaking, Homework 15,

May 01 (W) LAB- Respiratory System & The Dangers of Smoking (Spanish vocabulary, diagram(s), sight translation and Role-Play), Team 4 Cultural Project Presentations, Quiz 15

**WEEK 18**

May 6 (M) LEC- Obstetrics & High-Risk Pregnancy (Pg. 507-534) and Women's Health (Pg. 571-606) (definitions, diseases associated & development, treatments and procedures), Spanish vocabulary, diagram(s), sight translation and Role-Play Principles of Interpreting: Module 3 (F) Memory Development,

May 8 (W) LAB- Guest Speaker (s), Portfolio-Module 5, DEBATE 1 & 2

**WEEK 19**

May 13 (M) LEC- Portfolio Feedback & Final Exam Review

May 15 (W) LAB- **FINAL EXAM**

**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.

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



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WEEK #	DATE	HOMEWORK	QUIZES	POWER POINTS	PORTFOLIOS	DEBATE	EXAMS
WEEK 1	01-08	<b>Mandatory Program Orientation SPRING 2023</b>					
	01-10						
WEEK 2	<b>01-15</b>	<b>MARTIN LUTHER KING JR. HOLIDAY – CAMPUS CLOSE</b>					
	01-17	#1 (Cardiovascular)	1				
WEEK 3	01-22	#2 (Diagnostics)					
	01-24		2				
WEEK 4	01-29	#3 (Embryology)					
	01-31		3				
WEEK 5	02-05	#4 (Endocrine & Exocrine)			M1 – Medical Exam Machines		
	02-07		4				
WEEK 6	02-12	#5 (Eye) & #6 (Gastrointestinal)					
	02-14			Group 1			
WEEK 7	<b>02-19</b>	<b>WASHINGTON DAY HOLIDAY – CAMPUS CLOSE</b>					
	02-21		5 & 6	Group 2			
WEEK 8	02-26	#7 (General Pediatrics)					
	02-28		7	Group 3	M2 – Medical Procedures		
WEEK 9	03-04	#8 (Genetics)					
	03-06		8	Group 4		Distribution of topics & teams	





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WEEK #	DATE	HOMEWORK	QUIZES	POWER POINTS	PORTFOLIOS	DEBATE	EXAMS
WEEK 10	03-11	#9 (Immune System)					
	03-13		9	Group 5	M3 – OTC Medicines		
WEEK 11	03-18	#10 (Hospice)	10	Group 6 & 7			<i>Midterm Review</i>
	<b>03-20</b>						<b>MIDTERM</b>
WEEK 12	<b>03-25 to 03-29 SPRING BREAK – CAMPUS CLOSE</b>						
WEEK 13	04-01	#11 (Kidneys)					
	04-03		11				
WEEK 14	04-8	#12 (Men's Health)					
	04-10		12	Team 1 Cultural Project Presentation			
WEEK 15	04-15	#13 (Musculoskeletal)					
	04-17		13	Team 2 Cultural Project Presentation	M4 – Wellbeing & Lifestyle		
WEEK 16	04-22	#14 (Newborn & ICN)					
	04-24		14	Team 3 Cultural Project Presentation			
WEEK 17	04-29	#15 (Respiratory)					
	05-01		15	Team 4 Cultural Project Presentation			
WEEK 18	05-06						
	05-08				M5 – Healthcare Specialties	Debates 1 & 2	
WEEK 19	05-13				FINAL Portfolio Feedback		<i>Final Review</i>
	<b>05-15</b>						<b>FINAL</b>