

CD 230
Medical Interpreting Skills.
Fall 2010
Instructor: Juan F. Gutiérrez MD. MA. MPH.

Phone: 270-745-3325; Fax: 270-745-5928

Synchronous Chat Time: Every other Tuesday 8:00 PM

Texts:

- Patrie, Carol J. Consecutive Interpreting From English ISBN # 0-91503593-6
- Patrie, Carol J. Simultaneous Interpreting From English ISBN #1-58121-106-6
- Bantam Medical Dictionary ISBN: 060603045X

Recommended Texts:

- Angelli, Claudia V. Medical Interpreting and Cross Cultural Communication ISBN 0 521 83026 5
- Abadia-Barrero, C., Rowinsky, O., Hausmann, J., et al. (2003). Errors in medical interpretation: Our concerns for public health and a call for caution. *Pediatrics*, 111(6), 1496-1497.
- Avoid trouble by using right interpreter for job: Match for fluency, age, expertise. (2000, March). *TB Monitor*, 7(3), 24, 31.
- Baker, D. W., Hayes, R., & Fortier, J. P. (1998). Interpreter use and satisfaction with interpersonal aspects of care for Spanish-speaking patients. *Medical Care*, 36(10), 1461-1470.
- Baker, D. W., Parker, R. M., et al. (1996, March 13). Use and effectiveness of interpreters in an emergency department. *JAMA: The Journal of the American Medical Association*, 275(10), 783-788.
- California Healthcare Interpreters Association. (2003). *California Standards for Healthcare Interpreters*. Woodland, CA: California Endowment.

- Flores, G. (2005). The impact of medical interpreter services on the quality of health care: A systematic review. *Medical Care Research and Review*, 62, 255-99.

Catalogue Course Description:

This class introduces and builds up the skills necessary for a bilingual student to become a professional medical interpreter. It extensively studies the role of the professional medical interpreter as a member of the treating team as well as the alternative roles of the interpreter as patient navigator or patient advocate in today's socio-economic and socio-linguistic environment in America. It also overviews the modes of interpreting in health care and includes extensive practice of basic and advanced interpreting techniques, including consecutive and simultaneous interpreting, sight translation, techniques for memory development, note taking and summarization, as well as building up accuracy and fidelity.

Modes of Instruction and Communication:

This course entirely provided via online lectures, cooperative learning groups, internet exploration, independent learning activities and assigned readings. Your WKU email address is the **ONLY** one to which class correspondence will be sent. You are responsible for checking your email and Blackboard regularly.

Learning Objectives:

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

1. Understand the main elements involved in human communication as they apply to the interpreting task
2. Understand the most important theoretical models of interpreting developed by practitioners of conference interpreting and adapted to the medical setting
3. Understand how to judge the fidelity of translations and interpreted discourse
4. Improve sight translation skills in medical topics.
4. Improve listening and analytical skills
5. Develop techniques for expanding the capacity of the short-term memory and for improving expressive abilities in both languages
6. Practice consecutive interpreting
7. Practice simultaneous interpreting
8. Conduct simulated medical interpreter sessions using appropriate interpreter skills in English and in the target language
9. Understand the basic roles of the medical interpreter and the concept of incremental intervention.
10. Understand the role of health literacy as a barrier to communication in health care.
11. Understand and practice the role of the medical interpreter as a patient navigator.
12. Understand and practice the role of the medical interpreter as a patient advocate.

The following is a tentative itinerary and topic schedule. Week	TOPIC	READING
Week I	Introduction	The Basic Role of the Medical Interpreter. Barriers To Communication
Week II	The Basics	Role of the medical interpreter, incremental intervention, modes of interpreting.
Week III	The Codes of Ethics	IMIA & NCJHC Codes of Ethics.
Week IV	Legislation	CLAS Standards, Title VI
Week V	The Roles of the Medical Interpreter	Being a conduit, being a clarifier, the pre-session,
Week VI	Errors in Interpretation	Errors in interpretation
Week VII	Consecutive Interpretation	Introduction to consecutive interpreting, intralingual skills. (Units 1-2)
Week VIII	Process	Listening (unit 3), Note taking (unit 4), memory development (unit 5), reformulation (unit 6)
Week IX	Bridging to Simultaneous	Bridging to simultaneous (unit 2)
Week X	Comprehension and Transfer.	Comprehension (unit 4), Transfer (unit 5).
Week XI	Monitoring/Correction	Monitoring/Correction (unit 7). Exercises from unit 6, Reformulation.
Week XII	Introduction to Sight Translation	Sight Translation.
Week XIII	The Cultural Clarifier and the Advocate	The Cultural Clarifier (refresher), Advocacy
Week XIV	Continuing education, Practice exercises.	Continuing education resources, Practice Exercises
Week XV	Final Exam	Online Final Exam

Evaluation of Student Achievement:*Attendance and Discussion Board (20%)*

Students are expected to attend and participate in online discussions as well as access lectures and assignments posted on Blackboard. Students are expected to make one post per week using the Discussion Board feature of Blackboard. Posts may be either original posts or they may be response posts. Questions and or comments posted should be relevant to the topic and contribute to the discussion at hand. Students are expected to focus on the quality and relevance of their posts.

Practice Exercises (20%)

Students will perform assigned practice exercises and track their progress using the progress tracking sheet on the textbook.

Blackboard Assignments (20%)

Students will complete various assignments throughout the semester for a total of 20% of the possible points.

Final Exam (40%)

Students will take a final exam online, consisting on multiple choice and short essay questions, based on simulated bilingual cross cultural health care scenarios.

Grading Scale:

Grades are based on the total percentage of points earned. This means that your grade equals earned points/total points. There are 500 total points possible. Grading is as follows:

A 93-100% (463-500)

B 85-93% (423-462)

C 77-84% (383-422)

D 69-76% (343-382)

F 68% and below (342pts and below).

Technology Management:

This course will be presented using Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student ***word processing software is compatible with that used by the University***; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved; this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. Please familiarize yourself with the business hours of WKU's IT help desk as well as the website and alternative means of communication with the IT department.

The IT Help Desk can be reached at 270-745-7000.

Policies:*Attendance and Classroom Participation*

Attendance and classroom participation are essential for the successful completion of this course. Feel free to ask questions or express concerns outside of the class structure. However remember that if you have questions, others may have similar concerns so please post to the discussion board when applicable. Asking questions on discussion board will help facilitate your learning and often stimulate discussion. Collaboration with each other is encouraged

outside of class times. There will be point deductions for tardiness. There is no opportunity for make-up work.

Plagiarism: *From the Faculty Handbook:* To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Contact David Coffey at 270 745 5004 or david.coffey@wku.edu.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Grievance: The Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Complaints about programs must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. The University's Grievance Policy is specified at the following URL: <http://www.wku.edu/StuAffairs/StuLife/handbook/2004pdf/16%20Student%20Grievance%20Procedure.pdf> *"It's not what is poured into a student that counts, but what is planted."* Linda Conway