Course Syllabus

Course Number: LIN 425
Course Title: Medical Interpreting I: The Essential Piece
Number of Credit Hours: 3
Term: Spring 2017
Day and Time: Tuesdays 1-3:45 PM
Location: Payson Smith 300
Professor: Judy Shepard-Kegl
Office: 49 Exeter Street, #1
Office Hours: Tuesdays (after class)
Email Address: kegl@maine.edu

PREREQUISITE
Maine Licensure, or Permission of Instructor. Current students in the major may enroll with ASLA > 2. Spoken language interpreters can enroll if working in the field.

REQUIRED TEXTS
1. The Essential Piece, CultureSmart, Inc. (available in digitized form on BlackBoard)
4. Additional videos and digitized articles will be made available on Blackboard.

RECOMMENDED TEXTS:
1. The Human Body by Steve Parker or any comprehensive book on the structure and systems in the human body, including on-line sources. Such a text is required for Medical Interpreting II.

COURSE DESCRIPTION
This is the first in a series of three courses for medical interpreters that prepares them for written credentialing exams within the field (including the IMIA Medical Interpreting Written Test).
1. Medical Interpreting I: The Essential Piece
2. Medical Interpreting II: Interpreting Medical Terminology and body systems
3. Medical Interpreting III: Hands on observation and experience in medical contexts

COURSE OBJECTIVES
Upon completion of this course, students will be able to:
- Identify the major systems in the human body and their functions
- Identify and discuss ethical considerations particularly relevant in healthcare interpreting
- Identify and discuss health disparities and cultural issues in healthcare interpreting
- Analyze the components of taking a medical history and doing a differential diagnosis
- Understand the purpose of and interpret health forms including: consent forms, HIPAA, DNRs, Advanced Directives, and Living Wills
- Be able to identify and employ necessary precautions needed in healthcare settings
- Articulate when a medical encounter becomes a legal encounter
TECHNOLOGY CONSIDERATIONS
1. This course will use Blackboard in addition to in-class lectures --login at bb.courses.maine.edu or from the USM webpage
2. This course requires frequent and dependable access to high speed internet both for coursework and internet research
3. Students should have access to video recording/viewing equipment and be prepared to submit assignments via GoREACT accounts. These videos should be marked ‘unlisted’, not ‘private’. The GoREACT address for this course is: https://goreact.com/join/d269fffe-39db-4027-857d-0603cbaf7fab

COURSE POLICIES
1. Visual Attention to the instructor and to one's peers is essential in this class.
   - No texting during class. Please keep your phone put away unless expressly using it for medical research
   - No side conversations during class—spoken or signed.
   - Please, don’t be working on your laptop.
   - Please attend to your peers when they are asking questions or presenting in class. They are as much a source of learning as the instructor is.
2. Homework assignments must be submitted on time and in the proper format.
   - Assignments handed in after the due date will not be accepted.
   - Assignments handed in late but on the due date will receive half-credit. [Timely submission of homework is essential and prepares you for the next topic covered. I will not make exceptions in this class for any reason. So, please work a day or two ahead. Last minute illnesses or disasters will not constitute an excuse for missing assignments.]
3. Attendance is required.
   - Attendance at the midterm and presentations is mandatory.
   - Only 2 excused absences will be accepted. Please email when you will be absent. Homework must still be submitted by the deadline to be accepted.
   - Much of the material is given in class presentations, a missed class is not easy to make up. Students are welcome to office hours to go over class material and work on their projects, however, the instructor will not re-teach the class in office hours if a student is absent. You will need to get handouts and notes from fellow students.

ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>DUE</th>
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<tbody>
<tr>
<td>3 Quizzes [5 each]</td>
<td>1/31; 2/28; 4/11</td>
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<tr>
<td>Midterm</td>
<td>3/21</td>
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<tr>
<td>Body Systems Assignment</td>
<td>4/25</td>
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<tr>
<td>Interview with a Healthcare Interpreter</td>
<td>4/18 [video+journal]</td>
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<tr>
<td>Interview with a consumer you would work with about their experience as a patient</td>
<td>5/2 [video+journal]</td>
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<tr>
<td>Final Exam</td>
<td>5/9</td>
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[must get 80% for IMIA or coreCHI qualification to take national exam]

The final exam must be passed at 80% to meet one of the requirements for qualifying for the IMIA testing. Your result on your first final counts as the final score for this course (80%=100%), but students may retake the final twice (within the next 2 months) as a qualifying exam.

GRADING PROCEDURES AND CLASS SCHEDULE
LIN 425 Medical Interpreting I, Judy Shepard-Kegl
GRADE DISTRIBUTION AND COMPUTATION: I will use the following grading scale in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
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<tr>
<td>B</td>
<td>81-90%</td>
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<tr>
<td>C</td>
<td>70-80%</td>
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<tr>
<td>D</td>
<td>61-69%</td>
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<tr>
<td>F</td>
<td>&lt;69%</td>
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[repeat course]

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Module 1: Introduction to the Series</td>
<td>Activity</td>
<td></td>
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<tr>
<td>Day 1: January 17</td>
<td>Introduction to the Course and the Medical Interpreting Series Resources</td>
<td>Find that procedure</td>
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<tr>
<td>Day 2: January 24</td>
<td>Body Systems will be assigned today</td>
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<tr>
<td>Module 2: How to read a medical term: Medical Morphology</td>
<td>Activity</td>
<td></td>
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<tr>
<td>Day 2: January 24</td>
<td>Stems, Roots and links</td>
<td>Terminology Bee</td>
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<tr>
<td>Module 3: Medical Interpreting Code of Ethics; Selected Standards of Practice</td>
<td>Activity</td>
<td></td>
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<tr>
<td>Module 4: Overview of the U.S. Health Care System</td>
<td>Activity</td>
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<tr>
<td>Day 4: February 7</td>
<td>Admission forms; consent forms, HIPAA, DNR, Living Will, Advanced Directives</td>
<td>Group work on sight interpretation</td>
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<tr>
<td>Module 5: Healthcare Disparities</td>
<td>Film</td>
<td></td>
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<td>February Break Feb 21</td>
<td></td>
<td></td>
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<tr>
<td>Module 6: Fund of Knowledge</td>
<td>Activity</td>
<td></td>
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<tr>
<td>Day 6: February 28</td>
<td>What does the patient bring to the table? “Take a deep breath and hold it” “You have fluid in your lungs?”</td>
<td>Quiz #2 on disparities and Healthcare Codes of Ethics</td>
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<tr>
<td>Module 7: Medical Culture</td>
<td>Activity</td>
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<tr>
<td>Day 7: March 7</td>
<td>What am I culturally mediating? And for whom? Non-compliance (Are you sure?) Beating around the bush doesn’t always cross languages or cultures You have (diabetes, cancer, congestive heart failure, HIV)</td>
<td>Confirming understanding and who does the expansion?</td>
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<tr>
<td>Module 8: Seeing an event through a different Lens</td>
<td>DISCUSSION</td>
<td></td>
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<tr>
<td>Day 8: March 14</td>
<td>Worlds Apart: The Mohammed Kochi Story (discussion) The Justine Chitsena Story (discussion) Take-home Midterm given out that is due next week</td>
<td>Identifying the issues; Body System draft due</td>
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<tr>
<td>Module 9: Alternative Medicine; Socioeconomic Factors</td>
<td>DISCUSSION</td>
<td></td>
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<tr>
<td>Day 9: March 21</td>
<td>Worlds Apart: The Alicia Mercado Story (discussion) For today’s class, please bring in your family remedies March break is next week March 28.</td>
<td>Take home midterm due</td>
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<tr>
<td>Module 10: Heath Care Interpreter Panel</td>
<td>Assignment</td>
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<tr>
<td>Day 10: April 4</td>
<td>(Interpreting in Mental Health Settings; if panel falls through) Be prepared with questions for a panel of Healthcare interpreters working in spoken languages</td>
<td>Questions for panel</td>
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<thead>
<tr>
<th>Module 11: Medical interpretation must be visually coherent</th>
<th>DISCUSSION</th>
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<tr>
<td>Day 11: April 11</td>
<td>How much can you point? Using Classifiers, Size and Shape Specifiers and Verbs of Motion/Location to lay out body systems in 3-D space: The brain, the heart, the eye The endocrine system (a sample description)</td>
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<tr>
<th>Module 12: Working to make it make sense</th>
<th>DISCUSSION</th>
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<tr>
<td>Day 12: April 18</td>
<td>Breaking the interpretation into “byte-sized” pieces: Edema Pulmonary Hypertension The Sliding Scale in Diabetes Treatment The what, the where, the how and the why Metaphors Examples</td>
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<thead>
<tr>
<th>Module 13: How are you feeling? Interpreting Symptoms</th>
<th>DISCUSSION</th>
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<tbody>
<tr>
<td>Day 13 April 25</td>
<td>Interpreting sensations, emotions, and pain The brain, the heart, the eye The endocrine system (a sample description)</td>
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<tr>
<th>Module 14:</th>
<th>Final</th>
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<tr>
<td>Day 14: May 2</td>
<td>Designated Interpreters: What about when the doctor needs an interpreter?</td>
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<thead>
<tr>
<th>FINAL</th>
<th>FINAL EXAM (2 hours during our regular class time)</th>
<th>FINAL</th>
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<tr>
<td>Tuesday May 9 10:45-12:45</td>
<td>The final will take the full two hours. It is comprehensive and is predetermined by required topics and distribution for a qualifying exam to take the IMIA/CoreCHI written test. Your grade is based upon the first final. To fulfill the requirement for IMIA you need to pass with a 80% or better and you are entitled to two more tries before the end of September You also must complete the terminology project in Medical Interpreting II</td>
<td>The final is comprehensive 10:45-12:45</td>
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Resources worth checking out:
ASL Cancer Education: [http://cancer.ucsd.edu/coping/resources-education/deaf-info/Pages/default.aspx](http://cancer.ucsd.edu/coping/resources-education/deaf-info/Pages/default.aspx)
ASL Medical Glossary: [http://deafhealth.ucsd.edu/terms/index.asp#top](http://deafhealth.ucsd.edu/terms/index.asp#top)
Digiterp DVDs on Medical Interpreting: [http://minerva.stkate.edu/offices/academic/interpreting.nsf/pages/cd_roms](http://minerva.stkate.edu/offices/academic/interpreting.nsf/pages/cd_roms)

Books/Chapters for the reaction paper (Extra Credit 10 points; Pick one and write a 5 page review and time before the last day of class-before the day of the final)
LIN 425 Medical Interpreting I, Judy Shepard-Kegl
The Spirit Catches you and you Fall Down, by Anne Fadiman (whole book)
Mama Might be Better off Dead, by Laurie Kaye Abraham (whole book)
Medical Interpreting and Cross-cultural Communication, by Claudia V. Angelelli
  - Chapter 1: Questioning Invisibility
  - Chapter 2: Communication in the medical encounter
  - Chapter 3: A different set of lenses

In Our Hands: Educating Healthcare Interpreters, by Laurie Swabey and Karen Malcolm
  - Domains and Competencies for healthcare Interpreting (Swabey and Faber)
  - An Ounce of Prevention is Worth a Pound of Cure: Educating Interpreters about the Risk of Vicarious Trauma in Healthcare Settings (Bontempo and Malcolm)
  - Health Literacy and Deafness (Hedding and Kaufman)
  - Deaf Interpreters in Mental Health Settings: Some Reflections and Thoughts about Deaf Interpreter Education (Morgan and Adam)

Body Systems (Due on GoReact):
The Cardiovascular System (Ashley Boerner) Draft: Explain how blood pressure is measured
The Respiratory System (Tim Doyle) Draft: Explain what pulmonary hypertension is
The Nervous System (Katie Rossignol) Draft: Discuss the cerebral cortex
The Digestive System (Delaney Whelan) Draft: Discuss what peristalsis is
The Integumentary System (Tristen Downey) Draft: Discuss the hair and nails
The Renal System (Urinary System) (Anna Flanagan) Draft: What’s a kidney stone and how do you get rid of it?
The Endocrine System (Jeremy Michaud) Draft: What does the pituitary gland do?
The Female Reproductive System (Gabrielle Nelson) Draft: Discuss a pap smear and what it is for.
The Male Reproductive System (Noah Bishop) Draft: How are sperm created and how do they travel through the reproductive system?
Ear (vestibular), Nose, and Throat (Margaret Jordan) Draft: Describe the larynx and vocal cords
Rheumatology: Ligaments and Tendons (Tyler Crysler) Draft: Describe the difference between a ligament and a tendon.
Rheumatology: Joints (Lindsey Schrieber) Draft: Describe the knee joint
The Ocular System (Becca Joy Fransman) Draft: Describe the right and left visual fields and they communicate with the brain
The Auditory System (Alex Schofield) Draft: Describe how the ear functions as a transducer
Gestation and Birth (Maegan Evans-Walden) Draft: Describe dilation and crowning
The Lymphatic System (Bethany Petritsch) Draft: Describe what a sentinel node study is
The Skeletal System (Nicole Monroe) Draft: Describe the skeletal structure of the upper limb (shoulder to fingers)
The Immune System (Sean Fletcher) Draft: How does the spleen work?
The exocrine system (if someone new) Draft: Describe the pancreas and its role as both and endocrine and exocrine gland.