



SPAN 4343-001 Interpreting in Medical Settings
Fall/ 2017

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Office Hours: Monday and Wednesday from 7:55a.m. to 8:55a.m. and by appointment.

Section Information: SPAN 4343-001

Time and Place of Class Meetings: Monday, Wednesday and Friday 9:00 a.m. to 9:50 a. m. LAC

Description of Course Content: A study of different types of interpretation. Medical terminology in English and Spanish will be addressed with special emphasis on the diverse roles of medical interpreters as well as various locations where they are needed, such as hospital clinics, doctor's offices, and hearings that deal with medical issues. Ethical standards of practice in legal interpreting will be examined. Prerequisite: SPAN 3341 with a grade of B or better.

Student Learning Outcomes:

- Understand translation and/or interpreting as a social and professional activity of intercultural communication.
- Identify interpreting in its social context.
- Know professional interpreting market.
- Know and apply the different basic professional interpreting tools.
- Analyze different interpreting situations.
- Analyze texts and/or discourses before interpreting them with a specific aim.
- Develop the ability to identify appropriate documentation resources and to be able to measure their reliability and to use them.
- Understand the importance of the textual conventions for interpreting decisions.
- Develop the intercultural competence through the identification of cultural problems and through the research of appropriate solutions.
- Develop self-concept as an interpreter and the security of the own work done.
- Develop interpersonal competence and the ability to work in groups.



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In order to achieve this, students will:

- learn about the healthcare system in the United States, Mexico, Spain, among others.
- learn about the different venues where medical interpreters intervene.
- learn basic interpretation theory and how that theory is applied to the delivery of competent, accurate interpretations.
- be able to perform competent, accurate interpretations in the consecutive and bilateral modes in medical settings.
- be able to sight translate short medical documents.
- be able to understand what elements are necessary to provide a competent interpretation, and be able to critique interpretations by their peers.
- understand the ethical consequences surrounding interpreting.

Required Textbooks and Other Course Materials:

Downie, Jonathan (2016). *Being a Successful Interpreter. Adding Value and Delivering Excellence*. Routledge: New York.

Additionally, the instructor will provide interpreting material (readings, audios, links to online references, etc.). All this material will be provided and made available through Blackboard.

Descriptions of major assignments and examinations:

- Students are responsible for the reading to be discussed in class and students will also be responsible for working each day outside of class to learn as much as possible about the field of Legal Settings through readings, assignments and research that they will share in class.
- Students will be asked to prepare written answers about the assigned reading and turn them in via Blackboard.
- The professor will collect and grade interpretations and homework throughout the semester.
- No late homework will be accepted.
- Students should be prepared to interpret in class.
- Students' active and consistent participation will be required during each class period.
- Students will review the theoretical concepts debated in class and be able to discuss them.
- This class will also require significant amounts of memorization to learn the active vocabulary.
- There will be several class discussions, a midterm (a consecutive exercise SP-EN), a sight translation exam (EN-SP) and a bilateral examination (all of them will be audio recorded). Please, see **Grading section** for more details.
- How to submit your assignments on Blackboard:
http://ondemand.blackboard.com/r91/movies/bb91_student_submit_assignment.htm

SPAN 4343-001 is a SERVICE LEARNING course. Participation in service learning is voluntary¹. Students have the opportunity to participate in Service Learning at Children's Health Dallas.

¹ Students who are not willing to participate in the service learning will have an alternative commission explained the first day of class.



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Attendance: At The University of Texas at Arlington, attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this course, I have established the following attendance policy. Attendance is mandatory. **After two absences the student's grade will be lowered 2% for each absence.** Participation is mandatory; if the student doesn't participate on a daily basis his/her grade will be affected significantly. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Other Requirements: Common Courtesy. Please do not enter class late. Every third tardy (10 minutes late) will count as one absence. *Please, turn off your cell phone before entering class.*

Grading:

- Homework: 15%.
- Service learning (site visits + reflective journal: shadowing a medical interpreter, individual tasks)²: 40%.
- Midterm exam: 20%.
- Sight translation exam: 10%.
- Final Exam: 15%.

Make-up Exam Policy: There are no make-up exams except in cases of demonstrable emergencies.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional **6 hours** per week of their own time in course-related activities, including reading required materials, research, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalogue. http://web.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or

² Or alternative commission (40%).



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withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*



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Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of



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this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located towards the left of the classroom at the end of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Course Schedule³ (Tentative)

Interpreting in the Medical Setting		
Fall 2017 ⁴		
First day of classes	Friday August 25	<ul style="list-style-type: none">▪ Introduction to the course: course structure.▪ How to be successful: Working in class and at home!▪ How is the course going to be assessed?▪ Self-assessment, peer-assessment, continuous assessment and documentation process explained.▪ Glossaries.

³ TBA. Melina Kolbeck's talk: the job of the medical interpreter at Children's Health. Melina K. is the Director for Language Access Services at Children's Hospital.

⁴ TBC. Date of the hospital tour (Children's Health in Dallas).



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WEEK 1

Monday August 28	TAV: The organisation of the body <i>@Home Cómo aumentar tu vocabulario.</i> <i>Blackboard</i>
Wednesday August 30	<i>On-line session</i> Introduction to the work of the interpreter in Medical Settings (reading) session 1: role, training, mission, accreditation, responsibilities and different contexts (U.S.A., Texas, Mexico, Spain, among others). <i>@Home Cómo aumentar tu vocabulario.</i> <i>Blackboard</i> <i>Blackboard "Increasing my medical knowledge".</i>
Friday September 1	<i>On-line session</i> The work of the interpreter in Medical Settings (reading) session 2: role, training, mission, accreditation, responsibilities and different contexts (U.S.A., Texas, Mexico, Spain, among others). <i>@Home Cómo aumentar tu vocabulario.</i> <i>Blackboard</i> <i>Blackboard "Increasing my medical knowledge".</i>

WEEK 2

Monday September 4	<i>Labor day.</i>
Wednesday September 6	TAV: Measuring blood pressure <i>Blackboard "Increasing my medical</i>



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knowledge”.

Friday September 8

TAV: The pancreas

Blackboard “Increasing my medical knowledge”.

WEEK 3

Monday September 11

TAV: Standing and walking

Blackboard “Increasing my medical knowledge”.

@Home Cómo aumentar tu vocabulario.

Blackboard

Wednesday September 13

TAV: Standing and walking

Blackboard “Increasing my medical knowledge”.

@Home Cómo aumentar tu vocabulario.

Blackboard

Friday September 15

Consecutive interpretation: “Hypertension”.

Blackboard “Increasing my medical knowledge”.

@Home Cómo aumentar tu vocabulario.

Blackboard

In class. Increasing my medical knowledge
“Cells and Tissues”

WEEK 4

Monday September 18

In class. Increasing my medical knowledge

“Homeostasis and Metabolism”

The work of the interpreter in Medical Settings
(reading).

Preparation of Bilateral 1.

@Home Cómo aumentar tu vocabulario.

Blackboard



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Blackboard "Increasing my medical knowledge".

Wednesday September 20

Bilateral 1: "Medical History".

Blackboard "Increasing my medical knowledge".

@Home Cómo aumentar tu vocabulario.

Blackboard

In class. Increasing my medical knowledge "The Integumentary System"

Friday September 22

Bilateral 1: "Medical History".

Blackboard "Increasing my medical knowledge".

@Home Cómo aumentar tu vocabulario.

Blackboard

In class. Increasing my medical knowledge "The Skeletal System"

WEEK 5

Monday September 25

Consecutive interpretation: "Hipertensión".

In class. Increasing my medical knowledge "The Muscular System"

Wednesday September 27

Consecutive interpretation: "Prozac Discussion".

In class. Increasing my medical knowledge "The Nervous System"

Friday September 29

On-line session

The work of the interpreter in Medical Settings (reading).

Blackboard "Increasing my medical knowledge".

WEEK 6

Monday October 2

The work of the interpreter in Medical Settings



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(reading).

In class. Increasing my medical knowledge “The Autonomic Nervous System”

In class. Increasing my medical knowledge “The Circulatory System”

Wednesday October 4

Midterm: terminology and medical knowledge.

Friday October 6

Preparation of bilateral 2.

Blackboard “Increasing my medical knowledge”.

In class. Increasing my medical knowledge “The Lymphatic/Immune System”.

WEEK 7

Monday October 9

Bilateral 2: “Hospital Admissions”.

Blackboard: interpreting exercise (+ self-assessment).

In class. Increasing my medical knowledge “The Respiratory System”.

Wednesday October 11

TAV: The spleen

The work of the interpreter in Medical Settings (reading).

In class. Increasing my medical knowledge “The Digestive System”.

Friday October 13

Blackboard:

- How to become an accredited Medical Interpreter (in the U.S.A.)?
- Code of ethics for interpreters in the health care in the U.S.A.



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TAV. From theory to practice: sight translation

“About Your Asthma Inhaler”.

Blackboard “Increasing my medical knowledge”.

In class. Increasing my medical knowledge “The Urinary System”.

WEEK 8

Monday October 16

The work of the interpreter in Medical Settings (reading).

TAV: The heart; structure and functions

Preparation of bilateral 3.

In class. Increasing my medical knowledge “The Reproductive System”.

Wednesday October 18

Bilateral 3: “Getting a Prescription”.

In class. Increasing my medical knowledge “The Endocrine System”.

Friday October 20

Bilateral 3: “Getting a Prescription”.

Blackboard “Increasing my medical knowledge”.

In class. Increasing my medical knowledge “The Human Life Cycle”.

WEEK 9

Monday October 23

Sight translation: “Patient Information Form”.

In class. Increasing my medical knowledge “Cross-sectional Anatomy”.

Wednesday October 25

Assignment: Mapping strengths and weaknesses.

Friday October 27

Discussion session.

The work of the interpreter in Medical Settings



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(reading).

Blackboard "Increasing my medical knowledge".

WEEK 10

Monday October 30	Sight translation: "The Immune System".
Wednesday November 1	On-line session: Preparation of bilateral 4 (laboratory tests)
Friday November 3	On-line session: TAV: the biochemical examination of urine <i>Blackboard "Increasing my medical knowledge".</i>

WEEK 11

Monday November 6	Bilateral 4: "Laboratory Tests".
Wednesday November 8	Bilateral 4: "Laboratory Tests".
Friday November 10	Developing all-round education: session outside the classroom setting (if ) <i>Blackboard: reflection.</i>

WEEK 12

Monday November 13	Sight translation: "Consent for Testing Blood to Detect Antibodies to the HIV Virus". Preparation of bilateral 5.
Wednesday November 15	Bilateral 5: "Pediatrician".
Friday November 17	Bilateral 5: "Pediatrician".

WEEK 13

Monday November 20	Sight translation: "Physical Changes during Pregnancy".
Wednesday November 22	Exam: Sight translation.



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Friday November 24	No class, Thanksgiving break.
WEEK 14	
Monday November 27	Bilateral: revision session.
Wednesday November 29	Bilateral: revision session.
Friday December 1	Bilateral: revision session.
WEEK 15	
Monday December 4	Assignment: Mapping strengths and weaknesses.
Wednesday December 6	Revision session.
Final exam	
December TBA	Final exam.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Ana Gregorio-Cano

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.
