

SYLLABUS: TRANSLATION IN HEALTHCARE
TRAN 4385/5385
Fall 2023

I. Course and Instructor Information:

Instructor: Dr. Laura E. Mendoza.

Office: Graham Hall, Room 209

Office Hours: Constantly available via Microsoft Teams (text messages/audios) and email at lemendoza2@utep.edu. (Monday – Friday during working hours).

***To schedule a synchronous video conference, please email instructor in advance. ***

II. Course Description:

This course is meant to be a guide for all those who are working or wishing to work around the healthcare professions. The class presents a wide- angle approach: Medical Spanish for physicians, nurses, pharmacy, medical students, professional interpreters or translators and students in healthcare settings. This course enables the students interested in the medical area to have a good general understanding of what doctors and other health professionals are talking about when they have an interview with the patients or when they explain a patient's condition. This course is intended to give all students basic insights into the health system, as well as anatomy, physiology, and common disorders in the target language. As an online course, you will be able to contact the instructor via UTEP's official email and Microsoft Teams (lemendoza2@utep.edu).

III. Course objectives and outcomes:

The goal of this course is to enable the students to do their job with a better knowledge of the subject area (Medical Spanish). The course aims to provide students with a good basis for ongoing self- and professional development and move to an overview of what skills, abilities and knowledge healthcare professionals need to possess. The main goal is the effective, appropriate, and relevant written and oral Spanish communication between the health professionals and the receptor: The patient.

The course is divided in three sections:

1. An overview of various settings. ER, outpatient surgery, and clinical visits.
2. Chapters dedicated to medical specialties. The student will be able to conduct a medical interview with patients in Spanish, give advice in the target language and create writing papers (information, forms of consent, recommendations etc.) in the different specialties.
3. All this will be followed by a look at the Latin and Greek roots which are the building blocks of much of the terminology. The goal: Build up the necessary vocabulary, a Spanish-English glossary, with appropriate and relevant Spanish terminology.

Methodology:

Content- based language teaching, a continuum of content and language interaction.

The course engages the learner in actual, substantive, and relevant content. The syllabus is organized into areas that introduce key infrastructural and cultural readings that encompass the objectives in the classroom with the real world.

The student-centered approach includes: Class presentations, dialogues, case studies, and Spanish vocabulary for professionals in the healthcare field.

Immersion:

1. Subject course taught in L2 (Spanish).
2. Language classes based on themes.
3. Language classes with frequent use of content for practice.
4. Thematic units (medical content- related).
5. Multi-disciplinary activities used to improve language proficiency.

Functional:

1. Target language: Spanish technical medical vocabulary versus colloquial vocabulary.

IV. Grading and Assignments:

The assignments are:

Glossary	10%
Videos	35%
Participation (regular short assignments)	10%
Discussion Boards	(5 % each) 20%
Writing and translation assignments	15%
Final Exam	10%
Total	100%

Grade Distribution:

100 – 90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

Care has been taken to provide information which may prove useful to students in the U.S. and Spanish – speaking countries. This course addresses the topic of immigrants or refugees’ traditional cultural values around the healthcare professions, ethics, and cross-cultural communication. The class addresses specific importance to the ethical topic, the student will write, translate and interpreter ethically and responsibly in both languages.

Society for Technical Communication. (1998). *Ethical Principles*.

<https://www.stc.org/about-stc/ethical-principles/>

American Association of translators. (2010). *Code of Ethics and Professional Practice*.

https://www.atanet.org/governance/code_of_ethics.org

Bolaños Cuéllar, S. (2009). *Sobre la ética en la comunicación intercultural: el caso de la traducción*. (Ethics in Intercultural Communication: The Case of Translation).

The activities included in this course ensure that students learn the material and be capable of analyzing and applying the oral and written Spanish vocabulary and that of their peers. The score will include drafts, discussion posting, peer reviews, one interview and the final exam.

V. Text and Materials:

Pilar Ortega, MD. *Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish*. 2nd Edition.

Spanish and the Medical Interview 2nd Edition A Textbook for Clinically Relevant Medical Spanish

Authors: Pilar Ortega
eBook ISBN: 9780323371551

Recommended Books:

Introduction to Healthcare for Spanish-speaking Interpreters and Translators.
Ineke H.M.Crezee, Holly Mikkelson and Laura Monzon-Storey (2015)
John Benjamins Publishing Company.

Reiss, K. (2000). Type, Kind and Individuality of text: Decision making in Translation. In L. Venuti (Ed.), *The translation studies reader* (pp. 160-172). London: Routledge.

*The students need access to the Internet and Blackboard since all assignments will be submitted electronically.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard Learning Management System. Ensure your UTEP e-mail account is working and that you have access to the Web browser. When having technical difficulties, update your browser or try switching to another browser. You will need to have access to a computer, webcam, and a microphone. Please, check that your computer hardware and software are up-to-date and able to access all parts of the course.

IMPORTANT:

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP “help desk” as they are trained specifically in assisting with technological needs of students.

ACCOMMODATIONS POLICY

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, and other beneficiaries of university programs. Students requesting an accommodation based on disability must register with the UTEP Center for Accommodations and Support Services (CASS) 915-747-5148 or email them at cass@utep.edu or apply for accommodations online via the CASS portal.

VI. Policies:

Attendance and Participation is mandatory and it is 20% of your grade (online). Students that fail to log into Blackboard for a prolonged period or fail to complete major assignments will be automatically dropped from the course.

Late assignments will be accepted but it will be graded at 20% less. Previous authorization from the instructor is required.

Any type of **cheating, plagiarism (in whole or parts) and collusion** is a violation code. All the violations will be reported to the Dean of Students and academic and academic sanction will be taken. See the official site: The office Student Conduct and Conflict Resolution (OSCCR).

The **code of conduct** will be the UTEP official code: Student Conduct and Scholastic Dishonesty.

<http://www.utep.edu/dos/acadintg.htm> for more information.

Students will be responsible for violations of copyright laws.

The University of Texas at El Paso is committed to providing for the needs of enrolled or admitted students who have disabilities under section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with accommodations should report their necessities to: CASS (Center for Accommodations and Support Services). cass@utep.edu

Instructor availability: The UTEP email address will be the best resource. The instructor will respond in the next 24 hours during working hours (Monday-Friday). Students can also contact the instructor via Microsoft Teams (text messages/audio messages). Videoconferences can be scheduled upon request. Instructor email: lemendoza2@utep.edu.

The assignments format for this course is the APA Publication Manual of the American Psychological Association (7th edition) [General Format // Purdue Writing Lab](#)

VII. Course Calendar

*Please note that your instructor may make minor changes to the calendar below. Your instructor will notify you of changes, but it is your responsibility to make note of them on your own calendar so that you do not miss anything.

Week 1	Main Assignments
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<ul style="list-style-type: none"> • Read the syllabus & see calendar • Domains and competencies for Healthcare Interpreters & Translators. Training, standards, and certifications. • Chapter 1 (reading assignment). • Greetings/Introduce yourself/Chief complaint. • El uso del tú y el usted. 	<p>Video Assignment Due: Sunday Week 1</p> <p>Please create a video in which you introduce yourself to a Hispanic patient. Don't forget to use the formal pronoun "usted". Full details provided as part of the assignment.</p>
<p>Week 2</p>	
<ul style="list-style-type: none"> • Interpreting in healthcare settings. • Chapter 2: ER, office, Hospital visit, surgical procedure. Accuracy versus body language. • (reading assignment) • Culture broker. Chapter 3 reading assignment: Interpreter codes of ethics. Triangle of communication. • Standard Spanish versus colloquial Spanish. • Fisiología del dolor/ Pain • Vital Signs/Signos vitales. 	<p>Discussion board # 1 After reading the chapters, you need to give your opinion (in a discussion board) and provide comments for at least two of your peers.</p>
<p>Week 3</p>	
<ul style="list-style-type: none"> • Medical History [Historia clínica]. • Chapter 4 (reading assignment). • Anatomy [Anatomía]. • Antecedentes personales, sociales, médicos y quirúrgicos. • Chief complaint/ padecimiento actual. • Book: Spanish and the Medical Interview pages 47-69 	<p>Quiz # 1.</p>
<p>Week 4</p>	
<ul style="list-style-type: none"> • Chapter 9 reading assignment. • Informed consent. Pre and post-operative procedures. • Bad news. • A word about culture. • Imperative mode in Spanish: Commands. • [Physical Examination/ Examen Físico]. • Medicina Preventiva) • Book: Spanish and the Medical Interview pages: 239-255 / 313-329 	<p>Translate to Spanish one legal document (form of consent). You will post the document</p>
<p>Week 5</p>	

<ul style="list-style-type: none"> • Specialty clinics: Cardiology. [Infarto al miocardio] • Chapter 6 reading assignment. • Book: <i>Spanish and the Medical Interview</i> pages 87-110 	<p>Discussion board # 2. After reading the chapters, go to the discussion board # 2 and share your opinion with your group.</p>
<p>Week 6</p>	
<ul style="list-style-type: none"> • Neurology. • Chapter 8 reading assignment. Emergency department. • [Accidente vascular cerebral/ stroke]. • Book: <i>Spanish and the Medical Interview</i> pages 214/225 	<p>Writing assignment: The questionnaire # 1. After reading the chapters, you need to create a questionnaire with all the necessary questions that you do in front of a Hispanic male patient with neurologic problems. - Upload the writing assignment on BB.</p>
<p>Week 7</p>	
<ul style="list-style-type: none"> • Urology & Gynecology. • Sexual history. • Book: <i>Spanish and the Medical Interview</i> pages 177/199 	<p>Writing assignment: questionnaire # 2, 3. After reading the chapters you need to create 2 questionnaires with all the necessary questions that you do to a Hispanic female patient and a 40 Hispanic male patient. Upload the writing assignments on BB (2). -Discussion board # 3. This will be about the cultural issue with the sexual questions and the importance of confidentiality.</p>
<p>Week 8</p>	
<ul style="list-style-type: none"> • Ophthalmology. [Examen ocular] • Traumatic and no traumatic vision impairment. 	<p>-Writing assignment: the questionnaire # 4 - You have to find the Spanish definitions of the following diagnostics: Presbiopía, cataratas, glaucoma, retinopatía diabética, degeneración macular, infección ocular,</p>

	<p>objetos flotantes oculares, desprendimiento de retina, neuritis óptica, cefalea relacionada con los ojos. Busca información en sitios oficiales como MedlinePlus Biblioteca Nacional de Medicina de los EE.UU. Upload the writing assignment on BB.</p>
Week 9	
<ul style="list-style-type: none"> Otorhinolaryngology. [Dolor de garganta: Estreptococo alfa y beta] Sore Throat. 	<p>Write in Spanish one document “Recommendation after surgery: “Amigdalectomía”. You will post the document into BB. A specific rubric is on BB. Remember to use APA style.</p>
Week 10	
<ul style="list-style-type: none"> Orthopedics. [Musculoesquelético: Fracturas] Chapter 7 Hospitals. 	<p>Writing assignment: the questionnaire # 5 After reading the chapters, you need to create a questionnaire with all the necessary questions that you do to a child with a broken bone. You will post the document into BB.</p>
Week 11	
<ul style="list-style-type: none"> Family Medicine & Pediatrics. Chapter 5 reading assignment: The primary care physician. Book: <i>Spanish and the Medical Interview</i> pages 267-294 	<p>Discussion board # 4. Vaccines.</p>
Week 12	
<ul style="list-style-type: none"> Pulmonology. 	

<ul style="list-style-type: none"> • Chapter 10 reading assignments: Pre-operative and post- operative procedures. • Book: <i>Spanish and the Medical Interview</i> pages 127-150 • Quiz #2 Preparation and Study Guide 	
Week 13	
	Quiz # 2: The abbreviations in healthcare.
Week 14	
	Your own English-Spanish glossary
Week 15	
	Final Exam. This final exam will be on BB. You can open all the information and consult the web. Everything that can help you with your answers is welcome.