



Learning objectives and competencies

Chapter One & two

1. The student will complete the pre-test
2. The student will have a basic understanding and be able to use in practice the types of interpreting, effective communication, and the role of the interpreter
3. The student will be knowledgeable and be able to discuss the national code of ethics for interpreters, the national standards of practice, HIPPA laws, and Title VI
4. The student will be able to discuss difficult situations that may arise and seek proper solutions

Chapters three & four

1. The student will be able to use different memory and listening techniques effectively.
2. The student will be able to do simultaneous interpretation with 70% accuracy
3. The student will be able to verbalize understanding of cultural differences among clients and understand their own cultural nuances and guiding principles
4. The student will be able to take notes effectively during an interpretation

CARDIOLOGY

1. The student will have a basic understanding of the cardiology system including vocabulary and key terms.
2. The student will have a basic understanding of the common problems that occur in this system.
3. The student will have a basic understanding of the common treatments for this system.
4. The student will have a basic understanding of the medications used for cardiac problems.
5. The student will know the names of various parts of this system in English and Spanish

Chapters five & six

NEUROLOGY/ONCOLOGY

1. The student will have a basic understanding of the neurology system including vocabulary and key terms.
2. The student will have a basic understanding of the common problems that occur in oncology.
3. The student will have a basic understanding of the common treatments for this system and oncology
4. The student will have a basic understanding of the medications used for neurological problems.
5. The student will know the names of various parts of this system in English and Spanish

Chapters seven & eight

PSYCHIATRY

- ❖ The student will be able to conduct a discussion on what other information the interpreter might want to share with the clinician about the interpreter's role. What information would the interpreter like to have from the clinician to help prepare for what you are about to do.
- ❖ Vignette # 2. The student will be able to discuss the interpreter's behavior and his discussion with the patient about his interpreting role.
- ❖ Vignette # 3. The student will be able to discuss why the interpreter waited for the doctor to try several times to talk to the mother before she suggested that they have a post-session. Discuss why the interpreter suggested a post-session instead of discussing the cross-cultural information in front of the patient. The student will be able to discuss other cultures where attitudes and beliefs might cause conflicts or misunderstanding with American doctors.

ETHICS

- ❖ Vignette # 4. The student will be able to think of other tactful ways to explain the boundaries of the interpreter's role to others. Have students share other situations where they have been asked to do something that would be inappropriate to their role.
- ❖ Vignette # 5. Students will discuss who would be the specific people they might turn to for confidential supervision. Students will share some of the situations they have been in where maintaining professional boundaries was difficult.

MENTAL HEALTH PROFESSIONALS

- ❖ Discuss the different types of mental health workers they may meet
- ❖ Discuss the different roles the various mental health workers tend to perform

MENTAL HEALTH SETTINGS

- ❖ Vignette # 6.
- ❖ Students will be able to discuss the different mental health settings where an interpreter may provide services
- ❖ Students will be able to discuss the different clinical objectives a provider might have
- ❖ Students will be able to discuss how an interpreter might deal with a clinician who was not interested in or did not follow your cross-cultural suggestions. How would you deal with the patient if the two were working with a clinician like that?
- ❖ Vignette # 7.
- ❖ Students will think of other common English words or expressions that do not translate into another language.
- ❖ Students will be able to discuss why it is so important for the interpreter to inform the patient about the problem she was having with the translation of the clinician's English proverb.

DYSFLUENT PATIENTS

- ❖ Vignette # 8.
- ❖ Students will be able to discuss the advantages of first over third person interpretation

DYNAMICS OF MENTAL HEALTH WORK

- ❖ Vignette # 9
- ❖ Students will recognize why it would not be appropriate for the interpreter to ask the patient to calm down or lower her voice.

ORTHOPEDICS

6. The student will have a basic understanding of the skeletal system including vocabulary and key terms.
7. The student will have a basic understanding of the common problems that occur in this system.
8. The student will have a basic understanding of the common treatments for this system.
9. The student will have a basic understanding of the medications used for orthopedic problems.
10. The student will know the names of various parts of this system in English and Spanish

Chapters nine & ten

REHABILITATION/SURGERY

1. The student will have a basic understanding of the muscular and respiratory systems including vocabulary and key terms.
2. The student will have a basic understanding of the common problems that occur in this system.
3. The student will have a basic understanding of the common treatments for this system.
4. The student will have a basic understanding of the medications used for muscular and respiratory problems.
5. The student will know the names of various parts of this system in English and Spanish

Chapters eleven & twelve

EMERGENCY/ENDOCRINOLOGY

1. The student will have a basic understanding of the urinary, integumentary and endocrine systems including vocabulary and key terms.
2. The student will have a basic understanding of the common problems that occur in this system.
3. The student will have a basic understanding of the common treatments for this system.
4. The student will have a basic understanding of the medications used for urinary, skin and endocrine problems.
5. The student will know the names of various parts of this system in English and Spanish

Chapter thirteen & fourteen

DENTISTRY/GYNECOLOGY

1. The student will have a basic understanding of the dental and reproductive systems including vocabulary and key terms.
2. The student will have a basic understanding of the common problems that occur in this system.
3. The student will have a basic understanding of the common treatments for this system.
4. The student will have a basic understanding of the medications used for dental and gynecological problems.
5. The student will know the names of various parts of this system in English and Spanish

Chapters fifteen & sixteen

PEDIATRICS/DIAGNOSTIC PROCEDURES

1. The student will have a basic understanding of pediatrics including vocabulary and key terms.
2. The student will have a basic understanding of the common problems that occur in pediatrics.
3. The student will have a basic understanding of the common treatments for pediatrics.
4. The student will have a basic understanding of the medications used for pediatric problems.
5. The student will have a basic knowledge of diagnostic procedures, common medications