C O U R S E   S Y L L A B U S & REAL Application

SETI 423-901 Medical Interpretation
Semester: 20xx
Prof. Indira Sultanić, PhD, CERTIFIED HEALTHCARE INTERPRETER™
isultanic@vcu.edu

Course Description: Bulletin
SETI 423. Medical Interpretation. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: SETI 420 or permission of instructor. Conducted in Spanish and English. Students with interpreter and/or translator certification or a combined Avant STAMP Assessment test score of "advanced" are encouraged to seek permission of the instructor to register for this course. Exposes students to the ethics, regulations and advanced vocabulary used in medical interpreting. Explores the range of accreditation bodies and history of national and international certification in the medical interpreter profession, with the goal of grooming students for careers in this field.

Course Description: Instructor
This course offers an in-depth look at the theory and practice of medical interpreting. It further explores the field of interpreting as pertains to medical settings, interpreter roles, interpreting modes, interpreting contexts, medical terminology, the human body and its systems, cognitive processes associated with interpreting, professional standards of practice, code of ethics, employment opportunities, and working conditions. Topics include medical terminology and specialized jargon, code of ethics, an overview of the various medical settings in which interpreters work, and examines the issue of culture and the importance of cultural competence for interpreters. Authentic learning materials will be used to simulate interpreted events. A variety of scenarios from a number of different medical settings will be used for interpreting practice. Upon completion of this course students will have an understanding of the medical interpreter role and modes of interpreting. They will be able to apply their critical thinking skills through the use of the interpreter code of ethics to various ethical scenarios. They will be familiar with medical terminology in English and Spanish and be able to interpret for a number of medical specialties. They will have an understanding of the professional requirements and possess the basic necessary skills to enter the workforce and move toward interpreter certification. Additionally, they will be able to conduct research and write research papers related to language access and healthcare.

REAL Designation:
This course [*has been approved*] by the REAL Council as a: REAL Level 2 Course/Experience and offers the following two REAL components:
Hands-on learning that engages the student in applying or exploring disciplinary knowledge in real-world or simulated contexts.

Guided reflection activities or assignments as an intentional metacognitive practice where students articulate personal, civic, social, or academic learning; identify values and attitudes developed through the activity; and/or explore and clarify career goals.

The following REAL type categories are included in this course: Career exploration/development, Field experience, Global Learning, Integrative Learning, and Research.

Here are examples of some of the major topics and hands-on practice that will be covered in this course:
The Interpreting Profession:
· Types of Interpreters
· Modes of Interpreting
· The Role of the Interpreter
· Interpreter Ethics
· Interpreting Contexts/Settings

Basic Interpreting Skills:
· Key to Effective Interpreting
· Listening Techniques
· Memory Development
· Interpreting Techniques
· Note-taking

The Interpreter in the Health Care Setting:
· Health Care Scenarios
· Sample Health Care Forms
· Cultural Competence and Sensitivity
· The Hispanic/Latino Community
· Cultural Communication Differences
· Non-verbal Communication
· Rendition of Authentic and Simulated Interpreted Events (Scenarios) into and out of Spanish and English

Required texts:
Introduction to Healthcare for Spanish-speaking Interpreters and Translators. Ineke H.M. Crezee et al. (2013). John Benjamins Publishing Company **(Available for FREE as an eBook though the VCU Library)**
ISBN: 9789027212221

Spanish-English English-Spanish Medical Dictionary. Diccionario médico español-inglés inglés-español. Lola L Grabb MA, Onyria H McElroy (2010).
ISBN/ISSN: 9781608311293

Recommended texts:
Medical Terminology for Interpreters: A Handbook, 4th Edition. Marjory A. Bancroft and Hank Dallmann (2010). Culture & Language Press
ISBN: 978-0-9823166-1-0

Required supplemental academic materials: Additional course materials such as select readings, interpreting practice sheets, practice vignettes, web links, and videos, will be made available via Canvas, Google Drive, e-mail, or shared during class.

Required equipment: Desktop or a laptop computer, or any other electronic device that can be used for successful completion of in-class or at-home assignments, and research. Students are also encouraged to have their laptops or electronic devices available during class for projects that may involve individual and/or group tasks or research.

Learning Outcomes
At the end of the course students should be able to
1. Define medical interpreting
2. Describe the role of the medical interpreter
3. Explain basic interpreting theory and how that theory is applied to medical interpreting
4. Apply interpreting skills in medical settings
5. Understand the professional standards of practice and the code of ethics
6. Apply the code of ethics to different ethical scenarios
7. Correctly use basic and some specialized medical terminology in two languages
8. Identify the roots, prefixes, suffixes, and affixes
9. Demonstrate knowledge of human anatomy and body systems in English and Spanish
10. Discuss cultural sensitivity issues and importance of cultural competence in medical interpreting
11. Render and/or interpret scenarios/clinical encounters into and out of English and Spanish
12. Conduct research relevant to medical interpreting and language access, and write a research paper

Course Expectations: In order to meet the course objectives, students must
•   Understand & correctly use grammatical structures at a 400 level of Spanish;
•   Possess knowledge of basic interpreting concepts;
•   Read and absorb the course material from the textbook and online resources;
•   Actively participate in class
•   Offer peer feedback

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

Grading Schedule
1. **Participation & Attendance**   **= 10%**
2. **Interpreting Practice**   **= 40%**
3. **Research Paper**   **= 10%**

4.	**Midterm Exam (written)**	**= 15%**
5.	**Reflection Activity**	**= 10%**
6.	**Final Exam (oral)**	**= 15%**
		100%

Course requirements/assignments:

Participation & Attendance   <u>10%</u>
You are expected to attend each class, and come prepared to participate in individual and group class assignments, and contribute to class discussion. Your attitude toward the material, and while in class, is also an important factor. The points will be awarded as follows: 5 points for attendance and 5 points for **active** participation. See rubric on Canvas.

Interpreting Practice   <u>40%</u>
Medical interpreting is a situated practice, and as such, requires consistent and continued scaffolding and development of interpreting skills and application of theoretical knowledge through simulated and real, hands-on activity. We will have weekly interpreting practice using authentic materials to simulate real medical settings through various role-play exercises. Additionally, your interpreting will also consist of situated interpreting practice that will take place in community clinics (e.g., Health Brigade, CARES clinic, etc.) in the Richmond metro area. Each student is expected to come prepared to actively participate in interpreting role-play activities during our scheduled class time, and if/when assigned, adhere to their scheduled interpreting assignments with a community clinic.

Grading: Your interpreting performance will be graded as follows:

5 points for terminology
5 points for completeness
5 points for accuracy
3 points for speed
2 points for professionalism, effort, and overall improvement

The maximum number points for each interpreting performance is 20. Your weekly interpreting practice grades will be posted to Canvas.

Research Paper   <u>10%</u>
Drawing on existing and ever-growing body of research in Healthcare / Medical Interpreting Studies, you will write a research paper, in Spanish or English, <u>using MLA or APA formatting and style guides</u>, on a topic pertaining to language access in medical settings. You may choose from one the following sample topics:

·   language-based disparities in care
·   healthcare interpreter (continued) education and training
·   provision of interpreting services in our local and/or global communities
·   attitudes toward the use of *ad hoc* or untrained volunteer interpreters in medical setting
·   redefining the healthcare interpreter role (in times of a global health emergency)

·   language-based disparities in different areas of public service
·   medical interpreter profile in the digital age
·   professional requirements
·   healthcare interpreter job satisfaction
·   language policy
·   interpreting in (select a medical specialty)
·   etc.

At the end of the semester, you will give an in-class presentation of your research either as a paper presentation, or as a poster.

Midterm Exam   **15%**
The midterm exam will cover content from readings and presentations covered up to that point in the semester, medical terminology (both English and Spanish), and will include a section on ethics and critical thinking / problem solving as well.

Reflection Activity   **10%**
You will write a weekly 1-2-page reflection of your interpreting practice (whether the practice is simulated during class, given as a homework assignment, or done *in situ* at a local health center or community clinic), in Spanish or English, in which you evaluate your knowledge (what you've learned so far), analyze how the theory informs interpreting practice, describe how you applied what you learned in class, self-assess or evaluate your interpreting performance, describe any challenges (with your performance, terminology, cultural or ethical dilemmas), assess or evaluate your growth and identify areas of improvement, and using a critical lens, consider your role in language policy and advocacy on a micro (during the interpreted event) and a macro (community, state, federal, etc.) level.

Final Exam   **15%**
The final exam consists of an **oral interpreting exam,** and it will take place during our scheduled final exam time. The oral exam will consist of a short dialogue between a patient and provider that you will have to interpret – similar to the weekly, in-class interpreting practice. The final exam rubric will be made available to you on Canvas prior to the scheduled exam so that you know what you will be graded on. You must notify me ahead of time if you have a scheduling conflict with another class during our scheduled final exam time so that we can make necessary arrangements.

Important Dates:

-   Monday, **Classes Begin**
-   Monday, **ADD/DROP**
-   Friday **is the last day for students to provide written notification of intent to observe religious holidays.**
-   Wednesday **is the last day to withdraw from a class with a "W"**
-   Wednesday – **Last day of class**
-   Final Exam
-   **Commencement:** Check VCU Academic Calendar

Course Outline

SETI 423 Course Calendar (Professor informs in case of changes).

Week 1   Monday- Introduction to the course

Wednesday - Ch. 1 Interpreting in Healthcare Settings; Interpreter Roles; Interpreting Modes; Code of Ethics & Standards of Practice; Ethical Scenarios

Week 2   Monday – CLAS Standards, Code of Ethics & Standards of Practice Cont., Critical Incidents

Wednesday – The Pre-Session; Interpreting Practice #1

Week 3   Monday – Presentation and Discussion of Linguistic Rules for Medical Terminology: Roots, Prefixes, and Suffixes; Medical Specialties

Wednesday – Interpreting Practice #2

Week 4   Monday – Presentation & Discussion of Crezee Ch. 3 & Ch. 4

Wednesday – Interpreting Practice #3

Week 5   Monday – Interpreting Practice # 4 (This is a change from our usual Thursday practice).

Wednesday – Presentation & Discussion of Ch. 5 Primary Care Physicians, Ch. 6 Specialty Clinics, Ch. 7 Hospitals, Ch. 8 ER

Week 6   Monday – Presentation & Discussion of Crezee Ch. 9 Informed Consent, Ch. 10 Pre-op and post-op, Ch. 11 Intensive Care, Medical Terminology for Interpreters: Medical Tests and Procedures

Wednesday – Interpreting Practice #5

Week 7   Monday – Presentation & Discussion of Ch. 12 Obstetrics & Ch. 13 Child Health Medical Symptoms and Abbreviations pages 131-148 (symptoms and abbreviation activities)

Wednesday – **Midterm Exam**

Week 8   Monday – Special Presentation

Wednesday - Interpreting Practice #6

Week 9   Monday - Presentation & Discussion of Ch. 16 Oncology & Ch. 17 Neurology, the Nervous System

Wednesday **– Reading Day NO CLASS MEETING**

Week 10   Monday – Presentation & Discussion of Ch. 18 Cardiology & Ch. 19 Pulmonology; 3 Circulatory System and 4 Respiratory System

Wednesday – Interpreting Practice #7

Week 11   Monday - Presentation & Discussion of Crezee Ch. 20 Hematology & Ch. 21 Orthopedics, Musculoskeletal System and Integumentary System

Wednesday – Interpreting Practice #8

Week 12   Monday – Presentation & Discussion of Crezee Ch. 22 Muscles and the Motor System & Ch. 23 The Sensory System
Wednesday – Interpreting Practice #9

Week 13   Monday – Presentation & Discussion of Crezee Ch. 24 Immunology, Ch. 25 Endocrinology, Ch. 26 Gastroenterology; 6. Endocrine System pages 76-83, Immune System pages 79-83 and 8. Digestive System pages 84-87

Wednesday – Interpreting Practice #10

Week 14   Monday – Presentation & Discussion of Ch. 27 Urology and Nephrology & Ch. 28 Urology and Gynecology: The Reproductive System

Wednesday – Interpreting Practice #11

Week 15   Monday – Professional Development; Certification; and the Language Industry

Wednesday – Research Paper Presentations / Poster Presentations

Final Exam: TBA

Course Basics: The course syllabus, up-to-date assignments, in-class activities, presentations, and other important announcements are found on Canvas, which you can access at Check Canvas and email between every class, as the current schedule is provisional only. Most announcements will be posted to Canvas and also be sent by email. Other online resource may be used for 1) posting the notes the professor writes in class and 2) for posting homework that uses multimedia (videos, audio, compositions with photos, etc.) and class notes. Please note that presentations and the class notes may not make any sense if you were not in class.

Participation & Attendance: Success in a language course is directly related to classroom performance. The School of World Studies (SWS) attendance policy requires every student to attend class on a regular basis. The policy has been designed to accommodate reasonable student needs while maintaining the academic integrity of our courses and programs. Students should remember that ABSENCES FROM CLASS ADVERSELY AFFECT STUDENTS' PERFORMANCE AND THEIR ABILITY TO EARN A HIGH FINAL GRADE. For 201 level Foreign Language courses taught during Fall and Spring semesters the number of absences may not exceed: 4 absences per semester for classes meeting 2x per week.

There is no distinction between "excused" or "unexcused" absences besides the following with written documentation: observation of religious holidays, students representing the university (e.g. sports teams) or military or other government duty (but not jury duty, legal infraction community service, etc.).

If the student exceeds the maximum number of either absences before the withdrawal date (Wednesday, May 5th, 2021), it is advised that the student discuss their grade with their instructor and consider withdrawing from the course. If the student exceeds the number of absences after the withdrawal date, the final grade will be lowered by one-letter grade for each additional absence (i.e. a grade of A would become a B after 1 extra absence, and a C after 2 extra absences).

VCU makes exceptions for religious holidays (notify instructor at the beginning of semester if you will be missing class due to a religious holiday) and university-sponsored events (see "STUDENTS REPRESENTING THE UNIVERSITY"). **A doctor's note does not represent an excuse for an absence**, unless it states that the student was ill for a prolonged period of time with a condition that prevented them from attending class. In such cases, students are encouraged to discuss alternate arrangements with their instructors. **Doctor appointments, interview appointments and other scheduled appointments (e.g., travel plans) are not considered acceptable excuses**, as the student is expected to schedule these appointments outside of class time. **There will be no make-up quizzes, tests, presentations, opportunities to turn in late homework, etc., for absences unless: 1) the instructor has been notified in advance, and 2) there is appropriate documentation.** Make-ups are allowed at the discretion of the instructor, and those for excused absences (such as VCU-sanctioned events) should be arranged after presenting documentation in a timely fashion. See "STUDENTS REPRESENTING THE UNIVERSITY" below. IT IS THE STUDENT'S RESPONSIBILITY TO BE IN COMPLIANCE WITH THESE ATTENDANCE AND MAKE-UP REQUIREMENTS. Instructors are NOT REQUIRED to give reminders of attendance status to each student. Students may make an appointment with a Language Coordinator should they have specific concerns. Contact frlgco@vcu.edu. Students should arrive on time to class prepared for the day's lesson, stay alert in class, participate in a productive way, treat classmates and the instructor with respect, do homework carefully, and speak Spanish as much as possible. Excessive apathy will interfere with your learning process. Other details of what constitutes acceptable participation will be determined by instructor preference within the "**Grading Criteria for Class Participation**" below.

Late Arrivals and Early Departures are distracting to students and instructors alike. Students should arrive on time for class and should stay in the classroom for the entire period. Every minute absent from class impacts the student's participation and/or attendance grade. If you arrive late you might be asked to leave the class. Three late arrivals count as one absence. It is up to the instructor to determine what

constitutes tardiness. **Early departure** from class, stepping out of class, etc., may count as one or more tardies and possibly as an absence, depending on the amount of time missed. Please plan your travel and parking strategies accordingly. Nonetheless, class time is precious. Students should make every effort to attend. Even if you will arrive late or must leave early, attend as much as you can.

E-mail Etiquette: Please note that my preferred method of communication is via e-mail. You may contact me via telephone during my office hours, but please note that sending me an e-mail is the best way to reach me. When sending e-mails, please allow 24 hours for me to answer. During office hours, I will try to answer your inquiries in between meeting with students. If your questions are urgent, please make sure to specify in your subject line so that I can reply sooner (Example: Urgent SETI 423 Question Regarding This Week's Homework). My access to e-mail on the weekends is limited, so please plan your work ahead of time, and try to e-mail me before 5pm on Friday so that I can assist you in a timely fashion. All non-urgent e-mails received over the weekend will be answered on Monday. When is the best time to e-mail me? Whenever you are in doubt about something or have a question. Asking questions, and making me aware of your concerns will allow me to address them, and will save you unnecessary stress, needless to say, it will also guarantee timely completion of your work. When sending an e-mail, please assume the role of a professional and make sure to include the following:

1. Subject Line (For example: SETI 423 – Question regarding our homework assignment).
2. Salutation: Dear Dr. Sultanić… Good morning Dr. Sultanić… Hello Professor… Hi Professor…
3. State your name and remind me of the class you're in (at least for the first few weeks of class).
4. Reason for your e-mail (For example: I have been working on this week's homework assignment and can't seem to find any good sources for X.).
5. Sign off (For example: Thank you… Best… Regards… Sincerely…. followed by your name)
6. Follow-up (If you don't hear from me within 24 hours please follow-up. Same goes for any additional question you may have).

Time Commitment: University classes have few contact hours in class and require much independent study. As a general rule, university students should devote 2 hours to homework/study time for every 1 hour they spend in class. Interpreting requires practice, which means students may have to devote more work to their interpreting courses than to their other university classes in order to be successful, depending on their abilities.

Where to Find Course Information: The course syllabus, list of assignments or class calendar, announcements and other important information may be found on Canvas. Canvas and email between every class, as the current schedule/calendar is provisional only. Students will be informed of changes by announcements in class, Canvas or by email.

Make-Ups: Make up assignments are allowed at the discretion of the instructor. Generally, there are no make-up opportunities for exams or other assignments due to unexcused absences. Make-ups for excused absences (such as VCU-sanctioned events) should be arranged after presenting documentation in a timely fashion. See "STUDENTS REPRESENTING THE UNIVERSITY" below.

Fair Use of Materials: In this class we will use materials found online, and/or materials created by the instructor or the students. Students may use their own images, text, music, and other materials, but if they use somebody else's materials they should give proper credit to the respective authors.

The Following University Policies Can Be Found at This Link: http://go.vcu.edu/syllabus

1) CAMPUS EMERGENCY INFORMATION

2) CLASS REGISTRATION REQUIRED FOR ATTENDANCE

3) HONOR SYSTEM: UPHOLDING ACADEMIC INTEGRITY

4) IMPORTANT DATES

5) MANAGING STRESS

6) MANDATORY RESPONSIBILITY OF FACULTY MEMBERS TO REPORT INCIDENTS OF SEXUAL MISCONDUCT

7) MILITARY SHORT-TERM TRAINING OR DEPLOYMENT

8) STUDENT EMAIL STANDARD

9) STUDENT FINANCIAL RESPONSIBILITY

10) STUDENTS REPRESENTING THE UNIVERSITY - EXCUSED ABSENCES

11) STUDENTS WITH DISABILITIES

12) WITHDRAWAL FROM CLASSES

13) FACULTY COMMUNICATION ABOUT STUDENTS

Students with Disabilities
SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that VCU provide "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must register with the Office of Student Accessibility and Educational Opportunity (SAEO) on the Monroe Park Campus (804-828-2253) or the Division for Academic Success on the MCV campus (804-828-9782). Please also visit the SAEO website and/or the Division for Academic Success website for additional information.

Once students have completed the SAEO registration process, they should schedule a meeting with their instructor(s) and provide their instructor(s) with an official SAEO accommodation letter. Accommodation letters will outline the required classroom accommodations. Additionally, if coursework requires the student to work in a lab environment, the student should advise the instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

Student responsibilities
(source: One VCU: Responsible Together available at: https://together.vcu.edu/students/)
When we return, things will look and feel different as we take necessary steps to protect the well-being of our community.

Requesting accommodations
(from One VCU: Responsible Together)
The university recognizes that some students who previously did not need Section 504 Academic Accommodations, and who have a qualifying condition or disability, may need support or assistance during the return to campus process. A modified approach for the temporary and more permanent need for accommodation has been developed and implemented to provide students with full access to programs and activities related to their academic majors. Because every case is different, student requests are evaluated on a case-by-case basis. Please share your need for an accommodation with the Student Accessibility and Education Office, or for MCV Campus students, the Division for Academic Success, after you have worked directly with your faculty member.

Health and well-being
(from One VCU: Responsible Together)
Navigating the anticipated stressors of daily life can often be challenging enough. When unexpected stressors emerge or when we are faced with uncertainty, it can be tough to know how to cope. Try out some of these tips and resources for health and wellness to see if they are a right fit for you.

Symptoms or Diagnosis: If an on-campus student identifies symptoms, has tested positive for COVID-19 or has come into contact with someone diagnosed with COVID-19, that student should contact University Student Health Services. At that point, isolation should begin and contact tracing will be performed by Student Health Services. Symptoms will be monitored, and the student should refer to a medical provider if symptoms worsen or be released from isolation after 14 days, if symptom-free.

Nonclinical off-campus experiences
All students participating in nonclinical off-campus learning experiences are asked to sign the Health & Safety Protocols for Off-Campus Experiences form, which informs them of what to expect at the learning site and what they can do if they feel health and safety precautions are not being followed. Students should visit VCU's "Staying safe in off-campus experiences" webpage to learn how we can all do our parts to help keep VCU and our communities safe and healthy.

Nondiscrimination policy
(from One VCU: Responsible Together)
VCU is committed to providing a safe, equitable and inclusive environment for all its employees, patients and students. Discrimination or discriminatory harassment is not only unlawful, it is harmful to the well-being of our university community. Our university's core values, specifically those related to diversity and inclusion, have withstood many difficult situations and trying times, and they will not falter now.
Reports of discrimination, bullying, harassment and/or stereotyping of persons of color or those impacted by COVID-19 or otherwise, will not be tolerated. Be assured that VCU will make every effort to address and prevent the occurrence of unlawful discrimination and, if necessary, take prompt and appropriate action to remedy and prevent its reoccurrence. Every member of our community is asked to:
- Become familiar with the university's policies on Preventing and Responding to Discrimination and Duty to Report and Protection from Retaliation in the VCU Policy Library.
- Consult with Equity and Access Services or VCU Human Resources for additional guidance on how to

file a report of discrimination.

- Contact the [Office of Institutional Equity, Effectiveness and Success](#) (IES) on how to address and maintain a culture of inclusion.
- Encourage individuals who may need an ADA accommodation for a known or newly acquired disability, to contact the ADA/504 Coordinator in [ADA Services](#).
- Bookmark and share information on university or community agencies that offer support or services, such as [VCU's Counseling Services](#) or [Ombudsperson](#).
- Explore training and educational opportunities on diversity and inclusion at [IExcel Education](#) and through the [Office of Institutional Equity, Effectiveness and Success](#).
- Offer nonjudgmental support and empathy to those affected by current events and this health crisis.

Inclusive statement

I want you to know that I am grateful for your presence and input in our classrooms (whether in person or online). I appreciate and welcome you regardless of your immigration status, country of origin and/or citizenship, race, ethnicity, religious affiliation, gender/sex, gender identity, sexual orientation, age, or dis/ability. Thank you for enriching our world, sharing your vital experience, and contributing to the diversity that makes our intellectual community vibrant and evermore creative.

Tips for Success:

- When taking online and hybrid courses, your self-motivation and self-pacing are absolutely critical. For this course, you should plan to work about 7-9 hours per course module as we move through the materials. Be sure to plan your time accordingly.
- Make yourself a calendar with all of your due dates across ALL of your courses. Plan for when you will work on each one for completion in advance of the due dates.
- Make sure you note any "online" course that still have a required meeting time (such as a Google Meet or Zoom session).
- Avoid the common assumption that online courses are easier or should be easier. That is a MYTH
- Plan Ahead**!** Study as you go instead of at the last minute!

Where to post questions

Questions of general interest should first be posted to the discussion board (only if they have not already been answered) so that other students can benefit from the response or have an opportunity to respond to your question. Only questions of a private nature should be communicated to me through email. When sending a message to me, please *allow a minimum of 24 hours for a response*. Most of the time I will respond much faster, but sometimes meetings and other courses take over my schedule.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. The following netiquette tips will enhance the learning experience for everyone in the course:

· Do not dominate any discussion.
· Give other students the opportunity to join in the discussion.
· Do not use offensive language. Present ideas appropriately.
· Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
· Popular emoticons such as 😌 can be helpful to convey your tone but do not overdo or overuse them.
· Never make fun of someone's ability to read or write.
· Share tips with other students.
· Keep an "open-mind" and be willing to express even your academically informed opinion.
· Think and edit before you push the "Send" button.
· Do not hesitate to ask for feedback.
· Using humor is acceptable - (adapted from UWSP)

Be Proactive in Communication with Instructor
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.
(adapted from UWSP)

VCU Honor System
VCU recognizes that honesty, truth, and integrity are values central to its mission to advance knowledge and student success both in the world VCU students will enter, or return to, once they have graduated and in the university community as a microcosm of that world. In a community devoted to learning, a foundation of honor must exist if that community is to thrive with respect and harmony. Therefore, all members of the university community must conduct themselves in accordance with the highest standards of academic honesty, ethics, and integrity at all times. (from https://conduct.students.vcu.edu/vcu-honor-system/)

Supplemental Learning Plan: Course Classification
Updated and Revised 09.11.2020

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Applicant Name (last name, first name): Sultanic, Indira
Course Title: Medical Interpretation
Course Number: SETI 423
Date of application: August 20, 2021

LEVEL 2

Note: Level 2 involves hands-on learning and EITHER reflection OR mentoring. Complete the three hands-on learning questions below and either the reflection or mentoring questions as appropriate.

Hands-on
1. Describe the hands-on activity or activities that students complete during the semester

The primary hands-on activities that the students will complete during the semester will be the weekly interpreting practice, as described in the Syllabus. Through simulated hands-on activities in class, and at local community clinics, they will apply the theoretical knowledge gained during the didactic portion of the course, and have an opportunity to employ the correct interpreting modes (consecutive, simultaneous, sight-translation), use the newly learned medical terminology and negotiate meaning of general, idiomatic, and specialized language, problem-solve difficult scenarios such as cultural or ethical dilemmas, reflect on larger issues of language access and health equity, all in a simulated or a real clinical encounter.

2. Estimate the amount of time students will spend on this active/hands-on experience

Over the course of the semester, the students will spend approximately between 20-30 hours on this hands-on interpreting experience (a combination of in-class, in medical context, or assigned take-home practice).

3. Describe how this experience reinforces one or more of the learning goals of the course

The learning objectives are: #1: Apply interpreting skills in medical settings, #3: Apply the code of ethics to different ethical scenarios, #4: Correctly use basic and some specialized medical terminology in two languages, and #11: Render and/or interpret scenarios/clinical encounters into and out of English and Spanish.

This experience allows the learners to apply their knowledge through authentic, simulated, and real clinical encounters. Medical interpreting is a situated practice, and as such, requires consistent and continued scaffolding and development of interpreting skills, acquisition of terminological knowledge, and problem-solving skills to navigate cultural and ethical dilemmas. Interpreting practice, whether that experience is gained in-class, or in situ, will allow them to do just that.

Reflection
1. Describe how reflection will be purposefully embedded throughout this course

Along with their weekly interpreting practice, students will write weekly, 1 to 2-page critical reflections in English or Spanish, following the K. Rice framework, which will further support the development of their interpreting skills.

2. Indicate the specific learning objective(s) that the planned reflection activities/assignments will reinforce

These activities will reinforce the following learning objectives: #2: Describe the role of the medical interpreter, #3: Explain basic interpreting theory and how that theory is applied to medical interpreting, #5: Understand the professional standards of practice and the code of ethics, #7: Correctly use basic and some specialized medical terminology in two languages, #9: Demonstrate knowledge of human anatomy and body systems in English and Spanish, #10: Discuss cultural sensitivity issues and importance of cultural competence in medical interpreting.

These will be achieved through weekly critical reflection. Additionally, it will help students further develop their self-assessment and evaluation skills.

3. Explain how the reflection activities)/assignments will be used to evaluate student learning

These reflection assignments will be used to evaluate learner's knowledge of course content and their ability to apply it in interpreting practice. Their self-assessment of their interpreting performance will be used to assess or evaluate their growth as future language professionals and serve as a tool to, together with faculty evaluation of their performance, identify areas that need further improvement. They will also serve to enhance curricular content during the semester and illuminate areas of interest and understanding regarding issues of language policy and advocacy, as well as health equity for Limited English Proficient Individuals.

4. Describe the proposed format for the reflection activity(ies) in this course (e.g., discussions, journaling, etc)

Students will be encouraged to keep a weekly journal of interpreting performance and relevant challenges with a special focus on the different competencies (linguistic, interpreting, cultural,

research, technological, etc.). Once a week, in class, they will also have an opportunity to discuss challenges and successes with their peers. Students will submit a formal written reflection, after each interpreting practice, as a graded assignment.