



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	Medical Translation
Program	Study Abroad
Credits	4.5 ECTS / 3 USA (semester credits)
Class hours	45
Student work hours outside the classroom	90
Office Hours	By appointment
Requirements	Advanced level of Spanish
Language of instruction	Spanish
Type of teaching	In person

INTRODUCTION

Students of this course will finish the course with the necessary notions about the functions and challenges of community translation and interpretation and highly qualified to identify different medical texts and the most appropriate translation in each case. For the student's professional environment, this class will allow him/her to approach the reality of the use of Spanish in healthcare centers and the problems that arise when the healthcare professional and the patient do not share the same linguistic and cultural code. It also orients the student towards sectors that require a good knowledge of the Spanish language, such as translation and interpretation, intercultural mediation, writing and proofreading, subtitling and journalism, among others.

COURSE DESCRIPTION

This course is designed for students with a high level of Spanish who need specific linguistic and translation skills to bring two people with different cultures and languages together in the healthcare field. The course will have a theoretical and practical approach. On the one hand, the student will be introduced to the figure of the medical translator, specific medical texts in English and Spanish will be analyzed and translations of texts from English to Spanish will be carried out. On the other hand, the student will also be introduced to interpreting and intercultural mediation in a medical context through different exercises.

COMPETENCES

The teaching approach of the course is learner-centered and competency-based. According to this section the course will aim to develop the following competencies:

General Competencies (GC):

GC1: Improve all language skills in Spanish.

GC2: Identify the main cultural differences between Spain and the U.S.

Specific competences (CE):

SC1: Identify the main medical documents, know their function and the terminology used in them.

SC2: To know and apply the appropriate translation strategies and procedures at all times in the medical-healthcare field.

SC3: Know and effectively use the main resources available for the translation of medical texts.

SC4: To be aware of the differences between a translator and an intercultural mediator and to develop the necessary mediation skills in the medical-healthcare field, taking into account the code of ethics of medical interpreters.

METHODOLOGY

This course is developed under a theoretical-practical terminology. In the classroom, the different theories related to medical-health translation will be explained to the student and practical exercises of translation and interpretation of texts will be carried out. This didactic model is intended to train the student for a real translation and interpretation in the healthcare environment between people with different languages or cultures. For this purpose, real texts, recordings and materials will be used in class and activities will be carried out that try to faithfully imitate the reality outside the classroom (simulation activities).

PREPARATION FOR CLASS

For the best performance of the course, the student should come to class each day prepared, having done the homework assigned in the syllabus.

Working the readings and exercises before class familiarizes you with the terminology and prepares you to ask questions and give opinions on the subject matter in class.

- Read assigned topics before class.
- Reflect on questions that can lead to interesting discussions.
- Takes notes during explanations and class discussions.

EVALUATION

The course will be evaluated trying to combine different evaluation systems, so that all students can develop their abilities. The student's continuous work will be a criterion for the evaluation system. The percentage of the grade assigned to each of the course sections is distributed as follows:

• Participation

It must be active, i.e., the student must not only ask his doubts, but also make comments and actively participate in the exercises proposed in class both in group and individually. In addition, the student must read the texts assigned by the teacher and do the exercises related to the text. The student is expected to demonstrate maturity and responsibility in the classroom so that gestures, passive attitude such as sleeping in class, and having inappropriate behaviors in the classroom may have a negative impact on the grade of this section.

The total percentage of this section is 10%.

• Exams.

There will be two exams, one in the middle and one at the end of the course (see exact dates in the class schedule section). The exams will have a duration of one and a half hours and will deal with the topics studied in class up to that moment. During the course, the teacher will guide the student on the topics and exercises he/she needs to practice in order to pass the exam. During the class prior to the exam, a mock exam will be given to familiarize the student with the format and topics covered in the exam. In order to pass the course, it is necessary to pass both exams.

The total percentage of this section is 40 %. 20 % for each of the exams.

If the professor detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any type of recovery.

The teacher reserves the right to give "surprise exams" whenever he/she deems it appropriate. These exams will always be at the beginning of the class and will be very short (five minutes more or less). They will be valued as one more homework grade.

• Subtitling workshop.

The student will have to subtitle an excerpt from a chapter of a series on medical topics. Before the workshop the teacher will give the student the guidelines for the correct realization of the workshop. The evaluation of this task will be based on the following criteria:

- Adequacy of the translation
- Writing of the subtitles according to the teacher's indications.
- Synchronization of the subtitles so that they are legible and are on screen for the appropriate amount of time.

The total percentage of this section is 10%.

Note: If the work is not delivered on the indicated date, the student will receive one point less for each day of delay.

- Interpretation test.

The student will take a test of intercultural interpretation/mediation in the medical field. For the test, the student will listen to the recording in class and look for the necessary words to perform the interpretation into Spanish. Once the text is prepared and at home, the student will record himself/herself interpreting into Spanish and will send the audio of the recording to the teacher for evaluation. The following criteria will be taken into account in the evaluation:

- Appropriation of the language and terminology used in Spanish.
- Interpreting skills
- Cleanliness and order of the recording

The total percentage of this section is 20%.

Note: If the work is not delivered on the indicated date the student will receive one point less for each day of delay.

- Translation assignment.

The student must perform the translation of a text indicated by the teacher. For the correct translation of the text, the student must first identify the medical text in question and look for parallel texts in Spanish that can help him/her in the translation. The student must also identify the translation problems encountered during the assignment and include a section explaining these problems and the solutions adopted. Finally, the student must include the translation. The student must also submit with this assignment the glossary of specific terminology resulting from this assignment and a section specifying the resources used to carry out this translation. The following aspects will be taken into account in the evaluation of this assignment:

- Correctness of the language and terminology used in Spanish.
- Correct identification of the translation problems and the strategies used to solve them.
- Appropriateness of the translation
- Correct use of the resources available for translation (glossaries, parallel texts, sources, etc.).

The total percentage of this section is 20%.

Note: If the work is not handed in on the indicated date the student will receive one point less for each day of delay.

- Plagiarism

Research papers must expose students' own ideas. The work of other writers or experts used to support students' ideas must be properly cited. Inappropriate use of someone else's text or work is considered plagiarism. Plagiarism is a violation of academic standards and may result in failure of the paper or even the subject for which the paper was written. In extreme cases it may result in

expulsion from the program. Guidelines for writing the paper properly should be provided by the professor.

EVALUATION

The evaluation of this course is as follows:

PARTICIPATION	10 %
SUBTITLING WORKSHOP	10 %
TRANSLATION PROJECT	20 %
INTERPRETATION TEST	20 %
MIDTERM EXAM	20 %
FINAL EXAM	20 %

ATTENDANCE

Class attendance is MANDATORY. If the student is absent more than the allowed limit (1 absence) in the summer program and (2 absences) in the fall and spring programs, his/her final grade will be reduced by 10 points for each absence that has not been excused by a doctor's note or by his/her Program Director. It will be the student's responsibility to individually prepare the material taught in class on the days he/she is absent.

STUDENTS WITH SPECIAL NEEDS

Students with special needs can contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH has the necessary measures in place to help those students who can demonstrate, by means of a medical certificate, that they have special needs.

USE OF TECHNOLOGY IN CLASS

Technology in the classroom is essential today. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc. Misuse of these tools can be distracting to other classmates as well, so only taking notes on the computer is allowed. For any other use, permission must be requested from the teacher.

CLASS SHCHEDULE

SUBJECT OF STUDY	ASSIGNMENTS
<p>Presentation of the course and students Introduction to translation Medical texts and their translation</p>	<p>Course presentation and structure Differences between the Spanish and U.S. healthcare systems Medical translation-theory Homework assignment. Reading the text: "Changing the medical language to cure better: "There is a serious lack of training in the treatment".</p>
<p>Translation of Medical Texts I: Medical Brochures</p>	<p>review of the previous day's theory. Reflection and translation of the text: "What happens when you first visit the GP". the GP". Homework: finish text.</p>
<p>Translation of medical texts II: Administrative documents Sight translation</p>	<p>Traducción a la vista de los textos "Press statement. Declaración conjunta de los CDC y la FDA sobre la vacuna Johnson & Johnson COVID 19 Vaccine" y "CDC is Investigating a Heart Problem in a Few Young Vaccine Recipients". Tarea: traducir texto. "What if I'm pregnant?" y analizar dificultades.</p>
<p>Translation of Medical Texts III: Pharmaceutical Texts Use of parallel texts</p>	<p>Search for parallel texts for leaflets and vaccination. Translation of a package insert and a vaccination schedule based on parallel texts. Translation of the text "Fact Sheet for Recipients and Caregivers Janssen</p>

COVID 19 Vaccine to Prevent Coronavirus Disease 2019".	
Translation of medical texts IV: Journalistic articles and articles and scientific essays.	Translation of journalistic texts clinical trials. Search for parallel texts and work in pairs.
Mock exam + how to write a glossary	Homework: studying for the midterm exam
Midterm exam	Task: translate transcript for subtitling task
Subtitling workshop	Subtitling assignment submission Task: finishing subtitles Reading of the texts "Code of ethics and deontological code and good practice guidelines", "Protecting your Face. Why Failing to Remain Impartial means Things are Left Out".
Healthcare interpreting. The interpreter as intercultural mediator	Reading the texts "The Influence of Culture on the Perception of Illness", "Cultural Values for Latino Patients and Families". Homework: reading the texts "9 exercises to improve texts "9 exercises to improve short term memory while interpreting", prepare consecutive interpreting exercise
Consecutive interpretation in the medical field	Consecutive interpretation exercises Note-taking exercises Sight translation of doctor-patient dialogues
Community or liaison interpreting	Consecutive interpretation exercises with note taking
Delivery of the translation order	Class reflection on difficulties and problem solving in the translation assignment. translation assignment Preparation of interpreting test. Sending the interpreting test to the teacher.

Final exam

BIBLIOGRAHY

Jacobson, H. E. "La comunicación con pacientes hispano-hablantes en Estados Unidos.

Panace @. Vol. 2, nº 3, 2001. Disponible online en:

https://www.researchgate.net/publication/237541528_La_comunicacion_con_pacientes_hispano_hablantes_en_Estados_Unidos

Navarro, F. A. *Traducción y lenguaje en medicina*. Fundación Dr. Antonio Steve, 1997. Disponible online en: <https://www.esteve.org/libros/traduccion/>.

Salud entre culturas. *Manual de Interpretación y Mediación Intercultural en el ámbito sociosanitario*. Web. 2019. Disponible online en:

https://www.saludentreculturas.es/wp-content/uploads/2021/03/MANUAL_SIMI.pdf

A Life Shaped by Pain: Women and Endometriosis:

Texts for tranlation:

What if I'm pregnant? Disponible en:

https://cchealth.org/perinatal/pdf/pregnant_womans_guide.pdf US Department of Labor.

Attending Physician's Report. Disponible en:

<https://www.dol.gov/sites/dolgov/files/owcp/regs/compliance/ca-20.pdf>

Cedars-Sinai Institute for Spinal Disorders – Neck Pain Drawing – Functional Questionnaire.

Disponible en: <https://www.cedars-sinai.org/health-library/diseases-and-conditions/b/back-and-neck-pain.html> Southboro Medical Group – History and General Informed Consent for Allergy

Skin Testing. Disponible en: <https://dnxvnr0qd9l9j.cloudfront.net/wp-content/uploads/2019/10/allergy-testing-consent.pdf>

Fact Sheet for Recipients and Caregivers Janssen COVID 19 Vaccine to Prevent Coronavirus Disease 2019. Disponible en: <https://www.fda.gov/media/146305/download>

Press statement. Joint CDC and FDA Statement on Johnson & Johnson COVID 19 Vaccine. Disponible en:

<https://www.fda.gov/news-events/press-announcements/joint-cdc-and-fda-statement-johnson-johnson-cov-id-19-vaccine>

CDC is Investigating a Heart Problem in a Few Young Vaccine Recipients.

Disponible en: <https://www.nytimes.com/2021/05/22/health/cdc-heart-teens-vaccination.html>

A Life Shaped by Pain: Women and Endometriosis. Disponible en:

<https://pubmed.ncbi.nlm.nih.gov/16164530/>

La influencia de la cultura en la percepción de la enfermedad. Disponible en:

<https://cuidateplus.marca.com/bienestar/2003/06/05/infuencia-cultura-percepcion-enfermedad-4198.html> Cultural Values for Latino Patients and Families. Disponible en:

<https://www.dimensionsofculture.com/2011/03/cultural-values-of-latino-patients-and-families/#:~:text=A%20Collectivist%20Culture%20With%20Strong,to%20family%20and%20close%20friends.>

9 exercises to improve short term memory while interpreting. Disponible en:

<https://smartidiom.pt/en/9-exercises-to-improve-short-term-memory-while-interpreting/>

Readings:

La influencia de la cultura en la percepción de la enfermedad. Disponible en:
<https://cuidateplus.marca.com/bienestar/2003/06/05/infuencia-cultura-percepcion-enfermedad-4198.html> Cultural Values for Latino Patients and Families. Disponible en:

<https://www.dimensionsofculture.com/2011/03/cultural-values-of-latino-patients-and-families/#:~:text=A%2>

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9 exercises to improve short term memory while interpreting. Disponible en:
<https://smartidiom.pt/en/9-exercises-to-improve-short-term-memory-while-interpreting/>

WE SPEAK ONLY IN SPANISH

In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to note that in order to understand and enjoy the class we ask you to make an additional effort to adapt the terminology with the sole purpose of familiarizing you with the characteristic languages of the subject. For a better understanding of the class we recommend a high level of Spanish.

This syllabus is subject to change