

# Lesson Title: Severe Stomach Pain – Communicating A Medical Emergency

Created by: Laura Price, Durham Technical Community College

Major Sections	Content	Suggestions
Lesson Overview	<p><b>Overall, Purpose:</b> To immerse students in real authentic scenarios that will allow them to practice meaningful tasks they may have to do in the real world as interpreters in the medical field.</p> <p><b>Estimated Timeframe:</b>  <b>30 minutes</b> – looking up possible medical vocabulary that may be challenging during the interpretation. Medical interpreter shares her pre-session to clarify mode of work during the practice session. This will describe the structure and details of the session, such as the interpreting speaking in first person, sign given by the interpreter to the speakers to slow down, acknowledgement of confidentiality and speaking in third person to clarify/advocate for the patient.  <b>90 minutes</b> – Consecutive medical interpreting is utilized during this medical consultation with the three parties involved.                      (Looking up medical terminology takes time and translating these phrases into technical Spanish/English adds on to that).</p> <p><b>Courses for Implementation:</b>                      SPI 221                      SPI 222                      SPI 243</p> <p><b>Format:</b> seated, hybrid, online</p> <p><b>Key Terms:</b> pain – digestive system – stomach – emergency room (ER) – medical personnel – consecutive interpreting</p> <p><b>Resources:</b>  <a href="https://www.imiaweb.org/uploads/docs/Pain_Description_Glossary_Spanish.pdf">https://www.imiaweb.org/uploads/docs/Pain_Description_Glossary_Spanish.pdf</a>  <a href="https://www.medicalspanish.com/medical-vocabulary/pain.html">https://www.medicalspanish.com/medical-vocabulary/pain.html</a></p> <p><b>Key Concepts Addressed:</b> Medical emergency appointment  <b>Academic Concepts:</b> Consecutive interpreting  <b>Technical Concepts:</b> Emergency medicine – Medical terminology  <b>Employability Concepts:</b> Interpreting in the ER at the Hospital, working with nurses and medical doctors.</p>	<p>This lesson will be done through roleplay practices:</p> <ol style="list-style-type: none"> <li>1. Shadowing of well-trained interpreter could be provided in a local hospital.</li> <li>2. Service-learning opportunity should be created for student interpreters to get some hands-on-experience. E.g., non-profit organization.</li> <li>3. Written reflection of experience should be required from interpreter to apply REACT strategies.</li> </ol>

Major Sections	Content	Suggestions
	<p><b>Industry Standards Addressed:</b> National Code of Ethics for Interpreters in Healthcare.  <a href="https://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Code%20of%20Ethics.pdf">https://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Code%20of%20Ethics.pdf</a></p> <p><b>Learner Outcomes/Student Learning Objectives:</b>            Medical interpreting students will be provided with real-life opportunities to enhance skills of consecutive interpreting through practice in increasingly complex authentic situations through practical simulations in the ER. Professional outcomes of medical interpreters and the evolution of the national and state certification process.</p> <p><b>Resources:</b>            IMIA Code of Ethics  <a href="https://www.imiaweb.org/code/#:~:text=The%20IMIA%20was%20the%20first,that%20profession%20to%20adhere%20to.">https://www.imiaweb.org/code/#:~:text=The%20IMIA%20was%20the%20first,that%20profession%20to%20adhere%20to.</a></p> <p>National Medical Certification  <a href="https://cchicertification.org/certifications/">https://cchicertification.org/certifications/</a></p>	IMIA Code of Ethics
<b>Equipment/Materials</b>	<p><b>List of Materials/Equipment/Texts:</b></p> <p><b>Texts</b>  <i>Interpreter's RX Spanish/Eng Medical Interpreting (w/3 CD's)</i>  <b>ISBN:</b> 9781880594117  <b>Author:</b> Mikkelson  <b>Publisher:</b> ACEBO</p> <p><i>Dictionary of Health-Related Terms – 3<sup>rd</sup> edition</i>            California-Mexico Health Initiative, CPRC, University of California            Office of the President Office of Binational Border Health, California Department of Health Services  <a href="https://www.cahealthwellness.com/content/dam/centene/cahealthwellness/pdfs/English-Spanish-Dictionary-of-Health-Related-Terms.pdf">https://www.cahealthwellness.com/content/dam/centene/cahealthwellness/pdfs/English-Spanish-Dictionary-of-Health-Related-Terms.pdf</a></p> <p>Didactalia  <a href="https://cienciasnaturales.didactalia.net/">https://cienciasnaturales.didactalia.net/</a></p>	Class textbook Open-source resources

Major Sections	Content	Suggestions
Discussion	<p><b>Industry/Real-world Scenario:</b></p> <p>Marina Torres makes a sick visit to her primary care physician but gets seen by the nurse practitioner instead. Her main complaint is having a sharp pain in her stomach since she woke up. She stated feeling sick the night before after dinner but pain worsening the next morning when she woke up. Due to the severity of the pain, the provider decides to get her patient transported from the clinic to the emergency room.</p> <p><b>Possible Knowledge/Skills Overlap:</b> Problem solving, code of ethics, medical terminology (English/Spanish), consecutive/simultaneous interpreting, teamwork (working with medical staff on the field).</p> <p><b>Pre-requisite skills:</b> basic reading skills, research skills, and bilingual in Spanish/English.</p>	<p>What role (as a worker/stakeholder, etc.) do learners play in the scenario? Patient – health care provider - medical interpreter</p> <p>What knowledge/skills overlaps exist? What common themes of academic/technical/employability content exist? Code of ethics and roles of medical personnel/interpreters</p>
Instructional Strategies	<p><b>Proposed Teaching Strategies:</b></p> <p><b>Bloom’s:</b></p> <p><b>Level 1: Knowledge</b> – student recalls medical terminology in Spanish and English, note taking, memorization techniques, code of ethics.</p> <p><b>Level 2: Comprehension</b> – students understand consecutive interpreting and role of the interpreter and uses skills and interprets information to make sense of cultural/linguistic differences.</p> <p><b>Level 3: Application</b> – student embraces the role of an interpreter applying problem solving with previously learned information and techniques.</p> <p><b>Level 4: Analysis</b> – student breaks a medical scenario in pieces; draw inferences; discovers hidden meanings in idioms, Spanglish.</p> <p><b>Level 5: Synthesis</b> – student makes information his own, proposes alternative solutions; generalizing the use of facts from medical personnel and medical interpreters’ code of ethics.</p> <p><b>Level 6: Evaluation</b> – student is able to judge different Spanish/English dialects; determines validity of arguments about right phrasing in either language; makes reasoned choices; understands subjectivity vs. objectivity in making right decisions and being an accurate interpreter.</p> <p><b>REACT:</b></p> <p><b>Relating</b> – Learning in the medical environment and using the medical terminology.</p> <p><b>Experiencing</b> – Learning by utilizing consecutive interpreting.</p> <p><b>Applying</b> – Learning by practicing through authentic roleplays.</p>	

Major Sections	Content	Suggestions
	<p><b>Cooperating</b> – Learning through sharing, responding to feedback, and interacting with others in the roleplays.</p> <p><b>Transferring</b> – using knowledge in a novel situation and applying knowledge to a real-life experience in the ER.</p> <p>Shadowing of a medical professional first, during service learning, could be utilized for student to demonstrate correct register, tone, and body language.</p>	
<p><b>Activities/Lesson Procedure</b></p>	<p><b>Activity Preparation:</b></p> <p><b>Instructor</b> – Review of parallel medical texts, reading interpreters’ magazines, and watching videos.</p> <p><b>Learner</b> – Reading assigned materials, videos, code of ethics and interpreters’ roles.</p> <p><a href="https://www.atanet.org/podcast/e68-inside-specialization-medical-interpreting/">https://www.atanet.org/podcast/e68-inside-specialization-medical-interpreting/</a>  <a href="https://www.ata-chronicle.online/?s=medical&amp;btnG.x=0&amp;btnG.y=0">https://www.ata-chronicle.online/?s=medical&amp;btnG.x=0&amp;btnG.y=0</a></p> <p><b>Activity Steps/Lesson Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Review code of ethics / role of the interpreter  IMIA Guide on Working with Medical Interpreters: <a href="https://www.imiaweb.org/uploads/pages/380_5.pdf">https://www.imiaweb.org/uploads/pages/380_5.pdf</a>  Medical Interpreting Standards of Practice: <a href="https://www.imiaweb.org/uploads/pages/102.pdf">https://www.imiaweb.org/uploads/pages/102.pdf</a></li> <li>2. Utilizing scenario about emergency room provided, discussing terminology and diverse ways of phrasing sentences and conveying meaning both in English and Spanish.</li> </ol> <p>Roleplay: 2.A Medical Emergency - Nurse practitioner, patient, medical interpreter.</p> <p><a href="https://www.eslfast.com/robot/topics/health/health02.htm">https://www.eslfast.com/robot/topics/health/health02.htm</a></p> <p><b>Expected Results/Learner Products:</b></p> <p>Students will learn to problem solve in real-life scenarios applicable to medical interpreting in the ER. They will paraphrase first in the same language and then into the target language to speed up authentic conversions from one language into the other. They will also practice taking notes and memorization drills to expedite real time interpretation. Finally, due to the program requirement of 10 hours of “service learning” as an interpreter in medical field, the students will reflect over their experiences and learning path in a clinic or health fair where they volunteered.</p> <p>Note-taking for Medical Interpreters: Resources and Practice Materials  <a href="https://medicalinterpreterblog.com/2020/03/24/note-taking-for-consecutive-interpretation-resources-">https://medicalinterpreterblog.com/2020/03/24/note-taking-for-consecutive-interpretation-resources-</a></p>	<p>Explicit pre-teaching of vocabulary related to digestive system, emergency room, pain level vocabulary (English/Spanish)</p> <p>Shadow certified medical interpreters and volunteer in the community through service- learning requirement in the curriculum.</p>

Major Sections	Content	Suggestions
	<p><a href="#">and-practice-materials/</a></p> <p><b>Extension Options:</b>  Encourage students to further their continuing education and participating in “learning the ropes” (LTR) program and becoming a member of CATI (Carolina Association of Translators and Interpreters)  <a href="https://catiweb.org/membership/learning-the-ropes-ltr-program/">https://catiweb.org/membership/learning-the-ropes-ltr-program/</a>  Start preparing for National Healthcare Interpreter Certification:  <a href="https://cchiinterpreters.org/">https://cchiinterpreters.org/</a>  Cross-cultural Communications: Medical Certification Resources  <a href="https://www.cultureandlanguage.net/resources-medical">https://www.cultureandlanguage.net/resources-medical</a></p>	<p>Invite a certified medical interpreter to come and talk to the students in class about real-life experiences working in local hospitals and clinics.</p>
<p><b>Faculty Resources</b></p>	<p><b>Background Material:</b>  The role of an interpreter: <a href="https://www.youtube.com/watch?v=B4A_rhIFkPI">https://www.youtube.com/watch?v=B4A_rhIFkPI</a></p> <p>What’s in a word? A Guide to Understanding Interpreting and Translation in Healthcare (ATA)  <a href="https://www.ncihc.org/assets/documents/publications/Whats_in_a_Word_Guide.pdf">https://www.ncihc.org/assets/documents/publications/Whats_in_a_Word_Guide.pdf</a></p> <p>Manual Merck: <a href="https://www.merckmanuals.com/es-us/hogar">https://www.merckmanuals.com/es-us/hogar</a>  UniversidaDeVigo – Medical Interpreting  <a href="http://linkterpreting.uvigo.es/interpretacion-sanitaria-2/?lang=en">http://linkterpreting.uvigo.es/interpretacion-sanitaria-2/?lang=en</a></p> <p><b>Handouts and Supplemental Materials:</b>  Kaiser Permanente Trilingual Medical Terminology Reference Manual:  <a href="http://residency-ncal.kaiserpermanente.org/wp-content/uploads/2018/12/Trilingual-Handbook.pdf">http://residency-ncal.kaiserpermanente.org/wp-content/uploads/2018/12/Trilingual-Handbook.pdf</a></p> <p>Chan YF, Alagappan K, Rella J, Bentley S, Soto-Greene M, Martin M. Interpreter services in emergency medicine. J Emerg Med. 2010 Feb;38(2):133-9. doi: 10.1016/j.jemermed.2007.09.045. Epub 2008 Jun 20. PMID: 18571358.  <a href="https://pubmed.ncbi.nlm.nih.gov/18571358/">https://pubmed.ncbi.nlm.nih.gov/18571358/</a></p> <p>What it’s like to be a medical interpreter amid the pandemic  <a href="https://www.youtube.com/watch?v=c_C5kOVnr54">https://www.youtube.com/watch?v=c_C5kOVnr54</a></p> <p><b>Suggested Website Links:</b></p>	

Major Sections	Content	Suggestions
	<p>National Standards of Practice for Interpreters in Health Care  <a href="https://www.ncihc.org/assets/z2021Images/NCIHC%20National%20Standards%20of%20Practice.pdf">https://www.ncihc.org/assets/z2021Images/NCIHC%20National%20Standards%20of%20Practice.pdf</a></p> <p>How can I describe my pain to my healthcare provider  <a href="https://www.nichd.nih.gov/health/topics/pelvicpain/conditioninfo/describe">https://www.nichd.nih.gov/health/topics/pelvicpain/conditioninfo/describe</a></p>	
<p><b>Assessment</b></p>	<p><b>How will students demonstrate what they have learned?</b>  We want to make sure that the assessment reflects how English and Spanish languages should be utilized in real life, so we are concerned about authenticity. In other words, it needs to measure what was learned through life like interpreting scenarios in class, paying attention to register and idiomaticity. Consequently, roleplays of consecutive medical interpreting will be utilized to measure student performance and rate what they have learned by the end of the course and before they go to work in the real world.</p> <p>Interpret your World – Medical Interpreting Practice  <a href="https://www.youtube.com/channel/UCH1iT69Ledocv60XjW5DT1A">https://www.youtube.com/channel/UCH1iT69Ledocv60XjW5DT1A</a></p> <p><b>Learner Products/Assessment Tools or Processes:</b>  Create the following assessment tools, as appropriate:</p> <ul style="list-style-type: none"> <li>• Rubrics: NCIEC -Interpretation Outcomes Competencies  <a href="http://www.interpretereducation.org/wp-content/uploads/2014/05/Interpretation_Com_petencies_Rubric.pdf">http://www.interpretereducation.org/wp-content/uploads/2014/05/Interpretation_Com_petencies_Rubric.pdf</a></li> <li>• Observations: Ongoing feedback from both instructor and peers (strengths and weaknesses)</li> <li>• Discussion participation in class by utilizing REACT strategies.</li> <li>• Quizzes, tests to ensure understanding and clear application of code of ethics, standards of practice, medical terminology.</li> <li>• Writing prompts: End of the year reflection about service-learning experience in medical setting.</li> <li>• Portfolio of work: Volunteer log completed and signed by supervisor on healthcare sight. Checklist detailing strengths and weaknesses of novice medical interpreter. Resume updated with volunteer experience and continuing education courses taken while at school (CATI or Cross-cultural communications free webinars)</li> <li>• Class presentation: Culture and Ethics topics to choose from during the year.</li> </ul>	