



Instituto Universitario
de Investigación en
Estudios Norteamericanos
“Benjamin Franklin”

MEDICAL TRANSLATION

COURSE DESCRIPTION

This course is designed for students with a **high level of Spanish** who need both linguistic and translation-related specific knowledge in order to help people from two different cultures and using different languages to communicate in the healthcare settings. The course will be taught through onsite sessions. A series of activities and tasks with a communicative approach will be carried out and real life situations in the context of healthcare will be used. Particular attention will be paid to the acquisition of terminology in context, to oral expression in specific situations, to written expression as well as to cultural elements.

OBJECTIVES

The objective of the course is student-centered and competency-based. This means that the students will be told what they will be taught, how they will be taught, what they must learn, what types of activities will be carried out, what resources will be used and how their learning will be assessed. The course will aim to develop the following competences:

Competence 1.	Understand the difference between an intercultural mediator and a translator and the importance of culture in the healthcare setting.
Competence 2.	Identify key medical documents; understand their role and specific terminology.
Competence 3.	Correctly apply the various principles and strategies of interlinguistic and intercultural intermediation (translation, adaptation, mediation, writing, etc.) in medical and healthcare settings.
Competence 4.	To solve the specific problems posed by the translation of medical and health terminology.
Competence 5.	To use effectively and reliably the main resources for research which includes asking the experts in medical and healthcare settings.
Competence 6.	To know and apply the ethical principles and the ethical codes of the profession.

METHODOLOGY

This course will be developed using a theoretical-practical approach. Students will learn through onsite sessions about the different theories regarding medical translation and will practice with translation and interpreting exercises. This didactic method will be used to train students for real translation and interpreting situations in the healthcare settings involving people who use different languages and come from different cultures. In order to accomplish that, texts, recordings and real materials will be used in class. Activities that will try to imitate the reality outside the classroom (simulation activities) will also be carried out.

PREPARATION

Students must prepare and complete the tasks for each class as indicated in the schedule so that the class runs smoothly.

Homework is very important because it will allow the students to anticipate the class. Students will basically have to read the information in the textbook and do the comprehension exercises. This task is fundamental as it will enhance their ability to follow the pace of the class, by facilitating the comprehension of what has been learned. In fact, this method will be used to help students become familiar with the terminology and specific documentation before actually going to class.

EVALUATION

The evaluation procedures that will be used will attempt to combine different elements in order to make sure that all the students can develop their skills. Ongoing student work will be the main criterion of the evaluation. Consequently, the overall assessment will be based on students' participation in the theoretical and practical sessions; exercises, projects and written tests; the preparation of oral presentations and participation in the activities of the course. The percentage of the grade that will be assigned to each of the evaluation criteria will be distributed as follows:

- **Participation:** It must be active, that is to say, the student should not only ask questions but also make comments and participate actively in the exercises proposed in class, both **in group and individually**. In addition, students must read the texts assigned by the teacher and do the exercises related to the text.

The total percentage of this aspect within the evaluation system is of **10%**.

- **Translation project:** It will consist of a professional translation project of a medical text. It must include the following sections: source text, justification of the translation (comments on the solutions to the problems encountered), glossary of terms, parallel and comparable texts that support the justification of the Target Text or translated text.

For the assessment the following aspects will be considered: the correct use of Spanish, the use of adequate vocabulary, the adequate writing and effort, as well as professional aspects (delivery of a clean proofread version, reliability of the sources found and adequate management).

The sources used, whether dictionaries, glossaries or external collaborations, must be explained in the justification section of the project.

The total percentage of this aspect within the evaluation system is of **25%**

For any attempt of copying or plagiarism in the translation project, the student will fail the course (grade 0) and he/she will not have the right to any kind of remedial exams.

- **Evaluation test of abilities of interpreting in the medical and healthcare settings:**
Students must take a test of liaison interpreting applied to the medical and healthcare settings. They must bring their glossary of medical terms seen throughout the course and developed at home at the exam. Students' skills as cultural mediators or healthcare interpreters and their readiness to solve problems that may occur during the test will be assessed.

The total percentage of this aspect within the evaluation system is of **25%**.

- **Midterm Exam:** There will be a midterm exam in the middle of the course. The exam will take an hour and a half to complete and it will cover the topics studied in class by that time.

The total percentage of this aspect within the evaluation system is of **20%**.

For any attempt of copying or of plagiarism in the exam, the student will fail the course (grade 0) and he/she will not have the right to any kind of remedial exams.

- **Final Exam:** There will be a final exam at the end of the course. The exam will take an hour and a half to complete and it will cover the topics studied in class.

The total percentage of this aspect within the evaluation system is of **20%**.

For any attempt of copying or plagiarism in the exam, the student will fail the course (grade 0) and he/she will not have the right to any kind of remedial exams.

ATTENDANCE

Class attendance is MANDATORY. If the student is absent for more than the allowed limit (**one class absence in the July program**), the final grade will reflect a decrease of **10 points** for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

CLASS SCHEDULE	
TOPIC	ASSIGNMENTS
<p>Overview of the course. The culture of disease. How does culture influence the perception of the disease? Different conceptions of the disease. The importance of family.</p>	<p>Students' self-presentation. Reflection exercises on the importance that each culture gives to disease and on the importance of the family in the disease-healing process.</p>
<p>Introduction to medical translation</p>	<p>Reflection on the role of the medical translator.</p>
<p>Medical documents</p>	<p>Exercises to identify the different types of medical documents</p>
<p>Translation of medical documents I: brochures and dissemination materials</p>	<p>Practical translation exercises in the medical field: dissemination documents. Start designing your glossary for this course. START WORKING ON THE TRANSLATION PROJECT</p>
<p>Translation of medical documents II: Scientific dissemination articles.</p>	<p>Practical translation exercises in the medical field: scientific dissemination articles. Continue working on your glossary for this course.</p>
<p>Translation of medical documents III: Administrative documents (Informed consent, etc.).</p>	<p>Practical translation exercises of administrative documents. Continue working on your glossary for this course.</p>
<p>Review concepts for the exam.</p>	<p>Mock exam in class; and study for the exam at home.</p>
MIDTERM EXAM	
<p>Translation of medical documents III: Administrative documents (Informed consent, etc.).</p>	<p>Practical translation exercises of administrative documents. Continue working on your glossary for this course.</p>

Translation of medical documents IV: Other types of documents (information leaflets, etc.)	Practical translation exercises of other types of medical documents. Continue working on your glossary for this course.
Introduction to interpreting in the medical and healthcare settings. The role of the intercultural mediator in the medical and healthcare settings. Interpreter or intercultural mediator?	Recognize the differences between the interpreter and the intercultural mediator. Reflection on the functions of the interpreter in the medical and healthcare settings; possible situations considering breaches in a code of ethics.
Role plays in the healthcare setting (simulation of real situations)	Continue working on the glossary for this course. SUBMISSION OF THE TRANSLATION PROJECT
Role plays in the healthcare setting (simulation of real situations)	Continue working on the glossary for this course.
TEST : INTERPRETING IN THE MEDICAL FIELD	
FINAL EXAM	

NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.

BIBLIOGRAPHY

Descifrar siglas: <http://www.tribunamedica.com/descifradorframe.htm>.

Diccionario de siglas médicas:

http://www.hipertensionpulmonar.es/pdf/publicaciones/publicaciones_siglas.pdf.

Glosario español e inglés de frases útiles:
http://bvs.sld.cu/revistas/aci/vol13_2_05/aci10_05.htm

Glosario términos médicos:

<https://www.aecc.es/sobreelcancer/diccionario/Paginas/Diccionario.aspx>.

Información sobre la salud, vídeos, entrevistas, etc.:
<http://www.nlm.nih.gov/medlineplus/spanish>.

Síntomas: www.sintomas.com.es.

Diccionario médico-biológico, histórico y etimológico: <http://dicciomed.eusal.es>.

Atlas anatómico general: http://www.saludalia.com/Saludalia/web_saludalia/atlas/index.html.

Banco de Imágenes Médicas: <http://elmedico.metropoliglobal.com/Images>

WE WILL ONLY SPEAK IN SPANISH

In class we are going to speak only in Spanish. The use of English in the classroom would prevent the total immersion of the student in the process of learning Spanish. Moreover, it is important to emphasize that in order to understand and enjoy the class we ask for an additional effort of terminological adaptation with the sole aim of helping you get used to the specific jargon of the professional field. For a better understanding of the class a high level of Spanish is recommended.