



Tips for Teaching Advanced Medical Topics and Finding Resources for LLDs

Guest Trainer:

Mary Esther Diaz, M.Ed., CT

Webinar Workgroup Hosts:

Linda Golley & Erin Rosales

June 20, 2013

www.ncihc.org/trainerswebinars



Housekeeping

- This session is being recorded
- Certificate of Attendance
trainerswebinars@ncihc.org
- Audio and technical problems



- Questions to organizers (“Chat”)
- Q & A
- Twitter #NCIHCWebinar



NATIONAL COUNCIL ON INTERPRETING IN HEALTH CARE

Welcome!
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Tips for Teaching Advanced Medical Topics and Finding Resources for LLDs

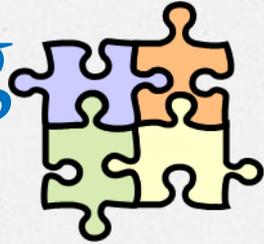
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Designing Training

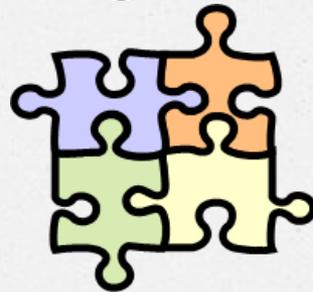
Fitting the pieces of the puzzle together



Assess Needs	Identify Topics	Write Learning Objectives
Find Resources	Design Lesson Plan	Prepare Materials
Present Training	Evaluate Learning	Evaluate Training

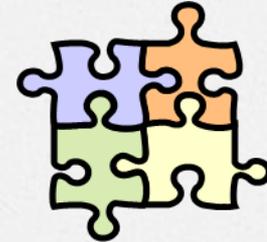
Assess Needs and Identify Topics

- Topics / Medical Specialties?
- Beginning / Intermediate / Advanced?
- Languages?
- Length of Training?



Write Learning Objectives

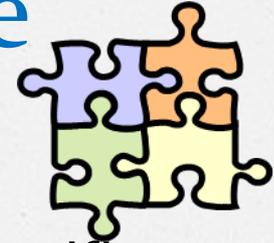
Robert Mager's Theory of Behavioral Objectives:



In the design of instructional materials, training needs are first analyzed and the learning goals of the program are determined.

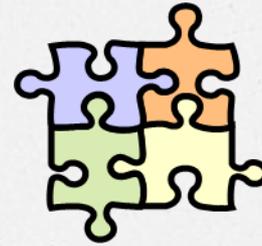
Mager's central concept is that the learning goal should be broken into a subset of smaller tasks or learning objectives.

Behavioral Objective Components



1. Behavior. The behavior should be specific and observable.
2. Condition. The conditions under which the behavior is to be completed should be stated, including what tools or assistance is to be provided.
3. Standard. The level of performance that is desirable should be stated, including an acceptable range of answers that are allowable as correct.

Example



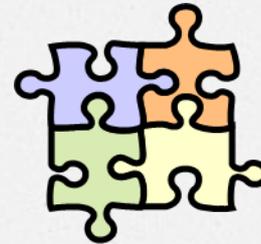
Upon completion of this training:

- o Participants will be able to demonstrate consecutive interpreting of cardiovascular health dialogues
- o Through a 10-minute, unscripted role-play
- o With 90% accuracy

Mager, Robert Frank. Preparing Instructional Objectives. Palo Alto, CA: Fearon, 1962. Print.

Design Lesson Plan

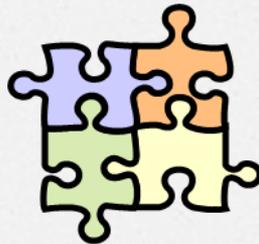
- o Introductions and housekeeping
- o Basic anatomy and physiology of specific body system
- o Common disorders of this body system
- o Diagnostic tests and treatment for these disorders
- o Interpreting practice related to this body system
- o Review
- o Student evaluation (test)
- o Course evaluation



Design Lesson Plan

Basic anatomy and physiology of specific body system

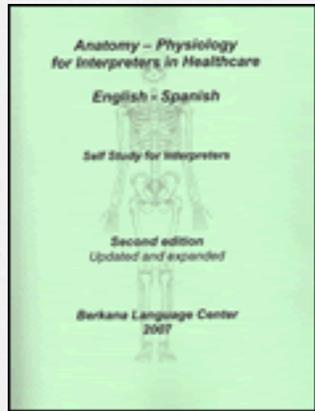
- o Lecture with PowerPoint or online video/tutorial (link from presentation)
- o Label blank anatomy chart in English and students' language
- o Provide bilingual dictionaries (print or online)



Resources

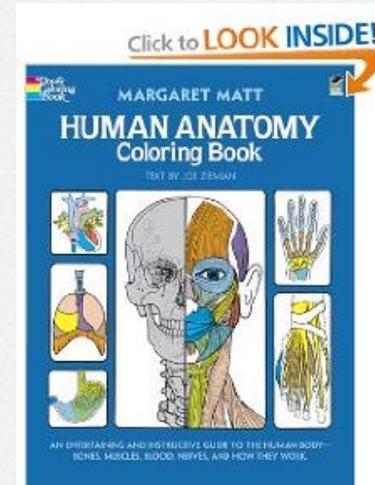
Basic Anatomy, Physiology, and Common Disorders

Anatomy-Physiology for Interpreters in Healthcare: English-Spanish



<http://www.eberkana.us/products>

Human Anatomy Coloring Book

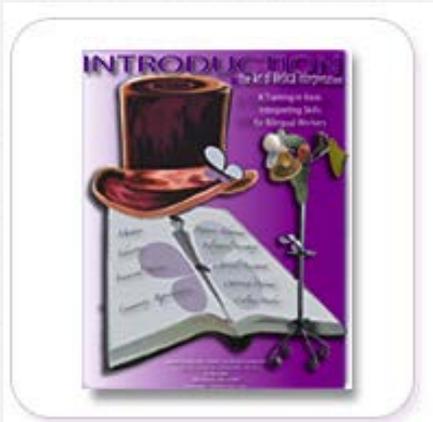


ISBN-13: 978-0486241388

Resources

Basic Anatomy, Physiology, and Common Disorders

The Art of Medical Interpretation Manual



<http://embracingculture.com/products.php>

Medline Plus: A service of
the U.S. National Library
of Medicine
National Institutes of
Health

MEDLINEplus®
Health Information

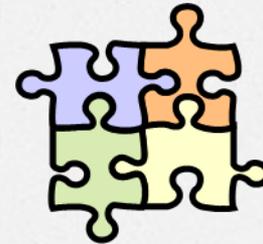
www.medlineplus.gov

Design Lesson Plan

Basic anatomy and physiology of specific body system

Name and description of each condition

- o Lecture with PowerPoint
 - o Anatomy and physiology
 - o Disorders and symptoms
 - o Diagnostic tests and treatment



Design Lesson Plan

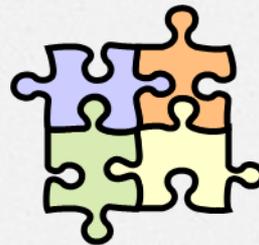
Common disorders, diagnostic tests and treatment

Name and description of each condition:

- o Lecture with whiteboard

Anatomical Part	Disorder	Symptoms	Diagnostic Tests	Treatment
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- o Online video/tutorial for most common condition



Resources

Health Topic Videos

MedlinePlus

o <http://www.medlineplus.gov>



Lifebridge Health

o <http://www.lifebridgehealth.org/Main/DMedicalAnimations.aspx>

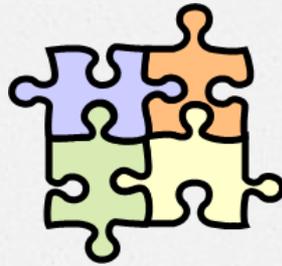


o <http://www.healthyroadsmedia.org/index.htm>

Design Lesson Plan

Interpreting exercises

- o Consecutive Interpreting
- o Sight Translation



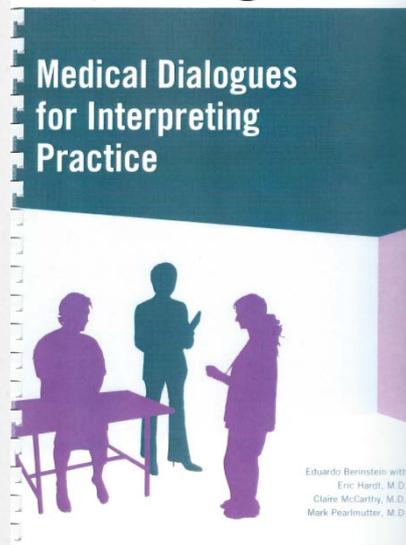
Review

- o Game – Jeopardy, Monopoly, flashcards

Resources

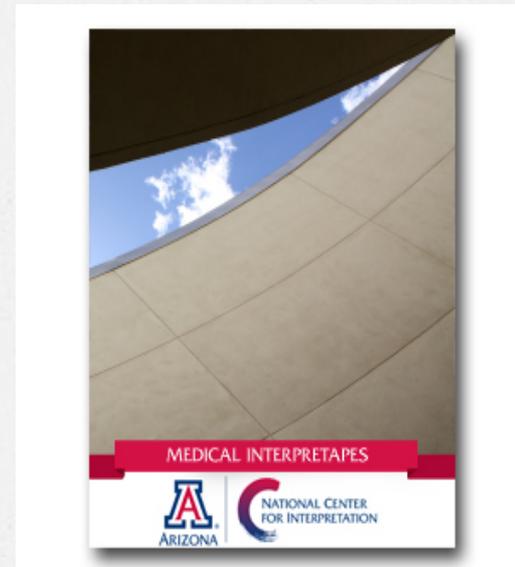
Practice Materials

Medical Dialogues for
Interpreting Practice



www.IntransBooks.com

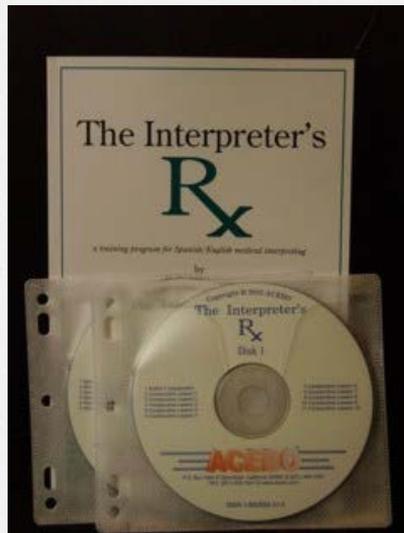
Medical Interpretapes



www.nci.arizona.edu

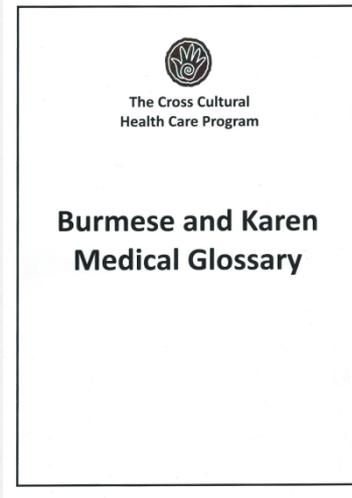
Resources

Practice Materials



www.acebo.com

Medical Glossaries



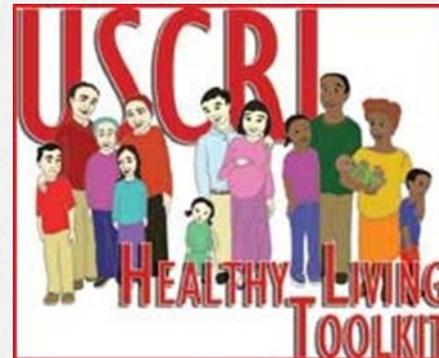
<https://xculture.org/store/?slug=index.php&cPath=24>

Resources

Multilingual Health Materials



<https://www.healthinfotranslations.org/about/>



<http://www.refugees.org/resources/for-refugees--immigrants/health/healthy-living-toolkit/>

Resources

Multilingual Health Materials

NSW Multicultural Health
Communication Service



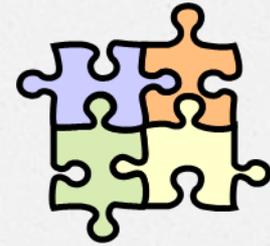
<http://www.mhcs.health.nsw.gov.au>

Refugee Health
Information Network



<http://www.rhin.org/>

Prepare Materials

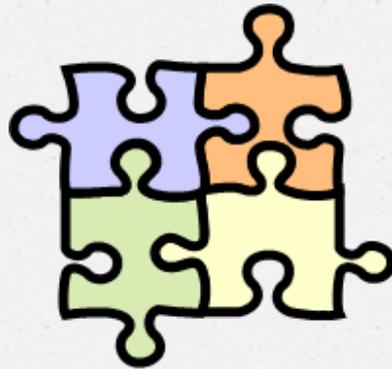


Handouts

- Simplified anatomical charts (without labels)
- Table of terms in English, with definitions, and blank columns for other languages, or
- Flashcards (business card template/forms)
- Copy of PowerPoint including list of resources
- Exercises for interpreting practice (consecutive, sight translation related to this body system)

Learning Evaluation (test)

- Matching-quiz and anatomical chart
(little or no writing or spelling required)
- Observe interpreting skills

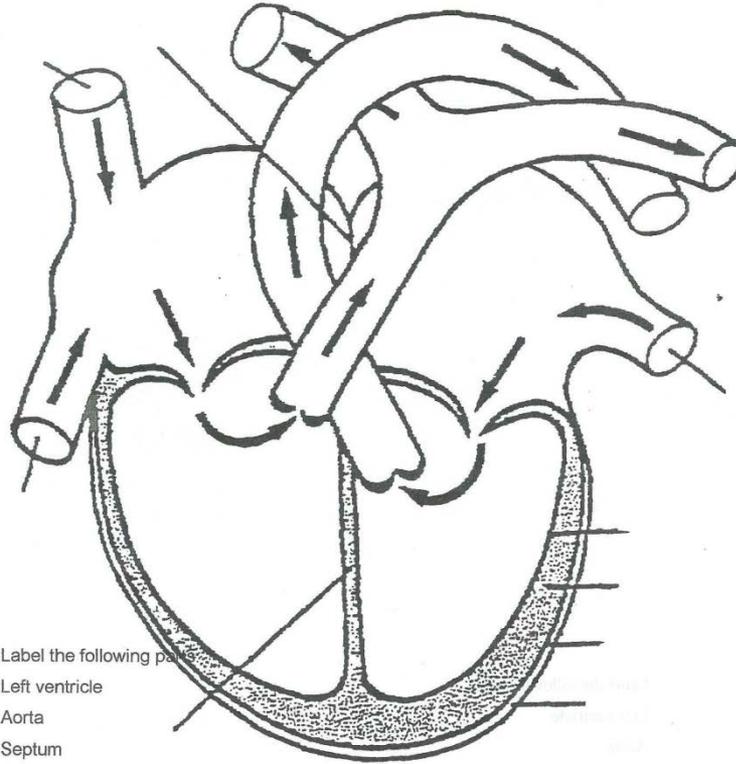


Quiz – Cardiovascular System

Match the term in the left column with its definition in the right column and write it in the space provided.

Arrhythmia	_____	Installation of a mechanical device to stimulate regular pumping of the heart
Arteriography	_____	Abnormal elevation of the blood pressure
Arteriosclerosis	_____	Graft of a saphenous vein from the ascending aorta to the coronary arteries
Bypass surgery	_____	Graphic recording of the electrical waves of the cardiac cycle or spread of excitation throughout the heart
Cardiac catheterization	_____	
Congestive heart failure	_____	
EKG	_____	

HEART STRUCTURE AND BLOOD FLOW



Label the following parts

Left ventricle

Aorta

Septum

Pulmonary artery

Myocardium

NCIHC Home for Trainers

Languages of Limited Diffusion Resource Database (coming soon)

Bilingual Medical Phrase Book

(In English and Cambodian (Khmer)).

Pennsylvania State Department of Education, Harrisburg.
Division of Adult Education and Literacy Programs.

<http://www.eric.ed.gov/PDFS/E D385180.pdf>

Cambodian, Khmer, English

Free, but have to ask for it since has protected info

Focused on medical context; written in both English and Cambodian.

K'iche-English Dictionary and Guide to Pronunciation of the K'iche-Maya Alphabet

Foundation for the Advancement of MesoAmerican Studies, Inc.

http://www.famsi.org/mayawriting/dictionary/christenson/quidic_complete.pdf

K'iche'/ Quiche, English

Free

Large data base, can search by English word.

NCIHC Home for Trainers Languages of Limited Diffusion Resource Database (coming soon)

Language Materials Project

University of California, Los Angeles

<http://www.lmp.ucla.edu/>

Over 100 languages

Free

Many languages and dialectal variants (26 of Arabic). Brief descriptions of each language. Autochthonous languages of the Americas and Australia; under-represented.

Medical Terms

2nd Edition

http://www.drumpublications.org/download/medicalterms2_2008.pdf

Karen, Burmese, English

Free

English to Karen and Burmese; common and technical terms as well as common phrases (Avoid spicy foods). Easy to read format.

Q & A

What is your
favorite resource?

Q & A

Which games do you use in your training?

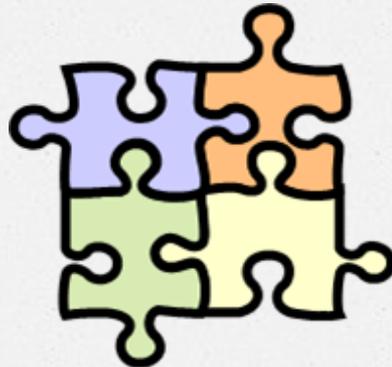
Further Questions

o Esther Diaz

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Links and Resources Page 1

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www.eberkana.us/products

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<http://embracingculture.com/products.php>

MedlinePlus

<http://www.medlineplus.gov>

Lifebridge Health

<http://www.lifebridgehealth.org/Main/DMedicalAnimations.aspx>

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Links and Resources Page 2

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Medical Glossaries

<https://xculture.org/store/?slug=index.php&cPath=24>

Multilingual Health Materials

Health Information Translations

<https://www.healthinfotranslations.org/about/>

Links and Resources Page 3

Healthy Living Toolkit - USCRI

<http://www.refugees.org/resources/for-refugees--immigrants/health/healthy-living-toolkit/>

Multilingual Health Materials

NSW Multicultural Health Communication Service

<http://www.mhcs.health.nsw.gov.au/>

Refugee Health Information Network

<http://www.rhin.org/>

Bilingual Medical Phrase Book

<http://www.eric.ed.gov/PDFS/ED385180.pdf>

Links and Resources Page 4

K'iche-English Dictionary and Guide to Pronunciation of the K'iche-Maya Alphabet

http://www.famsi.org/mayawriting/dictionary/christenson/quidic_complete.pdf

Language Materials Project

University of California, Los Angeles

<http://www.lmp.ucla.edu/>

Medical Terms

2nd Edition

http://www.drumpublications.org/download/medicalterms2_2008.pdf

Karen, Burmese, English



Announcements

- Future events
- Session Evaluation
- Certificates of attendance
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Home for Trainers

*an initiative of the
NCIHC Standards and Training Committee*

- Webinar Series
- Mentoring Program
- Support for Trainers of Interpreters in Languages of Limited Diffusion



www.ncihc.org/home-for-trainers



Thank you!

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