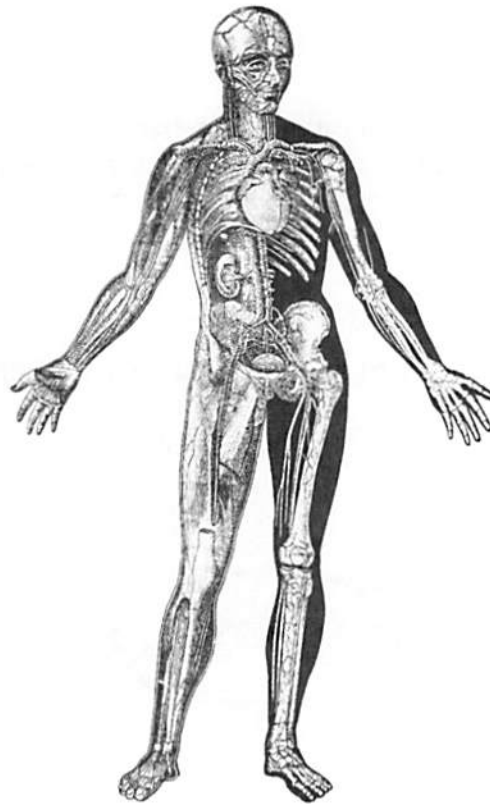


# **MEDICAL TERMINOLOGY**

## **FOR INTERPRETERS**



### **AN INSTRUCTOR'S GUIDE**

**Second edition**

**CULTURE AND LANGUAGE PRESS**

A Division of



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# OBJECTIVES AND SAMPLE SCHEDULE

## SAMPLE WORKSHOP SCHEDULE

*(The instructor may adapt this schedule as needed.)*

8:00 – 8:30 a.m.	Registration
8:30 – 9:00 a.m.	Introduction
9:00 - 10:30 a.m.	1-A Basic Medical Terminology
10:45 a.m. – 12:30 p.m.	1-B The Body, Body Systems and Diseases
1:30 - 2:45 p.m.	2-A Tests, Procedures and Symptoms
3:00 - 4:30 p.m.	2-B Strategies and Resources

## LEARNING OBJECTIVES

After completing this one-day workshop, participants will:

### OBJECTIVE 1

**Correctly use basic medical terms in two languages.**

1. (a) Use the meaning of Latin/Greek roots and affixes to interpret medical terminology.
1. (b) Demonstrate knowledge of common terms for body parts, body systems and diseases.

### OBJECTIVE 2

**Develop skills for overcoming challenges in medical terminology.**

2. (a) Discuss basic terms for tests, procedures and symptoms.
2. (b) List and compares strategies and resources for learning additional medical terminology.

## PREFACE

This trainer's guide is intended to facilitate a one-day workshop on medical terminology for interpreters. In order to give this workshop the trainer will need:

- One copy of this trainer's guide
- One copy of the accompanying participant handbook for the trainer. The handbook, *Medical Terminology for Interpreters*, 3<sup>rd</sup> ed. 2010, is published by Cross-Cultural Communications.
- One copy *per participant* of the handbook referenced above.
- Activity cards and other materials for certain activities. *Allow sufficient time* (up to 20 hours depending on your level of efficiency) *to create the cards*. To protect them for later use, you may wish to laminate them. In the future, it may be possible to order a trainer's toolkit from Cross-Cultural Communications that contains a set of all activity cards needed to offer this workshop (with one toolkit serving a group of up to 25 participants). However, such a toolkit is currently in the early stages of development.
- Appendix 3 includes prototypes of the activity cards.
- If you are a licensed trainer for this program or *The Community Interpreter* and you would like to receive the electronic format for the activity and flash cards for this program (to facilitate printing them), simply send an email to [ccc2@cultureandlanguage.net](mailto:ccc2@cultureandlanguage.net).

Any instructor for this program who purchases the trainer's guide and follows the outlined objectives in this guide is *authorized*, but not *licensed*, to give a one-day workshop based on this guide and call it *Medical Terminology for Interpreters* (or any other title). However, it is strongly recommended that the trainer, if possible, attend the one-day program itself and the one-day Training of Trainers (TOT) that was designed for this program, both of which are hosted by Cross-Cultural Communications. At that point, the trainer would be *licensed*, at no additional charge, to give the program.

To determine dates of the next session of a Medical Terminology TOT, please go to [www.cultureandlanguage.net](http://www.cultureandlanguage.net) and click on Training.

If the instructor who purchases this trainer's guide chooses to give a workshop based on its contents without attending either the workshop itself or its TOT, the instructor should be aware that this is a complex program. Even for seasoned instructors it will require a great deal of preparation. As with any new interpreter program, allow 8 to 10 hours of preparation for one hour of training when you are first planning to present a program. Instructors who have not attended the TOT for this program may need to allow additional preparation time.

Please note that it is a violation of U.S. and international copyright law to photocopy substantial portions of the participant handbook, or of any other book. Trainers should also note that there is a discount on the cost of the participant handbook if they purchase more than 20 copies and a far greater discount if they become a licensed trainer. (For example, in 2011 the discounted licensed-trainer fee is \$25 per copy of the handbook instead of the retail value of \$40.) Alternatively, trainers may ask their workshop participants to purchase the book directly on their own, e.g. by ordering copies online. For more information or to purchase the handbook, go to [www.cultureandlanguage.net](http://www.cultureandlanguage.net), call 410.312.5599 or send an email to [ccc@cultureandlanguage.net](mailto:ccc@cultureandlanguage.net).

## **SPECIAL NOTE**

Because the majority of participants who take interpreting classes in the U.S. are speakers of Spanish, *the medical terms used in the activities in this program are translated into Spanish only*. Answer keys with the Spanish translations are also included in Appendix 2 of the participant handbook. For the convenience of the trainer, those answer keys reproduced here in the trainer's guide following each relevant activity.

The program itself is designed to be “language neutral” or “non-language-specific.” In other words, it may taught either to Spanish speakers or to interpreters of other languages. The instructions in this trainer's guide clarify how trainers can address mixed groups that include both Spanish and non-Spanish interpreters.

Clearly, Spanish interpreters will have an advantage when taking this program, but non-Spanish interpreters who have attended find that the program benefits them as well even if most other participants speak Spanish.

## INTRODUCTION

This trainer's guide and the one-day program it addresses were based on a revolutionary concept, the idea that medical terminology for interpreters should not be taught. It should be *experienced*.

When the instruction time for medical terminology in interpreter only a single day (which is often the case in the U.S.), every moment of classroom time is precious. We believe that most of that time should be devoted to plunging participants into engaging, interactive activities based on medical terminology that is used every day in a variety of healthcare settings.

In other words, rather than having an instructor stand up and *teach* medical terminology, participants of the program should spend most of their day engaging in activities that make them think hard about how to use the terminology correctly.

There are many reasons for taking this interactive approach. They include:

- Many interpreters seek a “silver bullet” (a magic cure) for their lack of knowledge about medical terminology. They do not understand that a one-day workshop will not solve their problems. Instead, they must be motivated, and given the tools, to continue studying terminology on their own after the workshop.
- Many, and perhaps most, interpreters find it difficult to study medical terminology on their own. They need guidance about how to study it effectively.
- Research shows that learning and remembering information is enhanced when emotional experiences accompany the learning experience and also when both hemispheres of the brain are active while learning the new information. Thus, an “adrenaline rush” promotes retention. From this perspective, lively, competitive activities are not only fun; they actually help interpreters remember the terminology and create positive associations with that terminology. In laying down new neural networks related to pleasure, interpreters may be establishing a positive emotional foundation for future studies as well.

One medical interpreter trainer who attended a sample activity from this program at a conference reported afterward, speaking as a trainer: “And you know, when I was doing the activity, *I* really got into myself and had fun. And that’s when it all made sense to me!”

Cross-Cultural Communications has spent several years, from 2006 to 2011, developing and refining this program through trial and error. For example, we were apprehensive about the activities for Latin and Greek roots and affixes and feared they might be dry and boring. Yet from the beginning (to our surprise), participants greeted those activities with enthusiasm. In fact, these very exercises received the highest praise in evaluations: participants requested more of them. As a result, the number of activities that included Latin and Greek roots were expanded in both the 2<sup>nd</sup> and 3<sup>rd</sup> editions of this program and are still much loved.

In addition, trainers licensed to present *The Community Interpreter*, a 40-hour community interpreter training program, are also authorized to include some of the activities on medical terminology from this workshop in the 40-hour program if they choose, and we always recommend that if they do so they first include the activities on roots and affixes.

It took a corps of veteran trainers, staff hospital interpreters, the collected wisdom of the authors and great deal of work to put together this program.

To all educators, trainers and instructors who use this training manual, we wish you the best of luck. Please feel free to share your feedback with either the principal contributing author of *Medical Terminology for Interpreters*, Hank Dallmann, or the Director of Cross-Cultural Communications and principal author of this instructor's guide, Marjory Bancroft. We welcome your honest feedback and look forward to future editions and expansions of *Medical Terminology for Interpreters*.

Good luck—and enjoy the journey!

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