

## ***Instructionally Related Activities Report Form***

SPONSOR: Javier González

PROGRAM/DEPARTMENT: Global Languages and Cultures

ACTIVITY TITLE: Visit from professional interpreter and educator Marcelo López to SPAN 452

DATE (S) OF ACTIVITY: February 13, 2018

Please submit via email to the IRA Coordinator along with any supporting documentation at [david.daniels@csuci.edu](mailto:david.daniels@csuci.edu) within 30 days after the activity. Thank you for your commitment to engaging our students!

### **(1) PROVIDE A DESCRIPTION OF THE ACTIVITY**

Mr. López completed his studies in medicine in Argentina and has been a professional medical interpreter in the Los Angeles metropolitan area for well over a decade. He is also an educator and entrepreneur and owner of [interpreterprep.com](http://interpreterprep.com). Interpreterprep.com is a site and educational program to help students prepare and pass the different healthcare certification exams for a national certification. I used the program myself for the required educational hours to get my interpreting certification.

Mr. López spoke about a number of different topics from the perspective of an actively working interpreter. These topics included the interpreter's role, linguistic and culture challenges, specific challenges with some patients, such as those who give lengthy, roundabout answers; ethical matters and how to approach them, advice on how to start a career in interpreting and suggestions for improving as an interpreter once certified.

The last thirty minutes of class, he answered a wide range of student questions related to topics he presented and others covered previously in class. This included specific questions about how to interpret certain problematic phrases, details about steps prospective interpreters need to take to get started and thrive as interpreters, further elaboration of anecdotes and questions about specific challenges he has faced working as an interpreter.

### **HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?**

Mr. López's talk covered situations in the following of the course's learning objectives: a) Expand vocabulary in order to interpret accurately and completely between English and Spanish in various healthcare settings using modes of interpretation typically found in medical encounters, building upon material from Introduction to Healthcare Interpreting. b) Integrate appropriate medical terminology in both languages and enhance communication between a provider and patient during routine and complex medical encounters. c) Use culturally appropriate behavior and recognize and address instances that require intercultural inquiry to ensure accurate and complete understanding.

### **(2) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?**

Giving students the opportunity to speak with professionals actively engaged in the field, hearing of their

practical advice as to how to get started in the career, understanding some of the issues in a concrete sense and having the opportunity to have questions answered directly by this professional all complement the work done in the class. It is important for students to be able to interact with these professionals so that they can assess their own goals and address what they need to do to enter the profession.

**(3) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?**

Given the structure of the event, the interpreter's presentation and Q & A in class, there were no weaknesses. Mr. López, being an educator as well, prepared a well timed, dynamic and engaging presentation. I had asked him to focus on certain topics and he did concisely.

**(4) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?** The activity accomplished its purpose. Perhaps next time, I'd have access to the speaker's presentation further ahead of time to generate complementary materials to further tie the presentation to the class. Given how organized Mr. López was and his sharing of his powerpoint with the class, that was not an issue this time. Nonetheless, not all speakers come as prepared as Mr. López.

**(5) WHAT DID YOU LEARN FROM THE PROCESS?** It is a far simpler task to invite a speaker to a class than organizing a large event. Mr. López also gave me several ideas as to other points to focus on in the class.

**(6) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)**

A portion of the first exam dealt directly with Mr. López's presentation on the ethics (CHIA standards) and difficult ethical situations faced by interpreter's in the field.

**(7) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.**

Mr. López was paid \$250 for his presentation. The Global Languages and Cultures Program invited him to dinner that night.

**B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)**

See attached roster.

**C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE STUDENT PARTICIPATION**



Mr. Marcelo López in front of the class in Bell Tower 2598 presenting some of the linguistic pitfalls that interpreters may encounter.

SPAN 452 Spring 18 Roster	
Aguirre I, Alexandra Elizabeth	
Alcala, Heidi Guadalupe	
Alvarez, Elizabeth	
Contreras, Diana	
Espinoza, Jasmin Yamileth	
Flores, Stephanie	
Garnica, Karina Nicole	
Gil- Preciado, Jocelyn	
Granados, Jonathan Ivan	
Grandoli, Emily Mary	
Guzman, My Gem Lee	
Lopez Quiterio, Stephanie	
Lopez, Evelyn Jannely	
Navarro, April L	
Perez Elenes, Rey David	
Perez Zuniga, Jose Eduardo	
Perez, Pamela Alejandra	
Portillo, Alexandra Noemi	
Quiroz, Sandra Franco	
Tapia, Jossimar Karina	
Tinajero, Lizbette	
Torres, Carmen Alicia	
Villanueva, Stephanie	
Zamora, Esthefanie	
Zavala, Angelica Judith	