HCI 180L Course Outline as of Fall 2021

CATALOG INFORMATION

Dept and Nbr: HCI 180L   Title: INTRO HLTHCRE INTERP LAB
Full Title: Introduction to Healthcare Interpreting Lab
Last Reviewed: 5/9/2016

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total		
Maximum	0.50	Lecture Scheduled	0	17.5	Lecture Scheduled		0
Minimum	0.50	Lab Scheduled	1.50	6	Lab Scheduled		26.25
		Contact DHR	0		Contact DHR		0
		Contact Total	1.50		Contact Total		26.25
		Non-contact DHR	0		Non-contact DHR		0

Total Out of Class Hours: 0.00   Total Student Learning Hours: 26.25

Title 5 Category: AA Degree Applicable
Grading: Grade Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
In this lab course, students will complete exercises and role-play scenarios to explore roles, standards and essential skills necessary to become a successful Healthcare Interpreter (HCI). In addition, students will practice and be required to demonstrate non-medical, dual-language skills and will begin use of medical language in healthcare interpreting. Students must earn a C or better in all HCI-required courses to continue in the program.

Prerequisites/Corequisites:
Concurrent Enrollment in HCI 180

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: In this lab course, students will complete exercises and role-play scenarios to explore roles, standards and essential skills necessary to become a successful Healthcare Interpreter (HCI). In addition, students will practice and be required to demonstrate non-medical, dual-language skills and will begin use of medical language in healthcare interpreting. Students

must earn a C or better in all HCI-required courses to continue in the program. (Grade Only)
Prerequisites/Corequisites: Concurrent Enrollment in HCI 180
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:	
UC Transfer:		Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Demonstrate examples of essential skills, functions, and responsibilities of the professional HCI.
2. Identify examples of appropriate ethical and legal behaviors by HCIs in healthcare settings.
3. Demonstrate non-medical dual-language proficiency in English and Language of Service (LOS).

Objectives:
1. Explain student and lab coach responsibilities.
2. Describe ways to build bilingual proficiency and cultural competency.
3. Discuss and demonstrate various roles and responsibilities of the HCI.
4. Demonstrate a variety of modes of interpreting and provide examples of the necessary healthcare knowledge and skills needed to succeed as an HCI.
5. Demonstrate dual-language proficiency for interpreting by (a) successfully reading in English and Language of Service (LOS), (b) sight translating in both languages, and (c) completing basic non-medical dual-language interpreting through role-play.
6. Analyze ethical and legal interpreting scenarios, explaining how they relate to California Healthcare Interpreter Association (CHIA) California Standards for Healthcare Interpreters (Ethical Principles, Protocols, and Guidance on Roles and Intervention).
7. Describe ways to use lab exercises and examples of interpreting practice in an ePortfolio.

Topics and Scope:

I. Healthcare Interpretation as a Profession
   A. Bilingual proficiency-why it is essential

        1. ways to build bilingual proficiency
        2. demonstrations of proficiency and non-proficiency
   B. Cultural competency
        1. benefits of cultural competency
        2. risks when cultural competency is lacking
        3. demonstrations of cultural competency
   C. Lab demonstrations regarding functions and responsibilities of healthcare interpreters
        1. the importance of interpretation accuracy for client health
        2. memory development aids
        3. healthcare knowledge development
        4. medical language development and use
        5. triadic communication with client, health professional, healthcare interpreter (scripted role-plays)
        6. modes of interpreting: consecutive, simultaneous, summarization (scripted role-plays)
        7. sight translation
        8. standards of practice and ethical/legal interpreting situations (scripted role-plays)
        9. interpreting skills and strategies used in a variety of healthcare settings, healthcare issues, and ethnic communities (scripted roleplays)

II. Lab Course Content and Student and Faculty responsibilities
   A. English/LOS instructional assistant (language coach) functions and responsibilities
   B. Steps in the process of becoming a successful HCI-How do you begin to build your skills?
        1. focus on basic skills in medical language and interpreting
        2. time management
   C. HCI program language proficiency assessments in English and Language of Service
        1. intro course bilingual language proficiency assessment--without medical terminology
        2. ALTA bilingual language proficiency assessment--with medical terminology-must pass before externship
        3. content of interpretation exam in final semester (must pass to receive certificate)
        4. national certification exams - upon completion of HCI program
   D. Application of medical terminology and healthcare knowledge research
   E. Interpreting
        1. dual-language reading
        2. basic, non-medical interpretations with a variety of partners, experiencing consecutive and sight translation from English to language of service (LOS) and from LOS to English
        3. topics for final exam
   F. Relevant lab components for ePortfolio.

Assignment:

1. Complete 10-20 lab exercises and / or role-plays demonstrating essential HCI skills, functions and responsibilities, including ethical / legal.
2. Practice dual-language reading demonstrations and 4-7 basic, non-medical interpretations per week, with a variety of partners, experiencing consecutive and sight translation from English to language of service (LOS) and from LOS to English.
3. Meet with language coach 2-5 times during semester to receive feedback on reading demonstrations, interpreting role-plays, use of new medical terms and healthcare knowledge, and final evaluation.
4. Complete skill demonstration final exam; non-medical, dual-language, basic interpretation role-plays with an English/LOS instructional assistant (language coach).
5. Select lab exercises and healthcare resources that will be added to ePortfolio website; review with language coach.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because skill demonstrations are more appropriate for this course.

Writing
0 - 0%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Lab exercise and role-plays, interpretation role-plays, interpretation exam, ePortfolio

Skill Demonstrations
55 - 65%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation, language coach evaluation

Other Category
35 - 45%

Representative Textbooks and Materials:
California Standards for Healthcare Interpreters, Ethical Principles, Protocols, and Guidance on Roles & Intervention, California Healthcare Interpreting Association (CHIA), 2002 (Classic)
Instructor prepared materials:
PowerPoint presentations, case studies, exercises, role-play scenarios, articles and video resources
Weebly Website development