

HCI 182L Course Outline as of Fall 2021**CATALOG INFORMATION**

Dept and Nbr: HCI 182L Title: HLTHCARE INTERP COMPETEN
 Full Title: Developing Healthcare Interpreter Competencies - Lab
 Last Reviewed: 2/26/2018

Units	Course Hours per Week	Nbr of Weeks	Course Hours Total
Maximum 1.00	Lecture Scheduled	0 17.5	Lecture Scheduled 0
Minimum 1.00	Lab Scheduled	3.00 8	Lab Scheduled 52.50
	Contact DHR	0	Contact DHR 0
	Contact Total	3.00	Contact Total 52.50
	Non-contact DHR	0	Non-contact DHR 0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 52.50

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:

During this lab course, students will practice advanced interpreting skills with an English/Language of Service (LOS) language coach, focusing on medical language and HCI interpreting skills such as managing the flow in interpreting sessions, developing the technical aspects of interpreting, identifying health and communication issues in ethnic communities, and interpreting in specialized healthcare service areas. Lab exercises will include role-play, memory development, listening, and problem solving with case studies, as well as continued development of cultural competency.

Prerequisites/Corequisites:

Course Completion of HCI 181 and HCI 181L and ANAT 58
 AND Concurrent Enrollment in HCI 182

Recommended Preparation:**Limits on Enrollment:**

Currency on all immunizations including annual flu shots, annual tuberculosis clearance, a negative background check, and possess a current American Heart Association Certified Healthcare Provider CPR card.

Schedule of Classes Information:

Description: During this lab course, students will practice advanced interpreting skills with an English/Language of Service (LOS) language coach, focusing on medical language and HCI interpreting skills such as managing the flow in interpreting sessions, developing the technical aspects of interpreting, identifying health and communication issues in ethnic communities, and interpreting in specialized healthcare service areas. Lab exercises will include role-play, memory development, listening, and problem solving with case studies, as well as continued development of cultural competency. (Grade Only)

Prerequisites/Corequisites: Course Completion of HCI 181 and HCI 181L and ANAT 58 AND Concurrent Enrollment in HCI 182

Recommended:

Limits on Enrollment: Currency on all immunizations including annual flu shots, annual tuberculosis clearance, a negative background check, and possess a current American Heart Association Certified Healthcare Provider CPR card.

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 healthcare interpreter competencies, accurately incorporating medical concepts and terminology related to common health issues in ethnic communities, and a variety of health service areas, in both English and Language of Service (LOS).

2. Apply concepts from California Standards for Healthcare Interpreters to ethical interpreting dilemmas.

Objectives:

1. Demonstrate how to manage the flow of the interpreting session.

2. Develop and demonstrate skills in the technical aspects of interpretation.

3. Interpret using scenarios that focus on health problems common to ethnic communities in Sonoma County.

4. Interpret using scenarios that recognize and acknowledge healthcare beliefs and practices in specific communities.

5. Demonstrate cultural competency during healthcare interpreting encounters with individuals

- regarding health issues.
6. Use memory improvement techniques.
 7. Demonstrate interpretive encounters for a variety of health service areas, incorporating appropriate medical terminology in both English and LOS.
 8. Describe common ethical interpreting dilemmas and demonstrate possible solutions.
 9. Examine psychological, social, and emotional issues that may arise for interpreters and utilize strategies for managing these issues.
 10. Demonstrate ethical and professional responses to requests for translation/transcription.
 11. Identify appropriate lab ePortfolio contributions.

Topics and Scope:

I. Lab Experience

II. In the Lab Setting, the Language Coach will Utilize Exercises, Role-Plays, Case Study Critiques, Simulated Interpretation Encounters, and Discussions regarding these topics:

- A. Management of the flow of the interpreting session
- B. Development of technical aspects of interpretation
- C. Health issues in ethnic communities
- D. Cultural aspects of interpreting
- E. Interpretation in different health service areas

III. Development of Lab-Related ePortfolio

Assignment:

1. Review and translate 6-10 written medical procedure/form exercises
2. Analyze 1-3 case studies weekly
3. Role-play and critique 6-8 healthcare interpreting scenarios
4. Practice 3-5 simulated interpreting encounters weekly, for a variety of health service areas, in both English and LOS
5. Log oral interpreting practice
6. Maintain glossary of relevant medical terminology in English/LOS
7. Discuss specified interpreting problems or conflicts and possible solutions
8. Complete 4-8 quizzes and final exam
9. Discuss with language coach what lab exercises/interpreting encounters/medical terminology to include in ePortfolio
10. Meet with language coach 2-5 times during semester for feedback and near course conclusion for final evaluation

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.

Case studies, log, ePortfolio

Problem solving
10 - 15%

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

Simulated interpretation encounters, role-plays and critiques, translations

Skill Demonstrations
45 - 50%

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

Quizzes, Final Exam

Exams
15 - 20%

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

Attendance and participation, glossary, student evaluation

Other Category
20 - 25%

Representative Textbooks and Materials:

Healthwise Handbook. Kaiser Permanente. current edition

The Complete Human Body-The Definitive Visual Guide. 2nd ed. Roberts, Alice. D.K. Publishing. 2016

Healthcare Interpreting in Small Bites. Roat, Cynthia. 2010 (classic)

Role-play Manual, CCSF-HCI program. 2007 (classic)

National Council on Interpreting in Health Care Standards and Code of Ethics. online

California Standards for Healthcare Interpreters: Ethical Principles, Protocols and Guidance on Roles and Intervention. online

Medical dictionary or glossary in English and Language of Service (LOS)-various publications to be used depending on LOS MedlinePlus

Instructor prepared materials