HCI 182 Course Outline as of Fall 2017

CATALOG INFORMATION

Dept and Nbr: HCI 182 Title: HLTHCARE INTERP COMPETEN
Full Title: Developing Healthcare Interpreter Competencies
Last Reviewed: 5/9/2016

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	2.00	17.5	Lecture Scheduled	35.00
Minimum	2.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	2.00		Contact Total	35.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 70.00 Total Student Learning Hours: 105.00

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:
Advanced training for bilingual individuals as integral members of healthcare teams in bridging the language and cultural gap between clients and providers. Further enhancement of interpreting skills, focusing on specialized healthcare service areas such as genetics, mental health, men's health, women's health, children's health, and death and dying. Advanced skills in ethical decision making, memory development, patient advocacy, and listening. Continued development of cultural competency.

Prerequisites/Corequisites:
Course Completion of HCI 181:
AND HCI 181L;
AND ANAT 58 (OR HLC 140 and ANAT 140);
AND COMM 1 (OR COMM 60);
AND Concurrent Enrollment in HCI 182L

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
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AND HCI 181L;
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AND COMM 1 (OR COMM 60);
AND Concurrent Enrollment in HCI 182L
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. Identify and describe healthcare interpreter competencies, including medical terminology related to common health issues in ethnic communities and within a variety of healthcare service areas, in both English and Language of Service (LOS).
2. Discuss ethical interpreting dilemmas utilizing concepts from California Standards for Healthcare Interpreters.
3. Describe self-care techniques, strategies, and community resources available to healthcare interpreters.

Objectives:
1. Describe management of the flow of the interpreting session.
2. Identify and describe various technical skills necessary for the development of effective healthcare interpreting.
3. Compare and contrast health problems and traditional healthcare beliefs and practices in ethnic communities in Sonoma County.

4. Contrast cultural competency related to common health issues in various communities.
5. Identify health resources available in the community for clients.
6. Describe effective communication skills with special emphasis on cross-cultural communication.
7. Identify a variety of memory-development techniques.
8. Use medical terminology, in English and LOS, specific to various healthcare service areas.
9. Describe psychological, social, and emotional issues that may arise for interpreters and identify strategies and community resources for managing these issues.
10. Describe skills needed for translation.
11. Respond to requests for translation/transcription ethically and professionally.
12. Explore career options in healthcare interpreting.
13. Continue to develop ePortfolio.

Topics and Scope:

I. Managing the Flow of the Interpreting Session
  A. Interpreter roles and functions
    1. message conveyor
    2. message clarifier
    3. cultural clarifier
    4. patient advocate
  B. Listening skills
    1. effective listening, e.g., active listening
    2. ineffective listening, e,g, interrupting or judging speaker
    3. cultural awareness and expectations regarding communication
  C. Interpreter code of ethics
  D. Pre/post session in the interpreting setting
  E. Handling emotionally charged content
  F. Handling issues of culture, gender, ethnicity
  G. Handling diverse values, prejudice, bias
  H. Strategies for solving work-day problems
  I. Handling foul language
  J. Handling disorganized speech
II. Development of the Technical Aspects of Interpretation
  A. Accent enhancement
  B. Body language
  C. Consecutive, simultaneous, summarization interpretation
  D. Glossary building
  E. Memory development
    1. short-term, long-term and declarative memory
    2. memory problems
    3. ways to improve memory: association, visualization, repetition, concentration, chunking

  F. Note-taking during interpreting session
    1. advantages and disadvantages
    2. tips and techniques
    3. abbreviations and symbols
  G. Public speaking
  H. Register, style, discourse
  I. Voice, diction, and volume
  J. Translation skills
    1. differences in written translation and oral interpretation

2. process and technical considerations
3. tools, e.g., electronic word-finders, "Trados"
4. decisions regarding use of on-the-spot translation or transcription
5. ethical and professional responses to requests for translations/transcriptions

K. Remote interpreting
1. changing technologies: telephonic, video
2. challenges for client, provider, interpreter
3. protocols

III. Health Issues in Ethnic Communities
A. Identification of communities
B. Health issues specific to ethnic communities
C. Cultural aspects of health and illness behavior
D. Prevention and interventions
E. Community health resources and referrals

IV. Cross-Cultural Communication
A. Fluency and etiquette related to specific cultures
B. Culture aspects of interpreting
1. cultural awareness
2. behaviors, customs, values
3. expectations, assumptions, attitudes, perceptions
4. familiarity with linguistic regionalism and idiomatic phrases

C. Multiculturalism in the workplace

V. In-depth Review of Medical Terminology in Language of Service
A. Terms specific to different healthcare service areas
B. Glossary Building

VI. Interpreting in Different Health Service Areas
A. General medicine
B. Women's health
C. Men's health
D. Children's health
E. Chronic diseases
F. Infectious diseases
G. Genetics
H. Pharmacology
I . Mental Health
J. Death/dying/bereavement
K. Medical equipment
L. Medical procedures and surgery
M. Complementary and alternative treatments
N. Oral Health

VII. Psychosocial/Mental Health Issues
A. Working with immigrant communities
B. Strategies and culturally sensitive approaches
C. Self-care

VIII. Exploration of Careers in Interpreting
A. Health Maintenance Organizations
B. Community agencies
C. Public/private sectors

IX. Development of ePortfolio
A. Resume and cover letter writing
B. Self-evaluation
C. Reports that evaluate interpreting and cultural competency

D. Research project that will demonstrate interpreting skills
E. Careers in interpretation

Assignment:

1. Read required textbook and supplemental materials, 25-40 pages per week.
2. Make medical terminology flashcards as specified by instructor for different healthcare service areas, practice, and maintain glossary of relevant terminology in English and LOS.
3. Complete group project: List common idioms and proverbs used in LOS and in English. Provide translation and examples of how these idioms may relate to health care.
4. Write a group paper (3-6 pages) and oral report (10-15 min) on an anatomical system, including related diseases, treatments, and cultural implications.
5. Add to ePortfolio: images, quotes, videos, labs, and introductory personal statement revision.
6. Develop resume and cover letter; link to ePortfolio.
7. Collect and organize community healthcare resources.
8. Complete quizzes (5-10) and final exam.
9. Schedule ALTA Proficiency Exam in English and LOS before externship.

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.

Group research paper, group research project, ePortfolio, resume, cover letter	Writing 40 - 45%

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

Group Research project	Problem solving 5 - 10%

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

Medical terminology flashcards	Skill Demonstrations 5 - 10%

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

Quizzes, Final Exam	Exams 25 - 30%

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

Attendance and participation; oral presentation; resource compilation, glossary	Other Category 15 - 20%

Representative Textbooks and Materials:

California Standards for Healthcare Interpreters: Ethical Principles, Protocols and Guidance on Roles and Intervention, 2002
Healthcare Interpreting in Small Bites, Cynthia E. Roat, 2010
Healthwise Handbook, Kaiser Permanente, 18th Edition
Medical dictionary or glossary in English and Language of Service (LOS)-various publications to be used depending on LOS
MedlinePlus
National Council on Interpreting in Health Care Standards and Code of Ethics, 2007, online
Role-play Manual, CCSF-HCI program, 2007
The Complete Human Body-The Definitive Visual Guide, Alice Roberts, D.K. Publishing, NY, 2010 (Classic)
The Spirit Catches You and You Fall Down, Ann Fadiman, 2012 (Classic)
Instructor prepared materials