HCI 181L Course Outline as of Fall 2017

CATALOG INFORMATION

Dept and Nbr: HCI 181L Title: FUND HLTHCARE INTERP LAB
Full Title: Fundamentals of Healthcare Interpreting - Lab
Last Reviewed: 5/9/2016

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	6	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 exercises and implement interpreting models, techniques and strategies to develop skills necessary for language interpretation in healthcare settings. Emphasis will be on demonstrating the roles and responsibilities of healthcare interpreters, the use of basic medical language relating to common medical conditions, treatments and procedures, and practice in dual-language use and recognition of cultural nuances for specific communities necessary in the art of interpretation.

Prerequisites/Corequisites:
Course Completion of HCI 180 and Course Completion of HCI 180L and Concurrent Enrollment in HCI 181

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: During this lab course, students will practice exercises and implement interpreting models, techniques and strategies to develop skills necessary for language interpretation in

healthcare settings. Emphasis will be on demonstrating the roles and responsibilities of healthcare interpreters, the use of basic medical language relating to common medical conditions, treatments and procedures, and practice in dual-language use and recognition of cultural nuances for specific communities necessary in the art of interpretation. (Grade Only)
Prerequisites/Corequisites: Course Completion of HCI 180 and Course Completion of HCI 180L and Concurrent Enrollment in HCI 181
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 intermediate level proficiency in models of culturally sensitive healthcare interpreting and translation, including basic medical concepts and vocabulary in English and Language of Service (LOS).
2. Describe and demonstrate a variety of interpreting roles, including dealing with communication barriers and associated protocols.

Objectives:
1. Compare and contrast HCI models of provider-interpreter-client dynamics.
2. Identify ways that differences in communication styles may be handled in the HCI-health care provider-client relationship.
3. Describe how differences in cultural beliefs and practices may influence the HCI-client-provider relationship.
4. Identify and demonstrate techniques and strategies to enhance provider/interpreter communication with clients.
5. Describe and demonstrate common interpreter roles and protocols.
6. Demonstrate HCI modes: consecutive, simultaneous, and summarization interpretation, and sight translation.
7. Demonstrate intermediate proficiency in using interpreting models in the lab setting.
8. Demonstrate competency in the lab setting using basic medical vocabulary in English and LOS related to common medical conditions, treatments, and procedures used in health care.

9. Develop cultural awareness, sensitivity and humility.
10. Identify problems/conflicts that may arise in a variety of interpreting scenarios and utilize strategies for resolution.

Topics and Scope:

I. Lab Experience
II. In the lab, the language coach will facilitate weekly discussions, HCI exercises, role-plays and critiques that will include these topics:
A. Use of modes of medical interpreting, English to LOS and LOS to English
B. Interpreting protocols practice
C. Use of interpreter roles
D. Cross-cultural communication skill practice
E. Language elements management
F. Analyses and interpretation of scenarios for appropriate standards of healthcare interpreting practice as well as appropriate ethical and legal concepts
G. Diagnostic process vocabulary
H. Management of problems and conflicts during interpreting sessions
I. Medical terminology translation into English/LOS
III. Utilization of resources for interpreters
IV. Lab ePortfolio development

Assignment:

1. Review 5-10 pages in texts per week
2. Read 3-8 assigned readings (3-12 pages) from supplemental materials
3. Read and translate 8-12 written medical terminology exercises
4. Role-play and critique 4-7 selected interpreting scenarios
5. Practice 5-8 interpreting exercises
6. Build glossary of medical terms in English/LOS, including a section on cultural sensitivity tips
7. Discuss a specified interpreting problem or conflict and possible solutions (3-5 min)
8. Meet with language coach 2-5 times during semester for feedback and at end of course for final evaluation
9. Complete quizzes (4-8) and final exam on basic medical knowledge and interpreting skills
10. Collect artifacts from lab work, experience, and reflections to add to ePortfolio website. Consult library experts for technical assistance. Near end of semester, share weblink with language coach. Revise ePortfolio based on feedback from 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.

Critiques, problem/conflict management solutions	Problem solving 5 - 10%

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

Terminology and interpreting exercises; roleplays; translations; interpreting exam, ePortfolio technical development	Skill Demonstrations 50 - 60%

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

Quizzes, Final Exam	Exams 10 - 15%

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

Attendance and participation, glossary, student evaluation	Other Category 25 - 35%

Representative Textbooks and Materials:
California Standards for Healthcare Interpreters: Ethical Principles, Protocols and Guidance on Roles and Intervention, 2002, online
Healthcare Interpreting in Small Bites, Cynthia E. Roat, 2010 (Classic)
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)
Instructor prepared materials