

CATALOG INFORMATION

Dept and Nbr: HCI 180

Title: INTRO HEALTHCARE INTERP

Full Title: Introduction to Healthcare Interpreting

Last Reviewed: 5/9/2016

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	1.50	17.5	Lecture Scheduled	26.25
Minimum	1.50	Lab Scheduled	0	6	Lab Scheduled	0
		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: 52.50

Total Student Learning Hours: 78.75

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:
This course will give bilingual students an overview of the field of healthcare interpreting, explore roles, standards and scopes of practice of the Healthcare Interpreters (HCI). The class will review program requirements and HCI educational and employment opportunities. Students will shadow and interview healthcare interpreters. Students must earn a "C" or better in all HCI-required courses to continue in the program.

Prerequisites/Corequisites:
Course Completion or Current Enrollment in HLC 160; AND Course Completion of ENGL 1A (OR ESL 10) or appropriate placement based on AB705 mandates; AND Concurrent Enrollment in HCI 180L

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
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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. Describe key elements of healthcare interpreting, including history, standards of practice, functions of interpreters, and occupational choices.
2. Identify educational opportunities and requirements for healthcare interpreters and analyze responsibilities, required knowledge and skills, and the steps involved to become a Healthcare Interpreter (HCI).

Objectives:

Students will be able to:

1. Explain what healthcare interpreting offers to the United States healthcare systems.
2. Describe the history of healthcare interpreting in the U.S.
3. Analyze various roles and responsibilities of the HCI.
4. List the HCI program requirements and options, as well as other educational pathways and professional opportunities.
5. Compare and contrast modes of interpreting and the necessary knowledge and skills to succeed as an HCI.
6. Explain the importance of following the California Healthcare Interpreter Association (CHIA) California Standards for Healthcare Interpreters (Ethical Principles, Protocols and Guidance on Roles and Intervention).
7. Describe the initial steps to developing an ePortfolio website, including a home page, personal statement, and at least one image.

8. Discuss the demographics of the Limited English Proficient (LEP) community.

Topics and Scope:

I. Healthcare Interpretation as a Profession

A. History of healthcare interpreting in the U.S.

B. Program content, educational pathways, expenses, and student and faculty responsibilities

1. Language proficiency assessment in English and Language of Service - during HCI program

2. National certification exams - after HCI program

C. Functions and responsibilities of healthcare interpreters

1. The role of conveying information

a. steps in the process

b. the importance of accuracy

c. memory development

e. medical language development and use

2. Triadic communication

3. Modes of interpretation

4. Translation in interpreting

D. HCI employment distinctions

1. Employed vs. contracted, free lance

2. Dedicated vs. dual-role interpreting

3. Trained HCI vs. bilingual staff, ad-hoc interpreters

II. Requirements for Effective Healthcare Interpreting

A. Dual-language proficiency

B. Cultural competency/clarity skills

C. Interpreting skills and healthcare knowledge base

D. Strategies for communicating with Limited English Proficient (LEP) clients

E. Skills for face-to-face interpreting

F. Technical skills for remote interpreting (telephone or video)

III. HCI Standards, Ethics, Laws, and Regulations

A. Title VI, Section 601, of 1964 Civil Rights Act

B. California Standards for Healthcare Interpreters

1. ethical principles

2. standardized protocols

3. guidance on interpreter roles and interventions

C. U.S. Department of Health and Human Services Standards for Culturally and Linguistically Appropriate Services

D. Current legislative initiatives

IV. Demographic overview of the Limited English Proficient community

A. National immigration rates and languages spoken at home

B. Northern California percentages of people who speak a language other than English at home

V. ePortfolio development

A. What is an ePortfolio?

B. Getting started

C. Applications

D. Technical resources

Assignment:

1. Read 10-30 pages from texts and other materials per week.

2. Conduct an online literature review search for articles on history of healthcare interpreting and roles of HCIs in the U.S. Read 2-4 articles and complete 1-2 page critique and analysis of each.
3. Shadow healthcare interpreter(s) at a local medical facility (a minimum of 4 hours).
4. Interview a healthcare interpreter.
5. Complete an educational plan for Healthcare Interpreter coursework.
6. Make, practice and memorize 30-50 medical terminology flash cards.
7. Complete the following written assignments:
 - a. 4-8 total pages of critiques and analyses of articles
 - b. 3-4 page paper describing the interpreting shadowing experience and an interpreter interview
 - c. paper (one page max) about future educational and professional possibilities
 - d. begin developing an ePortfolio website, including a home page, personal statement and at least one image. Contact library experts for technical help. Submit the link to your ePortfolio electronically by the due date. Revise based on constructive feedback from instructor.
8. Complete weekly quizzes and final exam.

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.

Article critiques and analyses, shadowing and interview paper, ePortfolio written content, education paper

Writing
55 - 65%

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.

ePortfolio technical development, 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, education plan

Other Category
5 - 10%

Representative Textbooks and Materials:

California Standards for Healthcare Interpreters, Ethical Principles, Protocols, and Guidance on Roles & Intervention, California Healthcare Interpreting Association (CHIA), 2002

Instructor prepared materials:

PowerPoint presentations, case studies, articles and video resources.

Weebly Website development