# HCI 181 Course Outline as of Fall 2017

## CATALOG INFORMATION

Dept and Nbr: HCI 181          Title: FUND HEALTHCARE INTERP
Full Title: Fundamentals of Healthcare Interpreting
Last Reviewed: 2/26/2018

| 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:**
Bilingual individuals will develop knowledge and skills necessary for effective language interpretation in healthcare settings. Emphasis will be on roles and responsibilities of healthcare interpreters, basic knowledge of common medical conditions, treatments and procedures, insight in language and cultural nuances for specific communities necessary in the art of interpretation.

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

**Recommended Preparation:**


**Limits on Enrollment:**


**Schedule of Classes Information:**
Description: Bilingual individuals will develop knowledge and skills necessary for effective language interpretation in healthcare settings. Emphasis will be on roles and responsibilities of healthcare interpreters, basic knowledge of common medical conditions, treatments and procedures, insight in language and cultural nuances for specific communities necessary in the art of interpretation. (Grade Only)

Prerequisites/Corequisites: Course Completion of HCI 180 and HCI 180L and Concurrent Enrollment in HCI 181L
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

## ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

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|---|---|---|---|---|
| **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

**Outcomes and Objectives:**
1. Compare and contrast HCI models of provider-interpreter-client dynamics.
2. Identify ways that providers and interpreters together can enhance communication with clients.
3. Identify ways that differences in communication styles may be handled in the HCI-healthcare provider-client relationship.
4. Describe how differences in cultural beliefs and practices may influence the HCI-client provider relationship, and develop strategies to improve cultural awareness and sensitivity.
5. Compare and contrast use of the HCI modes: consecutive, simultaneous, summarization interpretation, and sight translation.
6. Describe the order of interpreting protocols to follow before, during, and after an initial interpreting encounter, related to client, provider, and HCI.
7. identify problems that may arise in interpretation and strategies for resolution.
8. Compare and contrast scope of practice, standards of practice and ethical principles in healthcare interpreting.
9. Analyze and describe current laws, regulations and policies that relate to HCI models.
10. List ways to evaluate and enhance competent basic medical vocabulary in English and Language of Service (LOS) related to common medical conditions, treatments, and procedures in health care .
11. Utilize ePortfolio software, library technical assistance, and instructor/peer review to add to and revise HCI professional ePortfolio to preserve and showcase accomplishments, knowledge and learning experiences during the HCI program.

**Topics and Scope:**

I. General Course Introduction

    A. Expectations
    B. Course objectives and syllabus
    C. Grading and attendance

II. Healthcare Interpreting Modes
    A. Consecutive
    B. Simultaneous
    C. Summarizations
    D. Sight translation

III. Interpreting Protocols
    A. Describing role of interpreter
    B. Use of first person
    C. Positioning
    D. Conducting pre-session
    E. Interpreting for groups
    F. Intervention techniques
        1. speaking in first or third person
        2. transparency

IV. Interpreter Roles
    A.  Message converter
    B.  Message clarifier
    C.  Culture clarifier
        1. recognizing and managing cultural misunderstandings
        2. recognizing own cultural biases and maintaining objectivity
    D.  Client advocate
        1. identifying systems barriers to communication
        2. resources to handle barriers

V. Culture's Impact on Health and Health Care
    A.  What is culture and how can it impact health and care?
    B.  Concepts and terms from client's perspective, regarding human body and functions, description of symptoms, origins of illness, and who makes medical decisions for the client
    C.  Expectations of providers, facilities, insurance
        1. How do providers view origins of illness, health professional-client relationships, and decision-making?
        2. How do facilities and insurance companies affect the client's decision-making?
    D.  Cultural awareness, sensitivity, and humility
    E. Cross-cultural communication
        1. forms of address
        2. politeness indicators
        3.  taking turns and interrupting
        4.  body language
        5.  styles and power dynamics: aggressive, passive, passive-aggressive, assertive
    F. Language elements
        1.  regional and social dialects
        2.  register and style
        3.  idiomatic speech, colloquialisms, and expletives
        4. literal and figurative
        5.  message analysis

VI. Overview of Healthcare Systems
    A. U.S. healthcare systems and systems in other countries
    B. Acronyms and terminology, including insurance; e.g. HMO, co-pay
    C.  Primary and specialty care
    D.  Categories of HCIs

E.  Venues

VII. Laws, standards, policies and regulations pertaining to healthcare interpreting
    A.  Title VI, Section 601, Civil Rights Act of 1964
    B.  Health Insurance Portability and Accountability Act (HIPAA) of 1996
    C.  Standards for Culturally and Linguistically Appropriate Services, Department of Health and Human Services, 2001
    D.  The Joint Commission
    E.  Americans with Disability Act
    F.  Health Care Language Assistance Act, SB853
    G.  Affordable Care Act
    H.  Other current local, state and national policies regarding language and cultural access to health care

VIII. Standards of practice and ethical principles
    A. Ethical applications in healthcare interpreting
    B. California Healthcare Interpreting Association (CHIA) standards of practice and ethical principles

IX. Medical interview routines and decision-making
    A.  Overview of common healthcare interview routines
    B.  Process of diagnosis

X. Medical concepts and terminology
    A. Basic anatomy and physiology, body systems
    B. Basic medical terminology, body systems
    C. Common diseases
    D. Signs and symptoms
    E. Diagnostic procedures
    F. Common treatments, medications, and equipment

XI. Resources for interpreters
    A. Associations and organizations for interpreters and translators
    B. Locating reliable medical information websites
    C. Community resources

XII.  ePortfolio development and revision

**Assignment:**

1. Read 10-20 pages in textbooks per week
2. Read 5-10 assigned readings (3-20 pages) from supplemental materials.
3. Write 1-2 page analyses on 3-6 case studies and present in class (1-3 min).
4. Write 2-3 page paper on culture and health and present in class (3-5 min).
5. Write 3-5 page paper on medical topic and present in class (5-10 min).
6. Critique assigned ethics article and answer 4-9 questions re ethical principles and standards of practice.
7. Label 4-8 body system diagrams and complete 5-10 pathophysiology exercises.
8. Complete website search exercise for accurate medical information and community resources.
9. Collect artifacts from coursework, experience, and reflections to add to ePortfolio website. Consult library experts for technical assistance. Near end of semester, share weblink with small group of peers through forum in Insight. Each student will review and give feedback to at least two peers. Revise ePortfolio based on feedback from instructor and/or peers.
10. Complete quizzes (5-10) and final exam on basic medical knowledge and interpreting skills.

**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.

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| Written analyses of case studies, culture paper, medical paper, ePortfolio written content | Writing<br>35 - 45% |

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

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| Ethics assignment | Problem solving<br>1 - 5% |

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

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| Anatomy and pathophysiology diagrams and exercises, ethics questions, website search exercises, ePortfolio technical development | Skill Demonstrations<br>10 - 20% |

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

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| Quizzes, Final Exam | Exams<br>25 - 30% |

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

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| Attendance and participation, class presentations | Other Category<br>5 - 10% |

**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
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