#### **HCI 180L Course Outline as of Fall 2021**

### **CATALOG INFORMATION**

Dept and Nbr: HCI 180L Title: INTRO HLTHCRE INTERP LAB

Full Title: Introduction to Healthcare Interpreting Lab

Last Reviewed: 5/9/2016

| Units   |      | Course Hours per Week | N    | lbr of Weeks | <b>Course Hours Total</b> |       |
|---------|------|-----------------------|------|--------------|---------------------------|-------|
| Maximum | 0.50 | Lecture Scheduled     | 0    | 17.5         | Lecture Scheduled         | 0     |
| Minimum | 0.50 | Lab Scheduled         | 1.50 | 6            | Lab Scheduled             | 26.25 |
|         |      | 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: 0.00 Total Student Learning Hours: 26.25

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:**

In this lab course, students will complete exercises and role-play scenarios to explore roles, standards and essential skills necessary to become a successful Healthcare Interpreter (HCI). In addition, students will practice and be required to demonstrate non-medical, dual-language skills and will begin use of medical language in healthcare interpreting. Students must earn a C or better in all HCI-required courses to continue in the program.

#### **Prerequisites/Corequisites:**

Concurrent Enrollment in HCI 180

#### **Recommended Preparation:**

#### **Limits on Enrollment:**

#### **Schedule of Classes Information:**

Description: In this lab course, students will complete exercises and role-play scenarios to explore roles, standards and essential skills necessary to become a successful Healthcare Interpreter (HCI). In addition, students will practice and be required to demonstrate non-medical, dual-language skills and will begin use of medical language in healthcare interpreting. Students

must earn a C or better in all HCI-required courses to continue in the program. (Grade Only)

Prerequisites/Corequisites: Concurrent Enrollment in HCI 180

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 examples of essential skills, functions, and responsibilities of the professional HCI.
- 2. Identify examples of appropriate ethical and legal behaviors by HCIs in healthcare settings.
- 3. Demonstrate non-medical dual-language proficiency in English and Language of Service (LOS).

#### **Objectives:**

- 1. Explain student and lab coach responsibilities.
- 2. Describe ways to build bilingual proficiency and cultural competency.
- 3. Discuss and demonstrate various roles and responsibilities of the HCI.
- 4. Demonstrate a variety of modes of interpreting and provide examples of the necessary healthcare knowledge and skills needed to succeed as an HCI.
- 5. Demonstrate dual-language proficiency for interpreting by (a) successfully reading in English and Language of Service (LOS), (b) sight translating in both languages, and (c) completing basic non-medical dual-language interpreting through role-play.
- 6. Analyze ethical and legal interpreting scenarios, explaining how they relate to California Healthcare Interpreter Association (CHIA) California Standards for Healthcare Interpreters (Ethical Principles, Protocols, and Guidance on Roles and Intervention).
- 7. Describe ways to use lab exercises and examples of interpreting practice in an ePortfolio.

### **Topics and Scope:**

- I. Healthcare Interpretation as a Profession
  - A. Bilingual proficiency-why it is essential

- 1. ways to build bilingual proficiency
- 2. demonstrations of proficiency and non-proficiency
- B. Cultural competency
  - 1. benefits of cultural competency
  - 2. risks when cultural competency is lacking
  - 3. demonstrations of cultural competency
- C. Lab demonstrations regarding functions and responsibilities of healthcare interpreters
  - 1. the importance of interpretation accuracy for client health
  - 2. memory development aids
  - 3. healthcare knowledge development
  - 4. medical language development and use
- 5. triadic communication with client, health professional, healthcare interpreter (scripted role-plays)
  - 6. modes of interpreting: consecutive, simultaneous, summarization (scripted role-plays)
  - 7. sight translation
  - 8. standards of practice and ethical/legal interpreting situations (scripted role-plays)
- 9. interpreting skills and strategies used in a variety of healthcare settings, healthcare issues, and ethnic communities (scripted roleplays)
- II. Lab Course Content and Student and Faculty responsibilities
  - A. English/LOS instructional assistant (language coach) functions and responsibilities
  - B. Steps in the process of becoming a successful HCI-How do you begin to build your skills?
    - 1. focus on basic skills in medical language and interpreting
    - 2. time management
  - C. HCI program language proficiency assessments in English and Language of Service
    - 1. intro course bilingual language proficiency assessment--without medical terminology
- 2. ALTA bilingual language proficiency assessment--with medical terminology-must pass before externship
  - 3. content of interpretation exam in final semester (must pass to receive certificate)
  - 4. national certification exams upon completion of HCI program
  - D. Application of medical terminology and healthcare knowledge research
  - E. Interpreting
    - 1. dual-language reading
- 2. basic, non-medical interpretations with a variety of partners, experiencing consecutive and sight translation from English to language of service (LOS) and from LOS to English
  - 3. topics for final exam
  - F. Relevant lab components for ePortfolio.

# **Assignment:**

- 1. Complete 10-20 lab exercises and / or role-plays demonstrating essential HCI skills, functions and responsibilities, including ethical / legal.
- 2. Practice dual-language reading demonstrations and 4-7 basic, non-medical interpretations per week, with a variety of partners, experiencing consecutive and sight translation from English to language of service (LOS) and from LOS to English.
- 3. Meet with language coach 2-5 times during semester to receive feedback on reading demonstrations, interpreting role-plays, use of new medical terms and healthcare knowledge, and final evaluation.
- 4. Complete skill demonstration final exam; non-medical, dual-language, basic interpretation role-plays with an English/LOS instructional assistant (language coach).
- 5. Select lab exercises and healthcare resources that will be added to ePortfolio website; review with 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.

None

Problem solving 0 - 0%

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

Lab exercise and role-plays, interpretation role-plays, interpretation exam, ePortfolio

Skill Demonstrations 55 - 65%

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

None

Exams 0 - 0%

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

Attendance and participation, language coach evaluation

Other Category 35 - 45%

### **Representative Textbooks and Materials:**

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

PowerPoint presentations, case studies, exercises, role-play scenarios, articles and video resources

Weebly Website development