Intro to ASL Health Care Interpreting
OUTLINE

COLTON REDLANDS YUCAIPA
REGIONAL OCCUPATIONAL PROGRAM
Inspiring Possibilities

DESCRIPTION:

Healthcare interpreting is a serious enterprise. Errors in communication can pose risks to patients and liability to the healthcare provider. Interpreters working in healthcare settings often become an essential member of the healthcare provider team. To function effectively, interpreters need to be familiar with specialized medical vocabulary and discourse; healthcare settings, systems, and personnel; be able to negotiate professional relationships both with patients and healthcare providers; and be prepared to face diverse ethical challenges.

Building on ASL II and Medical Terminology, this course will introduce students to the field of healthcare interpreting. Units of instruction have been aligned to the Medical Interpreter Domains and Competencies for ASL/English. Students will study the legal, ethical, and emotional issues healthcare interpreters face in their profession, while also identifying and practicing many of the competencies needed for the profession. Students will research the educational and certification requirements necessary to pursue a career as an ASL Healthcare Interpreter.
This course has been UC a-g approved to meet the third year of the Language Other than English ("e") requirement.

INFORMATION

A. Pre-requisite: ASL I & II
                         Medical Terminology
B. Length: One year
C. Sector: Education, Child Development, and Family Services
D. Pathway: Family and Human Services

O*Net SOC Codes	
Code #	**Title**
27.3091.00	Interpreters and Translators

Orientation

Competencies
    A. Introduce the course and facilities.
    B. Discuss the syllabus and major objectives.
    C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.
    D. Review instructor/student expectations.
    E. Explain enrollment and attendance requirements and procedures.
    F. Review grading and student evaluation procedures.
    G. Discuss the community classroom aspect of the program if applicable.
    H. Discuss the "next steps" related to additional education, training, and employment.
    I. Review classroom safety, emergency and disaster procedures.

1. Communication Skills

    A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.
    B. Read and interpret written information and directions.
    C. Practice various forms of written communication appropriate to the occupation.
    D. Practice positive body language skills.
    E. Practice professional verbal skills for resolving a conflict.
    F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.

2. Interpersonal Skills

    A. Demonstrate positive teamwork skills by contributing to a group effort.
    B. Practice the importance of diversity awareness and sensitivity in the workplace.
    C. Define sexual harassment in the workplace and identify the employee's role and responsibility.
    D. Practice participation skills.
    E. Identify different personality types and strategies for working effectively with each type.
    F. Practice business and social etiquette skills appropriate to the occupation.
    G. Discuss the role of business and personal ethics in the decision-making process.
    H. Evaluate various job-related scenarios and justify decisions based on ethics.
    I. Demonstrate flexibility and adaptability in working with others.
    J. Demonstrate the use of time management skills.

3. Employability Skills

A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.
B. Prepare a resume, cover letter, and job application forms.
C. Demonstrate interviewing techniques using appropriate tone and body language.
D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
E. Identify strategies for employment retention.
F. Analyze the impact of social networking on employability.
G. Identify the need for continuing education, professional development, and professional growth in chosen field.
H. Identify appropriate procedures for leaving a job.
I. Identify sources of job information, including electronic sources.
J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
B. Work with peers to promote divergent and creative perspectives.
C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
E. Employ ethical behaviors and actions that positively influence others.
F. Use a variety of means to positively impact the direction and actions of a team or organization.
G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

A. Demonstrate procedures to be followed in the case of emergencies.
B. Discuss ways to report a potential safety hazard to a supervisor.
C. Identify and discuss cyber ethics, cyber safety, and cyber security.
D. Apply personal safety practices to and from the job.
E. Describe the procedure for reporting a work-related hazard or injury.
F. Recognize the effects of substance abuse in the workplace.

6. Language and Interpreting

A. Demonstrate ASL and English interpreting skills.
B. Interpret both consecutively and simultaneously.

C. Adapt the interpretation for age, gender, and culture.
D. Describe how language barriers can compromise access to health care for Deaf patients and health care providers.
E. Identify when to seek clarification of a message.
F. Demonstrate strategies for interpreting in settings when the Deaf individual cannot see the interpreter.
G. Demonstrate strategies for interpreting in situations where the patient may become violent or is violent.
H. Practice standard and professional responses to common issues that arise regarding provider and patient rights, laws and procedures.
I. Compare and contrast their interpretations with the work of other interpreters.
J. Predict potential implications of omitting or embellishing information provided by the patient or the health care provider.

7. Ethical and Professional Decision Making

A. Research and discuss the tenets of the interpreter's code of professional conduct.
B. Discuss how decision-making processes and the expectation to disclose and/or report certain information may be different between staff interpreters and freelance interpreters.
C. Practice resolving ethical dilemmas in collaboration with a "patient" and "healthcare provider" in order to lead to the best outcome for patient treatment and recovery.
D. Identify the need for patient privacy and using discretion when deciding to stay in a patient's room or leave (e.g., during medical procedures, private family conversations).
E. Describe the importance of limiting personal involvement with all parties during interpreting (e.g., not sharing or eliciting overly personal information in conversations with patients or health care providers).
F. Discuss the importance of separating one's own personal values and beliefs from those of other parties.
G. Describe how the interpreter's use of language can subtly change or influence decisions.
H. Practice working as part of an extended interpreting team sharing important information, language approaches, etc. with other interpreters serving the same patient, allowing for continuity of service.
I. Identify potential conflicts of interest where professional boundaries may be compromised.
J. Research the need for professional liability insurance.
K. Compare and contrast RID vs. NCIHC code of ethics.
L. Research state and federal access and legislation related health care (e.g., HIPAA, Tarasoff, ADA, 504, Mandated Reporter).

8. Multi-culturalism and Diversity

A. Demonstrate respect for patients and healthcare providers from diverse backgrounds and with diverse beliefs.
B. Discuss the importance of providing interpreting services that respect the cultures, values and norms of the consumers involved.
C. Discuss, identify, and demonstrate strategies for working with consumers for whom healthcare settings provoke increased anxiety.
D. Discuss the importance of creating a visually accessible environment for Deaf, deaf-blind and hard of hearing people (e.g. communication boards, use of lights, avoid responding through an auditory intercom when patient presses call button) in health care settings.
E. Discuss, identify, and demonstrate strategies for working with Deaf people and health care professionals who have had prior negative experiences with access to health care (e.g., experiences of discrimination due to socioeconomic status or cultural beliefs).

F. Discuss the need to respect consumers' autonomy allowing consumers to make their own decisions.
G. Discuss the need to maintain an awareness of varying cultural and religious needs.
H. Discuss the importance of the interpreter as a liaison between interpreting services and the health care system.
I. Analyze how different cultural perspectives and life experiences may affect a patient's perspective of the health care system.

9. Health Care Systems and Vernacular

A. Identify differences between public and private health care systems and hospitals.
B. Identify various venues where medical care is provided.
C. Identify common diagnoses and treatments.
D. Describe institutional hierarchy, and roles and responsibilities of health care personnel.
E. Utilize and describe medical terms, procedures, and protocols of the health care system.
F. Use technical vocabulary pertaining to common medical procedures, diagnoses and treatment (e.g., medications, physical exams, MRIs, radiation).
G. Discuss the role and function of the interpreter as part of the health care team in a professional manner.
H. Discuss the rights and needs of Deaf, deaf-blind and hard of hearing people in health care settings.
I. Identify the common questions asked during the health history and physical interview.
J. Interpret the common questions based on the context of an appointment.
K. Create an interpretation of the history and physical interview.
L. Express how an understanding of health care specialties will benefit their interpreting in these settings.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
2. Students will take on the role of the interpreter, responding to various scenarios staged in class. Students will be required to respond to attitudes and barriers on the spot, demonstrating their ability to think quickly and react appropriately to a variety of patient/doctor personalities. The class will view the scenarios, critiquing the interpreter's responses and ability to work with the various patients/doctors. Students will analyze the best course of action for each of the different scenarios.	1D 2D-F,H,I 3D 6A-H 7A,C,E-G,K,L 8C 9F-H 10A,B,E	2 5	2 5	D8.1 D8.2	LS 11-12.3 LS 11-12.6
3. Students will be assigned a specific patient who is coming into a medical setting for a specific procedure. Students will familiarize themselves with the brochures and informational charts that will be shared with their patient. Students will then watch a video of the procedure to view the actual procedure being done. After completing their research, students will translate in writing what they know/learned/saw regarding the procedure. They will then translate the written information into ASL, recording their interpretation on video. Students will critique each other's videos, and videos will also be shared with business advisory members within the local community.	1B-D 2F 3D 6A,B 8C,D,F,G 9B,C,E-H 10D,F	2 4 11	2 4 5	D5.5 D8.1 D8.2 D11.3	LS 11-12.5 LS 11-12.6 SLS 11-12.2 WS 11-12.7
4. Students will analyze and report on articles in professional journals relating to liability issues. As a class, students will review a case that presents opposing sides (ie. interests of the patient vs.	1A,B,E,F 2A,D,G,H 6D,H 7L	5 9 11 12	2 5 8	D3.3 D4.1	SLS 11-12.1 SLS 11-12.2

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
interests of the hospital). Students will research and debate the liability issues presented in the case, and defend their positions.	9H				
5. Students will attend/host a Deaf event. Students will conduct a survey/interview to collect data from the Deaf community on the Deaf experience in medical settings. Students will analyze the results of the surveys and draw conclusions regarding the gaps in or barriers to medical services within this community. Students will write a 2-3 page paper discussing strategies for working with Deaf people and health care professionals who have had prior negative experiences with access to health care.	1A-D,F 2A,D,F,I,J 3C 6A,E 7F,G 8B-E 9B,H 10B,D	2 9	2 5 9	D8.1 D8.2 D12.4	LS 11-12.6 SLS 11-12.2 WS 11-12.4
6. Students will analyze the need for creating a visually accessible environment for Deaf, deaf-blind and hard of hearing people (e.g. communication boards, use of lights, avoid responding through an auditory intercom when patient presses call button) in health care settings. Using technology, students will design a visually accessible environment that would best serve the Deaf patient. Students will present and defend their designs to the class.	6H 7C,L 8C-E 9H	2 4 5	4 5	D3.4 D4.1 D10.5 D12.2 D12.3	SLS 11-12.1 SLS 11-12.2 SLS 11-12.4 WS 11-12.6

Standards Assessed in this Program

Career Ready Practices

1. **Apply appropriate technical skills and academic knowledge.**
2. **Communicate clearly, effectively, and with reason.**
3. **Develop an education and career plan aligned to personal goals.**
4. **Apply technology to enhance productivity.**
5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
6. **Practice personal health and understand financial well-being.**
7. **Act as a responsible citizen in the workplace and the community.**
8. **Model integrity, ethical leadership, and effective management.**
9. **Work productively in teams while integrating cultural/global competence.**
10. **Demonstrate creativity and innovation.**
11. **Employ valid and reliable research strategies.**
12. **Understand the environmental, social, and economic impacts of decisions.**

Anchor Standards

2.0 Communications
- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking
- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility
- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills
- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Education, Child Development, and Family Services - Family and Human Services Pathway

D3.3 Become familiar with various types of liability, insurance policies, code compliance, service agreements, and contracts.
D3.4 Evaluate facilities for the safety, well-being, and needs of diverse clients.
D4.1 Recognize the local, state, and federal laws, regulations, and agencies established to protect children, adolescents, and adults, including older adults and other persons with special needs and abilities.
D5.5 Assess the special needs of clients and identify resources and agencies that provide services.
D8.1 Use the strategies that promote positive interaction between individuals, families, and agencies.
D8.2 Apply effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.
D10.5 Research the various types of disabilities, potential barriers, and types of accommodations needed for clients.
D11.3 Demonstrate how to provide the information that individuals and families need to make decisions about seeking professional help.
D12.2 Locate and evaluate the appropriateness of facilities and community resources for social support, recreational, and educational activities.
D12.3 Recommend appropriate community resources for social, recreational, and educational activities to meet client needs for all ages.
D12.4 Plan, conduct, and evaluate social, recreational, and educational activities appropriate to the physical, psychological, cultural, and socioeconomic needs of individuals and families.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards
LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LS 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

important to comprehension or expression.

Speaking and Listening Standards

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Writing Standards

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.