



COLTON REDLANDS YUCAIPA
REGIONAL OCCUPATIONAL PROGRAM
Inspiring Possibilities

2017-2018
Intro to ASL Health Care
Interpreting



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Industry Advisors

Dina E., Manager, Child Life & Language Services, Loma Linda Children's Hospital

Gail R., Deaf Community Member, Retired, California School of the Deaf

Joan W., Deaf Community Member

Lori D., Manager Compensation and Benefits, Redlands Community Hospital

Shamica K., ASL Interpreter, Loma Linda Children's Hospital

Suzi J., Deaf Community Member

Curriculum Review by Unit

Unit 1– No suggestions at this time.

Unit 2– No suggestions at this time. Impressed by the depth at which the topics are covered.

Unit 3– Expressed that the employability skills are highly sought after in any industry. High school students that acquire these skills early would be well prepared for employment.

Unit 4– No suggestions at this time. As an interpreter, there are no specific green practices; however in different settings (i.e. hospital, clinic, etc.) there may be green practices specific to that location.

Unit 5– No suggestions. Safety seems to be well covered.

Unit 6 – Competency D. A robust conversation about the types of barriers the Deaf community face in accessing health care, including: asking in advance for interpreting services, failure of interpreters showing up, appointment cancellations, and changes due to interpreter issues. Ideas to overcome barriers to accessing health care include: video, notes, text-to-speech apps, and flipcharts. It was highly discouraged by all advisors and the instructor that family members act as a patient’s interpreter.

Competency F. No changes requested; however suggestions on strategies to overcome barriers were provided, such as, text-to-speech, cell phone apps, and other relevant technology.

Competency I. No changes requested; however there was a discussion on the different types of signing and the importance of students recognizing the patient’s preference and being able to adjust accordingly.

Add Competency J: Predict potential implications of omitting or embellishing information provided by the patient or the health care provider.

Unit 7 – Competency L. Add Mandated Reporter

Unit 8 – No suggestions at this time.

Unit 9 – Competency A. Discussed how all regulations would be the same whether public or private hospitals and health care systems. One important difference noted would be how hospitals serve different populations.

2017-2018 Intro to ASL Health Care Interpreting Advisory (3/8/17 & 3/15/17)

To validate the new Intro to ASL Health Care Interpreting curriculum, CRY-ROP educators met with business partners from local hospitals and patients from the deaf community. Discussion topics at this advisory meeting focused on curriculum review, workforce trends, hiring practices, entry level skills, and training and certification requirements.

Question 1

What does your hiring process look like?

Question 2

What interpersonal skills are lacking in today's workforce?

Question 3

What foundational skills are necessary for entry level positions within your industry?

Question 4

What skills/knowledge is being required of new employees to address the latest trends in technology, equipment, regulations, laws, etc.?

Question 5

What skills have become obsolete in your industry due to changes in technology, equipment, regulations, laws, etc.?

Question 6

What types of training, education, certifications, or credentials are desirable for entry-level positions in your field?

Family and Human Services



Question 1: What does your hiring process look like?

Redlands Community Hospital does not hire interpreters directly. We use outside agencies or video services to fulfill the needs of patients. The application process I am providing is for all positions that we hire for directly. Applications are screened by our recruiter to ensure candidates meet the qualifications of the positions. The applications are forwarded to the managers and/or directors of those departments. The management team reviews the applications and calls candidates they feel best meet the needs of the department for interviews. Depending on the position, these can be one-on-one interviews or panel interviews.

Once a candidate is chosen for a position, the manager or director submits a hiring packet to HR. HR reviews the packet to ensure all paperwork is complete, establishes a rate of pay, and is the one to offer the candidate. The candidate meets with the HR Generalist to sign onboarding paperwork and meet with the employee health coordinator. The candidate completes a physical and drug screening, while HR completes a background check and verifies licenses, if the position requires them. Once all processes are clear the new employee is able to start work in their new position. Onboarding a new employee typically takes around two weeks.

LLCH submits a requisition for positions to administration for approval. Once approved the position is posted on their website and other hiring platforms. Applications are reviewed, and qualified applicants are called in for interviews.

Question 2: What interpersonal skills are lacking in today's workforce?

RCH - Customer service skills are lacking in the workforce today. Basic spelling and alphabetizing have also shown to be challenging to applicants with lower levels of education. A higher number of college graduates with no work experience are applying for basic positions, including applicants with Master's degrees, so there can be quite a bit of competition for a position.

LLCH - Verbal and non-verbal communication skills are lacking.

Question 3: What foundational skills are necessary for entry level positions within your industry?

Computer literacy is extremely important in health care. General education, such as high school diploma or GED and a 2-year training program in interpreting.

Question 4: What skills/knowledge is being required of new employees to address the latest trends in technology, equipment, regulations, laws, etc.?

RCH - Computer literacy skills are expected. All positions in the organization are required to use computers at some point, whether it be for mandatory education or to complete their performance evaluations. Positions have shifted more towards computer based or computer aided processes, even in nursing.

Skills related to laws and regulations are matched with the education that is required for these positions. For instance, a radiology technician will learn how to use imaging equipment while in school. Those skills are not something RCH teaches, because we are not a teaching hospital.

LLCH - Knowledge of ADA and Code of Professional Conduct.

Question 5: What skills have become obsolete in your industry due to changes in technology, equipment, regulations, laws, etc.?

It is difficult to identify specific skills, equipment or technology that has become obsolete for the various positions in a hospital. Jobs are so varied and each position has their own specialized skill set.

Question 6: What types of training, education, certifications, or credentials are desirable for entry level positions in your field?

RCH - A high school education is preferred for all of our entry-level positions, but not required. Any certifications or credentials over and above are specific to the position. For instance, a CNA certification is required to be hired as a CNA, phlebotomy certification for lab assistants, RN license for RN, etc...

As for our interpreters, we contract through outside agencies, so it is up to those agencies to ensure that the interpreters meet all certification and standards required for the job.

LLUCH requires completion of an Interpreter Training program, and/or certification from the Registry of Interpreters of the Deaf and a minimum of 2 years work experience.

Interpreters and Translators

State and National Trends

United States	Employment		Percent Change	Projected Annual Job Openings ¹
	2014	2024		
Interpreters and Translators	61,000	78,500	+29%	2,720
California	Employment		Percent Change	Projected Annual Job Openings ¹
	2014	2024		
Interpreters and Translators	9,300	12,700	+37%	490

State and National Wages

Location	Pay Period	2015				
		10%	25%	Median	75%	90%
United States	Hourly	\$11.13	\$15.61	\$21.24	\$28.79	\$37.75
	Yearly	\$23,200	\$32,500	\$44,200	\$59,900	\$78,500
California	Hourly	\$10.04	\$15.21	\$21.53	\$28.78	\$35.83
	Yearly	\$20,900	\$31,600	\$44,800	\$59,900	\$74,500

Industries with the highest level of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Other Professional, Scientific, and Technical Services	16,700	2.56	\$26.00	\$54,070
Elementary and Secondary Schools	11,050	0.13	\$19.99	\$41,590
General Medical and Surgical Hospitals	5,070	0.10	\$22.70	\$47,210
Colleges, Universities, and Professional Schools	2,080	0.07	\$26.89	\$55,940
Junior Colleges	1,970	0.26	\$27.30	\$56,780