

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

1. **Department/Course:** INT - 199C
2. **Title:** Introduction to Medical Interpreting
3. **Cross Reference:**
4. **Units:** 1
Lec Hrs: 1
Lab Hrs:
5. **Repeatability:** No
6. **Grade Options:** Grade Only (GR)

7. **Degree/Applicability:**
Credit, Degree Applicable, Transferable - CSU (T)
8. **General Education:**
9. **Field Trips:** May be Required
10. **Requisites:**
Limitation on Enrollment
This course is opened to students in the 2nd year of the IPP or working interpreters and Deaf interpreters who wish to focus on this aspect of interpreting.
Corequisite
For IPP students:INT-253, INT-237, INT-240 or Instructor approval for working and Deaf interpreter

12. Catalog Description:

This course introduces students to interpreting in the medical setting. Topics include the wide variety of situations and consumers in the setting, environmental considerations, interpersonal considerations, medical discourse, situational ethics and resources.

13. Class Schedule Description:

An introduction to medical interpreting including lecture, discussion, analysis and practice.

14. Counselor Information:

This course will be open to 3rd and 4th semester IPP students, and working interpreters and Deaf interpreters with instructor approval.

II. Student Learning Outcomes

The student will:

1. Understand and identify unique characteristics and variety of situations of interpreting in the medical setting.
2. Discuss unique discourse issues of medical interpreting
3. Determine qualifications for acceptance of medical interpreting jobs
4. Describe and incorporate interpretation strategies regarding at least 5 specific situations including medical history, physical exam and consent forms.
5. Assemble list of challenges interpreting in the medical setting
6. Compile list of possible resources for medical settings to prepare for a given interpreting assignment
7. Construct and organize ethical considerations in at least two medically-related scenarios

8. Analyze situational demands and possible controls in a variety of real and/or videotaped medical settings
9. Satisfactorily interpret live and/or videotaped medical situations

III. **Course Outline:**

- A. Demand-Control Theory
 1. environmental, interpersonal, paralinguistic and intrapersonal factors relating to medical settings.
- B. Medical situations within medical setting
- C. Medical discourse and templates
 1. expected templates: medical histories, admissions, insurance, etc.
 2. interactive discourse: question/answer, informational, persuasive
 3. protocol and procedures
- D. situational ethics
- E. role play and interpreting practice
- F. determining qualifications for acceptance of medical interpreting assignments
- G. Resources
- H. Interpreting challenges in medical interpreting

IV. **Course Assignments:**

A. Reading Assignments

1. Selected chapter in textbook.
2. Website: www.medicalinterpreting.org
3. Selected Articles:
4. • “The Specialty of Medical Interpreting,” Hannah Yaffe, RID Views, March 1999
5. • “Medical Interpreting: A Little Knowledge can be a Dangerous Thing,” Roger Williams, RID Views, April 1996
6. • “The Challenges of Interpreting in HIV Settings,” Martin Hiraga and Danial Lanholtz, RID Views, April 1996
7. • “Medical Interpreting: Accuracy is Critical,” Lynne Gronvold, RID Views, April 1996
8. • “HIPPA and the Medical Interpreter,” Todd Agan, RID Views, January 2004
9. • “The ‘Business’ of Medical Interpreting,” RID Views, April 1996
10. • “Interpreting in Medical Settings,” RID Professional Standards Committee, 1997
11. • “The Medical Interpreter: An Integral Part of the Health Care Team,” Roseanne De Vlaming, RID Views, March 1999
12. • “Medical Interpreting: Obstacles Can be Challenges,” K. Rogers, RID Views, March 1999
13. • “Interpreting the Birth Experience,” Michelle Martinez, RID Views, March 1999
14. • “Interpreting in the Hospice Settings,” Janet Bailey, 1997 Convention Proceedings

B. Projects, Activities, and other Assignments

1. Analysis and discussion of readings
2. Case study presentation of ethical situation and/or demand/control analysis
3. Role play and/or interpreting of medical discourse
4. Assessment of ASL and English medical discourse
5. Visit website and prepare for discussion

C. Writing Assignments

1. Written analysis of readings
2. Demand/control analysis of real and/or video-taped medical situation

3. Resource File for medical interpreting

V. **Methods of Evaluation/Assessment:**

- A. Case presentations-demand/control and/or ethical case studies
- B. Demand/control analysis
- C. Analysis: determining own qualifications of acceptance of medical assignments
- D. Interpretation of medical discourse
- E. Test-short answer and essay

VI. **Methods of Instruction:**

- A. Lecture
- B. Discussion
- C. Demonstration
- D. Audiovisual
- E. Seminar
- F. Collaborative Learning

VII. **Textbooks:**

Required

1. Humphrey, J. and B. Alcorn *So You Want to Be an Interpreter? An Introduction to Sign Language Interpreting* 3rd Edition, H & H Publishing, 2001

Optional

VIII. **Supplies:**

- A. usb flash drive 1G ~\$20.

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