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| **Oregon State University**  **Training for Spanish-English Health Care Interpreters**  **Course Planning Document**  Course Type: Professional Development  Course Delivery Method: Blended online, Instructor-Facilitated  Course Title: Oregon State University Training for Spanish-English Health Care Interpreters  Course Description:  By the end of the course, students will be able to   1. Distinguish between, identify when to use, and perform:    1. Simultaneous    2. Consecutive    3. Sight Translation    4. Basic written translation 2. Demonstrate foundational interpreting skills, including    1. Message conversion skills and discourse analysis    2. Clear and understandable speech delivery    3. Target language equivalence (e.g., expletives, idioms, and colloquialisms)    4. Ability to identify differences in meaning due to regional dialects    5. Ability to maintain and change voice register at varying levels of formality    6. Memory skills (e.g., chunking, prediction, visualization, note-taking, and active listening)    7. Self-monitoring and self-assessment    8. Cultural competency (what culture is and how it affects health and health care) 3. Understand and apply ethical principles to which health care interpreters must adhere. 4. Interpret medical terms accurately, by:    1. Learning basic anatomy and physiology and medical terminology    2. Identifying and using reliable sources to look up unfamiliar terms    3. Asking for clarification appropriately 5. Understand the national and state credentialing and renewal process for health care interpreters.   Course Length: 64 hours  Course Outline |  |

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| Module | Course Outcomes  *By the end of this course, the student will be able to…* | Module Learning Objectives  *By the end of this module, the student*  *will be able to…* |
| Module 0 |
| Module 1  (8 hours) | 1 a, b, c, d  2 a, b, c, d, e, f, g, h  3  4 a | \*Explain the difference between interpreting and translation and identify common modes of interpreting.  \*Identify skills needed for communication and for interpreting.  \*Explain why communication skills are foundational to interpreting, and what additional skills are needed for interpreting beyond bilingual proficiency and communication skills.  \*Explain basic interpreting concepts, such as first-person voice, accurate message conversion, and source and target language.  \*Describe challenges and considerations for in-person, video, and phone interpreting. |
| Module 2 | 1 a, b  2 g, h  4 a, b | \*Research terminology prior to an appointment and build glossaries specific to new and unfamiliar topics.  \*Understand basic medical terminology in English and Spanish.  \*Name common types of visits in health care and explain which mode of interpreting would be appropriate in each and why.  \*Explain the roles that health care interpreters take on, and how interpreters choose when to shift from one role to another.  \*Explain the stages of a typical health care interpreting encounter. |
| Module 3 | 1 a, b  2 a, c, e, g, h  3  4 a, b, c | \*Understand the NCIHC Code of Ethics and Standards of Practice and apply the ethical principles within your work as interpreters.  \*Understand HIPAA in the medical setting and apply HIPAA requirements to your work.  \*Explain common ethical themes for all interpreters and identify ethical principles unique to health care interpreting. |
| Module 4 | 1 b, c  2 a,b, c, d, e, f, g, h  3  4 a, b, c | \*Interpret in consecutive mode.  \*Evaluate your own interpreting performance and that of your peers.  \*Recognize and overcome challenges in consecutive interpreting. |
| Module 5 | 1 a, b  2 a, b, c, d, e, f, g, h  3  4 a, b, c | \*Interpret in simultaneous mode.  \*Name key differences between simultaneous and consecutive interpreting.  \*Recognize when to “hand off” to a partner and be able smoothly transition between partners in simultaneous mode.  \*Recognize and overcome challenges in simultaneous interpreting. |
| Module 6 | 1 a, b  2 f, g  4 a, b | \*Describe the different types of memory, and explain when and how each type of memory is used by interpreters in their work.  \*Explain why memory skills are important for interpreters.  \*Use memory techniques to interpret accurately, with limited requests for repetition. |
| Module 7 | 1a, b  2 a, b, c, d, e, f, g, h  3  4 a, b, c | \*Identify strategies for note-taking to use in each mode of interpreting.  \*Evaluate your own note-taking and that of your peers.  \*Use memory skills developed in module 6 in note-taking. |
| Module 8 | 3  5 | \*Complete the OHA Certification and/or Qualification process.  \*Name local professional organizations for interpreters in Oregon.  \*Identify which local organizations offer continuing education courses that count toward the OHA renewal.  \*Understand timelines and process for OHA renewal.  \*Compare and contrast the national certification exams offered by NBCMI and CCHI, and the renewal process for each organization.  \*Compare and contrast contract vs employee work, and explain pros and cons of each.  \*Explain factors to take into account when setting rates. |

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