

Oregon Health Care Interpreter Training Programs

Please complete and submit the following application to the Oregon Health Authority Office of Equity and Inclusion (hci.program@state.or.us). The criteria listed in the table below outlines required elements to be covered in health care interpreter training programs. It is based on Oregon Law and Oregon Administrative Rules (ORS 409.615-625 and OAR 333-002), the Office of Minority Health's *National CLAS Standards*, and the National Council on Interpreting in Healthcare's *National Standards for Healthcare Interpreter Training Programs*.

Students completing education programs meeting Oregon required elements will be eligible to participate in Oregon qualification and certification processes as outlined in OAR 333-002.

Background Information Section: (please complete the following to help us best categorize your training program)

Name of Program:

Contact person and/ or website for program information:

Affiliations with colleges, universities or professional associations:

Total Number of Program Hours: _____

Program fees (estimate): _____

Do you plan to use an OHA approved curriculum? _____

If yes, please attach proof of license, memorandum of agreement, or other documentation.

Required Elements <ul style="list-style-type: none"> • Concepts • Skills • Assessment • Instructional Strategies 	Indicate specifically where located/mentioned in curriculum (by paragraph and page number).	(For internal use only) Score/Notes
I. Core knowledge: concepts (mandatory items required by OAR)		
52 hours on <ul style="list-style-type: none"> • Anatomy and physiology • Medical terminology in English and non-English language • Introductory HCI concepts and modes (see II Skills below) 		Yes / No
8 hours on National Council on Interpreting in Healthcare Code of Ethics and Standards of Practice (including applicable laws on privacy in medical settings)		Yes / No

II Skills: Introductory HCI concepts and modes

		<p>Indicate specifically where located/mentioned in curriculum (by paragraph and page number). Briefly elaborate if not specifically stated in syllabus.</p>	<p>(For internal use only) Score/Notes 0- Response missing or does not address question 1- Response does NOT adequately meet standards 2- Response adequately meets standards, with room for improvement 3- Response to question meets or exceeds standards Total X points Only programs meeting at least 75% of the required elements below will be recognized by the State and Oregon Council on Healthcare Interpreters as Oregon's recommended training programs.</p>
<p>Message conversion: A basic program of study gives the student opportunities to practice converting messages accurately and completely from a source language to a target language and includes the following components. (Must include all.)</p>	<p>Message conversion skills and discourse analysis</p>		
	<p>Clear and understandable speech delivery</p>		
	<p>Target language equivalence (e.g., figurative language, expletives, idioms, and colloquialisms)</p>		
	<p>Ability to identify differences in meaning due to regional dialects</p>		
	<p>Ability to maintain and change register at varying levels of formality</p>		
	<p>Memory skills (e.g., chunking, prediction, visualization, note-</p>		

	taking, and active listening)		
	Self monitoring and self-assessment		

<p>Modes of interpreting: A basic program of study demonstrates and gives the student practice in the various modes of interpreting. It focuses on developing consecutive interpreting skills as the default mode used in healthcare interpreting. (Must include all.)</p>	Consecutive		
	Simultaneous (exposure to)		
	Sight translation		
	Basic written translation		
Cultural Competency	Overview of culture—what it is and how it impacts health and health care		
III Assessment			
Criteria for successful completion of the course or program are stated in syllabus (for example attendance, participation, pass a test, complete a practicum, provide a portfolio or report, etc.)			
Methods of student assessment (must include both types)	Formative (throughout the course or program)		
	Summative (at the end of the course or program) assessment that highlights core knowledge		
IV Instructional Strategies			
How is the information presented to the learner?	Lectures using visual aids (R)		
How does the learner get to interact with the material?	Readings, references, and links to online resources (R)		
Active (A) Receptive (R) Must have at least two Active and two	Guest presenters, such as practitioners or working interpreters or those who hire interpreters (R)		

Receptive methods (to accommodate multiple learning styles)	Opportunities for interaction and class discussion (A)		
	Student presentations (A)		
	Instructor modeling of effective practice (R)		
	Video, film, and vignettes to demonstrate real practice (R)		
	Storytelling, providing real world situations (R/A)		
	Case studies (R/A)		
	Role plays (A)		
	Small group discussions (A)		
	Games or simulations (A)		
	Other (circle R or A)		