

Medical Interpreting Training

by Gaucha Translations

Modular

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Instructor bio – Helen Eby

Website: www.gauchatranslations.com

Credentials:

- [Oregon Health Authority](#) Certified Health Care Interpreter
- [CCHI](#) Certified Healthcare Interpreter
- [Oregon Court](#) Certified Interpreter
- [ATA](#) Certified Translator (Spanish > English)
- [WA DSHS](#) Certified Translator (English > Spanish)

One of Helen’s major interests is guiding translators and interpreters who are just entering the profession. This commitment to helping newcomers prompted her to co-found [The Savvy Newcomer](#), an ATA blog that is now recognized as a go-to resource for launching a career in translation and interpreting.

Helen’s background as an English and Spanish teacher also led to her involvement with [Cuatro Mosqueteras](#), a team of bloggers working to improve Spanish writing, as well as her participation in the [ASTM drafting group](#) for translation standards.

Membership in professional associations:

- [American Translators Association](#)
- [International Medical Interpreters Association](#)
- [National Association of Judiciary Interpreters and Translators](#)
- [Oregon Society of Translators and Interpreters](#)
- [American Society for Testing and Materials F43](#) (Technical Committee on Language Services and Products)

What are the requirements to become an Oregon Health Authority Health Care Interpreter?

Oregon Health Care Certified Interpreter	Oregon Health Care Qualified Interpreter
60-hour training or equivalent approved by the Oregon Health Authority (such as this training)	
Proof of language proficiency (included in the cost of this training)*	
Pass a certification exam such as the ones listed on this link . To see the medical certification assessments accepted in the Pacific Northwest, please view this comparison chart .	Spanish interpreters cannot renew this credential. They can convert to Certified by passing the Certification exams within 3 years.
30 hours of interpreting experience	15 hours of interpreting experience.
18 years of age	

*This training will not accept candidates with a lower level of language proficiency than Advanced Mid on the ACTFL scale.

Modules

Independent Modules	Language	Mode of delivery	Max class size	CE credits requested from:	40-hr program approval requested from
Ethics (8 hours)	Language neutral	Interactive teleconference by GoTo Training or in person based on each training setup.	20	ATA, CCHI, OJD, WA DSHS	OHA, IMIA
Medical terminology (16 hours)	Spanish	Interactive teleconference by GoTo Training or in person based on each training setup.	15	ATA, CCHI, OJD, WA DSHS	OHA, IMIA
Skills (36 hours)	Spanish	In person 6 sessions of 6 hours	12	ATA, OJD, WA DSHS	OHA, IMIA

Expected start date: January, 2018

Training goals

- Develop interpreting skills for taking the oral certification exam.
- Develop personal research skills in medical terminology to prepare interpreters for taking the written certification exam.
- Learn ethical values and principles from the applicable codes of ethics in the Pacific Northwest.
- Meet HIPAA Business Associate Certification requirements.

Cost

The following is the approximate cost and is subject to change without notice:

Section	Hours	Cost/student	Books/student	Total/student
Ethics	8	\$170	\$25	\$205
Med terminology	16	\$280		\$280
Skills	36	\$700	\$45	\$745
ACTFL (included in skills fee)			\$130	\$130
Total if booked in package deal				\$1200

These prices may vary based on travel, lodging, etc.

Attendance policy

The Oregon Health Authority requires that participants at OHA-approved trainings have 100% attendance.

Grading policy

The instructor requires that participants submit responses to each session's material that demonstrate understanding, based on a rubric that has been established during the session.

The summative evaluation for each module is an overview of the concepts in each module, written in a similar fashion to the partial evaluations. Passing with a 70% will be required to receive a Certificate of Successful Completion for that module.

Technical requirements for teleconferencing

- Computer with high speed internet connection (participants will be entering answers on their computers on a regular basis)
- Headset (using speakers for audio creates echoes for the other listeners)
- Microphone (all participants will be interacting live on their microphones)

Training overview

Ethics module (8 hours)

Ethics – 7 hours by instructor.

Language neutral

Using ASTM as the core, it will also cover the NCIHIC, the Washington DSHS code and the Oregon Court Interpreter Ethics Code for better understanding. We will start with values and principles that are accepted by all codes.

Ethics – HIPAA 1 hour

Interpreters will be asked to take an online HIPAA Certification course for \$25 and submit this certificate to the instructor. <http://blog.gauchatranslations.com/hipaa-training/>

Medical terminology module (16 hours)

Working Language: Spanish

Pre-requisite: Language proficiency in English and Spanish measured pursuant to OHA requirements.

Reference materials:

- Merck Manual for Home Health in English and Spanish, available online.
- Dialogs adapted with permission for interpreting practice

Each unit will focus on a different body system, focusing on helping the students know how to study on their own and increase their knowledge after the class is over.

Health Care Interpreting Skills Module (36 hours)

Working language: Spanish

Pre-requisite: Language proficiency in English and Spanish measured pursuant to OHA requirements.

Required books: The Interpreters Rx, by Holly Mikkelson (delivered on first session, included in cost of training)

Required equipment: Recording device with audio playback

In this module, most of the time will be spent interpreting in all three modes, per the syllabus submitted below. The instructor will personally observe and coach the participants on their skills based on the rubric she has developed, and on the last day she will evaluate the participants based on that rubric as a summative evaluation.

The following resources by Helen Eby are likely to be referenced:

- [A brief overview of DC-S](#) on how to manage the situation in an interpreting encounter.
- [How to analyze the message before taking notes](#), which will enhance interpreters' ability to take accurate notes in consecutive interpreting.
- [Rubric for evaluating interpreting](#)

Ethics Module Syllabus

This training emphasizes the aspects of the Interpreter Codes of Ethics that are accepted by all codes first, and focuses on aspects of aspects of interpreting codes that are specific to only one code at the end.

Unit	Topic	Learning objectives	Evaluation method
1	Accuracy	Ways the interpreter can promote accuracy. Is accuracy attainable? Does accuracy mean that two different interpretations will be exactly the same? Tools the interpreter has to maintain accuracy: The interpreter requests a repetition. The interpreter requests clarification Introduction of the concept of the interpreter talking about the interpreter in the third person during the session	Multiple choice questions and essay questions graded per rubric.
2	Professional Development	Ways the interpreter can grow in knowledge and skills. Resources available locally, nationally, online. Associations, etc.	Multiple choice questions and essay questions graded per rubric.
3	Professional Demeanor	Contractors are not controlled by those who hire them – but they have no guarantee of continued employment. What are some implications of the statements in the codes of ethics regarding professional demeanor?	Multiple choice questions and essay questions graded per rubric.
4	Scope of practice	What is the scope of practice of the interpreter, and what is not? How do interpreters avoid doing work that is not part of their scope of practice? How do they explain that this is not part of the scope of practice to the provider?	Multiple choice questions and essay questions graded per rubric.
5	Reporting obstacles to practice, ethical violations Impartiality and Conflicts of Interest	These issues are in the Washington and Court interpreting codes, but not in the NCIHC. How important are they? Who would they be reported to? How do they apply to all interpreters? Include a statement about impartiality in the interpreter’s introduction. Describe three ways to promote impartiality in the session. Find ways to uncover our own implicit bias which impedes impartiality.	Multiple choice questions and essay questions graded per rubric.

6	Confidentiality	<p>Include a statement about confidentiality in the interpreter's introduction.</p> <p>Find two ways to promote confidentiality in the session.</p> <p>How do we discuss issues from the session with colleagues so we can learn and at the same time maintain confidentiality?</p>	Multiple choice questions and essay questions graded per rubric.
7	Advocacy and cultural sensitivity	<p>How can an interpreter be culturally sensitive? Presentation of ILR view of cultural competence (http://blog.gauchatranslations.com/cultural-competence/)</p> <p>What are the benefits and dangers of advocacy in the interpreting session?</p> <p>Advocacy in Workers Compensation sessions: not accepted by stakeholders.</p>	Multiple choice questions and essay questions graded per rubric.
8	HIPAA	<p>Participants complete HIPAA training for Business Associates per instructions in this blog post and submit certificate to instructor. http://blog.gauchatranslations.com/hipaa-training/</p>	Independent study. Cost: \$25
Final			Summative evaluation: Multiple choice questions and essay questions graded per rubric.

The ethics instructional material will be based on the comparison of interpreting codes of ethics that follows:

<p>ASTM F2089 – 15 Standard Practice for Language Interpreting Code of Professional Conduct¹</p>	<p>National Code of Ethics for Interpreters in Health Care²</p>	<p>WA State Department of Health and Human Services Code of Professional Conduct for Interpreters, Translators and LAPL³ (WAC 388-03-050)</p>	<p>Code of Professional Responsibility for Interpreters in the Oregon Courts⁴</p>
<p>Impartiality—The interpreter shall maintain a neutral attitude during an interpreting assignment. An interpreter shall be able to express clearly and convincingly different views or opinions on any issue in any discussion without allowing his/her own views to interfere. Conflicts of Interest—The interpreter shall disclose any real or perceived conflict of interest that may exist or may create an appearance of impropriety or a potential violation of the code of</p>	<p>The interpreter strives to maintain impartiality and refrains from counseling, advising or projecting personal biases or beliefs.</p>	<p>Impartiality-conflict of interest. Interpreters/translators must disclose to the department any real or perceived conflicts of interest that would affect their professional objectivity. Note: Providing interpreting or translating services to family members or friends may violate the family member or friend's right to confidentiality, constitute a conflict of interest, or violate a DSHS contract or subcontract. Compensation. Interpreters/translators must:</p>	<p>Impartiality and avoidance of conflict of interest – court or proceeding interpreter: The interpreter shall be impartial and unbiased and shall refrain from conduct that may give an appearance of bias or conflict of interest. The interpreter shall disclose to the judge any real bias or interest in the parties or witnesses in a case, or any situation or relationship that may be perceived by the court, any of the parties, or any witnesses as a bias or interest in the parties or witnesses in a case.</p>

¹ ASTM F2089-15, Standard Practice for Language Interpreting, ASTM International, West Conshohocken, PA, 2015, www.astm.org, used by permission.

² <http://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Code%20of%20Ethics.pdf>

Published by the National Council on Interpreting in Health Care in July 2004.

OAR 333-002-0040 states, in Eligibility Standards for Registry Enrollment, Qualification and Certification:

1) Individuals enrolled in the Health Care Interpreter (HCI) registry shall:

e) Abide by the National Code of Ethics and National Standards of Practice for Interpreters in Health Care.

³ <http://apps.leg.wa.gov/WAC/default.aspx?cite=388-03-050>

⁴ <http://www.courts.oregon.gov/OJD/docs/OSCA/cpsd/InterpreterServices/CodeofProfResponsibility.pdf>

Violations of this code may result in the interpreter being deleted from a court’s list of qualified and/or certified interpreters.

<p>professional conduct. In the interest of protecting the client and the professional integrity of the interpreter, the interpreter shall not hesitate to withdraw from an assignment.</p>		<ol style="list-style-type: none"> 1. Not accept additional money, consideration, or favors for services reimbursed by the department. The fee schedule agreed to between the contracted language services providers and the department shall be the maximum compensation accepted. 2. Not use the department's time, facilities, equipment or supplies for private gain or other advantage; and <p>Not use or attempt to use their position to secure privileges or exemptions.</p>	
<p>Confidentiality—The interpreter shall not divulge any information obtained through his/her assignments including, but not limited to, information found in documents or other written materials. Confidentiality may be breached only when it is a legal requirement.</p>	<p>The interpreter treats as confidential, within the treating team, all information learned in the performance of their professional duties, while observing relevant requirements regarding disclosure.</p>	<p>Confidentiality. Interpreters/translators must not divulge any information publicly or privately obtained through their assignments, including, but not limited to, information gained through access to documents or other written materials.</p>	<p>CONFIDENTIALITY Interpreters shall understand the rules of privileged and other confidential information and shall protect the confidentiality of all privileged and other confidential information.</p> <p>RESTRICTION OF PUBLIC COMMENT Interpreters shall not publicly discuss, report, or offer an opinion concerning a matter in which they are or have been engaged, even</p>

			when that information is not privileged or required by law to be confidential.
<p>Competency—The interpreter shall not knowingly accept any assignment beyond his/her interpreting ability or for which he/she lacks an adequate understanding of the subject matter or cultural context or both. In situations in which the interpreter cannot easily disqualify him/herself from an assignment, the interpreter shall inform the client of his/her limitations.</p>		<p>Proficiency. Interpreters/translators must meet the minimum proficiency standard set by DSHS.</p> <p>Self-representation. Interpreters/translators must accurately and completely represent their certifications, training, and experience.</p>	<p>REPRESENTATION OF QUALIFICATIONS The interpreter shall accurately and completely represent his or her certifications, training, and pertinent experience. The court should reassess the interpreter's qualifications each time the interpreter is engaged to interpret in court for a non-English speaking party or witness.</p>
<p>Accuracy—The interpreter shall always express the source language message in a thorough and faithful manner. The interpreter shall: 8.6.1 Omit or add nothing, 8.6.2 Give consideration to linguistic variations in both the source and target languages, and 8.6.3 Preserve the tone and spirit of the source language message.</p>	<p>The interpreter strives to render the message accurately, conveying the content and spirit of the original message, taking into consideration its cultural context.</p>	<p>Accuracy. Interpreters/translators must always express the source language message in a thorough and faithful manner. They must:</p> <ol style="list-style-type: none"> 1. Omit or add nothing; 2. Give consideration to linguistic variations in both the source and target languages; and 3. Conserve the tone and spirit of the source language. 	<p>Accuracy and completeness:</p> <p>The interpreter shall render a complete and accurate interpretation or sight translation, without altering, omitting anything from, or adding anything to what is stated or written, and without explanation.</p>

<p>Professional Development—The interpreter shall continually develop his/her skills and knowledge through:</p> <ul style="list-style-type: none"> • Steady practice; • Formal professional training; • Ongoing continuing education; • Ad hoc terminology research; • Regular and frequent interaction with colleagues and specialists in related fields; and • Staying abreast of current issues, laws, policies, rules, and regulations that affect his/her profession. 	<p>The interpreter strives to continually further his/her knowledge and skills.</p>	<p>Professional development. Interpreters/translators are expected to continually develop their skills and knowledge through:</p> <ul style="list-style-type: none"> • Professional interpreter/ translator training; • Continuing education; and • Regular interaction with colleagues and specialists in related fields 	<p>PROFESSIONAL DEVELOPMENT Interpreters shall continually improve their skills and knowledge and advance the profession through activities such as professional training and education and interaction with colleagues and specialists in related fields.</p>
<p>Professional Demeanor— Interpreters shall:</p> <ul style="list-style-type: none"> • Be punctual; • Be prepared; • Be polite, respectful, and tactful towards all parties, including colleagues; • Be dressed appropriately; and • Avoid attracting undue attention to him/herself. 	<p>The interpreter treats all parties with respect.</p>	<p>Professional demeanor. Interpreters/translators must</p> <ul style="list-style-type: none"> • be punctual, • prepared, and • be dressed in a manner appropriate, and not distracting for the situation. 	<p>Professional Demeanor Interpreters shall conduct themselves in a manner consistent with the dignity of the court and shall be as unobtrusive as possible.</p>

	<p>The interpreter continuously strives to develop awareness of his/her own and other (including biomedical) cultures encountered in the performance of their professional duties.</p>	<p>Cultural sensitivity-courtesy. Interpreters/translators must be culturally sensitive, and respectful of the individual(s) they serve.</p>	
	<p>The interpreter must at all times act in a professional and ethical manner.</p>	<p>Reporting obstacles to practice. Interpreters/translators must assess at all times their ability to interpret/translate.</p> <ol style="list-style-type: none"> 1. Interpreters/translators must immediately notify the parties if they have any reservations about their competency and offer to withdraw without threat or retaliation; 2. Interpreters/translators must immediately withdraw from encounters they perceive as a violation of this code. 	<p>DUTY TO REPORT ETHICAL VIOLATIONS</p> <p>Interpreters shall report to the court any actions by any persons that may impede their compliance with any law, any provision of this code, or any other official policy governing court interpreting and sight translating.</p> <p>ASSESSING AND REPORTING IMPEDIMENTS TO PERFORMANCE</p> <p>Interpreters shall assess at all times their ability to deliver their services. When interpreters have any reservation about their ability to satisfy an assignment competently, they shall immediately convey that</p>

			reservation to the court.
	<p>The interpreter maintains the boundaries of the professional role, refraining from personal involvement.</p>	<p>Scope of practice. Interpreters/translators must not:</p> <ol style="list-style-type: none"> 1. Counsel, refer, give advice, or express personal opinions to the individuals for whom they are interpreting/translating; 2. Engage in activities with clients that are not directly related to providing interpreting and/or translating services; 3. Have unsupervised access to clients, including but not limited to phoning clients directly, other than at the request of a DSHS employee; 4. Market their services to clients, including but not limited to, arranging services or appointments for clients in order to create business for themselves; or 5. Transport clients for any business, including social service or medical appointments. 	<p>SCOPE OF PRACTICE Interpreters shall limit themselves to interpreting or performing sight translating and shall not give legal advice, express personal opinions to individuals for whom they are interpreting, or engage in any other activities that may be construed to constitute a service other than interpreting or translating.</p>

	<p>When the patient’s health, well-being, or dignity is at risk, the interpreter may be justified in acting as an advocate. Advocacy is understood as an action taken on behalf of an individual that goes beyond facilitating communication, with the intention of supporting good health outcomes. Advocacy must only be undertaken after careful and thoughtful analysis of the situation and if other less intrusive actions have not resolved the problem.</p>		
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- Link to NCIHC code of Ethics: <http://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Code%20of%20Ethics.pdf>
- The NCIHC Standards of Practice explain these issues in more depth: <http://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Standards%20of%20Practice.pdf>
- Washington State Language Interpreter and Translator Code of Professional Conduct: <https://www.dshs.wa.gov/fsa/language-testing-and-certification-program/code-ethics>

<http://blog.gauchatranslations.com/wp-content/uploads/2015/03/DCS-overview-Helen-Eby.pdf>

This presentation was developed based on a series of eight online presentations of two hours each by Robyn Dean, a leader in the ASL interpreting field.

ASTM F2089 – 15

Standard Practice for Language Interpreting

Code of Professional Conduct

8.1 All parties, including the clients, shall be aware that interpreters perform their duties in accordance with a code of professional conduct.

8.2 This code of professional conduct reflects the standards of integrity, professionalism, and confidentiality by which all interpreters shall abide. It enumerates established standards of professional responsibility to the public, the client, colleagues, and the profession at large. Given the variety of settings in which interpreters perform, individual institutions may find it useful to complement the code of professional conduct with guidelines designed to meet the specific demands of the organizational setting in which interpreters will be expected to work (see “Related Material” at the end of this standard for further reading).

8.3 **Impartiality**—The interpreter shall maintain a neutral attitude during an interpreting assignment. An interpreter shall be able to express clearly and convincingly different views or opinions on any issue in any discussion without allowing his/her own views to interfere.

8.3.1 **Conflicts of Interest**—The interpreter shall disclose any real or perceived conflict of interest that may exist or may create an appearance of impropriety or a potential violation of the code of professional conduct. In the interest of protecting the client and the professional integrity of the interpreter, the interpreter shall not hesitate to withdraw from an assignment.

8.4 **Confidentiality**—The interpreter shall not divulge any information obtained through his/her assignments including, but not limited to, information found in documents or other written materials. Confidentiality may be breached only when it is a legal requirement.

8.5 **Competency**—The interpreter shall not knowingly accept any assignment beyond his/her interpreting ability or for which he/she lacks an adequate understanding of the subject matter or cultural context or both. In situations in which the interpreter cannot easily disqualify him/herself from an assignment, the interpreter shall inform the client of his/her limitations.

8.6 **Accuracy**—The interpreter shall always express the source language message in a thorough and faithful manner. The interpreter shall:

8.6.1 Omit or add nothing,

8.6.2 Give consideration to linguistic variations in both the source and target languages, and

8.6.3 Preserve the tone and spirit of the source language message.

8.7 **Professional Development**—The interpreter shall continually develop his/her skills and knowledge through:

8.7.1 Steady practice;

8.7.2 Formal professional training;

8.7.3 Ongoing continuing education;

8.7.4 Ad hoc terminology research;

8.7.5 Regular and frequent interaction with colleagues and specialists in related fields; and

8.7.6 Staying abreast of current issues, laws, policies, rules, and regulations that affect his/her profession.

8.8 **Professional Demeanor**—Interpreters shall:

8.8.1 Be punctual;

8.8.2 Be prepared;

8.8.3 Be polite, respectful, and tactful towards all parties, including colleagues;

8.8.4 Be dressed appropriately; and

8.8.5 Avoid attracting undue attention to him/herself.

ASTM F2089-15, Standard Practice for Language Interpreting, ASTM International, West Conshohocken, PA, 2015, www.astm.org, used by permission.

Medical Terminology Module Syllabus

Outline

Week	Medical terminology	Study strategy	Practice text	Evaluation
1	Intro, homeostasis, Respiratory	Parallel text reading Introduce Merck Manuals – interpreter as reproducer of register	Physical assessment: introductory, first meeting with patient	Submit summaries of two parallel texts, one in each language.
2	Circulatory	Analysis: Submit summary and outline of parallel texts from Merck.	Students give oral presentations based on material studied. This helps them learn how to prepare and speak like a doctor or a patient.	Submit outlines of two parallel texts, one in each language.
3	Musculo-skeletal	Analysis – build bilingual terminology database. This is how dictionaries are made. Using Merck parallel texts, find term/definition/use in context in both languages.	Chapter 15 – rehabilitation.	Submit three terms in a terminology database given by the instructor.
4	Endocrine	Research in the Merck – find a system and learn about it, and give a presentation. Find three different ways to say something.	Chapter 9, test results (urinary system) Find some tricky sentence, and discuss three different ways to say them in English without losing meaning. Then interpret.	The instructor will assign a sentence in each language. Participants will write three different ways to say it in the same language and one translation into the other language.
5	Reproductive	Analysis – note taking. Make outlines of Merck chapters on reproductive system in English and FL. Give presentations based on outlines.	Chapter 8, labor and delivery Interpret What strategies did you have to use?	The instructor will evaluate short class presentations.
6	Pediatric, Pain	Research list of pediatric illnesses and immunizations in the Merck Manual	Patient intake forms.	Submit translations of immunization

		Instructor summarizes presentation on pain submitted at ATA in 2016.		and pain terms to instructor.
7	Common terms for asthma and diabetes	Research these topics in teams and give presentations	Teams will give presentations and be evaluated. Presentations will be 10 minutes each.	Submit translations of asthma and diabetes terms to instructor.
8	Digestive	Combination of all: Outline Two terms in database Two sentence summary	Chapter 11, nutrition and diet.	Instructor observes use of terminology in practical interpreting of dialogs in class. Summative evaluation: Multiple choice questions and essay questions graded per rubric.

Resources

Reference materials:

- [Merck Manual for Home Health](#) in English and Spanish, available online.
- [Dialogs adapted with permission](#) for interpreting practice
- [Rubric for evaluating interpreting](#)
- [Medical terminology strategies GT](#)

Medical terminology strategies

Parallel texts

As interpreters, we are the doctor’s and the patient’s voices. The only way to acquire the language register for a doctor’s speech is to read what doctors read, such as the Merck Manual.

Summarization and outlining

Interpreters should not summarize, but in order to get the main points of the issue, and be able to know how to organize the details we need to learn this skill. Outlining is a prerequisite for note taking. These techniques benefit participants by finding the main idea in a way that is practical for interpreters. Independent study builds self-confidence in the ability to explore new areas of work.

Flash oral presentations

This helps with “*being the doctor’s and the patient’s voice.*” In class, participants make presentations to the class with 10 minutes of preparation in small teams. Practicing these two-minute speeches makes it

easier to speak like a doctor and interpret. It also helps people learn how to access the resources they will need at appointments in a practical way. These presentations are given in both languages.

Debriefing after these sessions is important. We talk about how nervous people felt, how hard it was to do the research and speak, and what made them successful and what could have done better.

Rephrasing

Find three different ways to say something in English without changing the meaning. Interpreting is the art of rephrasing without changing the message. This is exactly what we do when we express the message in a different language. Often, interpreters are hung up by the words, or by the fact that the syntax of the source language does not fit the syntax of the target language. Being in the practice of rephrasing helps participants understand that the message, not the words, is what matters.

Terminology databases

It is important for the interpreters to have a system to organize and validate the terms they learn. For each term, students should research the following information, and log it in a spreadsheet.

- System
- Term
- Context (indicate source) – copy the term in context, don't just write it in context yourself
- Definition (indicate source) – copy the definition from a source; do not just define it yourself.
- For your second language:
- Term
- Context (indicate source) – copy the term in context, do not just write it in context yourself or translate. The idea is to see the way the term is actually used.
- Definition (indicate source) – copy the definition from a source; do not just define it yourself.

Naming sources

- gives interpreters a way to go back to these sources and read more later
- increases the value of the spreadsheet by giving the term extra validation.

Doing this in a spreadsheet allows interpreters to sort and filter by system. This is the way terms are studied and collected for dictionaries such as the Real Academia Española. This is the format of the terminology table we used to add “estadounidismos” to the new edition of the RAE and validate them. This method is a professional way to share information with colleagues so we know our terms are validated.

Interpreting (Translational action)

Start by checking the dialogs for difficult spots and discussing how to do the translational action. (*Sensu* Dr. Nord)

- Challenging syntax
- Terminology
- Start by rephrasing the section three or four ways without losing content.
- Then attempt to do the translational action, writing it on the board in the target language.

- Mark the semantic elements and show how they move around in the structure of the sentence.

Then, discuss other interpreting difficulties, such as needed interruptions.

Demonstrate:

- Interruption for the interpreter to interpret accurately
- Request for a repetition from point x
- Request for clarification

Health Care Interpreting Skills Module Syllabus

This will require a series of three weekends of training.

	Session (hours)	Topic	Learning objectives	Evaluation method
Weekend 1	1 (6)	Consecutive interpreting	Interpreters will, under supervision, interpret the first two or three consecutive lessons from The Interpreter’s Rx.	Interpreters will be able to: <ul style="list-style-type: none"> • Identify their strengths and weaknesses in interpreting. • Identify when they interpreted with accuracy. • Identify omissions and additions in their work. The instructor will model the specific skill. Evaluation: <ul style="list-style-type: none"> • The instructor will provide tips on how to improve performance as she observes the groups in action. • Interpreters will record their performance and evaluate their recordings against the script. • The instructor will take notes on the interpreters’ strengths and weaknesses in interpreting according to her rubric, and compare them with the second session on the same skill.
	2 (3)	Simultaneous interpreting	The instructor will lead the interpreters in a simultaneous interpreting warmup exercise. Interpreters will, under supervision, interpret the first two simultaneous lessons from The Interpreter’s Rx.	
	3 (3)	Sight translation/ Translation	The instructor will lead the interpreters in some principles of translation in preparation for sight translation. Interpreters will, under supervision, interpret the first one or two sight translation lessons in each direction, depending on what there is time for, from The Interpreter’s Rx.	

	Weekend sessions may happen once a month so interpreters have time to review material and practice material independently, as well as apply the skills in their work.			
Weekends 2 and 3	Day 1 (6)	Consecutive interpreting	Interpreters will, under supervision, interpret three or more consecutive lessons from The Interpreter's Rx.	Interpreters will be able to: <ul style="list-style-type: none"> • Identify their strengths and weaknesses in interpreting. • Identify when they interpreted with accuracy. • Identify omissions and additions in their work.
	Day 2, am (3)	Simultaneous interpreting	Interpreters will, under supervision, interpret two or three simultaneous lessons from The Interpreter's Rx.	
	Day 2, pm(3)	Sight translation/ Translation	<p>The instructor will teach some principles of translation in greater depth, considering that interpreters often write instructions for patients.</p> <p>Interpreters will, under supervision, interpret at least two sight translation lessons in each direction, depending on what there is time for, from The Interpreter's Rx.</p>	<p>The instructor will model the specific skill.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • The instructor will provide tips on how to improve performance as she observes the groups in action. • Interpreters will record their performance and evaluate their recordings against the script. • The instructor will take notes on the interpreter's strengths and weaknesses in interpreting according to her rubric, and compare them with the second session on the same skill. <p>Summative evaluation: Observation of interpreters' performance on final session of each mode of interpreting according to the rubric used throughout the training.</p>

The interpreters will be evaluated based on their performance on each mode of interpreting using the rubric in the link below. Some consecutive interpreting drills will be converted into role-plays.

<http://blog.gauchatranslations.com/wp-content/uploads/2015/07/evaluations-for-interpreters-GT-20160916.pdf>