MODL5102

Interpreting in Community Settings

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sandra Hale	s.hale@unsw.edu.au	Mondays 4-5pm by appointment by email	Morven Brown 207	93851279

Tutors

Name	Email	Availability	Location	Phone
Sean Cheng	sean.cx@unsw.edu.au		Morven Brown 278	
Alisa Tian	alisa.tian@unsw.edu.au	TBA	TBA	TBA
Sophia Ra	s.ra@unsw.edu.au	TBA	TBA	TBA
Yveline Piller	y.piller@unsw.edu.au	TBA	TBA	TBA
Suzan Piper	s.piper@unsw.edu.au	TBA	TBA	TBA
Natsuki del Prado	n.delprado@unsw.edu.au	TBA	TBA	TBA
Elena Mikhailik	e.mikhailik@unsw.edu.au	TBA	TBA	TBA

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the Course

This course will focus on community interpreting in domestic settings, in which you will concentrate on two main areas of community interpreting: medical and welfare. The course will introduce you to the contextual knowledge needed to operate in these two settings and will develop the interpreting and linguistic skills necessary to work as professional community interpreters. The course will combine theory and practice and will be informed by the results of research into these subfields of interpreting.

At the conclusion of this course the student will be able to

1. use the necessary contextual knowledge to successfully interpret in medical, welfare and other community settings
2. explain the ethical requirements of professional interpreters in community settings and make informed decisions when confronted with ethical dilemmas in the workplace
3. analyse the discourse of medical consultations and other interactions in community settings
4. demonstrate familiarity with the theories that underpin accurate interpreting in community settings
5. analyse relevant research and tools to explore applications in own practice
6. demonstrate bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation
7. critically evaluate own performance to justify interpreting choices

Teaching Strategies

This course includes lectures and interactive tutorials in which students undertake role plays, discussion, bilingual interpreting practice, and peer and self-evaluation in language-specific interpreting practice.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Continuous skills assessment	30%	Not Applicable	6,7
Self-evaluation project	30%	10/10/2018 04:00 PM	1,3,4,5
Final viva examination	40%	Not Applicable	1,2,3,6

Assessment Details

Assessment 1: Continuous skills assessment

Start date:

Details: Ongoing development of interpreting skills.Students will be assessed at least three times during class and receive written feedback of their performance a week later. They will be assessed on all the interpreting skills developed throughout the semester: Dialogue, consecutive, simultaneous interpreting and sight translation.

Assessment 2: Self-evaluation project

Start date:

Details: Critical self-evaluation of interpreting performance using discourse analytical tools. Students will act out a scenario where they are interpreting. They will record, transcribe and analyse their performance and write a report on it. The report's length is between 1500 to 2000 words.Individual written feedback will be provided with the marked report.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Final viva examination

Start date:

Details: An individual oral examination simulating a real-life interpreted interaction, lasting approximately 30 to 40 minutes.Students will be assessed as they perform the interpreting task. Individual feedback will be provided after the completion of the course.This is the final assessment for attendance purposes.

Additional details:

The timetable for the Viva examinations will be posted on Moodle closer to the time.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non☐percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Overview of Community Interpreting • What is community interpreting? Controversy over labels • Community interpreting in Australia • Community interpreting in the rest of the world • Characteristics of Community Interpreting Readings • Hale, S. (2007). *Community Interpreting.*Basingstoke: Palgrave Macmillan (Chapter 1) • Ozolins, U. (1998). *Interpreting and Translation in Australia. Current issues and international comparisons*. Melbourne: Language Australia • Pöchhacker, F. (1999). The evolution of community interpreting. *Interpreting* 4(1):125-40
	Tutorial	• Memory exercises • Practise dialogue interpreting in general topics • Practice sight translation in general topics
Week 2: 30 July - 5 August	Lecture	Interpreting protocols • The contract • Introducing yourself and your role • Seating arrangements • Management of the interaction • Asking for clarification • Forms of address • Transparency • Preparation • Interpreters' needs and resources • Protocols for remote interpreting • Telephone and video interpreting Readings Tebble, H. (1998). *Medical interpreting. Improving communication with your patients*. Canberra and Geelong: Language Australia/Deakin University

	Tutorial	• Practice interpreting protocols • Role play a medical interaction, from the introductions to the conclusion • Simulate a telephone interpreting interaction and discuss protocols and challenges • Practise sight translation in both languages
Week 3: 6 August - 12 August	Lecture	Overview of Medical Interpreting • Nature of medical interpreting • Medical interpreting settings • Debate on the role of the medical interpreting • Ethical considerations in medical interpreting • Dealing with cross-cultural differences Readings Hale, S. (2007). *Community Interpreting.*Basingstoke: Palgrave Macmillan (Chapter 2)
	Tutorial	• Sight translation of medical consent forms • Dialogue interpreting of general practitioner medical consultations • Discuss cross-cultural issues in medical settings and how to deal with them in light of the code of ethics
Week 4: 13 August - 19 August	Lecture	The discourse of medical interactions and medical terminology • Doctor-patient monolingual communication • Different questioning styles • Patient participation • Linguistic strategies • Psychiatric assessments • Patterns of medical terms • Etymology of medical terms • Children's diseases • Main medical conditions • Main medical treatments • Dealing with lack of equivalence across language Readings • Free Medical Terminology course http://www.dmu.edu/medterms/ • Medical terminology word structure

	Tutorial	• Discuss interpretation of different questioning styles • Practise interpreting different question types • Discuss medical terminology in the LOTE • Analyse medical documents for terminology and structure • Practise sight translation • Analyse medical information texts for terminology and structure
Week 5: 20 August - 26 August	Lecture	Discourse and terminology • -History taking • -Diagnosis • Jargon • Discussing treatment Readings • Crezee, I. (2013). *Introduction to Healthcare for Interpreters and Translators*Amsterdam: John Benjamins • Pasquandrea, S. (2011) Managing multiple actions through multimodality: Doctors' involvement in interpreter-mediated interactions. Language in Society 40, 455–481.
	Tutorial	• Practise medical interpreting dialogues • Practise consecutive interpreting in both languages on topics such as children's diseases
Week 6: 27 August - 2 September	Lecture	Discourse analysis and self- evaluation of interpreting performance • What is discourse analysis? • How is discourse analysis used in interpreting research • Acquiring tools to evaluate own performance • Identifying strengths and weaknesses and devising strategies for improvement Readings • Hale, S. & Napier, J. (2013). *Research Methods in Interpreting.*London: Bloomsbury (Chapter 5) • Jenks, C. J. (2011). Transcribing talk and interaction: issues in the representation of

		communication data. Amsterdam ; Philadelphia : John Benjamins.
Week 7: 3 September - 9 September	Lecture	Interpreting in mental health settings • Interpreting for Mental Health settings • Counselling sessions Readings • Paone, T. R. and K. M. Malott (2008). "Using interpreters in mental health counseling: a literature review and recommendations.(Report)." Journal of Multicultural Counseling and Development 36(3): 130. • http://www.mhima.org.au/ • http://www.dhi.health.nsw.gov.au/Transcultural-Mental-Health-Centre/TMH-About-Us/default.aspx
	Tutorial	• Mental health interpreting • Practise interpreting simultaneously in the whispering mode for mental health patients • Practise interpreting in counselling sessions in aged care
Week 8: 10 September - 16 September	Lecture	The medical practitioners' perspective - professionals working together • The medical practitioner's perspective • Expectations of the interpreter's role • What working information the medical practitioner is aiming to obtain • The diagnosis, discussion of options for treatment, and ensuring informed consent and associated disclosures • What happens when things go wrong in treatment programs Readings • The medical practitioner's perspective • Expectations of the interpreter's role • What working information the medical practitioner is aiming to obtain • The diagnosis, discussion of options for treatment, and ensuring informed consent and associated disclosures • What happens when things go wrong in treatment programs
	Tutorial	• Practise all modes of interpreting • Have students role play and assess each

		other • Sight translate information about enduring guardianship and power of attorney • Practice interpreting bad news with family members involved
Week 9: 17 September - 23 September	Lecture	Research into medical interpreting • What interpreters do • Trained vs untrained interpreters • What medical practitioners expect of interpreters • What patients expect of interpreters Readings • Cambridge, J. (1999). Information loss in bilingual medical interviews through an untrained interpreter. *The Translator*5(2): 201-19. • Tebble, H. (1999). The tenor of consultant physicians. Implications for medical interpreting. *The Translator*5(2):179-99.
	Tutorial	• Practise medical interpreting dialogues • Practise consecutive interpreting in both languages on topics such as cancer, skin care, etc.
Break: 24 September - 30 September		
Week 10: 1 October - 7 October		NO CLASS - POST GRADUATE WEEK OFF
Week 11: 8 October - 14 October	Lecture	Interpreting in welfare settings • Different types of welfare settings • Welfare payments • Ethical considerations Readings Advisory Services. http://www.basic-counseling-skills.com/
	Tutorial	• Different types of welfare settings • Welfare payments • Ethical considerations
Week 12: 15 October - 21 October	Lecture	Interpreting in welfare settings • Welfare – the legal connection: the state protecting the vulnerable: • Child protection • Wards of the state / Guardianship

		- Intellectual disability - Family violence Readings - Kriz, K & Skivenes, M. - Lost in Translation: How Child Welfare Workers in Norway and England Experience Language Difficulties when Working with Minority Ethnic Families. *British Journal of Social Work* 40(5) 1353-1367
	Tutorial	- Practice interpreting for sensitive child protection matters - Family and group settings in interpreting - Interpreting in family violence situations
Week 13: 22 October - 28 October	Lecture	Interpreting in welfare settings - Welfare – personal and family services - Social work practice and social work language - Poverty, homelesness - Borderline welfare /medical e.g. alcohol, drug rehabilitation - Support groups Readings Pöllabauer, S. Gatekeeping Practices in Interpreted Social Service Encounters. *Meta* 57(1) 213-234
	Tutorial	- Language in counselling situations - Practice interpreting in rehabilitation with disturbances of communicaton

Resources

Prescribed Resources

- Hale, S. (2007). *Community interpreting*. Basingstoke: Palgrave Macmillan
- Crezee, I. (2013). *Introduction to Healthcare for Interpreters and Translators*. Amsterdam/Philadelphia: John Benjamins P/C.

Recommended Resources

- Crezee, I. & Ng, E. (2016). Introduction to healthcare for Chinese-Speaking interpreters and translators. Amsterdam/Philadelphia: John Benjamins P/C.
- Crezee, I., Mikkelson, H. & Monzon-Storey, L. (2013). *Introduction to Healthcare for Spanish-speaking interpreters and translators.* Amsterdam/Philadelphia: John Benjamins P/C.
- Bancroft, M.A; Garcia Beyaert, S.; Allen, K.; Carriero-Contreras, G. & Socarras-Estrada, D. (2015). *The Community Interpreter. An international Textbook. Medical, Educational and Social Services Interpreting.*Columbia: Culture & Language Press.

- Bot, H. (2005). *Dialogue interpreting in mental health.*Amsterdam: Rodopi

  http://books.google.com.au/books?hl=en&lr=&id=0N3pJlgca_MC&oi=fnd&pg=PA1&dq=mental+health+interpreting&ots=X0p45Fn3-9&sig=_UFzYbvrgLzQIir0HSsyGNS8vw0&redir_esc=y#v=onepage&q=mental%20health%20interpreting&f=false

- Jenks, C. J. (2011). *Transcribing talk and interaction: issues in the representation of communication data*. Amsterdam ; Philadelphia : John Benjamins.

- Tebble, H. (1999). The tenor of consultant physicians. Implications for medical interpreting. *The Translator*5(2):179-99.

- **Health Care Interpreter Service NSW** - http://www.health.nsw.gov.au/multicultural/Pages/Health-Care-Interpreting-and-Translating-Services.aspx
- **Family and Community Services** - https://www.facs.nsw.gov.au
- **Family and Domestic Violence** - https://www.humanservices.gov.au/individuals/subjects/family-and-domestic-violence
- **Aged Care -** https://www.myagedcare.gov.au

Course Evaluation and Development

Student feedback will be gathered via the MyExperience survey at the end of the semester. The feedback will be used for improvements made to course.

Image Credit

My own photo

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