

To Your Future Health:

Contemplating Interpreting in Healthcare

A module for infusing healthcare into interpreter education programs

Welcome to the Module

This instructor guide is designed to accompany the online version of this module. All of the information (and more) is included in the online version. This is designed as an overall document for people who like to have all the information in one place.

To view this information online, visit:

<http://www.interpretereducation.org/healthcare/instructor-guide/>

Interpreting in healthcare settings is both a specialty that has been identified by the Deaf community as being a significant need – and an area that provides great opportunities for professional development and fulfillment for interpreters.

This module to promote infusion of resources related to interpreting in healthcare is designed to be an opportunity for interpreter education programs to introduce students to this specialty. This document will guide you to what is contained in the module and how to incorporate it.

The activities here are provided as a menu of options. As an instructor, it is up to you to determine which will best fit your program and most effectively introduce your students to the benefits and challenges of interpreting in healthcare settings. You will note that we provide ranges on the estimated time, because we recognize that depending on how you use the evaluation suggestions or how much of the activities you use, the amount of time required will be affected.

We do hope that this module will be a both informative and inspiring for your students, causing them to give serious consideration to working to meet the need identified by the Deaf community for quality interpreting services in healthcare settings.

Overview of Module Activities

Activity	Description	Est. Time
Pre-assessment	<ul style="list-style-type: none"> • Have students complete pre-assessment 	10 mins
Why Healthcare?	<ul style="list-style-type: none"> • Read English Essay on “Why Interpret in Healthcare” • Watch ASL video testimonials from Interpreters • Bonus Articles from Katharine Allen and Richard Laurion • Evaluation: Reflection paper 	1-2 hours
Ethics in Healthcare	<ul style="list-style-type: none"> • Compare/contrast RID/NAC CPC with NCIHC Code of Ethics and Standards of Practice • Evaluation: Classroom discussion or reflection paper 	1-2 hours
Role-Plays	<ul style="list-style-type: none"> • Conduct role-plays related to healthcare settings and interpreting in healthcare 	1-2 hours
Sample of <i>Body Language</i> online module	<ul style="list-style-type: none"> • Activity on depiction and how it relates to describing anatomy and physiology • Describing blood pressure • Describing a heart attack • Evaluation: Can have students make two videos of descriptions – before working with resources and afterward to assess language use and knowledge of information related to cardiology 	2-3 hours
Sample of <i>Healthcare Discourse</i> online module	<ul style="list-style-type: none"> • Observe and analyze appointment of history and physical interview • Watch/read perspectives from Deaf patients • Watch hearing physician’s perspective on the HPI • Have students practice translating the physician’s questions in the appointment • Watch Deaf physician’s perspectives on the questions asked during the 	2-3 hours

	<p>appointment</p> <ul style="list-style-type: none"> • Students re-interpreting the questions • Evaluation: Self-reflection on what they learned in the process 	
Post-Assessment	<ul style="list-style-type: none"> • Have students complete the post-assessment 	10 mins

Activity # 1:

Complete Pre-Assessment

Objective: To establish a baseline of what students know to be able to evaluate how this module affects their knowledge and their interest in healthcare as a future specialization.

This assessment can be used as both a pre- and post-assessment. Answers are highlighted in the “pre- and post- answers” document. Questions are multiple choice, true/false and short answer, with the exception of #10, which indicates student interest in pursuing healthcare interpreting in the future. After completing the module, and asking students to complete the post-assessment, you may wish to return the pre- and post- to them, so that they can recognize their own learning and new understanding.

Accessing the Pre-Assessment: The pre-assessment is available as a Word document, a PDF, and a Google Form that can be copied and used online. [Visit the Online Instructor Guide to access these options.](#)

Activity #2

Why healthcare?

Direct Link to Student Resources for this Section:

<http://www.interpretereducation.org/healthcare/why-healthcare-interpreting/>

Objective:

- To explore the specialty area of interpreting in healthcare settings in order to understand why it is a need and what it offers to interpreters choosing this specialty

This activity is designed to engage and inspire students to consider the possibility of specializing in healthcare activities – both through some of the research and documentation about the need and through the experiences of interpreters who share what inspires them about working in healthcare settings.

Assignments:

- Assign students to read the essay, “Why Interpret in Healthcare Settings?” outside of class.

- Watch the video testimonials from interpreters talking about why they interpret in healthcare settings. (*This can be an outside activity, or you can watch it in class with follow-up group discussion.*)
 - Natalie Stanley
Natalie is a staff interpreter with health care system in Minnesota. She shares why she finds her position to be so rewarding. She also shares some of the challenges and advice for interpreters considering working in this field.
http://youtu.be/SOWU_d7ZWTM
 - Anthony Verdeja
Anthony is an interpreter and educator who works in a variety of settings, including video relay and health care. He reflects on why health care interpreting is both challenging and something that can be an enriching experience - one we must approach with great care and a sense of responsibility.
<http://youtu.be/swuNwsbfMsl>
 - Lisa Weems
Lisa shares what drew her to medical interpreting and what keeps her wanting to work in healthcare settings. Also, she provides some thoughts on what she think is important for students to be aware of as they consider interpreting in healthcare.
<http://youtu.be/2XwVLI02rjc>
 - Amy Williamson:
Amy is a private practice interpreter and educator with over 20 years of experience in healthcare settings - both interpreting for deaf patients and deaf medical providers going through medical school. She shares why she finds interpreting in healthcare settings to be such a meaningful experience for her.
<http://youtu.be/gaK85IC083w>

If you want more activities on this topic, you can also assign the following articles:

- Katharine Allen, "[The Time is Now for Healthcare Interpreting 2.0](#)"
- Richard Laurion, "[Improving Healthcare: Specialization for Sign Language Interpreters](#)"

Evaluation

Self-Directed Activity

Reflective paper: Why Healthcare Interpreting?

You've had the chance to read an essay on the importance of interpreting in healthcare settings and view the videos of interpreters who work in medical settings. In a two-page paper, double-spaced, please respond to the following questions

- Did you realize that interpreting in healthcare settings was such a priority for the Deaf community? Does that understanding affect how you look at preparing to become an interpreter?
- How does the list of qualifications identified by the CATIE Center impact what you see as the priorities for your own professional development?
- What most intrigues you about medical interpreting after watching these commentaries?
- Which of the commentators most interested you, and why?
- If you had the opportunity to ask one of the commentators a follow-up question to their presentation, what would you ask, and why?
- Has anything you saw changed your ideas about whether you would work as a healthcare interpreter in the future? If so, how? If not, how have your ideas remained the same?

Exploring Healthcare: Activities #3-6

Direct Link to Student Resources for this Section:

www.interpretereducation.org/healthcare/explore/

Activity 3:

Ethics in Healthcare

Objective: Compare and contrast how ethical decision-making frameworks are applied in healthcare and other settings.

This activity is designed for courses that explore ethical decision-making and for students to think about how interpreters approach their work in a healthcare setting.

Assignments:

- Assign students outside of class to review the RID/NAD Code of Professional Conduct, <http://rid.org/ethics/code-of-professional-conduct/>
- the NCIHC Code of Ethics ([http://www.ncihc.org/assets/documents/publications/NCIHC National Code of Ethics.pdf](http://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Code%20of%20Ethics.pdf)) & Standards of Practice ([http://www.ncihc.org/assets/documents/publications/NCIHC National Standards of Practice.pdf](http://www.ncihc.org/assets/documents/publications/NCIHC%20National%20Standards%20of%20Practice.pdf))

Evaluation:

Can be either a reflective paper outside of class, or a small group discussion during class. Questions for reflection:

- What underlying values are consistent throughout all of the documents?
- What differences exist between the RID/NAD CPC and the documents from the NCIHC?
- In your opinion, are the differences due to the focus on healthcare or because the NCIHC focus on spoken and signed languages?
- How do you think the overall ethical framework of the medical profession, particularly the concept of “Do No Harm,” affects ethical frameworks for interpreters in healthcare settings?

Activity #4

Role-Plays

This activity is designed to give students experience with the challenges faced in interpreting in healthcare settings so they can learn the importance of preparation, logistics, and role-space in effective interpreting.

Preparing for the role play:

Let the class know what the topics are for the role-plays (asthma and acid reflux). Then let them research the topics on the Internet, and come back to discuss what they learned. It is useful to have them discuss these topics in English, and then to discuss them in ASL, so they have vocabulary ready for the actual role-play.

Students will practice interpreting in a medical setting using these role-plays. Divide students into groups of 5 or 6. One of them will play the Deaf patient; one will be the doctor; and one will interpret. The others will observe, keep time, and be prepared to offer feedback after the role-play.

Separate out the instructions for each participant, so that the “patient” only gets the instructions on the “patient” card, the “doctor” only sees the “doctor” card and the “interpreter” sees the “interpreter” card. You may want to allow the patient and interpreter to have a brief meeting prior to the appointment, similar to the kind of conversation that might take place in a waiting room.

Students should be instructed to try to make this as realistic as possible. (For example, the doctor doesn’t need to create more challenges for the interpreter by addressing her directly with questions such as “how long did it take you to learn sign language?”, etc.)

The student playing the doctor should avert their gaze when the patient is signing, so they are actually using the interpretation. The “patient” could use earplugs, to not hear what the doctor is saying.

The role-play should continue for between 12 – 15 minutes. At the end, one of the observers leads the feedback discussion. First, ask the doctor and patient if they got the answers to the questions they asked, and if they felt that the interaction seemed to flow. Then, ask the interpreter first about her own reactions and thoughts. Then let the other observers comment on what they noticed, and wondered about. The feedback should take no more than 10 minutes. Then participants can change roles, and do a second role-play.

Variations:

If you have access to beginning sign language students, or less experienced students, they could role-play the doctor's part. Another possibility would be to enlist the help of nursing students, or other healthcare technicians who are students in the same institution in which you teach.

It's a very effective teaching tool to have Deaf people come in to role-play the patient. If that is the case, it is helpful to meet with the Deaf participants in advance to outline the structure and purpose of the role-play, and to make sure that the information on the card is clear to them.

If using role plays in a class with students who are not yet interpreting, but only learning about ASL and interpreting, several role plays could be presented with outside participants, with students observing these to gain a sense of what an interpreted medical interaction looks like.

Developing further role play cards

Consult people with a particular medical condition, who can provide you with the typical issues that are raised in a doctor's appointment. They can give you an idea of the kinds of questions that the doctor usually asks, and the kinds of medication and/or treatment that are indicated. Researching the condition yourself will lead to other questions to put on the "doctor" card. It is helpful to have a medical professional review the role play, to ensure accuracy of information.

Download Role Play Resources: [Visit the Online Instructor Guide to access these options.](#)

Activity #5

Sample of “*Body Language*” module

This activity is part of the CATIE Center’s Body Language series that focuses on developing competency in talking about anatomy and physiology in ASL. This activity can be done as either a self-directed activity or in-class group activity.

How to Incorporate this in Your Course:

Your students will not need to log-in with this link. They also will not be able to make any postings on the site of this module. If you want them to complete any activity, you would need to have them respond in your own Learning Management System.

The easiest way to do this is to include a link to the Healthcare Discourse module that opens in a new window or tab. Then, students can go through the process, and then simply close the window and move back to your LMS.

URL: <http://www.healthcareinterpreting.org/online/course/view.php?id=13>

Objectives:

- Accurately describe anatomical and physiological conditions related to the cardiovascular system in American Sign Language
- Identify resources for building knowledge related to anatomy, physiology, and medical conditions and procedures.

Assignments

- Have students complete the Body Language Sample, including:
 - Activity on Depiction related to anatomy
 - Body Language 3-Step Process on Blood Pressure
 - Step 1: Research on blood pressure and creation of initial video in ASL describing what blood pressure is (Students can video their work and post the video if you wish to have this level of evaluation for this activity. Students can also analyze their own work to see what sections are challenging so they can better attend at the next step.)
 - Step 2: Watch ASL resources on blood pressure from Nigel Howard and Doug Bowen-Bailey and DeafMD.org

- Encourage students to watch once and then copy sign the sample from Nigel so they both see and experience the movement in Nigel's description
 - Step 3: Re-do ASL explanation incorporating new ideas from Step 2.
 - Evaluation: Do reflection on how explanation changed from step 1 to step 2.
- Body Language 3-Step Process on Heart Attacks
 - Step 1: Research on heart attacks and creation of initial video in ASL describing what a heart attack is (Students can video their work and post the video if you wish to have this level of evaluation for this activity. Students can also analyze their own work to see what sections are challenging so they can better attend to the next step.)
 - Step 2: Watch ASL resources on heart attacks from Nigel Howard and Doug Bowen-Bailey and DeafMD.org
 - Encourage students to watch once and then copy sign the sample from Nigel so they both see and experience the movement in Nigel's description
 - Step 3: Re-do ASL explanation incorporating new ideas from Step 2.
 - Evaluation: Do reflection on how explanation changed from step 1 to step 2.

Activity #6

Sample of “Interpreting Healthcare Discourse” module

Objective: To develop understanding of perspectives of patients and providers in healthcare settings

This activity is part of the CATIE Center’s Body Language series that focuses on developing competency in talking about anatomy and physiology in ASL and interpreting in healthcare setting. This activity can be done as either a self-directed activity or in-class group activity.

How to Incorporate this in Your Course:

Your students will not need to log-in with this link. They also will not be able to make any postings on the site of this module. If you want them to complete any activity, you would need to have them respond in your own Learning Management System.

The easiest way to do this is to include a link to the Healthcare Discourse module that opens in a new window or tab. Then, students can go through the process, and then simply close the window and move back to your LMS.

URL: <http://www.healthcareinterpreting.org/online/course/view.php?id=20>

- Step 1: Observe and analyze appointment of history and physical interview within the module, students can watch the appointment of history and physical interview. Have them identify the demands that would be present in interpreting for such an appointment.
- Step 2: Watch/read perspectives from Deaf patients
You can select from the options provided. There is a written summary of the points – as well as ASL videos with the original perspectives
- Watch hearing physician’s perspective on the HPI
- Have students practice translating the physician’s questions in the appointment
- Watch Deaf physician’s perspectives on the questions asked during the appointment
- Students re-interpreting the questions
- Evaluation: Self-reflection on what they learned in the process

Activity #7

Complete Post-Assessment

Objective: To evaluate what students have learned from the process and see how it has influenced their interest in healthcare as a future specialization

This assessment can be used as both a pre- and post-assessment. Answers are highlighted in the “pre- and post- answers” document. Questions are multiple choice, true/false and short answer, with the exception of #10, which indicates student interest in pursuing healthcare interpreting in the future. After completing the module, and asking students to complete the post-assessment, you may wish to return the pre- and post- to them, so that they can recognize their own learning and new understanding.

Accessing the Post-Assessment: The post-assessment is available as a Word document, a PDF, and a Google Form that can be copied and used online. [Visit the Online Instructor Guide to access these options.](#)

Additional Resources for Teachers

[Visit the Online Instructor Guide to ensure the most updated list.](#)

From the CATIE Center

Download and print any of these resources for free.

- [Bibliography of Mental Health Interpreting](#)
- [Concept Map for Interpreting in Healthcare Curriculum](#) (2008)
- [Healthcare Interpreting Career Lattice](#) (2015)
 - [Using the Healthcare Interpreting Career Lattice](#) (PDF, 2015)
- [Interpreting in Healthcare Settings Annotated Bibliography](#) (2014)
- [Medical Interpreting ASL-English Domains and Competencies](#) (2008)
- [Mental Health Interpreting Domains and Competencies](#) (2008)
- [Towards Reflective Practice: Case Studies for Interpreting in Healthcare Settings](#) (2014)

More Information on Interpreting in Healthcare Settings:

- www.healthcareinterpreting.org Resource Library
- [In Our Hands: Educating Healthcare Interpreters](#), edited by Laurie Swabey and Karen Malcolm
- [Review of the book](#), "Introduction to Healthcare for Interpreters and Translators" by Ineke Creze. The review is done by Doug Bowen-Bailey in both ASL and English.
- Report from World Federation of the Deaf: <http://wfdeaf.org/news/world-federation-of-the-deaf-wfd-health-resources-initiative>