MODL5102

Interpreting in Community Settings

Term Three // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sean Cheng	sean.cx@unsw.edu.au	Thursday 9:00-11:00	Morven Brown 207	9385 2314

Lecturers

Name	Email	Availability	Location	Phone
Uldis Ozolins	u.ozolins@unsw.edu.au	TBA	TBA	TBA

Tutors

Name	Email	Availability	Location	Phone
Alisa Tian	alisa.tian@unsw.edu.au	TBA	TBA	TBA
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School Contact Information

School of Humanities and Languages

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

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

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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.

Course Learning Outcomes

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 assessment	30%	Throughout the terms	6,7
Self-evaluation project	30%	week 8	1,3,4,5
Viva examination	40%	TBA	1,2,3,6

Assessment Details

Assessment 1: Continuous assessment

Start date:

Details: In-class assessment of interpreting skills (Dialogue interpreting and sight translation) and medical terminology test.Students will be assessed at least three times during class and receive written feedback of their performance a week later.

Assessment 2: Self-evaluation project

Start date:

Details: Role-play a simulated medical interpreting consultation, record, transcribe and write a 1000 word self-evaluation report on interpreting performance.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: Viva examination

Start date:

Details: Live interpreting examination simulating a dialogue in a medical setting.Students will be assessed as they perform the interpreting task. Individual feedback will be provided after the completion of the course.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Lecture	Overview of Community Interpreting, Interpreting theory, research and protocols -What is community interpreting? Controversy over labels -Community interpreting in Australia -Community interpreting in the rest of the world -Characteristics of Community Interpreting -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
	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 2: 23 September - 27 September	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
	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 3: 30 September - 4 October	Lecture	Discourse and terminology of medical interactions Self- evaluation of interpreting performance • -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
	Tutorial	• -Discuss the 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 • -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
Week 4: 7 October - 11 October	Lecture	Interpreting in Mental Health • -Interpreting for Mental Health settings • -Counselling sessions
	Tutorial	• -Discuss mental health interpreting • -Practise interpreting simultaneously in the whispering mode for mental health patients • -Practise interpreting in counselling sessions in aged care • -Practise all modes of interpreting
Week 5: 14 October - 18	Lecture	Interpreting in Aged Care Settings

October		• -Different types of welfare settings • -Welfare payments • -Ethical considerations
	Tutorial	• -Practise dialogues in welfare and aged care settings • -Sight translate information about enduring guardianship and power of attorney • -Practice interpreting bad news with family members involved
Week 6: 21 October - 25 October	Lecture	Interpreting in welfare settings Welfare – personal and family services • - Social work practice and social work language • - Poverty, homelessness • - Borderline welfare /medical e.g. alcohol, drug rehabilitation • - Support groups Welfare – the legal connection: the state protecting the vulnerable: • - Child protection • - Wards of the state / Guardianship
	Tutorial	• - Language in counselling situations • - Practice interpreting in rehabilitation with disturbances of communication • -Sight translation of Centrelink forms • -Interpreting at the counter for Centrelink
Week 7: 28 October - 1 November	Tutorial	• - Practice interpreting for sensitive child protection matters • - Family and group settings in interpreting • - Interpreting in family violence situations • - Children's diseases
Week 8: 4 November - 8 November	Tutorial	• -Practise medical interpreting in relation to terminal illnesses

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.

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/

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