

Interpreters' Slam

CCHI Conference

April 6th, 2024

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Your hosts today...

Francisco "Paco" Martinez, MA

- Nationally Certified Healthcare Interpreter, CHI-S[®]
- MICATA Director since 2019
- CCHI Commissioner, 2nd Term
- Manager and lead coach of Culture and Language Coaching Program at Children's Mercy KC.

Paul Spacek, MS

- Nationally Certified Healthcare Interpreter, CHI-S[®], BA in Spanish, MS in Adult Education
- Language and Accessibility Services Education Program Manager Children's Mercy KC
- Experience training medical interpreters and coaching bilingual providers

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Rules of activity and Safe Space Policies Contract

This is a safe space

- Everything said will be kept confidential
- Everybody will always receive and give respect
- Not a competition
- All Teach, All Learn.
- Positive criticism
- Auto-evaluation and criticism are critical to become better professionals
- Keep a growth mind-set

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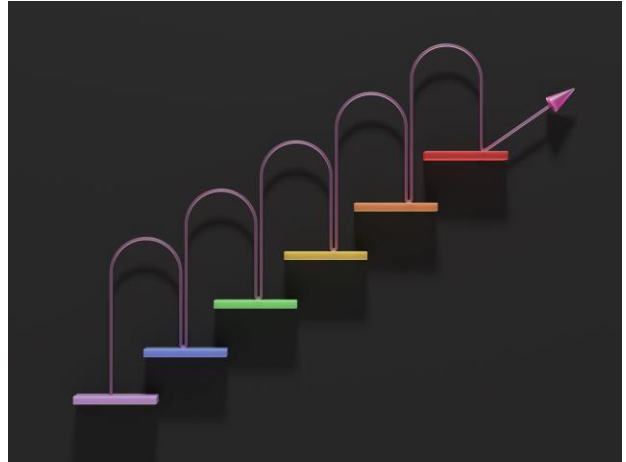
Why Practice?

- These are the basic skills that interpreters of all languages need to do their job professionally, safely and effectively.
- Most training programs do not include sufficient practice opportunities.
- Interpreting is a skill-based profession that requires repetition and refinement.
- Practicing in a group or with a partner can help to create professional support networks.

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Plan for Workshop

- Introduce concepts for practice
- Work in pairs – practice giving feedback and taking notes
- Can use recorder on phone/device
- We will do 3 practice exercises – 1 for each concept, each partner
- Reflection and questions



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Practice Skills for interpreters

Shadowing,
using
chuchotage

Restating

**Memory
Retention**

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Definitions and Examples of Practice Skills



Chuchotage or **interpreter voice**



Hushed voice used in simultaneous interpreting to avoid interfering with the main communication happening in the interpreted session.



Teach-back:

Can someone tell us in their own words what chuchotage is?

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Definitions and Examples of Practice Skills



Shadowing



It's the act of repeating verbatim (word-for word), with a short delay usually 1 or 2 seconds, what one hears.

Similar to singing along to karaoke, but into a pair language when interpreting.



Teach-back:

Can someone tell us in their own words what shadowing is?

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Definitions and Examples of Practice Skills



Restating



Repeating the same message accurately using different words. Used to convey meaning-to-meaning messages in a consecutive interpreting session.



Teach-back: Can someone tell us in their own words what restating is?

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Definitions and Examples of Practice Skills



Memory Retention



Repeating the same message verbatim, precisely and accurately without omissions or additions. Excellent to **practice note-taking, finger counting**, or any **other memorization** technique. Memory retention is a skill that can be built!



Teach-back: Can someone tell us in their own words what shadowing is?

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Recording devices for personal / peer practice

For this practice and your own personal skills improvement:

Audio/Video recording

- Smart phones, tablets, laptops/PCs

Headphones and chuchotage

- Recommended when practicing on your own

Any other ideas or resources

- Meeting platforms to record peer practice
- Asynchronous peer support
- Audio/video recording sharing
- Voice messages
- Other tools:
 - Voicethread
 - Flip
 - Vocaroo

Questions? Suggestions?

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Reflection Rubric:

How to use it today

Reflection rubric:

Adapted from

Araujo Lane, et al. *The Art of Medical Interpretation*®, Edition Three. Cross Cultural Communication Systems, Inc.™ 2009:MA. Based in IMIA rubric.

Practice activity type:

Mark one: Shadowing Restating Memorizing

Omissions	Additions	Mistakes	Pronunciation	Register	Flow
Strengths	Weaknesses	Areas of Growth			

Glossary/New words:

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Let's practice

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Shadowing

Work in pairs with another interpreter of the same language pair (if possible)

If you cannot find a partner of the same language you can evaluate yourself using the rubric.

Repeat word-for-word what Paul reads as he reads it (simultaneous)

Record yourself using your hushed voice (optional)

Listen to each other's performance (or recording) and start taking notes in the rubric for her/him/them

Make final notes for reflection comparing to text.

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Listen to this sample
about *Organ
Donation, Donor
Selection* and repeat
simultaneously in
English
(recording optional)

Source: Health Resources & Services Administration, organ donor.gov. [Donation After Life | organdonor.gov](#). retrieved on 4/3/2023.

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Complete rubric notes, feedback & reflection

If the evaluation allows you to donate, the OPO contacts the Organ Procurement and Transplantation Network (OPTN).

The OPTN is a national database. It has all patients in the U.S. waiting for a transplant. The OPO enters information about a donor into the system and the search begins.

The system creates a list of patients who match the donor (by organ). The system offers each available organ to the transplant team of the best-matched patient.

The transplant surgeon makes the final decision. They decide whether the organ is good for their patient. They may refuse the organ if their patient is too sick or they can't reach them in time.

Source: Health Resources & Services Administration, organ donor.gov. [Donation After Life | organdonor.gov](#). retrieved on 4/3/2023.

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Restating

Almost the Same instructions

Work with a partner or individually

Perform your restatement in English
(optional to record)

Make notes in the rubric

Share feedback with your partner

Compare recording with text to complete
reflection

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Listen to this
sample about
*Individualized
Education*



*Programs, parents’
legal rights and
restate in English.
(recording optional)*

Source: Nemours KidsHealth®, KidsJealth.org. Parents. <https://kidshealth.org/en/parents/iep.html>. Retrieved on 4/3/2023.

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Complete rubric notes, feedback & reflection

Guidelines (sometimes called procedural safeguards) outline your rights as a parent to control what happens to your child throughout the IEP process. / For example, timelines ensure that the development of an IEP moves from referral to providing services as quickly as possible. When your child is referred, ask about this timeline and get a copy of your parents' rights.

The parents' rights also describe how you can proceed if you disagree with any part of the evaluation report or the IEP — mediation and hearings are some options. / You can get information about low-cost or free legal representation from the school district or through early intervention programs.

Source: Nemours KidsHealth®, KidsJealth.org. Parents. <https://kidshealth.org/en/parents/iep.html>. Retrieved on 4/3/2023.

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Memory Retention

Almost the Same instructions

Work with a partner or individually

Try to push your memory retention as far as you can, repeating back what was said

Make notes for feedback (recording optional)

Share feedback with partner

Compare with text next to complete reflection

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Listen to this
sample
conversation with a
*Stroke Suffering
Patient*, and try to
capture all details
from memory
(recording optional)



Source: Cross Cultural Communication Systems, Inc., *The Art of Medical Interpretation, 3rd Edition*. NH:2009.

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Complete rubric notes, feedback & reflection

MD	Mr. Silvestre. I have reviewed your CT scan.
PT	Yes, doctor. So, what's the skinny?
MD	It shows that you have had a CVA, a small stroke in the left part of your brain that controls your right side and that is why it is difficult for you to move your right arm and hand.
PT	I understand.
MD	Also, it touched the area on the left side of your brain that controls your speech, which is why initially when you had the stroke, you couldn't speak or move your right side. It immediately got better along with your strength and that's reassuring for a speedy recovery.

PT	Should I also get an MRI?
MD	No, I think we're lucky to get all the information we need. I will need an EKG, and a special echocardiogram called a transesophageal echo. This stroke occurred at the same time you had the blood clot in your leg. I want to make sure that you don't have a hole in your heart, which would allow a clot in the leg to travel to the head. We also have to check ultrasounds of your carotids to make sure there is no clot there which could have contributed to the stroke.

Source: Cross Cultural Communication Systems, Inc., *The Art of Medical Interpretation, 3rd Edition*. NH:2009.

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All group final reflection

What did you learn today?

How likely are you going to use these activities for self-study and professional growth?

Where might you find study materials or people to practice with?

Why is it important to keep practicing?

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Thanks for
participating in our
Interpreter's Slam!

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