

Basic Interpreter Training Participant Workbook



IRC Resettlement Support Center



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Introduction

What does an interpreter need to know how to do?

Key Points	<ul style="list-style-type: none">• An interpreter needs to learn certain skills and follow a code of ethics in order to interpret accurately, ethically, and professionally.
Objectives	<ul style="list-style-type: none">• Recognize the complexities involved in even the simplest interpreted interaction.• Recognize that there is a need to understand the rules and standards that guide the profession and learn the skills necessary to apply them correctly.• Review course objectives.

Unit One: Ethics, Conduct, and Professionalism in Interpreting (Page 5)

Key Points	<ul style="list-style-type: none">• Interpreters experience many ethical conflicts in the course of their work.• Interpreters have codes of ethics and standards of practice to help them make decisions.• The interpreter's key ethics are accuracy, impartiality, confidentiality, adherence to role boundaries, and professionalism.• Ethics are accompanied by standards of practice that guide interpreters in their application of their code of ethics.• The interpreter should diplomatically refuse when requested to violate her code of ethics.
Objectives	<ul style="list-style-type: none">• Recognize ethical conflicts when they arise.• Articulate the key ethics of accuracy, impartiality, confidentiality, and professionalism.• Articulate what each of these means in terms of standards of practice.• Say no in a polite, constructive way when asked to violate the code of ethics.

Unit 2: Interpreting Skills and Protocols (Page 14)

Key Points

- Interpreters should develop a “reflective practice” through which they constantly evaluate their own performance.
- There are seven possible “stages” of an interpreted session, and an interpreter needs to know how to manage each.
- Interpreters use physical position and demeanor to promote engagement between the people they interpret for.
- Interpreters should interpret in the first person with few exceptions.
- Interpreters manage the pace of communication through appropriate signaling.
- Understanding the steps of message analysis helps interpreters to eliminate sources of error and to interpret for meaning.
- Enhancing memory skills should be a key objective for new and experienced interpreters alike.
- Memory most typically fails when confronted with details and unfamiliar concepts. Therefore, interpreters must have strategies ready to ensure their interpretations are accurate.
- Strong note taking skills support interpreter memory and contribute to accuracy.
- Interpreters take minimal notes with few words, using their notations as memory placeholders only.
- Interpreters should develop their own personalized systems of note taking.

Objectives

- Conduct a short partnered role play in which participants evaluate their skills.
- Discuss and practice the steps that need to be taken in order to successfully execute an interpreted session.
- Discuss appropriate positioning, and strategies for allowing applicants and interviewers to engage with each other rather than the interpreter.
- Discuss why professional interpreters use first person.
- Recognize individual limits for how much information interpreters can accurately remember before they should signal.
- Practice signaling.
- Discuss and apply the steps of message analysis.

- Explore the limits of interpreter memory.
- Discuss memory strategies.
- Interpreters evaluate their baseline note taking skills.
- Discuss note taking techniques and practice professional note taking.

Unit 3: The Role of the Interpreter in Cultural and Linguistic Intervention: Limits and Problem-Solving Techniques (Page 29)

Key Points

- Each person is unique in terms of culture.
- Interpreters must never attempt to “explain” cultural barriers.
- Interpreters should cultivate cultural competence and apply it in their work.
- Interpreters must work within the limits of their role so that the people they support can communicate clearly and autonomously.
- Participants in interpreted communication may encounter linguistic and cultural communication barriers that the interpreter can sometimes help them to solve.
- Interpreters always facilitate solutions to linguistic barriers to communication, which are different from cultural problems in that the interpreter is the only person truly qualified to present a solution.
- When interpreters must intervene to solve a problem, they should do so transparently, making sure everything said is interpreted.
- Interpreters must use considerable judgment and discretion when drawing attention to cultural and linguistic problems as they arise to avoid overstepping their role.

Objectives

- Review ethics and standards of practice.
- Define culture and cultural competence.
- Discuss the ethics of deciding whether or not to intervene/mediate.
- Review the limits of the role of the interpreter and discuss applicant/participant empowerment.
- List and practice the five steps to intervention.
- Discuss problem solving in interpreted communication through linguistic and cultural intervention.
- Plan and practice specific solutions to problems interpreters encounter.

Unit 4: Introduction to Functional Resettlement Vocabulary (Page 36)

Key Points	N/A
Objectives	<ul style="list-style-type: none">• Practice twelve key terms for family members in English.• Discuss the five protected grounds for granting protection, and discuss how they should be expressed in the interpreter's working language(s).• Discuss and practice writing the full names corresponding to twelve commonly used acronyms related to resettlement.• Discuss and translate 24 specialized vocabulary terms related to US resettlement.

Appendix: Interpreting best practices rubric; HIN National Standard Guide for Community Interpreting Services



Unit One: Ethics, Conduct, and Professionalism

Key Points	<ul style="list-style-type: none">• Interpreters experience many ethical conflicts in the course of their work.• Interpreters have codes of ethics and standards of practice to help them make decisions.• The interpreter's key ethics are accuracy, impartiality, confidentiality, adherence to role boundaries, and professionalism.• Ethics are accompanied by standards of practice that guide interpreters in their application of their code of ethics.• The interpreter should diplomatically refuse when requested to violate her code of ethics.
Objectives	<ul style="list-style-type: none">• Recognize ethical conflicts when they arise• Articulate the key ethics of accuracy, impartiality, confidentiality, and professionalism.• Articulate what each of these means in terms of standards of practice.• Say no in a polite, constructive way when asked to violate the code of ethics.

Exercise 1A: What do these ethics mean?

Instructions: With a partner, consider the meaning of the ethical point or points assigned to you by your instructor. Write down five things that you think an interpreter should do in order to follow that ethic.

(Key Ethics: Accuracy, Confidentiality, Impartiality/Neutrality, Adherence (staying inside) role boundaries, professionalism)

1.	
2.	
3.	
4.	

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5.

Exercise 1B: Sometimes, Always, Never?

Instructions: Working in pairs, think back to how you interpreted before this training and note in the space below if you followed the standards (pages 7-9) sometimes, always, or rarely/never. Choose three for each category.

Standards we always followed:

1.

2.

3.

Standards we sometimes followed:

1.

2.

3.

Standards we rarely/never followed:

1.

2.

3.

Exploring accuracy: Ethical principle and Standards of practice

Ethical principle: Your job as interpreter is to interpret to the best of your ability exactly what the applicant(s) or caseworker say, without adding, omitting, or in any way adjusting what is said.

Standard 1: Interpret exactly what is said, including all parts of the message.

You should never leave any part that carries meaning out of the message. Do not add or subtract from the message, and include all repetitions, self-corrections, etc as given by the speaker.

Standard 2: The message is delivered in exactly the same style as it is spoken.

The interpreter interprets in first person. The interpreter makes sure that the level of language (register) in their interpretation matches the original message, paying careful attention to word choice and faithfully conveying the meaning of idioms. The interpreter does not simplify messages to make them easier to understand.

Standard 3: The interpreter asks for repetition or clarification if terms are used that they don't understand or that are difficult to interpret.

You cannot guess what they mean-you must be certain before you interpret. Always ask for repetition, check a dictionary, or clarify when necessary.

Standard 4: Transparency

Everyone should know that the interpreter will interpret everything they say, and then interpret everything that's said in the space where the interview is happening-even if they don't want it interpreted or it's not addressed to the person who's listening.

If you ever make a comment as the interpreter, your comment must be interpreted to both sides.

Standard 5: Interpret emotion and tone of voice

You should include tone of voice that shows emotion in your interpreting.

For example, frustration, sadness, anger, joy, laughter, and sarcasm all should be obvious to the recipient of the interpreted message.

Standard 6: The interpreter manages the flow of communication to ensure accuracy

The interpreter stops speakers as necessary to ensure they do not go on for too long for accurate interpretation.

Exploring impartiality: Ethical principle and Standards of practice

Ethical principle: Interpreters must be neutral and show no bias at all towards the applicant or the caseworker, so that their interpretation can be trusted.

Standard 1: Interpreter remains impartial and does nothing that could compromise their neutrality.

Interpreters might have personal opinions, but it is important that the interpreter never show what they are thinking. The interpreter should not visibly react to the content of a message while interpreting, and should avoid appearing sympathetic to either side.

Standard 2: Withdraw, or inform the participants if there is any reason you might not be impartial.

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Interpreters do not accept assignments where they have an interest in the outcome, or where it might be perceived that they have an interest. Interpreters do not interpret for family members, friends, or people who they have had a bad relationship with in the past.

Standard 3: Interpreters do not accept gifts or compensation other than from the entity that hires them to conduct the work.

Gifts create a real or perceived sense of bias. Interpreters should not accept gifts in order to avoid creating a relationship in which the interpreter then “owes” something to the giver.

Exploring confidentiality: Ethical principle and standards of practice

Interpreters must keep all information they have access to as part of their work strictly confidential.

Standard 1: Interpreters do not reveal any information about an assignment.

All information an applicant provides is strictly confidential, including written information about that applicant. The interpreter must protect or destroy notes taken during an assignment.

Standard 2: The interpreter does not reveal any information about the resettlement program.

It is the role of RSC staff to share information about the resettlement program. Therefore, interpreters must protect the program by keeping information about the program confidential. If anyone asks you questions about the RSC program, avoid answering, and refer them to appropriate resettlement program staff (UNHCR, IOM, RSC, etc) instead.

Exploring adherence to role boundaries: Ethical principle and standards of practice

Ethical Principle: Interpreters work within their professional boundaries and do not get personally involved in an assignment/case.

Standard 1: The interpreter limits personal involvement and individual interaction with applicants during and after interpreted encounter.

The interpreter’s role is to enable communication between parties, who make their own decisions and are responsible for the content of their own communication. The interpreter does not filter communication, and is as unobtrusive as possible during the assignment. The interpreter should not provide any assistance or support to applicants other than interpretation.

Standard 2: The interpreter only provides interpretation services during an assignment.

The interpreter does not take over the role of the interviewer to provide extra information about a case, such as things the applicant did not say or extra background information to help the caseworker understand. The interpreter does not give opinions or advocate during or after an interview, nor answer questions for participants.

Exploring professionalism: Ethical principle and standards of practice.

Ethical Principle: The interpreter acts in such a way that their behavior and appearance inspire trust and uphold the dignity of the profession.

Standard 1: Interpreter dresses appropriately and is prepared for the job

Standard 2: Interpreter is respectful of applicants and RSC staff

Interpreter shows respect for participants ways that are appropriate to culture and interpersonal norms.

Standard 3: Be honest about your capability to interpret (or translate)

Interpreters need to be honest about their language skills and how qualified they are. Interpreters should not try to please a caseworker by interpreting for a case in which they don't feel they can do a good job.

Standard 4: Interpreter responds professionally to challenges to their interpretation

Interpreters should constructively present solutions to the problem if their interpretation is challenged (if someone says they are not interpreting correctly). They should not argue with someone who challenges their interpretation, but should simply state that they stand by their interpretation or that they would like a repetition so they can revise it.

Exercise 1B: Green, Yellow, Red

Instructions: Based on your knowledge of the five key ethics and corresponding standards of practice, decide whether the interpreter should do the following things always (green), sometimes/with caution (yellow), or never (red). Be prepared to justify your answers using the standards of practice.

Statement	Should be...
1. Interpret everything exactly as it is said.	
2. Interpret things that are not polite or that may seem wrong in the applicant's culture, including curse words or rude language.	
3. Make complicated messages easier to understand, or make them make more sense to the listener, without changing the meaning.	
4. Summarize a message from one or more speakers.	
5. Leave out repetitions or speaker mistakes to save time (I was kidnapped twice. Yeah, twice. In September...yeah, September. No wait, it was August).	
6. Interpret in 1 st person	
7. Avoid interrupting the interviewer	
8. Ask the caseworker to explain further if something is not clear to you.	
9. Tell participants you will interpret everything they say.	
10. Leave out anything the speaker didn't want said or didn't mean to say to the other side.	
11. If multiple people in the family are speaking, interpret exactly what they are saying to the caseworker.	
12. Interpret the conversation if someone else walks into the room and starts talking to the caseworker.	

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13. Interpret at a consistent audible volume level in a natural tone that follows, if not exactly matches, the level of emotion and style of the speaker.	
14. If the interpreter feels like their emotions are affecting their ability to interpret accurately or neutrally, they should withdraw.	
15. If the interpreter believes an applicant is lying, they should tell the caseworker	
16. Sit close to the applicant during breaks, and reassure them so they feel confident when talking to the interviewer.	
17. Sit in the room alone with the applicant while the interviewer leaves the room.	
18. Interpret for family members and friends if no other interpreter is available.	
19. Interpret for all applicants and interviewers in a neutral way, not showing any kind of favoritism or bias.	
20. Interpret for someone you do not get along with or who does not like you, as long as that person or the interviewer says it's OK.	
21. Accept extra money or gifts in exchange for doing extra work to help the applicant communicate.	
22. Tell your supervisor if you are ever offered money or gifts.	
23. Protect, or destroy, all notes that you take during an assignment.	
24. If you know that someone had their prescreen interview on a day you were working, tell your family or friends the good news.	
25. Tell your colleagues about funny things someone said during their interview.	
26. If anyone asks you how to resettle to the US, tell them to go to an appropriate agency (UNHCR, IOM, or IRC) to find out what they need to know.	
27. If a friend asks you what to say during the prescreen interview, tell them they need to tell the truth and give lots of details about their persecution story.	
28. Reassure applicants who appear nervous or worried about their interviews, telling them everything will be fine.	
29. Answer simple questions for the caseworker regarding geography or the applicant's cultural beliefs.	
30. Fill in information that the caseworker forgot to ask about/tell the applicant.	
31. Tell the caseworker if there is a cultural issue that might need to be further explored by both parties, if it is causing a communication problem.	
32. Explain to the caseworker why you think an applicant is answering questions in a confusing way, especially if you think it is due to cultural problems or educational deficiencies.	
33. Explain linguistic problems to the caseworker (for example, a term does not have an exact equivalent in the other language) and suggest or ask for a solution.	
34. If the caseworker asks a confusing question, but you know what they mean, interpret the question how it should be asked so the applicant	

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understands.	
35. Try to get an applicant to tell their whole story, if they seem embarrassed to tell the caseworker certain information that could be really important to their case, and if not, tell the caseworker about it.	
36. Explain information about conditions in your homeland that are common knowledge to the caseworker if the applicant is leaving them out or the caseworker doesn't seem to know (for example, the names of rebel organizations or the way persecuted ethnic minorities are treated)	
37. Plan to arrive before the assignment begins.	
38. Dress in a way that is respectful and appropriate for the situation.	
39. Study relevant vocabulary before going to an assignment.	
40. Bring a dictionary/asks for a dictionary during an assignment.	
41. Use culturally appropriate forms of address when interpreting.	
42. Interpret for a caseworker who really needs an interpreter, even though you're not so good in the language the applicant speaks.	
43. If the applicant tells the interviewer you interpreted a word wrong, and they are wrong, explain to them why your interpretation is correct.	
44. Report the incident to your supervisor if someone challenges your interpreting.	
45. If someone challenges your interpreting, respectfully explain to the interviewer that you have interpreted as accurately as possible, explaining any possible reasons for misunderstanding (such as lack of equivalent terms resulting in an interpretation that is longer than the original message)	

Supplemental exercise: Responding to Challenges

Instructions: Working in pairs, write out scripts to respond to the below challenges to your interpretation. Make sure your response is professional and adequately addresses the challenge, without arguing the point or becoming defensive.

1. You have just interpreted a word that does not exist in your language or takes longer to express, and the interviewer asks you why what you are saying in your language is longer than what he said. What steps do you take to maintain transparency and respond to the interviewer?

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2. You are interpreting for an applicant who speaks some English, who suddenly directly tells the interviewer that something you interpreted is not accurate. How do you respond?

3. You are interpreting for an applicant who seems confused. The interviewer turns to you and asks “Are you interpreting what I’m asking correctly”? What steps do you take to maintain transparency and respond to the interviewer?

Exercise 1D: Saying No

Instructions: After learning about the three-step model for saying no, choose one of the below scenarios (Your instructor may choose one for you) and work with your partner to come up with a polite refusal, a possible alternative to offer the requester, and the reason why you cannot comply with the request.

For example....

You are asked to help an applicant articulate their case history before an interview with a caseworker, to save the caseworker time. You know this is a violation of the ethical standard requiring you to adhere to role boundaries and offer no service other than interpreting. So you refuse, saying:

“(step one: politely refuse) I’d love to help. Actually (step two: offer a reasonable alternative) it would be better if a staff member asked the questions you want answered; I would be happy to interpret for that person. (step three: give a reason) I am afraid I may ask the wrong questions and confuse the applicant and cause them to give a story that might get them denied-this is outside my role as the interpreter.”

Scenarios:

1. You’re asked to interpret for someone who you know doesn’t like you or who you don’t really get along with. How do you respond?
2. An applicant asks you for help for an outside issue unrelated to their application. How do you respond?
3. A very grateful and kind-hearted elderly applicant offers you a small hand-made gift as a token of thanks and says you remind her of her grandchild. How will you respond?

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- Write your three-step response below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Unit Two: Interpreter Skills and Protocols

Key Points	<ul style="list-style-type: none"> • Interpreters should develop a “reflective practice” through which they constantly evaluate their own performance. • There are seven possible “stages” of an interpreted session, and an interpreter needs to know how to manage each. • Interpreters use physical position and demeanor to promote engagement between the people they interpret for. • Interpreters should interpret in the first person with few exceptions. • Interpreters manage the pace of communication through appropriate signaling. • Understanding the steps of message analysis helps interpreters to eliminate sources of error and to interpret for meaning. • Enhancing memory skills should be a key objective for new and experienced interpreters alike. • Memory most typically fails when confronted with details and unfamiliar concepts. Therefore, interpreters must have strategies ready to ensure their interpretations are accurate. • Strong note taking skills support interpreter memory and contribute to accuracy. • Interpreters take minimal notes with few words, using their notations as memory placeholders only. • Interpreters should develop their own personalized systems of note taking.
Objectives	<ul style="list-style-type: none"> • Conduct a short partnered role play in which participants evaluate their skills. • Discuss and practice the steps that need to be taken in order to successfully execute an interpreted session. • Discuss appropriate positioning, and strategies for allowing applicants and interviewers to engage with each other rather than the interpreter. • Discuss why professional interpreters use first person. • Recognize individual limits for how much information an interpreter can accurately remember before they should signal. • Practice signaling. • Discuss and apply the steps of message analysis. • Explore the limits of interpreter memory. • Discuss memory strategies.

	<ul style="list-style-type: none"> • Interpreters evaluate their baseline note taking skills. • Discuss note taking techniques and practice professional note taking.
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Exercise 2A: Reflective Practice

Instructions: Your instructor will pair you with another interpreter, preferably one who speaks the same language. One student will read the dialogue below, while their partner interprets. Record the session if possible. When you are finished, play back the recording and evaluate your performance using the worksheet on the following page. Then, switch roles. The first interpreter now reads for her partner. If you and your partner speak Karen, you should use the right hand script.

IF YOU ARE THE INTERPRETER YOU MAY NOT HAVE THE SCRIPT WHILE YOU INTERPRET, ONLY YOUR NOTEBOOK.

Dialogue 1:

English only:	Karen and English
<p>Caseworker: Now I will begin the case history portion of the interview. During this portion of the interview, I will be asking you some sensitive questions about topics such as the what happened to you in your country and why you fled your country. It is important that you tell me the truth. If you do not understand a question, please do not make up the answer, just tell me you don't know. Do you understand?</p> <p>Applicant: Yes, I understand.</p> <p>Caseworker: Great. Now, you left Burma and entered Thailand on the 5th of October, 2004, right, crossing the border with the help of a smuggler at the Salween River, right?</p> <p>Applicant: We entered Thailand on the 5th of October, but we actually left our village in September. Does that matter?</p> <p>Caseworker: That's ok-I will use the 5th of October. Actually, I'll just put October, OK? It's best not to have too many details in your case history-you can tell the DHS officer the exact date when you go.</p>	<p>Caseworker: Now I will begin the case history portion of the interview. During this portion of the interview, I will be asking you some sensitive questions about topics such as the what happened to you in your country and why you fled your country. It is important that you tell me the truth. If you do not understand a question, please do not make up the answer, just tell me you don't know. Do you understand?</p> <p>Applicant: (Karen Translation)</p> <p>Caseworker: Great. Now, you left Burma and entered Thailand on the 5th of October, 2004, right, crossing the border with the help of a smuggler at the Salween River, right?</p> <p>Applicant: (Karen translation)</p> <p>Caseworker: That's ok-I will use the 5th of October. Actually, I'll just put October, OK? It's best not to have too many details in your case history-you can tell the DHS officer the exact date when you go.</p> <p>Applicant: (Karen translation)</p>

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Applicant: OK, that's fine.	Caseworker: Thanks. Please remember this date when you go to your DHS appointment.
Caseworker: Thanks. Please remember this date when you go to your DHS appointment.	

After completing the interpreted dialogue, help your partner answer the questions in the below worksheet.

Even if you do not understand your partner's language, listen carefully and try to give them general feedback.

What did the interpreter do WELL?

Number of times the interpreter omitted something in the text (did not interpret something)	
Number of times the interpreter added something to the text that was not there:	
Number of times the interpreter changed the text:	

Were there any other errors? Please describe:

Why do you think these mistakes happened?

Any other comments or suggestions?

Switch roles! Now, the first interpreter will read the dialogue for their partner, who will listen and interpret.

IF YOU ARE THE INTERPRETER YOU MAY NOT HAVE THE SCRIPT WHILE YOU INTERPRET, ONLY YOUR NOTEBOOK.

Dialogue 2:

English only:	Karen and English:
<p>Caseworker: You are Mr. Ali Said, correct?</p> <p>Applicant: Yes, that's correct.</p> <p>Caseworker: Today, I will provide you with the decision letter we received from DHS, following your last interview on April 28th, and describe to you the steps you should expect to take in the next few months. This letter indicates you and your family have been approved for resettlement.</p> <p>Applicant: That's wonderful. We have been waiting for such a long time, and life in Bangkok without legal permission to stay is very difficult.</p> <p>Caseworker: I know. There are still some things that need to happen before you can travel, though. First, you will need to go to IOM for a medical checkup. Then, you will attend cultural orientation training here at our office. IOM will also need to arrange your flight to the US.</p> <p>Applicant: What is cultural orientation?</p> <p>Caseworker: It is a one-day class to teach you what to expect when you arrive in America. You will learn about the laws there and also what kind of benefits the US government will provide for your family. You will also learn about your rights and</p>	<p>Caseworker: You are Mr. Ali Said, correct?</p> <p>Applicant: (Karen translation)</p> <p>Caseworker: Today, I will provide you with the decision letter we received from DHS, following your last interview on April 28th, and describe to you the steps you should expect to take in the next few months. This letter indicates you and your family have been approved for resettlement.</p> <p>Applicant: (Karen translation)</p> <p>Caseworker: I know. There are still some things that need to happen before you can travel, though. First, you will need to go to IOM for a medical checkup. Then, you will attend cultural orientation training here at our office. IOM will also need to arrange your flight to the US.</p> <p>Applicant: (Karen translation)</p> <p>Caseworker: It is a one-day class to teach you what to expect when you arrive in America. You will learn about the laws there and also what kind of benefits the US government will provide for your family. You will also learn about your rights and responsibilities as a refugee, and about American public services.</p>

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responsibilities as a refugee, and about American public services.	
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After completing the interpreted dialogue, help your partner answer the questions in the below worksheet.

Even if you do not understand your partner's language, listen carefully and try to give them general feedback.

What did the interpreter do WELL?

Number of times the interpreter omitted something in the text (did not interpret something)	
Number of times the interpreter added something to the text that was not there:	
Number of times the interpreter changed the text:	

Were there any other errors? Please describe:

Why do you think these mistakes happened?

Any other comments or suggestions?

Activity 2B: Discussion

Instructions: Listen to your instructor describe the below steps for an interpreted session. Then, in groups or pairs, answer the question your instructor assigns to you.

1. *Preparation*
2. *Pre-conference or pre-session (optional)*
3. *Introductions*
4. *Interpreting*
5. *Intervention (will be addressed in Unit 3)*
6. *Closing the session*
7. *Post-session*

Questions:

1. How should an interpreter prepare for an interpreted session? What things would be helpful for him or her to know?

2. What sorts of things might it be helpful for an interpreter and a caseworker/interviewer to discuss before an interpreted session?

3. What things should you say to an interviewer you've never met before you interpret? What should the applicant know about what to expect from you?

4. What things will you do while interpreting?

5. Intervention This is a skill that will be taught in the third unit. It is a complex skill and it is what interpreters do when faced with a communication challenge during an interpreted session.

6. When can an interpreter leave the session? What should you do if you have a set time you need to leave?

7. What might an interpreter need to do after a session?

**Activity 2C: Avoiding engagement with the applicant and interviewer
(Discussion)**

Instructions: Working in groups or pairs, in the space below, write down your ideas for getting applicants and interviewers to avoid engaging/looking at you and instead engage with each other.

Exercise 2D: Draw the phrase

Instructions: In the blank space below, draw an image that depicts your understanding of the phrase “The truck drove into the town”.

Exercise 2E: Recalling a list of items

Instructions: Your instructor will show you a list of objects or a collection of objects. Read/look carefully, and try to remember as many as you can. When your instructor tells you to do so, list as many of the items as possible below.

Your instructor will now show you a second list/collection. Again, try to remember as many as possible and write them down below.

Your instructor will now show you the items again. Please check your memory-how many of each list did you remember? Please answer the questions below.

1. Which set of items were harder to remember?

2. Why do you think that was?

3. Did you notice if you remembered certain parts of the list? For example, did you remember items toward the middle, end, or beginning of the list the best?

Exercise 2F: Remembering short passages of text

Instructions: Working with a partner, you will now test the limits of your memory. DO NOT LOOK AT THE TEXTS ON THE NEXT PAGE UNTIL INSTRUCTED TO DO SO. Your partner will read you successively longer portions of two similar texts, and pause for you to repeat. You will repeat what your partner has said to the best of your ability. You will then evaluate, together, what your weaknesses are and discuss some strategies for remembering details you forget.

Then, you will move on to the second set of texts and switch roles.

Partner A: Read the below texts, one at a time, to your partner. Start with just one sentence, allow them to repeat it back to you. Then read the first two sentences, and allow your partner to repeat it back to you. Then read all three, and again if you feel you can handle up to four. Repeat with the second, detailed text.

Memory Test Passage Set 1:

Simple text:

Moo was a refugee living in a camp along the western border of Thailand. While waiting for resettlement, he did different jobs for different agencies in the camp. He was a very hard worker, because he had a large family to support.

(Optional fourth sentence) But his favorite job was as an interpreter, because he said the work was different every day.

Detailed text:

Moo Doh Eh was a Karen refugee living in Mae La camp on the western border of Thailand. While waiting for resettlement to the United States, he worked as an interpreter, and as emergency medical staff the IRC/RSC, and for IOM. He was a very hard worker, because he had a wife, his parents, and four young children to support.

(Optional fourth sentence) But his favorite job was as an interpreter, because he said the work was different every day.

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Now, answer the questions below together.

1. How far did you get in each passage?

Number of times the interpreter omitted something in the text (did not interpret something)	
Number of times the interpreter added something to the text that was not there:	
Number of times the interpreter changed the text:	

Were there any other errors? Please describe:

Why do you think these mistakes happened?

What sorts of techniques could you use to help improve your memory while interpreting?

SWITCH ROLES. PARTNER A CLOSSES HIS WORKBOOK.

Partner B: Read the below texts, one at a time, to your partner. Start with just one sentence, allow them to repeat it back to you. Then read the first two sentences, and allow your partner to repeat it back to you. Then read all four. Repeat with the second, detailed text.

Memory Test Passages Set 2:

Simple text:

Siri is a refugee living in a large city in America. Before she resettled, she had been living in Malaysia for several years. Life was not easy for her because she had to work hard every day at a restaurant in the middle of town, even though she lived very far away where the rent was cheaper.

(Optional fourth sentence) She said she never regretted her family's decision though, saying that in Malaysia there were many kind people who helped them survive everyday

Detailed text:

Siri Ganeshan is a refugee living in Seattle, a large city in America. Before she resettled, she had been living in Kuala Lumpur, Malaysia, for nearly ten years. Life was not easy for her because she had to work hard every day at a Mexican restaurant in the middle of town, even though she lived in the suburbs where the rent was half the price.

(Optional fourth sentence) She said she never regretted her family's decision, though, saying that in Malaysia many kind people at church, at NGOs, and at the UN helped them survive everyday.

Now, answer the questions below together.

1. How far did you get in each passage?

Number of times the interpreter omitted something in the text (did not interpret something)	
Number of times the interpreter added something to the text that was not there:	
Number of times the interpreter changed the text:	

Were there any other errors? Please describe:

2. Which passage was harder?

Unit Two

3. What sorts of techniques could you use to help improve your memory while interpreting?

Unit Two

Exercise 2G (1) Notetaking: Use the space below to take notes on the passage your instructor shares with you.

Exercise 2G (2) Notetaking: Use the space below to take notes on the passage your instructor shares with you.



Unit 3: The Role of the Interpreter in Cultural and Linguistic Intervention: Limits and Problem-Solving Techniques

Key Points	<ul style="list-style-type: none"> • Each person is unique in terms of culture. • Interpreters must never attempt to “explain” cultural barriers. • Interpreters should cultivate cultural competence and apply it in their work. • Interpreters must work within the limits of their role so that the people they support can communicate clearly and autonomously. • Participants in interpreted communication may encounter linguistic and cultural communication barriers that the interpreter can sometimes help them to solve. • Interpreters always facilitate solutions to linguistic barriers to communication, which are different from cultural problems in that the interpreter is the only person truly qualified to present a solution. • When interpreters must intervene to solve a problem, they should do so transparently, making sure everything said is interpreted. • Interpreters must use considerable judgment and discretion when drawing attention to cultural and linguistic problems as they arise to avoid overstepping their role.
Objectives	<ul style="list-style-type: none"> • Review ethics and standards of practice • Define culture and cultural competence • Discuss the ethics of deciding whether or not to intervene/mediate • Review the limits of the role of the interpreter and discuss applicant/participant empowerment • List and practice the five steps to intervention • Discuss problem solving in interpreted communication through linguistic and cultural intervention • Plan and practice specific solutions to problems interpreters encounter

Unit Three

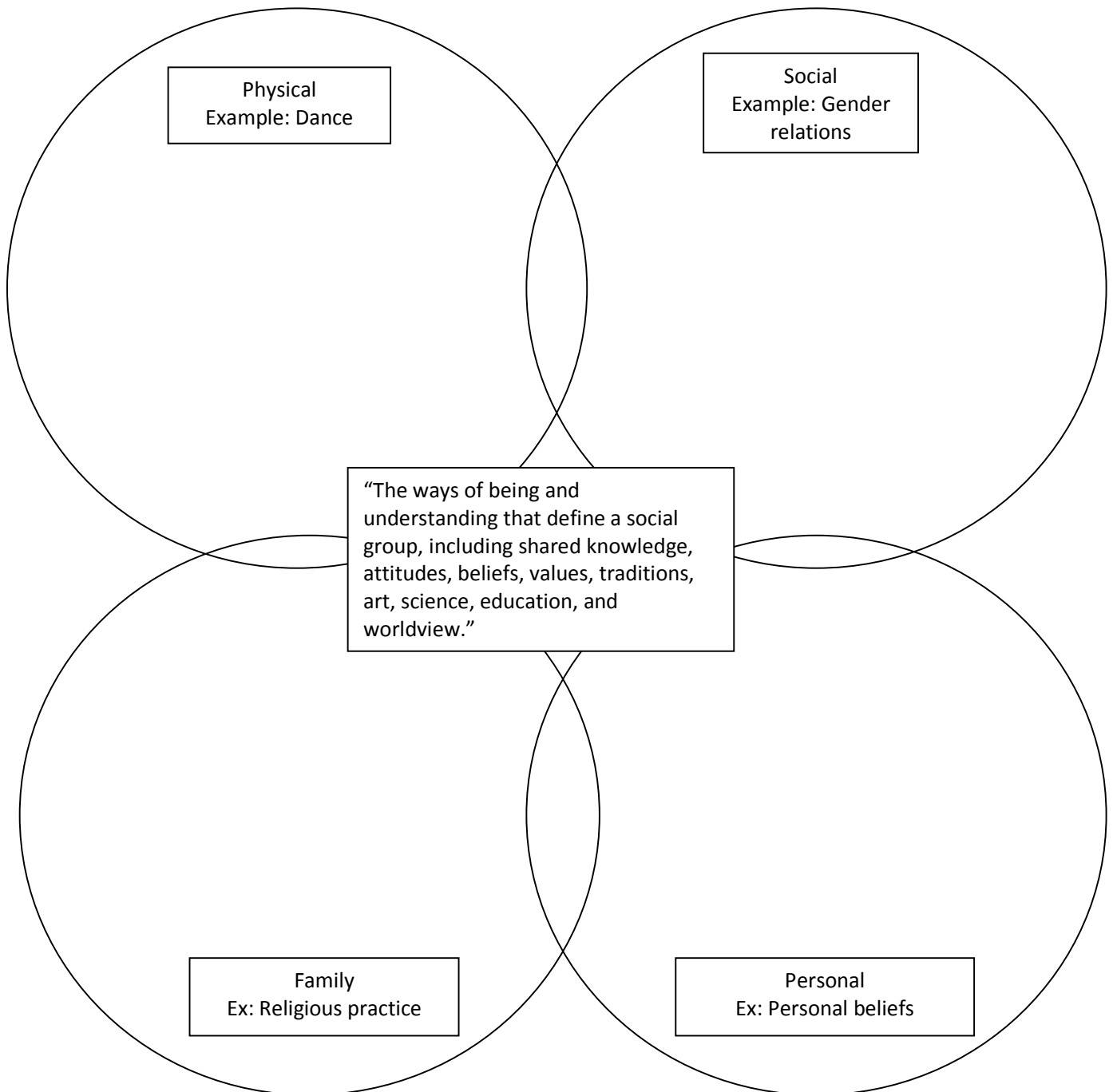
Exercise 3A: What is Culture?

Instructions: With a partner, draw or write what the definition of culture is to you.

Unit Three

Exercise 3B: Culture

Instructions: With a partner, fill in the diagrams with examples of different aspects of culture according to each category.



Unit Three

Activity 3C: Cultural competency

Instructions: Below are five definitions of cultural competency. With a partner, discuss the definitions, and answer the below two questions.

1. Which definition do you prefer?
2. Why do you prefer this definition?

"A set of attitudes, skills, behaviors, and policies that enable organizations and staff to work effectively in cross-cultural situations."

-Cross et al, *Toward a Culturally Competent System of Care*

"An ability by healthcare providers and healthcare organizations to understand and respond effectively to the cultural and linguistic needs brought by patients to the healthcare encounter." DHHS Office of Minority Health

Understanding and appreciating the cultural differences and similarities within, among, and between groups [...] Cultural competence helps prevention practitioners avoid stereotypes and biases that can undermine prevention efforts. It promotes a focus on the positive characteristics of a particular group, and instills prevention activities with an appreciation of cultural differences.

-Indiana Prevention Resource Center

The knowledge and interpersonal skills that allow providers to understand, appreciate, and work with individuals from cultures other than their own. It involves an awareness and acceptance of cultural differences; self-awareness; knowledge of the patient's culture, and adaptation of skills.

-Bureau of Primary Healthcare, DHHS

The ability of individuals and systems to respond respectfully and effectively to people of all cultures, in a manner that affirms the worth and preserves the dignity of individuals, families, and communities.

-Center for Cross-Cultural Health, Minnesota

Exercise 3D: Unscramble

Instructions: Below is a list of the five steps for intervention. Put the steps for intervention in the correct order with a partner.

Identify yourself as the interpreter; interpret what was just said; return to basic interpreting; address one party briefly; interpret what you said back to the applicant.

- 1.
- 2.
- 3.
- 4.
- 5.

Exercise 3E: Script practice

Instructions: Following the instructions from your instructor, in pairs or groups of three, read the description of the situation together for each of the five examples, then practice by reading the following examples of strategic intervention out loud. The goal is simply to practice typical intervention events out loud to get used to the technique.

1. Clarification

Situation: The interpreter does not understand the religious term, Pentecostal, used by the applicant.

Script:

Interpreter: (interpreting everything that was just said, leaving “Pentecostal” in English.)

(To the interviewer) “Excuse me, I’d like to ask the applicant what the word “Pentecostal” means.”

(To the applicant): “Could you tell me what you mean by the word “Pentecostal”?”

2. Checking for understanding

Situation: The applicant appears not to understand what the interviewer is saying, but the interviewer doesn’t seem to notice this is a problem.

Script:

(To the interviewer) “Excuse me, as the interpreter I sense a break in communication that might be caused by a misunderstanding about what is meant by US family ties”.

(To the applicant) “I just informed the interviewer that I sensed a communication problem that might be caused by a misunderstanding of what US family ties are”.

3. High Register

Situation: The interviewer is using legal jargon with an applicant who has little education.

Script:

(To interviewer) “Excuse me, as the interpreter I’m not sure that what I am interpreting is being understood. If you would like to rephrase in simpler language, I may be able to interpret it more clearly.

(to applicant) “Excuse me, as the interpreter I just informed the interviewer that what I am interpreting may not be understood. I suggested she rephrase in simpler language, so that I can interpret it more clearly.

4. Cultural-Linguistic barrier

Situation: The interviewer is using the applicant’s first name as their last name, and their family name as their given name. Communication is breaking down because of the misunderstanding.

Script:

(To interviewer): Excuse me, as the interpreter, I am concerned there may be an inaccurate record for this applicant’s name due to a different naming system in that country. You may wish to ask the applicant about this.

(to applicant) Excuse me, as the interpreter, I just informed the interviewer that there may be an inaccurate record for your name due to a different naming system in your country. I suggested she may want to ask you about this.

Unit Three

5. Basic cultural barrier

Situation: The interviewer is questioning the applicant to determine if his marriage to his wife in his home country is a “legal” marriage, and you suspect that in their village there is no such thing as a government-directed marriage registration process. Communication is breaking down because of the misunderstanding.

Script:

(To interviewer) Excuse me, as the interpreter, I’m concerned there may be a cultural misunderstanding regarding marriage, and what is meant by a “legal” marriage. You might want to ask the applicant about this.

(to applicant) Excuse me, as the interpreter, I’ve informed the interviewer that there may be a cultural misunderstanding about marriage and the meaning of a “legal” marriage. I suggested he ask you about this.

Exercise 3F: Writing responses to common intervention events

Instructions: Working in groups of three, write out your responses to the following intervention events.

1. The interviewer uses a word that has no direct translation/equivalent in your target language (such as hijacking, espionage). What do you do?

2. The interviewer uses a word you don’t know. What will you say?

3. The applicant has just given a response that you did not understand, and that you would like them to repeat. What do you do?

Unit Three

4. The applicant seems completely lost because the interviewer is using very complicated language to ask questions, and you are concerned. You can't simplify the interviewer's questions, so what do you do?

5. After interpreting a difficult exchange between applicant and interviewer, you believe there is a cultural misunderstanding and the interviewer is simply asking the wrong questions. Without explaining the cultural problem to the interviewer, what do you say to get the interview back on track?

6. The applicant uses a word that you know but that has more than one possible interpretation or that you are not sure how to interpret into English. What will you do?



Unit 4: Functional Resettlement Vocabulary

Key Points	N/A
Objectives	<ul style="list-style-type: none"> • Practice twelve key terms for family members in English • Discuss the five protected grounds for granting protection, and discuss how they should be expressed in the interpreter's working language(s) • Discuss and practice writing the full names corresponding to twelve commonly used acronyms related to resettlement. • Discuss and translate 24 specialized vocabulary terms related to US resettlement

Exercise 4A Instructions: In pairs, use the below terms as a guide to help you fill in the family tree worksheet on the next page.

Words for family	Your notes: Definitions	Self-Study: Translation
Siblings		
___ In-law		
Spouse		
Great-		
Cousin		
Maternal (also: on the mother's side)		
Paternal (also: on the father's side)		
Half-		
Parent		
Adopted		
Step-		
Niece/nephew		

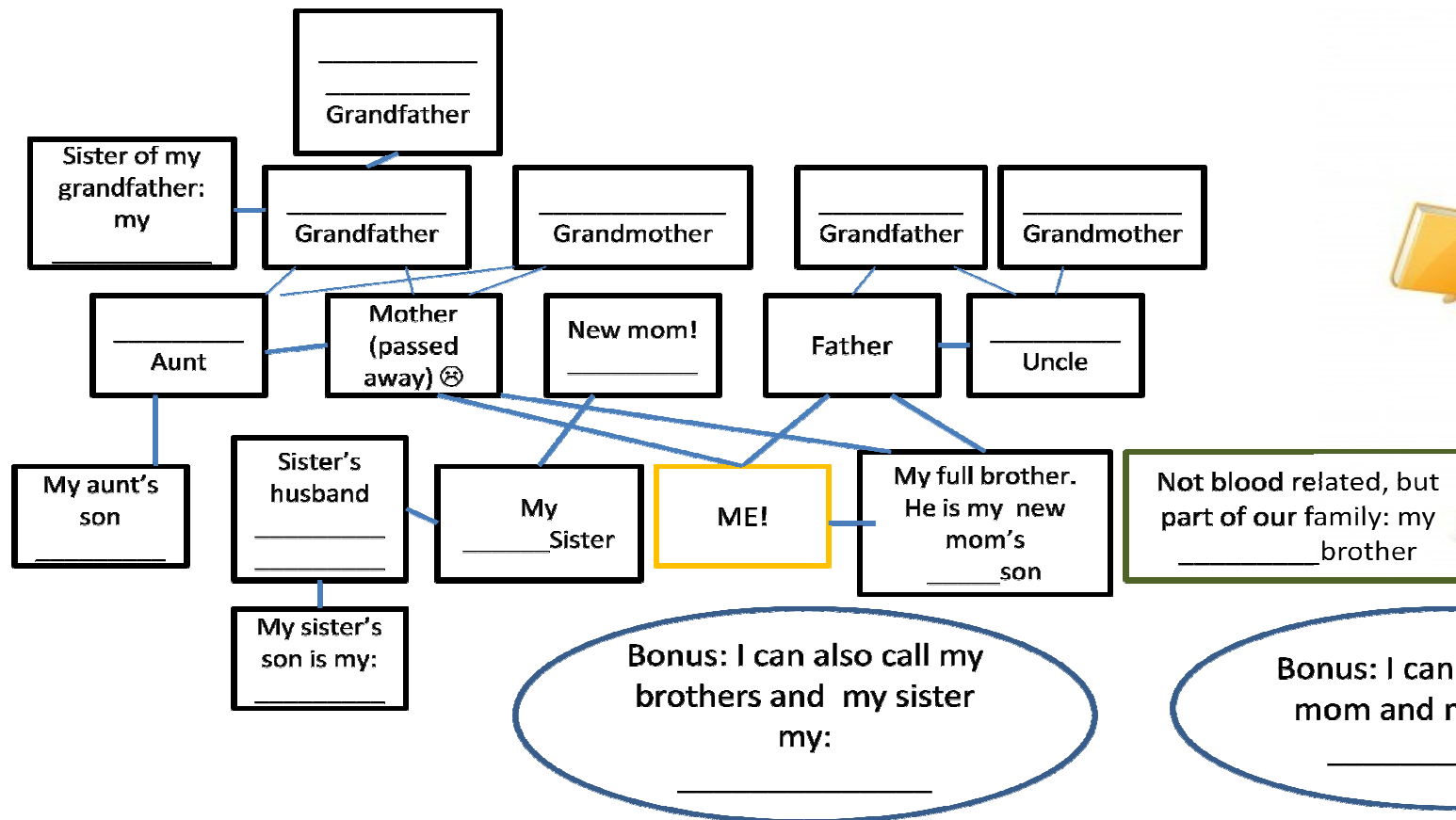
Activity 4A: My Family Tree, page 37

Meet my family! I have a mother and a father, and an aunt on my mother's side and an uncle on my father's side. I have all my grandparents, and my grandfather's dad on my mom's side and my grandfather's sister are still alive too. My mom died when I was little, and my dad got married again.

My new mom has a daughter who's not related to my dad or to me, but I'm happy to have a new older sister, of course! My mom and dad also decided to bring a little boy from another family who couldn't take care of him into ours.

My older sister is married and has a son. The lines show you everyone who's directly connected.

Help me fill in the details of what I can call everyone!



Lesson 2: The Five Protected Grounds

Exercise 4B Instructions: Working with a partner, fill in the translation for these terms in your working language.

The Five Protected Grounds	Your notes: Definition	Translation
Nationality/Country of origin		
Race/Ethnicity		
Religion		
Political Opinion		
Social group		

Unit Four

Lesson 3: Talking about Resettlement

Exercise 4C: Acronyms lightning round!

In partners, as quickly as you can, fill in the full version of the acronyms below. You will have five minutes. When your instructor tells you to stop, take the additional time given to finish, then fill in the translations of the terms, if applicable.

Acronyms	Full term	Translation, if applicable
DHS		
IOM		
UNHCR		
PA		
Q&A		
RFR		
IRC		
OPE		
IDC (Bangkok urban only)		
RSC		
PRM		
BRC (Bangkok urban only)		

Unit Four

Exercise 4D: Listen to your instructor explain the terms, and take notes to help you recall the meaning or translation of each term.

Then, in pairs, use the words in this list to complete the fill-in-the-blanks activity below.

Resettlement Terminology	Your notes: Definition or translation
UN registration	
Approve	
Deny	
Resettlement	
Refugee Status	
Claim	
Case	
Application	
Refer/make a referral	
Case counseling	
Decision	
Approval letter	
Credibility	

Unit Four

With your partner, use the word list to fill in the blanks with the correct word.

The first step in the refugee _____ process is to apply for _____. They must do this through the UNHCR, which will either _____ or _____ their _____. If the application is _____, the UNHCR will issue a _____ document stating that the applicant is a recognized refugee. If the refugee's best solution is resettlement, the UNHCR may make a _____ to a third country. That third country will likely need to interview the refugee again, and will evaluate the _____ of the refugee's story to determine whether it is true or false. Once the third country makes a favorable _____, they may issue an _____, and the refugee can proceed to resettle. It may take a long time for a refugee's _____ to be processed, as there are often many other people waiting.

Exercise 4E: Fill in translations for special terms

Instructions: Listen to your instructor explain the terms, and take notes to help you recall the meaning or translation of each term.

Then, work in pairs to come up with a translation into your target language.

Special terms: US Resettlement	Translation
Selective Service	This is the US government's military registration system. Literally translate this-don't say what it is. CW must explain this term.
Hard/Soft cross reference (think of it as a link)	
Yellow folder	
Confidentiality form	
Family ties	
Family tree	
Cultural orientation	
Caseworker	
Free of charge	

Unit Four

Security clearance	
DHS Officer	

Supplementary word list:

Exercise 4F: If you finish the previous list early, working in pairs, come up with a translation for each of the below terms. You may use a dictionary or any other resource to find the answers. Then, work together in your pairs to take turns testing each other.

Terms: Leaving the Country	Translation
Smuggler	
Flee/Run away	
Escape	
Hide	
Border	
Guards	
Authorities	
Confiscate	
Deport	
Passport	
Displaced	
Shelter	
Detention center	
Persecution	
Abuse	
Arrest	
Beat/beat up	

Unit Four

Blackmail	
Bribe	
Burn/burn down	
Compensation/to compensate	
Detain	
Exploit	
Extort	
Forced labor	
Handcuff	
Harassment	
Hard labor	
Hardship	
Harm	
Imprison	
Kidnap	
Mistreatment	
Sexual abuse	
Terrorism	
Threaten	
Torture	
Trafficked/trafficking	

Final Review Activity: Stations

Key points	<ul style="list-style-type: none"> • Ethics are the rules that interpreters MUST follow while interpreting. Standards of practice are the guidelines that explain how the rules should be followed. • The five key ethics are accuracy, confidentiality, impartiality, adherence to role boundaries, and professionalism. • First person interpreting is essential to providing professional, accurate interpretation. • Interpreters must promote direct interaction between participants through positioning and avoiding engagement with either party. • Interpreters should signal to manage the pace of communication. • The four steps of message analysis are: understand, break down, find conceptual equivalents, reframe and reconstruct in target language. • Interpreters take notes to support their memories with “placeholders” rather than trying to write down everything said. • An interpreter must develop and practice cultural competency, knowing that each individual has their own unique manifestation of culture. • Interpreters never explain culture as part of their work, merely point out potential cultural problems for speakers to address on their own. • If an interpreter needs to solve a problem during an assignment, he or she must do it transparently. • The five steps to transparent intervention are: interpret the last thing said, identify yourself as the interpreter, briefly explain the problem, interpret what was said to the other party, return to basic interpreting. • Interpreters must use their judgment and intervene strategically to avoid overstepping their roles and/or becoming involved in non-transparent side conversations. • Vocabulary.
Objective	<ul style="list-style-type: none"> • Review and discuss the material learned during training

Final Review Activity: Stations

Instructions: The class will be divided into teams. In order to complete this activity, each team will move from station to station at the instructor’s signal. Each team will remain 8-10 minutes at each station. While your team is at a station, do the following:

First, appoint someone from your team to be the scribe for your team. Everyone else should be prepared with their notes and dictionaries.

1. Have anyone from your team pick up the envelope for that station and open it.
2. Take out one of the cards from inside the envelope.
3. Note which number the card is, and write it in the box in the left hand column.
4. Find the answer to the question with your group.
5. Ask your scribe to write down your team’s answer in the box for that question.

Final Review

6. Pull out another card and repeat the procedure.
7. If you finish all your cards and the instructor has not yet given the signal to change stations, you may complete the bonus questions in your workbook.
8. When your instructor gives the signal, put the cards back in the envelope and move to the next station.

Final Review

Station One: Ethics and Professionalism

Write the question number:	Answer to question on card
Bonus question: List one standard of practice each for professionalism, adherence to role boundaries, and confidentiality.	

Final Review

Station 2: Interpreter Skills and Protocols

Write the question number:	Answer to question on card
Bonus question: List three ways you could cultivate a “reflective practice” to improve as an interpreter moving forward.	

Final Review

Station Three: The Role of the Interpreter in Cultural and Linguistic Intervention: Limits and Problem-Solving Techniques

Write the question number:	Answer to question on card
Bonus question: Write an ideal interpreter intervention in response to the situation in question 3.	

Final Review

Station 4: Resettlement Vocabulary

Write the question number:	Answer to question on card
Bonus question 1: Write sentences using the below three terms correctly: 1. Credibility 2. Trafficking 3. Compensation 4. Displaced	

Final Review

Bonus question 2: What is the difference between extortion and blackmail?	
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Appendix:

Monitoring Rubric:
Interpreter Best Practices

Codes of Ethics

Monitoring guide for observing interpreter best practices

Instructions: Monitor will observe an entire interview and will score it based on the interpreter's display of each of the three categories of best practices listed below, adding to obtain a total numerical score. Minimum score for overall excellent rating is 15, minimum score for overall good rating is 11, and any score below 8 is considered unacceptable. Any rating in the "unacceptable" category automatically caps the total score at 8 or below.

1. <u>Accuracy:</u> Interpreter clearly, completely, and accurately conveys all messages expressed by the speaker(s).			
Excellent (4)	Good (3)	Needs improvement (2)	Unacceptable (1)
<ul style="list-style-type: none"> Message is interpreted completely and clearly, with attention to tone, formality, and emotional content. Mistakes are infrequent and always corrected. Interpretation is grammatical and words are chosen with precision. Interpreter is transparent, interpreting everything said to both parties. 	<ul style="list-style-type: none"> Message is interpreted completely and clearly. Mistakes are infrequent and always corrected. Word choice and grammar are mostly appropriate. Interpreter is generally transparent, with few lapses. 	<ul style="list-style-type: none"> Basic message is interpreted, but may be difficult to understand or incomplete. May make frequent mistakes, some of which are not corrected. Grammar and word choice may interfere with understanding. Interpreter often fails to interpret everything said to both parties. 	<ul style="list-style-type: none"> Message is distorted and is difficult to understand. Mistakes are frequent and not corrected. Interpreter summarizes or gives incomplete interpretation. Grammar and vocabulary usage constantly interfere with understanding. Interpreter is not transparent.
2. <u>Role boundaries:</u> Interpreter works ethically within the boundaries of his or her role, and presents solutions to communication problems as necessary and appropriate.			
Excellent (4)	Good (3)	Needs improvement (2)	Unacceptable (1)
<ul style="list-style-type: none"> Interventions are appropriate, clear, precise, and relevant. Interpreter always asks permission before speaking directly to an applicant. Interpreter avoids side conversations. 	<ul style="list-style-type: none"> Interventions are clear and relevant. May occasionally lack precision or provide slightly more or less information than necessary. Interpreter generally avoids speaking directly to applicant without permission, with few lapses. Interpreter avoids side conversations. 	<ul style="list-style-type: none"> Interventions are not made, lack precision, or are not entirely appropriate. Interpreter may often speak to the applicant without permission to request repetition. Interpreter may engage in short side conversations. 	<ul style="list-style-type: none"> Interventions are inappropriate or non-existent, resulting in miscommunication. Interpreter may overstep role, such as by offering inappropriate extra information, or answering questions for applicant. Interpreter frequently addresses the applicant without permission. Interpreter engages in short and long side conversations.
3. <u>Impartiality and Professionalism:</u> Interpreter adheres to high standards of professionalism and impartiality during an interview.			
Excellent (4)	Good (3)	Needs improvement (2)	Unacceptable (1)
<ul style="list-style-type: none"> Interpreter's conduct and demeanor are neutral throughout the interview. Interpreter is respectful and professional. 	<ul style="list-style-type: none"> Interpreter's conduct and demeanor are mostly neutral, with few visible reactions to interview content. Interpreter is respectful and professional. 	<ul style="list-style-type: none"> Interpreter often visibly reacts to interview content, or conduct may suggest a lack of neutrality or professionalism. 	<ul style="list-style-type: none"> Interpreter's demeanor or conduct show bias or otherwise compromise neutrality. Interpreter displays lack of respect or is otherwise unprofessional.
4. <u>Consecutive Interpreting Technique:</u> Interpreter displays correct consecutive interpreting technique that promotes accurate interpreted communication.			
Excellent (4)	Good (3)	Needs improvement (2)	Unacceptable (1)
<ul style="list-style-type: none"> Interpreter uses 1st person consistently. Interpreter demonstrates notetaking techniques or other strategies sufficient to recall longer chunks. Interpreter does not allow speakers to continue for longer than they can handle. 	<ul style="list-style-type: none"> Interpreter uses 1st person consistently, but may slip under pressure. Interpreter rarely allows a speaker to go on for longer than they can handle. Interpreter effectively uses notes or other strategies to recall names, dates, places, lists, etc. 	<ul style="list-style-type: none"> Interpreter may switch to 3rd person interpreting occasionally. Interpreter often allows speakers to go on longer than they can handle, usually compensating by asking for repetition. Interpreter's recall strategies are not consistently effective. 	<ul style="list-style-type: none"> Interpreter frequently uses 3rd person. Interpreter consistently allows speakers to speak for too long before starting interpretation and does not adequately compensate, resulting in miscommunication.

COMMUNITY INTERPRETER'S CODE OF ETHICS

PREAMBLE

A. Role of the Community Interpreter

Any person who is rendering services as a community interpreter must have knowledge of the interpreter's code of ethics and professional responsibilities. The role of the community interpreter is to ensure that accurate and effective communication occurs between all parties involved. An interpreter shall not give advice or express personal opinion outside their realm of expertise; (s)he understands the limitations of their cultural competency. An interpreter is a language specialist, not a cultural expert. The interpreter shall always act in the best interest of the parties to communication. The interpreter protects his/her own privacy.

B. Interpretation Settings

Community interpretation typically occurs in the fields of health care, education, social and legal services. Service-providers are usually professionals who are not familiar with the language/ culture of their limited-English proficient (LEP) clients. LEP individuals are usually language minorities or immigrants who may lack basic understanding of the role and practices of the service provider. Thus, there is nearly always the potential for some adverse consequence if communication is not understood.

C. Modes of Interpretation

1. Consecutive interpreting: The interpreting is delivered immediately after the source is presented, i.e. English speaker says a few sentences, interpreter delivers message to non-English speaker, and vice versa. This is the main mode in community interpreting, used for face to face interviews, meetings, discussions, or presentations before a group.

2. Simultaneous interpreting: The interpreting is delivered at the same time as the source is presented; mainly used when a LEP person participates in a group session along with English speaking clients of the service-provider (English-target language only).

3. Sight translation: Oral translation of written documents such as intake forms, immigration documents, information release documents, waivers, etc. Sight translation is an expected part of the interpreter's job and is done at the time of interpretation assignment. The interpreter is not responsible for written translation of any document.

4. Summary interpreting: The interpreting follows delivery of the message, although only a condensation of the message is delivered. Should be used only for simple instructions and directions, and only with the understanding and consent of all parties.

PRINCIPLES

A. Accuracy and Completeness

The interpreter must interpret exactly what is said without omitting, adding, or altering anything said or written. It includes accuracy of style or register of speech, non-distortion of the meaning of the source language even if it appears incoherent, non-responsive, or offensive. The interpreter advises all parties that everything they say will be interpreted. The interpreter identifies and corrects errors as soon as possible. Upon recognizing any communication misunderstanding, the interpreter requests direction from the parties involved.

B. Confidentiality

The interpreter must understand and uphold the patient-doctor and attorney-client privileges. He/she must respect the confidentiality of the communication. The interpreter has the obligation to refrain from repeating or disclosing oral or written information obtained during the course of employment unless required by law. The interpreter should not derive any profit or advantage from any confidential information acquired while acting in a professional capacity.

C. Impartiality

The interpreter does not advocate, mediate or speak on behalf of either party, or otherwise interfere with the right of individuals to make their own decisions. The interpreter informs all parties of his/her obligation to remain impartial, and demonstrates respect for all parties. The interpreter maintains a non-judgmental attitude about the contents of the discourse to be interpreted. The interpreter shall refrain from conduct that may give the appearance of a conflict of interest. If an actual conflict of interest or an appearance of same arises, the interpreter must inform the client. The interpreter must disclose any and all prior involvement with the assignment, however, such disclosure shall not include privileged or confidential information. If all parties agree that it is in the best interest that the interpreter continue, the interpreter may remain with the assignment.

D. Cultural Bridging

Under certain conditions, the interpreter may provide explanation of cultural beliefs and/or practices as (s)he is familiar with them, these conditions being:

- a. that the explanation is necessary for accurate understanding of the communication;
- b. the parties are unable to explain in their own words;
- c. all parties consent to this intervention.

The interpreter alerts the parties to potential misunderstandings based upon stereotyping and/or different cultural expectations without contributing stereotypes or personal opinions.

E. Proficiency

By accepting an assignment, the interpreter implies the capacity to perform accurately in the given setting, to interpret efficiently and understand the dialect(s) spoken. The interpreter should decline an assignment that requires knowledge or skills beyond their competence or involves an unfamiliar dialect. Interpreters are responsible for accurately representing their certifications, training, and pertinent experience. Interpreters should strive continually to improve their skills and knowledge through formal and informal continuing education, and to obtain available accreditation and/or certification.

F. Professionalism

Interpreters ensure that their role and obligations are understood by all parties. Interpreters perform their duties as unobtrusively as possible. Interpreters do not promote personal interests while on assignment and shall not receive gifts or secondary remuneration above and beyond their set fees. Interpreters are punctual, prepared, and dress in appropriate manner; they do not bring children or other guests to assignments. Interpreters bring to the attention of an appropriate person any circumstance or condition that impedes full compliance with any principle in this document, including interpreter fatigue, inability to hear, or inadequate knowledge of specialized terminology. Interpreters must decline assignments under conditions that make such compliance patently impossible.

Code of professional ethics –AIIC (International Association of Conference Interpreters)

I. Purpose and Scope

Article 1

1. This Code of Professional Ethics (hereinafter called the "Code") lays down the standards of integrity, professionalism and confidentiality which all members of the Association shall be bound to respect in their work as conference interpreters.
2. Candidates and precandidates shall also undertake to adhere to the provisions of this Code.
3. The Disciplinary and Disputes Committee, acting in accordance with the provisions of the Statutes, shall impose penalties for any breach of the rules of the profession as defined in this Code.

II. Code of Honour

Article 2

1. Members of the Association shall be bound by the strictest secrecy, which must be observed towards all persons and with regard to all information disclosed in the course of the practice of the profession at any gathering not open to the public.
2. Members shall refrain from deriving any personal gain whatsoever from confidential information they may have acquired in the exercise of their duties as conference interpreters.

Article 3

1. Members of the Association shall not accept any assignment for which they are not qualified. Acceptance of an assignment shall imply a moral undertaking on the member's part to work with all due professionalism.
2. Any member of the Association recruiting other conference interpreters, be they members of the Association or not, shall give the same undertaking.
3. Members of the Association shall not accept more than one assignment for the same period of time.

Article 4

1. Members of the Association shall not accept any job or situation which might detract from the dignity of the profession.
2. They shall refrain from any act which might bring the profession into disrepute.

Article 5

For any professional purpose, members may publicise the fact that they are conference interpreters and members of the Association, either as individuals or as part of any grouping or region to which they belong.

Article 6

1. It shall be the duty of members of the Association to afford their colleagues moral assistance and collegiality.
2. Members shall refrain from any utterance or action prejudicial to the interests of the Association or its members.
Any complaint arising out of the conduct of any other member or any disagreement regarding any decision taken by the Association shall be pursued and settled within the Association itself.
3. Any problem pertaining to the profession which arises between two or more members of the Association, including candidates and precandidates, may be referred to the Disciplinary and Disputes Committee for arbitration, except for disputes of a commercial nature.

III. Working Conditions

Article 7

With a view to ensuring the best quality interpretation, members of the Association:

1. shall endeavour always to secure satisfactory conditions of sound, visibility and comfort, having particular regard to the Professional Standards as adopted by the Association as well as any technical standards drawn up or approved by it;
2. shall not, as a general rule, when interpreting simultaneously in a booth, work either alone or without the availability of a colleague to relieve them should the need arise;
3. shall try to ensure that teams of conference interpreters are formed in such a way as to avoid the systematic use of relay;
4. shall not agree to undertake either simultaneous interpretation without a booth or whispered interpretation unless the circumstances are exceptional and the quality of interpretation work is not thereby impaired;
5. require a direct view of the speaker and the room and therefore will not agree to working from screens except in exceptional circumstances where a direct view is not possible, provided the arrangements comply with the Association's appropriate technical specifications and rules;
6. shall require that working documents and texts to be read out at the conference be sent to them in advance;
7. shall request a briefing session whenever appropriate;
8. shall not perform any other duties except that of conference interpreter at conferences for which they have been taken on as interpreters.

Article 8

Members of the Association shall neither accept nor, a fortiori, offer for themselves or for other conference interpreters recruited through them, be they members of the Association or not, any working conditions contrary to those laid down in this Code or in the Professional Standards.



National Association of Judiciary Interpreters & Translators

Code of Ethics and Professional Responsibilities

▪ *Preamble*

Many persons who come before the courts are non- or limited-English speakers. The function of court interpreters and translators is to remove the language barrier to the extent possible, so that such persons' access to justice is the same as that of similarly-situated English speakers for whom no such barrier exists. The degree of trust that is placed in court interpreters and the magnitude of their responsibility necessitate high, uniform ethical standards that will both guide and protect court

▪ *Applicability*

All NAJIT members are bound to comply with this Code.

Canon 1. Accuracy

Source-language speech should be faithfully rendered into the target language by conserving all the elements of the original message while accommodating the syntactic and semantic patterns of the target language. The rendition should sound natural in the target language, and there should be no distortion of the original message through addition or omission, explanation or paraphrasing. All hedges, false starts and repetitions should be conveyed; also, English words mixed into the other language should be retained, as should culturally-bound terms which have no direct equivalent in English, or which may have more than one meaning. The register, style and tone of the source language should be conserved.

Guessing should be avoided. Court interpreters who do not hear or understand what a speaker has said should seek clarification. Interpreter errors should be corrected for the record as soon as possible.

Canon 2. Impartiality and Conflicts of Interest

Court interpreters and translators are to remain impartial and neutral in proceedings where they serve, and must maintain the appearance of impartiality and neutrality, avoiding unnecessary contact with the parties. Court interpreters and translators shall abstain from comment on matters in which they serve. Any real or potential conflict of interest shall be immediately disclosed to the

Court and all parties as soon as the interpreter or translator becomes aware of such conflict of interest.

Canon 3. Confidentiality

Privileged or confidential information acquired in the course of interpreting or preparing a translation shall not be disclosed by the interpreter without authorization.

Canon 4. Limitations of Practice

Court interpreters and translators shall limit their participation in those matters in which they serve to interpreting and translating, and shall not give advice to the parties or otherwise engage in activities that can be construed as the practice of law.

Canon 5. Protocol and Demeanor

Court interpreters shall conduct themselves in a manner consistent with the standards and protocol of the Court, and shall perform their duties as unobtrusively as possible. Court interpreters are to use the same grammatical person as the speaker. When it becomes necessary to assume a primary role in the communication, they must make it clear that they are speaking for themselves.

Canon 6. Maintenance and Improvement of Skills and Knowledge

Court interpreters and translators shall strive to maintain and improve their interpreting and translation skills and knowledge.

Canon 7. Accurate Representation of Credentials

Court interpreters and translators shall accurately represent their certifications, accreditations, training and pertinent experience.

Canon 8. Impediments to Compliance

Court interpreters and translators shall bring to the Court's attention any circumstance or condition that impedes full compliance with any Canon of this Code, including interpreter fatigue, inability to hear, or inadequate knowledge of specialized terminology, and must decline assignments under conditions that make such compliance patently impossible.



Code of Ethics for Interpreters in Health Care

- ☐ **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.**
- ☐ **The interpreter strives to render the message accurately, conveying the content and spirit of the original message, taking into consideration its cultural context.**
- ☐ **The interpreter strives to maintain impartiality and refrains from counseling, advising or projecting personal biases or beliefs.**
- ☐ **The interpreter maintains the boundaries of the professional role, refraining from personal involvement.**
- ☐ **The interpreter continuously strives to develop awareness of his/her own and other (including biomedical) cultures encountered in the performance of their professional duties.**
- ☐ **The interpreter treats all parties with respect.**
- ☐ **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.**
- ☐ **The interpreter strives to continually further his/her knowledge and skills.**
- ☐ **The interpreter must at all times act in a professional and ethical manner.**

National Standard Guide for Community Interpreting Services



Healthcare **Interpretation** Network

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Standards of practice and ethical principles are complementary guideposts to equip an interpreter with clear parameters for delivery of quality interpretation service.

The development of and adherence to standards of practice and ethical principles reinforces and supports consistent practice for all interpreters. Standards of practice serve in all areas where criteria for professional performance are needed in making decisions and may be used in making determinations regarding professional misconduct, incompetence or incapacity. Standards of Practice enable service providers, employers and non/limited English speakers requiring the services of an interpreter to recognize what standards of performance can be expected by a competent interpreter. They also assist educators in developing curriculum and in providing appropriate instruction.

In the event that the Standards of Practice set a standard that is higher than an employer's or service provider's policy or procedure, the interpreter should comply with the standard set by the Standards of Practice.

The recommended standards of practice and ethical principles for the LITP integrates the work of Across Languages Translation and Interpretation Service, a London, Ontario based community interpreter service and the American National Council on Interpreting in Healthcare.

There are forty-seven standards of practice interconnected with eight ethical principles:

1. Accuracy and Fidelity
2. Confidentiality
3. Impartiality
4. Respect for Persons
5. Maintaining Role Boundaries
6. Accountability
7. Professionalism
8. Continued Competence

Standard of Practice	Ethical Principle
Accuracy and Fidelity	
<p><i>Objective: Preservation of the meaning of the message.</i></p> <ol style="list-style-type: none"> 1. The interpreter renders all utterances and written communication faithfully using the same grammatical person as the speaker or writer. The rendition should sound natural in the target language and there should be no distortion of the original message through additions, omissions, or explanation. The idiom, register, style and tone of the speaker is preserved. 2. The interpreter advises all parties that everything said in the encounter will be interpreted. If any party requests that the interpreter refrain from interpreting all utterances, the interpreter is obliged to inform all other parties of the request and seek direction. 3. The interpreter retains English words mixed into the other language, as well as culturally bound terms which have no direct equivalent in English, or which may have more than one meaning. Whenever possible, the interpreter will attempt a translation of that word to provide the listener with an idea of what the word means. 4. The interpreter asks for repetition, rephrasing, or explanation, if anything is unclear. Upon recognizing that the interpreter has misunderstood the communication, he/she identifies the misunderstanding and requests direction from the parties involved. 5. The interpreter ensures that the meaning of gestures, body language, and tone of voice is not lost, by replicating what has been seen or heard by the interpreter. 6. The interpreter uses a mode of interpreting appropriate for the setting. In most interview situations, spoken-language interpreting is done in consecutive mode. 7. The interpreter performs summary interpretation (i.e. some of the elements of the communication are not interpreted) only with the knowledge and consent of all parties. 	<p>Interpreters strive to render all messages in their entirety accurately, as faithfully as possible and to the best of their ability without addition, distortion, omission or embellishment of the meaning.</p>

Standard of Practice	Ethical Principle
Confidentiality	
<p><i>Objective: Protection of the privacy of all parties and the confidentiality of information.</i></p> <ol style="list-style-type: none"> 8. The interpreter advises all parties that she or he will respect the confidentiality of the encounter. All parties in an interpreted encounter have a right to expect that the interpreter will hold information about them in confidence. 9. The interpreter does not disclose information spoken, seen or written outside of the interpreting situation without the expressed permission of all parties or unless required by law. If disclosing the time and/or place of an encounter may identify the purpose, persons or content, the interpreter shall not disclose such information. 10. The interpreter may, where collaborative work with other professionals is required, be briefed, or participate in, relevant discussions with other interpreters, members of the team involved with the other party, authorized representatives of the interpreting agency and/or the service-providing institution. Anyone receiving information in order to provide interpretation service is ethically bound by the duty of confidentiality. 	<p>Interpreters will not disclose and will treat as confidential all information learned, either uttered or written in the performance of their professional duties, while adhering to relevant requirements regarding disclosure.</p>

Standard of Practice	Ethical Principle
<p>Impartiality</p> <p><i>Objective: Full communication not impeded by any bias or preference of the interpreter. Avoidance of the perception that the interpreter has a preference or bias towards any party involved in the interpreted encounter.</i></p> <p>11. The interpreter remains impartial at all times and informs all parties of the duty to remain impartial.</p> <p>12. The interpreter declines to interpret when she or he has a personal or any vested interest in the outcome of the encounter.</p> <p>13. The interpreter declines to interpret when his or her personal or other relationship with any party may affect, or be perceived by any party to affect, impartiality.</p> <p>14. The interpreter declines to interpret when any situation, factor, or belief exists that represents a real or potential conflict of interest for the interpreter.</p> <p>15. The interpreter discloses to all parties in the encounter any personal or other relationship that may affect, or be perceived by any party to affect, the interpreter's impartiality.</p> <p>16. The interpreter informs the interpreter service agency/organization when he or she has a personal or other vested interest in the outcome of the assignment or when any situation, factor, or belief exists that represents a real or potential conflict of interest which will impact an interpreter's ability to interpret everything faithfully and impartially.</p>	<p>Interpreters strive to maintain impartiality by showing no preference or bias to any party involved in the interpreted encounter.</p>

Standard of Practice	Ethical Principle
Respect for Persons	
<p><i>Objective: Respect of parties to the interpreted encounter. Demonstration of an acknowledgement of the inherent dignity of all parties in the interpreted encounter.</i></p> <p>17. The interpreter demonstrates respect for all parties.</p> <p>18. The interpreter promotes direct communication among all parties in the interpreted encounter.</p> <p>19. The interpreter engages in behaviour that promotes autonomy and personal choice of the individuals involved in the interpreted encounter.</p>	<p>Interpreters demonstrate respect towards all parties involved in the interpreted encounter.</p>

Standard of Practice	Ethical Principle
Maintenance of Role Boundaries	
<p><i>Objective: Protection of professional integrity. Reduction of exposure to liability. Maintenance of emotional well-being and physical safety of interpreter.</i></p> <p>20. The interpreter's role is to enable communication between parties, who speak on their own behalf and make their own decisions.</p> <p>21. The interpreter does not advocate on behalf of any party.</p> <p>22. The interpreter does not enter into the discussion, give advice or express personal opinions about the matter of the encounter, or show reactions to any of the parties.</p> <p>23. The interpreter does not filter communication, mediate, or speak on behalf of any party.</p> <p>24. The interpreter avoids unnecessary contact with the parties. Prior to the encounter, the interpreter may initiate contact to ensure understanding of the language, to confirm details of an appointment, and to convey any information about the encounter needed by the non-English speaker.</p> <p>25. The interpreter does not perform services other than interpretation services for any party.</p> <p>26. The interpreter utilizes the least obtrusive mode of interpretation.</p> <p>27. The interpreter protects her or his own privacy, well-being and safety.</p>	<p>Interpreters strive to perform their professional duties within their prescribed role and refrain from personal involvement.</p>

Standard of Practice	Ethical Principle
Accountability	
<p><i>Objective: Responsibility for the quality of the interpreter's work. Accountability for maintaining role boundaries and standards. Adherence to laws and standards.</i></p> <p>28. The interpreter identifies and corrects interpretation errors as soon as possible.</p> <p>29. The interpreter declines assignments that require knowledge or skills beyond his or her competence.</p> <p>30. The interpreter informs the parties immediately and requests direction in the course of an encounter, if it becomes apparent to the interpreter that expertise beyond her or his competence is required.</p> <p>31. The interpreter maintains his or her role, limits and obligations and takes steps to ascertain that all parties understand them.</p> <p>32. The interpreter conducts her or himself in compliance with legislative requirements and generally accepted standards of the profession.</p> <p>33. The interpreter maintains transparency. When clarification is necessary, the interpreter says to all parties, "I, the interpreter, need clarification on...."</p> <p>34. The interpreter brings to the attention of an appropriate person any circumstance or condition that impedes full compliance with any standard in this document, including but not limited to conflict of interest, interpreter fatigue, inability to hear or inadequate knowledge of specialized terminology, and declines to continue any assignment under conditions that make such compliance patently impossible</p>	<p>Interpreters are responsible for the quality of interpretation provided and accountable to all parties and the organizations engaging the interpreter's service.</p>

Standard of Practice	Ethical Principle
Professionalism	
<p><i>Objective: Maintenance of professional conduct and comportment.</i></p> <p>35. The interpreter behaves in a manner consistent with the highest professional standards and the protocols and procedures of the interpreter service agency.</p> <p>36. The interpreter performs her or his duties as unobtrusively as possible.</p> <p>37. The interpreter completes the assignments she or he has accepted.</p> <p>38. The interpreter arrives on time at the appointed location of the encounter.</p> <p>39. The interpreter remains at the appointed location until the encounter ends or until dismissed.</p> <p>40. The interpreter dresses in appropriate business attire for face-to-face encounters.</p> <p>41. The interpreter does not conduct personal or other business while on an interpreting assignment.</p> <p>42. The interpreter creates a working environment conducive to performing interpretation over the telephone.</p>	<p>Interpreters at all times act in a professional and ethical manner.</p>

Standard of Practice	Ethical Principle
Continued Competence	
<p><i>Objective: Achievement of the highest level of competence. Demonstration of certifications, accreditations, training and experience. Maintenance and improvement of skills.</i></p> <p>43. The interpreter takes available courses and examinations to obtain accreditation and/or certification.</p> <p>44. The interpreter maintains and expands skills and knowledge through self-teaching, formal and informal continuing education.</p> <p>45. The interpreter seeks evaluative feedback and practices self-evaluation concerning performance.</p> <p>46. The interpreter is prepared to demonstrate her or his certifications, accreditations, training and pertinent experience.</p> <p>47. The interpreter maintains membership in appropriate professional associations of interpreters and complies with the code of ethics of such associations.</p>	<p>Interpreters commit themselves to life long learning in recognition that languages, individuals, and services evolve and change over time and a competent interpreter strives to maintain the delivery of quality interpretation.</p>