

MODULE 5: Use of Interpreters

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Key Concept:

- Effective collaboration with an interpreter

¹ **Types of Learning Objectives/Competencies:** K: Knowledge; S: Skill; A: Attitude

² **Developmental Sequence:** Novice: Pre-clinical training; Intermediate: Supervised clinical interaction; Advanced: Clinical interaction with limited supervision

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Learning Objective K1:

Describe Functions of an Interpreter

Novice-Intermediate

Resources in development.

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Learning Objective K2:

List Effective Ways of Working With an Interpreter

Novice-Intermediate

Case Studies (Print and Video):

Lie D. **Cases in Health Disparities: Informed Consent and Amputation in a Farmer with Diabetes**. 2009. Medscape.

Available at: <http://www.medscape.org/viewarticle/701714>

Case study on language barriers and interpretation services includes evidence-based commentary, a case resolution, and additional information resources for clinicians.

Truemann B. **Qualified Interpreting for Quality Health Care: A Training Video for Clinical Staff on How to Work with Interpreters**. Health Care Interpreter Network.

Available at: <http://www.hcin.org/index.php/resources-video/>

Brief Web-based video addresses the following learning objectives for providing care to patients/clients who are deaf or speak another language:

- Identify situations when a qualified interpreter is needed;
- Understand key protocols and tips for working effectively with an interpreter (including by telephone or video); and
- Recognize potential cultural barriers to understanding.

[Video length: 6 min.]

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Learning Objective K2:

List Effective Ways of Working With an Interpreter

Novice-Intermediate

Self-Guided Learning Resources:

Baumann L, DePablo M. **Working with Interpreters in Health Care**. Nursing Education and Technology (NEAT) Projects, Board of Regents of the University of Wisconsin System; 2009.

Available at: <http://tlcprojects.org/NEAT/Interpreters2.html>

Web-based tutorial provides guidelines for health professionals when communicating with patients through in-person or telephone interpreters. Discussion includes the responsibilities of the interpreter, and concerns and consequences of using informal and untrained interpreters.

Bilingual Communications, Inc. **Working with Interpreters in Healthcare**. Greensboro Area Health Education Center (AHEC).

Available at: <http://www.aheconnect.com/newahec/cdetail.asp?courseid=Inter>

Web-based course addresses the following learning objectives:

- Identify problems that may occur when using untrained interpreters in medical interviews;
- Identify criteria for selecting a trained, professional interpreter; and
- Identify seven principles to ensure effective communication during an interpreted medical interview.

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Learning Objective K2:

List Effective Ways of Working With an Interpreter

Novice-Intermediate

Self-Guided Learning Resources:

Pacific EMPRINTS. **Strategically Reaching Limited-English Proficient (LEP) Communities: Perspectives of Medical Interpreters for Emergency Preparedness.** University of Hawaii at Manoa.

Available at:

<http://www.emprints.hawaii.edu/training/course.aspx?ID=58&cat=1>

Web-based course discusses strategies for incorporating medical interpreters into emergency preparedness planning and response efforts, and approaches for effectively reaching LEP communities about preparedness planning and education.

Continuing education credit is available.

Podcast version of course is available at: <http://www.emprints.hawaii.edu/training/course.aspx?ID=57&cat=3>

Roat CE, Jacobs E. **Communicating Through Healthcare Interpreters.** 2005. University of Arizona College of Medicine.

Available at: http://www.vlh.com/shared/courses/course_info.cfm?courseno=155

Web-based interactive course focuses on strategies to address the needs of patients/clients with limited English proficiency and to work effectively with healthcare interpreters. The resource includes video vignettes of simulated patient encounters.

Continuing education credit is available.

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Learning Objective S1:

Demonstrate Ability to Orally Communicate Accurately and Effectively In Patients' Preferred Language, Including Identifying and Collaborating With an Interpreter When Appropriate
Intermediate

Self-Guided Learning Resources:

New York University Center for Immigrant Health and Cancer Disparities, and the American Pharmacists Association. **Enhancing Medication Safety for Patients with Limited English Proficiency**. 2011.

Available at: <http://pharmacylanguage.net/>

Interactive training module addresses the language and cultural barriers that health providers may face when interacting with patients/clients with limited English proficiency. The module includes didactic exercises and video vignettes of patient-provider interactions in a pharmacy setting.

(Adapted from <http://pharmacylanguage.net>)

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