UNSW Course Outline

MODL5102 Interpreting in Community Settings - 2024

Published on the 30 Aug 2024

General Course Information

Course Code : MODL5102
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Humanities and Languages
Delivery Mode : Multimodal
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course will focus on community interpreting in domestic settings, in which you will concentrate on two main areas of community interpreting: medical and welfare. The course will introduce you to the contextual knowledge needed to operate in these two settings and will

develop the interpreting and linguistic skills necessary to work as professional community interpreters. The course will combine theory and practice and will be informed by the results of research into these subfields of interpreting. You will need to be proficient in English and one of the languages offered in the Program.

Course Aims

Relationship to Other Courses

This foundational interpreting course, in conjunction with MODL5101 and MODL5105, establishes the bedrock of essential interpreting skills and knowledge. It is recommended to complete these courses prior to enrolling in MODL5113: Interpreting Certification.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : use the necessary contextual knowledge to successfully interpret in medical, welfare and other community settings
CLO2 : explain the ethical requirements of professional interpreters in community settings and make informed decisions when confronted with ethical dilemmas in the workplace
CLO3 : analyse the discourse of medical consultations and other interactions in community settings
CLO4 : demonstrate familiarity with the theories that underpin accurate interpreting in community settings
CLO5 : analyse relevant research and tools to explore applications in own practice
CLO6 : demonstrate bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation
CLO7 : critically evaluate own performance to justify interpreting choices

Course Learning Outcomes	Assessment Item
CLO1 : use the necessary contextual knowledge to successfully interpret in medical, welfare and other community settings	• Self-evaluation project • Viva examination
CLO2 : explain the ethical requirements of professional interpreters in community settings and make informed decisions when confronted with ethical dilemmas in the workplace	• Viva examination
CLO3 : analyse the discourse of medical consultations and other interactions in community settings	• Self-evaluation project • Viva examination
CLO4 : demonstrate familiarity with the theories that underpin accurate interpreting in community settings	• Self-evaluation project
CLO5 : analyse relevant research and tools to explore applications in own practice	• Self-evaluation project
CLO6 : demonstrate bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation	• Continuous assessment • Viva examination
CLO7 : critically evaluate own performance to justify interpreting choices	• Continuous assessment

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Please see Moodle for detailed information.

Additional Course Information

Please see the Moodle course site for more information.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Continuous assessment	30%	Start Date: Not Applicable Due Date: Not Applicable
Self-evaluation project	30%	Start Date: 01/11/2024 12:00 AM Due Date: 08/11/2024 11:59 PM Post Date: 22/11/2024 11:30 PM
Viva examination	40%	Start Date: Not Applicable Due Date: week 10

Assessment Details
Continuous assessment

Assessment Overview

In-class assessment of interpreting skills (Dialogue interpreting and sight translation) and medical terminology test.

Students will be assessed at least three times during class and receive written feedback of their performance a week later.

Course Learning Outcomes

- CLO6 : demonstrate bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation
- CLO7 : critically evaluate own performance to justify interpreting choices

Detailed Assessment Description

Each language stream will receive tailored instructions from their respective tutors. Kindly refer to the appropriate language stream sections on Moodle for detailed information.

No Generative AI use permitted.

Assessment Length

n/a

Submission notes

No submission needed

Assessment information

Please see Moodle for detailed information.

No Generative AI use permitted.

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see here.

Self-evaluation project

Assessment Overview

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

Individual written feedback will be provided with the marked report.

Course Learning Outcomes

- CLO1 : use the necessary contextual knowledge to successfully interpret in medical, welfare and other community settings
- CLO3 : analyse the discourse of medical consultations and other interactions in community settings
- CLO4 : demonstrate familiarity with the theories that underpin accurate interpreting in community settings
- CLO5 : analyse relevant research and tools to explore applications in own practice

Detailed Assessment Description

Please see Moodle for more specific instructions.

No Generative AI use permitted.

Assessment Length

1000 word report

Assessment information

Please see Moodle for more specific instructions.

No Generative AI use permitted.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see here.

Viva examination

Assessment Overview

Live interpreting examination simulating a dialogue in a medical setting.

Students will be assessed as they perform the interpreting task. Individual feedback will be provided after the completion of the course.

Course Learning Outcomes

- CLO1 : use the necessary contextual knowledge to successfully interpret in medical, welfare and other community settings
- CLO2 : explain the ethical requirements of professional interpreters in community settings and make informed decisions when confronted with ethical dilemmas in the workplace
- CLO3 : analyse the discourse of medical consultations and other interactions in community settings
- CLO6 : demonstrate bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation

Detailed Assessment Description

Please see Moodle for detailed information. The setting may be any of the settings practised in class (medical, welfare, aged care, etc). Students will be notified of the setting a week before the

examination takes place.

No Generative AI use permitted.

Assessment information

Please see Moodle for detailed information.

No Generative AI use permitted.

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

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General Assessment Information

This course emphasises foundational interpreting skill development. Active engagement in class activities and consistent practice are crucial for honing these skills and expanding knowledge.

Grading Basis

Standard

Requirements to pass course

Students must attempt all assessment tasks and gain a minimum mark of 50% overall.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Overview of Community Interpreting, Interpreting theory, research and protocols • What is community interpreting? • Community interpreting in Australia • Community interpreting in the rest of the world • Protocols: the contract, introducing yourself and your role, seating arrangements, interactional management, asking for clarification, forms of address, transparency • Preparation • Interpreters' needs and resources • Protocols for remote interpreting • Telephone and video interpreting Readings Hale, S. (2007). Community Interpreting. Basingstoke: Palgrave Macmillan. Hale, S., Goodman-Delahunty, J., & Martschuk, N. (2020). Interactional management in a simulated police interview: Interpreters' strategies. In M. Mason & F. Rock (Eds.), The discourse of police interviews. Chicago: The University of Chicago Press. Hale, S. (2015). Community interpreting. In F. Pöchhacker (Ed.), Routledge Encyclopedia of Interpreting Studies (pp. 65-69). London/New York: Routledge. Xu, H., Hale, S., & Stern, L. (2020). Telephone interpreting in lawyer-client interviews: An observational study. The International Journal for Translation & Interpreting Research, 12(1), 18-36.doi:10.12807/ti.112201.2020.a02
	Tutorial	• Practice protocols: the contract, introducing yourself and your role, seating arrangements, interactional management, asking for clarification, forms of address, transparency • Role play interpreted interactions from the introductions to the conclusion and apply relevant protocols • Simulate a telephone interpreting (audio only) interaction and discuss protocols and challenges (See AUSIT protocols) • Simulate an audio-visual interpreted interaction and discuss protocols and challenges • Practice sight translation into LOTE
Week 2 : 16 September - 22 September	Lecture	Overview of Medical Interpreting • Nature of medical interpreting • Medical interpreting settings • Debate on the role of the medical interpreting • Doctor-patient monolingual communication • Different questioning styles • Patient participation • Ethical considerations Readings Hale, S. (2007). Community Interpreting. Basingstoke: Palgrave Macmillan. Chapter 2
	Tutorial	• Practice dialogue interpreting in medical settings • Practise interpreting for situations relating to children's diseases • Discuss and practice the differences between private practice medical consultations, hospital medical consultations and emergency departments • Discuss different challenges • Discuss ethical considerations • Practise sight translation into English
Week 3 : 23 September - 29 September	Lecture	Discourse and terminology of medical interactions • Patterns of medical terms • Common medical expressions • Etymology of medical terms • Children's diseases • Main medical conditions & treatments • Informed Consent Discourse analysis and Self- evaluation of interpreting performance • What is discourse analysis? • How is discourse analysis used in interpreting research • Acquiring tools to evaluate own performance • Identifying strengths and weaknesses and devising strategies for improvement Readings Jaspers, J. (2012). Interactional sociolinguistics and discourse analysis. The Routledge Handbook of Discourse Analysis. J. P. Gee and M. Handford. New York, Routledge: 135-146.

	Tutorial	• Discuss medical terminology in LOTE • Role play medical interpreting interactions, from the introductions to the conclusion • Have students analyse their own performances and that of their fellow students • Sight translation of medical consent forms • Analyse medical documents for terminology and structure • Discuss self evaluation project
Week 4 : 30 September - 6 October	Lecture	• Interpreting in Aged Care and Welfare Settings • Different types of welfare settings • Welfare payments • Voluntary assisted dying • Ethical considerations Readings The AUSIT Code of Ethics
	Tutorial	• Practice dialogue interpreting in aged care settings • Discuss cross-cultural issues in aged care and other welfare settings and how to deal with them in light of the code of ethics • Discuss ethical issues in voluntary assisted dying situations • Role play simulated aged care interviews with extended family members - discuss protocols and challenges • Sight translate information about enduring guardianship and power of attorney
Week 5 : 7 October - 13 October	Lecture	Interpreting in welfare settings Welfare – personal and family services • Social work practice and social work language • Poverty, homelessness, drug and alcohol addiction • Domestic and Family violence • Support groups • LGBTQ issues Welfare – the legal connection: the state protecting the vulnerable: • Child protection • Wards of the state / Guardianship • Mental health
	Tutorial	• Practice dialogue interpreting relating to domestic violence and discuss ethical challenges • Practice dialogue interpreting relating to LGBTIQ+ issues and discuss ethical challenges • Sight translation of Centrelink forms • Practice interpreting at the counter for Centrelink
Week 6 : 14 October - 20 October	Lecture	• Interpreting in mental health settings • Special modes and techniques • Briefings and debriefings • Mental Health discourse
	Tutorial	• Practice simultaneous interpreting in mental health consultations • Analyse own interpreting performance • Practice briefings and debriefings
Week 7 : 21 October - 27 October	Tutorial	• Practice interpreting for sensitive child protection matters • Family and group settings in interpreting • Interpreting in family violence situations • Practise medical interpreting in relation to LGBTQ issues: hormone treatment, gender affirming surgery • Discuss challenges with the use of non binary pronouns • Discuss ethical dilemmas
Week 8 : 28 October - 3 November	Tutorial	• Practise interpreting simultaneously in the whispering mode for mental health patients • Interpreting for psychologists and counsellors : depression and anxiety; gender dysphoria • Role play briefings and debriefings • Interpreting incoherent language • Practice sight translation into both languages

Attendance Requirements

Students are highly encouraged to attend all online or on campus classes and fully participate.

For online classes, the camera must be on. Participation in pertinent language-specific tutorials

is critical for effective learning and progression. Frequent absences from the tutorials may lead

to an unsatisfactory course performance.

Other Considerations:

- Align with the course learning outcomes;
- Result in a recorded artefact (an artefact for participation may include a post, or response, to an online discussion forum, poll or quiz, when an artefact for mandatory attendance may include a record of attendance) and have processes in place for recording the student artefact;
- Where relevant, include evidence that the attendance or participation is required to meet a statutory or professional body requirement; and
- Be comparable where the activity is delivered in different modes.

General Schedule Information

Please be aware that the schedule may be updated both before and throughout the term. Stay informed by regularly checking for announcements and updates on Moodle.

Course Resources

Prescribed Resources

- Hale, S. (2007). *Community interpreting*. Basingstoke: Palgrave Macmillan
- Crezee, I. (2013). *Introduction to Healthcare for Interpreters and Translators*. Amsterdam/ Philadelphia: John Benjamins P/C.
- de V.Souza, I. & Fragkou, E. (eds).(2020). *Handbook of Research on Medical Interpreting*. Pensylvania: IGI Global.
- AUSIT Code of Ethics

Recommended Resources

- Crezee, I. & Ng, E. (2016). Introduction to healthcare for Chinese-Speaking interpreters and translators. Amsterdam/Philadelphia: John Benjamins P/C.
- Crezee, I., Mikkelson, H. & Monzon-Storey, L. (2013). Introduction to Healthcare for Spanish-speaking interpreters and translators. Amsterdam/Philadelphia: John Benjamins P/C.
- Bancroft, M.A; Garcia Beyaert, S.; Allen, K.; Carriero-Contreras, G. & Socarras-Estrada, D. (2015). The Community Interpreter. An international Textbook. Medical, Educational and Social Services Interpreting.Columbia: Culture & Language Press.
- Bot, H. (2005). Dialogue interpreting in mental health.Amsterdam: Rodopi

  http://books.google.com.au/books?
  hl=en&lr=&id=0N3pJlgcaMC&oi=fnd&pg=PA1&dq=mental+health+interpreting&ots=X0p45Fn
  3-9&sig=UFzYbvrgLzQIir0HSsyGNS8vw0&rediresc=y#v=onepage&q=mental health
  interpreting&f=false

- Jenks, C. J. (2011). Transcribing talk and interaction: issues in the representation of communication data. Amsterdam ; Philadelphia : John Benjamins.

- Tebble, H. (1999). The tenor of consultant physicians. Implications for medical interpreting. The Translator5(2):179-99.

- de V. Souza, I.E.T, Fragkou, E. (eds).(2020). *Handbook on Research on Medical Interpreting*. Pennsylvania: IGI Global

- Health Care Interpreter Service NSW - http://www.health.nsw.gov.au/multicultural/Pages/Health-Care-Interpreting-and-Translating-Services.aspx
- Family and Community Services - https://www.facs.nsw.gov.au
- Family and Domestic Violence - https://www.humanservices.gov.au/individuals/subjects/family-and-domestic-violence
- Aged Care - https://www.myagedcare.gov.au

Course Evaluation and Development

Student feedback will be gathered via the MyExperience survey at the end of the term. The feedback will be used for improvements made to course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Sandra Hale		Morven Brown 207	Please contact via email.	Please contact via email.	No	No
Lecturer	Sandra Hale		MB 207	Please contact by email	By appointment by email	No	Yes
Tutor	Suzan Piper				By appointment by email	No	No
	Natsuki del Prado				By appointment by email	No	No
	Elena Mikhail ik				By appointment by email	No	No
	Camille Lapie rre				By appointment by email	No	No
	Elizabeth Rh odes		remote		appointment by email	No	No
	Miriam Chiu		remote		appointment by email	No	No
	Hulya Kayha n		remote		appointment by email	No	No
	Gaetano Ran do		remote		appointment by email	No	No
	Bill Gonopou los				appointment by email	No	No
	Bisa Surla		remote			No	No
	Patricia Qimei Huang					No	No
	Andrea Oak Lee		remote			No	No

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new

whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where

unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School Contact Information

School of Humanities & Languages

Email: hal@unsw.edu.au

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

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