NCIHC

# Offering Feedback Effectively:
## A Critical Skill for Interpreter Trainers

*Guest Trainer:*
Jacolyn Harmer, MA, *DEA, AIIC*

*Webinar Work Group Hosts:*
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September 4, 2014

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NATIONAL COUNCIL ON INTERPRETING IN HEALTH CARE

# Housekeeping

- This session is being recorded
- Certificate of Attendance
  trainerswebinars@ncihc.org
- Audio and technical problems

- Questions to organizers ("Chat")
- Q & A
- Twitter #NCIHCWebinar



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# Welcome!

## Guest Trainer:

## Jacolyn Harmer, MA, *DEA, AIIC*

# OFFERING FEEDBACK EFFECTIVELY

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a critical skill for interpreter trainers

# TURN OFF YOUR CELL PHONES …

… unless you are listening to this webinar on your cell phone!

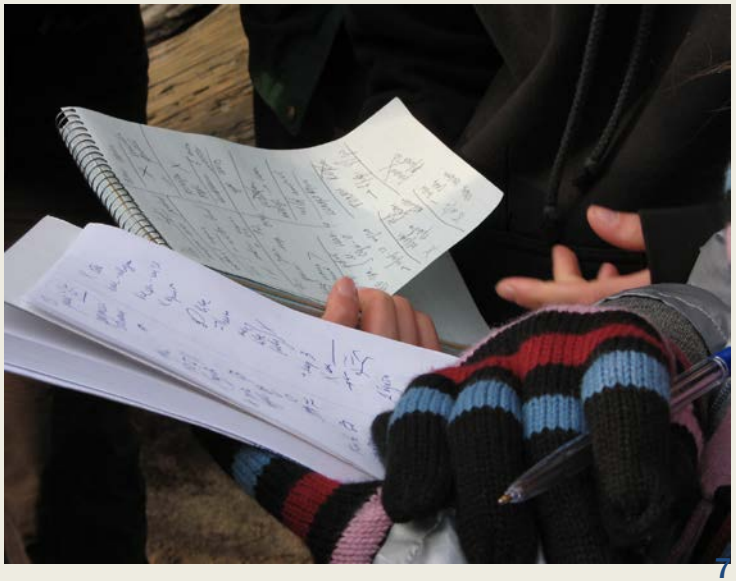
- do ask questions via the CHAT function as we go along…

# LEARNING OBJECTIVES

- This webinar is intended to:
  - explore
    - the complex nature of feedback
    - and where it fits in the learning process
  - identify
    - feedback student interpreters most need
    - ways to frame, deliver and receive feedback effectively
    - track feedback and its integration into practice
  - practice
    - delivering targeted feedback

# I AM…

- I interpret
- I teach interpreting
- I teach teachers of interpreters



# PLEASED TO MEET YOU!

- Perhaps several of these labels describe you? Let's find out by poll…

**An interpreter trainer >>**

- and a practicing  interpreter
- but not a practicing interpreter
- and an agency staff member
- an interpreter supervisor at a medical facility
- * actually – I'm NOT an interpreter trainer

# REMEMBER WHEN…

- Think of a new skill you recently learned, e.g. driving, a new language, a musical instrument
- To what extent did the feedback influence your learning progress?
- My example…
- Do tell…!

# WE KNOW…

- Learners NEED feedback
- Feedback is essential for learning

# DO WE GENERALLY LOOK FORWARD TO FEEDBACK?

- Not always…
- Why?

# TERMINOLOGY CONFUSION

Assessment Evaluation Examination

Feedback Critique Test Criticism

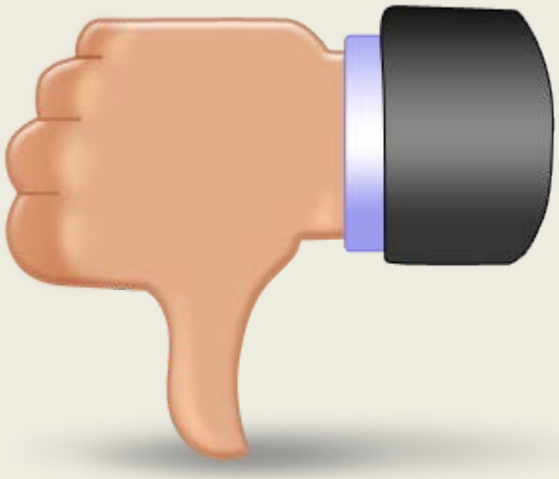
Appraisal Judgment Review Opinion

Ruling Inspection Analysis

Check Measurement Finding Adjudication

# ANOTHER DIMENSION

“negative”



“positive”

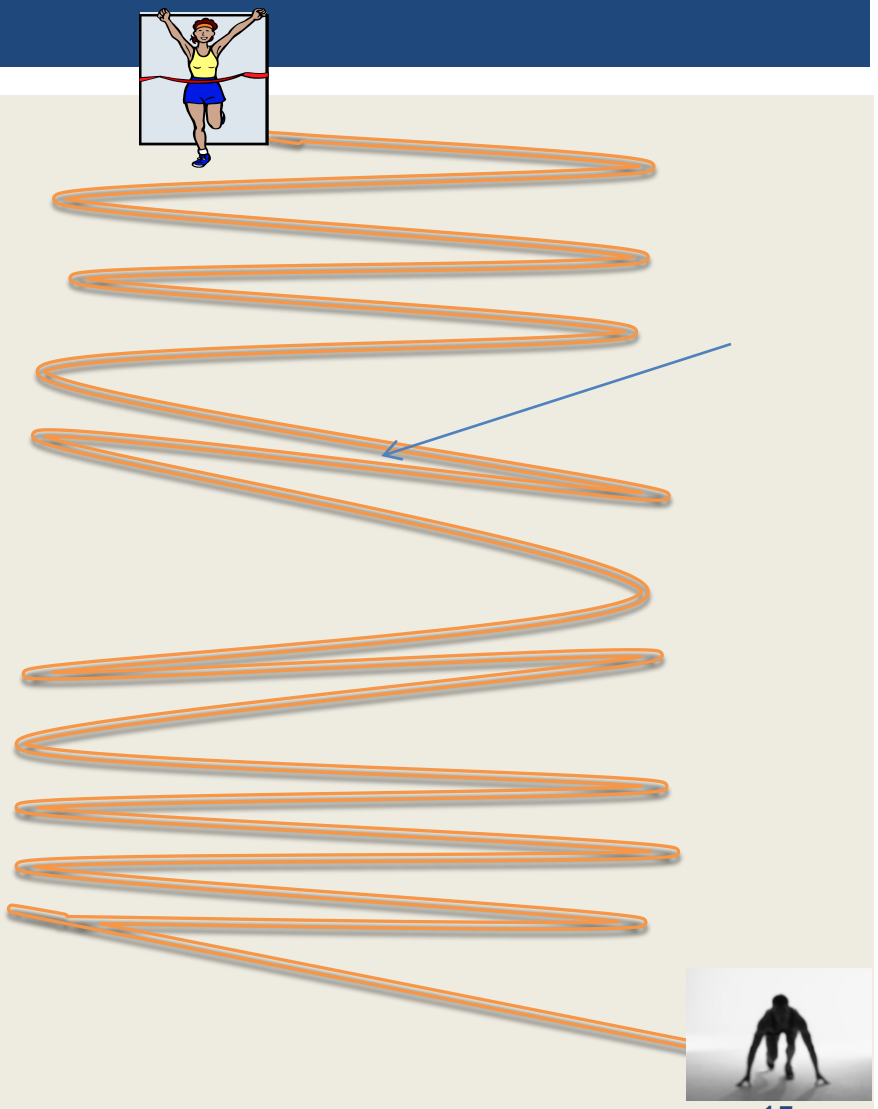
# LET'S CLARIFY

- ASSESSMENT…

- **Summative** assessment = end-of-course snapshot, product, experts, standards, grades, objective, impersonal, not negotiable,
  - example: certificate of completion, rubric
- **Formative** assessment = continuous, process, experts/peers, standards, observation, information, subjective, personal, negotiable
  - example: feedback, rubric
- ***Ipsative*** assessment = continuous, process/product, self, standards, observation, information, subjective,
  - example: field notes, journal, rubric, planning tool

# HOW *DO* LEARNERS…LEARN?

- From “novice” to “expert”…
- What is a novice
- What is an expert
- Who says?
  - Cognitive stage
  - Associative stage
  - Autonomous stage



# DIFFERENCES BETWEEN NOVICE AND VETERAN INTERPRETERS

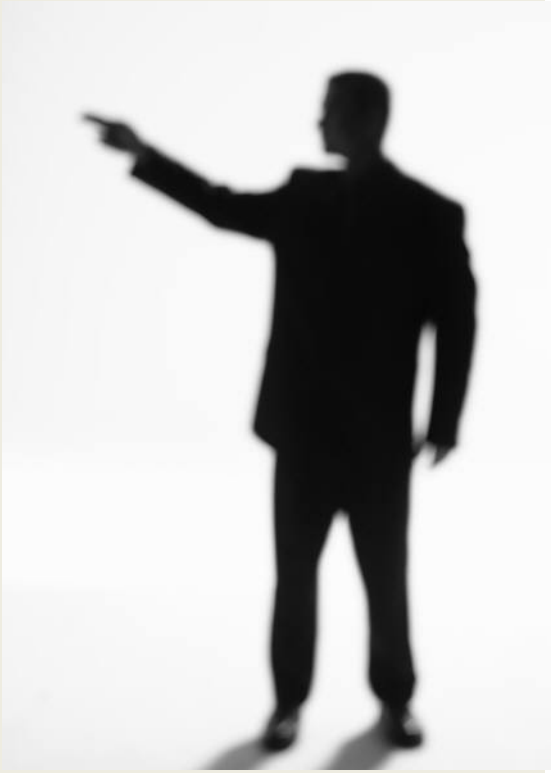
- **novice** interpreters tend to:
  - miss the Big Picture
  - parrot
  - rely on props
  - focus on self
  - focus on problems
  - get stuck
  - dwell on mistakes
- **veteran** interpreters tend to:
  - see the Big Picture
  - think, analyze
  - use strategies
  - focus on the event
  - focus on what they know
  - act flexibly
  - learn from mistakes

# REFLECTIVE PRACTICE

- "Practice makes perfect"…or does it?
- Reflective/deliberate practice:
  - Set goals and objectives
  - Review performance
  - Compare with objectives
  - Redo task
  - Set new objectives…or
  - Redo it…again
  - Track progress

# THE CATALYST: FEEDBACK

- At the workplace
- In training
- At school
  - Who gives feedback to whom?



# INSTRUCTOR-TO-LEARNER FRAMING LEARNING

- Syllabus design or lesson/session plan
- Learning objectives
  - (cognitive/performative/affective)
- Integrated assessment

  - Goals
    - Example: After this workshop, learners will
      - know which basic skills are needed to interpret
      - be able to consecutively interpret a short patient-doctor interview
      - feel confident in their role as interpreter

  - Objectives
    - Example: After this session, learners will
      - know how to use first person in a patient-doctor interview
      - use first person consistently in an interview
      - feel they have the skills to clarify any confusion when using first person in an interview

# HOW *DO* LEARNERS…LEARN? ANOTHER PERSPECTIVE

## Accounting for learning "styles"

**Visual** = show me how

**Auditory** = tell me how

**Kinesthetic** = let me try

# LEARNER-TO-INSTRUCTOR NEGOTIATED LEARNING

- aligning goals/objectives
- clarifying expectations
- coaching approach
- opportunity to adjust pace of learning
- hearing the unspoken…

# LEARNER-TO-LEARNER COLLABORATIVE LEARNING

- Effective peer feedback
  - A MUST
  - guidelines
  - model
  - monitor
  - follow up

# INSTRUCTOR-TO-INSTRUCTOR EXPANDING EXPERTISE

- initiating structured process
- obtaining information
- gaining insight into own performance
- integrating best practice
- negotiating feedback

# LEARNERS & INSTRUCTORS TO ADMINISTRATION & CLIENTS & VV. PROGRAM ENHANCEMENT

- The buck stops where…?

# AN EXPERIMENT… FINGERS ON THE BUZZER

- You have just finished interpreting a doctor/patient interview
- Now listen to 4 different rounds of feedback on your work
- Vote for the one you found most
  - helpful
  - informative
  - constructive
  - motivating

Source: UW Medicine Photo Library, Clare McLean

# FEEDBACK SAMPLES 1-4
# WAIT, LISTEN, THEN VOTE

- 1
- 2
- 3
- 4

# SAMPLE 1

- Feedback sample 1

# SAMPLE 2

- Feedback sample 2

# SAMPLE 3

- Feedback sample 3

# SAMPLE 4

- Feedback sample 4

# FEEDBACK SAMPLES 1-4

## NOW CHOOSE!

- 1
- 2
- 3
- 4

# OUR CONCLUSIONS

- Feedback is most effective when it:
  - makes learning meaningful and instruction relevant
  - reflects clear and shared learning goals, objectives, expectations
  - is task-centered
  - provides clear and candid information, observation
  - leaves space for learners to reflect and gain insight
  - offers encouragement, feeds and motivates learning
  - is non-judgmental
  - provides suggestions
  - models behavior
  - redefines goals and objectives
  - has a follow-up plan

# PREPARING AND DELIVERING FEEDBACK

# ‘HAMBURGER’ OR ‘SANDWICH’? (SINCERE APOLOGIES TO VEGETARIANS AND VEGANS)

- “hamburger”

- friendly opener
- substance
- encouraging closure

- “sandwich”

# THE "BUFFET" FEEDBACK ITEMS SPECIFIC TO INTERPRETERS

- content
- expression
- presentation
- strategies
- best practice
  - examples

# THE "BUFFET" FEEDBACK ITEMS SPECIFIC TO INTERPRETERS

- **CONTENT** (the substance…)

→ align with lesson/session plan focus

… specifically…

e.g. accuracy, errors, omissions, additions

# THE "BUFFET" FEEDBACK ITEMS SPECIFIC TO INTERPRETERS

- EXPRESSION

align with lesson/session plan focus

… specifically…

e.g. register, word choices, terminology,

# THE "BUFFET" FEEDBACK ITEMS SPECIFIC TO INTERPRETERS

- **PRESENTATION**

→ align with lesson/session plan focus

… specifically…

e.g. demeanor, tone, volume, self-control

# THE "BUFFET" FEEDBACK ITEMS SPECIFIC TO INTERPRETERS

- **STRATEGIES**

→ align with lesson/session plan focus

… specifically…
e.g. turn-taking, taking helpful notes, correcting an error

# THE "BUFFET" FEEDBACK ITEMS SPECIFIC TO INTERPRETERS

- **BEST PRACTICE**

→ align with lesson/session plan focus

… specifically…

e.g. avoiding a

cultural train wreck

# FEEDBACK PROCEDURES AND CHANNELS

- framing
- time
- timing
- frequency
- quantity
- place
- order

# FEEDBACK PROCEDURES AND CHANNELS

## Written

## Oral

## Virtual

# SAMPLE TEMPLATE 1

listening for strengths and weaknesses
- feedback notes -

| | | |
|---|---|---|
| general impression: | | _____ |
| | greatest strength | _____ |
| | greatest weakness | _____ |
| content | faithfulness/accuracy | _____ |
| | errors, shifts | _____ |
| | cohesion/coherence | _____ |
| | unfinished thoughts | _____ |
| | omission/addition | _____ |
| | other | _____ |
| expression | register | _____ |
| | grammar | _____ |
| | terms | _____ |
| | word choice | _____ |
| | pauses | _____ |
| | parasites (e.g. "er") | _____ |
| | fluency | _____ |
| | pronunciation/accent | _____ |
| | intonation | _____ |
| | other | _____ |
| presentation | comfort, confidence | _____ |
| | position/footing | _____ |
| | eye contact | _____ |
| | other | _____ |
| strategies | note-taking | _____ |
| | turn-taking | _____ |
| | unfamiliar terms | _____ |
| | wrong decision | _____ |
| | self-correction | _____ |
| | speaker overlap | _____ |
| | use of text | _____ |
| | other | _____ |
| best practice | register gap | _____ |
| | cultural navigation | _____ |
| | medical staff query | _____ |
| | other | _____ |

# SAMPLE TEMPLATE 2

**INTERPRETER FIELD NOTES #**

***My objectives today:*** _____

***Content:***

- *Comprehension?*
  - *accurate/major&minor errors/shifts?*
- *Complete?*
  - *omissions/additions?*

***Expression:***

- *Terminology?*
- *Code switching?*
- *Register?*

***Presentation:***

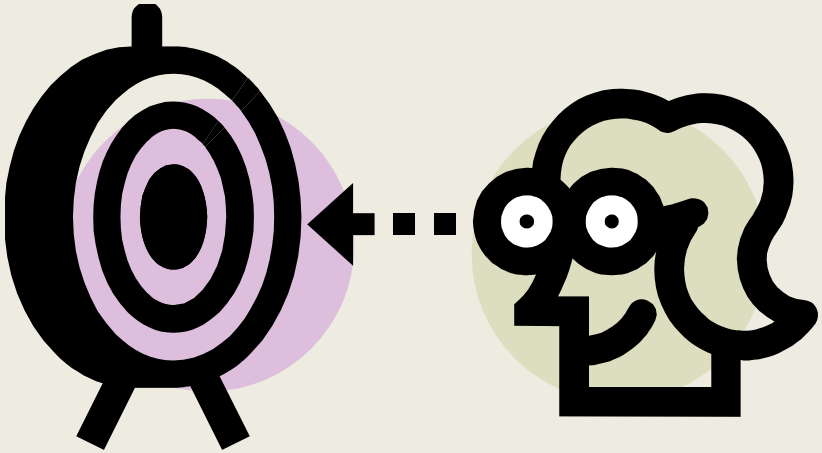
- *Eye contact?*
- *Tone?*
- *Demeanor?*

***Strategies:***

- *Note-taking?*
- *Unfamiliar terms?*
- *Correcting mistakes?*

***Best Practice:***

- *Cultural gap in communication?*
- *Medical staff issues?*
- *Turn-taking?*



***Other comments on my own performance:***

_____
_____
_____

***Objectives achieved?*** ***What did I learn today?***

_____
_____
_____

***Next steps:*** _____
_____
_____

# SAMPLE TEMPLATE 3

**My Progress Log**

**Date of session:** _____ **Time: from** _____ **to** _____

**Practice format:** solo / partner(s) _____

**Task:** _____ **Materials:** _____

Reminder to self:

- listen to sample, set objectives
- interpret
- review my performance:
  ➔ in general + compared with my objectives
- decide:
  ➔ set new objectives OR rework same materials with same objectives

Step one: general impressions

What I liked about my performance: _____

What hung me up: _____

How I rate it:

| | ☹ | 1 | 2 | 3 | 4 | 5 | ☺ |
|---|---|---|---|---|---|---|---|
| Complete | | | | | | | |
| Accurate | | | | | | | |
| Clear | | | | | | | |
| Effective | | | | | | | |
| Expression | | | | | | | |
| Strategies | | | | | | | |

Step two: comparing with my specific objective

What was it? _____

Did I meet it?

o Yes, I did: how do I know?
_____
_____
_____

o No, I didn't: why not?
_____
_____
_____

**My next objective**: _____

# SAMPLE TEMPLATE 4

Instructor: _____
Course: _____

Mid-course Feedback

Please comment on the following and wherever possible please explain your answers.
(You may put your name or not- it is up to you.)

1. **What do you think is going well in class?**

2. **What is not going as well as you would like?**

3. **Course: If you could improve or change anything, what would you change? Tell me why and tell me how…**

4. **Response to Your Work: What are your reactions to the feedback you have received on your work**

5. **What else would you like me to know?**

# SAMPLE REFLECTIVE JOURNAL 1

- **Notes from recording of (simul) practice (30 mins on the debt crisis):**
- pauses in the wrong places!!! [this points to you starting to interpret too soon]
- "low economic growth period", "trade balance of the US" – this is BAD English. [not soo bad!] I need to wait longer, as is made especially obvious by that second phrase [I think you are starting before having a m/u. Can you segment more so you CAN jump in and complete your thought?]
- something good: I finish my sentences almost all the time, [bravo! essential] and my grammar tends to be good [good output monitoring then?]– syntax is rather often strange sounding [examples?]. that's probably another lag problem as well as ticking too close to the original words. [yes, especially the latter. Why?}
- the content is pretty good as well. I seem to have the links [vital!] and concepts pretty well; the speech makes sense [ditto], although it sounds bad
- lots of drawing out words, hesitating [all points to same false start thing]
- strange throat noises occasionally (like ums, but not) [we can look at stress…]
- when I am behind and have to speak faster, I sound a LOT better. I guess I need to hang further behind, in order to be able to speak more smoothly/
- repetitions "If they are…If there's to be…" [remember: no need to fill all time]
- in general, WAIT LONGER! This will require more concentration on what I am hearing, I think. [hmm: what does this mean?? I think another tack required]
- when I practice this speech again tomorrow, I will:
  - Consciously have a longer lag time [doesn't work – must approach it w segmenting]
  - Speak more smoothly and not hesitate, sound more flowing [hesitation should drop off]

# FOLLOW-UP PLAN

- "The road to hell is paved with good intentions…"

# TRACKING FEEDBACK

- Who tracks?
  - Make a plan
  - Follow up
  - Check progress
  - Keep/share notes

# LET'S TRY THIS…

- You have been asked to mentor a new student interpreter: John. He is ready to discuss his recent performance.
- Which report would you prefer to receive from his previous mentor, A, B or C? Use the chat…

# REPORTS 1 AND 2

## Report A

"John is punctual and pleasant to work with. He dresses well – I love his new watch. His English sounds pretty good. I met his sister recently. Patients seem to like him and understand fine. He smiles and chats with the patients to make them comfortable. I'd give him a B."

## Report B

"John is a loser. His English is terrible. I think he is wasting his time. At the interview with the patient he didn't understand anything and spoke too quietly. He didn't even know the difference between a tonsilectomy and a tonsilotomy. He refused to instruct the patient on how to take the meds - I had to tell her myself. I'd kick him out."

# REPORT 3

## Report C

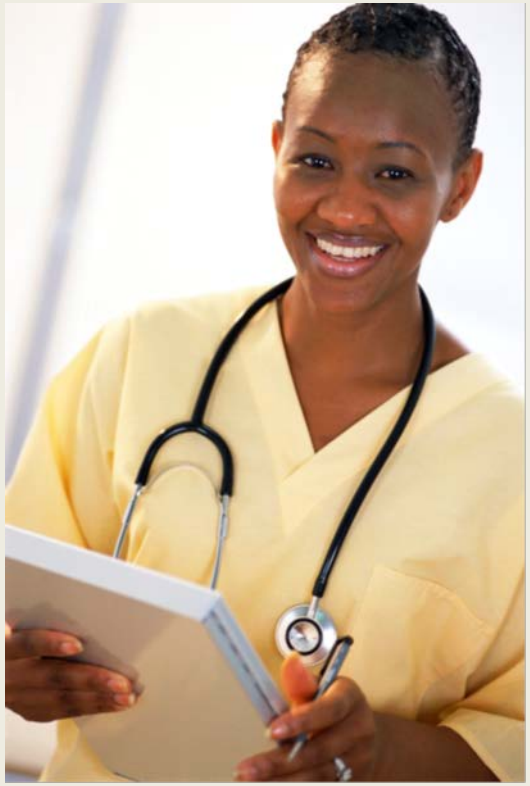
- "John interpreted at my patient interview today. He was well-prepared: he had a useful glossary and some graphics. He borrowed a pad and took notes when the patient spoke for a longer period and asked me to clarify 2 points before interpreting for the patient. I am not sure that he was comfortable with where he stood."

# BEST OF THREE

## Of course: Report C!

The interpreter received valuable feedback from this medical professional.

Her mentor has concrete information to follow up.



# AND THIS…

- Imagine this scenario…

- You just observed an interpreter, Anya, interpreting a patient-doctor interview and noticed that:

  - she stood behind the doctor
  - she frequently summarized
  - she did not have a notepad with her

- Using the “sandwich” and/or the “hamburger”, how will you plan feedback for her?

- Let’s walk through this together. You can answer via the chat. These bullets will guide you:

# NOTES FOR ANYA'S DEBRIEF
## USE THE CHAT

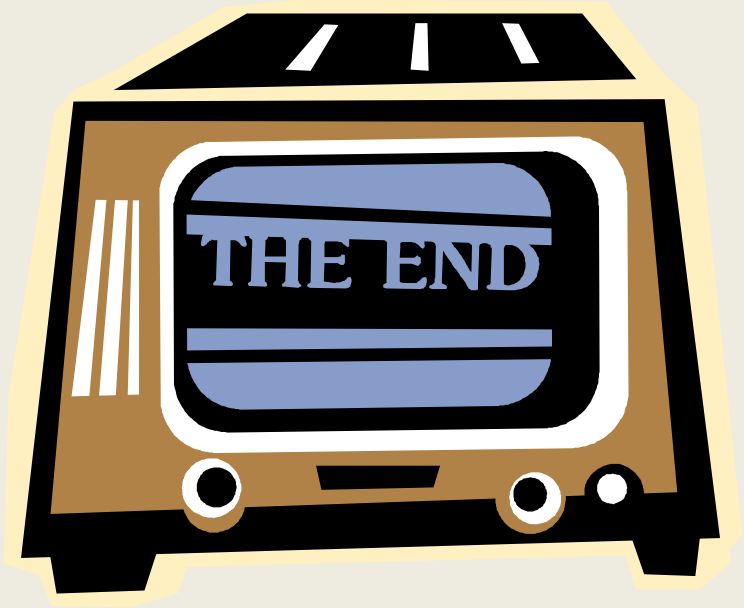
Your suggestions for:

A - an opening question for reflection
B - your observations/information
C - a question to elicit alternatives
D - your suggestions
E - encouragement
F - a follow-up plan

# REVIEW – WHAT DID WE COVER TODAY?

- Feedback: what it is, what it is not
- Who gives and receives it
- Making it relevant and meaningful
- Interpreter-specific feedback
- Offering feedback hands-on
- Follow-up and tracking progress

# THANK YOU FOR LISTENING BUT DON'T TUNE OUT QUITE YET…




Questions?

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# Thank you!

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