



**NCIHC Open Call
February 8, 2008
9:00 – 1:30 PDT**

Topic:
Training Mental Health Interpreters

The NCIHC Open Calls are held quarterly, as a means of encouraging exchange among professionals working in the field of language access and soliciting input from practitioners in the field to inform NCIHC policy making.

PARTICIPANTS: about 30

INTRODUCTION

The call was convened at Noon EST (9am PST, 11am CST) by Dr. Cornelia Brown of MAMI Interpreters in Central New York. The subject was Training Mental Health Interpreters. We started with introductions and a review of the protocols for the NCIHC Open Calls.

OPENING PRESENTATIONS

There were no presentations this month so as to leave more time for discussion.

OPEN DISCUSSION

1. What needs to happen so that mental health interpreter training is made available to more interpreters?

Training of Trainers

- We need more training of trainers, including the development of a national curriculum.
- But how many qualified trainers do we have around the country? And who would be qualified to train a mental health interpreter? So many different areas are included in “mental health – inpatient services, outpatient services, rehab, drug and alcohol counseling, etc. Maybe we need a team with expertise in different areas of mental health to help train.

© 2008 National Council on Interpreting in Health Care, Inc., All Rights Reserved.

This document may be reproduced as is in its current format under the copyright law of fair use. No changes may be made to the document except by the National Council on Interpreting in Health Care. Persons seeking to use this document should contact NCIHC.

- Practitioners who serve immigrant and refugee communities should also be the instructors, but they often don't have time. The best trainers are mental health practitioners who are also interpreters. Or a team will work – an interpreter plus a practitioner.
- We need a list made of experts in different areas of mental health practice.
- There is a disadvantage to having only clinicians teach; they teach things that aren't important for interpreters to know. Interpreters do not need to know a lot of technical information, but they do need to know how to adapt their technique.
- Trainers don't need to be experts in mental health – we can bring in expert speakers. We need people who are knowledgeable about interpreting.

Development of curriculum

- We need to have curriculum written by practitioners who serve immigrant and refugee communities.
- An introductory course should cover basics of mental health interpreting, with continuing education to cover specialty areas.
- What should be included in an introductory course? Interpreters come with differing expectations because of difference in their experiences interpreting between in-patient settings, out-patient settings etc.
- Maybe we need screening as to who can enter these courses. In Lincoln, participants need 110 hours of training before they can register for the course. They need to show professionalism, self-awareness, maturity.
- We need to include how interpreting style may need to change due to the exigencies of mental health work.
- We need to remember the difference between patients who are western educated and others who come from more traditional groups. Interpreter may need to take different role and help provider understand the traditional practices and understanding of mental health. NCIHC could help provide more information on specific cultural differences in understanding mental health issues.

Standards of practice

- Even before developing curriculum, we need standards of practice specific to mental health interpreting.
- A standards-of-practice already exists for interpreting in mental health for ASL interpreters (see accompanying document).

© 2008 National Council on Interpreting in Health Care, Inc., All Rights Reserved.

This document may be reproduced as is in its current format under the copyright law of fair use. No changes may be made to the document except by the National Council on Interpreting in Health Care. Persons seeking to use this document should contact NCIHC.

Other

- We need more support for interpreters in mental health settings. Where can they find resources? Support groups? This is easier to do with staff than with contractors. Contractors don't come to the support meetings, due to lack of understanding or financial concerns. Some facilities in Utica offered counseling to interpreters, but interpreters were loathe to accept out of a fear of running into their own patients in the waiting room.
2. How could we work together to extend the reach of training for mental health interpreters?
- We need to build on what's been done already – private and organizational.
 - Should we develop a core curriculum with ToT? Should NCIHC list resources on its website?
 - We need to train trainers on training skills. Not all good interpreters and clinicians are good teachers.
 - We could start with an assessment of what is going on right now in the field of interpreting in mental health. Perhaps we could do a survey through regional interpreter associations. Where would the funding for such a survey come from? And how would we use such a survey to develop guidelines? Kaiser Family Foundation or The Robert Wood Johnson Foundation might be interested in funding this.
 - NCIHC should produce standards for mental health interpreting. The Council could start by interviewing providers to see what services are expected.
 - NCIHC should connect with the National Behavioral Health Council and develop something together. NBHC has a national conference in Boston in the spring.
 - NCIHC could start by emphasizing that mental health interpreting is a separate specialty, requiring special training.
3. Does anyone have any resources they could share: training services, curricula, etc.
- Southeast Community College in Lincoln, NE.
Program is based on Bob Pollard's curriculum. See Appendix for outline. The organizers cannot share the curriculum yet because of contractual agreements. For more information, contact Susy Prenger at suzy.prenger@ppncb.org.
 - Cross Cultural Communication Systems in Boston.
A 40-hour basic course in mental health interpreting, introducing the concepts of basic mental health practice, clinical thinking leading to clinical insights. The manual for the mental health course will be ready in October. CCCS also materials on Substance Abuse and videos which are available for purchase at www.cccsorg.com.

© 2008 National Council on Interpreting in Health Care, Inc., All Rights Reserved.

This document may be reproduced as is in its current format under the copyright law of fair use. No changes may be made to the document except by the National Council on Interpreting in Health Care. Persons seeking to use this document should contact NCIHC.

- University of Rochester's Deaf Wellness Center
Dr. Robert Pollard has, together with Robin Dean, developed curriculum and many articles related to mental health interpreting. Dr. Pollard is currently doing a study of mental health interpreting. Interpreters are sent to observe how clinicians and English speakers talk together when there isn't a language barrier. Curriculum will be published one year from now; it will include a multimedia presentation, video clips on interviews etc. See accompanying articles. For more information, contact Robert Pollard at Robert.Pollard@urmc.rochester.edu.
- The Department of Health of the State of Alabama
Offers a course for ASL interpreters in mental health. For more information, contact Charlene J. Crump, Mental Health Interpreter Coordinator, Charlene.crump@mh.alabama.gov.
- The Multicultural Association of Medical Interpreters of Central New York
Developed a 40-hour training for interpreters who have already received basic training. For more information, contact Cornelia Brown at cbrownmami@gmail.com
- Harborview Medical Center, Seattle
Harborview staff interpreters have received training in mental health interpreting. For more information, contact Laura Collins, laurac@u.washington.edu
- National Alliance for Multiethnic Behavior Health
This training for mental health interpreters, discussed by DJ Ida in January's Open Call, is being used by Asian Pacific Counseling in Sacramento. For a course overview, see www.nlbha.org.
- Academic programs for ASL interpreters are listed at www.discoverinterpreting.com.
Is there a difference between sign and spoken languages in terms of mental health interpreting? How much can spoken languages borrow from ASL models? Dr. Pollard believes that there are no differences; he trains ASL and spoken-language interpreters together. He also trains mixed groups of clinicians and interpreters; each can learn from the other.
- Northeastern University in Boston
Northeastern offers a Masters-level certificate in ASL Mental Health Interpreting. For more information, see http://www.asl.neu.edu/riec/projects_activities/national_projects/mental_healthcare/
- RHIN
The National Library of Medicine's project publishes translated health documents in various languages on the web at www.rhin.org.

© 2008 National Council on Interpreting in Health Care, Inc., All Rights Reserved.

This document may be reproduced as is in its current format under the copyright law of fair use. No changes may be made to the document except by the National Council on Interpreting in Health Care. Persons seeking to use this document should contact NCIHC.

- MA Department of Mental Health.
Training materials are available by contacting Joy Connell at joy.connell@dmh.state.ma.us

4. Ideas for next steps

- The NCIHC should start a listserv specifically about mental health interpreting.
- The NCIHC should add a web page dedicated to mental health interpreting? Who would help? The following people volunteered:

Zarita Araujo, Boston, zaraujo_lane@cccsorg.com

Jackie Coughlan, Utica NY, jacquelyn.coughlan@sunyit.edu

Eliana Lobo, Seattle, eliana2@u.washington.edu

Joy Connell, Boston, joy.connell@dmh.state.ma.us

Michelle Scott, Grand Rapids, michelle@voicesforhealth.com

Mercedes from Asian Pacific Counseling in Sacramento, (Contact information unavailable)

Susy Prenger, Lincoln NE, suzy.prenger@ppncb.org

Cindy Roat, Seattle, cindy.roat@alumni.williams.edu

- The NCIHC should organize a session on mental health interpreting at the annual membership meeting. Maybe the role and standards-of-practice for mental health interpreters could be discussed there.

CLOSING

The call closed at 1:30 EST.

MARK YOUR CALENDAR!

In 2008, NCIHC Open Calls will be held on the following dates at the same time:

Friday, April 4

Friday, May 23

If you have suggestions for Open Call topics, please send them to Cindy Roat (cindy.roat@alumni.williams.edu), Cornelia Brown (cbrownmami@gmail.com), or Paz Angelica Snyder (pazsnydr@med.umich.edu).

Appendix A
Outline of Mental Health Interpreting Course
from Southeast Community College
Lincoln, NE

Interpretation in the Behavioral Health Setting

Course Overview

Developed by: Francisca E. Peterson, LMHP, First Project Inc.

Instructor: Suzanne Prenger, Southeast Community College

Purpose of the Course

- To introduce areas of behavioral health interpretation
- To build upon skills interpreters already possess from training in other fields (i.e. court, medical, community)
- To provide an opportunity to discuss and practice behavioral health interpretation skills
- To provide resources for continuing to build upon skills learned during the behavioral health interpretation course

Disclaimer

This course, Interpretation in the Behavioral Health Field, has been developed as part of the interpreter training series offered by Southeast Community College. It assumes the individuals enrolled in this course have successfully completed, at a minimum, courses dealing with general interpreter as well as ethical issues. It also assumes students have appropriate English and native language proficiency levels.

In addition, due to the time frame, it assumes that the course is an introduction to behavioral health interpretation. For this reason, the course does not cover all pertinent or important issues in the field. The issues that are covered may not be covered in the depth required for certification as a behavioral health interpreter. Continued training in the field is highly recommended.

Materials

Course Overview

Powerpoint presentations on each topic

Pertinent Readings on each topic to ground the interpreter

Case Scenarios for Rehearsal (videos and CDs, i.e. Pollard and Dean materials)

Glossary Development

Discussion Suggestions

Possible Test Questions

Course Overview

- History of Mental Illness

© 2008 National Council on Interpreting in Health Care, Inc., All Rights Reserved.

This document may be reproduced as is in its current format under the copyright law of fair use. No changes may be made to the document except by the National Council on Interpreting in Health Care. Persons seeking to use this document should contact NCIHC.

- Mental Illness and Mental Health
- Mental Health Care System
- Service providers in the behavioral health field
- Role of the interpreter in behavioral health
- Role of Assessment: Issues and practice
- Role of Therapy: Issues and practice
- Diagnosis: Diagnostic and Statistical Manual
- Diagnosis: Mental Status Exam
- Culture and the role of cultural broker (stigma and culture bound syndromes)
- Working with providers – understanding a clinicians’ thinking
- Field Trips to Provider Settings (including Crisis Centers)
- Self Care: Burn out, secondary traumatization, vicarious traumatization, re-traumatization
- PTSD: case study
- Difficult situations: Suicide, Homicide, Civil Commitment Issues
- The triadic relationship issues
- Continued training resources: glossary and internet sites
- Is Behavioral Health Interpreting for You? Self-assessment reflection

Course Assessment

Written exams and quizzes

Taped interpreting session

Observation

Reaction Journals (i.e. to guidelines)

Notes – Each of the topics in the course overview

Appendix B
Additional Resources
Specific to Interpreting in Mental Health

Many thanks to Jackie Coughlan for the following:

Professional Interpreting in Mental Health Settings

See especially Chapters 5 & 6 in this document

http://66.92.43.14/ucla/cross-cultural_interpreting_services.doc

http://www.vtpu.org.au/docs/interpreter/VTPU_ImprovingBooklet.pdf

(74 pages- 2006) Australia

http://www.vtpu.org.au/docs/interpreter/VTPU_GuidelinesBooklet.pdf

(50 pages- 2006)

University of Rochester (NY) Medical Center

Mental health interpreting: A mentored curriculum consists of a 139 page text (9 chapters and a resource list) with an accompanying 32 minute video

www.urmc.rochester.edu/dwc/products/MHI.htm

University of MN-Interpreting in Refugee Mental Health Settings

<http://www.cce.umn.edu/creditcourses/pti/services/refugee.html>

Eastern Kentucky University

Interpreting in Mental Health Settings. SignEnhancers, Inc./Treehouse

Video, (1997). Presenters- Dan Veltri & Kathleen Duffy. Text included VHS-50 minutes.

BS-55.

<http://www.interpreting.eku.edu/library/DR.php>

Asian Mental Health Interpreter Workforce Development Project

<http://home.xtra.co.nz/hosts/asianhealth/documents/AMHIP%20Report%20Final.pdf>

A Joint Project Between

The National Latino Behavioral Health Association (NLBHA) and

The National Asian American Pacific Islander Mental Health

Association (NAAPIMHA)

<http://www.nlbha.org/PDFs/InterpreterOverview2006.pdf>

University of MN

<http://www.cce.umn.edu/creditcourses/pti/services/refugee.html>

College of Saint Catherine

© 2008 National Council on Interpreting in Health Care, Inc., All Rights Reserved.

This document may be reproduced as is in its current format under the copyright law of fair use. No changes may be made to the document except by the National Council on Interpreting in Health Care. Persons seeking to use this document should contact NCIHC.

[http://minerva.stkate.edu/offices/academic/interpreting.nsf/
pages/attachments/\\$file/Mental%20Health%20Interp%20Resources.pdf](http://minerva.stkate.edu/offices/academic/interpreting.nsf/pages/attachments/$file/Mental%20Health%20Interp%20Resources.pdf)

The role of interpreters in psychotherapy with refugees: an exploratory study.
Miller, Kenneth E / Martell, Zoe L / Pazdirek, Linda / Caruth, Melissa / Lopez, Diana ,
The American Journal of Orthopsychiatry, 75 (1), p.27-39, Jan 2005

Schweda Nicholson, Nancy. 1994. "Training for refugee mental health interpreters".
In Teaching Translation and Interpreting 2, Dollerup, Cay and Annette Lindegaard (eds.)
see the table of contents at
http://www.benjamins.com/cgi-bin/t_bookview.cgi?bookid=BTL%205

A Handbook for Trainers: Language Interpreting in the Healthcare Sector (Canada)
Available for purchase at
<http://healthcareinterpretation.homestead.com/Publications.html>

Access to Mental Health Treatment by English Language Proficiency and Race/Ethnicity
Sentell, Tetine / Shumway, Martha / Snowden, Lonnie , Journal of General Internal
Medicine, 22 (Suppl 2), p.289-293, Oct 2007
(free from PubMed Central)
<http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=2150610&blobtype=pdf>

Many thanks to Eliana Lobo for the following :

Programs that train interpreter trainers, for healthcare interpreting in general
<http://www.xculture.org/> (no train the trainer offerings showing for this year though)
<http://www.cyracom.com/Default.aspx>
http://www.culturesmart.org/int_overview.php
<http://www.diversityrx.org/HTML/MOIP.htm>
<http://www.nvahec.org/AHECtraining.swf>
<http://www.nvahec.org/links.html>
<http://www.med.nyu.edu/cih/language/index.html>
[http://www.bcbsmafoundation.org/foundationroot/en_US/documents/2005_PCC_Grant_Awar
ds.pdf](http://www.bcbsmafoundation.org/foundationroot/en_US/documents/2005_PCC_Grant_Awards.pdf)
http://www.ucdmc.ucdavis.edu/hr/hrdepts/work_comp/train_the_trainer.html

© 2008 National Council on Interpreting in Health Care, Inc., All Rights Reserved.

This document may be reproduced as is in its current format under the copyright law of fair use. No changes may be made to the document except by the National Council on Interpreting in Health Care. Persons seeking to use this document should contact NCIHC.