

LLD Training Tip

X	Content and Practice		Language Assessment		Recruitment
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Review Activity on the NCHC National Standards of Practice and Code of Ethics for Interpreters in Health Care (Rosanna Balistreri) August 2015

Tip Planning Considerations: This activity is geared toward a group with English literacy. Participants with weak English literacy can work together with a participant who has strong English literacy.

After introducing the NCHC National Standards of Practice and Code of Ethics for Interpreters in Health Care, I use this activity to allow students to assess their understanding of how to use these to guide behaviors and decisions in ethically ambiguous situations. The activity requires students' readiness to review Ethical Principles and identify Standards of Practice that will help resolve an ethical dilemma, as well as use critical thinking abilities when debriefing on the possible alternatives of behavior and actions aligned with Core Values during a final whole-class discussion/debrief.

Ethical Dilemmas are presented and students will choose Standards of Practice and that can be most effective to minimize or resolve dilemmas for patient, provider and healthcare interpreter.

This activity works well both in a language-specific training or when facilitating training in English to a multilingual audience, where LLD speakers may be present. Speakers of the same language may choose to create their own group (or team) and discuss/brainstorm the material in their language or discuss ethical dilemmas that can be challenging to their group either due to linguistic and cultural reasons.

Example of ethical dilemma – A the interpreter leaves patient's room, one of the family members approaches her/him to find out what the doctor said about patient's medical condition.

Required Material:

1. 10 to 15 copies of 8 1/2 x 11 sheets of paper that describe individual possible ethical dilemmas for interpreters.
(I use red paper, but one can choose another color of choice; I also use plastic sleeve protectors)

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2. 10 to 15 copies of 8 1/2 X 11 sheets of paper in a different color (I use green, but another color of choice) that lists individual Standard of Practice, Objective along with one or two actions aligned with this Standard.
3. Scotch tape
4. A large Room that allows a group of 10-15 students to roam around freely during this activity.
5. A flipchart on an easel and a marker to use during the debrief session of this activity

Preparing for the Activity:

Before students come to class, mix all sheets and scatter all around the classroom by sticking them on the wall of the room.

Activity:

1. Divide class into small groups (or teams) of 2 or 3 participants. Advise those participants with weaker English literacy to partner up with participants with strong English literacy.
2. Direct each group to pick an ethical dilemma on the wall and find a Standard of Practice that provides the most suited solution or suggested behavior to minimize the dilemma.
3. Encourage students to agree to disagree and challenge themselves to provide alternative options for ethical problem solving
4. Instructor keeps track of time and allows 30 minutes for students to identify ethical dilemmas and Standards of Practice that may provide a solution.
5. At the end of activity, request that one person from each group share the ethical dilemmas that they worked on and the Standards of Practice and actions that best resolved their dilemma.
6. Use the flipchart to write down any specific linguistic or cultural challenges that a specific language group may bring up and their possible way of resolving it; if needed, elicit additional ideas from others in class on how to tackle the specific issue more effectively.

Please give us feedback on this tip at: <https://www.surveymonkey.com/r/JRXY98Z>

If you have questions about this tip, please email us at lld@ncihc.org



National Council on Interpreting
in Health Care