



BABY STEPS TO NOTE-TAKING

with Rosanna Balistreri

Thursday, February 18th
5:00pm - 6:30pm CST

WWW.NCIHC.ORG





Housekeeping

- This session is being recorded
- Certificate of Attendance
 - *must attend full 90 minutes
 - *trainerswebinars@ncihc.org
- Audio and technical problems



- Questions to Eliana Lobo
- Q & A
- Twitter #NCIHCWebinar



Welcome!

Guest Trainer:
Rosanna Balistreri





Baby Steps to Note-Taking for Consecutive Interpreting

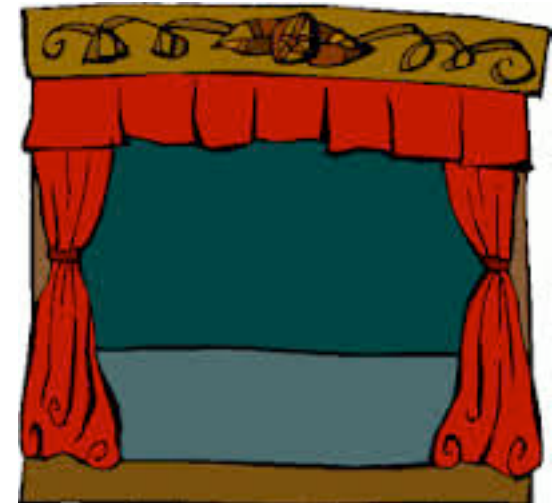
Rosanna Balistreri

REACH-reaching diversity

NCIHC Home for Trainers Webinar

Importance of Setting the Stage for Effective Note-Taking

- Positioning (Face-to-Face Interpreter)
- Appropriate volume/call quality (Remote Interpreter)
- Pre-session
- Knowing nature of conversation
- Having paper and pen/pencil handy



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Note Taking – a cognitive task for consecutive interpreting



A cognitive skill – What does it mean?



- **Listening Phase**
 - Listening
 - Memory (working memory)
 - Note-Taking
- **Reformulation Phase**
 - Note-Reading
 - Memory (long-term memory)
 - Target language production

Listening Skills

- **Good listening leads to good note-taking**
 - Attention
 - Focus on meaning
 - Comprehension
 - Analysis and Evaluation*
 - Responding
 - Remembering



Message Analysis

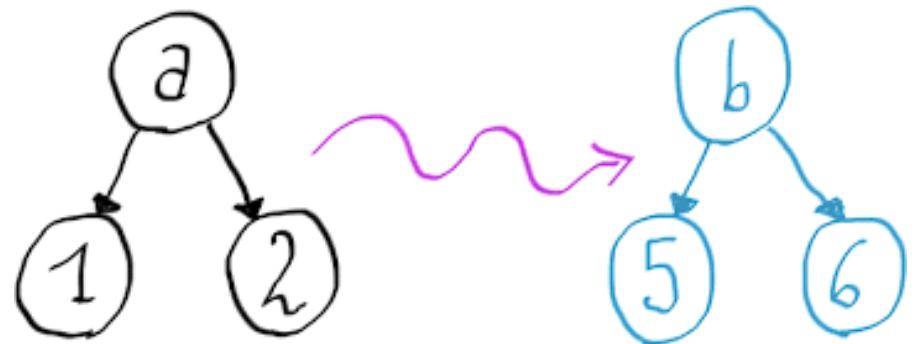


- Fundamental message analysis takes place when you understand the message or get the gist of the overall meaning
- The message usually has a main idea and sub-ideas constituted of grouping of words or sentences
- These groupings of words should be considered at the lexical level, in their syntactic structure (i.e., passive versus active form) and their cultural framework



Message Analysis – Syntactic Structure

- *You can eat most of your Fitbit daily calories or might have to increase the number depending on your level of activity*
- *You can consume the amount of daily calories indicated by your Fitbit, or you might have to consume more calories depending on your level of physical activity*



Message Analysis – Cultural Context



- Korean – “I have so much pain that I want to die.”
- English – “I have excruciating pain.”

Message Analysis – Lexicon

- How would you take notes of:
 - In a nutshell
 - We are ruling out cancer
 - The patient pulled through
 - We are going to nip it in the bud
 - It's raining cats and dogs



Memory Retention



- Short-Term Memory
 - Info we hold on for a brief period of time until it decays, is discarded or is displaced by new information
- Long-Term Memory
 - Info we hold on to for days, weeks, months and even years

Effective Memory leads to Accuracy and Completeness

- Memorization process
 - Encoding
 - Storage
 - Retrieval
- Strategies to recall information (mnemonics)
 - Visualization
 - Sound repetitions
 - Chunking information
 - Summarizing important items
 - Focusing on key words



Interpreting and Note-Taking



- Note-taking is a wide method to remember information that is typically stored in our STM
- In interpreting it is a skill that needs to be developed and practiced
- It is necessary to become comfortable with consecutive interpreting mode in order to perfect note-taking skills

Note-Taking – why?

- It helps to stay focused, facilitating the reception and analysis of speech
- It helps recall information that stays in short term memory such as
 - Unfamiliar words
 - Numbers
 - Dates
 - Dosage
 - Proper names
- It helps interpreter maximize memory by releasing short term memory capacity from burden and offering cues to link events



Note-Taking – On Remote Interpreting



- Video Remote Interpreter
 - Interpreter may have the perfect set-up to take notes
- Over-the-Phone Interpreting
 - Because interpreter has no visual cues of communication, note-taking can be a strategic tool to maximize listening and memory capacity

Note-Taking – What?



- The most salient points, especially when interpreting in very difficult and stressful situations that require a lot of memorization
 - Main idea
 - Links between ideas
 - Verb tense

Note-Taking – When not appropriate?



- In highly emotionally charged conversation where paralinguistics cannot be easily noted down
- When discourse is not logical and thoughts are disconnected
- When conversation is happening between more than two people and the interpreter may need to switch to simultaneous mode
- When interpreter is standing for a long period of time; in a procedure where interpreter has to wear gear for infection control; or doesn't have access to note-taking

Note-Taking – In what language?

- Interpreter can choose to take notes in the source, the target language or a combination of both
- Sign language interpreters will take notes in the spoken language



Note-Taking – What about lack of literacy or language with no written form?

- Because the fundamental principle of note-taking is to capture ideas, notes can still be taken in the form of shapes and symbols that the interpreter can create.

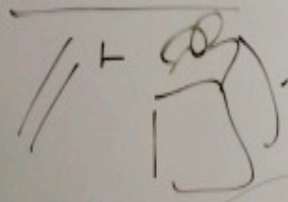


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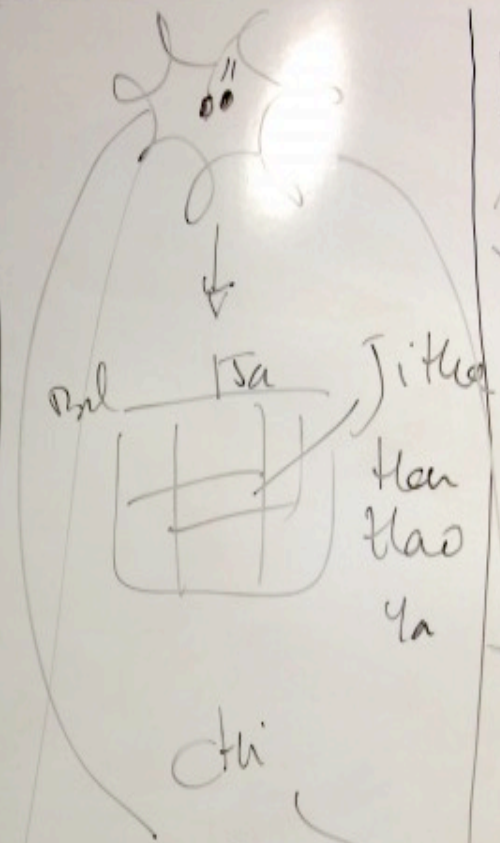
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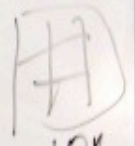
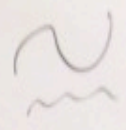
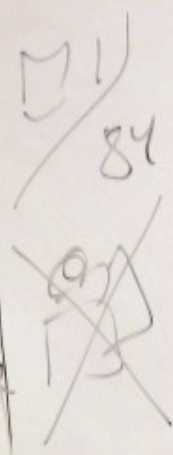
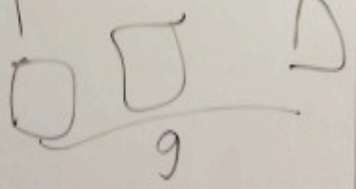


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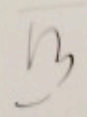


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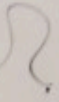
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Note-Taking – As a Two-Step Process

1. Writing notes
2. Reading notes



Pitfalls of Ad-hoc Note-Taking

Novice/untrained note-takers tend to:

- Write down as much as possible
- Write mostly words or sentences
- **Problem:**
 - Create a listening/memory barrier
 - Cannot read their notes effectively
 - » Too much information noted down
 - » Poorly organized
 - » Lots of scribbling



Teach



to mena@abs
 Gary a b c d e f

 send a meeting request
 in your email
 accessible to managers
 a b c d e f g h i j k l m n o
 p q r s t u
 The CEO 31597
 Hi! at mulla v w x y z
 last oil

 onment

Note-Taking Essentials

The fundamental idea behind note-taking for interpreters is to capture the meaning in symbol form:

- Abbreviations and acronyms (lexical level)
- Numbers
- Standard symbols
- Your own symbols



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Building Strategies





Fundamentals of Note-Taking for Interpreters

- Jean François Rozan and Andrew Gillies, two pioneer conference interpreters, provide techniques to help streamline note-taking.
- Fundamental common principles
 - Isolating ideas
 - Using links
 - Verticality
 - Abbreviations/Symbols



Principles in Practice

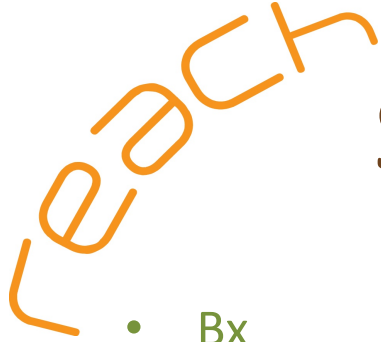
- Identify ideas NOT words
- Use abbreviations
- Use symbols (links, verb tense, negation, emphasis, emotions/tone)
- Move vertically
- Use space on paper effectively
- Draw a line horizontally to separate ideas



More strategies

- Focus on the three relations between ideas:
 1. **Temporal** – sequence in which events occurred
 2. **Spatial** – identify who, what and where
 3. **Logical** – cause and effect (if/then, therefore, and so, etc.)





Sample List of Abbreviations

- Bx Biopsy
- Dx Diagnosis
- Ex Exam
- Fx Fracture
- Hx History
- Fhx Family history
- Mhx Medical history
- Tx Treatment
- VS Vital Signs
- Abd Abdomen
- Bid twice a day
- Pt Patient
- PID Pelvic Inflammatory Disease
- STD Sexually Transmitted Disease
- PMS Pre-Menstrual Syndrome
- H Hour
- D Day
- Wk Week
- mo Month
- Yr Year
- B4 Before
- P After
- 6K Sick
- Ht Height
- ~c with
- q Every
- d/c discharge; discontinue
- UTI Urinary Tract Infection
- U/S Ultrasound
- CA Cancer

Useful Prefixes and Suffixes

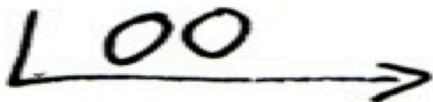
- *Dys* (difficult, labored, painful)
- *-agra* (excessive pain)
- *-oma* (protrusion, tumor)
- *Eu-* (normal; good)

Sample List of Symbols

- < less than
- > more than
- = equals
- \approx approximately
- \uparrow increase
- \downarrow decrease
- Δ change
- ♀ female
- ♂ \nearrow male
- / Negative
- \nearrow Raising continuously
- \searrow Lowering continuously
- U Happy, Likes
- \cap Sad
- \otimes steer away from
- Ⓟ Pain
- “ ” Said
- ||| Intensity
- Ⓜ to look/view/review

TEACH

Your Own Symbol

look forward to 

want to 

know 

decide 

propose 

lead to, cause 

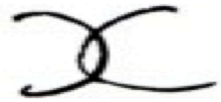
promise 

agree 

change 


need 

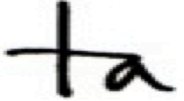
continue 

join 

listen/hear 

say 

attack 

thanks 



Baby Steps to Practicing Note-Taking

ACTIVITIES



Sample Activity Tips for Abbreviations & Acronyms

- **Goal**
 - Build long-term memory retention of common medical abbreviations and acronyms
- **Materials**
 - Medical abbreviations and acronyms on a list that can be given as a handout
 - A deck of cards with printed words and abbreviations as the ones on the handout . Each card will have a full definition on one side and its corresponding abbreviation on the opposite side
- **Modality**
 - The activity can be done as a whole class activity in a circle or by pairing two students

- **Instructions:**

Step 1 – Ask student to review the list of abbreviations and acronyms

Step 2 – Option 1 in a circle: Distribute 5 cards per student

Option 2 in pairs: Give each student half of the deck of cards

Step 3 –

Option 1 in a circle: Each student will take turns to call on a desired student in the circle; the student will show the side of the card with the abbreviation or acronym; the student called on will have to guess what the abbreviation stands for.

Option 2 in pairs: Students will take turns showing one card at a time and have the other student guess.

For example: Student will show a card with the abbreviation “Bx” and the other student will need to guess “Biopsy”.

If student guesses correctly, then the student holding the card can discard it away.

The one who runs out of cards first wins the game.



Practicing Lexical Abbreviation

- Re-write the script below in an abbreviated way using Acronyms and Abbreviations provided on your list (do not worry about using symbols for anything else at this time)

“Patient is diagnosed with sexually transmitted disease as a result of symptoms consistent with pelvic inflammatory disease and excessive pain during the premenstrual cycle. She has no known allergies and vital signs are normal. Patient is discharged with treatment of antibiotics.”

Abbreviated Form

Pt dx = STD

b/c ~~sex~~ → PID $\frac{1}{2}$ Agna
PMS

NKA

Eu US

Pt d/c e ts antib.

Practicing lexical abbreviation and symbols

- Re-write the same script below in an abbreviated way using Acronyms and Abbreviations and the symbols provided on your lists.
 - ***“Sixty year-old female patient was diagnosed with urinary tract infection. Symptoms include increase in urination and burning in the last week. Patient presents no other symptoms at this time and after a pelvic ultrasound, she was discharged with oral antibiotics. Follow up will be done in 2 weeks to check on progress.”***

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Abbreviated Form

60 y/o ♀ dx UTI

Sx A urea s burn (•WK)

Rt O/sx ⊙
 > P U/S pt dx w/
 Rx POS anti.

F/U 2wk • 2 cr ≈

Practice Lexical abbreviations, symbols and spacing!

- Remember to use space vertically in your paper to divide ideas
- Practice drawing a line between ideas to separate them
- Use symbols to create links between main ideas and supporting ideas.



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Resources

- <http://interpreters.free.fr/consecnotes/symbolexamples2.htm>
- Rozan, Jean-François. *Note-taking in Consecutive Interpreting*. Trans. Andrew Gillies. Tertium. Poland, 2004.
- Gillies, Andrew. *Note-Taking for Consecutive Interpreting: A Short Course*. St. Jerome. 2005
- Developing Note-taking Skills in Consecutive Interpreting. Wei Lu available at scik.org/index.php/lce/article/download/699/343
- *Note taking And The Power of Mind Mapping in Consecutive Interpreting* . Ni Luh Windiari . Udayana University, Bali – Indonesia, 2012
- <http://www.glendon.yorku.ca/interpretation/are-you-looking-for-a-fresh-take-on-consecutive/>



Announcements

- Next webinar:
April 7, 2015 at 3PM Central
- Session Evaluation
- Follow up via email:
TrainersWebinars@ncihc.org



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NCIHC Home for Trainers Webinar Series

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Thank you for attending!