

# MEDICAL INTERPRETING

## ETHICAL SCENARIOS

### **Disclosure: Information Overload**

While in the waiting room at a primary care appointment, the Deaf patient discloses to you that they have several health issues related to a chronic illness. However, once in the exam room with the doctor, the patient does not mention this illness in their explanation of their past medical history. Do you take further action? What do you think is the most ethical way to proceed?

### **Medication Names: Reframe**

While interpreting a medical appointment, the doctor asks the Deaf patient what medications they are currently taking. The patient is unsure of the generic name of the medication. How do you adjust your interpretation of this question? Do you intervene?

### **Family History: Accuracy**

You are interpreting a medical appointment when the doctor inquires about the Deaf patient's medical history. The patient describes their sibling's chronic illness, however, they do not mention their parents or grandparents. Do you ask the Deaf patient about their parents and grandparents? Do you clarify?

### **Stay or Go: Ethics**

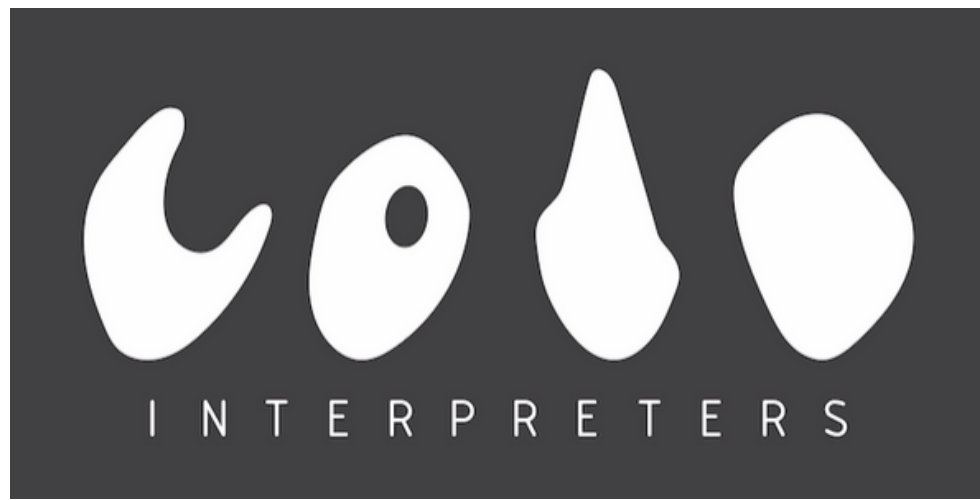
You are interpreting a sonogram appointment. The doctor leaves the room to read the radiology report and the Deaf patient requests that you stay in the hospital room with them. What do you do?

### **Emergency Room: Clarification**

A Deaf patient has just arrived at the hospital. They are unable to lift their dominant hand to sign and have several IVs inserted into their non-dominant hand. You are struggling to understand their one handed signs as the IV is making it difficult to form full handshapes. What can you do to get clarification? If you are still unsure, what next steps can you take?

### **Graveyard Shift: Expect the Unexpected**

You took an overnight hospital shift and the interpreter who you relieved explained the current circumstances the Deaf patient is experiencing. Then the Deaf patient has an unexpected turn for the worse, and you realize this is not a situation you can manage and need support. What do you do? Who can you contact for more support?



# VIDEO REMOTE INTERPRETING

## ETHICAL SCENARIOS

### **Medical Settings: 2D Limitations**

You are interpreting a medical appointment, during which there are several nurses and doctors in the patient's room. One of the nurses asks the Deaf patient to point to where they are experiencing pain. As you are connected to the meeting remotely, you are unable to see where the Deaf patient pointed. Without knowing what part of their body the Deaf patient is referring to, you are struggling to interpret the follow-up statements with conceptual accuracy. What is your approach to resolving this issue within your remote, 2D limitations?

### **Speaker Identification: Managing Turn-taking**

You are interpreting a large remote staff meeting. One of the hearing participants asks the Deaf client if they had seen an email they sent. The Deaf client asks who is speaking but, before you are able to interpret that, the team begins an overlapping discussion about the items in the email. How do you manage the dynamics of the meeting with full accuracy? How do you ensure the Deaf client is able to participate equally?

### **Virtual Connection: Requests**

You are interpreting a teleconference call and are unable to consistently see the Deaf caller clearly due to a poor internet connection on their end. The Deaf caller is mid-sentence when their video feed begins to lag and freeze. How do you manage this situation? What is your approach to addressing the hearing caller?

### **3D Language in 2D Environment: Clarification**

You are interpreting a conference call during which the presenter is sharing a spreadsheet on their screen. The Deaf client is attending to both you and the spreadsheet. The Deaf client makes a comment and you realize you need to ask for clarification. However, they are looking at the spreadsheet and does not see your attempt to get their attention. How do you seek clarification from the Deaf client?

### **Classroom: Mediation**

A Deaf professor is making an announcement about an upcoming final project. As you are interpreting, the students begin interrupting to clarify the professor's instructions. You continue to voice for the Deaf professor as they have not yet finished their announcements. However, the students soon become agitated as they still do not understand the instructions. What tools do you have as the interpreter to manage this dynamic?

### **Multiple Platforms: Team Interpreting**

During a remote staff meeting, a Deaf presenter is explaining a project while referring to PowerPoint slides accessible only through their organization's intranet site. Unable to view the slides, you miss a fingerspelled term. Your team does catch the word but you cannot see their video and are unable to receive the feed. How can you and your team work together to achieve a successful interpretation? What options are there for prepping without access to the organization's secured intranet site?



# VIDEO RELAY SERVICE

## ETHICAL SCENARIOS

### **Interpreter Introduction: Self Announce or Not to Announce**

When interpreting a call to a banking branch the hearing caller does not trust that the Deaf caller is the actual account owner but, rather, suspects the call is fraudulent. What do you do as the interpreter? Do you educate the hearing caller on your role as the interpreter as it relates to the process of VRS? What are the policies of the VRS company? How closely do you follow the policy?

### **Robot Calls: Omissions**

You receive a hearing initiated, pre-recorded message from the school system in which the Deaf caller's child attends. In this message, there are multiple announcements and dates regarding upcoming events, school closings, etc. What options do you have to manage any omissions that may occur?

### **Phone Trees: Call Dynamics**

A Deaf caller tells you to connect to a business that employs an extensive phone tree upon connecting. Without much interaction with the interpreter, they sign repeatedly that they wish to speak to a live representative and then disengage with the call. The phone tree does not give a general option for a representative, but an option has to be selected before the call can proceed any further. How do you manage this with the Deaf caller?

### **Scam Calls: Empowerment**

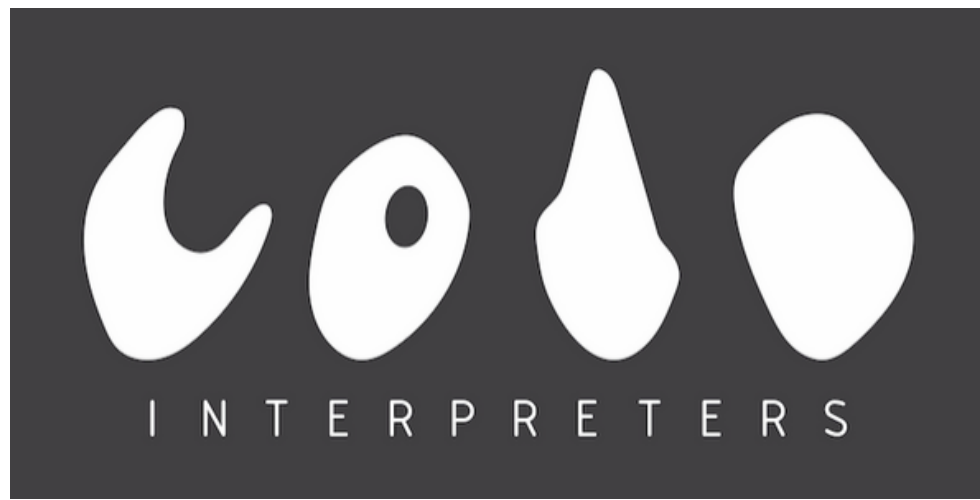
A Deaf caller is returning a call from a hearing caller who had previously left a message stating they were from the IRS. When the call connects, the hearing caller immediately starts asking for the Deaf caller's personal information (i.e. their social security number) and informs them if they do not comply with what they are being asked to do, they may face a hefty fine and/or prison time. You know that the IRS does not conduct business like this, but the Deaf caller is clearly distraught by what the hearing caller is asking them to do. How do you manage this situation?

### **Leaving Messages: Cultural Mediation**

A Deaf caller runs out of time to leave a message on an answering machine. You inform the Deaf caller of the final "beep" but they continue to leave their message. What options do you have to respect the Deaf person's message while still maintaining proper phone etiquette?

### **Turn-Taking: Managing Expectations**

A Deaf owned business receives a call from a hearing customer wanting to lodge a complaint. The hearing customer is clearly upset and repeatedly cuts off the Deaf caller. The Deaf caller, in turn, tries to interrupt the hearing customer to diffuse the situation, but both parties continue to talk over one another. How do you decide which person to interpret for and when? How do you, as the interpreter, make sure both parties are getting their needs met?



# **BUSINESS MEETINGS**

## **ETHICAL SCENARIOS**

### **Conference Call: Tools**

While interpreting a staff meeting, several participants have connected via conference call. Throughout the meeting, the remote participants do not self-announce prior to speaking. As a result, you are unaware of who is speaking. What are some approaches to managing this situation?

### **Last Minute: Prep**

You are contacted by an interpreting agency to interpret a last minute meeting in which the Deaf client will be pitching a new project to their organization's leadership. The meeting is scheduled to begin in an hour. How can you best use this limited time to prepare for the meeting?

### **Acronyms: Research**

While interpreting a staff meeting with a team interpreter, participants are referring to multiple projects by acronym. It is difficult to discern the individual acronyms. How can you manage this in the moment and where can you find prep information on these internal projects for future meetings?

### **Multiple Participants: Note-taking**

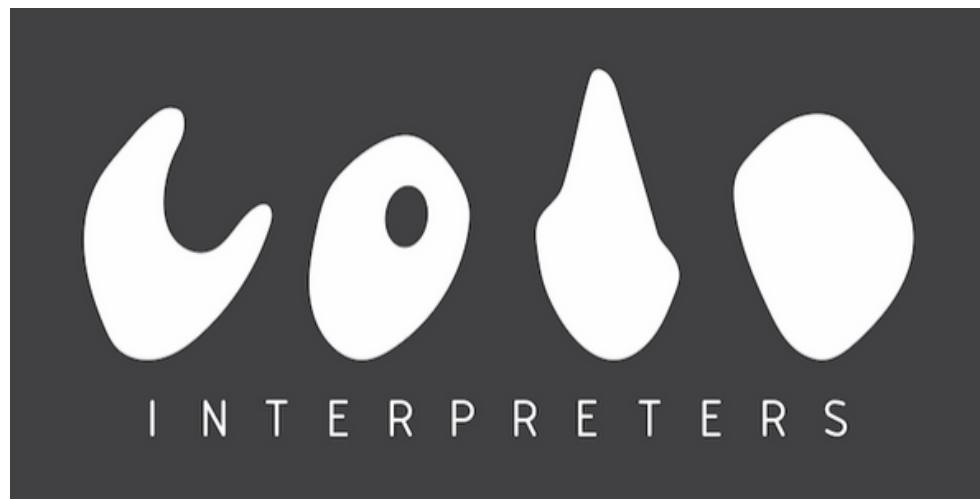
You are interpreting with a team interpreter in a large group meeting with multiple participants seated around a table. You anticipate it will be challenging to identify who is speaking throughout the meeting. What tools or actions can you implement to make recognizing the participants easier?

### **Overlapping Speakers: Split Modalities**

You are team interpreting a meeting attended by multiple Deaf and hearing participants. During the meeting, several attendees begin chatting over one another at the same time. To better manage the overlapping dialogue, you and your team decide to split modalities - one interpreting comments from the Deaf participants and the other managing dialogue from the hearing participants. How would you work with your team to decide which modality each will handle? What other techniques are there for managing overlapping participants?

### **Logistics: Rapport**

You are interpreting a panel presentation in a large conference room. You and your team are assigned to sit with the Deaf participants at a table in the middle of the room. From this location, neither you nor the Deaf participants can see the screen or panelists clearly. Who do you contact in order to resolve sight line issues and how do you ask for support?



# EDUCATIONAL INTERPRETING

## ETHICAL SCENARIOS

### **IEP Meetings: Interpreter Role**

A student you have worked with for years has an upcoming IEP meeting. The teacher will not allow you to attend the meeting but there are some specific concerns you would like to address. What are other options for conveying your professional opinion?

### **Teacher's Aid: Boundaries**

The class you interpret for on a regular basis is hosting a holiday party for students and parents. The teacher has asked that you sign in parents and fill out name tags for them as they arrive to the party. How do you manage this request from the teacher?

### **Support: Self-Advocate**

As the ongoing classroom interpreter you will attend an all-day field trip which includes several theatrical performances. You are the only interpreter available. How do you manage this situation?

### **Professional Development: Continuing Education**

You are a full-time interpreter for a school district and plan to attend an interpreting conference. The school system is refusing to pay for this professional development activity, even though the school system sponsors similar opportunities for classroom teachers. What are your options for addressing these issues? How do you justify the benefits of attending this conference?

### **Breaks: Fatigue**

You are the ongoing classroom interpreter for one student. The school system has requested that you are available to interpret during the student's lunch period, however, you do not have another break for the remainder of the day. You have requested a substitute interpreter to relieve you but the school system has not fulfilled this request. What other options are there for addressing this issue?

### **Extracurriculars: Negotiating**

As a full-time interpreter with the school district, you have been requested to interpret after-school events that will occur on an ongoing basis. How do you negotiate with the school system regarding overtime work?