

Speech Pathology

Interpreter sessions

Checklists for clinicians

Please use the following checklists during interpreter sessions to meet briefing, debriefing, medicolegal documentation and reporting requirements.

Interpreter session details

Date:

Clinician name(s):

Patient name and Identifier:

Interpreter full name:

Language/dialect:

Ethnicity:

Aboriginal and Torres Strait Islander: Y/N

Gender:

Interpreter booking ID:

Interpreter level of accreditation:



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Briefing

<p>Acknowledge and Introduce</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpreter's full name <input type="checkbox"/> Check that language, dialect, ethnicity and geographical location matches that of the client (e.g. Dari can be spoken in Afghanistan and Iraq) <input type="checkbox"/> Any other languages spoken (accredited and non-accredited) <input type="checkbox"/> All clinicians' names and roles <input type="checkbox"/> Interpreter's previous experience working in healthcare and with the specific types of professionals in the room
<p>Duration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Length of the session +/- possibility of extended session or subsequent session
<p>Explanation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Situation: Type of session (e.g. case history, assessment, therapy, combination) <input type="checkbox"/> Background: Health, communication and social background (including migrant vs. refugee vs. asylum seeker background) <input type="checkbox"/> Assessment: Tasks, resources, purpose, interpreter's role in each activity <input type="checkbox"/> Recommendations: <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for interactions <input type="checkbox"/> Confidentiality and professionalism <input type="checkbox"/> Interpreting style (consecutive vs. simultaneous vs. whispered) <input type="checkbox"/> Signal/procedure for pausing/resuming interpreting and resolving miscommunications <input type="checkbox"/> Seating/standing arrangements <input type="checkbox"/> Specific terminology for the session
<p>Thank You</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consent for audio/video/photo recordings <input type="checkbox"/> Questions <input type="checkbox"/> Conflicts of interest <input type="checkbox"/> Other potential ethical issues <input type="checkbox"/> Opportunity for interpreter to decline assignment

Adapted from Studer Group (2019) AIDET® Patient Communication and Institute for Healthcare Improvement (2016) SBAR: Situation-background-assessment-recommendation.



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Debriefing

- Content of session
- Interpreting issues and clarification
- Ethical issues
- Traumatic/emotional content (and appropriate follow up)
- Further learning opportunities

Documentation

At a minimum:

- Interpreter's full name
- Specific language/dialect
- Consents obtained via interpreter
- Consents for audio/video/photo recordings of the interpreter (if applicable)
- If interpreter not available, full name of person interpreting
- Family members who have declined an interpreter despite clinician request

If available:

- Booking ID
- Level of accreditation

If applicable:

- Conflicts of interest
- Conflicting information
- Factors impacting validity of assessment
- Ethical and professional issues

Scan to client's records:

- This checklist
- Photocopy of interpreter timesheet (clinician to sign)
- Any sight translated English documents



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Reporting issues

- Speak directly with the interpreter to discuss the issue and reach a resolution
- Flag the issue with your line manager and clinical team
- If the issue is unresolved, email relevant party as soon as possible:
 - If applicable, your organisation's Interpreter Services to follow up with the respective language services agency
 - Contact NAATI <https://www.naati.com.au/get-in-touch/get-in-touch/>

Include the following:

- Full name of interpreter
- Specific language/dialect
- Booking ID
- Session date, time
- Specific issue (refer to relevant [AUSIT](#) or [ASLIA](#) Code of Ethics)

For more information

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This handout is part of the [Working effectively with interpreters and translators](#) e-learning package



Developed in collaboration with

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