Speech pathology

Briefing and debriefing

Checklists for interpreters

Please use this checklist to guide briefing before sessions and debriefing after sessions.

Briefing checklist

|  |  |
| --- | --- |
| **Acknowledge and Introduce** | * Interpreter’s full name
* Check that language, dialect, ethnicity and geographical location matches that of the client
* Any other languages spoken (accredited and non-accredited)
* All clinicians’ names and roles
* Interpreter’s previous experience working with speech pathologists +/- other professionals in the session
 |
| **Duration** | * Length of session
* Possibility of extended session or additional session
 |
| **Explanation** | * **S**ituation: Type of session (e.g. case history, assessment, therapy, combination)
* **B**ackground: Health, communication and social background (e.g. migrant vs. refugee vs. asylum seeker background)
* **A**ssessment: Tasks, resources, purpose, interpreter’s role in each activity
* **R**ecommendations:
	+ Expectations for interactions
	+ Confidentiality and professionalism
	+ Interpreting style (consecutive vs. simultaneous vs. whispered)
	+ Signal/procedure for pausing/resuming interpreting and resolving miscommunications
	+ Seating/standing arrangements
	+ Specific terminology for the session
 |
| **Thank you** | * Questions
* Conflicts of interest
* Other potential ethical issues
* Opportunity to decline assignment
 |

Debriefing checklist

|  |  |
| --- | --- |
| **Content** | * Assessment findings
* Additional observations and information
* Conflicting information
 |
| **Issues** | * Interpreting issues
* Ethical issues
* Traumatic/emotional content (and appropriate follow up)
 |
| **Learning**  | * Further learning opportunities
 |

For more information

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This fact sheet is part of the [*Working effectively with speech pathologists*](http://www.speechpathologyaustralia.org.au/SPAweb/Document_Management/Projects/elearning_for_interpreters_and_translators.aspx) e-learning package

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