An interpreter, a psychiatrist and a social worker go into a bar…

*How do you interpret this?*

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WELCOME!

MINDFULNESS EXERCISE
INTRODUCTIONS

Please introduce yourselves to your neighbors:

❖ Name
❖ Title
❖ Role
Poll EVERYWHERE

Into what language do you most often interpret from English?
Poll
EVERYWHERE
For how many years have you been interpreting professionally?
GOAL

To recognize that professionals in the health care setting can experience emotional stressors which can be managed to prevent burnout.
OBJECTIVES

Participants will be able to:

❖ Recognize that all professionals in health care can experience professional stress and secondary trauma
❖ Learn from different professionals (an interpreter, a psychiatrist, and a social worker) and each other about ways to respond to emotions in order to manage professional stress and prevent burnout
OUR EMOTIONS

All of us—physicians, interpreters and social workers—may feel strong emotions during challenging encounters with patients and their families.
Poll
EVERYWHERE

How often do you feel strong emotions when you are interpreting?
EXERCISE: 10 mins
What can increase our emotional reactions to patient encounters?

❖ 2 minutes: reflection
❖ 3 minutes: share with a partner
❖ 5 minutes: share with the group
What can increase our emotional reactions to encounters?

2 Minute Reflection:

Think about yourself, your colleagues and your work. What factors in the encounter (interpreter, clinician, patient, family, topic, setting) make an interpreter more likely to have an emotional reaction to the encounter? Feel free to jot down your ideas.
What can increase our emotional reactions to encounters?

❖ Share: with partner (3 minutes)

❖ Share: with larger group (5 minutes)
Medical Interpreting Standards of Practice

Developed by:
Massachusetts Medical Interpreters Association &
Education Development Center, Inc.

## Duty C: Ethical Behavior

**C-5 Maintain professional distance.**

<table>
<thead>
<tr>
<th>Indicators of Mastery</th>
<th>Rating</th>
<th>Indicators of Lack of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Can explain the meaning of professional distance, and its implications and consequences</td>
<td>5 4 3 2 1</td>
<td>A. Cannot explain the meaning of professional distance, and its implications and consequences</td>
</tr>
<tr>
<td>B. Is able to balance empathy with the boundaries of the interpreter role</td>
<td>5 4 3 2 1</td>
<td>B. Is not able to balance empathy with the boundaries of the interpreter role</td>
</tr>
<tr>
<td>C. Shows care and concern for patient needs by facilitating the use of appropriate resources</td>
<td>5 4 3 2 1</td>
<td>C. Ignores patient needs or tries to resolve everything for the patient</td>
</tr>
<tr>
<td>D. Refrains from becoming personally involved</td>
<td>5 4 3 2 1</td>
<td>D. Becomes personally involved to the extent of sabotaging or compromising the provider-patient therapeutic relationship, thereby misleading the patient as to who the provider is and effectively disempowering the provider</td>
</tr>
<tr>
<td>E. Does not create expectations in either party that the interpreter role cannot fulfill</td>
<td>5 4 3 2 1</td>
<td>E. Creates expectations in either party that the interpreter role cannot fulfill</td>
</tr>
<tr>
<td>F. Promotes patient self-sufficiency, taking into account the social context of the patient</td>
<td>5 4 3 2 1</td>
<td>F. Encourages and/or creates patient dependency on the interpreter.</td>
</tr>
<tr>
<td>G. Monitors own personal agenda and needs and is aware of transference and counter transference issues</td>
<td>5 4 3 2 1</td>
<td>G. Is unaware of transference and counter transference issues</td>
</tr>
</tbody>
</table>
Professional Distancing
Poll
EVERYWHERE

Have you ever “crossed a line”? How many items on this list have you done?

❖ I’ve given a patient my phone number
❖ I’ve come in early as a favor to a patient
❖ I’ve given a patient a ride home
❖ I’ve advocated for a patient to a clinician and then wondered if maybe I shouldn’t have
Getting too close?
**Duty C: Ethical Behavior**

C-4 Respect patient’s privacy.

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<th>Rating</th>
<th>Indicators of Lack of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Respects patient’s physical privacy, and maintains spatial/visual privacy of patient, as necessary</td>
<td>⬤ 5  ⬤ 4  ⬤ 3  ⬤ 2  ⬤ 1</td>
<td>A. Does not respect patient’s physical privacy nor maintain spatial/visual privacy of patient</td>
</tr>
<tr>
<td>B. Respects patient’s personal/emotional privacy:</td>
<td>⬤ 5  ⬤ 4  ⬤ 3  ⬤ 2  ⬤ 1</td>
<td>B. Does not respect patient’s personal/emotional privacy:</td>
</tr>
<tr>
<td>• Refrains from asking personal probing questions outside the scope of interpreting tasks</td>
<td></td>
<td>• Asks personal, probing questions on own initiative</td>
</tr>
<tr>
<td>• Does not use the role of interpreter to influence a social relationship with the patient outside the interpreting encounter</td>
<td></td>
<td>• Uses the role of interpreter to influence a social relationship with the patient outside the interpreting encounter</td>
</tr>
<tr>
<td>• Refrains from becoming personally involved in the patient’s life**</td>
<td></td>
<td>• Becomes personally involved</td>
</tr>
</tbody>
</table>

**In small, close-knit communities, it is often not possible for an interpreter to remain personally and socially uninvolved with patients. However, interpreters should always strive to maintain the ethical and professional standards of confidentiality and impartiality while in their role.**
Poll
EVERYWHERE

- Is there a word for privacy in your language pair?
- How about emotional privacy?
EMOTIONAL PRIVACY
WHAT IS TRANSFERENCE?
NATIONAL STANDARDS of PRACTICE

IMPARTIALITY

Objective:
To eliminate the effect of interpreter bias or preference.

Related ethical principle:
Interpreters strive to maintain impartiality and refrain from counseling, advising, or projecting personal biases or beliefs.

9. The interpreter does not allow personal judgments or cultural values to influence objectivity.
   For example, an interpreter does not reveal personal feelings through words, tone of voice, or body language.

10. The interpreter discloses potential conflicts of interest, withdrawing from assignments if necessary.
    For example, an interpreter avoids interpreting for a family member or close friend.
Impartiality
BURNOUT
BURNOUT and prevention
EXERCISE: 10 mins

What can people do to prevent themselves from having intense emotional reactions or from getting overinvolved with patients and families?

Discuss in small groups and be ready to share.
What do you see?
Stop and reflect: How am I feeling right now?
Partner with a Provider
De-brief
Letting Go

I tripped into some feelings.
I'm okay now. I brushed that shit off.
MINDFULNESS
BREATHING
EXERCISE
Self-care

How do we take our emotional reactions/needs into account without letting them interfere with our work?
EXERCISE: 10 mins

How can we care for ourselves effectively?

Discuss in small groups and be ready to share
WORKING WITHIN THE SYSTEM

❖ Are resources offered through your work?
❖ How can you find them?
WORKING WITHIN THE SYSTEM
ONLINE RESOURCE

https://www.psychiatry.org/psychiatrists/practice/well-being-and-burnout/well-being-resources
LAUGHTER AND MUSIC
POLL EVERYWHERE: Did we meet our GOAL?

To recognize that professionals in the health care setting can experience emotional stressors which can be managed to prevent burnout.
Thank you for attending!

Please take a handout