Speech pathology

Briefing and debriefing

Checklists for interpreters

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

Briefing checklist

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| --- | --- |
| **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

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| --- | --- |
| **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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