

Public Service Interpreting B-A

Code: 44389
ECTS Credits: 15

Degree	Type	Year	Semester
4316560 Translation and Intercultural Studies	OT	0	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: spanish (spa)

Teachers

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Prerequisites

None.

Objectives and Contextualisation

The general objective of this module is for students to develop the necessary skills to work in public service interpreting (in hospitals, schools, Spain's citizen services offices, etc.). Its specific objectives are for them to be aware of the distinctive traits of public service interpreting (PSI) within the field of translation and interpreting studies; to analyse the evolution of PSI in Spain and internationally; to be aware of the role and deontology of public service interpreters; to become familiar with the professional aspects of PSI; to acquire an in-depth understanding of the function and structure of the different areas in which public service interpreters work; to learn how to use specialised terminology and documentation resources; to learn how to use liaison / bilateral interpreting techniques and tools correctly; and to acquire the necessary knowledge and skills to bridge linguistic and cultural gaps between the public administration and foreign citizens.

Competences

- Ability for teamwork and for resolving possible conflicts during professional activity.
- Act with social and ethical responsibility.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Continue the learning process, to a large extent autonomously.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.

- Integrate knowledge to be able to make judgements about topics related to translation and intercultural studies.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Solve relevant problems related to interculturality and justify the decisions made.
- Solve relevant translation problems and justify the decisions made.
- Use the necessary documentary and technological resources for translation and intercultural studies.

Learning Outcomes

1. Ability for teamwork and for resolving possible conflicts during professional activity.
2. Act with social and ethical responsibility.
3. Apply knowledge to solving problems in public-service interpretation.
4. Assess the impact of cultural specificities on public-service interpretation.
5. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
6. Continue the learning process, to a large extent autonomously.
7. Demonstrate knowledge of public-service interpretation.
8. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
9. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
10. Use resources pertaining to interpretation in public services.

Content

This module is divided into three subjects:

1) Introduction to Public Service Interpreting

This subject aims to give students a theoretical introduction to epistemological and professional aspects of PSI. Its content is divided into three units: epistemology, historical evolution and deontology. In the first unit, PSI is defined as a specialisation within translation and interpreting studies, focusing on its distinctive features, as well as on the role and skills of public service interpreters in comparison to other related professionals, such as intercultural mediators and healthcare agents. The second unit analyses the evolution of PSI from its origins to the present time, both in Spain and internationally. The third unit revolves around study and debate of the main deontological codes and professional standards of public service interpreters.

2) Specific settings in Public Service Interpreting

This subject, of a theoretical-practical nature, aims to gain an in-depth understanding of some of the areas or contexts in which Public Service Interpreting is usually developed: police, social services, education and healthcare. The idiosyncrasy of each area will be addressed, as well as the specific challenges that each one of these settings can present for the interpreter. Ethics will also be addressed in a contextualized way and a systematic methodology for managing the specialized terminology of each area will be adopted.

To address each one of these dimensions, we will focus on relevant readings, testimonials from professionals in each field (invited key-note speakers), and activities aiming to promote critical reflection and to prepare terminological glossaries.

3) Practical training in Public Service Interpreting

In this subject, students perform practical PSI exercises with a view to applying the knowledge acquired in the first two subjects of this module, as well as module 2's subject on liaison interpreting. Using simulations and/or recordings, situations that commonly arise in PSI are recreated and students act as liaison interpreters, putting the techniques and strategies they have learned into practice. These practical activities and role-plays also

include sight translation exercises (of informed consent, application or school authorisation forms, for example) and consecutive interpreting in talks in the local community (on preventive health, for example). Additionally, students must document and prepare terminology before sessions.

Methodology

The methodology used in and outside the classroom varies in each of the module's three subjects. The first subject (introduction to public service interpreting) involves a mainly theoretical methodology, with lectures and monitored group exercises. The second subject (specific settings in public service interpreting) combines theoretical and more practical classes, with different PSI professionals sharing their experiences with students in the latter. The third subject (practical training in public service interpreting) involves an entirely practical methodology based on role-plays and simulations.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical activities (subject 3)	119	4.76	2, 8, 9, 5, 6
Practical and theoretical activities (subject 2)	119	4.76	2, 8, 9, 5, 6
Theoretical activities (subject 1)	119	4.76	2, 8, 9, 5, 6

Assessment

Each student's final mark for the module will be the arithmetic mean of their marks for its three subjects. The student must pass the three subjects in order to pass the module.

Each subject's mark will be determined as follows:

1) Introduction to public service interpreting:

Written and oral test	Epistemology	33%
Written and oral test	Historical evolution	33%
Written and oral test	Deontological codes	33%

2) Specific settings in public service interpreting:

Written test 1	Settings	33%
Written test 2	Deontological reflexion	33%
Participation	Attendance and participation in classes	33%

3) Practical training in public service interpreting:

Practical exam	Socio-educational settings	33%
Practical exam	Healthcare settings	33%
Role-plays and preparation of terminology	Preparation and performance of classroom exercises	33%

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practical exams and role-play design (subject 3)	33%	6	0.24	2, 3, 7, 8, 9, 5, 6, 1, 10, 4
Written and oral tests (subject 1)	33%	6	0.24	2, 3, 7, 8, 9, 5, 6, 1, 10, 4
Written tests and participation in classes (subject 2)	33%	6	0.24	2, 3, 7, 8, 9, 5, 6, 1, 10, 4

Bibliography

The references are classified into the three subjects that form the module:

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<http://www.translocations.ie/Martin%20and%20Phelan.pdf>>.

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CARR, S. E.; ROBERTS, R. P.; DUFOUR, A. i STEYN, D. (1997). *The Critical Link: Interpreters in the Community*. Amsterdam/Filadèlfia: John Benjamins.

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2) Fields of specialization in Public Service Interpreting:

Healthcare

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QURESHI, A. (2009). "Comunicación intercultural y relación terapéutica", a *Mediación intercultural en el ámbito de la salud. Programa de formación*, cap. 13. Barcelona: Fundació La Caixa.

Social and educational settings:

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URL: <
https://obrasocial.lacaixa.es/deployedfiles/obrasocial/Estaticos/pdf/Inmigracion/Mediacion_intercultural_ca.pdf>.

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