



**Providers Advisory Minutes**

**Wednesday, April 19, 2017**

**8:30 – 10:00 a.m.**

**Polk County-River Place Office- Conference Room 2**

**Attending:** Teresa Burke, Darryle Bohanna, Kerry Williams, Ellen Overton, Yvette Burton, Kelly Looney, Katrina Hart, Nancy Wells, Cindy Farnsworth, Alejandra Alvarado, Tamra Jurgemeyer, Julie Cackler, Lori Jensen, Yvette Hermann, Ashley Mori, Jolene Holden, Stephanie Fholer, Kim Castino, Jake Garland, Wendy Havemann, Deb Reiling, Jordan Tarin, Kayla Halterman, Brian Atkinson, Randy Jensen, Kathy Hall, Marcia Bradley, Kelly Phelps, Leslee Cran, Erin Casey, Laura Weiler, Olga Sanchez, Chris Villalobos

**Teresa Burke called the meeting to order at 8:32**

**The meeting started with introductions.**

**Speaker: Yvette Burton, Translation and Education, LLC.**

**“Partnering with Interpreters for Best Possible Outcomes”**

There are 38,305 Latinos (2015) and 19,096 Asians (2014) in Polk County. Refugee families are from different countries including Burma, Sudan, Liberia, Iraq and Bhutan. There are various ethnic groups in Burma, each with its own history, culture and language. If you look at the languages those refugees speak, there are Spanish, Karen, Burmese, Somali, Karenni, Nepalese, Vietnamese, Arabic, Laotian, Hindi, Tagalog, Tamil, Cushite, and many others.

Working with people from other cultures can be challenging due to different body language, gender role and/or non-existent cultural concepts or vocabulary. When you work with them, you will have to understand where they are coming from and where they have lived. If they are from the country side, they are likely under 6<sup>th</sup> grade educational level. If they are illiterate, simply translating language won't be helpful because they won't understand the concepts (i.e. US legal structure) comprised in the messages you are trying to convey.

There are few things to remember when you try to communicate with people from other cultures. Repeat and summarize the major points; use diagrams, pictures, or translated materials to increase understanding; and, clarify that you have been understood or that you have understood the person. If possible, use the plain language than express things metaphorically or use technical terms. If you have to use them, define the terms. Use active voice; e.g. this is not a choice.

You will need a professional interpreter if your client falls into any situation below:

- The person tells you they speak “little English”
- The person nods or answers ‘yes’ to all professional comments and questions
- The person does not speak English at home
- The person prefers printed materials in a language other than English

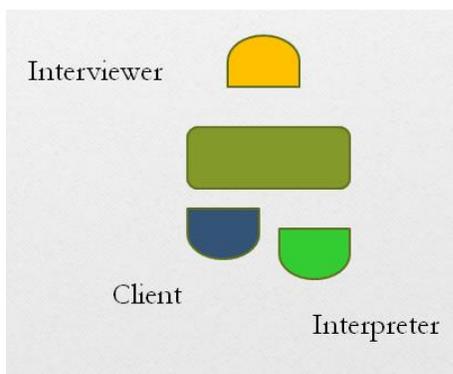
If you are not sure, you can ask a question that requires the person to answer in a sentence. Keep in mind that length of residency is not a good indicator of proficiency. When the person is in stress, illness, or aging, English proficiency may decrease as well.

Never use the family members to interpret because it can cause the inaccuracy of interpretation. Keep in mind that they are not neutral parties to your client and there could be a conflict of interest. Many times, your clients lean on their child to interpret, but keep in mind that it is unethical to use children, and moreover, it could change the dynamic of your client’s family order which can cause other problems while they are settling here, in US.

Use a professional interpreter who can meet CLAS Standard as well as legislative, organizational, and accreditation standards. Keep in mind that not all interpreters are necessarily good at translating in English, and vice versa. They require different skill sets.

The basic purpose of the interpreter is to facilitate the communication between people that speak a different language. They do not speak on behalf of the client, fill out the forms, transport the client or assess client’s state of mind, truthfulness of statements. This can violate the code of ethics. When providers have to leave the meeting room to get something, s/he will have interpreters accompany them. Never leave them alone with clients.

Collaboration is integral to providing effective service. It is recommended to meet the interpreter before the session begins. You can ask to explain cultural beliefs or customs that may impact the client’s reaction to you.



Interpreter should sit slightly behind the client diagonally. The communication is between interviewer and a client. Maintain primary eye contact with the client and do not use “Tell her...” or “Ask him...” Pause after two or three sentences for interpreter to absorb the concepts and translate the message clearly. Ask one question at a time and do

not use figurative language (i.e. she was caught red handed). Always be clear with your language.

Having a meeting with interpreter after the session can improve communication next time and help both interviewer and interpreter understand things better.

### **Announcements from the group**

- a. June and July – Various YWRC Summer Programs available including “Moving on to Middle School (June 12-16 or July 17-21), Sisters of Summer (June 26-30 for girls going into 9<sup>th</sup>-12<sup>th</sup> grade and June 19-23 or July 24-28 for girls going into 7<sup>th</sup> – 8<sup>th</sup> grade)
- b. Lotus (Creative Expression Group) at Young Women’s Resources Center, Open enrollment scheduling available Monday through Friday, day and evening hours.

### **Upcoming speakers and topics:**

- a. May 17<sup>th</sup> – Brian Atkinson – What providers should know about popular drugs and the opioid epidemic
- b. June 21<sup>st</sup> – Melissa Nordell-Earp, Des Moines Municipal Housing Agency – Bank On Central Iowa
- c. Future meetings: Corinne Lambert – Results Based Accountability in the workplace; Jason Allen – DMPS, African American Males project – B2B
- d. Who else would you like to see?

**Adjourn – Teresa Burke 10:15**