

Children's Hospital and Health System Patient Care Policy and Procedure

This policy applies to the following entity(s):

☒ Children's Hospital and Health System

SUBJECT: Language Services

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Language Services /Process Owner: Family Services Manager – Language Services

DEFINITIONS

ADA Law

The Americans with Disabilities Act (ADA) protects people with disabilities from discrimination. Disability rights are civil rights. Consumers who are hearing impaired and need language services are covered under the ADA.

Assistive Technology

Also called “auxiliary aids and services”. Assistive technology is available in many forms (from large print documents and simple picture boards to video interpreters or voice synthesizers) and help patients and families communicate.

Consumer

Patients, parents, clients, participants or legal guardians who receive care or services from Children’s Wisconsin and their companion.

DIAL Services

Direct interpreter access allows for consumers to contact Children’s with an interpreter already on the line. This service is available in over 40 languages. The languages and related phone numbers are available:

- on Connect.
- on the Children’s Wisconsin website.
- on the AVS for the specific languages.
- in Business card format for our top languages.

Hearing Impaired

People with any degree of hearing loss, from mild to profound, including those who are deaf and those who are hard of hearing.

Interpreter

A person with formal training and/or experience who renders a message (oral or sign) from one language into another language. Interpretation can be done in several modes: in-person, phone or video. An interpreter is more than someone who speaks another language.

Language Speaker

- **Heritage Language Speaker** – Someone who was born in another country, spoke a language other than English at home but was educated in this country. A language assessment is required before using that language skill without the assistance of an interpreter.
- **Native Language Speaker** – Someone who was born, raised and educated through high school in a language other than English. Native speakers do not require language assessment and can use their language skill without the assistance of an interpreter.

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- **Second Language Speaker** – Someone who was born, raised and educated in this country but studied language and/or lived abroad using a language other than English. A language assessment is required before using that language skill without the assistance of an interpreter.
- Note: Qualifying language skill at Children’s does not allow the individual to interpret for others or to write in that language or to translate written content. Our formal translation team must be used for written materials.

Languages of Lesser Diffusion (LLD)

Any language in a geographic area in the US where the population of speakers is relatively small. Often LLD has only a small population in its country of origin, and do not have a rich history of writing or available resources (dictionaries, grammar, medical books). LLD are also known to have low levels of literacy and education for the speakers.

Limited English Proficiency (“LEP”)

LEP is also identified as ELL (English Language Learner). Individuals “who cannot speak, read, write or understand the English language at a level that permits them to access program services and benefits in a meaningful way.” This includes individuals that may be competent in English for certain types of communication but still have limited English proficiency for other purposes. LEP is a self-rated difficulty in understanding and speaking English.

Meaningful Access

The consumer can effectively communicate (through an interpreter) the relevant circumstances of their situation and is able to understand the services and benefits available. The consumer is then able to receive those services and benefits for which he/she is eligible in a timely manner.

Organizational Standard

CHHS determination of qualified language skill. Either a native speaker (as per our definition) or someone who has met the CHHS standard score on the language assessment. To meet the organizational standard you must begin by talking with a Language Services Supervisor. They will evaluate native speaker status or language skill and coordinate the formal assessment.

Qualified Medical Interpreter

A specially trained professional who is fluent in English and another language, renders a message (orally or in sign) from one language into another language, abides by a code of ethics (ATTACHMENT B), has in-depth knowledge of medical terminology and is deemed qualified by CHHS standards.

Record

The electronic health record, case or client record or progress note.

TTY/TDD

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A text telephone or telecommunication device for the deaf. This device lets people who are deaf, hard of hearing or speech-impaired use the telephone to communicate, by allowing them to type messages back and forth to one another instead of talking and listening. A TTY is required on both ends of the conversation to communicate. This is old technology and seldom used today. The government still requires us to offer TTY/TDD service. Most families now use the State of Wisconsin relay service. You call their home phone and will get an interpreter who signs to the family and speaks to you. There is no charge for this service.

Translation

The replacement of a written text from one language (source language) into an equivalent written text in another language (target language).

Translator

A person with specialized training who translates (written) messages from one language to another. Being able to speak the language or interpret in the language does not make you a translator in that language.

Video Remote Interpreter (“VRI”)

Language interpretation done visually and/or with sound over the computer.

POLICY

This policy and procedure serves as the Language Access Plan for Children’s Wisconsin (Children’s). Language assistance and accessibility services are available at no cost.

Children’s complies with the many laws and regulations cited under section G. References. These laws and regulations, along with a desire to provide the best and safest care, and are the foundation for Children’s Language Services program.

- Spoken language support is mandated by Civil Rights law and further supported by ACA Section 1557.
- Sign Language support is also covered under ADA law

Children’s provides easy and meaningful access to consumers and their companion by providing language support at no cost to the consumer. Language support is available 24/7/365 and consists of interpretation (the spoken or signed word) and translation (the written word). These services are provided to LEP consumers, consumers who are hearing impaired, have limited speech, or are visually impaired. Qualified interpreters are provided in-person, via phone or video. State of Wisconsin “Your Right to an Interpreter” regulatory postings are displayed near the entrance at each of Children’s facilities, informing consumers of their right to an interpreter. The record should include the preferred language of the consumer and guardian(s). When the preferred language is something other than English, an interpreter should be used.

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Bilingual staff must go through an assessment and qualify to use their language skill without the use of a qualified interpreter. Children's qualification does not allow staff to interpret for someone else. An interpreter may still be necessary for others who are involved in the encounter who only speak English.

Children, family or friends should never be used to interpret. It is against both State and Federal law to use a minor to interpret. Interpretation done by someone who is not qualified may result in omissions, additions, substitutions, and/or errors that could adversely affect care. If a consumer insists upon having a friend or family member interpret, or refuses to use an interpreter, staff must document the refusal using the form "Documentation – Language Services Support" (C7937N) (ATTACHMENT A). The consumer must sign the form and the form should be placed in the consumer's record. An interpreter can only be dismissed if the consumer and staff agree that an interpreter is not necessary to facilitate communication. The family may rescind the declination at any time. Note that the form is intentionally only in English. If the consumer cannot read the form, an interpreter is needed.

Children's does not allow interpreters to sign consent forms or act as a witness. The interpreter must remain neutral at all times.

PROCEDURE

A. Language Need Identification

1. Staff interacting with the consumer and/or his/her guardian(s) will assess for barriers to learning and communication such as visual/auditory impairment, or the need to use an interpreter.
2. Language preference of the consumer and/or his/her guardian(s) is documented in the record. If the preferred language is not English for either the consumer or the guardian(s), an interpreter should be provided at each encounter.
3. If a staff member is uncertain about a consumer's language, he/she may identify which language is spoken by:
 - a. Asking the consumer what language they prefer to speak.
 - b. Using the "LLS Language ID Guide" found on Connect.
 - c. Using the phone interpreter 1-800-264-1552 (x63000) and our access code 841564.

B. Interpreter Modes

1. In-person interpreter
 - a. In-person interpreters are available in many languages throughout Children's.
 - b. Spanish interpreters are in-house 24/7 on the Milwaukee campus.
 - c. There are some languages where we cannot get an in-person interpreter and the phone interpreter must be used.

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2. Phone interpreter
 - a. Is best used for:
 - i. all phone calls (example: to schedule an appointment, confirm arrival, provide an update, etc.).
 - ii. brief needs of 20 minutes or less.
 - iii. registration/scheduling.
 - iv. to prevent delay in care/services while you wait for the in-person interpreter to arrive.
 - v. If a qualified in-person interpreter is not available.
 - b. Available 24/7 in over 200 languages and through 2 vendors.
 - c. The phone interpreter can be accessed from any phone, through Voalte or with dual handset interpreter phones (both corded and cordless).
 - i. Dual handset interpreter phones are bedside in every patient room on the Milwaukee campus.
 - ii. Dual handset interpreter phones are located throughout all Children's facilities.
 - iii. When using Voalte the two (2) phone interpreter agencies (Pacific Interpreters or CyraCom) are listed under "Contacts".
 - d. A system-wide access codes is all that is needed:
 - i. Refer to your ID badge card for each vendor to obtain your access code/PIN. Additional access code ID badge cards can be requested from the Language Services Supervisor 414-266-2990.
 - ii. Access code/PIN information can be found on Connect.
3. D-I-A-L Services (Direct Response Interpreter Line)
 - a. DIAL services enable a consumer to call Children's with an interpreter on the line using a 1-800 number. This service is available through business cards that can be handed to families.
 - b. DIAL numbers call into a main operator.
 - c. DIAL information will auto populate on the last page of the AVS for languages where the service is available.
 - d. DIAL is available in more than 40 languages. More information is on the Language Services page on Connect under Child and family resources.
4. Video remote interpreter (VRI)
 - a. Video interpreting is recommended:
 - i. For families who need an American Sign Language interpreter or a Certified Deaf Interpreter and no in-person interpreter is available.
 - ii. When visual interaction would benefit the encounter.
 - iii. For needs of less than 1 hour.
 - iv. For critical issues while an in-person interpreter is being obtained.
 - b. Locations
 - i. VRI devices are available at most sites across the system. Regional sites have several units.

- ii. Milwaukee Campus has dedicated VRIs in every hospital unit, Surgery, HHI, Imaging, Dental, TRU, EDTC and each of the Yabuki Tower floors. Language Services also has additional units. Staff in need of an additional device should call the Language Services Supervisor at 414-266-2990 to request a VRI unit. The VRI will be delivered to you by a Language Services representative.
 - iii. Neenah hospital has dedicated VRI units in Peds, and NICU.
 - iv. Bedside iPads and Voalte also have the video interpreter apps.
- c. VRI software can also be downloaded to Children's computers with cameras and to Children's issued smartphones.
- d. 40+ languages are available over video and through two different applications (InSight and AMN Interpreting).
- e. Hours of support over video vary by language and are listed in the apps. Spanish and American Sign Language are available 24/7 as are several other languages. Languages of lesser diffusion are not available via video over night or on weekends.
- f. If the video interpreter is unavailable, an audio interpreter can be accessed through the VRI device.
- g. Use the VRI provider calendars in the electronic health record to reserve the VRI. Use the appropriate "Interpreter – [site] VRI" schedule to eliminate overbooking the device.

C. Assistive Technology

1. Text Telephone ("TTY") is an example of a device to help consumers who cannot speak communicate over the phone.
 - a. Access a TDD/TTY device
 - i. Milwaukee Campus - Hospital operator, Language Services C1A114 or the Poison Center CCC660.
 - ii. Fox Valley Campus – ThedaCare Regional Medical Center first floor Emergency waiting area, Central Registration across from the first floor Gift Shop, Lower Level Communication Center for parents and family members.
 - b. If you need to speak with someone who has a TTY phone in their home you may use the TTY/Relay operator 1-800-947-6644.

Note: TTY/TDD devices are outdated technology and seldom used; however, availability within Children's is still required by law.

D. Access to Interpreter Support

- Children's reserves the right to choose the mode of interpretation provided (phone, video or in-person). Consumers do not select the mode. The mode will be determined based upon language, amount of time needed, acuity, and volume of interpreter encounters at that time and location. Note that Children's does prefer an in-person ASL interpreter whenever possible.

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- Language support is free for consumers, but comes at a cost to Children's. Interpreter charges may include travel time, premium shift charges and minimum hour requirements. For that reason we ask that staff are considerate with coordinating interpreter use to minimize interpreter downtime.
 - Language Services should be notified of any cancellations. Last minute changes in appointments should be avoided whenever possible.
 - Interpreter support is recommended for phone calls, in-person interactions and telehealth visits.
1. Milwaukee Area – Regional Clinics, Primary Care, Surgery/SGM, and Dental
 - a. When scheduling services for a consumer, interpreter support should be requested/scheduled by the individual doing the scheduling, before a final date/time has been selected. Use of the "Book It" function in Epic will auto pull the appropriate interpreter at available times.
 - b. The interpreter provider availability should be matched to the clinical provider's availability when scheduling within the electronic health record.
 - c. To provide the best and safest care and the best experience, reducing possible clinic flow issues, do not overbook the interpreter provider.
 - d. For same day requests (or after 2:00 pm for the next day), call the Language Services office 414-266-3336 (Monday – Friday 8-4:30).
 - e. Language Services will assign the interpreter. If the phone or video interpreter has been assigned, that provider will be linked to the encounter in the electronic health record.
 - f. If an in-person interpreter is not available, the interpreter assigned may be "Phone" or "VRI".
 - g. Language Services will only contact you if there is a problem with your request.
 2. Milwaukee Hospital
 - a. Enter an interpreter consult in the electronic health record for language support for a hospitalized consumer. This will also generate a page to the interpreter(s) covering the hospital.
 - b. The interpreter may negotiate the time with you if they are unable to make the time requested.
 - c. There is a Spanish interpreter in-house 24/7.
 - d. The in-house interpreter can help coordinate interpreter needs for all languages.
 - e. For URGENT needs during off hours see "Interpreter" or "Spanish Interpreter" in the On Call Schedules on Connect.
 - f. Language Services will round daily on each patient with a language other than English (often on first and second shift). This is an opportunity for the nurse to discuss with the family what is expected during the next shift. The interpreter also clarifies if it is ok to do hourly cares without an interpreter present. The interpreter will document this rounding.

3. Fox Valley Hospital
 - a. Staff are made aware of the interpreter need through the demographic information in the electronic health record.
 - b. Staff should email or Voalte message our Appleton Spanish interpreter (920-215-4920) or place a call to Language Services 414-266-3336 to request an interpreter.
 - c. Staff need to provide the following information:
 - i. Language needed (eg: Spanish, Hmong, Russian, Sign, etc.).
 - ii. Name, DOB, room number or location of the consumer (eg: NICU, Pediatrics)
 - iii. Date and time needed.
 - iv. Approximate length of time needed.
 - v. Nature of the interpretation (eg: illness, discharge instructions, etc.)
 - vi. Contact person name and phone number.
 - vii. Upon the interpreter's arrival, the contact person should explain the nature of the interpretation needs (give the interpreter information that may be helpful for them to prepare).

If an in-person interpreter is not available, the next option will be to use the VRI or the phone interpreter.
4. Community Services – all locations
 - a. For staff using the electronic health record for appointments
 - i. Follow the same process outlined above in D.1. Milwaukee Area – Regional Clinics, Primary Care, Surgery/SGM and Dental
 - b. For staff who do not use the electronic health record for appointments
 - i. Schedule a meeting in Outlook inviting the “Spanish Interpreter-offsite: Language Services”
 - ii. For language needs that are not Spanish, call the Language Services Scheduler, 414-377-3029.
5. Children's Community Health Plan (CCHP) has a separate policy but does use Children's approved agencies. At times CCHP may ask the Language Services office for assistance with scheduling an interpreter.

E. Working with an Interpreter

1. How do I work with an interpreter?
 - a. Explain the nature of the interpretation need to the interpreter prior to meeting with the consumer. (Example: specifics of the illness and what news you plan to deliver in this session). This will help to prepare the interpreter before you start.
 - b. Speak directly to the consumer.
 - c. Interpreters will say everything that is being said.
 - d. Interpreters are to leave the room when you do. They should not stay with a consumer when you are not present.
 - e. Interpreters should never work independent of you. They are your voice.

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- f. If a consumer is visually impaired, cannot read or has difficulty reading a document they are required to sign, the staff member involved should offer to read the printed information to the consumer and direct them to the appropriate place on the form to sign their name, which may involve guiding their hand to that place on the form.
 - g. Interpreters may ask you to slow down, explain something in a different way, take notes or look up terminology in resources they carry, including smartphones.
 - h. See “Partnering with an Interpreter” on Connect. (ATTACHMENT C).
2. Documentation
- a. Always document when you are using an interpreter. Record interpreter identification information when possible. In-person interpreters will also complete documentation. The electronic health record has an interpreter tab, flowsheet or navigator rows that make this documentation easier.
 - b. Declination (Attachment A)
 - i. Use the “Language Services Support” form to document a declination of the use of an interpreter.
 - ii. The “Language Services Support” form is in English only. This is intentional. If the family cannot read the form (without an interpreter), an interpreter should be used.
 - iii. Things to consider if the family declines the interpreter:
 - The family AND the provider must both agree that the interpreter is not needed. If one or the other wants the interpreter, an interpreter should be used.
 - The family may be able to converse well in English, but may still struggle with medical terms in English. An interpreter should be used to assist where the family may need it.
 - The declination is for this visit only. Each encounter must include a new declination form.
 - If the family declines an interpreter for this visit, DO NOT change the preferred language field in Epic. We want to ensure proper support, should the patient end up in the emergency room with a family member that does not speak English well.
 - If a family member tells you they don’t ever want to use an interpreter again, please share the patient MRN and parent name/number with a Language Services Leader. DO NOT change the language field. Language Services will investigate further with the family and change the field if it is deemed appropriate. Note that 99% of the time we find it is NOT appropriate to change the language field.
 - iv. The Language Services Support form should be sent to Medical Records. Be sure to include the patient name, DOB, MRN and CSN number on the form.

3. Problems or Complaints

- a. Informal Consumer - staff should take the contact information from the consumer and share the information and situation with the Business Operations Manager, Patient Amenities and Family Services at 414-266-2256.
- b. Formal Consumer – Contact Patient Relations 414-266-7848.
- c. Internal – Contact the Business Operations Manager, Patient Amenities and Family Services at 414-266-2256.

F. Interpreter Qualifications and Conduct

1. Qualifications

- a. Children's entities only allow qualified interpreters to provide support to consumers.
 - i. All staff and in-house contract interpreters must obtain national certification within two years of hire.
 - ii. Agency interpreters must comply with all contractor certification elements and meet the language qualifications determined by their agency.
 - iii. Only those interpreters deemed qualified by Children's Language Services can be used to interpret at Children's entities. They will be issued a Children's ID badge.
- b. Staff with a qualified language skill other than English must meet the organizational standard to allow them to work without an interpreter.
 - i. Staff who qualify their language skill may not interpret for others. Meeting the organizational standard qualifies the staff person to use their language skill in the course of their own work. Staff fall into 3 categories: Native Language Speaker, Heritage Language Speakers and Second Language Speakers. An interpreter may still be needed for others present that are only English speaking.
 - ii. Qualified staff must document the use of their language skill in the record.
 - iii. We do not assess students. They must work with an interpreter. Interpreter student interns with Language Services are the exception.
 - iv. Contact the Language Services supervisor at 414-337-8208 to qualify your language skill.

2. Conduct

- a. Interpreters will follow the National Code of Ethics for Interpreters in Health Care (ATTACHMENT B).
- b. Interpreters will maintain all information learned in the performance of their professional duties as confidential.
- c. Interpreters do not interpret for law enforcement.
- d. Interpreters will not sign consent forms or act as a witness.

G. Translation of Documents

- 1. Children's requires that translation of all materials go through our formal translation process. We translate most documents into Spanish. No other language meets the

threshold for required translation, which is 5% of our patient population or 1,000 patients whichever is less.

- a. In-house/staff interpreters are only authorized to translate short documents (100 words), such as discharge instructions. Agency interpreters will not translate any documents.
 - b. Language Services will cover the cost for general materials produced for a larger audience (ex: teaching sheets, standard system-level smart phrases, marketing materials, regulatory signage, etc.).
 - c. Translations for a specific patient, or into a language other than Spanish (LOTS) can be translated, but would be done at the cost of the requesting departments Children's cost center. A quote will be supplied to you, for the Children's cost center manager to approve.
2. Machine Translation must be reviewed by a qualified human translator, as per Federal law when:
 - a. Information is critical to the rights, benefits or meaningful access of an individual with limited English proficiency;
 - b. Accuracy is essential;
 - c. The source documents or materials contain complex, non-literal or technical language.
 3. Language Services qualifies each translator via assessment and formal education requirements. Our translation team works to ensure the accuracy of each translation as well as consistency with terminology used throughout the system.
 - a. Children's does not endorse the use of Google translate.
 - b. Bilingual staff are not approved to translate materials for families.
 4. Translation requests should be directed to Language Services through the Request Center on Connect: Look for Document Translation.
 5. To ensure understanding for families who speak languages other than English or Spanish, best practice is for the nurse/provider to talk through critical information. Provide the family with pen and paper so they can take notes. Use teach/teach back methods to ensure understanding.

Note: The IRB uses external translation resources listed on the IRB site. A translation certification is required for all research documents. Children's translation team does not provide translation certification.

7. Vital Documents

Children's entities must provide written translation of certain vital documents routinely provided to children/families in Spanish. These documents include the following:

- a. Rights and Responsibilities
- b. Health history questionnaires
- c. Consent forms
- d. Notice pertaining to a reduction or termination of services ("No Show Letters")
- e. Teaching sheets

8. After Visit Summary (AVS)
 - a. Milwaukee Hospital, EDTC, Surgery, Ambulatory (MKE and FV), Surgicenter, Urgent Care, Diagnostics with Anesthesia (including Regional locations)
 - i. The AVS should be provided to the consumer in dual language English/Spanish for Spanish speaking consumers. The after visit summary (AVS) in the electronic health record will use smart text phrases and discharge order sets that have been pre-translated. Care providers and the Language Services team have access to these phrases to ensure accuracy and to assist with the speed of translating the critical elements of the AVS.
 - ii. DIAL services information can be printed with the AVS for patients and families that speak the available languages (over 40 languages available). It is on the education page.
 - iii. It can take up to 2.5 hours to translate an AVS if pre-translated information is not used.
 - b. Fox Valley
 - i. Staff will go over the AVS information with the family with an interpreter.
 - ii. Staff will provide a phone number for the family to call back with any questions.
 - iii. Teaching sheets are available in Spanish and are provided when relevant.
9. Records
 - i. Entire copies of records are not translated.
 - ii. All material translated outside of the record must be included in the record or scanned in.

References

1. Title VI of the Civil Rights Act of 1964
2. <https://www.justice.gov/crt/fcs/TitleVI>
3. Section 1557 of the Patient Protection and Affordable Care Act (ACA) of 2010 updated April 26, 2024.
4. <https://www.hhs.gov/civil-rights/for-individuals/section-1557/index.html>
5. DHFS (see 92.201 and 92.202)
6. <https://www.law.cornell.edu/cfr/text/45/part-92/subpart-C>
7. The National CLAS Standards
8. <https://www.thinkculturalhealth.hhs.gov/clas/standards>
9. Americans with Disabilities Act of 1990
10. <https://www.ada.gov/effective-comm.htm>
11. The CMS Strategic Language Access Plan (LAP) established under the authority of Executive Order 13166
12. <https://www.cms.gov/About-CMS/Agency-Information/OEOCRInfo/Downloads/StrategicLanguageAccessPlan.pdf>
13. The Joint Commission [RI.01.01.01 EP5, EP6, EP29; RI.01.01.03 EP1, EP2, EP3]
14. https://www.jointcommission.org/assets/1/6/Crosswalk-_CLAS_-20140718.pdf
15. Council on Accreditation (COA) Clients Rights Standard
16. http://coanet.org/search-results/?tx_solr%5Bfilter%5D%5B0%5D=type%253Atx_idcoastandards_domain_model_standard&q=client%20rights

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17. National Council on Interpreting in Health Care
18. <https://www.ncihc.org/languages-of-limited-diffusion>

Approved by the Joint Clinical Practice Council May 20, 2024

ATTACHMENT A – Documentation – Language Services Support (C7939N)

 Language Services Support	<p>Patient Name: _____</p> <p>MRN: _____</p> <p>CSN: _____</p> <p>DOB: _____</p> <p style="text-align: center; color: #ccc;">Patient Label</p>
Language <div style="display: flex; flex-wrap: wrap;"><div style="width: 50%;"><input type="checkbox"/> Spanish</div><div style="width: 50%;"><input type="checkbox"/> Arabic</div><div style="width: 50%;"><input type="checkbox"/> Burmese</div><div style="width: 50%;"><input type="checkbox"/> Hmong</div><div style="width: 50%;"><input type="checkbox"/> Other: _____</div><div style="width: 50%;"><input type="checkbox"/> Mandarin</div><div style="width: 50%;"><input type="checkbox"/> Sign Language</div><div style="width: 50%;"><input type="checkbox"/> Somali</div><div style="width: 50%;"><input type="checkbox"/> Karen</div></div>	
Service Provided <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> In-person Interpreter</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Written Translation</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Phone Interpretation</div>	
Interpreter / Translator Use <p>Present for (check all that apply):</p> <div style="display: flex; flex-wrap: wrap;"><div style="width: 33%;"><input type="checkbox"/> Admission</div><div style="width: 33%;"><input type="checkbox"/> Discharge Instructions</div><div style="width: 33%;"><input type="checkbox"/> Clinic Visit</div><div style="width: 33%;"><input type="checkbox"/> Care and Treatment</div><div style="width: 33%;"><input type="checkbox"/> Patient Teaching</div><div style="width: 33%;"><input type="checkbox"/> Condition Update</div><div style="width: 33%;"><input type="checkbox"/> Care Conference</div><div style="width: 33%;"><input type="checkbox"/> Consent</div><div style="width: 33%;"><input type="checkbox"/> Procedure/Surgery</div><div style="width: 33%;"><input type="checkbox"/> Other: _____</div></div> <p>Comments: _____</p> <p>Interpreter Name (print): _____ Date: _____</p> <p>Interpreter Signature: _____ Time: _____</p> <p>Agency: _____</p>	
Declination <p>I was offered a qualified medical interpreter at no cost to me. I prefer not to use language support at this time.</p> <p>Name (print): _____ Date: _____</p> <p>Signature: _____</p> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Patient</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Parent</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Legal Guardian</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Other _____</div>	


C7939N (01/21) DT570

ATTACHMENT B – NCIHC Code of Ethics for Interpreters in Health Care



Code of Ethics for Interpreters in Health Care

- ☐ **The interpreter treats as confidential, within the treating team, all information learned in the performance of their professional duties, while observing relevant requirements regarding disclosure.**
- ☐ **The interpreter strives to render the message accurately, conveying the content and spirit of the original message, taking into consideration its cultural context.**
- ☐ **The interpreter strives to maintain impartiality and refrains from counseling, advising or projecting personal biases or beliefs.**
- ☐ **The interpreter maintains the boundaries of the professional role, refraining from personal involvement.**
- ☐ **The interpreter continuously strives to develop awareness of his/her own and other (including biomedical) cultures encountered in the performance of their professional duties.**
- ☐ **The interpreter treats all parties with respect.**
- ☐ **When the patient's health, well-being, or dignity is at risk, the interpreter may be justified in acting as an advocate. Advocacy is understood as an action taken on behalf of an individual that goes beyond facilitating communication, with the intention of supporting good health outcomes. Advocacy must only be undertaken after careful and thoughtful analysis of the situation and if other less intrusive actions have not resolved the problem.**
- ☐ **The interpreter strives to continually further his/her knowledge and skills.**
- ☐ **The interpreter must at all times act in a professional and ethical manner.**

Reference National Code of Ethics for Interpreters in Health Care, 2004, from the National Council on Interpreting in Health Care (NCIHC).

Original: 4/2000

Revised: 5/20/2024

Effective: 7/3/2024

Language Services /Process Owner: Family Services Manager – Language Services

ATTACHMENT C – Partnering With an Interpreter

Partnering With An Interpreter



Partnering with Your LanguageLine Solutions® Interpreter to Ensure Effective Communication

1

STARTING THE SESSION

- Allow the interpreter to start the session by giving you their name and Interpreter ID. Document this information for reference.
- Introduce yourself to the interpreter.
- Brief the interpreter and state the goal of the session and provide any specific instructions.
- Introduce yourself and the interpreter to the limited English proficient, Deaf, or Hard-of-Hearing individual.

2

DURING THE SESSION

- Address the limited English proficient, Deaf, or Hard-of-Hearing individual, not the interpreter. The interpreter will be your voice. Keep in mind that everything stated will be interpreted.
- State information in short, concise sentences. When stating complicated or detailed information, speak at a slow pace and pause often. This allows the interpreter to note, retain, and relay the information. The interpreter may sometimes ask for repetitions or clarification.
- Avoid technical jargon and try to explain specialized terms or concepts.
- Avoid interrupting the interpreter or talking at the same time.
- Do not ask interpreters for their opinion.

3

ENDING THE SESSION

- Ask the limited English proficient, Deaf or Hard-of-Hearing individual if they understood, or if they have any questions or concerns.
- Allow the interpreter to interpret everything before ending the session.

FOR MORE INFORMATION

www.LanguageLine.com / 1-800-752-6096



Onsite Interpreters



Phone Interpreters



Video Interpreters

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