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Presentation - Legal and Health Interpretation Training Programs

Barbara Lopez-Mayhew
Plymouth State University

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Health and Legal Interpretation Presentation

Project Leadership: (Identify Project Director/Manager or Co-Manager/s): **Barbara Lopez-**

Mayhew, Project Manager, and Wilson Garcia, Co-Manager

Project Description: On November 7th, 2016, two back-to back 75-minute informational sessions (2:00-3:15pm and 4:00-5:15pm) will be presented on campus in the HUB Hage Room on “Health and Legal Interpretation in Service Agencies and Community Organizations.” The presenter is Interpretation Training Programs’ coordinator and instructor, Florentina Dinu, from SNHAHEC (Southern New Hampshire Area Health Education Center), a NH accredited non-profit organization. Sponsored by the Justice and Security Cluster, this project is the first step to subsequent milestones in a larger interdisciplinary project – to develop and formally propose a Health & Legal Interpretation Training Certificate program, in partnership with SNHAHEC, the Justice and Security Cluster, the Dept. of Languages & Linguistics’ Spanish program, with potential faculty and staff from additional clusters, e.g. Health & Human Enrichment, and other modern languages. Segments of the presentation will be facts and information about interpretation and translation, an interpretation demonstration, a survey distributed and collected regarding attendees’ interest in interpretation and translation programs, and a question & answer period.

Project Goals and Outcomes:

1. Project Goals – Briefly identify and describe the objectives of this project the Health and Legal Interpretation Presentation sessions on Nov. 7th, 2016 (from 2:30-3:15, and 4:00-5:15) will provide facts and information to students, staff, faculty and Plymouth area community members about: the U.S.’s increased legal responsibility to provide interpreters & translators for immigrants who are limited-English proficient; the health and legal interpretation training programs in New Hampshire; and the projected increase of job opportunities for trained interpreters and translators from multiple fields of study, primarily in health and legal services. A main objective of the presentation is to prompt interest in interpretation training programs that will provide skills and knowledge that complement many major programs of study.

2. Student Learning Outcomes – Outline the expected student learning outcomes Attendees will learn about the distinction between interpretation and translation, as well as the various types of interpretation. They will understand the importance and necessity of developing at least bilingual fluency (English and another language) as an essential 21st century job skill and

tool. They will comprehend that community organizations, and service agencies and entities that are federally funded have a legal responsibility to provide immigrants and U.S. citizens who have limited-English proficiency a trained interpreter and translations of legal documents. They will understand that the interpretation training programs will provide skills and knowledge about interpretation, for example, that there is a protocol of interpretation, that there's specific vocabulary to be used in health and legal interpretation, and that there are codes of ethics for medical, behavioral health and legal interpretation.

These outcomes will be assessed by attendance and the survey results, the questions posed during the Q & A period, and follow-up inquiries from attendees that will be recorded as evidence of interest in interpretation programs.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement: This presentation project will further the Mission and Vision of PSU by:

1) Fostering collaboration across disciplines. It will serve as an initial venue to provide essential information on interpretation and translation training opportunities for attendees from many disciplines, such as Criminal Justice, Nursing, Health and Human Performance, Physical Therapy, Education, Social Work, World Languages, ESOL, Social Sciences, Psychology, Political Science, and Business, particularly programs that are preparing students for service-oriented jobs and that are related to providing equality, justice, security, and well-being of our citizens and immigrants.

2) Demonstrating that interpretation and translation training relates to the societal issue that the U.S. and certain regions of the U.S. are facing an increase of immigrants who are limited in English proficiency and require social, medical and legal services. As a result, our educational institutions, health and human service agencies, government agencies, and judicial systems

need trained people who are capable of providing help in communication, and who may serve as a conduit and advocate between the service provider and the client.

3) Indicating that once in place as part of our curriculum, Interpretation and translation training will help participants establish a close connection and potential partnerships with New Hampshire and regional community organizations and service agencies, in addition to the primary partner, the SNHAHEC and its network of service providers.

4) Generating an impact on attendees by bringing to their attention what is currently happening in regards to the Limited-English-proficient population of our country, and how through proper interpretation training programs, they can help alleviate the daily problems of not being able to communicate and being treated incorrectly or unjustly.

This initial proposed project advances the Integrated Justice and Security Cluster mission and vision by providing the opportunity for attendees to learn that the national and international problem of immigrants being treated indifferently or discriminatorily is closer to home than they'd expect – for example, interpretation and translation are greatly needed within New Hampshire since 40+ different languages are currently spoken in the southern part of the state. The presentation will emphasize the necessity to train people in languages, interpretation and translation, to facilitate that “justice” and “security” are provided.

This initial presentation project doesn't facilitate high impact teaching and learning, nor cross-disciplinary collaboration. However, it will promote future student engagement, partnership involvement, and real world problem exploration. The initial impact that is anticipated is similar to the impact related to the PSU Mission and Vision (stated above in no. 4).

This project is not an extension of work already in progress. It is an entirely new endeavor. It will integrate with some areas that team leaders are already teaching as well as an opportunity for participants to explore a bit of unfamiliar content.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Barbara Lopez-Mayhew	Professor	Project Manager	Spanish	blopezmayhew@plymouth.edu
Wilson Garcia	Contract Faculty	Project Co-Manager	Spanish	wagarcia@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Valentina Dinu	SNHAHEC	Presenter	Health & Legal Interpretation	fgdinu@snhahec.org

Student Participant Profile (Identify the student population/s to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Spanish classes/ international students/ bilingual or	attendees	UG	Multiple disciplines	100+ -

multilingual individuals				

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
 This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 11/7/2016

Project Complete Date: 11/7/2016

Project Milestone	Milestone Description	Target Completion Date
Introduction and Initial Step	The attendees/ audience of this presentation will be introduced to Health & Legal Interpretation; survey results will be an indicator of student/faculty/staff/ and community interest	11/11/2016

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: