



Course title:	Language Translation and Interpretation	
Course #/term:	SW780	
Time and place:	[March 18 & March 25] [Weekday], [9 AM to 5 PM], [B798 SSWB]	
Credit hours:	1	
Prerequisites:	N/A	
Instructor:	Rogério M. Pinto, PhD	
Pronouns:	he/his	
Contact info:	Email: [ropinto@umich.edu]	Phone: [(734) 763-2041]
	You may expect a response within 24 hours	
Office:	[2850]	
Office hours:	[By appointment]	

1. Course Statement

a. Course description

The Language Translation and Interpretation is a one-credit mini-course that aims to prepare students to identify, address, and evaluate the language translation and interpretation needs of individuals, families, and communities whose native language is not English. The course will use an interprofessional lens, based on empirical findings, in order to teach students how to engage with individuals, families, and communities with or without the aid of an interpreter. Special attention will be paid to instances of practice involving two or more professionals from different disciplines e.g., teacher, social worker, interpreter. Examples of topic issues include gender, class, race/ethnicity, and how these factors influence translation and interpretation in social work practice. The course is recommended for both monolingual and multilingual students working with populations in the U.S.A. and/or other countries.

b. Course objectives and competencies

- To identify, address, and evaluate the language translation and interpretation needs of social work clients,
- To practice evidence-based strategies for engaging with social work clients with or without the aid of an interpreter,
- To develop awareness and learn strategies for addressing issues related to gender, class, race/ethnicity.

c. Course design

This course will be taught in two seven-hour days. The first day will follow a workshop format (practicing language translation and interpretation) and discussions. The second day will include reviewing first day's contents, discussion on assignments, and discussing issues regarding PODS. Class meeting time will generally be devoted to discussion and related activities. Presentations (by the instructor, students, and guest lecturers) and readings will provide the basis for the discussion.

There will be a Canvas site established for this course. Readings, lectures, and other resources will be posted on this site. There is no required textbook for the course.

The course may also involve some online class time and teaching.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

March 18, 2023

REQUIRED READINGS

Doering-White, J., Pinto, R. M., Bramble, R. M., & Ibarra-Frayre, M. (2019). Teaching note—Critical issues for language interpretation in social work practice. *Journal of Social Work Education*. <https://doi.org/10.1080/10437797.2019.1656586>

Abulhab, A., & Pinto, R. M. (2020). Teaching note—Critical Issues in Sign Language Interpretation for Social Work Practice. *Journal of Social Work Education* 56(2).

Hall, J., & Valdiviezo, S. (2020). The social worker as language worker in a multilingual world: educating for language competence. *Journal of Social Work Education*, 56(1), 17-29. DOI: [10.1080/10437797.2019.1642275](https://doi.org/10.1080/10437797.2019.1642275)

McDowell, L., Messias, D. K. H., & Estrada, R. D. The work of language interpretation in health care: Complex, challenging, exhausting, and often invisible. *Journal of Transcultural Nursing*, 22(2), 137-147. <https://doi.org/10.1177/1043659610395773>

Engstrom, D., & Min, J. W. (2008). Perspectives of bilingual social workers. *Journal of Ethnic & Cultural Diversity in Social Work*. 13(1), 59-82. https://doi.org/10.1300/J051v13n01_04

McCarthy, J., Cassidy, I., Graham, M. M., & Tuohy, D. (2013). Conversations through barriers of language and interpretation. *British Journal of Nursing*, 22(6), 335-339

Time	Agenda
9 AM to 10 AM	<ul style="list-style-type: none"> • In-depth Introductions: language proficiencies, needs, aspirations, personal experiences. • The basics of language spoken and written.
10 AM to 10:30 AM	<ul style="list-style-type: none"> • Lecture
10:30 AM – 12 noon	<ul style="list-style-type: none"> • Case Studies • First translation and interpretation simulation – Three Exercises in Groups of Three • Discussion
12 noon to 1 PM	<ul style="list-style-type: none"> • Lunch
1 PM to 3 PM	<ul style="list-style-type: none"> • Transcribing Exercise • Journaling Thoughts & Feelings
3:00 to 3:30 PM	Coffee Break
3:30 PM to 5 PM	<ul style="list-style-type: none"> • Discussion • Summarizing key points

March 25, 2023

REQUIRED READINGS

Payne, M., & Askeland, G. A. (2016). Racism, Social Exclusion and Cultural Translation. *Globalization and International Social Work: Postmodern Change and Challenge* (pp. 47-62). Abingdon: Routledge.

Neuliep, J. W., & Speten-Hansen, K. M. (2013). The influence of ethnocentrism on social perceptions of nonnative accents. *Language & Communication*, 33, 167-176. <https://doi.org/10.1016/j.langcom.2013.05.001>

Zhang, W., Hong, S., Takeuchi, D. T., & Mossakowski, K. N. (2012). Limited English proficiency and psychological distress among Latinos and Asian Americans. *Social Science & Medicine*, 75(6), 1006-1014. <https://doi.org/10.1016/j.socscimed.2012.05.012>

Timmins, C. L. (2002). The impact of language barriers on the health care of Latinos in the United States: a review of the literature and guidelines for practice. *Journal of Midwifery & Women's Health*, 47(2), 80-96. [https://doi.org/10.1016/S1526-9523\(02\)00218-0](https://doi.org/10.1016/S1526-9523(02)00218-0)

Arriaza, P. (2015). Spanish language self-efficacy beliefs among Spanish-speaking social workers: Implications for social work education. *Journal of Social Work Education*, 51(3), 550-565. <https://doi.org/10.1080/10437797.2015.1043204>

Etrillard, A. (2019). Regimes of language, whiteness and social class: The negotiation of sociolinguistic privileges by British migrants in rural France. *Language & Communication*, 66, 29-40. <https://doi.org/10.1016/j.langcom.2018.10.007>

Time	Agenda
9 AM to 10 AM	<ul style="list-style-type: none"> ● Reintroductions ● Lecture
10 AM to 11:30 AM	<ul style="list-style-type: none"> ● Case Studies ● First translation and interpretation simulation – Three Exercises in Groups of Three ● Discussion
11:30 AM – 12:30 noon	<ul style="list-style-type: none"> ● Lunch
12:30 noon to 2:30 PM	<ul style="list-style-type: none"> ● Transcribing Exercise ● Journaling Thoughts & Feelings
2:30 to 3:00 PM	Coffee Break
3:00 PM to 5 PM	<ul style="list-style-type: none"> ● Discussion ● Summarizing key points ● Presentations

COURSE POLICY ON LATE ASSIGNMENTS

Late assignments (including homework and assignments) that are not related to COVID will not be accepted without a confirmed medical &/or legal documentation. Make-up presentations will also require confirmed medical and/or legal documentation. Students anticipating, or unexpectedly, not submitting an assignment on time or presenting the project on time, should please contact me within 24 hours before it is due/scheduled to make other arrangements. Failure to do so will result in the student earning an automatic zero for that assignment. Additionally, even if permission is granted to submit the assignment late or present the project late, for any reason, that student may receive an automatic five (5) point reduction per day that the assignment is late. All of this is at the discretion of your professor.

EXTRA CREDIT

There are no extra credit assignments in this course.

PLAGIARISM

Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>.

Another helpful resource is <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else's work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one's own.

- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g., in a paper for another current or previous class).

Class Recording and Course Materials

Additional information on class recordings: [Recording and Privacy Concerns FAQ](#):

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.]

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

ASSIGNMENTS & GRADING

Grades are not a reflection of your value as a person, or even your personal capacity. They are a reflection of the reality of balancing school with other responsibilities and of your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you learn.

Final Grade: Students taking this course will be encouraged to engage in ongoing self-evaluation and one's own relationship with undoing and/or participating in oppressive systems concerning language abilities. Therefore, all assignments will have the same weight; in other words, all assignments will be worth 100 points. The final grade will include the sum of all assignments (each assignment may vary from zero to 100) divided by the number of assignments. The final grade will be pass/fail.

Self-awareness development: No citations or references will be needed in any of the required assignments. Your sincere and critical opinions are highly valued. Reflections will help you think critically about the course content and about your roles and responsibilities as a social justice practitioner and advocate. Your reflections will prepare you for sharing your personal perspectives on global social justice issues, and thus help you find your personal process for integrating materials we discuss in class and issues concerning your field placement.

ASSIGNMENTS DESCRIBED

1. Class Preparedness and absences. The most important part of this course is our discussions in class. I encourage you to come to class ready to actively participate – active listening alone does not replace having read the required text, posing questions, or responding to queries from the professor. This is a skill-building course, and as such it will help you find your public voice and develop your own style of argumentation. Your meaningful participation in several class projects will help meet the goals of the course. Preparedness requires on-time attendance, active listening, and participation in class. Therefore, you are expected to attend all classes and to participate in class discussions and exercises. This is a skill-building course, and as such it will help you find your public voice and develop your own style of argumentation. Since this is two full days of classes, no absence will be allowed. **Passing this class requires attendance of the entire two days. The following criteria can be used to reflect preparedness:** 1) active listening; 2) critical questioning of materials; 3) oral contributions; 4) participation in group work; and 5) demonstration of knowledge of assigned readings.

Due on the March 30 (Five days after our second class)

2. Reflections: This assignment encourages students to reflect on both the readings assigned for each class and their thoughts, impressions, and feelings developed from week to week during the course.

Students should also feel free to reflect on materials we will cover during class time. This is an opportunity for reflection, not judgment of one's own development. We all live life differently and we need to show kindness to ourselves while being rigorous about our development. This assignment will include three , single-spaced pages, written reflections.

Format and Content of Reflections

Please share, in no more than three single-spaced page (one-inch margins), key ideas and issues you have been thinking about concerning this class. Please connect your thoughts to actual efforts you may be involved in your field placement, volunteer work, or leadership in the school/university. You may choose to make connections between and across different social issues and your relationship to them – your positionalities as someone who may have played a role of oppressor and/or a person who has been affected by different forms of oppression. Most importantly, you are encouraged to reflect on the importance of understanding language interpretation and translation. You can choose to connect your thoughts from week to week, and to highlight major global and sociopolitical issues we will be discussing in class. You may focus on specific questions, such as:

- What about this issue touches you and makes you want to do something about it?
- How are your opinions about this problem similar to or different than those of your family of origin, your identified communities, and the politicians who represent you?
- These are suggestions for you to think about. These are not required – please feel free to reflect in any way you wish.
- If and when applicable, your weekly reflections may be accompanied by examples from your own life.

3. Group Work

Students will work in groups of three. The exercises will be described in class.

4. Presentations. Informal presentations by groups of three students will take place on March 25 (second Saturday). The presentation is informal and contains the materials developed over the two full-day classes.

COURSE GRADES

Pass/Fail