

Instructionally Related Activities Report Form

SPONSOR: Javier González

PROGRAM/DEPARTMENT: Global Languages and Cultures

ACTIVITY TITLE: Visit from professional interpreter and translator Alice Ehr to SPAN 451 and SPAN 320

DATE (S) OF ACTIVITY: October 8 and 10, 2018

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

Ms. Ehr is currently the Managing Interpreter and Coordinator for Denver County Courts. She is certified nationally as a court interpreter. Previous to this step in her career, she owned and ran a translation and interpretation business in the Denver, Colorado metropolitan area. In SPAN 451, Intro to Healthcare Interpreting, she worked with students in developing their skills in simultaneous interpretation, an essential skill in the interpreting field. She also advised students on some of the ethical and linguistic difficulties that can arise in the field, shared several anecdotes from her work in the field and advised students on possibilities within the interpreting field, among other topics. Ms. Ehr brought training materials for the students as well. In SPAN 320, Intro to Spanish-English Translation, she shared aspects about starting and running the business, some of the challenges in translation, the process taken when assessing jobs, numerous anecdotes from her work in the field, and gave advice to students on how to pursue a career in translation and interpretation, among other topics.

- a) **HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?** Ms. Ehr's talk covered situations in the following of the course's learning objectives: a) Interpret accurately and completely between English and Spanish in various healthcare settings using modes of interpretation typically found in medical encounters (consecutive, simultaneous, sight, and whispered interpretation)* Ms. Ehr focused on simultaneous interpreting. b) Integrate appropriate medical terminology in both languages and enhance communication between a provider and patient during routine and complex medical encounters. c) Use culturally appropriate behavior and recognize and address instances that require intercultural inquiry to ensure accurate and complete understanding.

By providing numerous contexts and examples for the real world, it helped point students in the right direction when facing some of the many challenges that arise in the interpreting field.

For SPAN 320, she helped students with the learning outcomes of developing competence in translation, specifying what it takes; being able to identify the challenges of translation and use the appropriate techniques for addressing them; and find information and documents that will help during the translation process.

(2) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY? Giving students the opportunity to speak with professionals actively engaged in the field, hearing of their experiences firsthand, getting practical advice as to how to get started in the career, understanding some of the issues in a concrete sense and having the opportunity to have questions answered directly by this professional all complement the work done in the class. It is important for students to be able to interact with these professionals so that they can assess their own goals and address what they need to do to enter the profession.

(3) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

The structure of the activity in 451 was well focused and there were no weaknesses beyond there being a lot of situations more related to the judicial interpreting field. Nonetheless, seeing that some of the same ethical and practical issues arise in that field helped students better understand the importance on focusing on those issues. The activity in SPAN 320 was more open-ended and could have been better structured. That said, the student response (see attached excel forms) was, by and large, very positive.

(4) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME? The activity accomplished its purpose. Perhaps next time, I'd have access to the speaker's presentation further ahead of time to generate complementary materials to further tie the presentation to the class. This would be the case for both classes.

(5) WHAT DID YOU LEARN FROM THE PROCESS? It is a far simpler task to invite a speaker to a class than organizing a large event. Ms. Ehr also gave me several ideas as to other points to focus on in each class.

(6) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

See attached excel forms.

In general students were very pleased with her, her positive energy, the skills they acquired and the feedback was, by and large, very positive, including an enthusiastic "Bring her back!" among other enthusiastic responses.

(7) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

Ms. Ehr was paid \$1000 for her presentations.

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

See attached rosters.

**C. PLEASE INCLUDE UP TO 6 IMAGES IN THIS DOCUMENT TO DEMONSTRATE
STUDENT PARTICIPATION**

In SPAN 451 in Manzanita 1142.





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INSTRUCTIONALLY RELATED ACTIVITIES

C H A N N E L





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Attendee list:

SPAN 320

Patricia Castillo

Abel Cancino

Yessenia Chavez

Jairo Chen

Raquel Cuevas

Karen Díaz Deleón

Ray Figueroa

Sandy Franco

Araceli García

Karina Garnica

Angelica Gilmore

Isabel Hernández

Elise Hirsty

Adriana Huerta

Ivett Huizar

Araceli Martínez

Julianne Martínez

Avery Nava

Daisy Ortega

Rey Pérez

Jesús Sandoval

Lisette Trujillo

Itzely Valadez

Sarah Wilson

SPAN 451

Elizabeth Álvarez

Débora Favela

Jacqueline Flores

Araceli García

Jocelyn Gil-Preciado

Elise Hirsty

Cristina Jiménez

Evelyn López

David Maldonado

Alexandra Portillo

Sandra Quiroz

Yosduán Ramos

Kayla Rivera

Hillary Tejada

Carmen Torres