



## Interpreter Mediated Communication in Healthcare



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## Project Team

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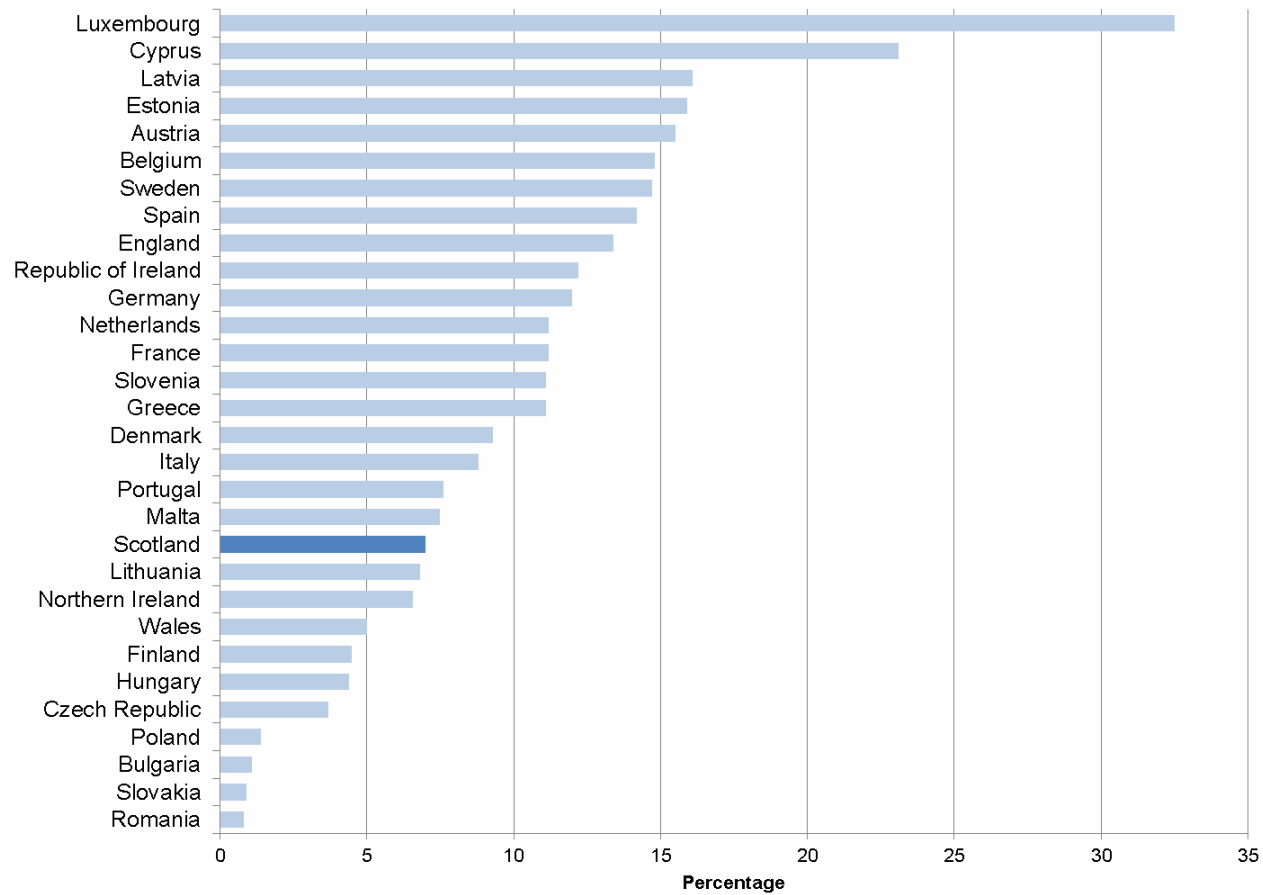


## Sorts of Migration

- Student migration
- Temporary and long term labour migration
- Family related migration
- Asylum and refugee migration

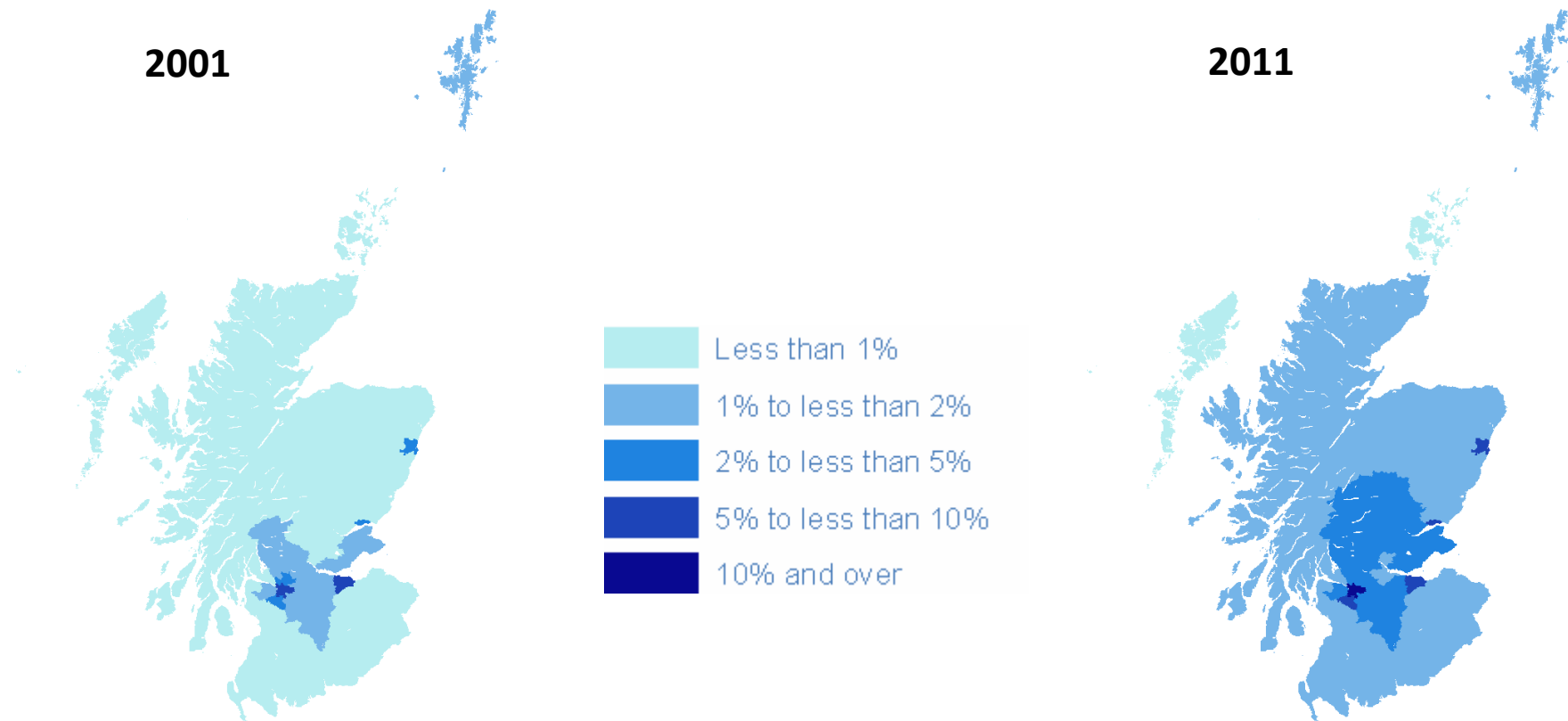


# European comparisons: Proportion of foreign born population

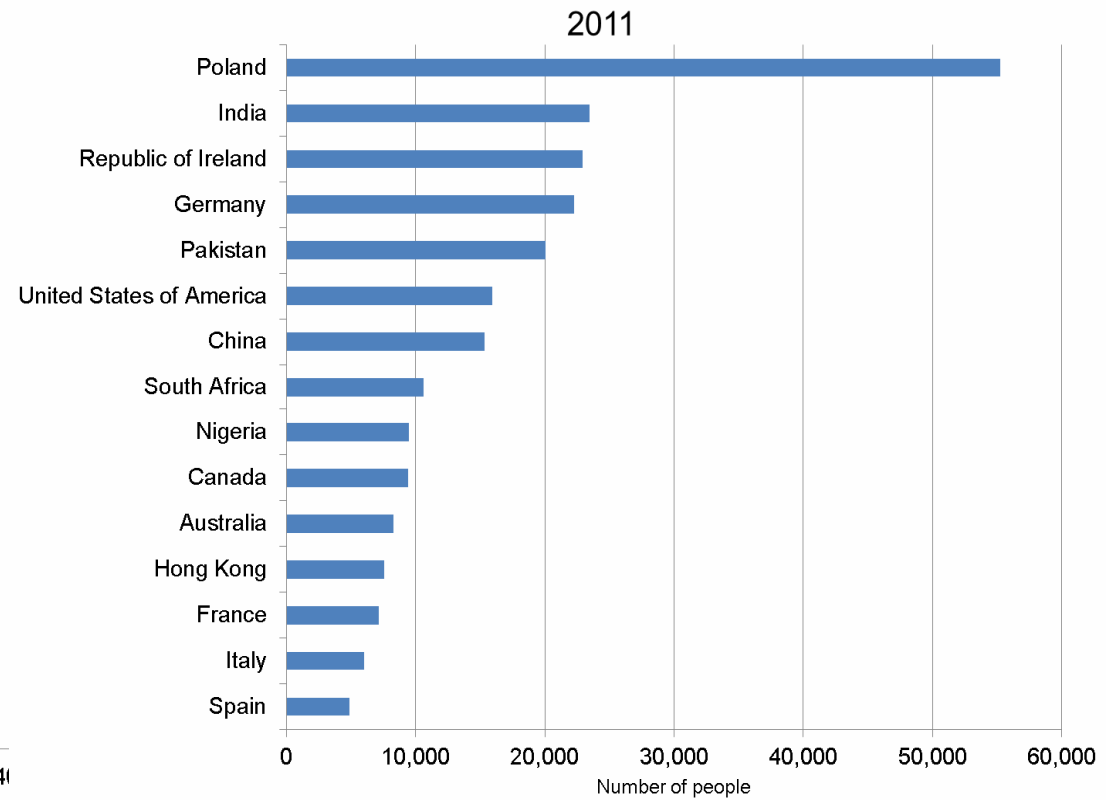
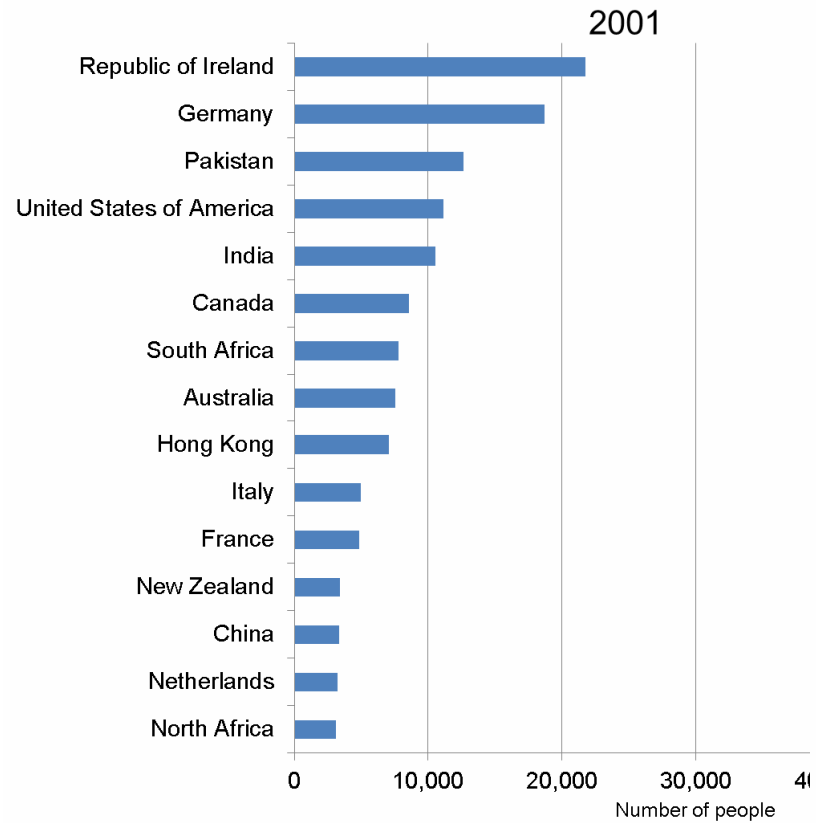


# Growing ethnic diversity

Proportion of people reported as belonging to minority ethnic group between 2001 and 2011, Scotland



# Countries of birth outside of the UK



## ***The Project: Ethical Interpreting In Healthcare Settings***

GRAMNet Project, AHRC and SFC

### **Cross-institution:**

University of Glasgow, Glasgow Caledonian University & BEMIS

### **Multi and Interdisciplinary:**

Intercultural Communication and Education, Critical Pedagogy, General Practice & Primary Care, Nursing Education, Psychology, Sociology & Anthropology and Community Theatre Studies

**Aim:** using drama and role play, to develop a research-based, pedagogical model for effective interpreting in intercultural healthcare settings.



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# Learning from practitioners interpreters and service users





## Research design: 3 stages

### Stage 1: Review of theory, method, policy and practice into interpreted-mediated health care encounters

- Overwhelmingly single perspectives represented
- Clinical settings dominate
- Focus on language barriers



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## Stage 2: Qualitative Interviews

- Health care practitioners ( midwives, health visitors and sexual health specialists)
- Interpreters (French, Arabic, Urdu, Polish, Slovakian)
- Service users (asylum seekers, refugees, migrant workers)

## Stage 3: Developed into 5 short educational films



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## The research process

### Literature Review

### Qualitative Interviews with 19 participants

### Data Analysis

### 13 Possible Scenarios

### 5 Film Scripts

### Drama Workshops

### 5 Short Films (online/DVD) & Learning Materials



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# Interpreter Mediated Communication in Healthcare



## Film album

<http://vimeo.com/album/2594200>

Resources and further information:

[www.gla.ac.uk/ethicalinterpreting](http://www.gla.ac.uk/ethicalinterpreting)



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