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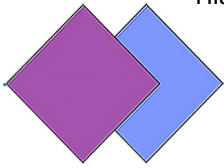
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Interprofessional Education for Interpreting and Social Work Students—Design and Evaluation

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Abstract

Public service interpreters and social workers frequently work with each other. A training approach that seeks to bring learners from two professional areas together is interprofessional education. This paper describes and discusses interprofessional education sessions for interpreting and social work students conducted over 3 years. We report on how these were designed and delivered and on students' evaluation of learning outcomes. Evaluations from students were elicited via anonymous questionnaires in paper/ electronic form. Responses were gained from 218 of 442 participating students on the following: level of confidence to later work with professionals of the other disciplinary background; level of importance of pre-interactional activities; and self-awareness of performance skills when interacting with a member of the other professional group. Confidence levels are reported as high, and pre-interactional activities are rated as important. Responses on performance skills relate to emotional and verbal features as well as to content knowledge and terminology.

Keywords: interprofessional education, interpreter pedagogy, social work pedagogy

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Interprofessional Education for Interpreting and Social Work Students—Design and Evaluation

Interpreters and social workers frequently work together. A recent study on the work practices of 2,281 interpreters in Australia reveals that “social welfare” is the second-most-frequent area in which interpreters work, ahead of other common areas of work, such as aged care, courts/legal domains, and education (Tobias, Hlavac, Sundin, & Avella Archila, 2020, p. 15). Going back more than 40 years, a number of guideline documents have been produced to advise social workers how to work with interpreters—for example, Baker and Briggs (1975); Jones (1985); Frey, Roberts-Smith, and Bessel-Browne (1990); Centre for Multicultural Youth (2011); and Department of Health and Human Services (2018). This suggests that, at least in Australia, many social workers frequently work with interpreters.

A key pedagogical development over the last 30 years, first trialed in the health sciences, is interprofessional education (IPE). IPE refers to learners from at least two occupational groups interacting with each other in a structured and supervised setting (real-life or simulated), where the desired outcomes are an increase in knowledge of how the other occupational group works and how to work with this group and an increase in subsequent confidence in future work with this group (Barr, Koppel, Reeves, Hammick, & Freeth, 2005; WHO, 2010). The positive outcomes are not restricted to the two occupational groups only: There can be “flow-on” effects from their augmented skill sets from which others, such as patients or service users, can benefit.

IPE has, in more recent years, expanded to social work and interpreter training. However, IPE sessions conducted for interpreting and social work students to learn and work together appear to be uncommon. This paper describes the design of IPE in joint sessions that were conducted over 3 consecutive years (2017–2019) and an evaluation of these sessions via participating students’ survey responses. A feature of this paper is that it presents a dual perspective. We believe that it is insightful for interpreter trainers to see the responses and outcomes for interpreting students and social work students. Insights are gained through eliciting students’ post-IPE reflections. IPE sessions also facilitate the “swapping of notes” and gaining feedback from peers of not only the same disciplinary background but also another disciplinary background. These, in turn, may be able to advance learners’ self-efficacy strategies and, more generally, their notions of intersubjectivity in professional settings. Given this, this paper addresses the three research questions:

1. Do interpreting and social work students report that an IPE session enables them to work confidently with a member of the other professional group?
2. After the IPE session, do interpreting and social work students identify pre-interactional activities in which they need to engage?
3. Which skills or aspects of their own professional performance are interpreting students and social work students now aware of when working with a member of the other professional group?

This paper is structured in the following way. Section 2 provides a background to the areas of IPE and studies, that of interpreters and social workers working with each other. This, in turn, informed our approach to the design and delivery of the IPE sessions, which are presented in Section 3. Section 4 describes the methodology and details of the data sample. The results and discussion are presented in Section 5, and the findings and conclusion in Section 6.

Background Studies and Concepts

This section provides a definition of IPE and a description of it as a pedagogical activity in prequalification settings. In Sections 2.2 and 2.3, we provide cross-professional descriptions of each area of practice from the perspective of the other field.

Interprofessional Education

Interprofessional education (IPE) is a well-established teaching activity in the health sciences and is now becoming established as a feature of training in interpreting (Krystallidou et al., 2018; Ozolins, 2013) and in social work (Jones & Phillips, 2016; Rubin et al., 2018). IPE refers to educators and learners in either pre- or postqualification settings working together to “jointly create and foster a collaborative learning environment. The goal of these efforts is to develop knowledge, skills[,] and attitudes that result in interprofessional team behaviors and competence” (Buring et al., 2009, p. 2). This is congruent with the definition of

(and support for) IPE given by the World Health Organization (WHO, 2010, p. 55). Alongside the development of knowledge, skills, and attitudes, IPE also typically seeks to provide learners with “experience of interprofessional work..., knowledge of group dynamics, confidence in working with interprofessional groups[, and] flexibility” (Reeves, 2016, p.188). IPE is commonly employed as a postqualification learning activity in workplace settings. Employees from different professional backgrounds engage in IPE to “develop team members’ competence and confidence...in their work settings” (Barr et al., 2005, p.88). In prequalification learning settings (for health care students), IPE is employed to enable “graduate[s] to enter the workplace with baseline competencies and confidence for interactions and communication skills that will improve practice” (Buring et al., 2009, p.4). The conceptual, cognitive, and affective changes that IPE can bring about are commonly subsumed under the descriptors *competency* and *confidence*.

The literature refers to IPE in various ways. For example, Ozolins used the phrase “interactive workshops with students from other professional faculties” (2013, p.34), while Krystallidou et al. (2018) employed the term “collaborative practice” alongside IPE. Other descriptions, such as “joint learning exercises” or “shared learning classes,” are also commonly used.

While the notion of IPE may be encompassed under different labels, the calls for interpreting and social work trainees to learn more about each other have come from many quarters (Tipton, 2016; Westlake & Jones, 2018). For example, Berthold and Fischman (2014), who examined interpreter-mediated interactions of social workers working in mental health, advocated separate specialist training for each group to learn what the other group does and joint IPE sessions for social work and interpreting students to learn how to work together.

Cross-Professional Views—The Social Work Interaction From the Perspective of Interpreting

Despite the fact that many interpreters commonly work with social workers, especially in those countries in which public service (or community) interpreting is the major area of interpreters’ work (Corsellis, 2008; Hale, 2007), relatively few studies have focused on interactions where interpreters work with a social worker (or a professional from related fields, such as youth work, housing, corrective services, child protection, and legal services) and an allophone service user. One study that does is Pöllabauer’s (2012) examination of interpreters’ interlingual transfer skills and of their general performance. Among some of the shortcomings that Pöllabauer (2012) identified are interpreters’ misunderstanding of their role and the incidence of interventions that appear to inhibit social workers’ capacity to work effectively with service users.

Tipton and Furmanek (2016, pp.203–236) presented the most comprehensive examination of social welfare from an interpreting perspective. They identified some key issues relevant to the training of interpreting students who will work in social work settings. The first issue is understanding the overall structure or sequence of most social work interventions—that is, the frames or dialogic turns that make up the *genre* of the social work interaction. Citing Potocky-Tripodi (2002), Tipton and Furmanek (2016, p.212) reported that a sequence of frames common in social work interventions is engagement, problem identification and assessment, goal setting and contracting, intervention implementation and monitoring, termination and evaluation, and follow-up.

Further, Tipton and Furmanek (2016) outlined six key features of specialist training in social work. The first one is *procedural*, referring to the social worker’s initial and ongoing assessment of need and risk or the use of information-gathering tools, such as psychosocial assessment questionnaires or other instruments. The second feature is *situational*, with an example being a multiagency case conference that involves other parties, such as police officers, health care professionals, and service users’ family members, which, for an interpreter, means that they need to ensure that “everything gets translated in all directions” (Tipton & Furmanek, 2016, p.211). The third feature is *security and hygiene*, such as the level of risk to one’s personal safety and measures to minimize other health risks. The fourth is the *possibility of primary or secondary trauma*, where ensuring the provision of a briefing (and debriefing) can, at an immediate level, help avert some risk of the interpreter experiencing a high level of secondary stress when a service user reports violent or distressing events, or even of primary stress if the service user becomes violent or abusive toward the interpreter or the social worker. The fifth feature is *ethical issues*, such as the interpreter’s belief or possession of information about a service user’s circumstances acquired outside the interpreted interaction and its relevance to working with a social worker. The final feature is *thematic*, such that interpreters need to know that the referential content of interlocutors’ talk could relate to any number of different areas, including employment, housing, family violence, alcohol or substance abuse, rehabilitation with regard to physical or mental health issues, court-ordered diversion programs, or parole conditions.

Drugan (2017) published a study of social work students’ instruction related to working with interpreters, from an interpreting perspective. She outlined the steps that she followed to design, deliver, and evaluate two sessions. As a pre-session canvassing exercise, Drugan (2017, p.129) surveyed six Master of Social Work programs at UK universities in 2014 and found that none had a training component that included working with interpreters or translators, despite many

trainers' observations that "an increasing proportion of social work caseloads relied on interpreting and translation." Working in conjunction with social work programs, she then developed a 1-day course for 40 social work students that was based on real-world case studies and ethical issues.

Further to this, Drugan (2017) conducted a 1-day course for another 59 social work students with a postsession survey that collected students' impression of its usefulness. From 47 responses, Drugan (2017) reported that learners identified the following positive features: role-play as a learning activity, case studies based on real life, enhanced understanding of how to communicate with the other professional, training in judgment, increased confidence, and increased knowledge of logistics (for example, telephone interpreting). Drugan's (2017) postsession survey themes informed the selection of themes and questions in our elicitation of responses from IPE trainees in this paper's data sample (see Section 4).

The only study involving both social work and interpreting students in a joint session from an interpreting perspective is that of Ozolins (2013). He focused mainly on the ethical issues of participating in a role-play based on real events (in Melbourne, Australia) a few years previously. A number of features relevant to the design and delivery of IPE sessions are evident from Ozolins's (2013) study. The first is that, before the session, both groups of students received a briefing describing the scenarios and that they were required to consider the scenarios' logistic, situational, and linguistic as well as ethical issues. The second is that, after the session, students were required to engage in personal and group reflection about how they enacted their own role and how they learned to work with the other professional group through the other group's enactment of their role. These two elements also informed the design of the IPE session on which we report as well as the methodological instruments employed to measure trainees' responses.

Cross-Professional Views—Social Work's Perspective on the Interpreter-Mediated Interaction

From a social work perspective, a larger number of studies have focused on working with interpreters, including Baker and Briggs (1975), Glasser (1983), and Turner (1990). Freed (1988) examined clinical interviewing in social work and mental health services. It is perhaps no coincidence that this focus shed light on features of the relational dynamics that pertain when a third party, the interpreter, "joins the dyad," and Freed advised social workers and interpreters to be clear about their role as "neutral parties," emphasizing the importance of capturing the social worker's tone and intent:

Because the art of social work interviewing requires rapport, an empathetic interchange[,] and an emotional connection, the interpreter must have the capacity to act exactly as the interviewer acts—express the same feelings, use the same intonations to the extent possible in another language, and through verbal and nonverbal means convey what the interviewer expresses on several levels. (Freed, 1988, p.316)

For trainee interpreters, these are insightful and guiding words, as trainees may tend to focus on the fidelity of their interlingual transfer rather than focus, to the same extent, on the intonational and interactional features that are specific and important to therapeutic or other interventionist interactions.

A number of social work studies have identified problematic issues that can occur in interpreter-mediated interactions that can affect social workers' ability to work effectively with service users (see Humphreys, Atkar, & Baldwin, 1999). Some studies have raised concerns about maintaining confidentiality (Brämberg & Sandman, 2012; Tribe & Raval, 2002) or that adding the interpreter can lead to a feeling of "disruption" in the practitioner–service user dynamic (Tribe & Morrissey, 2004), such that the social worker may report that they find it challenging to develop a sense of rapport with the service user (Brämberg & Sandman, 2012). Sawrikar, who recorded a child protection caseworker's grievance, highlighted a social worker's diminished sense of immediacy with service users:

Are they [interpreters] able to interpret without having a backwards and forwards conversation between them and the client, and the caseworker just sitting there?... [Sometimes] I have to jump in and say, "Stop, tell me what just happened. And ask me the questions." (2015, p.402)

Westlake and Jones (2018, p.1390) similarly reported that social workers feel that they are receiving or sending "a distorted narrative" or even that they are "becoming invisible." To address these perceived concerns, Westlake and Jones (2018) advocated a number of strategies. First, they recommended that the interpreter's role be clarified, as some social workers perceived that the only party with linguistic needs was the service user, while at the same time, they expected the interpreter to share their same objectives in the interaction. Westlake and Jones (2018) suggested that the interpreter clearly explain their role to both parties and that the social worker use second-person, rather than third-person, forms of address.

Westlake and Jones (2018) also advised social workers to attend to rapport building in the same way that they attend to this with English-speaking service users—that is, by engaging in small talk or “chitchat” to establish rapport. They noted that the social worker might feel that the time length of a consecutively interpreted interaction means that this should be omitted but advised against it.

The third strategy they recommended is to be mindful that expressions of empathy, concern, or urgency not be lessened due to the “relayed” nature of communication. Along with the relayed nature of communicating and the perception of its being “delayed,” Westlake and Jones (2018, p.1393) reminded social workers to endeavor to strive for a “depth of conversation” with their service users, posing open-ended questions that they would otherwise use with English-speaking service users, rather than believing that a closed questioning style is appropriate due to a fear of “going over time.”

Other recommendations they made are that social workers be persistent in clarifying any misunderstandings rather than curtailing or abandoning these attempts, again due to a fear of going over time. Moreover, they called for social workers to attend to “conversation management” and to be proactive in ensuring that all of what they say is conveyed, even if they are compelled to interrupt or prompt the interpreter (Westlake & Jones, 2018, p.1402).

Moving now to how training can be offered to interpreters to learn about how to work with social workers, Berthold and Fischman (2014) argued that, as a separate exercise, interpreters learn about the importance of relationship building between social workers and service users and, in particular, how service users’ narratives of their own needs and situation are key to effective social work. Distress and trauma may be integral to such narratives, and these traits can affect service users’ coherent and cohesive expression. Social work therefore recommends that interpreters be made aware of this possibility as a key element of their knowledge of the other professional group.

In regard to specific social work students’ education about how to work with interpreters, Berthold and Fischman (2014, p.105) suggested that the following points should be covered: how the addition of another person—that is, interpreter—changes the dynamics of an interaction; the interpreter’s role and appropriate ways to work with them; and criteria to consider when requesting an interpreter, such as evidence of certification, clients’ gender-specific needs, and their preferred language/specific dialect. Further, they identified linguistic and discourse features of interpreter-mediated interactions of which social workers should be mindful: the avoidance of jargon or complex terminology; pausing and “chunking” one’s speech so that the interpreter interprets two to three sentences at a time, when working consecutively; touching base on the use of consecutive or simultaneous interpreting if a service user does not pause for the interpreter to interpret consecutively and whether the interpreter should switch to simultaneous mode. Additionally, they suggested that social workers maintain eye contact with service users and attend to their nonverbal signals, check the congruence between nonverbal messages and verbal messages that are interpreted, and ensure that interpreters maintain role boundaries between themselves and service users (Berthold & Fischman, 2014, p.105). In some social work education programs, these or elements thereof are typically imparted to learners (Felberg Radanović & Sagli, 2019, p.149).

The Design and Delivery of the IPE Sessions

Establishing IPE sessions required organizational support, in a hierarchical sense, and curriculum approval. With these secured, the authors aligned the IPE session into the curriculum of their teaching units (that is, “courses” in North America, or “subjects” in the UK). The disciplines and their units are MITS (Master in Interpreting and Translation Studies)—APG 5874 Global translation and interpreting professional practices; and MSW/BSW (Master of Social Work, Bachelor of Social Work)—SWM 5101 Human Rights, Law & Ethics: Contexts for Social Work Practice, SWK 4030 Human Rights, Legal and Ethics Knowledge for Social Work Practice.

There was considerable difference in the numbers of students from each disciplinary area. In the interpreting units, it was around 20, while for the social work units, it was around 140. The cohort of social work students included students mostly from the Master of Social Work (MSW) program and a small number of students from the third year of a Bachelor of Social Work (BSW) program. As a proportion of those social work students who participated in the questionnaire, the number of BSW students is small: 2017, 0 out of 29; 2018, 14 out of 66; and 2019, 2 out of 80. Their educational and skill-level profiles as third-year BSW students were congruent to those of the MSW students, who were all in their first semester. As their educational profiles were similar and congruent, we grouped all social work students within the acronym MSW and did not further distinguish social work students studying in the BSW program from those in the MSW program.

The structure of the IPE sessions over all 3 years was as follows:

Pre-IPE session activities

1. Research literature readings

For interpreting students, two readings on interpreters working with social workers (Ozolins, 2013; Tipton & Furmanek, 2016)

For social work students, two readings on social workers working with interpreters (Ozolins, 2018; Westlake & Jones, 2018)

2. Classroom activities

For interpreting students, four 2-hour workshops where dialogue interpreting in social welfare interactions is practiced. Allocation of interpreting students to take on the role of the speaker speaking a language other than English. (See Appendix A.)

For social work students, two 1-hour sessions were allocated, before the actual role-plays with interpreting students, to allow students to become very familiar with the case scenario and to practice role-playing it. Allocation of the situation and the role that the MSW students take on. (See Appendix B.)

In-class IPE session activities

1. Introductory address. Welcome, recap of desired learning outcomes for IPE session. Explanation of format of session and how the session is designed to enable the achievement of the desired learning outcomes.
2. How do interpreters work? A brief outline for social work students of the following: definition of interpreting; “interlingual transfer of meaning,” not “word rescrambling”; modes of interpreting (consecutive vs. simultaneous); certification required for professional interpreters; briefing; ethical code and principles that apply to the conduct of interpreters (AUSIT, 2012); interpreters as cultural experts or mediators; chunking one’s speech/signing; and making eye contact with the service user with limited English proficiency (LEP).

How do social workers work? A brief outline for interpreting students with an outline of the following: definition of social work; multiple fields that social workers work in; interactional and relational nature of social work; reporting and protocol maintaining; policy of respect, tolerance, and nondiscrimination when interacting with service users; personal safety and integrity; ethical code and principles that apply to social workers’ professional conduct (AASW, 2010); and working with service users with LEP.

Students break up into groups and go to the room allocated to their group.

3. Role-play 1

Parole (two parole officers, one 25-year-old parolee service user with LEP, one interpreter, four to six observers from social work) (See Appendices A and B.)

4. Debriefing Q&A session between all participants and observers

5. Role-play 2

Family violence (two child protection workers, one family violence victim service user with LEP, one interpreter, four to six observers from social work)

6. Debriefing Q&A session between all participants and observers

Students leave their separate group rooms and reassemble in the auditorium.

7. Collective Q&A session. Instructors commence by giving a recap of the structure and the format and invite students to give impressions.

Conclusion of IPE session

Methodology

The research questions were derived from research on IPE in general (Barr et al. 2005; Reeves, 2016) and by research in the specific disciplines of interpreting (Ozolins, 2013) and social work (Freed, 1988). Regarding the selection of methodological instruments, there were logistical, capacity, and financial limitations on the use of those instruments available to us. A single written questionnaire was selected as the most amenable instrument to collect data from potential informants, the trainee participants of the IPE session. This is the methodological tool used in a large-scale IPE study of interpreting students working with medical students (Krystallidou et al., 2018). The approach taken in the collection and examination of data was qualitative—that is, responses from informants were sought in relation to opinions, reported experiences, and awareness of skill sets. All students from both disciplines received an explanatory statement in advance of the session, and participation in the questionnaire was voluntary.²

The questionnaire consisted of five questions to which participants could provide short answers of up to three lines and one question that had five statements to which participants gave responses along a 5-point Likert scale. The data presented in this paper were taken from responses to two of the short-answer questions and to one of the Likert-scale responses from four of the five statements. A presentation of all responses from all questions would go beyond the limitations of this paper. The questionnaires were made available after the IPE session via an electronic survey tool, Qualtrics, while paper copies were also distributed in an attempt to increase response rates. Usually, another staff member who did not teach or assess these students distributed and then collected the completed surveys. In some sessions, the authors distributed the questionnaires.

The data sample consisted of corpora from multiple IPE sessions. Responses were collected from three sessions conducted in May in consecutive years: 2017, 2018, and 2019. Table 1 presents data on the number of students attending and participating in the survey.

Table 1
Number of Interpreting and Social Work Students in the IPE Sessions

	2017		2018		2019		Total	
	Att.	Surv.	Att.	Surv.	Att.	Surv.	Att.	Surv.
MITs	21	15	26	16	16	12	63	43 (68%)
MSW	102	29	151	66	126	80	379	175 (46%)
Total	123	44	177	82	142	92	442	218 (49%)

The attendance numbers and survey participant numbers were commensurate to the number of students in the respective units. For the MITs cohort, this was between 16 and 26 students. For the MSW cohort, this was between 102 and 151 students. Attendance at the IPE sessions was compulsory for all students in both units.

Results and Discussion

The three research questions related to trainees' reported level of confidence at the end of the IPE session, identification of pre-interactive activities, and awareness of their own verbal and interactional performance during the IPE. The first question was addressed via elicitation of responses to a statement shown in Table 2. The statement was followed by a 5-point Likert-scale with ratings that had the following numerical values: 1 = *definitely do not agree*; 2 = *do not agree*; 3 = *not sure*; 4 = *agree*; and 5 = *strongly agree*.

Table 2
Collated and Average Scores for Informants' Reported Confidence Level

	"I feel confident now to undertake an interaction with a member of the other professional group."			
	2017	2018	2019	Ave. score
MITs only	4.43	4.38	4.17	4.33
MSW only	3.90	3.84	4.07	3.94
MITs & MSW	4.07	3.94	4.09	4.05

² Approval to gain data from human informants was provided by the Monash University Human Research Ethics Committee: Project no. 5730 – A multi-perspective approach to translation pedagogy and practice (2016-2018); Project no. 21111 – Inter-professional sessions – Interpreting, Medical, Social Work and Nursing students (2019-present).

Table 2 shows informants' high level of agreement regarding their perceived level of confidence when interacting with a member of the other professional group. Over the 3 years, the responses averaged just over 4.0—that is, a response of agree. There was little variation between the years, but some variation between the informants according to discipline: MITS students recorded higher levels of confidence than did MSW students. This may be explained through all MITS students having had the chance to interact directly with the social worker via role-play, both as an interpreter and as a service user speaking a language other than English (LOTE). Among MSW students, the percentage of those who role-played once was around 65%. This means that approximately 35% of MSW students participated only as observers, which was likely to account for the lower level of agreement with perceived level of confidence in interacting with an interpreter.

We now examine data on pre-interactional activities. Informants were requested to first respond to a question with an affirmative or negative response. They were then requested to expand or provide further explanatory information—that is, “Yes. List what they are” or “No. Why not? Give reasons.” Table 3 presents informants' responses to the first part of the question that elicited an affirmative or negative response. Those who did not provide an answer were classified as N/A.

Table 3
Informants' Level of Agreement Regarding the Need for Pre-Interactional Preparation

“Are there things you know that you need to do in preparation for a social work interaction that is linguistically mediated via an interpreter?”																
	2017				2018				2018				Total			
	Yes	No	N/A	Total	Yes	No	N/A	Total	Yes	No	N/A	Total	Yes	No	N/A	Total
MITS only	13	1	1	15	15	0	1	16	11	0	1	12	39	1	3	43
MSW only	22	4	3	29	57	2	7	66	70	1	9	80	149	7	19	175
MITS & MSW	35	5	4	44	72	2	8	82	81	1	10	92	188	8	22	218

Table 3 shows that students overwhelmingly responded affirmatively to the question of the need to prepare for the interaction. For the 2017 informants, the rate of agreement was 80%, while for the latter 2 years, it was 88%. There were slightly higher rates among MITS students compared to MSW students. We accounted for this through the fact that, in general, the interpreter comes to a social work interaction with less information available to them than the social worker, and this applied also to the simulated interactions in which the students engaged, as those allocated the role of the interpreter were not provided with information about the interaction beforehand. The wording used in the question was deliberately ambiguous: *preparation* could refer to a joint task, such as a briefing, which refers to an interaction at which only the social worker and the interpreter are present and exchange information to better prepared to work together in the interpreter-mediated interaction itself and with the LEP service user. However, *preparation* could also refer to activities that each trainee undertakes alone.

Below, we present MITS and MSW students' representative comments—that is, each comment represented not only the participant's position or sentiment but also that of at least one further participant who expressed a very similar response. All comments were from those who answered affirmatively. None of those who provided a negative response provided further comment. Comments were identified only by the year of the cohort; other than their disciplinary background, informants remained anonymous. Below are comments from MITS students in relation to preparation being a *pre-interactional briefing* with a social worker:

Arriving at the site 10–15 minutes earlier to get a briefing. (2017)

Nature of interaction, general procedure of it. (2018)

Background of service user, background and role of social worker. (2017)

Preparing for the meeting/interaction by knowing at least background info on the case; knowing about sensitive terms that could be used. (2018)

Talking with social workers about how they interact with their service users and the professional language they'll be using. (2018)

Find out the structure of the SW interview. (2018)

Terminology, jargon, terms, topics to be discussed. (2019)

Below are comments from MITS students in relation to preparation that they undertook *alone*:

Find out the name of the relevant agencies and government organizations, go over social work specific terminology, e.g., corrections order. (2017)

Know how the specific service works, what their aim is (that I find through general research). That's when I feel confident that I can interpret to the best of my abilities in a (potentially) difficult interaction. (2019)

Practice how to ask questions in a manner that is used by social workers. (2018)

Preparing for vocab, especially in regard to social services/description of emotional states. (2018)

Going through the glossary of related scenarios. (2017)

Below are comments from MSW students in relation to preparation being a pre-interactive briefing with an interpreter:

To brief the interpreter about the session that they will go through. (2017)

Explain situation/intervention, i.e., pre-brief the interpreter to facilitate accuracy. (2018)

Have a pre-briefing of the session so that both parties have the agreement on how to interact and react in the communication with the service user. (2017)

Explain terminology and other specialist words likely to be used. (2019)

Discuss in an interview beforehand the words and language being used. (2018)

Protocols, give background information to the interpreters, cultural background of the service users, and things that needed to be taken into consideration when being in the interview. (2017)

Check cultural norms, e.g., greetings beforehand, check with interpreter on these. (2018)

Brief the interpreter on what they should know, for instance, service user's stability for interpreter's safety. (2019)

Check interpreter's qualifications and whether a good match, i.e., correct language/dialect. (2019)

Prepare the interpreter, ensure there is no pre-existing relationship with the service user. Make sure you have cultural awareness. If not, ask. (2019)

Below are comments from MSW students in relation to preparation they undertook *alone*:

Know the background of the service user, e.g., when working with women with domestic abuse, request a female interpreter. (2017)

Consider cultural and gender issues beforehand. (2018)

Have in mind that it'll be harder to observe the service user's emotions because of the break [that is, pausing for consecutive interpreting]. (2019)

Be ready to define jargon and acronyms. (2019)

Prepare simple questions, not rushed, remember to maintain good eye contact. (2019)

The MITS students identified the following types of preparation that involve interacting with the social worker: information gathering about context, situation, purpose, structure of interaction, and specialist terminology. Those MITS informants who listed preparatory steps that they undertook alone mentioned information gathering about the service provider, terms, and phrases that they located on the provider's website or elsewhere; practicing social welfare questioning techniques; and watching publicly available videos of social welfare interactions as a model for practicing them, such as YouTube (n.d.[a], n.d.[b]).

The MSW students' comments about preparatory activities that include working with the interpreter included information exchange on the context, situation, purpose, structure of interaction, clarification of roles, protocols for turn taking, and specialist terminology. Information could be elicited from the interpreter about communication features characteristic of the service user's cultural background as well as the interpreter's language repertoire and qualifications. Safety factors, where relevant, could also be outlined. Those preparatory activities that MSW students identified that could be undertaken alone included checking preferred language, cultural or gender-specific needs, and logistic features, such as the type of terms/concepts that were likely to be used and reminders of rapport-building strategies, such as eye contact.

The final research question related to learners' awareness of aspects of their performance in the interaction—that is, when they were interacting with the other professional and the service user, which aspects of their verbal and nonverbal behavior they believed they needed to be mindful of. In the survey distributed, this question was asked in different ways according to the students' discipline. MITS students were asked to respond to the question, "What aspects about your own performance as an interpreter are you now more aware of when working with a social worker?" MSW students were asked to respond to the question, "What things about your speech (speed, volume, clarity), your interview and questioning techniques, or your inter-personal skills are you now more aware of in an interpreted interaction?" We first present a selection of MITS students' comments, grouped thematically:

Monitoring one's own emotional response, dealing with confronting/unexpected topics

The emotional aspect, the empathy of the social worker, and the anger/fear/desperation, etc., of the service user are important elements of the interaction that need to be conveyed. (2019)

The importance of some aspects to be interpreted, e.g., angry tone, sarcasm, side comments. (2019)

I worry if the case is really emotional, how I could as an interpreter manage my emotions and stay impartial. (2017)

While interpreters should act professionally all the time, it can be difficult sometimes when the service user is saying something ridiculous, e.g., "What if there will be ghosts out there?" "Are you saying I'm an alcoholic?" (2018)

Verbal features

The tone is important. It may make service users more open and more likely to elaborate when answering questions. (2018)

Voice projection and posture. (2017)

My voice/intonation. (2019).

Retaining/replicating exact tone and source speech. (2018)

Behavioral features, including ethical requirements

Importance of being prepared and keeping to your normative role when unsure what to do. (2018)

Remain calm, if there is a situation, deal with it. If there is confusion, ask for clarification. (2018)

Content knowledge about social work and subject-specific terminology

Appreciation of my own knowledge of areas to do with social work. (2017)

Need to build up more social work-related knowledge and vocab. (2019)

To study glossaries and learn about cases. (2018)

The following are selected responses from MSW students that are grouped according to themes:

Clarity of language, attending to verbal practices

We are taught to use simple sentences and to make it short, but actually when we talk to the service user, we also speak a lot, and then have to break. (2017)

Must be slower and clearer, but this does not mean it has to be basic. Break up thoughts and long sentences. (2018)

Speak at appropriate volume—not too loud or too soft. (2019)

Ensure message understood, being clear, no jargon. Clarify words that aren't understood, ensure don't speak too quickly, short sentences. (2019)

The social worker has to speak slower than usual and preferably in short sentences. Avoid colloquialisms and try to be as clear as possible in asking questions. (2017)

The rhythm of the conversation changes, as well as the speed of responses, and eye contact as well, that should be focused on the service user. But it is hard to follow the interpreter without looking at him/her. (2017)

You need to be coherent and cohesive enough for the interpreter to understand you because if they don't, then they would have a hard time interpreting. (2017)

In an interpreted interaction, we social workers need to be mindful about length of sentences. From the role-plays, I noticed that social workers began to use longer sentences toward the end of interview. (2017)

Relational features

Maintain eye contact with service users. (2018)

Sentences are shorter. I have to remember to speak directly to the service user, but the service user tends to talk to the interpreter, making it harder to make eye contact. (2017)

Questioning techniques, because sometimes a question could be a probe, but the interpreter may make it sound like, a bit more, a serious question. (2019)

Some of the "small talk," and also some of the technical words not easily translated. (2018)

Counseling micro-skills (verbal) are lost during the interaction. (2017)

Empathy is harder to express; body language and facial expressions are important. I speak slower and break down my sentence for the interpretation. I think the empathy is lessened because of the fact that there is a third person with me and the service user. (2019)

Words are more simple and short. Our empathetic tone of voice may not be conveyed through the interpretation. (2018)

Speech is slower. Everything is more straightforward and there is less sense of immediacy in the interaction and rapport. (2018)

It was very difficult to build rapport with the service user, as there is mediated conversation in between. So, I think we need to be aware of our body language and facial expressions more than we do. (2017)

There is a loss of rapport, I felt, because the interpreter has to give their translation, so there is a delay and then it comes back to you. I felt that I wasn't able to develop the same level of rapport or understanding with a service user as I would with an English-speaker. (2019)

Each respective group of students was asked questions that were congruent but also aligned to their specific role. We summarize and contextualize here the collected comments. Although the IPE session was centered around two simulated role-plays, the most recurrent response that came from MITS students was a concern about remaining composed and able to convey

to both parties the same emotional, empathetic, and intonational features of the source speech in their target speech realizations. This was somewhat surprising, as the emotional, empathetic, and intonational features of the social workers' and the service users' speech related to a simulated, not real situation. A shortcoming of role-plays is that all parties know that the affective content of their behavior is imitated and perhaps not representative of the affective content of real-life situations. Nevertheless, many MITS students perceived the (simulated) performance of others' affective behavior as a challenge, with many reporting uncertainty regarding whether they could respond and transfer well. Intonation, volume, and posture—features that make up part of a speaker's "presence"—were mentioned as features that attracted their attention. Another feature related to difficulties that arose and the capacity of MITS students to consider how procedural or ethical principles could guide them in a situation that was unfamiliar and in which they were unsure of what to do. The ability to recognize a difficult or unfamiliar situation and to then respond by applying practices that have been acquired is a characteristic of good (learning) practice. Finally, some MITS students expressed concern about inadequate content knowledge and social work's field-specific terms. This is a predictable concern among learners and is a universal characteristic of interpreting that compels interpreters to prepare for each assignment—the concern that the interpreter will not comprehend the content of source text messages and will not be familiar with certain forms used in the source text message.

MSW students commented in relation to their own speech or interpersonal skills but also about the interactions in general. In relation to MSW students' speech, the volume, pace, and length of sentences and turns were frequently mentioned, as MSW students were mindful to ensure that the interpreter could hear and process what they said and receive manageable "chunks" of two to three sentences before interpreting consecutively. They also observed that the use of colloquialisms and specialist terms ought to be avoided, where possible. The need to maintain eye contact, primarily with the LEP service user, was voiced by many, as was a concern that the LEP service user could be inclined to speak to the interpreter rather than to the social worker.

While most MSW students provided responses about their own speech, which was what the question asked them to do, some remarked on how the speech of the interpreter appeared to shape the interaction in a way that was not expected. Some MSW students noted how the illocutionary effect of their own messages appeared to change in the interpretations that MITS students provided. Phatic language, technical terms, and even the function of the speech act itself appeared to be altered. With an interpreter present, many MSW students believed that they were unable to establish the level of direct contact or rapport with the service user that they would typically establish with an English-speaking service user. There appeared to be a number of reasons for this. One reason given was situational: the need to "chunk" one's speech, avoidance of long turns, and the delay in message transfer through the to-ing and fro-ing of consecutive interpretation. Another reason was the presence of a third person—the interpreter. It appeared that their presence led some MSW students to believe that they had to monitor their speech or speak less freely than they would if they were in a private dyad. The third reason related to the competence or performance of the interpreter to replicate the implicature and the intention of the MSW students' source message (that is, the illocutionary force of it), where some MSW students believed that this was changed or leveled out in what they heard and witnessed being transferred to the service user. To address this perceived decreased ability to develop rapport, some MSW students suggested that they may need to use body language or facial expressions as a compensatory strategy to ensure that the intention of their messages could be conveyed to the service user.

The data and discussion presented relate to a data sample of 218 informants from two disciplines, with responses provided over a 3-year period. The consistency of responses from year to year suggests that if a similar intervention to introduce IPE in the training programs of two occupational groups were to be undertaken, it may yield similar and positive outcomes. We are cautious in making this claim, but we can point to such studies as Krystallidou et al. (2018) and Zhang, Crawford, Marshall, Bernard, and Walker-Smith (2020) that reported positive outcomes from trialing IPE. It is true that the elicitation of evaluative responses from trainees after an intervention can lead to them to provide positive responses on the basis of the intervention alone (cf. the "Hawthorne" effect), but pedagogically focused papers such as that of Ozolins (2013) and Crezee (2015) that focused not on IPE but on broader areas of training and where IPE was a component of this training still reported positively on IPE. Further research with different formats of IPE activities, pairing with different professional disciplines and with other methods of evaluation, is required before we can state conclusively whether the positive outcomes of this study are applicable to broader populations of students.

Findings and Conclusions

This paper set out to address three research questions regarding outcomes that learners reported from participation in an IPE session. Among the learning outcomes were level of confidence to engage with a member of the other professional group; ability to identify pre-interactional activities that serve the purpose of optimizing the way that the interpreter and social worker will

work together in the interpreter-mediated interaction; and reflection on one's own behavior when interacting with another professional and LEP speaker.

The first research question related to the IPE session as an activity that could enable learners to feel confident when working with those from the other professional group. Confidence level in working with other professionals is a feature commonly elicited in evaluations of IPE (Barr et al., 2005; Buring et al., 2009; Reeves, 2016). Responses from 218 informants from both disciplines over 3 years showed widespread levels of agreement that learners had self-reported confidence levels that enabled them to work with others. We accounted for this by their participation in two role-plays that enabled them to experience, or at least witness, how an interpreter-mediated social work interaction would be approached and enacted. Participation, even in a simulated situation, provided learners with a sense of familiarity and experience in this specific interaction where, previous to the IPE session, few if any participants had any direct knowledge of these interactions.

The second research question related to pre-interactional activities. More than 86% of informants responded that preparation activities were required before an interaction. More than 90% of MITS students and 85% of MSW students held this view. These could include activities that involve the interpreter and the social worker exchanging information with each other before interacting with the service user with LEP, or these could be activities that the interpreter and the social worker engage in alone, ahead of the interaction. Those activities that MITS students identified related to a briefing with the social worker to learn about the purpose and focus of the interaction, its structure, and the number of service users with whom they would be working. For interpreters, there was usually a larger information gap, as the social workers were typically the "custodians" of most information relating to the interaction. But for social workers as well, responses showed that the pre-interactional briefing allowed them to go over their own expectations of a mediated interaction, the interpreter's role, and agreed-upon protocols for (self-)introductions, interventions from the interpreter, and cultural, ethical, and safety-based issues. Content knowledge, use and meaning of specialist terms, and discourse-pragmatic features were also mentioned as topics in briefings. These responses aligned well with Berthold and Fischman's (2014) recommendations made to interpreters and social workers.

The third research question related to learners' awareness of aspects of their performance in the interaction. Informants from both disciplines reported that they attended to their own speech and were mindful that the recipient of their verbal messages could clearly hear and understand them—for the social work students, this was to the interpreting students, while for the interpreting students, this was to the social work students and the LEP service users. Some MITS students also reported on consciously enacting their role in a normative sense, where they were guided by descriptions of good practice when they felt otherwise unsure of what to do. This finding was congruent to Drugan's (2017) observations on unidirectional training for social work students in which students valued being required to exercise their judgment in managing interpreter-mediated constellations. Perhaps surprising for a simulated situation, many MITS students reported that they were challenged by the emotional and interpersonal impact of the situations. Normative descriptions were again mentioned as a model to follow in these instances.

Many MSW students listed features specific to the interpreter-mediated situation to optimize contact with the LEP service user, such as eye contact and chunking. Conspicuous were responses that related not to MSW students' reporting on their own performance but to the establishment of a working relationship with the LEP service user. An aim of IPE is for learners to (further) develop their intersubjectivity. However, for some, it may be that a notable aspect of the IPE session was that their own expectations of the "social worker–service user interaction" were not confirmed. The use of a LOTE by the service user and consecutively delivered interlingual transfer from the interpreter for some MSW students may have been the most noticeable feature that determined the way that they themselves spoke. Further, many MSW students reported a feeling of distance and a lack of immediacy and rapport. Some identified the consecutively interpreted nature of the interaction as the main cause for this, but others described a "leveling out" and even perceived loss of the illocutionary force of their source speech messages in some MITS students' interpretations. These comments were congruent with the observations of a number of social work researchers (Brämberg & Sandman, 2012; Sawrikar, 2015; Westlake & Jones, 2018) who have observed that social workers sometimes feel a sense of removal in interpreter-mediated interactions.

These findings bring us back to Freed's (1988) advice to interpreters: that rapport, empathy, and an emotional connection are integral features of social work practice and that interpreters need to attend to replicating speakers' feelings, providing appropriate intonational or prosodic features that match the illocutionary force of the source speech. Further, they need to be mindful of nonverbal features when interpreting the language of the LEP service user as well as the language of the social worker. The findings also bring to mind Berthold and Fischman's (2014) recommendations to social workers: that maintaining eye contact with the service user, attending to nonverbal signals, and checking congruence between the service users' verbal and nonverbal messages are key strategies to developing a connection and rapport when they cannot communicate directly in the same language.

Importantly, the IPE contributed to learners' confidence levels when interacting with the other professional group. Higher levels of confidence are one of the primary desired outcomes of IPE (Barr et al., 2005; Reeves, 2016). Further, the data sample showed that learners were able to develop an awareness that such interactions require pre-interactional steps—either preparation as an individual activity or as a shared one via a briefing. Feedback from others was a key characteristic of the sessions, and many learners' comments contained self-reflection and strategies of self-efficacy that appeared to be a consequence of the IPE session.

IPE sessions require a high level of cooperation and organizational coordination between educators in two different disciplines. They are, however, perhaps more likely to become a regular feature of various university-level courses as the acquisition of cross-disciplinary content and the development of collaborative learning environments that include simulated practice become more commonplace. This paper has shown that IPE sessions can lead to positive outcomes for both groups of learners. A desirable follow-up study from this paper would be to gain data from the same informants after they have commenced working as professional interpreters and social workers and to elicit responses from them on the value of IPE as a preparatory exercise to real-life practice working with the other professional group.

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Appendix A

Background information and directions for LOTE speaker (language other than English) with limited English proficiency (LEP) who has been released on parole:

Role: You are 25 years old and you were convicted of multiple accounts of assault against three former workmates and were sentenced to 12 months jail. Prior to this, you had been working full-time as a factory worker.

Context: You have been released after 8 months and are on parole. Community Correctional Services have attached certain conditions to the parole, which remain in place for 3 months:

- No contact with the victims of the assault or with their families
- Attendance at anger management counseling sessions

- Undertake an approved educational or training program, or undertake unpaid community work

Function/Purpose: You have been unable to enroll in a vocational education course and must undertake unpaid community work. The social worker will ask you a number of questions about your life in general, and about the conditions for your parole. You need to interact with the parole officer accordingly, as you wish to ensure that you will be able to stay on parole. You do not want to run the risk of breaking the parole conditions, in which case you could be returned to jail.

Appendix B

Background information and directions for social worker working with a person recently released on parole:

Role: You are a social worker working as a parole officer.

Context: A young Non-English-Speaking Background (NESB) person of 25 years old has been convicted of multiple accounts of assault against three former workmates and has been sentenced to 12 months jail. The NESB offender is released after 8 months and is on parole. There are conditions attached to the parole:

- No contact with the victims of the assault or with their families
- Attendance at anger management counseling sessions
- Undertake an approved educational or training program, or undertake unpaid community work

The NESB offender has been unable to enroll in a vocational education course and must undertake unpaid community work.

The NESB offender is released on parole but is still under sentence and must comply with the conditions of the parole order. Community Correctional Services have set certain conditions for the offender's parole and the offender has received specific intensive parole conditions for the first 3 months.

Function/purpose: You are a social worker working as a parole officer and need to discuss the following:

- Current living conditions and with whom the offender on parole is living
- Community Correctional Services Court Order and receiving a Justice Accused Identifier (JAID) number for community work
- Need to report at least twice a week to the supervising community corrections officer
- That the offender undertakes a community work program of graffiti removal and parks maintenance and beautifying a local cemetery
- Discuss attendance at anger management counseling
- Information on courses to become a security officer: <https://www.kangan.edu.au/tafe-courses/certificate-ii-in-security-operations-2392>
- Financial situation
- General state of health, risks to physical or mental health
- Drug or alcohol use
- Time to make next appointment

Your duty is to clearly explain the conditions of the parole order, including the conditions relating to no contact with the victims and requirement to contact the community corrections officer. You need to ensure that the parolee (the person released on parole) fully understands the conditions of the parole, and you need to work with the parolee to work toward his/her fulfilling the requirements of the parole order.