Ethical practice within and outside of interpreting assignments: navigating available ethical frameworks and attending to self-care

Rebecca Tipton, Beverley Costa

www.pasaloproject.org

beverley@pasaloproject.org

The Pásalo Project

ITI Coffee House

5 September (12-1:30pm)

Mothertongue multi-ethnic counselling service
(2000 - 2018)

- Based at Reading, NGO which offered free, culturally and linguistically sensitive counselling for people from multi-ethnic communities (*including people from refugee and non-refugee backgrounds)* in their preferred languages

- From 2009: dedicated Mental Health Interpreting Service funded by local Health Authority

- Successful handover and Integration of Interpreter Service and some Sof the MT therapy model into local NHS Mental Health Service

- Began research into multilingualism and therapy because of gaps in the literature, in collaboration with Jean-Marc Dewaele

- Developed training and supervision programmes for therapists in multilingual therapy based on the research findings. Since 2013 over 5,000 clinicians trained

- Bilingual Forum

- Continuing this strand of Mothertongue's work with new organisation: Pásalo: www.pasaloproject.org

KEY POINTS

- Why is self-care an ethical issue (Costa and Rausch etc., 2020) both within and outside of interpreting assignments?

- Occupational hazards of VT and MI but also ethical decision-making

- Dynamic/relational/performative ethics and other professions

- Benefits of support with self-care via reflective supervision or RPSGs

- Suggestions for "What next?"

Why is self-care an ethical issue **within** interpreting assignments?

- Ethical decisions from moment to moment in the assignment
- Emotional impact of listening and conveying stress and trauma
- Unspoken issues of power

Why is self-care an ethical issue **outside** of interpreting assignments?

- Feelings have to go somewhere
- Self-care viewed as an ethical and social (Drugan & Tipton, 2017) responsibility beyond the assignment
- Role of infrastructural systems as ethically mature bodies
- Unspoken issues of power

- **Burnout, compassion fatigue, vicarious trauma/VT** frequently occur because of the empathic engagement with distressing material

- **Moral injury/MI** *(Moral or Ethical Stress)* frequently occurs because of the context (system, organisations, professional bodies etc.) in which one works

What can you do about it? *(Not so helpful – "faux self-care")*

- Ignoring feelings (BUT – the feelings need to go somewhere. PLUS – the feelings are important data. They contain information which we need for our work)

- Avoiding people

- Working harder and harder

- Sleeping (too much/too little)

- Eating and drinking and exercising (too much/too little)

- Sharing (too much/too little)

Self-care for the psychological therapy professions *Good Practice Guide: British Association for Counselling and Psychotherapy*

- **Ethical responsibility regarding self-care**

- *'The care of ourselves as practitioners matters to our clients. They need to know that we are sufficiently resilient to be able to work with them and to withstand the challenges of that work' Tim Bond (BACP, 2016).*

Is teaching self-care enough?

Or is it an ongoing **ethical** commitment to attend to our *"own wellbeing as essential to sustaining good practice with our clients"* (BACP)?

Dynamic ethics – relational ethics

- Not just rely on ethical code – performative rather than organisational (Phelan, 2019)

- Micro (D'Anselmi et al., 2013) ethics and Silverman (2003) *everyday ethics* "the continual need for choices everyday"

What can you do about it? *(A bit more helpful self-care)*

Interventions to build resilience, wellbeing, fitness to practice, quality of work

- Mentoring and coaching (Penet, J.C. & Fernandez-Parra M., 2023)

- Counselling/therapy – personal/self-development

- Clinical Supervision – delivered by psychologists – interprofessional

- Reflective Practice Support *in Groups* – not clinical but also known as reflective supervision. Intra-professional – interdependent sharing of collective power – professional development/ work/ collective

Why Reflective Practice Support *in Groups?* (Costa, 2024)

Opportunity for:

- Repair, reflection and development.

- Emergence of new responses to difficult situations.

- Safe and confidential space for *'reflection-in-action'* (Schön, 1983).

- Commitment to attend to self-care (and group attendance) regularly and continuously *not* just as and when.

- Interpreters' experiences of reflective supervision/support groups

https://www.pasaloproject.org/resources.html#SOI

From 0.50 to 1.45

Reflective Practice Support Groups (RPSGs) for other professions

For example – home treatment teams:

Neil, S. T., Johnstone, M., Fox, K., Collins, R., & Mulligan, L. (2023). Staff experiences of reflective practice groups in a crisis resolution and home treatment team: a mixed methods service evaluation. *Reflective Practice, 24(6),* 736-748. Advance online publication. https://doi.org/10.1080/14623943.2023.2264193

RPSGs may help with burnout:

Davey, B. R., Byrne, S. J., Millear, P. M., Dawber, C., & Medoro, L. (2021). Evaluating the impact of reflective practice groups for nurses in an acute hospital setting. *Australian Journal of Advanced Nursing*, 38(1), 6–17. https://doi.org/10.37464/2020.381.220

New training course **Facilitating Reflective Practice Support Groups** (RPSG) using Creative Apprenticeship model (Costa, 2024)

- To train interpreters in the fundamental skills for **Facilitating Reflective Practice Support Groups** (RPSG) for members of their profession.

- So far this has been offered to organisations across the UK, and to the Belgian Health Service. Currently interpreter "graduates" from these courses facilitate regular RPSGs for interpreters in Wales, Scotland, England and Belgium.

Feedback from 12 qualified and experienced interpreters (2022)

8 of the participants rated the course as highly effective in building their confidence to become an interpreter-facilitator of reflective practice/supervision groups.

2 most important outcomes from RPSG Facilitation training :

- learning about psychological safety
- learning how to listen and allow space for others to comment.

8 of the trainees have used the training to provide intra-professional RPSGs for interpreters, including those who work with some of the most vulnerable people in our communities.

Self-care as an ethical issue - some suggestions

Within and outside interpreting assignment

- Take self-care seriously as a collective ethical and social responsibility

- Commit to regular reflective and supportive activities that are facilitated by a trained facilitator

- Train to become a RPSG facilitator to support colleagues

Message to **regulating/registering bodies, training and professional associations** – *Take self-care of interpreters seriously – it's an ethical issue.*

A few reading suggestions

- Carroll, M and Gilbert, M. (2011) On Being a Supervisee: Creating Learning Partnerships (2nd ed). London: Vukani Publishing.

- Carroll, M., and E. Shaw. (2013). *Ethical maturity in the helping professions : making difficult life and work decisions*. London: Jessica Kingsley Publishers

- Costa, B., Lázaro-Gutiérrez, R., Rausch, T. (2020). Self-care as an ethical responsibility. A pilot study on support provision for interpreters in human crises". *Translation and Interpreting Studies*' special issue on the ethics of non-professional translation and interpreting in public services and legal settings.: Vol 15.1. pp:36–56 https://doi.org/10.1075/tis.20004.cos

- Costa, B. (2020) *Other Tongues – psychological therapies in a multilingual world. A guide for qualified practitioners, trainers and supervisors.* Monmouth. PCCS Books.

- Costa, B. (2023) Supporting the Supporters. Therapy Today. Vol. 34/1, 42-45.

- Costa, B. (2024). Reflective practice support for interpreters: Why, what and how? In A. Nevado Llopis & A. Foulquié Rubio (Eds.). *Medical Interpreting*. Oxford, United Kingdom: Peter Lang Verlag. Retrieved Mar 8, 2024, from 10.3726/b18108

- D'Anselmi, P., Di Bitetto, M. (2013). Micro-ethics. In: Idowu, S.O., Capaldi, N., Zu, L., Gupta, A.D. (eds) Encyclopedia of Corporate Social Responsibility. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-28036-8_688

- Drugan, J., and R. Tipton. (2017). "Translation, ethics and social responsibility." The Translator 23, no. 2: 119 – 125. https://doi.org/10.1080/13556509.2017.1327008

- González Campanella, A. (2024). Emotional labour and affective skills in public service interpreting: expanding the competence models. *FITISPos International Journal, 11*(1), 44-64. https://doi.org/10.37536/FITISPos-IJ.2024.11.1.379

- Hawkins, P. and Shohet, R. (2012) Supervision in the Helping Professions. Maidenhead: Open University Press.

- Page, S., and Wosket, V. (2015) Supervising the Counsellor and Psychotherapist: A Cyclical Model (3rd ed.), New York, Routledge/Taylor & Francis Group.

- Penet, JC (forthcoming, 2024). 'Coaching in Translator Education: Exploring the potential benefits of group coaching in Simulated Translation Bureaus and beyond.' Ward, M. et al. *Teaching Translation: Contexts, Modes and Technologies*. London: Routledge.

- Phelan, M., Rudvin, M., Skaaden, H., & Kermit, P. (2019). Ethics in Public Service Interpreting (1st ed.). Routledge. https://doi.org/10.4324/9781315715056

- Porges, S.W. (2017). *The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe.* New York: WW Norton.

- Rothschild, B. (2007). *Help for the Helper-the Psychophysiology of Compassion Fatigue and Vicarious Trauma.* New York: Norton Professional Books.

- Silverman, M. (2003). A personal journey in rural Ireland, 1980–2001. In *The Ethics of Anthropology: Debates and Dilemmas*, edited by P. Caplan, 115-132. London and New York: Routledge

For more …

- **Ethics & Self-Care:Translation/Other Professions**

12-14 September 2024 at Newcastle University and will also be accessible in 'light-hybrid' mode
https://conferences.ncl.ac.uk/ethicsandselfcareintranslation/

- Association of Interpreters and Translators (AIT) Reflective Practice Support Groups for interpreters - Why? What? How?
  Online September 9th, 2024 2pm to 4pm UK time

(Online) Group Facilitation: A Safe Space – for change to (not) happen

(Online) Group Facilitation: A Safe Space – for change to (not) happen **November 6ᵗʰ. 2024, 1pm to 2pm** UK. A conversation between Beverley Costa and John Wilson.

https://www.eventbrite.co.uk/e/group-facilitation-a-safe-space-for-change-to-not-happen-tickets-957287170697

Bilingual Forum Reflective Practice Support Groups

- Linked pair of meetings which focus on the multilingual therapeutic frame for therapeutic practice - working across languages with and without an interpreter. With support from Awards for All, England (The National Lottery)

- The first meeting **November 25th, 2024 (2pm to 4pm)** in-person, in central London. A demonstration of two context-specific (multilingual therapeutic frame) Reflective Practice Support Group sessions – one for therapists which interpreters can observe, and one for interpreters which therapists can observe.

- The second linked meeting will be held online.

- To receive further information, please join the mailing list of the Bilingual Forum by emailing: beverley@pasaloproject.org