

# Thoughts from the Field

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**CSDHH** COMMUNICATION  
SERVICES *for the*  
DEAF *and* HARD *of* HEARING

Est. 1975

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# Caregivers who are Deaf/HH/DB/LD

Barriers to communication Access

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VRI is not equal to FaceTime

# Challenges with Training Interpreters

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Language fluency

Reality and shock television

Critical thinking

Simulation is not equal to real life

Life experience

Fear of blood, fear of needles or worse

Opportunities for set schedule verses variable schedule

# Healthcare Interpreter Requirements

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## Immunizations

- Annual Flu
- TDAP
- Quantiferon Gold TB
- Varicella
- MMR
- Hepatitis B

## Other

- Background check
- 12-panel Drug Screen
- Customer-Specific Items
  - Training Modules
  - Policy Acknowledgements

# Assignment Type

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## Intensity

- Routine
- Acute
- Emergency/Trauma

## Purpose

- Primary
- Specialist
- Diagnostic
- Procedural

# How Does the Interpreter Get the Assignment?

**Broadcasting**

**Dispatching**

**Direct Match**



# Barriers to Attracting Qualified Interpreters to Healthcare Interpreting

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Growing profession with many work opportunities

Schedule and Availability

Experience

# Requests for Interpreters - Data June 2017

	Total Jobs	Total Expected Hours	Total Actual Hours
Ambulatory - Non Hospital	220	444.57	264.79
Ambulatory - Hospital	44	99.00	71.65
Inpatient	124	357.75	331.08
Other (Home Health)	9	18.00	10.46
Emergency	5	10.00	9.06

# Working Towards a Solution: Electronic Medical Records

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Patients can self-identify as a sign language user, which will trigger a request for communication access

Requirements -

Patients should be educated to self-identify their language

# Working Towards a Solution: ASL as a Foreign Language in Public Schools

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When students have a foundation in the language, more time can be focused on developing interpreting skills

NC approved ASL as foreign language in 2007. Approx 8 high schools in NC offer

According to 2015-16 DPI report, 415 public secondary schools (9-12th grade) are located in NC

**Increase the Workforce**