

Submission Date: January 1, 2017

Tri Council Policy Statement (TCPS 2) Tutorial Date: March 14, 2016

Most recent review of REB FAQs Date: April 29, 2016; September 19, 2016

1. RESEARCH TEAM

1.1 Research Title

Lost in Translation: What Helps and Hinders Professional Language Interpreters in Mental Health Counselling Sessions?

1.2 Applicant (Student Researcher)

Name: Mairav Amouyal Phone: ----- Email: -----

Program: Masters of Arts in Counselling Psychology

1.3 Co-Principal Researcher(s) or Faculty Supervisor (Supervising Researcher)

Name: Dr. Rosa Wu Email: rwu@adler.edu

1.4 Research Team Members (Second Reader)

Name: Dr. Pamela Patterson Email: ppatterson@adler.edu

1.5 Research Team Experience

APPLICANT:

The student researcher has experience working as a research assistant for Dr. Jessica Rourke on the study: "Forgiveness-Seeking Motives; methods of interpersonal relationship repair" at the University of Victoria. The student researcher investigated relevant scholarly articles, and helped design and conduct a survey to discover participants' motives when seeking forgiveness or reparation. The student researcher also examined the connection of forgiveness-seeking to self-perception, social awareness, and religion. In addition to a Psychology major, during undergraduate studies the student researcher received a major in Hispanic Studies, due to her interest in various languages and cultures. The student researcher has knowledge and community experience acting as an ad-hoc (non-professional) language interpreter from Hebrew to English and vice versa and English to Spanish in different settings including physical healthcare.

Supervisor:

Dr. Rosa Wu is currently supervising several students at Adler University and has been the second reader for a number of students in the past. During her MA in Psychological Counselling, Dr. Wu was part of a research team that explored the integration of spirituality in counselling as an area of

multicultural counselling competence. Dr. Wu has since been interested in issues of diversity and contributed to two published texts on international counselling. Dr. Wu also conducted her doctoral dissertation on the lived experiences of interethnic couples within a Canadian context.

Second Reader:

Dr. Pamela Patterson has considerable research experience in the topics of personal development, career development, leadership, and counselling practice. Additionally, Dr. Patterson has research experience and expertise in the use of the Enhanced Critical Incident Technique methodology.

1.6 Research Support Members:

The student researcher will need to recruit one graduate student, who is familiar with the ECIT method, to help with the credibility check that consists of the independent extraction of Critical Incidents (CI's) and Wish List Items (WL's) from the data set. This individual will sign the research team confidentiality agreement (Appendix L) prior to joining the research team.

2. SUMMARY OF STUDY AND RECRUITMENT**2.1 A. Overview of Research Study (Maximum 300 words)****Purpose**

This research will investigate incidents that promote efficient interpreting work in counselling sessions. This study will utilize the Enhanced Critical Incident Technique (ECIT) to distinguish particular factors that help and hinder interpreters in their work mediating mental health encounters. The ECIT process of interviewing interpreters will represent each of their distinct experiences while concurrently classifying shared helping or hindering incidents. The ECIT method allows for an inquiry into what resources interpreters believe would be helpful had they been available.

Research Questions

What is helping professional interpreters with their work during mental health counselling sessions?
What is hindering professional interpreters with their work in mental health counselling sessions?
What resources might professional interpreters use if they were made available?

Rationale

Communication dynamics, control, power differentials, and interpreter roles have been explored, however this pertains to physical medicine and from the clinician's perspective (Brisset et al., 2013; Greenhalgh et al., 2006; Hsieh, 2010; Kale & Syed, 2010). These themes have not been investigated from an interpreter's perspective, focusing on what aspects help and hinder their experiences in counselling sessions. There is a dearth of research regarding potential hindering incidents such as vicarious traumatization of interpreters and possible coping strategies. The purpose of this ECIT study is to augment the current discourse with what helps and what hinders interpreters when providing services in counselling sessions. This research will advance insight into how interpreters and clinicians can work collaboratively to best help clients.

Objectives

This study will interview professional language interpreters working in counselling sessions in the



Lower Mainland of Vancouver, in order to gain insight into what factors have helped and hindered their work experiences. Meaningful categories and themes will be identified from the interview data thereby informing future research and mental health clinicians working with LEP populations.

2.1 B. Summary of Research Procedures (Maximum 500 words)

Describe in a step-by-step manner the research procedures. The description should include the research methodology (e.g., ethnography, action, narrative, survey), rationale for utilizing this methodology, population, sampling method (e.g. convenience, key informant, snowball), group assignment strategies (e.g., random, by education level, geographic location, age), type of research methodology (e.g., ethnography, action, narrative, survey), analytic strategies, dissemination strategies.

Method and Rationale

This study will utilize the Enhanced Critical Incident Technique (ECIT), a reliable qualitative research procedure that highlights factors that impact individual participant's experience (Butterfield, Borgen, Maglio, & Amundson, 2009). ECIT is an exploratory research method that is recognized in the Counselling Psychology field (Butterfield, Borgen, Amundson & Maglio, 2005).

Research procedures

- a) The participant population will be composed of six to eight adults, professional language interpreters working in mental health settings for four years or more, in the Lower Mainland of Vancouver (See section 2.8 Number of Participants).
- b) The student researcher will contact organizations to request assistance in recruiting professional language interpreters (Appendix B). Afterward, a recruitment poster (Appendix C) will be distributed to prospective participants. (See section 2.5 Recruitment). The student researcher will also recruit prospective participants via Facebook.
- c) All prospective participants will be evaluated for eligibility via a screening interview (Appendix F).
- d) The student researcher will discuss and obtain informed consent (Appendix H) with participants; the student researcher will retain the original signed informed consent forms and provide each participant with a copy.
- e) The student researcher will recruit co-researchers for the study via word of mouth. All co-researchers will undergo a screening interview (Appendix K) and will be required to sign and adhere to a confidentiality and anonymity agreement (Appendix L).
- f) The student researcher will conduct two semi-structured interviews with each participant. The initial in person interview (60-120 mins), will adhere to the interview guide (Appendix I). A follow-up interview (30 mins) conducted within 3 months of the first interview, in-person or over the phone, will adhere to the second interview guide (Appendix M). Initial interviews will be audio recorded and transcribed. All interviews will happen in an agreed upon private, convenient location, such as a private room at Adler University.
- g) Concluding the first interviews, demographic and descriptive information (Appendix I) will be gathered to supplement understanding of participants' experiences and to highlight any potential limitations of the study. Participants will be ensured prior to answering these questions, they can withhold information without providing an explanation. Demographic and descriptive questions will consist of age, sex, cultural background, languages spoken, number



of mental health professionals worked with, and preferred manner of interpretation.

Participants can choose not to answer any demographic questions and still have their data be included in the study.

- h) Participants will choose a pseudonym or can have the student researcher assign one for them. These pseudonyms will be used throughout all transcripts, analyses, and final reports. Interview data will be transcribed; redacting identifying details, to protect participants' anonymity.
- i) Data will be analyzed by first establishing the frame of reference to analyze themes and categories within a context; extracting independent Critical Incidents (CI's) and Wish List (WL's) items from the transcripts.
- j) The student researcher will then create categories (groups of similar incidents) and perform the remaining nine ECIT credibility checks: Audio-taping Interviews, Interview Fidelity, Independent Extraction of Incidents, Exhaustiveness, Participation Rates, Independent Categorizing of Incidents, Second Interview, Expert Opinion, Theoretical Agreement (Butterfield et al., 2009). The student researcher will recruit and have an independent judge and an expert reviewer sign and adhere to a research team confidentiality and anonymity agreement. The independent judge will separately extract incidents, and place 25% of the incidents into the researcher's categories to compute the percentage of agreement. The expert reviewer will verify the categories are consistent with the expert's understanding of the field and research topic. This means the independent judge will independently create and compare categories to the researcher's categories and the expert reviewer will verify the categories are consistent with the expert's understanding of the field and research topic (language interpreting and mental health). Credibility checks strengthen the study's reliability, credibility, trustworthiness, and descriptive validity (Butterfield et al., 2005; Butterfield et al., 2009; Flanagan, 1954).
- k) The student researcher will establish the level of specificity to use for reporting results.
- l) The student researcher will report the results via tables, participant quotes, and textual descriptions. With direct quotes, all identifying information is removed, and the participant will have the opportunity to prohibit the inclusion of any particular quote.
- m) A summary of the final results and/or thesis will be distributed to the participants that have selected to receive them.
- n) The student researcher may publish the thesis and/or results of the research in a Masters of Arts thesis. The student researcher may also write or speak about the research in various academic or professional forums.

2.2 References

- Andersson, B., & Nilsson, S. (1964). Studies in the reliability and validity of the Critical Incident Technique. *Journal of Applied Psychology*, 48, 398-403.
- Brisset, C., Leanza, Y., & Laforest, K. (2013). Working with interpreters in health care: A systematic review and meta-ethnography of qualitative studies. *Patient Education and Counseling*, (91), 131-140.
- Butterfield, L. D., Borgen, W. A., Amundson, N. T., & Maglio, AS. T. (2005). Fifty years of the critical incident technique: 1954-2004 and beyond. *Qualitative Research*, 5(4), 475-497.
- Butterfield, L. D., Borgen, W. A., Maglio, AS. T., & Amundson, N. E. (2009). Using the critical



incident technique in counselling psychology research. *Canadian Journal of Counselling*, 43(4), 265–282.

Greenhalgh, T., Robb, N., & Scambler, G. (2006). Communicative and strategic action in interpreted consultations in primary health care: A Habermasian perspective. *Social Science & Medicine*, 63, 1170-1187.

Hsieh, E. (2010). Provider-Interpreter collaboration in bilingual health care: Competitions of control over interpreter-mediated interactions. *Patient Education Counseling*, 78(2) 154-159.

Kale, W., & Syed, H. R. (2010). Language barriers and the use of interpreters in the public health services. A questionnaire-based survey. *Patient Education Counseling*, 81(2), 187-191.

Flanagan, J.C. (1954) The Critical Incident Technique. *Psychological Bulletin* 51(4) 327–58.

2.3 Inclusion Criteria

Participant Inclusion Criteria:

- 1) Are 19 years of age or older
- 2) Are working as a professional language interpreter
- 3) Have 4+ years of experience as a language interpreter in mental health settings
- 4) Are ready and able to think and speak about experiences working in counselling sessions without feeling overly emotional or distressed
- 5) Currently living in the Lower Mainland of Greater Vancouver

Rationale:

1. This is the age of majority in the jurisdiction of Vancouver, where the study will take place.
2. Participants must be professionally employed to ensure they have a certain degree of expertise and trustworthiness in the field. As well, ad-hoc (non-professional) interpreters may confound results making the study non-credible.
3. This ensures the participants will have a certain degree of expertise and trustworthiness among clinicians working in mental health.
4. This rules out participants that may be currently experiencing work-related trauma causing increased distress during interviews.
5. This serves the practical purpose of ensuring the participants and student researcher can feasibly meet in person for the initial interviews.

Co-researcher Inclusion Criteria (Independent Judge, Expert Reviewer, Transcriptionist):

1. Independent Judge: Individual is familiar with ECIT research methodology in the Counselling Psychology field; and willing to volunteer 1-2 hours of time to this research study.
2. Expert Reviewer: Individual is familiar in subject area related to this research study (Language interpreting and mental health settings). This person may already be a member of the research team; and willing to volunteer 1-2 hours of time to this research study.
3. Transcriptionist: Individual is currently working as a professional transcriptionist and is willing to sign and adhere to the research team confidentiality and anonymity agreement.

Rationale:

1. The Independent Judge will be requested to perform selected credibility checks during the data interpretation phase of the study. Specifically, the individual will independently extract critical incidents and place incidents into 25% of the researcher-created categories. This means the



independent judge will separately create and compare categories of critical incidents to the researcher's categories. Also the individual will verify this study is adequately following the Enhanced Critical Incident Technique procedures and protocols.

2. The Expert Reviewer will be requested to perform selected credibility checks during the data interpretation phase of the study. Specifically, the individual will verify the categories are consistent with the expert reviewer's understanding of the field and research topic (language interpreting and mental health settings).

2.4 Exclusion Criteria

Participant Exclusion Criteria:

1. Participant's experience is exclusively working in a non-spoken language such as American Sign Language (ASL)

Rationale:

This does not adequately fit this research topic regarding spoken language and cultural impacts on therapy dynamics.

2.5 Recruitment

Participants will be recruited in several phases:

1. The student researcher will contact external interpretation organizations such as MOSAIC, Canadian Translators, Terminologists and Interpreters Council (CTTIC), Society of Translators and Interpreters of British Columbia (STIBC), Medical Interpreting Service, A & T Interpreters and Translators Ltd, Interpreting Services of the Provincial Health Services Authority (PHSA), and Public Works and Government Services Canada, Translation Bureau, to request if they are interested and willing to assist in recruitment for this study (Appendix B). Within this email the student researcher will include a description of the study and participant inclusion criteria. In this email the student researcher will also inquire about potential external Research Ethics Boards or specific organization guidelines. The recruitment poster (Appendix C) will also be attached to this email for the contact's convenience. Pending approval, these contacts will hopefully distribute the recruitment poster (Appendix C) to their language interpreter employees.
2. The student researcher will utilize social media, specifically Facebook. The recruitment poster (Appendix C) will be posted on the student researcher's private Facebook account/ "wall", only those in the researcher's social network can view the post due to privacy settings. The student researcher will also post the recruitment poster (Appendix C) on the Adler University Facebook group for students and alumni. On all Facebook posts the student researcher will introduce the post with a quote (Appendix D).
3. The student researcher will also distribute a print version of the recruitment poster (Appendix C) to various community centres and public locations such as coffee shops, specifically located in areas that serve Non-English language communities.
4. A modified snowball recruitment technique will also be employed. The student researcher will invite current participants of the study to inform other potential participants to contact the student researcher via email. If the student researcher receives such emails, a screening interview will be set up.



* Participants will be accepted into the study on first-come basis, should they meet the inclusion/exclusion criteria and provide consent.

*All prospective participants that contact the student researcher via email interested in the study will be receive an initial reply via email to set up a screening interview (Appendix E).

5. The student researcher will contact prospective participants who have responded. Within this conversation (Appendix F), the student researcher will ask prospective participants screening questions to determine eligibility, inquire for participants' availability for interviews, suggest possible interview locations, provide an overview of what participants can expect including lengths of interviews and that all interviews will be audio recorded. The student researcher will also provide her email to answer any questions participants have about eligibility, the research, the interview protocol, and/or their rights as a participant.

*The student researcher will read the decline script (Appendix F) to those who are not eligible to participate in the study.

*Prospective participants who are eligible, willing, and available to participate will be sent the Participant Informed Consent form (Appendix H) via email, which reviews the inclusion/exclusion criteria, participant rights including confidentiality, and interview protocols. Participants who are eligible will also be invited to set up the initial interview time and location (a time and location that is convenient for both parties, and where privacy can be ensured – such as a booked room at the Adler University Vancouver campus downtown).

6. The student researcher will recruit co-researchers such as an independent judge and an expert reviewer for the purpose of ensuring reliability and validity of this study. The independent judge will independently create and compare categories of critical incidents to the researcher's categories and the expert reviewer will verify the categories are consistent with the expert's understanding of the field and research topic. The student researcher will recruit all co-researchers via word of mouth. Prospective co-researchers will undergo a screening interview (Appendix K) and will sign and adhere to a researcher confidentiality and anonymity agreement (Appendix L) prior to accessing any research materials. Co-researchers will be asked to volunteer 1-2 hours of time throughout the duration of this research study.

2.6 Access to Records for Recruitment

Are you accessing records to identify potential participants?

No

2.7 External Approvals

Outline how you will contact and then obtain external approval from institutions or organizations, including Aboriginal communities or international sites. Although approvals do not need to be included with your Application, the REB has an obligation to conduct ongoing ethical review. You

may be asked to produce copies of all external approvals during the period in which you are conducting research.

External approval may be required from organizations and institutions within the Vancouver Lower Mainland that employ professional language interpreters, including:

- 1) MOSAIC
- 2) Canadian Translators, Terminologists and Interpreters Council (CTTIC)
- 3) Society of Translators and Interpreters of British Columbia (STIBC)
- 4) Medical Interpreting Service
- 5) A & T Interpreters and Translators Ltd
- 6) Interpreting Services of the Provincial Health Services Authority (PHSA)
- 7) Public Works and Government Services Canada, Translation Bureau

To secure the co-operation from these sites the student researcher will follow these steps:

- 1) The student researcher will first email the site managers from each of the above agencies providing a brief introduction to the student researcher and the study (Appendix B), attached to the initial email will be the recruitment poster (Appendix C) for their convenience.
- 3) A follow-up email will be sent, once all participants are recruited and selected, to thank the agency for their co-operation and support (Appendix N).

2.8 Number of Participants

How many participants do you anticipate recruiting for your Research?

The intended sample size for this study will be between 6-8 participants. The ultimate number of participants will be determined the moment exhaustiveness of emerging categories occurs and a participation rate of at least 25% of the participants' CIs are present in each category (Amundson & Borgen, 1984; Butterfield et al., 2009; Flanagan, 1954). This means the ultimate number of participants is determined when the researcher cannot find any new categories of incidents and 25% of the participants' incidents are represented in each category.

2.9 Deception:

Is deception being used in this research?

No

3. FUNDING INFORMATION & CONFLICT OF INTEREST

3.1 Source of Funding

N/A

3.2 Restrictions on Information Disclosures

N/A

**3.3 Actual or Perceived Conflict of Interest**

- Do any Research Team Members or their immediate family members have past or current affiliation with an agency, institution, community, or individual that will provide assistance with recruiting sources or participants, data collection sites, participant populations or follow-up assistance for this research? This includes workplaces, volunteer organizations, practicum sites, and community-based groups.

No

4. RISK LEVEL and RISK MANAGEMENT**4.1 Determining Level of Risk**

Minimal

Rationale: This study involves minimal risk to participants, primarily because professional language interpreters are not considered a vulnerable population (TCPS 2, 2013). Additionally, the nature of this study's interview questions will focus on their work as language interpreters. While such experiences may be associated with some degree of stress, we anticipate that this will not be in excess of that which these individuals might expect to face in their daily lives (TCPS 2, 2013). Further, the participant screening questions will rule out any individuals that may be currently experiencing trauma or severe distress related to their work as interpreters.

4.2 Description and Management of Risks

- Risks to participants: Experiencing elevated levels of distress or discomfort as a result of answering interview questions about working as a professional language interpreter, particularly in mental health settings.
- Management of risks:
 - 1) I will address these risks preventatively by including questions during the prospective participant screening process that will rule out individuals that are not in a place where they are ready to and comfortable talking about this topic (Appendix F). Participants will have at least four years of experience in the field and will have had much exposure working as, and discussing language interpretation in mental health.
 - 2) I will address these risks at the beginning of the study during informed consent (Appendix H) where I will include sample questions from the interview guide, this will ensure prospective participants know what kind of questions to expect. As well, during informed consent (Appendix H) and throughout the duration of the study participants will be informed they may decline answering any questions and may withdraw freely up to 1 month after the first interview.
 - 3) I will manage these risks as well by providing all participants with a referral list of relevant community supports and lower cost or free counselling services (Appendix J) they may seek if they wish to do so.

4.3 Anonymity and Confidentiality

- Participants will not be addressed by name during interviews in order to promote anonymity in the audio recordings. Additionally, at the beginning of the study, participants will choose a pseudonym or will have one assigned to them for the remainder of the study, including data collection, interpretation, and in the results and discussion chapters. Nevertheless, the student researcher recognizes that the details of a unique interview can directly or indirectly provide information about identity, risking the protection of complete anonymity. Any combination of information or narrative that may identify the participant in the transcripts will be redacted. Nevertheless, complete anonymity is difficult to guarantee, so as a precaution all participant information and research materials will be kept confidential.
- Participants may comment on the stories of clients they have worked with as an interpreter. For this reason, the Informed Consent form (Appendix H) will include a section requesting that the participants do not include any identifying information about their clients.
- The transcriptionist will sign a Research Team Confidentiality and Anonymity Agreement (Appendix L). When reviewing and coding the transcripts, the student researcher will also redact any information or combination of details that might identify a particular person, such as the interpreter participant's client.
- In the results and discussion sections of the thesis, no identifying information will be included and participants will have the option to review and give feedback (this will occur in the second interview). Participants will be notified of all of this in the Informed Consent form (Appendix H) and will be reminded of these options at the beginning of each interview.
- Prior to the second interview, participants will be allowed to review all direct quotes of theirs that are included in the study. During the second interview, participants will be able to modify or change these quotes should they feel that their words might make them too easily recognizable. This procedure on reviewing direct quotes is detailed in the Informed Consent form (Appendix H).

4.4 Benefits

The benefits to participation include:

- The opportunity for participants to express their past experiences of working as interpreters during mental health consultations.
- Potential deepening of the participant's personal understanding of what factors helped and hindered the participant's experience of interpreting mental health counselling sessions.
- Participants may also gain increased insight and self-awareness after further articulation of their experiences, thoughts, and emotions, potentially leading to improved future interpreting work.
- The chance to supplement existing knowledge about what helps and hinders interpreters in working in mental health counselling interviews in Vancouver, BC.
- The results of this study may conceivably inform practitioners in the counselling psychology field here in Vancouver BC.

4.5 Peer Review

N/A

5. PARTICIPANT INFORMATION AND CONSENT PROCESS

5.1 Sites for Study

Interviews will take place in one of the following locations:

1. Adler University (school classroom)
1200-1090 West Georgia Street
Vancouver, BC
2. Community Center or Public library (private room - specific location to be negotiated with participants)
3. For participants who request a second interview over the phone, the student researcher will conduct these sessions from a private room of her own home.

5.2 Time Requested of Participants

How much time will each participant be asked to dedicate to the research study?

Each participant will be asked to dedicate the following amounts of time to each section of the study:

- 1) Initial contact and screening via email and phone (~30 minutes)
- 2) Interview #1 (~60-120 minutes)
- 3) Interview #2 (~30 minutes)

In sum, participants will each be asked to volunteer about 2 to 3 hours of their time for this study, spread out over 3-6 months.

5.3 Reimbursements and Incentives for Participation

None.

5.4 Assessment of Capacity

A. Initial assessment of capacity for the purposes of informed consent

Will every participant have the capacity to give fully informed consent on his/her own behalf?

Yes

Rationale: All participants will be autonomous adults 19+ years of age, (over the age of majority). Participants will be assumed to have the cognitive capacity to give fully informed consent because of their experience and employment as a professional language interpreter. All participants will be given ample time to review the Informed Consent form (Appendix H) and address any issues, concerns, or questions with the student researcher before proceeding with their involvement in this study.

B. Ongoing assessment of capacity

How will capacity be assessed throughout the research if the participants' involvement goes beyond a single interview or completion of a questionnaire?

Since this study requires multiple interviews with each participant, the student researcher will review the Informed Consent Form (Appendix H) prior to each interview, and will ensure that each participant fully understands the parameters of their involvement in the study each time. At every review point, participants will have the opportunity to have their issues, concerns, or questions answered and will be reminded of their right to withdraw from the study up to 1 month after the first interview.

5.5 Explanation of Consent Forms to Potential Participants

- How will the Informed Consent Form be reviewed?

- 1) It will be emailed to the participant upon establishing eligibility for the study for their personal review and consideration.
- 2) At the first interview the student researcher will have a print copy of the Informed Consent Form (Appendix H) that will be read out loud and discussed with participants.
- 3) All participants will be provided the time and space to bring forward any questions or concerns they may have before proceeding.
- 4) Both participants and the student researcher will sign the Informed Consent Form (Appendix H) before continuing with data collection. A copy of this document will be provided to each participant, and the originals will be retained by the student researcher.
- 5) At each interview with participants, the student researcher will remind them of their right to withdraw up to one month after the first interview to ensure the voluntary nature of their involvement. Using Atals/ti software, complete data withdrawal can be done without affecting the overall data analysis and results.

- How much time will the participants have to review the Informed Consent Form?
Prospective eligible participants will be emailed the Informed Consent Form (Appendix H) to personally review and consider with 10 days to respond and/or ask questions, regardless if they



will or will not agree to participate. If prospective participants do not respond within 10 days I will contact them again (Appendix G). For prospective participants that still do not respond, the student researcher will cease to make contact with them; for prospective participants who do respond, the student researcher will schedule the first interview and review the Informed Consent form (Appendix H) again together in person. The participants will also have as much time as they require at the beginning of each interview to raise any questions or concerns directly.

5.6 Explanation of Assent Forms to Potential Participants

Will you be using Assent Forms in your research?

No

5.7 Assistance with Consent

N/A

5.8 Translation

Will any of your recruitment, consent or other documents be available in a language other than English?

No

Will interactions with participants be taking place in any language other than English?

No

5.9 Withdrawal of Data

How will participants be informed of their right to request their data be withdrawn from the study and how will you remove the data?

All participants will review the Informed Consent Form (Appendix H), which explains the right participants have to request that their data will be withdrawn from the study up to one month after the first interview for any reason, and lists the procedure of how data will be removed and destroyed. At this time, the student researcher will also notify the participants of the procedure involved in deleting and destroying data.

5.10 Summary of Results to Participants

How will you provide a summary of results to participants – including strategies for maintaining anonymity if that has been included in informed consent process?

In the Informed Consent Form (Appendix H), participants may choose if they would like a copy of the results and/or the completed thesis. Participants will be asked to provide an email, at which they will be sent a copy of the document. Throughout the results section, all participants' identifying information will have been removed.

6. SECURITY OF INFORMATION AND DATA

6.1 Access to Information or Data by Persons within Adler University – Vancouver Campus

All data, including digital audio recordings, will be stored on a password protected, encrypted USB. Any hardcopies of data (on paper) will be stored in a secure location under lock and key in the student researcher's home. Access to the data will be restricted to the student researcher, her thesis advisor, and co-researchers who will help with the credibility checks: all of these persons will agree to and sign the Confidentiality and Anonymity Agreement after discussing and reviewing it with the student researcher (Appendix L). The co-researcher(s) will only be given portions of the data relevant to their credibility check(s); they will not have access to all the data.

Should the student researcher be limited with time and hire a professional transcriptionist, the transcriptionist will also be allowed access to this data. The transcriptionist will first have to agree to and sign the Confidentiality and Anonymity Agreement (Appendix L). After the transcriptionist agrees and signs, the student researcher will personally remove all identifying information from the raw data and label participants by their pseudonyms, as an extra measure to further ensure anonymity. Participants will be notified in the Informed Consent Form (Appendix H) and at the beginning of each interview that they will be assigned a participant pseudonym to protect their anonymity, and that all participant information and data will remain confidential and only accessible by the student researcher and the co-researchers. If/when the co-researcher (TBD) and the hired transcriptionist are provided any data, this data will be provided only on a password protected, encrypted USB.

The data will be destroyed five years after the successful defense of the thesis. The student researcher will destroy the data by deleting the audio recordings, deleting electronic documents on the student researcher's computer and deleting the computer's hard drive, and having any paper data destroyed via shredding.

6.2 Access to Information or Data by Persons Outside of Adler University – Vancouver Campus

Will any information collected during or raw data relating to your research study be available to persons or agencies outside of Adler University-Vancouver Campus?

No

6.3 Post- Study Storage and Security of Data

During your research, how will data be secured (original and back-ups)? Please include information on storage and deletion of participant's contact information, where applicable, as well as data collected during research.

After research (collection, use, dissemination) has been completed, how will different forms of data (original and back-ups) be stored and how will you maintain storage security for 5 years? If data will be kept on the Web, what precautions have been taken to keep it secure?

All participants will only be identified by a pseudonym after their initial interviews. Throughout the



duration of the research process, all data will be stored and secured on password protected, encrypted USBs stored in a secure location under lock and key in the student researcher's home. All back-up materials will be stored and secured on a separate encrypted USB. Any paper materials will be stored in the same secure location under lock and key in the student researcher's home.

The student researcher will encrypt the hard drive of her personal computer before recruitment begins, so that any email exchanges with prospective participants are protected. After research (collection, use, dissemination) has been completed, all emails and email addresses to participants will be deleted immediately after the completion of this project. All the data will be destroyed five years after completion of the study. Within those five years, the data will remain on an encrypted USB stored in a locked cabinet in the student researcher's home. After five years, the student researcher will destroy the data by deleting the audio recordings, deleting electronic documents on the USB, and having any paper data destroyed via shredding.

6.4 Future Use of Data

A summary of the research findings will be published in a completed thesis document that will be available at Adler University Vancouver Campus on the 7th floor and/or in Adler library's electronic database of published thesis. Additionally, the student researcher may use these findings in future writing to be published in scholarly journals and/or in future texts or publications she may one day write. The student researcher may also refer to these findings in presentations at academic conferences and/or in educational/counselling psychology settings.

7. APPLICATION SUBMISSION

7.1 Process for Submitting REB Application

7.2 Appendices

Appendices must be included for all verbal or written communication with external institutions or agencies (including collaborators), key informants or other recruitment sources, potential participants and participants. They must be included in the chronological order they will be used during your research. The labelling (Appendix A; Appendix B; and so on) must match the labelling in your Application.

Appendices include:

- A. Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2)
- B. Email for Initial Contact with External Organizations
- C. Recruitment Poster
- D. Additional Social Media Commentary
- E. Initial Email Reply to Prospective Participants
- F. Initial Participant Contact Script
- G. Secondary Participant Contact Script
- H. Participant Informed Consent



- I. Research Interview Guide 1
- J. Referral List Community Support and Counselling Resources
- K. Research Team Screening Interview
- L. Research Team Confidentiality and Anonymity Agreement
- M. Research Interview Guide 2
- N. Thank You Letter to External Organizations

Appendix A: Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2)

**Appendix B: Email for Initial Contact with External Organizations**

(This email will be sent to sites where it is ethically and institutionally permitted and relevant to the research topic.)

Hello (Name of agency contact),

My name is Mairav Amouyal and I am a thesis student doing a Masters of Arts in Counselling Psychology at Adler University in Vancouver, BC, under the supervision of Dr. Rosa Wu. As part of my training, I am doing a research project that explores language interpreters' experiences during their work in mental health counselling sessions.

This email is to inquire about potentially advertising for research participants through (Name of agency). This would be done through a recruitment poster (see attached). Please let me know if this might be possible and, if so, if there are any guidelines that I should be aware of. I would be happy to answer any questions that you might have about this research study or the academic body that is supporting and regulating this study.

For this project to succeed, I am in need of about 6-8 participants who:

- 1) Are 19 years of age or older
- 2) Are working as a professional language interpreter
- 3) Have 4+ years of experience as a language interpreter in mental health settings
- 4) Willing to attend two interview sessions (total time commitment is 2-3 hours, over 3-6 months)
- 5) Willing to be audio recorded
- 6) Are ready and able to think and speak about experiences working in counselling sessions without feeling overly emotional or distressed
- 7) Currently living in the Lower Mainland of Greater Vancouver

Your support is greatly appreciated,

Mairav Amouyal
(Student Researcher)

Dr. Rosa Wu
(Thesis Supervisor)

Appendix C: Recruitment Poster

**Have you worked as a Language Interpreter in
mental health appointments?**

Have you been interpreting for at least 4 years?

Are you 19 years or older?

IF SO... WE NEED YOUR HELP!

A research study is underway to find out about what has helped or made it difficult for you to work as an interpreter in mental health appointments. You will be asked to volunteer 2-3 hours total of your time over a span of 3-6 months for 2 interviews that will be conducted in English and audio recorded.

You can only be interviewed if you feel ready and able to talk about your experiences (meaning no nightmares or extreme stress because of interpreting), and you currently live in the Lower Mainland. By participating, you will have the opportunity to tell your story and to help future interpreters and counsellors help clients better.

If you, or someone you know, might be interested:

Please contact Mairav Amouyal

----- for more information

Note: This study is being conducted by Mairav Amouyal, M.A in Counselling Psychology student, under the supervision of Dr. Rosa Wu and has received Research Ethics Board approval

Adler University, Suite 1200-1090 West Georgia Street, Vancouver, BC V6E 3V7
T: 604-482-5510 F: 604-874-4634

Appendix D: Additional Social Media Commentary

I will post the recruitment poster (Appendix C) as an image to social media platforms such as Facebook. Within these posts I will write the following recruitment message:

“If you meet the criteria outlined in this poster and you are curious to find out more, please email me using the email listed. Please do not respond directly or comment on this post, to protect your privacy. Also, if you think you know anyone who might fit these criteria, we encourage you to pass this along to them! Please do not ‘tag’ or publicly name anyone whom you are recommending for this study, to protect their privacy.”



Appendix E: Initial Email Reply to Prospective Participants

“Hello ___,

Thank you for your interest in this research study!

My name is Mairav Amouyal, I am doing this research as part of my Masters of Arts Degree in the Counselling Psychology Program at Adler University (Vancouver Campus) under the supervision of Dr. Rosa Wu, Ph.D., R. Psych. (CPBC #2259).

The research is exploring what helps and hinders professional language interpreters when working in mental health counselling sessions. What things have made working as an interpreter in mental health settings easier or harder?

Little research has been done on this topic and even less from the perspective of language interpreters; your stories can help deepen current understanding of interpreters’ experiences working in mental health settings. This research will require a total time commitment of 2-3 hours for two interviews over the next 3-6 months with myself.

If you are still interested, please provide a phone number you may be reached at and a time frame that you are available to answer a few questions before we can move forward. If you feel uncomfortable giving your phone number, no problem my phone number is written below and you can make the call.

Thanks again!

Mairav Amouyal
Masters of Arts Thesis Student
Adler University

**Appendix F: Initial Participant Contact Script**

“Hello and thank you so much for taking an interest in this research study. My name is Mairav Amouyal and I am the student researcher in a study exploring what helps and hinders professional language interpreters working in mental health counselling sessions. As you might know, this study is part of my Master’s level training in Counselling Psychology at Adler University.

Before going any further, I would like to ask you a few questions to make sure you are suitable to take part in this study. Is that okay with you?”

1. Are you 19 years of age or older?

Yes / No

2. Do you or have you worked as professional language interpreter in mental health settings?

Yes / No

3. Where have you worked as a professional language interpreter? What organization or company?

4. Have you completed any of the following institution(s) and/or certification program(s) for language interpreter training?

Vancouver Community College Y / N

Simon Fraser University Y / N

University of British Columbia Y / N

Canadian Translators, Terminologists and Interpreters Council (CTTIC) Y / N

Society of Translators and Interpreters of British Columbia (STIBC) Y / N

Public Works and Government Services Canada, Translation Bureau Y / N

Other interpreter training: _____

5. How many years have you worked as an interpreter in mental health settings?



1. Right now, do you have nightmares, or feel overly emotional, or stressed out as a direct result of your experiences interpreting in mental health sessions?
Yes / No
2. Are you ready and able to talk about your experiences as an interpreter in mental health?
Yes / No
3. Are you able to focus on your experiences of what helped and hindered the interpreting process, being careful not to share a client's confidential information?
Yes / No
4. Are you a resident of the Lower Mainland of Greater Vancouver?
Yes / No
5. Are you able to spend up to 2 hours of your time for a first interview in person?
Yes / No
6. Are you available for a 2nd interview that will be take place in person or on the phone (about 30-60 minutes) over the next 3 to 6 months?
Yes / No
7. Are you willing to be audio recorded in an interview?
Yes / No

If the participant does not meet the above inclusion criteria - Decline script:

“Thank you very much for your interest in this study. Unfortunately, I am only able to include participants who meet a specific combination of criteria. I appreciate your time and willingness to be involved. Take good care and thanks again.”

If the participant does meet the above inclusion criteria – Acceptance script:

“Thank you very much for your interest in this study and for going through those questions with me. It looks like you meet all of the specific criteria that we are looking for.

I would like to explain a bit about the process and how we will continue forward. This study asks that all participants complete two interviews. The first interview will be in person and audio-



recorded, and the second can be either in-person or over the phone (it is up to you). In total, you will be asked for about 2-3 hours of your time. The interviews will take place at a time and location that is most convenient for both of us. Does this sound okay to you so far?

(If no, then read the script for participants who do not meet inclusion criteria)

(If yes, then...) “Great, in a few minutes I will send you an e-mail with a consent form attached that describes the purpose and the process of this study and what your participation will look like. If you have any questions or concerns, please feel free to can contact me at ----- . Then please contact me again and we will schedule your interview at a time and place that is mutually convenient and private. Take your time to read the consent form, but if I have not heard back from you after 10 days I will send a reminder email with the consent form attached. All personal information you might provide, including emails, phone numbers, names, and places will be kept confidential. We will also go over this consent form at our first interview, where you will have another chance to ask questions before signing it and moving forward with the study. Also, you can choose to withdraw from participating in this study up to 1 month after the first interview, and I am required to destroy any information that I have collected. Do you have any questions about this process so far?”

(If yes, answer questions, and continue with script)

(If no questions) “Great! I hope to hear from you within 10 days.”

“Have a great week/weekend!”



Appendix G: Secondary Participant Contact Script

“ Hello _____,

I have not yet heard back from you about maybe participating in this research study about language interpreters that work in mental health counselling sessions.

I have attached the Informed Consent Form to this email for your convenience.

If you do not wish to participate in this study, please disregard this email and I will not contact you further.

If you do wish to participate, I look forward to hearing from you and setting up a meeting time and place that is convenient for both of us and private, to review the Informed Consent together and begin the first interview. You will have the opportunity to raise any questions or concerns you may have about myself, this study, or this research topic in general.

If you have any questions or concerns you would like to have cleared up before meeting in person, please do not hesitate to reply to this email, and/or provide a phone number for a quick phone conversation.

Thank you again!

Your interest in this study is greatly appreciated.

-Mairav Amouyal
Masters of Arts Thesis Student
Adler University

Appendix H: Participant Informed Consent**INFORMED CONSENT FORM****What Helps and Hinders Professional Language Interpreters in Mental Health Counselling Sessions?****The Researchers**

My name is Mairav Amouyal, I am doing this research as part of my Masters of Arts Degree in the Counselling Psychology Program at Adler University (Vancouver Campus).

If you have any questions about the research, you can contact me or my Advisor. Our contact information is below:

Student Researcher: Mairav Amouyal E-mail: -----

Research Advisor: Rosa Wu Ph.D., R. Psych. (CPBC #2259)
Program: Masters of Arts in Counselling Psychology
Adler University
Phone: (604) 482-5510
E-mail: rwu@adler.edu

The research has been approved by the Adler University Vancouver Campus Research Ethics Board (REB).

This Research

The research focuses on exploring what helps and hinders professional language interpreters when working in mental health counselling sessions. What things have made working as an interpreter in mental health settings easier or harder? Little research has been done on this topic and even less from the perspective of language interpreters; your stories can help deepen current understanding of interpreters' experiences working in mental health settings.

We are asking you to participate because (a) you are employed as professional language interpreter (b) you have four or more years of experience working as a language interpreter in mental health settings (c) currently, you do not have nightmares, or feel overly emotional, or stressed out as a direct result from stories you interpreted in counselling sessions, and you are in



a place where you are comfortable talking about your experiences as an interpreter in mental health (d) you are an adult, nineteen years or older in age, and (e) you are a resident of the Lower Mainland of Greater Vancouver.

As part of our research, we are asking you to do the following:

- As a participant, you will be asked to talk about your experiences as an interpreter, and more specifically about anything including people, services, or activities that you believe either helped or hindered your work as an interpreter in mental health sessions.
- To spend a **total of 2-3 hours** of your time.
 - The first interview will be face-to-face, talking about your experiences as a language interpreter in counselling sessions.
 - It will last between **60-120 minutes** and will be audio recorded.
 - The second interview can be done either in-person or over the phone.
 - It will last about **30 minutes** and will take place within 3-6 months of the first interview.
 - I will be the only interviewer for this study.
- During the first interview, questions will look like:
 - “Can you describe your experience working as a language interpreter in mental health counselling sessions?”
 - “What has been helpful to you in working as an interpreter in mental health counselling sessions?”
 - “What has hindered you in working as an interpreter in mental health counselling sessions?”
- During the second interview, questions will look like:
 - If I need more information on a specific detail: “You mentioned ___ before, can you tell me more about _____?”
 - “Do these category titles make sense to you?”

We will also ask you some questions about yourself – for example your age, sex, cultural background, and languages spoken. These questions will be used for a general description of all the participants to help highlight any possible limitations of the study. You may refuse to answer some or any of these questions about yourself. If you don’t answer some or any of these, you can still be included in the study.

In the interviews you might talk about clients you have worked with in the past. We ask that you don’t say anything that might reveal your clients’ identity.

We will meet somewhere private and quiet that works for both of us, such as a booked private room at Adler University in downtown Vancouver, or another agreed upon private place that is quiet and easy for both of us to get to.

As part of this research, you will have the opportunity to tell your story and to help people working in mental health settings work together with interpreters to serve clients better.



You decide if you want to participate in the research. There will be no problem if you say “no.” You may decide to participate and not answer certain questions. You may also withdraw from the research up to 1 month after the first interview for any reason. If you decide to withdraw I will delete all your data including audio recordings, electronic documents, and shredding and paper data. There are no consequences if you decide to withdraw from the study.

The Research is Confidential

All the information you give us will be confidential. We will give you an entirely fake name (or you may choose one) at the beginning of the interview. Only I will know which fake name goes with which real name. No one else will know who you are. Co-researchers may see some of your answers, but they will not know who you are. All the information you give us will be kept on a password protected, encrypted computer drive in a locked cabinet for five years. After that it will be destroyed.

I will remove all identifiable information from any direct quotes of yours that I use in this thesis. Because this research includes interviews, some phrases you use or certain kinds of information you say may make it possible for people you know you to identify you. This is more likely if I use any extended quotes (over 40 words). You will have an opportunity to look at any extended quotes before the thesis is published, to make sure that you feel totally comfortable with what is published in the final document.

Limits to what is Confidential

- A) If a child or and vulnerable adult is at risk of abuse or neglect or harm.
- B) If you or another person is at clear risk of imminent harm.
- C) If I am required to comply with a legal order such as a court subpoena.

The Results of the Research

I will publish the results of the research in my Masters of Arts thesis. I may also write or speak about the research. Your name or any other information that might identify you will NOT be included in any writing or presentation.

If you want a copy of the finished thesis or a summary of the results you can ask for them at the end of this form.

The Risks and Benefits

You might feel some stress or discomfort when talking about things that have hindered your work as an interpreter in counselling sessions. If you feel too stressed or emotional you can:

1. Decide not to answer a particular question
2. Take a short break from answering questions



3. Re-schedule your interview
4. Withdraw from the research up to 1 month after the first interview

A list of community resources and counselling referrals will be given to you at the first interview in case you want to seek additional support.

Benefits you may experience include feeling you have learned something new about yourself as a result of answering the questions. You may also have gotten a deeper personal understanding of what helped and hindered your experience of interpreting counselling sessions. You may also get more insight and self-awareness after telling your experiences, thoughts, and emotions, maybe leading to better interpreting work. You will also have the chance to contribute to knowledge about this research topic. You may also feel you have had the chance to tell your story about working in such a unique job.

If you have any concerns about your treatment as a participant, you may contact the Chair of the Research Ethics Board. Her contact information is below:

REB Chair: Debbie Clelland PhD (604) 699-3570
E-mail: dclelland@adler.edu

Consent for this Research:

- I understand my participation in this research is voluntary.
- I know I can refuse to answer any question.
- I know I can withdraw from the research up to 1 month after the first interview.
- I know that the information I give will be kept confidential.
- I know I can ask that all my information be removed up to 1 month after the first interview
- I know that what I say will be audio-recorded and quotes might be used.
- My name will NOT be used and any information that will identify me will be removed.
- I know that I can decide if I want the researcher to include any direct quotes from me or not.
- I know that I have not given up any legal rights concerning this research even though I have signed this form.
- I am giving my consent to participate in this study.
- I have received a copy of this Informed Consent signed by the Researcher

Participant Signature

Date

Participant Name (Print)



Researcher Signature

Date

Researcher Name (Print)

I would like to receive a summary of the results of this research.

_____ Yes _____ e-mail address

I would like to receive a copy of the finished thesis.

_____ Yes _____ e-mail address



Appendix I: Research Interview Guide 1



First Interview Guide

Participant Pseudonym: _____ Date: _____

Interview Start Time: _____

1. Contextual Component

Preamble: Thanks again for doing this interview with me. You have identified yourself as a professional language interpreter that has worked in mental health settings. As you know, I am interested in studying what helps and hinders interpreters working in counselling sessions. By professional language interpreter I mean someone who is trained, certified, or has extensive experience working as a language interpreter at MOSAIC. By mental health counselling sessions, I mean appointments you have been employed to work, where there is a client or clients who speak a language other than English, and a counsellor, or psychologist, or therapist, or psychiatrist that speaks only English. This interview has two parts to it. The first part is to learn more about your general experience working as an interpreter in counselling sessions. Then we will switch to the main part of the interview, which will explore what helped and what hindered your work as an interpreter in counselling sessions. Lastly, I will ask you some questions about yourself.

a. As a way of starting, perhaps you could tell me what made you want to participate in this



- b. What does being a language interpreter in counselling sessions mean to you?
- c. How do you see your role working as an interpreter in counselling sessions?
- d. How would you describe the atmosphere of these sessions?
 - a. Probe: How do you sense who might have control in the sessions?
 - b. Probe: How do you sense who trusts who in the sessions?
 - c. Probe: How do you find the communication dynamics?
- e. Before going into the next part, is there anything you would like to add about working as an interpreter in counselling sessions?

2. *Critical Incident Component*

(Summarize what the participant has said so far).

- i. What has been helpful to you in working as an interpreter in mental health counselling sessions?
 - a. Probe: What was the thing in particular that helped you?
 - b. Probe: How did it impact you?
 - c. Probe: Can you give me a specific example where ____ helped? How did that help you to work as the interpreter in the counselling session?

Helpful Factor & what it means to the participant (What do you mean by ____?)	Importance (How did it help? Tell me what it was about ____ that you find helpful.)	Example (Can you give me a specific example where ____ helped?)



d. Are there any other incidents that were helpful for you to interpret during counselling sessions?

We will transition now to talk about what hindered in working as an interpreter in counselling sessions.

ii. What has hindered you in working as an interpreter in mental health counselling sessions?

a. Probe: What kind of things happened that made it harder for you to interpret counselling sessions?

Hindering Factor & what it means to the participant (What do you mean by ____?)	Importance (How did it make interpreting harder? Tell me what it was about ____ that you find unhelpful.)	Example (Can you give me a specific example where ____ hindered your interpreting work?)

iii. Summarize what has been discussed up to this point with the participant as a transition to the next question:

We've talked about what helped you work as an interpreter in counselling sessions, such as _____ (helping factors in 2.i.), and some things that got in the way, such as



_____ (hindering factors in 2.ii). Are there any other things that might have helped or hindered you in working as an interpreter in counselling sessions?

We're going to talk now about those things that you might have wished for in working as an interpreter in mental health counselling sessions.

Wish List Item & What it means to the participant (What do you mean by _____?)	Importance (How would it help? Tell me what it is about _____ that you would find helpful.	Example (In what circumstances might this be helpful?)

3. Demographics Component

For the last part of the interview, I would like to get some more information about you. Please fill in as much as you feel comfortable. Feel free to leave questions blank if you are not comfortable.

Demographics Component (write in or circle the appropriate answer)

i. **Age:** _____

ii. **Sex:** _____

iii. **Languages spoken:**



iv. Cultural background(s) you identify with:

Number of years working as an interpreter in counselling sessions?

**v. Approximate number of therapists/counsellors/psychologists/psychiatrists
you have worked with?**

vi. What are the general client concerns you have encountered in your work?

vii. What languages have you used in interpretation?

viii. Preferred manner of interpretation:

1st Person / 3rd Person

Simultaneous / Sequential

Preference for 2nd interview: ____ In-person ____ Phone

Dates:

Email: _____

Phone #: _____



Interview End Time: _____

Length of Interview: _____

Extra Table for CI/WL items

Factor	Importance	Example



Appendix J: Referral List Community Support and Counselling Resources



Multi-Cultural Community Support Resources/Links:

AMSSA –Strengthening Diversity in BC

<http://www.amssa.org/>

<http://www.amssa.org/resources/quicklinks-resources/>

DIVERSEcity

<http://www.dcrs.ca/>

Immigrant Services Society of BC (ISSofBC)

<http://issbc.org/>

MOSAIC

<http://www.mosaicbc.com/>

North Shore Multicultural Society

<http://nsms.ca/community-resources/>

Vancouver & Lower Mainland Multicultural Family Support Services Society

<http://www.vlmfss.ca/web/index.php>

Multi-Cultural Counselling Resources/Links:

DIVERSEcity – Counselling

<http://www.dcrs.ca/services/family-services/>

MOSAIC – Counselling

<https://www.mosaicbc.org/services/counselling/>

Multicultural Counselling Associates

<http://www.multiculturalcounselling.com/>

Multicultural –STV Outreach

<http://www.vlmfss.ca/web/index.php/programs/programa>

Psychology Today – Multicultural Counselling

https://therapists.psychologytoday.com/rms/prof_results.php?city=Vancouver&state=BC&spec=586



Lower cost Counselling Resources/Links:

Adler Centre

www.adlercentre.ca/counselling-clinic/

*Sliding scale fees.

Arbutus Counselling

<http://www.arbutuscounsellingservices.com/>

*Sliding scale fees.

Directory of Counsellors in BC

www.counsellingbc.com

Dragonstone Counselling

<http://www.dragonstonecounselling.ca/>

*Sliding scale fees.

Family Services of Greater Vancouver

www.fsgv.ca

*lower cost counselling by a community based, not for profit organization

Family Services of the North Shore

<http://www.familyservices.bc.ca/>

*Sliding scale fees.

Jericho Counselling

<http://www.jerichocounselling.com/counselling-services/>

*Sliding scale fees, and services available in various languages.

Oak Counselling Services Society

www.oakcounsellingservices.com

*sliding scale with fees waived for those receiving social assistance or disability

Pacific Community Resources Society

<http://www.pcrs.ca/our-services/community-counselling/>

*Free for Surrey residents.

Appendix K: Research Team Screening Interview

“Hello and thank you so much for taking an interest in this research study. My name is Mairav Amouyal and I am the student researcher in a study investigating what helps and hinders professional language interpreters working in mental health counselling sessions. As you might know, this study is being conducted as part of my Master’s level training in Counselling Psychology at Adler University. I am hoping you may be able to help with this study as a co-researcher.

Your role as an Independent Judge would involve:

- Independently extracting critical incidents
- Independently placing incidents into 25% of the researcher-created categories

Your role as an Expert Reviewer would involve:

- Verifying the categories are consistent with your understanding of the field and research topic
- Verifying this study is adequately following the Enhanced Critical Incident Technique procedures and protocols

Your role as a Transcriptionist would involve:

- Transcribing participant interviews after the student researcher has removed identifying details (real name, DOB, etc.)

Before going any further, I would like to ask you a few questions to make sure you are suitable to assist with this study:

1. (For Expert Reviewer) Do you or have you worked as professional language interpreter in mental health settings?

Yes / No

2. (For Expert Reviewer) How many years have you worked as an interpreter in mental health settings?



3. (For Independent Judge and Expert Reviewer) Are you able to spend up to 2 hours of your time assisting with data analysis?
Yes / No
4. (For Independent Judge) Are you familiar with the Enhanced Critical Incident Technique (ECIT) methodology?
Yes / No
5. (For Independent Judge) What is your experience with the ECIT methodology?
Ex. Currently working with ECIT, Have published / completed ECIT studies in the past, Have supervised students working with the ECIT method.

6. (For Transcriptionist) Are you currently employed as a professional transcriptionist?
Yes / No

If the prospective co-researcher does not meet the above inclusion criteria - Decline script:

“Thank you very much for your interest in this study and for going through those questions with me. Unfortunately, I am only able to include co-researchers who meet a specific combination of criteria. I appreciate your time and willingness to be involved. Take good care and thanks again.”

If the prospective co-researcher does meet the above inclusion criteria – Acceptance script:

“Thank you very much for your interest in this study and for going through those questions with me. It looks like you meet all of the specific criteria that we are looking for.

In a few minutes I will send you an e-mail with a researcher confidentiality and anonymity agreement attached that describes your responsibilities concerning the confidentiality and anonymity of the research data in this study. Please take your time to read it. A copy of this form will be given to you, and I will keep the original together with other confidential research materials in a secure location. Do you have any questions about this study and/or the confidentiality and anonymity agreement?”

(If yes, answer questions, and continue with script)



(If no questions) “Great! I look forward to having you on the research team.

Thank you again!”

Appendix L: Research Team Confidentiality and Anonymity Agreement**TITLE OF PROJECT:**

What Helps and Hinders Professional Language Interpreters in Mental Health Counselling Sessions?

STUDENT RESEARCHER:

Mairav Amouyal, Masters of Arts Thesis Student

SUPERVISING RESEARCHER:

Dr. Rosa Wu, R. Psych. (CPBC#2259)

CONFIDENTIALITY AND ANONYMITY AGREEMENT

Through my work with the Adler University as a _____, I understand my responsibilities concerning the anonymity and confidentiality of any research data collected by me or by others.

I understand that I must maintain confidentiality regarding research participants' participation in the research project (what participants say and do) and protect their anonymity as participants.

I understand it is possible to talk generally about the research data if there is no possibility of identifying the source of the information. I also understand that the research process and findings may be discussed among other research team members who have signed confidentiality agreements.

➤ **A copy of this Agreement has been given to me for my records.**

Name

Signature

Date

Appendix M: Research Interview Guide 2**Second Interview Guide: Participant Cross-Checking**

Participant Pseudonym: _____ Date: _____

Interview Start Time: _____

Preamble: As we discussed in the first interview, every participant in this research will be asked to look at the researcher's categories developed from the first interviews and to provide feedback. I have a few questions to ask you regarding how I have interpreted the data:

(If I have follow up/ clarifying questions regarding incidents from the first interview I will ask them now)

You mentioned ___ before as a (helpful/hindering) incident, can you tell me more about _____?

- 1) Are the helping and hindering critical incidents and wish list items identified correct?
- 2) Is there anything missing?
- 3) Is there anything that needs changing or fixing?
- 4) Do you have any other comments?
- 5) Do these category titles make sense to you?
- 6) Do the category titles capture your experiences and the meaning those incidents and factors had for you?
- 7) Are there any factors that look misplaced and/or that you think would make more sense in a different category?



Appendix N: Thank You Letter to External Organizations



Hello (name of agency contact),

I would like to take this opportunity to extend a sincere thank you to yourself and to _____ for helping with the recruitment of participants for my Master's thesis. I have now secured enough individuals to help this project move forward, which would not have been possible without your support!

My research will continue over the next 3-6 months until I have completed my final report of the study's findings. At this point, if you are interested, I would be more than happy to send you a summary of my findings and/or a copy of the finished thesis; just let me know.

Again, your collaboration has been absolutely appreciated.

Wishing you all the best,

Mairav Amouyal (Student Researcher)

Dr. Rosa Wu (Research Supervisor)

(604) 482-5510

rwu@adler.edu