Interpreter mediated dentistry

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Abstract: The global movements of healthcare professionals and patient populations have increased the complexities of medical interactions at the point of service. This study examines interpreter mediated talk in cross-cultural general dentistry in Hong Kong where assisting para-professionals, in this case bilingual or multilingual Dental Surgery Assistants (DSA), perform the dual capabilities of clinical assistant and interpreter. An initial language use survey was conducted with Polyclinic DSAs using a logbook approach to provide self-report data on language use in clinics. Frequencies of mean scores using a 10-point visual analogue scale (VAS) indicated that the majority of DSAs spoke mainly Cantonese in clinics and interpreted for postgraduates and professors. Conversation Analysis (CA) examined recipient design across a corpus (n=21) of video-recorded review consultations between non-Cantonese speaking expatriate dentists and their Cantonese L1 patients. Three patterns indicated were: dentist designated expansions; dentist directed interpretations; and assistant initiated interpretations to both the dentist and patient. The third, rather than being perceived as negative, were found to be framed either in response to patient difficulties or within the specific task routines of general dentistry. The findings illustrate trends in dentistry towards personalized care and patient empowerment as a reaction to the predominant product delivery approach to patient management. Implications are indicated for both treatment adherence and the education of dental professionals.
Title: Interpreter-mediated Dentistry

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Abstract

The global movements of healthcare professionals and patient populations have increased the complexities of medical interactions at the point of service. This study examines interpreter mediated talk in cross-cultural general dentistry in Hong Kong where assisting para-professionals, in this case bilingual or multilingual Dental Surgery Assistants (DSAs), perform the dual capabilities of clinical assistant and interpreter. An initial language use survey was conducted with Polyclinic DSAs using a logbook approach to provide self-report data on language use in clinics. Frequencies of mean scores using a 10-point visual analogue scale (VAS) indicated that the majority of DSAs spoke mainly Cantonese in clinics and interpreted for postgraduates and professors. Conversation Analysis (CA) examined recipient design across a corpus (n=23) of video-recorded review consultations between non-Cantonese speaking expatriate dentists and their Cantonese L1 patients. Three patterns indicated were: dentist designated expansions; dentist directed interpretations; and assistant initiated interpretations to both the dentist and patient. The third, rather than being perceived as negative, was found to be framed either in response to patient difficulties or within the specific task routines of general dentistry. The findings illustrate trends in dentistry towards personalized care and patient empowerment as a reaction to product delivery approaches to patient management. Implications are indicated for both treatment adherence and the education of dental professionals.

Keywords
Medical interpreting; Conversation analysis; Dentistry; Oral health; Communication; Spoken translation; Health communication; Multilingualism; Multiculturalism; Hong Kong.

Introduction

As diasporic movement patterns change across time and in response to global fortunes and misfortunes, so too do the linguistic demands placed upon interactants in contact – both those from the dominant and those from the minority linguaacultures. The roles of professional and lay interpreters have gained increasing attention as a focus of discussion and empirical research, particularly in high stakes contexts such as medical, police and legal settings (Bot, 2005; Hale, 2007; Bolden, 2000) with recent calls for “further education and support for patient, clinicians and interpreters to ensure effective communication across language barriers” (Fernandez and Schenker 2010, p.140). While the dyadic interactional encounter in doctor-patient consultations was the initial focus of interactional analysis, other multi-party configurations in medicine, particularly those concerned with triadic encounters, are receiving
increasing attention (Angellini, 2004; Brua, 2008; Clemente, 2009; Hsieh, 2010; Valero Garcés, 2005). In dentistry, trios are the norm with dental supporting staff routinely present during clinical consultations and in multilingual environments, dental support staff may also be called upon to act as lay interpreters.

More recent communicative philosophies in clinical practice have taken a focus on how patient-centred care is enacted within the consultation. In working towards a definition of patient-centred care, Stewart (2001) identified the inherent tension in aiming to make “the implicit explicit” with the caveat that patient-centered care “is a holistic concept in which components interact and unite in a unique way in each patient-doctor encounter” and situated qualitative research as enabling us to “comes closer to conveying the qualities of such care” (p.444-445). Indeed, the application of Conversation Analysis (CA) helps to uncover the discursive patterns involved in the unfolding activity that constitutes a medical encounter (Heritage and Maynard, 2006). In the field of medical interpreting, new work is responding to calls for studies that “analyze interpreting as a situated, locally organized activity embedded in a particular setting” (Bolden, 2000, p.415). Research on medical interpreting has mainly focused on general medical consultations (Meeuwesen et al., 2010; Pasquandrea, 2011) with very limited attention to date in dental consultations (Author et al., 2011). Methodologically, medical interpreting has been examined through post hoc methods such as surveys or interviews to gain participant views on the perceived success or otherwise of interpreting in healthcare settings (Hsieh and Kramer, 2012). Discourse-based approaches (Pöchhacker and Shlesinger, 2005) have been employed as both corpus-based approaches for linguistic analysis to determine interpreter accuracy (Downing, 1991) and for conversation analysis to explore the unfolding patterns of interactional activity (Bolden, 2000). Some CA research in dental education has examined the interactional co-construction of empathy (Author et al., 2010) and corporeal dynamics (Hindmarsh, 2011). However, as a context for
investigation, while prior research has considered nurses performing the dual roles of medical support staff and medical interpreters, no micro-analytic discourse-based investigations into medical interpreting as a locally organized activity have as yet been undertaken in the field of dentistry.

In what follows, we explore clinical communication in dentistry as the point of contact between healthcare professionals as ‘global academics’ (Author and Bartlett, 2008) following their professional academic careers in overseas universities and their local communities. As previous studies have examined medical interpreting mainly in the context of interactions with immigrant communities in English-dominant countries, this study examines the opposite situation - when it is the medical provider, a dentist, who is working in a non-English dominant speech community, in this case, Cantonese. In particular, we focus on dental academics working in a clinical teaching hospital in one Asian context in order to understand how medical interpreting is routinely enacted and interactionally accomplished in cross-cultural professional practice. For our interest in mediated interpreting in dentistry (Author et al., 2011), we move to the specific and local examining the general dental consultation as a locally-enacted, institutionalised, triadic interaction in an Asian dental context.

This paper adopts a multivariate approach to first identify the larger phenomenon of interpreter mediated consultations in a clinical dental setting in Hong Kong and second to adopt CA to identify the specific qualities of patient-centred care in this multilingual context. The key aim of this study, therefore, is to identify the sequential patterns of activity enacted during interpreter mediated talk in clinical consultations in dentistry. In doing, so we shall address those aspects of mediation that compromise or facilitate patient understanding of oral health messages.

**Background**

*Medical interpreting*
In establishing traditions of how we communicate across languages and cultures, definitions of translation and interpretation vary. Hale (2007) defined ‘translation’ as focusing on written text and ‘interpretation’ as based on spoken discourse with community interpreters contrasted to conference interpreters due to contextual differences in purpose, physical proximity and the focus on team approaches in community interpreting (p.25). In exploring spoken discourse and the work of the medical interpreter, prior research has identified a binary between ‘direct’ interpretation which takes an accuracy focus in measuring how close the interpreter matches the original words and ‘dialogue’ interpreting (Wadensjö, 1998; Hale, 2007) which expands the interaction to include interpreter agency in supporting meaning making – both linguistically and culturally. Community interpreting has been found to lead to a blurring of the lines with tensions between ‘direct’ interpretation and something more socially engaged and ‘mediated’ (Bolden, 2000) whereby the interpreter is called upon to do both normative interpretation and coordinate communication.

Angelelli’s (2004) concept of interpreter visibility in the context of community interpreting is also useful in considering the interpreter’s role. Healthcare settings, she argued, are highly ‘visible’ in that interpreters are more likely to become co-constructors. In this role, they are less likely to maintain professional detachment as they work to negotiate communicative events that are filled with cultural gaps, linguistic barriers and unequal power relations. This then raises the inevitable tension between accuracy and advocacy. Research studies in medical interpretation that take a direct interpretation stance tend to focus on word-to-word translation accuracy and criticize both professional and lay interpreters if they deviate from the medical provider’s script by engaging in, for example, extended, uninterpreted side conversations with patients.

Early corpus-based studies in medical interpreting found the role of the interpreter as problematic with issues surrounding linguistic proficiency and conflicting professional roles (Downing, 1991; Athorp and
Downing, 1996 cited in Bolden, 2000). These USA studies found that unskilled bilinguals as medical interpreters in hospitals and private clinics may impede doctor-patient communication by ignoring, mistranslating, or providing their own responses to questions. They also argued that if a nurse adopted a bilingual helper mode in a caregiver role, then there would be a decrease in direct doctor-patient interaction and patient initiated turns but that if a nurse adopted a professional interpreter mode, there would be a similar distribution of turns to a monolingual mode.

Interview-based studies of medical interpreting also conducted in the USA have challenged the ostensibly neutral role of the interpreter in multilingual healthcare settings arguing that the boundary between professional interpreter and advocate is a contested one (Rowland, 2008). Hsieh’s (2010) ethnography of bilingual healthcare encounters exploring the issue of control in triads involving interpreter-mediated communication indicated the complexity of multiparty interactions and the need for nuanced understandings as to their formulations. She viewed “successful bilingual medical encounters as coordinated achievement between the interpreters, providers, and patients”. However, these studies also acknowledge issues related to this blurring of boundaries and the tensions between the provider’s medical expertise and the interpreter’s cultural expertise. Jacobs et al. (2010) argued against the use of ad hoc interpreters such as family and friends and advocated education of clinicians in the use of trained medical interpreters. Valero Garcés’ (2005) institutional discourse analysis conducted in Spain and the USA contrasted three types of exchange: doctor/ foreign-language patient; doctor/ foreign-language patient/ ad hoc interpreter (husband); doctor/ foreign-language patient/ trained interpreter and made similar recommendations viz the preferred use of trained hospital interpreters and education for clinicians in working effectively with interpreters.

*Professional interpreting*
Some advocate the use of professional interpreters (Bauer and Alegria, 2010) in preference to bilingual nurses (Jacobs, 2000) but indicate a lack of a standardized definition or training (Bischoff and Hudelson, 2010). A clear disadvantage of professional interpreters is their additional cost (Bischoff and Hudelson, 2010; Ramirez, Engel, & Tang, 2008). A recent study examining the efficacy of professional translators in medical settings found that professional interpreters were not significantly different to family interpreters, with the latter able to provide support for emotional stress and follow-up (Rosenberg et al., 2011). Leanza’s (2010) study of family practice consultations using Habermas’ Communicative Action Theory (CAT) found distinct differences and identifying specific risks when family interpreters impose their own agenda (vs. the patient’s one) and control the consultation process.

A more recent review concluded that bilingual nurses when supported with a professional interpreter made fewer errors than other interpreters in emergency departments (Flores et al., 2012). In considering the quality of family interpretations in general medicine, Meeuwesen et al. (2010) raised concerns with regard to miscommunication from changes in translation to side-talk activities. Professional medical interpreters have been found to be highly successful in remote contexts using telephone-based interpreting (Price et al., 2012); however, viewing interpreters as ‘smart technology’ in face to face consultations was seen as open to possible interpersonal and ethical dilemmas (Hsieh and Kramer, 2012). Flores et al. (2012) indicated the critical training period for success with omission, addition, substitution, editorialization and false fluency reduced significantly for non-trained interpreters after 100 hours of training. Another recent study (Pasquandrea, 2011) of the physicality of medical interpretation in general consultations analysed a corpus of interactions involving Italian doctors, Chinese patients, and an interpreter noting that
“Multimodal resources, such as gaze, gesture, body posture, object manipulation, and spatial arrangement, allow the doctors to modulate their participation, achieve mutual alignment with the interpreter, display constant attention to the multiple lines of actions taking place simultaneously, and show their orientation towards their interactional value” (p. 476)

_Bilingual nurses_

Another study of telephone counselling (Kim et al., 2011) found that the use of bilingual nurses in phone-monitoring and counseling contributes significantly to hypertensive control among first generation Korean immigrants to US. In face-to-face nursing encounters, the notion of ‘dialogue’ interpreting arose from one of the CA studies of Russian-Swedish interactions (Wadensjö, 1998). Another CA study (Bolden, 2000) of Russian nurse interpreters critiqued the more proscriptive model of direct interpretation as the translating machine model finding that, when in the role of interpreter, the nurses are “full-fledged social actors” taking on social agency and weaving between ‘direct’ and ‘mediated’ interpretation in order to support the institutional agenda. Bolden (2000) coined the term ‘mediated’ interpretation as a manifestation of “the interpreter’s systematic orientation to the particular activity” (p. 394).

In sum, the reviewed studies on medical interpreting have established a dichotomy between perspectives that illustrate a deficit model of imperfect direct interpretation and miscommunications and more dialogic models of co-constructed meaning which view interpreters as “cultural brokers, mediators and advocates” (Meyer, 2003, p.78).

_Dental communication and interpreting_
Significant to understandings of the enactment and sequential unfolding of a dental consultation is the standardised norm as assessed in clinical communication studies in dentistry using instruments such as the Dental Consultation Communication Checklist (DCCC) (Theaker et al., 2000) with phases identified (introduction, case history, examination and closing) while also promoting a patient focus with checklist items related to patient comfort. An Australian survey on informal interpretation in dentistry found informal interpreters of Italian, Chinese and Vietnamese were the most satisfactory means of communication, despite the issues raised regarding dentists’ “language-related communication barriers” (Goldsmith et al. 2005). Discourse-based work in clinical dentistry is limited with some early sociolinguistic work (Candlin et al., 1983) setting the foundations for later ethnomethodological studies (Anderson, 1989; Hindmarsh et al., 2011) and mixed-method research (Author et al., 2011). The latter, pilot work for this study found DSAs to be key interactants negotiating meaning in clinical dental education across integrated Polyclinics. As members of the oral healthcare team, Dental Surgery Assistants (DSAs) in Hong Kong were found to be an essential resource in their role of intercultural mediators between between non-Cantonese speaking staff and students and their Cantonese-speaking patients. The study noted that their work often required them to perform the dual functions of supporting both the ‘hands on’ and the ‘communicative’ aspects of clinical work when para-professional staff act as medical interpreters in clinical settings. The CA study presented below further examines the formulation of mediated interpreting in dentistry in Hong Kong.

**Methodology**

A multivariate approach to data collection and analysis was adopted (Heritage and Maynard, 2006; Author et al., 2011). First, a language use survey was conducted with Polyclinic DSAs using a logbook approach to provide self-report data on language use in clinics. Frequencies of mean scores are reported using a 10-point visual analogue scale (VAS). Full consultations (n=23) of consenting expatriate dentists
(non-Cantonese speakers) (n=4), DSAs (trilingual) (n=5) and their patients (Cantonese L1) (n=19) were then video recorded during interpreter-mediated clinical interactions.

*Conversation Analysis (CA)*

The video recorded data were analysed according to the perspective and methods of CA. CA is a largely qualitative methodology (but on quantification see e.g. Heritage et al., 2010) which takes as its starting point investigating the patterns of interaction in which are to be found the practices underlying the construction and understanding of action. Such actions include enquiring about a patient’s dental problem (verbal and physical examination), describing the procedure that is taking place, or explaining to the patient how best to take care of her teeth. We explore the techniques used in conducting such actions (the design of the turns-at-talk in which such actions are managed); the relationships between the talk between participants and their non-vocal conduct, gaze and bodily configurations; the contingent nature of the response by one participant to another’s talk (and/or non-vocal conduct); and the emergent outcomes of interactions between participants. Interaction is thereby understood to be a collaborative enterprise in which each participant’s turn displays an understanding of the other’s prior turn; and by responding to that prior turn, simultaneously forms the context for some ‘next’ action in a sequence (Heritage, 1984, p. 242). Hence speakers perform actions through their turns-at-talk, actions that are connected through sequences in which what one speaker says/does is generated by and dependent upon what the other has said or done. CA is particularly well suited to capturing the contingent and collaborative nature of face-to-face interaction, including medical interactions (Drew et al., 2001); for this reason CA is now widely employed in investigating medical interactions, including identifying the practices that may be used during the physical examination for avoiding unnecessary antibiotic prescription (Heritage and Stivers, 1999, Heritage et al., 2010); for reducing the patients unmet concerns or unvoiced agenda (Heritage, 2007); identifying practitioner styles that may facilitate or inhibit patient
participation I treatment decision making (Collins et al., 2005); and even in the differential diagnosis of epilepsy and PNES among seizure patients presenting at neurology clinics (Schwabe et al., 2007; Reuber et al., 2009).

The key to CA’s methodology is not only what is said, but how that is said and, especially, how that came to be said - what preceding talk or conduct generated a given turn at talk. We include in how something is said, the matter of how it was designed for the addressee or particular recipient of that turn-at-talk, i.e. recipient design (Drew, 2012; Schegloff, 1979; Markaki et al, 2012). Accordingly, those interactions selected for inclusion in the study were reviewed, to identify all cases in which i) something that the dentist said was interpreted by the DSA to the patient, ii) something that the patient said was interpreted by the DSA to the dentist, and iii) the DSA initiated talk either to the patient or dentist, without having been ‘prompted’ by one or the other. These cases were then examined closely in order to determine the pattern of mediated interpretation involved, and particularly to identify what immediately preceded the mediated turn – including what was said, by whom and how (including accompanying bodily conduct, gaze, dentist’s manipulation of the patient’s mouth etc.).

Results and Discussion

Questionnaire data

The sociolinguistic survey of DSAs (n=41) in Hong Kong was based on frequencies of mean scores from a 10-point visual analogue scale (VAS). Results indicated in Figures 1 and 2 show that the majority had Cantonese as a first language and spoke mainly Cantonese in their primary schooling with more DSAs having moved into English-speaking secondary education.
The majority of DSAs reported spoken interactions during the three reporting days to be in Cantonese (Figure 1) and spoken with fellow DSAs and patients (Figure 2). English was the next most frequently spoken language in clinics (Figure 1) and this was recorded as being predominantly with postgraduate and undergraduate students, patients and clinicians (see Figure 2). While the focus of this paper is on English-Cantonese medical interpretations, it is notable that the demand for spoken Putonghua is highest with patients (Figure 2), reflecting wider socio-political changes in Hong Kong since the ‘one country two-systems’ policy upon the return to Chinese governance in 1997.
Survey data above, while from a small sample (n=41) and limited to 3 days of data collection, provide some indications as to: language backgrounds of DSAs; their clinical interactants; and the linguistic resources drawn upon in the larger clinical setting of a multilingual dental teaching hospital. In what follows, we explore in greater depth how multilingual clinical interactions are enacted in the context of medical interpreting. Specifically we examine the sequential patterns of activity enacted during interpreter mediated talk in clinical consultations in dentistry and the specific qualities of patient-centred care in this multilingual context. Interactional analysis will also support identification of those aspects of mediation that compromise or facilitate patient understanding of oral health messages.

*Interactional data*

Three distinct patterns of mediated interpreting emerged across the data set of review cases (return visits for ongoing care). Criteria for inclusion were that the dentist was an expatriate clinical staff member for whom English is the lingua franca of clinical conversations and for whom DSAs must regularly provide spoken interpretations during assisting with operative procedures.

**Direct interpreting**

Direct interpretations frequently occur as a summary provided after chunks of interpretable utterances have been provided by the dentist. The following excerpts (Case 61 and Case 60) illustrate this summary formulation.

**Summary interpretation: Case 61 “We will have to wait”**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(0:04:55.8)</td>
<td>139</td>
<td>D</td>
<td>((short pause; inhale)) Now↓(.)((inhale)) Very good↓(.)so::↑(.) as soon as he ((s))e has the:se:: two::↑ extracted::↑</td>
</tr>
<tr>
<td>(0:05:00.4)</td>
<td>140</td>
<td>DSA</td>
<td>((short pause)) yeah::(.) yeah↓((leaning forward to have a good look))</td>
</tr>
</tbody>
</table>
| (0:05:01.1) | 141 | D | ((short pause)) yes::(.) then↓ we can discuss about the implant but >probably will have to wait for about four::↑ [weeks::↑(.) after the]≤
(0:05:06.2) 143 D =extraction::↑=
(0:05:06.7) 144 DSA =yeah=
(0:05:07.2) 145 D =then we'll make an x-ray (.) and then I can tell here::(.) more of less::(.) how::↓(.) the plan can be::↑=
(0:06:15.8) 181 DSA }}((short pause; to patient))咁樣呢::↑(.)
嘅度呢::↑(.)
醫生話::↓(.)<種牙都應該冇乜問題嘅::↓(.)
有機會>(0.4)不過呢::↑你一定要剝牙((doctor working on computer))(.)
通常四個禮拜後我哋再影X光片::↑(.)睇睇佢>(.)>牙骨唔度有::↑>幾多啊↑?=.
( .) (to patient) So here::↑(.)these here::↑(.)according to the doctor::↓(.)<the implant should be fine::↓. There’s such a possibility>(0.4)but:↑you have to have teeth extraction((doctor working on computer))(.) Four weeks after the extraction we will look at your x-ray results::↑(.)((and)) see how much↑<teeth bone> remnants:↑>there is<::=

Summary interpretation: Case 60 “No need for Chlorexidine”

(0:17:53.5) 236 D ((short pause)) o:kay↓(.) so::↓ no need the Chlorexidine(.) anymore::↑((patient sitting up))=
(0:17:56.4) 237 DSA =hmm↓=
(0:17:56.9) 238 D =he can continue using the soft "tooth:°brush (.) only in this port ((part))::↑((pointing to his own left cheek))=
(0:18:00.1) 239 DSA =[hmm ↓]=
(0:18:00.3) 240 D [and]=
(0:18:02.0) 241 D =>the rest of the mouth with a normal toothbrush::↑<=
(0:18:02.5) 242 DSA =hmm↓=
(0:18:06.8) 244 DSA ((short pause)) =>emm↓(.) emm↓ (.)[emm↓]<
(0:18:07.5) 245 D [ub-]
(0:18:11.1) 248 DSA =>係啦聽<
>[okay can]<
(0:18:11.1) 247 DSA >唔識講喺啊<?(0.7)喺個牙::↓一定<用返個軟毛>(.>)整係喺隻牙啫<↑吓::↑(.)其他用返正常牙擦::↑(.)得唔得？(.)咁而喺個:::.ehh::↓另外擦完
唔牙之後啦(.)再用埋個牙縫擦:↑(.)應該紅色都:o:kiya↓((short
pause))好唔好啊？(.)>喺兩支俾(.>)俾埋你(.>)又買返兩支俾我:he he
((laughing; patient nod))((short pause))好唔好？hmm↓((laugh))
>you understand that<?(0.7) this tooth::↓must< be brushed by a soft bristle
toothbrush> (. ) > just this one<↑huh::↑(.)usual toothbrush::↑> for other
teeth. Okay? Then as for the:: (. )ehh::↓ in addition after toothbrushing, use
this interdental toothbrush:↑. The red one should be o:kiya↓. Alright?
(.)>these two<(. ) are for you(. ) You can buy me two new ones:
hehe((laughing; patient nods))(.) Alright? hmm↓((laugh))

Mediated interpreting
In examining other, non-summary interpretations which followed a mediated pattern of talk (Bolden, 2000), the entry point for CA analysis was to examine recipient design (Drew, 2013) in order to understand how interpretations came into being during the complex, unfolding activity of the dental consultation. Three distinct patterns of interpreter-mediated talk were identified across the corpus.

1. Pattern 1 – is seen as expansions where the dentist has designated that something is to be interpreted. In such cases, much relies on the DSA’s ability to infer the correct transition relevance place for interpretation. The assistant is recognised as having autonomous skills and experience, and her role as a co-constructor in the routine activity of the dental consultation and delivery of patient care is understood implicitly.

2. Pattern 2 – is dentist initiated, whereby the dentist explicitly directs the DSA to interpret. This may be done verbally through explicit lexical choices or non-verbally through the use of gaze.

3. Pattern 3 – is DSA initiated; the assistant acts autonomously and initiates unprompted expansions or actions. This, again, is seen in the data as a response to her professional status as DSA. She may respond to evident patient difficulties, initiate routine, task-oriented talk suited to her own repertoire of skills and institutional roles. While the majority of such talk may be in response to perceived patient needs, she may also address such spontaneous turn-taking to the dentist.

**Pattern 1**

The nuanced orchestration of co-constructed patient care is evident across the corpus. Particular to pattern 1 are instances where the DSA aligns with the dentist’s talk to illustrate or elaborate the content of the dentist’s turn (see Case 60 excerpt below). Additionally, such elaborations may be made at a transition in the dentist’s activity in performing a procedure (see Case 20 excerpt below) or they may be in response to silence during a routine activity (see Case 56 below). These may be in anticipation of
preparing a patient’s physical comfort or in anticipating patient anxiety and initiating talk to reassure or express empathy (Author et al., 2011). The may also be instantiations of displays of professional expertise, specifically in areas of oral hygiene instruction (see Case 20 below).

**Case 20 “It’s firmly glued”**

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>D:</th>
<th>S:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:21:48.6</td>
<td>236</td>
<td>Great open again↑</td>
<td></td>
</tr>
<tr>
<td>0:21:49.8</td>
<td>237</td>
<td>((working in silence))</td>
<td></td>
</tr>
<tr>
<td>0:22:01.7</td>
<td>238</td>
<td>Great! Close together↑</td>
<td>((doctor keeps a distance from the patient, giving room for DSA to bring in hand mirror to patient))</td>
</tr>
<tr>
<td>0:22:05.0</td>
<td>239</td>
<td>DSA:</td>
<td></td>
</tr>
<tr>
<td>0:22:05.5</td>
<td>240</td>
<td>D:</td>
<td></td>
</tr>
<tr>
<td>0:22:06.1</td>
<td>241</td>
<td>DSA:</td>
<td></td>
</tr>
<tr>
<td>0:22:06.8</td>
<td>242</td>
<td>D:</td>
<td></td>
</tr>
<tr>
<td>0:22:07.9</td>
<td>243</td>
<td>DSA:</td>
<td></td>
</tr>
<tr>
<td>0:22:10.0</td>
<td>244</td>
<td>D:</td>
<td></td>
</tr>
<tr>
<td>0:22:10.5</td>
<td>245</td>
<td>DSA:</td>
<td></td>
</tr>
</tbody>
</table>

Taking turn 238 as a cue to bring a hand mirror to the patient, the DSA also uses this patient viewing period as an opportunity at turn 243 to assure the patient of the stability of the prosthesis, *It’s firmly glued* and the professional rigor of the dental process undertaken with *We tested to confirm that*. At turn 245 the DSA initiates as new topic which is transition relevant as it aligns with the normal routine of a dental consultation where they will move to Treatment Plan and Closure (Theaker et al., 2000, p. 41).

**Case 56 “We found a little plaque”**
Pattern 1 elaborations are done not as exact, voice-box translations. The examples above illustrate how expansions verge on having an autonomous role, especially where oral hygiene instruction is topically relevant, e.g. for improved tooth brushing.

<table>
<thead>
<tr>
<th>Time</th>
<th>ID</th>
<th>User</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:10:27.9</td>
<td>517</td>
<td>D</td>
<td>I’ll just use a perio ((periodontal)) probe on that (3.2)</td>
</tr>
</tbody>
</table>
| 0:10:33.3  | 518 | DSA  | 我喺呢()都擦到一啲牙菌膜啊()喺個位唔使係喺係因為痛呢::(.)(.)自己都擦唔住啊(.)唔得力啊↓
We found a little plaque(,)((there))not sure if it's due to the pain::(.)(.) You can't brush that off (.) during teeth brushing |
| 0:10:39.8  | 519 | P    | 係啊(.) [好窄啊↓]
true(.) [it's narrow over there↓] |
| 0:10:41.6  | 520 | DSA  | 要擦啊↓
[gonna brush it as well↓] |

In case 56 above, the dentist provides an online commentary (Heritage and Stivers, 1999) of the operative action being undertaken. This can also be viewed as a request for an instrument, the periodontal probe. The ensuing 3 seconds of silence during the dentist’s activity is heard by the DSA in the recipient design (“perio” being designed to be understood by a colleague, not a patient) as transition relevant; the DSA inserts new, but topically relevant talk directed at the patient about oral hygiene and the causal pathway of gum inflammation.

In such instances across the data set, it was noticeable that, in terms of recipient design, there were occasions where the dentist’s talk is not designed to be interpreted and is understood as such by the DSA. One such example occurred in Case 26 below.

**Case 26 “There may be a little bone or something”**

<table>
<thead>
<tr>
<th>Time</th>
<th>ID</th>
<th>User</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:02:55</td>
<td>85</td>
<td>Dr</td>
<td>=but she can be assured the whole tooth is [out]</td>
</tr>
<tr>
<td>00:02:57</td>
<td>86</td>
<td>P</td>
<td>[呀呀] [ya ya]</td>
</tr>
<tr>
<td>Time</td>
<td>Turn</td>
<td>Role</td>
<td>Utterance</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>00:02:58</td>
<td>87</td>
<td>P</td>
<td>[係呀] [yes]</td>
</tr>
<tr>
<td>00:02:58</td>
<td>88</td>
<td>Dr</td>
<td>[we] (.) we</td>
</tr>
<tr>
<td>00:02:58</td>
<td>89</td>
<td>DSA</td>
<td>((to patient)) 你知道嘅牙 (.) 拎走咗出嚟嘅呀啦= ((to patient)) You do know the tooth has been extracted already huh=</td>
</tr>
<tr>
<td>00:03:00</td>
<td>90</td>
<td>P</td>
<td>=我知啊 (.) 我知啊= =I know (.) I know=</td>
</tr>
<tr>
<td>00:03:01</td>
<td>91</td>
<td>Dr</td>
<td>=but there may be a little bone [or something (.) We’ll have ] (.) we’ll have a look and see=</td>
</tr>
<tr>
<td>00:03:01</td>
<td>92</td>
<td>P</td>
<td>[宜家冇嘅啦 (.) 宜家冇啦] [now it’s fine (.) it’s nothing] ((everything’s okay))</td>
</tr>
<tr>
<td>00:03:04</td>
<td>93</td>
<td>DSA</td>
<td>=幫你望一望先= =We will have a look first</td>
</tr>
<tr>
<td>00:03:05</td>
<td>94</td>
<td>P</td>
<td>=唔 =Emm</td>
</tr>
<tr>
<td>00:03:06</td>
<td>95</td>
<td>DSA</td>
<td>呀 (.) 眼鏡戴住先 Right (.) please wear this spectacles first</td>
</tr>
</tbody>
</table>

Turns 85-92 “she can be assured that the whole tooth is out” (turn 85) are directly taken as action requested and the performative is in the form of an interpreted utterance (turn 89). The physical configuration then shifts with the activity and Line 91 “but there may be a little bone or something” is physically parenthetical as an additional thought directed to DSA. This is not delivered as for interpretation. It is phrased as a collegial, parenthetical think-aloud during preparatory activity and delivered out of mutual eye gaze with DSA moving aside to instrument tray.

**Pattern 2**

Distinct to the notion of recipient design in mediated interpreting in dentistry is the turn-taking behavior of the dentist, through which he indicates when an interpreted turn is to occur. In this pattern, the dentist is seen as seeking interpretation through direct instruction or through more subtle formulations such as pronominal shifts. These may occur topically in the form of a directive such as “tell her…”, through pronominal shifts from ‘you’ when directly speaking to a patient to ‘she’ when talking about the case at hand.
Case 56 “She’s doing a very good job with the others”

<table>
<thead>
<tr>
<th>Time</th>
<th>DSA</th>
<th>D</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0:15:50.6)</td>
<td>709</td>
<td>DSA</td>
<td>((to doctor)) She need use the mouth wash::↑?</td>
</tr>
<tr>
<td>(0:15:52.3)</td>
<td>710</td>
<td>D</td>
<td>(. ) No I think she’ll be okay with just::↑ the brushing with it coz she’s doing a very good job with the others::↓</td>
</tr>
<tr>
<td>(0:15:57.4)</td>
<td>711</td>
<td>DSA</td>
<td>唔::需要[用住::↓((short pause))]其他牙齒呢(,)都做得=No::need [to use that first::↓((short pause))as for the other teeth(,) you’ve done quite a =</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[really good↑ on the others::↓]</td>
</tr>
<tr>
<td>(0:16:00.8)</td>
<td>712</td>
<td>D</td>
<td>![underline]</td>
</tr>
<tr>
<td>(0:16:01.4)</td>
<td>713</td>
<td>DSA</td>
<td>![underline]</td>
</tr>
<tr>
<td>(0:16:03.9)</td>
<td>714</td>
<td>D</td>
<td>![underline]</td>
</tr>
<tr>
<td>(0:16:04.6)</td>
<td>715</td>
<td>D</td>
<td>=a little unusual along the back::↑</td>
</tr>
<tr>
<td>(0:16:06.3)</td>
<td>716</td>
<td>DSA</td>
<td>Hmm↓((nod))</td>
</tr>
<tr>
<td>(0:16:07.0)</td>
<td>717</td>
<td>D</td>
<td>((short pause)) What's happening is the root↑</td>
</tr>
<tr>
<td>(0:16:07.6)</td>
<td>718</td>
<td>DSA</td>
<td>y'es::↑=</td>
</tr>
<tr>
<td>(0:16:11.7)</td>
<td>719</td>
<td>D</td>
<td>=has come down and she's seeing the little↓(.) she's going in to the a:rea: in between the [roots↓(.)so that's]=</td>
</tr>
<tr>
<td>(0:16:13.1)</td>
<td>720</td>
<td>DSA</td>
<td>[emm↓ emm↓]</td>
</tr>
<tr>
<td>(0:16:13.9)</td>
<td>721</td>
<td>D</td>
<td>=what's causing her the pain::↑</td>
</tr>
<tr>
<td>(0:16:13.9)</td>
<td>722</td>
<td>DSA</td>
<td>ohh↓(.) [yes::↑]=</td>
</tr>
<tr>
<td>(0:16:16.3)</td>
<td>723</td>
<td>D</td>
<td>![underline]</td>
</tr>
<tr>
<td>(0:16:17.2)</td>
<td>724</td>
<td>D</td>
<td>=jerks in with the ((short pause, DSA nodding)) with the wooden stick↑ or whatever↓=</td>
</tr>
<tr>
<td>(0:16:17.9)</td>
<td>725</td>
<td>DSA</td>
<td>=yes::↓</td>
</tr>
<tr>
<td>(0:16:17.9)</td>
<td>726</td>
<td>D</td>
<td>![underline]</td>
</tr>
</tbody>
</table>
dentist had said at turn 726. In terms of recipient design, she has performed the action requested by the dentist and this is held as one of the standard patterns of mediated interpretation across the data set.

**Case 60 “Can we close a little bit?”**

| (0:02:40.4) | 77 | D | (.Can we close:: a little bit↑?= |
| (0:02:41.7) | 78 | DSA | =合理小小↑ |
|             |    |    | =close up a bit↑ |

Turn 77 above is formulated as a request using another pronominal formulation, ‘we’. The dentist requests an action in the form of closing the patient’s mouth but the inclusion of all present by ‘we’ is heard by the DSA at turn 78 as an invitation to interpret.

Such dentist-initiated requests for interpretation were often manifested in prosodic non-verbal behaviours, specifically in cases 26 and 56 below, through the use of gaze.

**Case 26 “That’s just the consequence”**

| 00:02:38 | 72 | Dr | =but that’s just the consequence of ((gazing at the DSA)) having the tooth extracted↓ |
| 00:02:41 | 73 | DSA | 因為呢(.) 通常呢(.)剝完牙之後呢都會有陣時有一段日子= |
|          |    |    | Cause (. ) normally (. ) after extracting a tooth (. ) sometimes there’re some days |
In the excerpt above, the dentist explicitly directs the DSA to interpret through non-verbal instruction using gaze following the emphasized use of *consequence* (line 70). Para-linguistic meaning-making tools employed include the dentist’s use of eye gaze, stressed intonation and nod to DSA. The combination of these provides powerful illocutionary force and the DSA responds with an interpretation at line 73. The patient’s eye gaze also responds to the dentist’s directions and she turns to the DSA for interpretation.

**Case 56 “These are not holes”**

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0:20:37.1]</td>
<td>D</td>
<td>&lt;she can also feel: where I am working now:↑ but that she doesn't feel the pain:&gt;&gt;</td>
</tr>
<tr>
<td>[0:20:41.8]</td>
<td>DSA</td>
<td>emm↓ hmm↑=</td>
</tr>
<tr>
<td>[0:20:42.4]</td>
<td>D</td>
<td>=that's the furcation of the root as well↑</td>
</tr>
<tr>
<td>[0:20:44.9]</td>
<td>DSA</td>
<td>yeah↓</td>
</tr>
<tr>
<td>[0:20:45.7]</td>
<td>D</td>
<td>((short pause)) so these are not hole::s↑(. these are natural(0.6) ehh:↓(.that(.) defects↓ where the root↑((short pause)) in between the two roots↓(. That's what's happening.</td>
</tr>
<tr>
<td>[0:20:55.9]</td>
<td>DSA</td>
<td>((short pause)) 啥宜家你(.)知道教授做~緊心嘅啲(.)係唔係(.)落咗麻醉藥所以你啊唔會痛啲 ((short pause))冇不過呢(.)我唔知道呢原唔度因為個牙腳縮咗咁咁所以引致呢你形容到好似有個窿:↑(.)就牙尖(.)括到有個窿(.)其實唔啲(.)我唔唔係叫做蛀牙((short pause))啲只不過係::↓牙肉塞(.)縮咗((short pause))引致到有個牙腳暴露咗嘅(.)啲啲三角位暴露咗嘅(.)咁樣啲↑ ((short pause)) now you(.) do know what the professor &gt; is doing, right? And you've been anaesthetized so you won't feel anything(.) Ah but(.) we know that in fact as the gums recede hence you describe it as if it’s a hole:↑(.) what tooth pick(.) feels like a hole(.) In fact that(.) we don't see it as tooth decay(.) It's just::↓ gums(.) recede(.) causing the exposure of the teeth roots(.) and coincidentally the triangle spot is exposed(.) something like that↑</td>
</tr>
</tbody>
</table>

In the above case, the same dentist, through emphatic tone of voice at turn 826, instructs the DSA to interpret the key message omitting the scientific term, ‘furcation’ which is the natural branching of the tooth roots. The core message is then delivered by the DSA with the scientific term replaced with a lay phrase ‘the triangle spot’.
**Case 53 “All arrived”**

<table>
<thead>
<tr>
<th>Time</th>
<th>Participant</th>
<th>Action</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:16:44.1</td>
<td>214 Inter-com</td>
<td>&gt;三&lt;點到埋()&lt;.)全部到哂  &gt; three o'clock is here()&lt;.) all of the patients are here</td>
<td></td>
</tr>
<tr>
<td>0:16:45.6</td>
<td>215 DSA</td>
<td>好 ah ((short pause)) ((turning her attention back; saying to the doctor)) all arrived  okay ((short pause)) ((turning her attention back; saying to the doctor)) all arrived</td>
<td></td>
</tr>
<tr>
<td>0:16:48.1</td>
<td>216 DSA</td>
<td>°emm° ((short pause)) what is that↑?</td>
<td></td>
</tr>
<tr>
<td>0:16:49.2</td>
<td>217 DSA</td>
<td>°emm° () all arrived</td>
<td></td>
</tr>
</tbody>
</table>

In the above case, with a UK dentist, the DSA initiates a direct interpretation of the internal message delivered via intercom in Cantonese. There dentist does not hear this as an interpretation and seeks clarification at turn 216. The DSA hears this as troubling. This is signaled by the hesitation at turn 217 with a hesitation marker °emm° followed by a short pause. Her response is a repetition of her pronouncement *all arrived* at turn 215.

**Pattern 3**

In this pattern, we see the DSA acting autonomously but in a manner appropriate to her role as para-professional caregiver. This autonomy is, however, most often seen as part of the larger script of the routine activities of the dental consultation. In terms of mediated interpreting, it can also be seen as anticipatory to the dentist’s review questions.

**Case 60 “Are there any other abnormalities?”**

<table>
<thead>
<tr>
<th>Time</th>
<th>Participant</th>
<th>Action</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00:41.4</td>
<td>17 DSA</td>
<td>(.&gt;)今次返嚟覆診嘅啫↑&lt;(.)吓::↓(.)冇乜嘢嗎? (.)近排:?(putting on the napkin for the patient)(.&gt;)個傷口啲.(.)口腔入邊有冇唔舒服啲啲啊&lt; ? = (.&gt;) This visit today is just a follow up review↑&lt;(.)huh::↓(.) Is there any other abnormalities? (.) lately:?((putting on the napkin for the patient)(.&gt;) the wound (.).the oral cavity any discomfortness&lt;?=</td>
<td></td>
</tr>
<tr>
<td>0:00:47.3</td>
<td>18 P</td>
<td>=冇 =no</td>
<td></td>
</tr>
</tbody>
</table>
In the above excerpt at the opening phase of the consultation, the DSA begins patient history questioning as she prepares the patient, chair and tools for the consultation. This sequence is independent of the dentist and is conducted entirely in Cantonese.

Case 59 “I’m afraid that…I will hurt you”
In the excerpt above, the DSA takes interactional control as part of the routine activity of the consultation – here, caring for patients in the clean-up phase after clinical treatment. In turns 409-411, the dentist has moved away from the locus of patient proximity allowing the DSA both physical and interactional space. In this space, she takes control of the clinical activity of post-procedural cleaning-up and the interactional turn. At turn 409, she proffers tissues and rinse and offers advice to the patient about cleaning up, justifying this with her repeated concern of *I will hurt you* (turns 409, 411).

**Case 60 “There’s a bit of bacteria inside”**

<table>
<thead>
<tr>
<th>Time</th>
<th>ID</th>
<th>Role</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:16:01.3</td>
<td>188</td>
<td>D</td>
<td>(.) still quite some inflammation on the::↓(.) inside↓</td>
</tr>
<tr>
<td>0:16:04.1</td>
<td>189</td>
<td>DSA</td>
<td>(0.4)入邊都仲有發炎吓::↑&lt;br&gt;(0.4)there’s some inflammation inside huh::↑</td>
</tr>
<tr>
<td>0:16:30.0</td>
<td>204</td>
<td>DSA</td>
<td>((short pause))你話呢(.)呢↑邊::↓(.)都有::尖尖菌嘅入邊(.)&gt;直情好::污糟&lt;br&gt;↑即係噉(.)個你見唔見到啊↑？&lt;br&gt;((short pause))he said(.),well:: ↓(.)there’s ::a bit of bacteria inside(.)&gt; it’s not::clean(.) that means(.),here(.) this can you see that↑？&lt;br&gt;</td>
</tr>
<tr>
<td>0:16:34.7</td>
<td>205</td>
<td>DSA</td>
<td>[(.)堆咗尐&lt;食物&gt;出嚟啊↓]&lt;br&gt;[(.)quite some &lt;food remnants&gt; accumulated here↓]</td>
</tr>
<tr>
<td>0:16:36.0</td>
<td>206</td>
<td>D</td>
<td>[(.) can you see the(.) there’s a lot of (.). blocking there↓]</td>
</tr>
<tr>
<td>0:16:38.7</td>
<td>207</td>
<td>DSA</td>
<td>[(&gt;.)(.)見唔見到:↑啊↑？((short pause))見唔見到:↑啊↑？&lt;(.)係囉啊(.)&lt;好::&lt;br&gt;多:↑]&lt;br&gt;[&gt;(.)can you see that:↑ahh↑？ ((short pause))can you see that:↑ahh↑？&lt;br&gt;&lt;(.)yup(.)&lt; quite:: a lot of: ↑]&gt;</td>
</tr>
<tr>
<td>0:16:38.7</td>
<td>209</td>
<td>DSA</td>
<td>食物(.)插((short pause))縮咗落去個窿入邊啊(.)因為你清潔唔到啊= food(.)in between((short pause))in this hole(.) because you haven’t cleaned them=</td>
</tr>
</tbody>
</table>
Again in case 60, the expansions at turn 204: *a bit of bacteria inside* and turn 208 [ (*quite some <food remnants> accumulated here*) ] illustrate DSA autonomy. The DSA designs these turns as an elaboration of the direct interpretation at turn 205 *there’s some inflammation inside huh::↑* The design of turns 203, 208 and 209 moves into oral hygiene instruction educating the patient on the causal mechanism of the inflammation that the dentist has identified.

**Case 56 “No need to use mouth wash”**

<table>
<thead>
<tr>
<th>Time</th>
<th>Transcript</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:15:35.8</td>
<td>(0:15:35.8) 699 D ((to DSA)) I’m just going to &lt;clean out the area&gt; [will be] a lot better↓</td>
<td>(0:15:35.8) 699 D ((to DSA)) I’m just going to &lt;clean out the area&gt; [will be] a lot better↓</td>
</tr>
<tr>
<td>0:15:39.0</td>
<td>700 DSA [okay↑]</td>
<td>(0:15:39.0) 700 DSA [okay↑]</td>
</tr>
<tr>
<td>0:15:40.6</td>
<td>(0:15:40.6) 701 DSA ((short pause))&gt;喺幫你洗乾淨嘅度先啦&lt;=((to patient)) ((short pause))&gt;nah we will clean this up first&lt;=((to patient))</td>
<td>(0:15:40.6) 701 DSA ((short pause))&gt;喺幫你洗乾淨嘅度先啦&lt;=((to patient)) ((short pause))&gt;nah we will clean this up first&lt;=((to patient))</td>
</tr>
<tr>
<td>0:15:43.3</td>
<td>702 DSA = so you will:: teach her::↑ [use↑] the id* brush?</td>
<td>(0:15:43.3) 702 DSA = so you will:: teach her::↑ [use↑] the id* brush?</td>
</tr>
<tr>
<td>0:15:44.3</td>
<td>703 D [yup]</td>
<td>(0:15:44.3) 703 D [yup]</td>
</tr>
<tr>
<td>0:15:45.8</td>
<td>(0:15:45.8) 704 D =id brush(. ) now(.) maybe it will be a good↑ [idea::↑]=</td>
<td>(0:15:45.8) 704 D =id brush(. ) now(.) maybe it will be a good↑ [idea::↑]=</td>
</tr>
<tr>
<td>0:15:46.9</td>
<td>705 P [買嘅尖漱]= [is buying mouth]=</td>
<td>(0:15:46.9) 705 P [買嘅尖漱]= [is buying mouth]=</td>
</tr>
<tr>
<td>0:15:50.6</td>
<td>706 P =口水好 [唔好]↑= =wash [okay↑]=</td>
<td>(0:15:50.6) 706 P =口水好 [唔好]↑= =wash [okay↑]=</td>
</tr>
<tr>
<td>0:15:52.3</td>
<td>707 DSA [ai ya]=</td>
<td>(0:15:52.3) 707 DSA [ai ya]=</td>
</tr>
<tr>
<td>0:15:57.4</td>
<td>(0:15:57.4) 708 DSA =唔好用漱口水住(. )唔係樣樣都用架(.)最緊要清潔乾淨先↑ =no need to use mouth wash(.) Not everything is a must have (. ) What’s most important is to brush the teeth well↑ ((to doctor)) She need use the mouth wash::↑?</td>
<td>(0:15:57.4) 708 DSA =唔好用漱口水住(. )唔係樣樣都用架(.)最緊要清潔乾淨先↑ =no need to use mouth wash(.) Not everything is a must have (. ) What’s most important is to brush the teeth well↑ ((to doctor)) She need use the mouth wash::↑?</td>
</tr>
<tr>
<td>0:16:00.8</td>
<td>709 DSA ((to doctor)) she need use the mouth wash::↑?</td>
<td>(0:16:00.8) 709 DSA ((to doctor)) she need use the mouth wash::↑?</td>
</tr>
<tr>
<td>0:16:05.0</td>
<td>710 D ((short pause)) No, I think she'll be okay with just::↑ the brushing with it coz she's doing a very good job with the others:↓</td>
<td>(0:16:05.0) 710 D ((short pause)) No, I think she'll be okay with just::↑ the brushing with it coz she's doing a very good job with the others:↓</td>
</tr>
<tr>
<td>0:16:07.4</td>
<td>(0:16:07.4) 711 DSA 唔::需要[用住::↓((short pause))其他牙齒呢(.)都做得= No::need [to use that first::↓((short pause))as for the other teeth(.) you've done quite a =</td>
<td>(0:16:07.4) 711 DSA 唔::需要[用住::↓((short pause))其他牙齒呢(.)都做得= No::need [to use that first::↓((short pause))as for the other teeth(.) you've done quite a =</td>
</tr>
<tr>
<td>0:16:10.8</td>
<td>712 D [really good job↑ on the others::↑]</td>
<td>(0:16:10.8) 712 D [really good job↑ on the others::↑]</td>
</tr>
<tr>
<td>0:16:14.8</td>
<td>(0:16:14.8) 713 DSA =[唔錯嘅嘅] = [good job]</td>
<td>(0:16:14.8) 713 DSA =[唔錯嘅嘅] = [good job]</td>
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</table>

*interdental brush*

In the excerpt from Case 56, the DSA’s autonomy is displayed when she draws upon her knowledge and experience of oral hygiene to respond directly to the 50 year old male patient’s new line of inquiry at
turn 705 *Is buying mouthwash okay?* with a topic relevant exclamation of *ai ya*, a Cantonese utterance denoting surprise. She then moves into an extended turn (turn 708) focusing on the preference for good tooth brushing habits over mouthwash. Of interest is her next confirmation seeking from the dentist at turn 709 after her oral hygiene advice.

Finally, the DSAs were also found to take initiative with non-verbal activity supporting verbal directives.

**Case 56 “Close your mouth and rest a bit first”**

| (0:23:50.9) | DSA: 嘍(.) 一陣阿開唔係打針(.) 只係揀咗消炎盪口水同 ((using her hand to close the patient’s lower jaw)) 你沖洗> 下((use her hand to close the patient's mouth ))個位((patient follow suit))here (.) ³later³ there's no injection (.) but just use anti-inflammatory mouth wash for ((using her hand to close the patient’s lower jaw)) irrigation> that part (.) close your mouth and rest a bit first<(.) ((patient follows suit)) |

In the excerpt from Case 56 above, the DSA takes independent action through both spoken and physical directives to guide the patient in closing her mouth for the dentist.
In case 58 above, the DSA’s again takes on her autonomous role in switching codes at turn 67 to introduce a new topic in Cantonese. She hears turn 66 as the dentist’s online commentary rather than a request for translation and her linguistic switch engages in not only routine talk but also empathetic talk (Author et al 2010), *Don’t be scared*. The dentist continues discussion of healing and treatment planning at turn 66. In terms of mediated interpreting and recipient design, turn 66 is still heard by the DSA as online commentary rather than a request for interpretation. This is indicated in her language choice of a direct reply in English at turn 73. Turn 67 can, therefore, be seen as autonomous behavior in line with the normative actions of operative dentistry i.e. rinsing the mouth after oral investigations or procedures. Turn 67 also sees enactment of her duty as caregiver in a patient-centered view of dental care. Stewart (2001) denoted patient-centred care as occurring where the interaction: (a) explores the patient’s main reason for the visit, concerns, and need for information; (b) seeks an integrated understanding of the patient’s world—that is, their whole person, emotional needs, and life issues; (c) finds common ground on what the problem is and mutually agrees on management; (d) enhances prevention and health promotion; and (e) enhances the continuing relationship between the patient and the doctor (p. 445). The
work of Turn 67 can be seen as the fifth condition where the multilingual nurse draws upon her linguistic and cultural resources to support the dentist in providing patient-centred care.

Conclusions

Contrary to the opinion that nurses may impair or indeed impede clinical communication between the clinician and their patient when taking up the task of interpreting, evidence from the study in dentistry above points to the centrality of the clinician in the communicative process that is mediated interpreting. Two of the three patterns identified across the dataset were dentist-led (Pattern 1 – dentist designated; and Pattern 2 - dentist initiated). Although Pattern 3 was dental surgery assistant (DSA) initiated, communications and activities surrounding this were associated with routine activities tied to her particular service-provider role within the normative triadic interactions of dentist, DSA and patient.

References


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doi:http://dx.doi.org/10.1016/j.pec.2012.01.011


doi:10.1017/S0047404511000479.

doi:http://dx.doi.org/10.1016/j.pec.2012.06.016


Transcription Conventions

(.) noticeable pause shorter than 0.5 second (including regular pauses between sentences)

(~n) timed pause (in approximation) where “n” indicates the interval measured in seconds

Intonation marks:

: falling intonation
, level intonation
! ↑ rising intonation
[ the beginning of overlapping
] the end of overlapping

A: XXX = B’s utterance is latched onto A’s
B: =XXX

: lengthened sound (more colons mean greater length)

XXX stressed words

(() non-verbal features or transcriber’s comment

⇒ indicates a turn of analytic interest
Dr. Susan Bridges  
Faculty of Dentistry  
The University of Hong Kong  
20-Apr-12  

Dear Dr. Bridges,  

IRB Reference Number: UW 12-068  

The HKU/HA HKW IRB is authorized by a joint agreement of the University of Hong Kong and Hospital Authority Hong Kong West Cluster to review and monitor clinical research. It serves to ensure that research complies with the Declaration of Helsinki and acts in accordance to ICH GCP guidelines, local regulations and Hospital Authority and the University policies.  

I write to inform that your research application/submission has been approved by an expedited process with details shown below. You are also requested to adhere to the conditions listed.  

IRB reviewer(s): Professor Virginia Wong, Chairman and Professor Kathryn Tan, Deputy Chairman of the HKU/HA HKW IRB  
Protocol title: Health literacy and clinical communication: Global intersections in Asia  
Study site(s): As stated in application form  
Document(s) approved:  
- 01. Clinical research ethics review application form  
- 02. Study protocol (January 2012)  
- 03. Staff/Participant Information Sheet and Consent Form (January, 2012; revised March; April 2012) - English  
- 04. Patient/Subject Information Sheet and Consent Form (January, 2012; revised March 2012) - English and Chinese  

Document(s) reviewed:  
- 05. Short CV of principal investigator  

Conditions:  
1. Do not deviate from, or make changes to the study protocol without prior written IRB approval, except when it is necessary to eliminate immediate hazards to research subjects or when the change involves only logistical or administrative issues.  
2. Report the following to HKU/HA HKW IRB: (i) study protocol or consent document change (use 'HKU/HA HKW IRB RE001F(F7)'), (ii) serious adverse event (use 'HKU/HA HKW IRB RE001F9(F8)'), (iii) study progress (use 'HKU/HA HKW IRB RE001F9(F9)'), (iv) new information that may be relevant to a subject's willingness to continue participation in the study.  
3. Report study progress to HKU/HA HKW IRB at a 12-monthly interval until study closure.)  

Yours sincerely,  

Mr. Chris Yip  
Secretary, HKU/HA HKW IRB