



National Consortium of Interpreter Education Centers

## Interpreting in VR Settings

### Module 3: Interpreting for Deaf Professionals

Study Guide

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# **Interpreting in VR Settings**

## **Module 3: Interpreting for Deaf Professionals**

Hosted by the UNC MARIE Center of the NCIEC in collaboration with WRIEC.

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# Module Overview

## Purpose

The overarching purpose of this module is to increase an interpreter's ability to work collaboratively with Deaf Professionals in the implementation of their work responsibilities. This ability is grounded in an understanding of role variation that impacts the work of professional interpreters and an appreciation for the complex dynamics Deaf Professionals face in the workplace. Because the interpreter who works with the Deaf Professional must have the ability to move in and out of a broad range of situations within the workplace, they must have the ability to relate to other VR professionals on equal footing. They must also have knowledge of and the ability to use the jargon of VR professionals and to adapt their register to fit the range of situations in which the Deaf Professional will be communicating.

This module will focus both on the knowledge foundation and the skills necessary to work as an extension of the Deaf Professional in VR settings towards the goal of ensuring his or her communication access and professional inclusion.

## Impact

The role of the designated interpreter versus contracted interpreter will be explored, with emphasis being given to the importance of the interpreter working as part of the employment team irrespective of role designation.

## Objectives

By the end of this module, you will be able to:

- apply the demand-control schema as an assessment tool for deciding appropriate controls to employ when working as the interpreter for Deaf professionals within VR settings
- explain the role of a designated interpreter
- explain the relationship between ethical standards and practices of interpreters working with Deaf professionals in the VR setting
- identify resources needed to be effective in working as a designated interpreter for Deaf professionals within the VR setting
- demonstrate increased interpreting effectiveness (accuracy, language match, effectiveness) when interpreting for Deaf professionals within the VR setting

## Module Evaluation

Module grades will be assigned based on the following:

Product	Description	Points
Unit Activities	Introduction (2 points), six Blackboard discussion activities (each worth 3 points), and peer review (5 points)	25 points
Assignment #1	Demand-Control Schema Case Analysis	25 points
Assignment #2	Interpreting Skills Performance and Analysis	40 points
Pre and Post Test	Completion of module Pre and Post tests	10 points

All extensions to due dates must be negotiated with the module facilitator in advance of the due date. Late assignments (not more than 5 days past the due date) not negotiated in advance will lose one letter grade—an A assignment will be a B and so forth.

Assignments submitted 5 days past the due date may not be graded—pending discretion of the facilitator.

## Grading Criteria

The VR modules are **NOT** offered for college credit. However, assignment points will be awarded and tied to RID CEUs. Students achieving a satisfactory point distribution for all assignments will receive the full award of 4 CEUs for Module 3.

The following scheme will be used to assign grades for students taking this module:

- A 91-100 Superior achievement of objectives
- B 81-90 Above average achievement of objectives
- C 71-80 Average achievement of objectives
- D 61-70 Below average achievement of objectives
- F Below 60 Unacceptable level of achievement of objectives

Weight will be placed on the quality of the responses and/or comments, as well as the presentation of the work (e.g., spelling, grammar). Timeliness will be a factor in grading of all assignments and will be assessed by postmark (USPS) or time/date stamp on email/Blackboard requirements.

Your work is to be your own. Using the words, ideas and/or written product of another individual without giving due credit to that person is unacceptable. Plagiarism is considered a violation of academic integrity. Work that demonstrates academic dishonesty may result in a lowering of the grade on an assignment or module dismissal.



## Materials Checklist

You will be using a variety of materials for this module. The following materials will be distributed to you:

- This Study Guide containing the module overview (Objectives, Unit Previews, Materials, Requirements, Assignments, Roadmap).

The following media clips from the NCIEC DVD series *Interpreting in VR Settings* will be used in this module and can be found online, linked to the course roadmap. All four scenarios are taken from the DVD entitled *Deaf Professionals in Action*.

- Counseling as a Career Path (14:58 minutes)
- Planning for Communication Access (7:06 minutes)
- Contemplating a Career Change (12:00 minutes)
- Service Request Review (15:42 minutes)

The following textbook is required for this module and is available for purchase from the UNC bookstore and/or Gallaudet University Press:

*Deaf Professionals and Designated Interpreters: A new paradigm* (2008). P. Hauser, K. Finch and A. Hauser, EDS. Gallaudet University Press: Washington, DC. ISBN 978-1-56368-8

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# Module Preview

There are five (5) units of learning in this module. These are:

1. Deaf Professionals in the VR System
2. Unique Aspects of Working with a Deaf Professional
3. Role Considerations
4. Case Study Analysis
5. Interpreting Skills Development and Practice

Each unit will contain activities designed to engage you in the review, reflection, and application of your new learning. There will be a variety of these activities throughout the module—worth 30 points towards your grade—all are intended to foster your synthesis of new learning through peer discussion, reflection, and application. To further assist you with the application of your learning, there will be a pre- and post-test, and two (2) assignments associated with this module.

The primary difference between an **activity** and an **assignment** is the amount of time required for completion and the point value assigned to each. The **activities** are designed to provide you with immediate review and reflection of the module material towards the goal of fostering discussion with peers. The **assignments** are designed to provide you with an opportunity to explore specific elements of the module material in more depth through research, critical analysis and synthesis.

The organization of the module will engage you alternately in review of module notes (contained in the Blackboard module materials), assigned readings from the module textbook, supplemental readings of online articles or materials, vocabulary building through a readings and a glossary of terminology, and guided online discussions.

As previously mentioned, the online discussions are an integral part of your learning process. Your ability to have meaningful participation in the online discussions is contingent on being current with the readings and other module activities. The module roadmap, available after the Unit Preview section of this Study Guide, provides you with a tool for guiding your progress through the module. It provides you with timelines and due dates associated with each unit's activities and assignments.



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# Unit Preview

## **Unit 1: Deaf Professionals in the VR System**

This unit introduces learners to the experiences of Deaf Professionals in society and various roles and responsibilities associated with Deaf professionals currently working in VR settings. Particularly, the role of Deaf individuals as counselors or State Coordinators for the Deaf will be explored.

## **Unit 2: Unique Aspects of Working with a Deaf Professional**

This unit explores some of the unique aspects of working with a Deaf professional. Deaf professionals share their experiences, expectations and aspirations in the working relationship they have with interpreters. These expectations and aspirations will be considered through the lens of demand-control schema.

## **Unit 3: Role Considerations**

The purpose of this unit of learning is for the learner to explore the role of the designated interpreter and how elements of this role can be applied whether the interpreter works as a fulltime employee of the VR agency or is a contracted interpreter. The work of a designated interpreter will be considered through the lens of demand-control schema.

## **Unit 4: Case Study Analysis**

The purpose of this unit is to apply demand-control schema analysis to case studies involving interpreting for Deaf professionals within the VR setting. The outcome of the analysis will be the identification of a range of possible controls available to the interpreter and the consequences associated with various controls.

## **Unit 5: Interpreting Skills Development and Practice**

This unit engages the learner in analyzing and interpreting a few VR-related scenarios in which a Deaf professional is engaged for the purpose of enhancing interpreting performance. Learners will generate several interpretations and analyze them for accuracy and effectiveness based on defined criteria. Peer based discussion and reflection will help to explore a range of possible ways in which effective interpretation of the scenarios can occur.

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# Roadmap

Throughout the module, you will see charts that are designed to be “roadmaps” for you to help you fulfill all the module requirements. There is a “roadmap” at the start of each module with all the assignments, due dates, etc. for the module. Each unit has its own “map” to summarize the critical dates and assignments for the unit.

In your “map”, or on each activity page, you may see the following symbols to help you quickly identify the type of activity.

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Indicates DVD that you are to watch.

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Indicates a reading included in a textbook or online.

---



Indicates an online discussion.

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Indicates a web activity such as searching the web or accessing Blackboard.

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Indicates a paper you are to write and send to your facilitator via regular email.

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Indicates an assignment to be uploaded to YouTube (if generated in ASL)

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Indicates an assignment to be uploaded to a Blackboard assignment tool.

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Indicates a GoToMeeting event.






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# Module Roadmap

Use this as your “map” while traveling on your distance learning journey. All the information you need to complete the module is here in one location. Use the last column to check off each item as you complete it. See the following pages for details on each assignment.

Dates before or next to any activity indicate specific dates for that item.

Points	Dates	Activities		Done!
Unit 1: Deaf Professionals in the VR System				
			Complete Module 3 Pre-test	<input type="checkbox"/>
		1.1	Introductions: Post an introduction that describes how you see this module relating to your current work in the field of interpreting and/or interpreter education.	<input type="checkbox"/>
		1.2	Read through the Study Guide. Read Unit 1 Insights or view the Unit 1 PPT (visual representation of insights). <a href="#">View PPT</a>	<input type="checkbox"/>
		1.3	View interviews with Deaf professionals working in VR discussing their job experiences.	<input type="checkbox"/>
		1.4	Read the Foreword and “The Deaf Professional-Designated Interpreter Model”, pp. 3-21 from <i>Deaf Professionals and Designated Interpreters: A new paradigm</i> textbook.	<input type="checkbox"/>
		1.5	Post response to one of the Discussion Questions in the Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>
Unit 2: Unique Aspects of Working with a Deaf Professional				
		2.1	Read “Attitudes and Behaviors of Deaf Professionals and Interpreters”, pp. 43-57 from <i>Deaf Professionals and Designated Interpreters: A new paradigm</i> textbook.	<input type="checkbox"/>
		2.2	Post response to one of the Discussion Questions in the Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>
		2.3	Read “Interpreting in the Work-Related Social Setting: How Not to Trump Your Partner’s Ace”, pp. 58-65 from <i>Deaf Professionals and Designated Interpreters: A new paradigm</i> textbook.	<input type="checkbox"/>

Points	Dates	Activities		Done!
		2.4	Post response to one of the Discussion Questions in the Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>
		2.5	Optional: Participate in one of the scheduled GoToMeeting events.	<input type="checkbox"/>
<b>Unit 3: Role Considerations</b>				
		3.1	Read Unit Insights or view PPT for a more visual presentation. <a href="#">View PPT</a>	<input type="checkbox"/>
		3.2	Read “Walking the Fine Line”, pp. 106-128 from <i>Deaf Professionals and Designated Interpreters: A new paradigm</i> textbook.	<input type="checkbox"/>
		3.3	View Interviews with Deaf professionals discussing their expectations and aspirations for their work with interpreters.	<input type="checkbox"/>
		3.4	Post responses to Discussion Questions in the 3.4 Discussion Forum. This activity counts towards your participation points.	<input type="checkbox"/>
<b>Unit 4: Case Study Analysis</b>				
		4.1	Read Unit Insights and/or view PPT for visual presentation. <a href="#">View PPT</a>	<input type="checkbox"/>
		4.2	Read “Designated Interpreter-Deaf Chief Executive Officer: Professional Interdependence, pp. 165-179 from <i>Deaf Professionals and Designated Interpreters: A new paradigm</i> textbook.	<input type="checkbox"/>
		4.3	Post responses to Discussion Questions in the Discussion Forum. This activity counts towards your participation points.	<input type="checkbox"/>
		4.4	Optional: Participate in one of the scheduled GoToMeeting events.	<input type="checkbox"/>
			<b>Assignment 1: Case Analysis</b> Submit analysis of one of the two scenarios viewed from the Deaf Professionals in Action clips.	<input type="checkbox"/>

Points	Dates	Activities		Done!
Unit 5: Interpreting Skills Development and Practice				
		5.1	Read Unit Insights	<input type="checkbox"/>
		5.2	Select two of the four texts from the Deaf Professionals in Action scenarios and conduct a Demand-Control Schema analysis	<input type="checkbox"/>
		5.3	Rehearse the interpretation of the two texts you selected and share with a peer for feedback	<input type="checkbox"/>
			<b>Assignment 2:</b> Interpreting Performance Portfolio Submit an interpretation and self-assessment of two of the four texts from the Deaf Professionals in Action scenarios	<input type="checkbox"/>
		5.4	View the interpretations of the texts you interpreted for Assignment 2	
		5.5	Post responses to Discussion Questions in the 5.5 Discussion Forum. This activity counts towards your participation points.	<input type="checkbox"/>
		5.6	<b>Complete Module 3 Post-Test</b>	<input type="checkbox"/>
			<b>Complete Module 3 Evaluation</b>	<input type="checkbox"/>
			<b>Congratulations! You have completed Module 3</b>	

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# Assignments

## Assignment Overview

Assignment	Description	Points	Due Date
<b>Participation Activities</b>	<b>Online Discussions:</b> Introduction worth 2 points and six Blackboard discussion activities worth 3 points each. Post a response to at least one of the Unit Discussion Questions for each Unit in the module and reply to the post of at least one colleague in each Unit. This pairing is worth a total of 3 points.  <b>Activity 5.3 Peer Analysis:</b> Participate in the peer analysis in preparation for Assignments 2 (5 points)	25 points	Ongoing
<b>Assignment #1</b>	<b>Case Study Analysis</b>  Submit analysis of one of the two scenarios viewed from the Deaf Professionals in Action clips	25 points	
<b>Assignment #2</b>	<b>Interpreting Performance Portfolio</b>  Submit interpretation and self-assessment of two of the four scenarios associated with the Deaf Professionals in Action scenarios	40 points	
<b>Pre and Post Tests</b>	<b>Respond to pre and post tests</b>	10 points	

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# Online Discussions/Participation



## Post Original and Response postings to Questions in the Discussion Forums

### Description

The goal of regular participation in online discussions is to provide you with the opportunity to learn from your peers and share your experience with them. In addition, participation allows you to explore your responses and reactions to the readings and homework assignments from the Module activities.

PARTICIPATION is a critical component of all learning. This is an opportunity for you to interact with the course material, your peers, and your course facilitator, as you formulate your thoughts and opinions about the topics being addressed. It also enables you to benefit from the perspectives of your peers and to challenge one another's thinking.

### Approaching the Assignment

You are to post in 6 Blackboard discussion activities. Each unit will have at least one discussion forums and you are generally required to post an (1) original response to at least one (1) of the questions in each forum. In some units you will be asked to post an (1) original response to two (2) of the questions embedded in the discussion forum. An original post is a post where you are addressing a specific question directly—providing your own interpretation of the course content combined with your own experiences working in the VR setting as an interpreter.

You are also expected to contribute at least one (1) response posting within each forum. A response posting is one that you submit in response to an original post by one of your peers. A response post should be more substantive than a simple agreement or “good job”. It should contribute to a continuation of the discussion by expanding on the concepts/ideas offered by your peer, offering alternative perspectives, or asking thought-provoking questions that arise as a result of your peers contribution.

It is helpful if you indicate in your subject line if the post is an original (OP) or a response (RP).

You are encouraged to post early in a discussion cycle. The days allocated to the discussion are indicated in the road map. By posting early you allow yourself and your peers time to respond and engage in authentic conversation around the course material. Posting late or last minute discourages meaningful engagement.

Each member of the class has a responsibility to:

- Post early so that others in your group have sufficient time to read and respond
- Reflect on your own learning
- Share thoughts and observations in a professional and thoughtful manner
- Give consideration to the thoughts and observations of others, and
- Post thoughtful responses to peers' postings

## Completing the Assignment

To successfully pass this assignment you must:

- ✓ Post the required number of postings for each discussion forum
- ✓ Post substantive postings that reflect your own learning and understanding of the content
- ✓ Prepare your posts in a professional and courteous manner (use spell check and reflect sensitivity to diverse perspectives)
- ✓ Post in a timely manner—early for original postings and mid-way during the discussion cycle for response postings

## Grading

This assignment will be graded based on the above criteria basis. To move onto the next module in the program, you must successfully earn 25 of the 30 points for this assignment.



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# Assignment 1 Case Analysis



## Case Analysis

### Description

For this assignment you will view two scenarios involving a VR professional providing services within the VR context. You will select one of the two scenarios to analyze and submit a written or ASL analysis that responds to the following questions.

- Summarize what transpires in the scenario in 50 words or less.
- Identify the goal of each participant in this scenario
- Discuss at least two (2) things you would do to prepare to interpret the scenario and the reason why
- Identify two (2) examples each of environmental, paralinguistic, interpersonal and intrapersonal demands that would be present for you as the interpreter in the scenario
- Identify two (2) possible controls for each of the demands you identified in the scenario
- Select any three controls (as long as they are from different categories) and discuss one (1) potentially positive and one (1) potentially negative consequence associated with it.

You can submit your analysis in ASL, taped and posted on YouTube. Send the link to your instructor. Or, if you prepare it in written form send to the instructor electronically.

### Completing the Assignment

You are to view the following two scenarios that are linked in the Assignment 1 folder.

- **Contemplating a Career Change:** This scenario involves a Deaf VR counselor who is meeting with a hard-of-hearing client who doesn't use sign language. The focus is on a possible career change for the client. 12 minutes in length
- **Service Request Review:** This scenario involves a Deaf supervisor of VR services who is doing a case review with one of the hearing VR counselors she supervises. The Deaf supervisor speaks for herself but relies on the interpreter for receiving the VR counselors comments. 15 minutes in length

After viewing both scenarios, select one and conduct an analysis. To successfully pass this assignment you must submit an analysis of one of two scenarios that includes the following:

- A 50 word summary of the scenario
- A statement of the goal of each participant in the scenario

- Two things you would do to prepare for interpreting the scenario and the reason why
- A Demand-Control Schema analysis that includes the following elements (based on the assumption that you were the interpreter for this event)
  - Two (2) environmental demands associated with the scenario
  - Two (2) paralinguistic demands associated with the scenario
  - Two (2) Interpersonal demands associated with the scenario
  - Two (2) intrapersonal demands associated with the scenario
  - Two (2) possible controls for each of the eight (8) demands you identified. You should have a total of sixteen (16) possible controls listed.
  - Select three (3) different controls (from your total of sixteen (16) possible controls) and discuss one (1) positive and one (1) negative consequence that could occur for each.
    - When you have finished this step, you will have three positive consequences and three negative consequences total

This assignment can be submitted in written or signed form—as long as all of the criteria is clearly addressed. If you choose to submit it in written form, you may find a chart useful in organizing your analysis. A sample chart is provided below as illustration. The chart is not required, but offered as a possible resource.

Category	Demands		Controls		Consequences
Environmental	1	2	1a, 1b	2a, 2b	Select any three controls from the third column
Paralinguistic	1	2	1a, 1b	2a, 2b	Identify a positive and negative consequence for each of the three controls you select
Interpersonal	1	2	1a, 1b	2a, 2b	You will end up with a total of 3 positive and 3 negative consequences
Intrapersonal	1	2	1a, 1b	2a, 2b	

## Grading

Grading will be done in accordance with the Assignment 1 rubric posted within the assignments link. Successful completion of this assignment means that you earn at least 21 of the 25 points available. To earn the CEUs associated with this module, you must successfully pass all assignments within the module.

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# Assignment 2 Interpreting Performance Portfolio

## Description

For this assignment you will select and interpret two (2) of the four (4) filmed scenarios that are taken from the *Deaf Professionals in Action* DVD. Once you have captured your interpretations on film, you will review your performance and prepare a self-assessment that addresses the following criteria.

- Identify four (4) demands that surfaced during the interpretations and the associated controls that you employed. The 4 demands should be taken across both scenarios you interpreted—although how many you take from each is flexible. In other words, all 4 demands should not come from a single interpretation.
- Discuss the implication or consequence of the controls you employed.
- Identify three strengths associated with your performance and provide at least two examples of each strength
- Identify two areas for improvement in your performance and provide at least two examples for each

You will upload the interpreting samples to YouTube and provide your instructor with the link. You can submit your self-assessment in ASL, also through YouTube, or in written form, sent to the instructor electronically.

## Completing the Assignment

You are to view the following four scenarios that are linked in the Assignment 2 folder and then select two (2) to interpret.

- **Counseling a Career Path:** This scenario involves a Deaf VR counselor meeting with a deaf VR client who is interested in becoming a baker. This scenario involves all voicing—as if you were voicing for the VR counselors supervisor who is observing their counseling performance. 15 minutes in length
- **Planning for Communication Access:** In this scenario, a VR supervisor is approaching the agency director (her supervisor) to discuss a concern expressed by a VR counselor to the VR supervisor relating to the provision of interpreting services at a community college. 7 minutes in length
- **Contemplating a Career Change:** This scenario involves a Deaf VR counselor who is meeting with a hard-of-hearing client who doesn't use sign language. The focus is on a possible career change for the client. 12 minutes in length
- **Service Request Review:** This scenario involves a Deaf supervisor of VR services who is doing a case review with one of the hearing VR counselors she supervises. The Deaf supervisor speaks for herself but relies on the interpreter for receiving the VR counselors comments. 15 minutes in length

Film yourself interpreting the two scenarios of your choice and upload your performance on YouTube according to the instructions available to you in the Assignment folder. When filming yourself, make sure that the audio is sufficient to be able to hear what the English speaker says and what you as the interpreter say, as well as capturing all of your signing/interpreting.

To successfully pass this assignment you must submit an analysis of your interpretation of the two scenarios that includes the following elements:

- Identify four (4) demands (and the associated category) that surfaced during the interpretations and the associated controls that you employed. The 4 demands should be taken across both scenarios you interpreted—although how many you take from each is flexible. In other words, all 4 demands should not come from a single interpretation.
- Discuss the implication or consequence of the controls you employed.
- Identify three strengths associated with your performance and provide at least two examples of each strength
- Identify two areas for improvement in your performance and provide at least two examples for each

The successful assignment will include

- YouTube links to the interpreting performance videos (2 different scenarios) AND
- YouTube link to your self-assessment of your interpreting performance that addresses all of the specified elements
- OR
- A written self-assessment of your interpreting performance that addresses all of the specified elements

Another way to think about the specified elements is demonstrated in the following outline.

- A total of four (4) demands drawn from across the two interpretations
  - Assigned to the appropriate category (i.e., environmental, etc.)
    - Demand #1 (category)
    - Demand #2 (category)
    - Demand #3 (category)
    - Demand #4 (category)
  - The control you employed for each of the four demands
    - Demand #1 (category)—Control used
    - Demand #2 (category)—Control used
    - Demand #3 (category)—Control used
    - Demand #4 (category)—Control used
  - The implication/consequence of each demand and whether it was positive or negative
    - Demand #1 (cat)—Control used—consequence (p or n)
    - Demand #2 (cat)—Control used—consequence (p or n)

- Demand #3 (cat)—Control used—consequence (p or n)
  - Demand #4 (cat)—Control used—consequence (p or n)
- Three (3) strengths associated with your work
  - Two (2) examples of each strength
    - Strength #1—Example A, Example B
    - Strength #2—Example A, Example B
    - Strength #3—Example A, Example B
- Two (2) areas for improvement associated with your work
  - Two (2) examples of each
    - Area for Improvement #1—Example A, Example B
    - Area for Improvement #2—Example A, Example B

## Grading

This assignment will be graded based on the above criteria in accordance with the rubric for Assignment 2. To move onto the next module in the program, you must successfully earn 32 of the 40 points for this assignment.

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# Pre and Post Tests



## Take the Pre and Post tests

### Description

Pre and post tests provide an evaluation of effectiveness measure for course developers. While your score on these tests do not count toward your grade, you will receive 10 points for completing the two tests.

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## Rubrics (not modified yet)

The following pages contain the rubrics for the assignments and will print landscape, one to a page.





## Rubric for Graded Discussion Items

CATEGORY	At or Above Standards	Needs Improvement	Below Standard
Specifics and Timeliness	Discussion postings must be made in the correct discussion and respond to a given question, open a new thread with a question to which it responds, or respond to another student's posting (depending on the instructions). Length is dictated by substance (approximately 250-500 words), and "too short" or "too long/rambling" can affect the grade for quality (either not covering the topic, or by obfuscating it). Late postings lose one grade level.		
Original posting	<ul style="list-style-type: none"> <li>Shows understanding with thoughtful, substantive ideas concerning the topic along with a supporting example, reference to relevant material, or real-life. Clarifications and explanations are concise.</li> <li>The response demonstrates knowledge of the field, best practices, self-awareness, and reflective analysis skills</li> <li>Posting is written in classic form (topic sentence, main point, supporting points and examples, conclusion), and includes referencing of external sources and resources.</li> <li>Grammar, spelling, and punctuation are correct.</li> </ul>	<ul style="list-style-type: none"> <li>Topic, purpose, and author's point are all clearly identifiable, as is how it relates to the discussion thread. All required elements are addressed. Demonstrates a basic understanding and insight into the topic.</li> <li>Posting has an appropriate structure; and grammar, spelling, and punctuation are almost entirely accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Content of posting does not meet requirement(s) for reason(s) such as: <ul style="list-style-type: none"> <li>✓ Does not respond to the required topic</li> <li>✓ Required elements are missing</li> <li>✓ Point is unclear or wholly unsupported</li> </ul> </li> <li>Number of grammatical, spelling, and/or punctuation errors is unacceptable for college work.</li> </ul>
Response to another student posting	<ul style="list-style-type: none"> <li>Response clearly indicates author's position in relation to what fellow student(s) said, such as agreeing, disagreeing, adding to, modifying, extending, or questioning it.</li> <li>Includes an outside resource, example, reference to relevant material, or real-life.</li> </ul>	<ul style="list-style-type: none"> <li>Is responsive to at least one fellow student in a personalized, meaningful way that expands the discussion with an additional piece of information or an idea.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to respond to fellow student(s) or response is trite, inane, simplistic, or without substance (e.g., a personal remark that adds no ideas or information to the exchange, such as "I really liked your comment." "I couldn't have said it better!").</li> </ul>
Tone	<ul style="list-style-type: none"> <li>Is respectful and professional.</li> </ul>		<ul style="list-style-type: none"> <li>Shows disrespect or includes inappropriate (crude) language.</li> </ul>



## Rubric for Case Analysis (Assignment 1)

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
<b>Timeliness</b>	Late assignments will lose one grade level		
<b>Inclusion of all elements (6 points)</b>	<p>All elements required in the Assignment description are included in the Case Analysis:</p> <ul style="list-style-type: none"> <li>• Summary</li> <li>• Goal</li> <li>• Preparation</li> <li>• Demands and Controls</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• One element of the following elements is missing:</li> <li>• Summary, Goal, Preparation, Impact</li> <li>Or,</li> <li>• Two of the Demand and Control items are missing.</li> </ul>	More items are missing than listed in “needs improvement”.
<b>Quality of Paper Content</b>			
<b>Summary and Goals (4 points)</b>	<p>The summary and statement of goals for each participant:</p> <ul style="list-style-type: none"> <li>• Are clearly written</li> <li>• Correctly summarizes the content of the scenario</li> <li>• Correctly identifies the participants and their goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The summary statement is unclear or misses an important point that is critical to understanding the situation.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The participants are not correctly identified.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The goals are unclear or not appropriate.</li> </ul>	More than one element as cited in “Needs Improvement” is unclear or incorrect.
<b>Preparation (4 points)</b>	<ul style="list-style-type: none"> <li>• Two things you would do to prepare for the scenario are clearly described.</li> <li>• The preparation items are appropriate for the situation.</li> <li>• The rationale is logical and clearly written.</li> </ul>	<ul style="list-style-type: none"> <li>• The preparation items described are not clear</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• One of the items is not totally appropriate.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• One of the rationales is not logical or clear.</li> </ul>	The description of preparation is lacking in more than one element described in “Needs Improvement”

<b>CATEGORY</b>	<b>At or Above Standard</b>	<b>Needs Improvement</b>	<b>Below Standard</b>
<b>Demands and Controls (8 points)</b>	<ul style="list-style-type: none"> <li>Two demands in each of the four areas are correctly identified.</li> <li>Two possible controls for each of the eight demands are correctly identified.</li> <li>The information is clearly written so that there is no question of the demands and controls.</li> </ul>	<ul style="list-style-type: none"> <li>Two of the required elements are not clear or incorrectly identified.</li> </ul>	<ul style="list-style-type: none"> <li>More than two of the required elements are not clear or are incorrectly identified.</li> </ul>
<b>Consequences (3 points)</b>	<ul style="list-style-type: none"> <li>The consequences chosen are appropriate for the cited controls.</li> <li>They are clearly identified and explained.</li> </ul>	<ul style="list-style-type: none"> <li>One of the consequences is not appropriate or is not clearly identified or explained.</li> </ul>	<ul style="list-style-type: none"> <li>More than one of the consequences is not clear or is not appropriate for the cited controls.</li> </ul>

## Rubric for Interpreting Performance Portfolio (Assignment 2)

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
<b>Timeliness</b>	Late assignments will lose one grade level		
<b>Video of Interpretation (4 points)</b>	<ul style="list-style-type: none"> <li>Video is uploaded correctly, accessible.</li> <li>Interpreter is framed correctly, hands and facial expressions visible.</li> </ul>	<ul style="list-style-type: none"> <li>Video is uploaded correctly, accessible.</li> <li>Framing, visibility needs adjustments</li> </ul>	<ul style="list-style-type: none"> <li>Video difficult to access</li> <li>Interpretation not clearly visible.</li> </ul>
<b>Analysis of Demands (12 points)</b> (Note: There are 4 demands and 3 items to identify for each for 12 total items. Each is worth 1 point.)	<ul style="list-style-type: none"> <li>Analysis identifies 4 demands</li> <li>Demands are categorized correctly.</li> <li>Control employed for each of the 4 demands is identified.</li> <li>Implications of each demand and whether it was positive or negative is explained clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis identifies 4 demands</li> <li>Two of the required 12 elements are not identified correctly or not explained clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis does not identify 4 demands.</li> <li>More than two of the required 12 elements are identified incorrectly or not explained clearly.</li> </ul>
<b>Strengths (12 points)</b> (Note: 3 strengths with 2 examples each yield 6 elements to be explained. Each is worth 2 points .)	<ul style="list-style-type: none"> <li>3 strengths are correctly identified</li> <li>2 examples are given for each strength</li> <li>Examples are appropriate for the strength cited and are clearly written.</li> </ul>	<ul style="list-style-type: none"> <li>1 of the strengths is not correctly identified, or</li> <li>1 of the examples is not appropriate for the strength cited</li> </ul>	<ul style="list-style-type: none"> <li>More than 1 strength is incorrectly identified.</li> <li>More than 1 example is not appropriate or not clearly written.</li> </ul>
<b>Improvements (12 points)</b> (Note: 2 areas of improvement with 2 examples each yield 4 items to be included, worth 3 points each	<ul style="list-style-type: none"> <li>2 possible improvements are correctly identified</li> <li>2 examples are given for each improvement.</li> <li>Examples are appropriate for the improvement and are clearly written.</li> </ul>	<ul style="list-style-type: none"> <li>2 possible improvements are correctly identified</li> <li>One of the examples is not appropriate for the improvement, or</li> <li>The examples are not clearly written.</li> </ul>	<ul style="list-style-type: none"> <li>2 areas of improvement are not correctly identified</li> <li>The examples are not appropriate.</li> </ul>



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# Unit 1 – Overview

## Introduction

This unit introduces the learner to experiences of Deaf Professionals in society and explores specific roles Deaf Professionals have with the VR system. Further, the Deaf Professional-Designated Interpreter Model will be introduced as a mechanism for assisting Deaf Professionals in achieving maximum access within the workplace.

## Objectives

The goal of this unit is to provide learners with an appreciation of the experiences of Deaf professionals in society and the specific experiences of Deaf Professionals in the VR system. Objectives include the following:

1. Discuss the challenges faced by Deaf individuals seeking professional positions within society.
2. Identify the roles and responsibilities associated with Deaf Professionals within the VR system.
3. Define the Deaf Professional-Designated Interpreter Model and how it differs from traditional models of interpreting.
4. Discuss the benefits and drawbacks associated with the Deaf Professional-Designated Interpreter Model.

## Key Questions

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. What challenges do Deaf individuals confront when they seek professional positions within society?
2. What are the specific roles and responsibilities of a VR counselor? How might these roles and responsibilities differ for a Deaf individual serving in this professional capacity?
3. What are the specific roles and responsibilities of a VR State Coordinator for the Deaf? How might these roles and responsibilities differ for a Deaf individual serving in this professional capacity?
4. What is the Deaf Professional-Designated Interpreter Model?
5. How does the Deaf Professional-Designated Interpreter Model differ from traditional models of interpreting?
6. What are the characteristics that should be possessed by a person who works as the Designated Interpreter? What challenges do such positions create? How might they be managed?

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# Activity 1.1 – Blackboard Introduction



## Check in on Blackboard

### Purpose

The purpose of this activity is twofold: to make sure that you can access Module 3 in Blackboard and see all the discussion groups, and to introduce yourself to your peers and the class facilitator.

### What to Look For

First, you should have the following discussions available to you in Blackboard. If you do not see these discussions, let your facilitator know right away.

- Activity 1.1
- Activity 1.5
- Activity 2.2
- Activity 2.4
- Activity 3.4
- Activity 4.3
- Activity 5.5

**In your introductory posting for Activity 1.1, please answer the following questions:**

- Introduce yourself! Who are you? Are you currently working in the field of interpreting? If so, in what capacity?
- Have you ever worked in the VR setting? If so, briefly tell us about it.
- What do you hope to take away from this module?
- What do you think is the greatest challenge to being an interpreter in today's society?



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# Activity 1.2 – Unit 1 Insights & PPT

(Note: A PPT with this information is available, if you prefer a more visual format)

[View PPT](#)

## Insights

In order to appreciate the significance of deaf people in professional settings, it is important to first appreciate the general demographics and employment rates associated with the deaf population. The Deaf Community has experienced a long and difficult struggle in gaining equal opportunity employment. Stereotypes, stigmas and ignorance attached to disabilities, including deafness, have resulted in discrimination. Consequently, many individuals in the Deaf Community have found themselves under-employed or unemployed.

The following is A Brief Summary of Estimates for the Size of the Deaf Population in the USA Based on Available Federal Data and Published Research:

- About 2 to 4 of every 1,000 people in the United States are "functionally deaf," though more than half became deaf relatively late in life; fewer than 1 out of every 1,000 people in the United States became deaf before 18 years of age.
- However, if people with a severe hearing impairment are included with those who are deaf, then the number is 4 to 10 times higher. That is, anywhere from 9 to 22 out of every 1,000 people have a severe hearing impairment or are deaf. Again, at least half of these people reported their hearing loss after 64 years of age.
- Finally, if everyone who has any kind of "trouble" with their hearing is included then anywhere from 37 to 140 out of every 1,000 people in the United States have some kind of hearing loss, with a large share being at least 65 years old.

SOURCE: From Gallaudet Research Institute's independent analysis of available federal statistics on hearing impairment, Ross Mitchell, 2005. See

<http://research.gallaudet.edu/Demographics/deaf-US.php>

Across all age groups, approximately 600,000 people in the United States (0.22% of the population, or 2.2 per 1,000) are "deaf;" more than half are over 65 years of age. About 6,000,000 people (2.2%) report having "a lot of trouble" hearing with, again, more than half over 65 years of age. Over 28,000,000 people (10%) report having "a little trouble" hearing with just less than a third over 65 years of age, but more than half over 45 years of age. Altogether, more than 35,000,000 people (13%) report some degree of hearing trouble. Again, we emphasize that these estimates are based upon self-reported (or informant-reported) hearing trouble and not on independent audiometric measurements.

From the National Health Interview Survey (NHIS), <http://www.cdc.gov/nchs/nhis.htm>. Numbers based on independent analysis by Gallaudet Research Institute of NHIS findings, 1997-2003.

Also, see Mitchell, R. E. (2006). "How many deaf people are there in the United States? Estimates from the Survey of Income and Program Participation." *Journal of Deaf Studies & Deaf Education*, 11(1), 112-119.

### **Unemployment Rates for Deaf and Hard of Hearing Individuals**

Many individuals in the Deaf Community have found themselves under-employed or unemployed. Selected statistics related to the post-secondary education attendance and employment of deaf and hard of hearing people.

- Unemployment rate (16 years and over), August 2011:
- Persons with a disability -- 16.1%;
- Persons with no disability -- 8.8%

SOURCE: <http://www.bls.gov/news.release/empst.t06.htm>  
<http://www.bls.gov/cps/cpsdisability.htm>

Blanchfield BB, Feldman JJ, Dunbar JL, Gardner EN. 2001 report the following.

- Of the U.S. population, 18.7% did not graduate from high school in contrast to 44.4% of individuals with a severe to profound hearing loss.
- 18- to 44-year-old age group – hearing population – 82% were in the labor force, persons with a severe to profound hearing loss - 58% were in the labor force
- 45- to 64-year-old age group – hearing population 73% of the hearing population was in the labor force, deaf and hard of hearing population 46% were in the labor force
- College graduation - 12.8% of the hearing population graduated from college whereas 5.1% of the deaf or hard-of-hearing population graduated.
- Post-college education—9.2% of the hearing population had some post-college education with only 4.8% of the deaf or hard-of-hearing population having any post-college education
- Family income comparisons for the U.S. population and population of severely to profoundly deaf or hard-of-hearing individuals.
- Hearing families - 26% earned between \$10,000 and \$24,999 annually, deaf or hard-of-hearing families - 28% earned incomes in the same range.
- Hearing families- 29% earned \$50,000 or more, deaf or hard-of-hearing families - 14% had incomes in the same range.

SOURCE: Blanchfield BB, Feldman JJ, Dunbar JL, Gardner EN. The severely to profoundly hearing-impaired population in the United States: Prevalence estimates and demographics. *Journal of the American Academy of Audiology* 2001;12:183-189.

McNeil (2000) reported employment rates for 1992-1997 for the general U.S. population and the population of people who have “difficulty hearing” and people with “severe difficulty hearing.”

- General U.S. population, employment rates ranged from about 75% to 78% during these 5 years
- The group who had “difficulty” hearing, employment ranged from about 62% to 65%.
- The group with “severe hearing problems,” employment rates were 48% to 59%.

SOURCE: McNeil, J.M. Employment, earnings, and disability: 1991/92, 1993/94, 1994/95 and 1997 data from the Survey of Income and Program Participation (2000). Presented at the 75th Annual Conference of the Western Economic Association International, Vancouver, British Columbia.

These statistics are bleak. However, advances in education (including increased post-secondary opportunities) and technology, as well as legislative changes, have increased the rights and opportunities of Deaf people, among other disabilities. As a result, the number of Deaf individuals working in professional positions continues to grow. Deaf professionals can be found in a growing number of careers including law, medicine, education, various areas of technology, and careers within the deaf-sphere.

### **Deaf-sphere Positions**

The deaf-sphere refers to a wide range of employment settings where deaf individuals are providing some type of direct service or programming to deaf people. Such positions exist within Deaf-related organizations, business and services. Examples can include working for state agencies such as Commissions for the Deaf, Vocational Rehabilitation, Mental Health and Departments of Education. Deaf-related organizations such as the National Association of the Deaf and. Educational institutions such as Gallaudet and the National Technical Institute for the Deaf offer examples of places of employment where significant numbers of deaf professionals will be employed. As well, Deaf-owned businesses—such as media and publication companies or interpreting services agencies—specialize in products, services and resources designed specifically for those who are deaf and hard of hearing and/or those who are involved with deaf and hard of hearing individuals.

It is common within the deaf-sphere that leadership is provided by deaf individuals. Examples include the directors of state commissions for the deaf and state coordinators of rehabilitation services for the deaf. And within these types of organizations, deaf employees work in various professional capacities. As an example, consider the Division of Services for the Deaf and Hard of Hearing in North Carolina. The Division functions much like a state commission for the deaf. Since its inception, the director has always been a deaf professional. This Division also manages seven regional offices around the state that provide a variety of advocacy and technical assistance services to local Deaf Communities. And, typically, a deaf professional directs each of the regional offices. In addition, deaf individuals typically fill professional positions—such as the Deaf-Blind Specialist, the Hard-of-Hearing Specialist, and the Deaf Specialist.

## **Challenges Facing the Deaf Professional**

The Americans with Disabilities Act requires employers to provide employees with disabilities with appropriate accommodations to perform their jobs. Though they can't discriminate when hiring, many employers still resist hiring deaf workers because of the costs associated with providing communication access and/or special equipment such as text telephone equipment, vibrating pagers and captioned videos. Employees who lose their hearing while on the job also face challenges in getting employers to provide special accommodations so they can keep their jobs.

As Deaf Professionals in the VR system work with deaf clients, they work with employers to minimize these barriers. This requires consultation, education and technical assistance. The goal is working with employers to create work environments in which deaf employees can be successful.

Deaf professionals also face the challenge of developing relationships in the workplace and educating their fellow colleagues about how to create a Deaf-friendly and inclusive approach to communication. It is this area of communication access and relationship-building with non-signing hearing counterparts that is one of the greatest challenges for all deaf employees. And, when the role of a Deaf Professional involves providing leadership and direction to others in the workplace, these challenges require a unique approach to meaningful access and inclusion.

For the purpose of this module, it is assumed that interpreting services are a central part of the accommodations to be provided to the deaf professional in order for them to access the level of communication needed for them to learn and perform their job responsibilities. Thus, as deaf professionals seek to gain this level of access, they seek an interpreting paradigm that is empowering and inclusive.

## **Designated Interpreters as Accommodation**

As more deaf individuals achieve professional positions, their contributions will outweigh the cost of interpreting services and likely more and more designated interpreter positions will be created. The designated interpreter, which will be explored throughout this module, is an interpreter who works directly with and for a deaf professional and shares the goal of the deaf professional having full and ready communication access within the context of their work environment. It is a unique role in that it differs greatly from the tradition work of ASL-English interpreters who most often work in a paradigm where the deaf person is a client versus the professional. Such a paradigm shift requires recognition of the shift in power. It is also unique in that the relationship forged between the designated interpreter and the deaf professional is ongoing and mutual trust and respect is essential. In this module, the designated interpreter is viewed as a reasonable accommodation and is necessary for the deaf professional to perform his or her job duties. In the coming units within this module, the role, responsibilities and attributes associated with the Deaf Professional-Designated Interpreter model will be explored more fully. Additionally, the learner will have the opportunity to gain further insight into the types of positions held by deaf professionals within the VR system.

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## Activity 1.3 View Video Clip



### View Interview with a Deaf Professional (available online)

#### Purpose

The purpose of this activity is to expand the learners understanding of the work of deaf professionals within the VR system. A Deaf Professional will discuss his or her experience in working within the VR system, including a discussion of job duties, opportunities for advancement, and unique challenges faced.

#### What to Look For

As you view the interview, look for answers to the following questions.

- What is the role of a VR counselor for the Deaf?
- What is the role of a State Coordinator for the Deaf?
- What is the level of education, training and experience necessary to hold a position as a VR counselor or a state coordinator of the deaf?
- What are some of the unique challenges associated with being a Deaf Professional in the VR system?
- What strategies do you employ to address the unique challenges you face?
- Have you seen changes in the number of deaf individuals moving into the role of Deaf Professional? If so, what do you contribute to the increase? If not, what do you think are barriers to more professional positions being available to deaf people?
- What would you recommend to other deaf individuals who desire to work in a professional position?

You may find it useful to take notes for later reference as you respond to questions in the 1.5 Discussion Forum.

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# Activity 1.4 Reading



Read the foreword and “The Deaf Professional-Designated Interpreter Model”, pp. 3-21 from *Deaf Professionals and Designated Interpreters: A New Paradigm* textbook

## Purpose

The purpose of these readings is to introduce the learner to the Deaf Professional-Designated Interpreter Model and to explore how this model differs from the more traditional model of interpreting. The readings explore the unique conditions associated with this model, including skills required of the interpreter and ethical considerations.

## What to Look For

Look for the answers to the following questions.

- What does it mean when an interpreter functions as an ally or equalizer when working with deaf individuals?
- How does Dr. Hurwitz suggest that Deaf Professionals become partners with Designated Interpreters?
- What is the order of selection of interpreters used by VR in NY State and why is such an approach needed?
- What has promoted the development of the Deaf Professional-Designated Interpreter Model and how does this model differ from more traditional models of interpreter?
- What are some of the unique skills and abilities the Designated Interpreter brings to the relationship with the Deaf Professional? Who makes a good designated interpreter?
- What does it mean for the interpreter to function as a member of the work environment? How might the designated interpreter function as a member of the professional team in which the Deaf Professional works?
- What are some of the unique aspects of the relationship between the Deaf Professional and Designated Interpreter?
- What unique ethical challenges may arise as a result of the Designated Interpreter role? How can these challenges be managed?
- What are some considerations when a Designated Interpreter needs to team interpret an event with a non-designated interpreter?

You may find it useful to take notes or highlight the textbook as you read through the assigned pages. Answers to these questions will facilitate your responses to the 1.5 Discussion Forum.

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# Activity 1.5 – Online Discussion



## Online Discussion for Activity 1.2 – 1.4

### Purpose

You have read the instructional insights for Unit 1, viewed the PPT, and read the pages from the module textbook. Now, it is time to reflect on these in the discussion forum. Select one or two questions to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives on ethical conduct and decision making. Reflect on the information presented and the questions posed as you answer one (1) of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post one substantive, original response to one of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Participation Assignment. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to one of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Choose at least one of the following:**

1. Discuss the general employment ratings within the Deaf Community and what factors contribute to advancements in this area.
2. What is the deaf-sphere and how does it impact the employment of deaf individuals? Provide at least two examples of a deaf-sphere position and how it functions.
3. What is the role and responsibility of a VR counselor and a State Coordinator for the Deaf, including a description of the qualifications for each position.
4. Describe the Deaf Professional- Designated Interpreter Model and why it differs from more traditional models of interpreting.
5. Who makes a good designated interpreter and why? What makes for an effective collaboration between a Deaf Professional and a Designated Interpreter?
6. What are some of the unique ethical considerations associated with working as a designated interpreter? How might these considerations be managed?
7. How might a non-designated interpreter approach an assignment where they were to team with a designated interpreter? What would be some important agreements between the team members?

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# Unit 2 – Unique Aspects of Working with a Deaf Professional

## Introduction

This unit explores some of the unique aspects of working with a Deaf professional. Deaf professionals share their experiences, expectations and aspirations in the working relationship they have with interpreters. These expectations and aspirations will be considered through the lens of demand-control schema.

## Objectives

The learner will be able to: (no objectives in UOL):

- Discuss attitudes and behaviors of Deaf Professionals and Designated Interpreters
- Identify some of the expectations Deaf Professionals have of their designated interpreters

## Key Questions

Consider the answers to the following questions as you move through the Unit Activities.

1. What are some of the attitudes and behaviors of Deaf Professional and Designated Interpreters? How do these compare or differ from what might be observed in the traditional model of interpreting for deaf consumers?
2. What are some of the expectations Deaf Professionals have of their designated interpreters? How do these compare or differ from what might be expected in the traditional model of interpreting for deaf consumers?
3. What unique considerations exist when a designated interpreter interprets during work-related social situations? How might these considerations be managed?



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## Activity 2.1 – Reading



**Read “Attitudes and Behaviors of Deaf Professionals and Interpreters”, pp. 43-57 of the Module textbook**

### Purpose

The purpose of this reading is to explore some of the attitudes and behaviors associated with Deaf Professionals and their designated interpreters. The reading addresses the history of Deaf Professionals, some of the stereotypes interpreters might bring to the Designated Interpreter role and suggestions for how to foster a successful collaboration. Case studies are offered to illustrate key ideas.

### What to Look For

As you go through the reading, look for answers to the following questions. These will be helpful to you in the 2.2 Discussion Forum.

- What is the history of Deaf Professionals in the United States? How does this history impact the current model of Deaf Professional-Designated Interpreter?
- How is the term attitude defined from a social psychology perspective? Why is an understanding of this perspective important to a successful work relationship between the Deaf Professional and Designated Interpreter?
- What is the definition of stereotype? How can stereotyping be positive? Negative?
- What experiences contribute to the development of attitudes and associated stereotypes towards deaf people? How can attitudes and/or stereotypes be reflected by interpreters?
- What about the Deaf Professional-Designated Interpreter relationship contributes to cognitive dissonance on the part of interpreters?
- What are some of the expectations Deaf Professionals have of the designated interpreter? Why?
- What are some strategies for promoting a healthy and effective work relationship between Deaf Professionals and Designated Interpreters?

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# Activity 2.2 Online Discussion



## Online Discussion for Activity 2.1

### Purpose

You have read the chapter associated with Activity 2.1.. Now, it is time to reflect on these in the discussion forum. Select one or two questions to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives on functioning as a designated interpreter. Reflect on the information presented and the questions posed as you answer one (1) of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post one substantive, original response to one of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Participation Assignment. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to one of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Choose at least one of the following:**

1. What is the history of Deaf Professionals in the United States? How does this history impact the current model of Deaf Professional-Designated Interpreter?
2. How is the term attitude defined from a social psychology perspective? Why is an understanding of this perspective important to a successful work relationship between the Deaf Professional and Designated Interpreter?
3. What is the definition of stereotype? How can stereotyping be positive? Negative? Give an example of each.
4. What experiences contribute to the development of attitudes and associated stereotypes towards deaf people? How can attitudes and/or stereotypes be reflected by interpreters? Provide at least 2 examples.
5. What about the Deaf Professional-Designated Interpreter relationship contributes to cognitive dissonance on the part of interpreters? Provide at least 2 examples of how cognitive dissonance is evidenced.
6. What are some of the expectations Deaf Professionals have of the designated interpreter? Why? Identify at least two.
7. What are some strategies for promoting a healthy and effective work relationship between Deaf Professionals and Designated Interpreters? Identify at least two.

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## Activity 2.3 Reading



**Read “Interpreting in the Work-Related Social Setting: How Not to Trump Your Partner’s Ace”, pp. 58-65 of the Module textbook**

### Purpose

The purpose of this reading is to explore the unique challenges associated with interpreting for a Deaf Professional during work-related social events. Because the designated interpreter is part of the Deaf Professionals work team, relationships with other team members have been forged and can potentially cause conflict in furthering the standing of the Deaf Professional if not appropriately managed.

### What to Look For

As you go through the reading, look for answers to the following questions. These will be helpful to you in the 2.4 Discussion Forum.

- What does it mean for a Deaf Professional to have voice? How does this goal inform the work of a designated interpreter?
- What is the challenge facing Deaf Professionals as it relates to achieving “voice”? How might this become a greater issue within a work-related social context?
- How is a work-related social event defined? What are two common characteristics of such events?
- What strategies might interpreters employ to prepare for work-related social events that involve entertainment?
- What are some of the false assumptions that might impact interpreting during work-related social events?
- What are some of the strategies that are recommended in this chapter related to how the interpreter can represent their role during work-related social events?

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# Activity 2.4 Discussion



## Online Discussion for Activity 2.3

### Purpose

You have completed the unit activities and will now select two questions to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives. Reflect on the information presented and the questions posed as you answer at least one of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post substantive, original responses to one of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Assignment 1. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to at least one of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Choose at least one of the following questions to respond to as an individual:**

1. What does it mean for a Deaf Professional to have voice? How does this goal inform the work of a designated interpreter?
2. What is the challenge facing Deaf Professionals as it relates to achieving “voice”? How might this become a greater issue within a work-related social context?
3. How is a work-related social event defined? What are two common characteristics of such events?
4. What strategies might interpreters employ to prepare for work-related social events that involve entertainment? Discuss at least two.
5. What are some of the false assumptions that might impact interpreting during work-related social events? Discuss at least two.
6. What are some of the strategies that are recommended in this chapter related to how the interpreter can represent their role during work-related social events? Discuss at least two.

# Activity 2.5 Go To Meeting Event



## Optional GoToMeeting Event

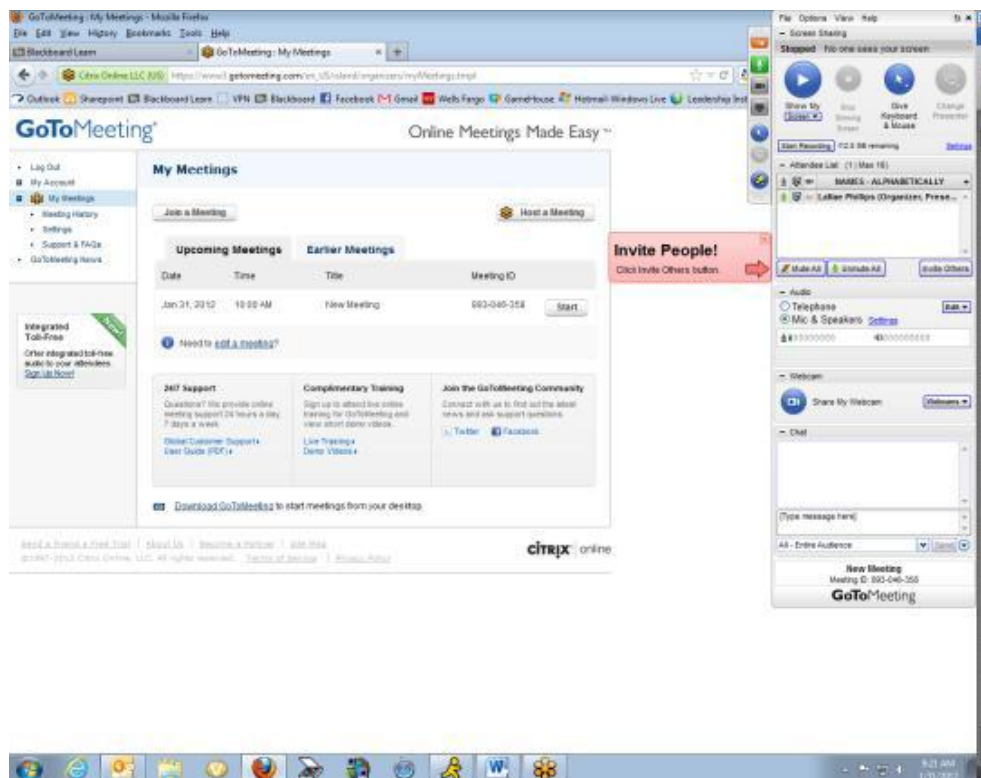
### Purpose

GoToMeeting is a video conferencing tool that allows the course facilitator to meet with small groups of students (up to a total of six) to review course content and progress. It is ideal as a tool for small group review and discussion. The purpose of the GoToMeeting is to allow for a more individualized discussion of questions regarding the course material. The facilitator will offer a schedule of 3 or 4 times that students can sign up for during the period assigned in the Roadmap, with call-in instructions. Students can sign up for one or more of the times if they find value in this additional way of connecting to the course facilitator and some of the students in the course. Participation is optional.

### What to Look For

In preparation for attending one of the GoToMeeting events, be sure you have access to a computer with a working webcam. Once you sign up for a time, the facilitator will send you an “invitation” to join GoToMeeting at the defined time. You will want to log into the GoToMeeting site a few minutes prior to the start time in order to download the software.

Allow it to load, then you will see this Control Panel:



Click the webcam icon to share your video, it will turn green. Up to six participants will be able to join simultaneously and view one another. It works well with both ASL and spoken English.

The facilitator will have the capacity to share her desktop, to show a PPT or a document or a video. She can also share this capacity with anyone else on the call. This will allow for the opportunity to talk about and see any number of resources in “real time”. This system has the typical webinar options and can be used for a wide range of activities.

In preparing to participate, consider what topics you would like to explore further or questions you have that can be addressed. As well, the facilitator will offer possible topics for discussion.

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# Unit 3 – Role Considerations

## Introduction

The purpose of this unit of learning is for the learner to explore the role of the designated interpreter and how elements of this role can be applied whether the interpreter works as a fulltime employee of the VR agency or is a contracted interpreter. The work of a designated interpreter will be considered through the lens of demand-control schema.

## Objectives

The learner will be able to:

- Identify areas where possible ethical conflicts can arise in the role of a designated interpreter
- Discuss the expectations Deaf Professionals may have of their designated interpreters and how these might impact the role of the designated interpreter
- Discuss common dilemmas that arise when Deaf Professionals use fulltime or designated interpreters
- Identify strategies that can be employed to create an effective Deaf Professional-Designated Interpreter Model

## What to Look For

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. How can the role of a designated interpreter be conceptualized within the context of existing ethical standards of practice
2. Why is the role and responsibility of an interpreter under continuing study and evolution?
3. What are some of the common dilemmas that can arise when Deaf Professionals use fulltime or designated interpreters?
4. What are some of the expectations Deaf Professionals may have of their designated interpreters? How might interpreters receive these expectations? How can these expectations be managed?
5. What are some considerations associated with hiring a designated interpreter?
6. What challenges can exist with an interpreter who functions in a dual-role capacity? How might potential challenges be minimized or avoided?
7. How is dress and dress code a potential area of conflict for a designated interpreter? What principles should guide the manner in which a designated interpreter dresses?

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# Activity 3.1- Unit Insights

(Note: A PPT with this information is available, if you prefer a more visual format)

[View PPT](#)

## Insights

In this module, expanded ways of conceiving the role of the interpreter have been introduced and discussed. The role of a designated interpreter working with a Deaf Professional challenges some of the long-standing beliefs about neutrality and objectivity that should be exhibited by interpreters. But, there is a growing amount of literature that gives insight into the fact that neutrality is a myth in practice—the decisions that interpreters make carry consequences for consumers and often reflect a lack of neutrality on the part of an interpreter. What the Deaf Professional-Designated Interpreter Model requires of practitioners is an appreciation of the power differential that exists when the deaf person is the professional versus a client working with a non-deaf professional. This shift in power results in deaf individuals being in positions where they need to guide and determine the nature of communication access in which they participate. This requires the interpreter to be comfortable assuming the role of an ally or co-collaborator with the Deaf Professional—always towards the goal of aiding the Deaf Professional in achieving the highest degree of inclusion possible within their work environment.

Such a perspective requires two things—professional maturity and a recognition that our autonomy as practitioners is always relational. *Professional maturity* involves the ability to work autonomously and collaboratively within a well-defined framework of ethical standards. *Professional autonomy* is the decision latitude the interpreter brings to decision-making and is the product of a deep conceptualization of the professional acts and practices of practitioners.

Professional autonomy is in reality *relational* in that it depends on the social structures upon which it is built. In the case of interpreters, the social structures include our unique bond to the Deaf Community, legislative mandates that create the demand for and requirement to provide interpreting services, the right of deaf individuals to have linguistic/communication access, and the systems that generate payment for interpreting services. *Relational autonomy* is an authentic response to the power imbalances and importance of the relationships that exist within professional interactions. So, in the case of the Deaf Professional-Designated Interpreter Model, because the Deaf Professional is in a position of power (as opposed to the paradigm where deaf individuals are typically “the client” in an interaction), they can exercise a higher degree of autonomy in directing the manner in which the interpreter functions when providing communication access on their behalf.

When professional maturity is viewed through the lens of relational autonomy there is recognition that

...autonomy is socially constructed; that is, the capacity and opportunity for autonomous action is dependent upon our particular social relationships and power structures in which professional practice is embedded. It requires that one’s professional relationships with particular individuals and institutions be constituted in such a way as to give one genuine opportunities for informed and transparent



decision-making (MacDonald, 2002, 197).

In this view, effective autonomy is achieved when the social conditions that support it are in place and give the practitioner—and consumers—the confidence to take charge of choices. Certainly, that is the goal within the Deaf Professional-Designated Interpreter Model—the deaf professional is taking charge of choices that impact their communication access and asking the interpreter to function as an ally in the process.

Relational autonomy as a perspective is consistent with the Demand-Control Schema developed by Dean and Pollard (2004; 2006). Dean and Pollard refer to discretion as the decision latitude an interpreter brings to the decision-making process and that there is a continuum of choices (controls) an interpreter can employ that fall within an acceptable range of ethical standard. The continuum represents the range of choices that include more liberal (where the interpreter is more directly involved) and more conservative (where the interpreter is less involved) choices. There are many factors that will impact the range of controls an interpreter will employ, and certainly the level of autonomy and control that the deaf individual has over the conditions that impact their communication is one of them.

### **Decision Latitude and Relational Autonomy**

Appreciating relational autonomy requires an understanding of the *internal* elements (i.e., how the interpreter perceives his/her role and work; how the participants views themselves), and *external* elements (i.e., how the work of interpreters is perceived by others; how each participant is perceived by others) of the work of interpreters.

As an illustration of an external element, interpreters in court proceedings are perceived as officers of the court and therefore have a great deal of decision latitude in working within the system, as well as the accompanying duty to serve the interests of the court. Interpreters can request to approach the bench to discuss issues impacting the interpretation, request correction to the court record, seek assistance of other practitioners and/or experts, and perform a variety of other practices that constitute the unique patterns of practice of legal interpreters. The court considers these practitioners experts and expects them to possess a thorough knowledge of the legal system, legal procedure, legal terminology, standards of practice, and a high degree of competence and reliability in their interpreting performance. Further, the court expects interpreters to report any barriers to effective performance or consumer understanding, and to collaborate with judiciary officials in resolving issues that may arise. These expectations and procedures create the social conditions that support the internal elements associated with a practitioner's application of decision latitude and represent an example of effective relational autonomy.

These same social conditions do not exist in all settings in which signed language interpreters perform service. Take for example providing interpreting in the Video Relay Services (VRS) industry. VRS is a video telecommunication service that allows Deaf and hard-of-hearing individuals to communicate with hearing people via a signed language interpreter using video telephones in real-time. Interpreting in the VRS setting is regulated by the Federal Communications Commission (FCC), and company policies. Interpreters are expected to maintain a high level of call volume and to connect callers with limited or no inquiry as to the nature or purpose of the call, or to introduce the premise of an interpreted call to those unfamiliar with the service or interpreted

interactions. These conditions restrict the decision latitude of interpreters and can leave practitioners deeply conflicted as they work outside of traditional professional norms.

The Deaf Professional-Designated Interpreter Model is one that recognizes the importance of deaf individuals retaining as much authority as possible over their communication access and as a result affords the interpreter a high degree of autonomy in collaborating with the Deaf Professional to achieve the highest degree of inclusion possible. This model of interpreting is effective within a system that is focused on enabling a deaf professional to achieve the greatest degree of professional contribution they can. Therefore, it is a model that requires interpreters to bring a system-centric view to their work versus an interpreter-centric view.

In an interpreter-centric approach, the interpreter is at the center of the interaction and acts and behaves according to individual needs. This is reflective of functional autonomy where the work is central in the mind of the interpreter. Conversely, in a system-centric approach, the interpreter recognizes the importance of the expectations of the system and achieving the goals of the participants within that system. This is achieved by having the ability to understand and appreciate the interaction from the world-view of the participants engaged in the system and to apply decision latitude accordingly. This is reflective of relational autonomy where the work is seen as a collaborative process between all the individuals within the communication event.

This unit will continue this exploration of the Deaf Professional-Designated Interpreter Model. Certainly, it is a model that has inherent challenges—as does any conception of the role of an interpreter. Understanding the inherent challenges and strategies that can help to manage these challenges will advance the learner’s appreciation of this model.

**NOTE:** To learn more about relational autonomy see the following publications.

Witter-Merithew, A., Johnson, L. & Nicodemus, B. (2010). Relational autonomy and decision latitude of ASL-English interpreters: Implications for interpreter education. In L. Roberson & S. Shaw (Eds.) *CIT Convention Proceedings*. San Antonio, Texas: CIT Publications.

Witter-Merithew, A. & Nicodemus, B. (2010). Conceptualizing a framework for specialization in ASL-English interpretation: Implications for interpreter education. In L. Roberson & S. Shaw (Eds.) *CIT Convention Proceedings*. San Antonio, Texas: CIT Publications.

Witter-Merithew, A. & Nicodemus, B. (2011). Towards the intentional development of interpreter specialization: An examination of two case studies. In L. Roberson & S. Shaw (Eds.), *Journal of Interpretation*. Alexandria, VA: RID Publications.

Nicodemus, B., Swabey, L. and Witter-Merithew, A. (2011). Establishing presence and role transparency in healthcare interpreting: A pedagogical approach for developing effective practice. In *Rivista Di Psicolinguistica Applicata*, XI, 3, pp. 69-83.

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## Activity 3.2- Reading



Read “Walking the Fine Line”, pp. 106-128 from **Deaf Professionals and Designated Interpreters: A new paradigm textbook**

### Purpose

The purpose of this reading is to consider the elements of the designated interpreter role that can contribute to tension in the relationship with the Deaf Professional. The reading explores the fine line between providing the quality services required, ethical standards of conduct, and expectations of the Deaf Professional.

### What to Look For

As you go through the reading, look for answers to the following questions. These will be useful to you as you respond to questions in the 3.4 Discussion Forum.

- This chapter focusing on considerations for hiring an interpreter for a Deaf Attorney. What are 2 or 3 considerations? How do these compare or differ from considerations that might exist with other Deaf professionals? Provide specific examples.
- What type of information is important for Human Resource personnel to consider when creating positions for designated interpreters? What information are they often lacking and what is the implication for the hiring process?
- What unique challenges are associated with interpreting positions that involve dual-roles? Why is a dual-role often the most desirable for an employer?
- How might the interpreter, Deaf Professional and HR director view the issue of dual role differently? How might these differences be managed?
- How might the Interpreter, Deaf Professional and HR director view the issue of Dress Code differently? How might these differences be managed?
- What issues might arise related to socialization and behavior of the designated interpreter in the workplace?
- How might the interpreter, Deaf Professional and HR director view the issue of socialization and behavior in the workplace differently? How might these differences be managed?

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## Activity 3.3 View Interview with Deaf Professional



**View link of Deaf Professional discussing their expectations and aspirations of their designated interpreters**

### Purpose

In this activity, you will view an interview with a Deaf Professional who is discussing his or her expectations and aspirations of their designated interpreter. This discussion will address what the Deaf Professional views as being the most significant for achieving his or her communication and relationship access within the workplace

### What to Look For

As you view the interview, look for answers to the following questions. These will be helpful in the 3.4 Discussion Forum.

- How does the Deaf Professional describe the role and responsibility of the Designated Interpreter?
- What are some of the expectations the Deaf Professional has of how the designated interpreter will perform/behave?
- What are some of the aspirations the Deaf Professional has of how the work relationship with the designated interpreter can be improved?
- What are the essential elements of a successful Deaf Professional-Designated Interpreter work relationship?
- What are some of the common challenges or issues associated with the Designated Interpreter role?
- What recommendations does the Deaf Professional make regarding the designated interpreter role?

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# Activity 3.4 Discussion



## Online Discussion for Activity 3.1-3.3

### Purpose

You have completed Activities 3.1- 3.2 and will now select one question to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives. Reflect on the information presented and the questions posed as you answer one (1) of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post substantive, original responses to one of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Assignment 1. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to two of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Choose at least one of the following:**

1. What are 2 or 3 considerations when hiring a designated interpreter? How do these compare or differ from considerations that might exist the hiring of interpreters in general? Provide specific examples.
2. What are some of the expectations and aspirations Deaf Professionals have of a designated interpreter? What are some of the recommendations for how the role may be most successfully accomplished?
3. What type of information is important for Human Resource personnel to consider when creating positions for designated interpreters? What information are they often lacking and what is the implication for the hiring process?
4. What unique challenges are associated with interpreting positions that involve dual-roles? Why is a dual-role often the most desirable for an employer?
5. How might the Interpreter, Deaf Professional and HR director view the issue of Dress Code differently? How might these differences be managed?
6. What issues might arise related to socialization and behavior of the designated interpreter in the workplace?
7. How might the interpreter, Deaf Professional and HR director view the issue of socialization and behavior in the workplace differently? How might these differences be managed?

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# Unit 4 – Case Study Analysis

## Introduction

The purpose of this unit is to apply demand-control schema analysis to case studies involving interpreting for Deaf professionals within the VR setting. The outcome of the analysis will be the identification of a range of possible controls available to the interpreter and the consequences associated with various controls.

## Objectives

The learner will be able to:

- Identify demands that arise in interpreting scenarios involving deaf professionals
- Articulate the controls that were or could be applied by the interpreter to manage the demands that arose in the scenarios
- Discuss consequences of various controls –both positive and negative—and the implication for consumers and interpreters

## Key Questions

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. Why is our autonomy and decision latitude relational? What social conditions favor an interpreter having a higher degree of autonomy in making decisions? What social conditions restrict the degree of autonomy with which an interpreter can perform?
2. What are some of the demands that surface around interpreting events that involve meals? What are controls an interpreter can employ in such situations?
3. How can the designated interpreter demonstrate respect for the privacy of the Deaf Professional? How might the designated interpreter manage sensitive confidential information that could potentially impact the relationship with other co-workers?
4. What does it mean to be part of a communication-pair? What are some of the variables that impact the Deaf Professional-Designated Interpreter relationship?

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# Activity 4.1 Unit Insights & PPT

(Note: A PPT with this information is available, if you prefer a more visual format)

[View PPT](#)

## Insights

This module will involve the learner in Case Analysis. A case study is a written description or film of an actual interpreted situation involving a decision to be made or a problem to be solved. It can be a real situation that actually happened just as described/captured, or portions have been disguised for reasons of privacy. Most case studies are presented in such a way that the learner takes the place of the interpreter whose responsibility is to make decisions to help solve the problem. In almost all case studies, a decision must be made, although that decision might be to leave the situation as it is and do nothing.

For example, in the reading associated with this unit, the designated interpreter for a Deaf chief executive officer discusses many of the situations in which her work occurs. In each of the scenarios she describes, she has choices about how she manages potential demands that arise. The choices she makes are not the only choices available, but offer insight into the discretion she employs as she implements her role. These scenarios can each be viewed as an opportunity for you as the learner to apply case analysis—to explore the factors impacting each scenario and the range of controls that might be available. Further, you can explore the possible consequences associated with the choices the interpreter made and whether the implication is positive or negative.

### The Case Method as a Learning Tool

The **case method of analysis** is a learning tool in which students and facilitators participate in direct discussion of case studies, as opposed to the lecture method, where the facilitator speaks and students listen and take notes. In the case method, students teach themselves, with the facilitator being an active guide, rather than just a talking head delivering content. The focus is on students learning through their joint, co-operative effort.

Assigned cases are reviewed and analyzed by students, and this preparation forms the basis for online discussion between peers and module facilitator. Students learn, often unconsciously, how to evaluate a scenario and the demands it presents for the interpreter, how to make decisions about which controls to employ, and how to argue a point of view. Using this method, they also learn how to apply the demand-control schema in real world situations. In this respect, case studies are often used to not only illustrate what a student has learned and retained in a class, but also to provide students with valuable hands-on experience.

When analyzing a case study, learners have an opportunity to learn about the types of problems that interpreters who work with Deaf Professionals encounter. Learners will also have an opportunity to analyze the steps other interpreters may have taken to correct specific problems and concerns. This will put a learner's problem solving skills to the test and allow them to engage in exciting discussions with peers.

If you want the case study analysis to be professional and accurate, you must have a clear understanding of the issues that the interpreter faced. View the case thoroughly before you start your analysis. Feel free to take notes as you read the case or (in preparation for

Assignment 1) you view the associated film clip. When you have finished, consider your findings—and read/view again if necessary, just to make sure you haven't missed anything.

### **Case Study as a Precursor to Observation-Supervision**

Case Analysis can also be framed in the Demand-Control Schema (DC-S) as Observation-Supervision (OS). OS is a tool that can be used by interpreters as an integral part of their reflection on their practice as an interpreter—a tool that can guide reflective discussion of work experiences with other interpreters.

Dean and Pollard, in a 2009 article entitled “Effectiveness of Observation-Supervision Training In Community Mental Health Interpreting Settings”, situate Observation-Supervision into the DC-S in the following manner.

“The demand-control schema (DC-S) challenges traditional views of interpreters as transparent conduits who attend only to the technical aspects of the work (i.e., source-to-target language translation) but instead views interpreters as significant participants in the communication event (Wadjenso, 1998, Angelelli, 2004, Dean and Pollard, 2005). Conceptualizations of interpreting based only on the profession's technical aspects do not fully encapsulate the highly contextualized work involved in community interpreting. DC-S is an approach toward the conceptualization of interpreting work that emphasizes the numerous salient factors in interpreting assignments that lie beyond the strict boundaries of language and culture. These factors, or *demands*, fall into four categories: *environmental*, *interpersonal*, *paralinguistic*, *intrapersonal* (EIPI). Our other publications (Dean and Pollard, 2001, 2004, 2005, 2008; Dean, Pollard, Davis, Griffin, LaCava, Morrison, Parmir, Smith, Storme, Suback, 2004) offer further information about the nature of interpreting demands and the EIPI categories as well as the concept of *controls*, that is, the skills, decisions, and resources that interpreter can bring to bear in response to assignment demands.

Using the EIPI framework, the many contextual factors that influence community interpreting can be clarified and more successfully addressed both in practice and interpreter education. Furthermore, the interaction of demands and controls forms a dynamic upon which we base our DC-S framework for making ethical decisions (Dean & Pollard, 2006, 2008a, 2008b, 2009a). This framework deviates from the traditional deontological or rule-based approach to interpreting ethics and instead emphasizes a teleological or consequences-based view of decision-making (Cokely, 2000; Dean & Pollard, 2006, 2008a b, 2009a; Mandelbaum, 1955; Neibuhr, 1963).

Observation-supervision as a teaching methodology evolved as a natural extension of the demand-control schema and our view of interpreting as a practice profession. In-vivo, PBL-style education practices were become increasingly prevalent in medical school settings as we were developing DC-S. The traditional sequence of years of didactic medical student training followed by patient contact only in the third year or later were being subsumed by new approaches emphasizing medical student contact with patients in their first year, where learning about anatomy, physiology, chemistry, and other matters occurred in-vivo, through the stimulus of a specific case through which this technical learning was then contextualized. We sought to develop a similar educational approach that would afford interpreters in-vivo exposure to specific practice settings (e.g., mental health, legal, educational) where their knowledge and skills could develop in a contextualized manner. Our goal was to develop an in-vivo methodology that would help interpreting students or practitioners develop a “meta-perspective” regarding the goals and dynamics (i.e., the EIPI demands) of interpreting



assignments in specific service environments, without being distracted by or overly focused on the technical aspects of interpreting – source-to-target language translation. We also wanted the procedure to advance the development of interpreters' judgment and ethical reasoning skills in a learning environment that was different from (and safer than) "on- the-job training."

As implied by its name, observation-supervision (O-S) has two components: the observation component and the supervision component. In the observation component, interpreter participants visit specific service settings (e.g., medical, mental health, educational), and observe interactions between individuals who share a common language (e.g., in our case, a *hearing* doctor and *hearing* patient or a *hearing* teacher and a *hearing* student), with no working interpreter present. Thus, the observer is freed from the temptation to focus on another interpreter's translation product and, instead, learns about broad as well as nuanced elements and dynamics of the work setting itself. Observations are conducted in a structured manner, utilizing DC-S observation forms specifically developed for each practice setting (e.g., medical or mental health). The observation forms focus the user's attention on essential communication elements of the observed encounter, such as the doctor's communication goals, the patient's communication goals, the technical vocabulary used, and more. These forms are later employed in the supervision component of O-S.

The supervision component of O-S is a group learning experience, facilitated by an interpreter with DC-S training and considerable experience in that particular practice setting (e.g., medical). In between the required observation visits, O-S participants turn in completed observation forms to the instructor (or mentor) for individual feedback and also meet on a regular basis with the other O-S participants for group supervision sessions led by that instructor or mentor. In these sessions, the group discusses their observation findings in a DC-S case-presentation style (Dean & Pollard, 2009b) while the instructor infuses content knowledge regarding that specialized practice setting (e.g., the meaning of technical terms that were used) and guides the group discussion toward greater understanding of the linguistic and behavioral decisions that an interpreter might make in that service environment. Factors the instructor will consider include the goal of that service setting (e.g., a psychiatric emergency room vs. an outpatient psychotherapy appointment), the communication goals or motivations of observed or hypothetical individuals present in that setting, and more. In this way, the instructor overlays learning of interpreting practice on the foundation of the students' understanding of the service setting they have gained through the observations. The structure of the observation form and supervision sessions allows all students to learn from a given observation case – not just the observations they specifically engaged in."

This description of the Observation-Supervision process is one that builds on the aspects of Case Analysis that includes isolating demands, considering possible controls, assessing controls based on their potential consequences and selecting/applying those controls that are believed to most effectively address the goals of the interaction. Case Analysis provides interpreters with the ability to approach the work of interpreters in an objective and data-driven manner that promotes a deeper appreciation of the complexities of the interpreting process. Through the unit reading and activities associated with Assignment 1, the learner will have the opportunity to apply the elements of case analysis to real-world scenarios in which interpreters work.

Dean, R. K. & Pollard, R. Q (2009). Effectiveness of observation-supervision training in community mental health interpreting settings. *REDIT E-journal on the Didactics of Translation and Interpreting* , 3, 1-17.

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## Activity 4.2 Readings



**Read “Designated Interpreter-Deaf Chief Executive Officer: Professional Interdependence”, pp. 165-179 from Deaf Professionals and Designated Interpreters: A new paradigm textbook**

### Purpose

The purpose of this reading is to provide the learner with insight into the experiences of a designated interpreter who works for a high level executive in a post-secondary setting. The designated interpreter discusses a variety of scenarios in which she has found herself and the demands and controls she employed. This reading provides an excellent opportunity for the learner to apply some of the principles of case analysis.

### What to Look For

For the purpose of this reading, the learner is asked to view the chapter as a series of scenarios a designated interpreter experienced. These scenarios include challenges associated with 1) identity/relationships with others, 2) sensitive employee issues that could impact an interpreters peer relationships, 3) work-related social settings, 4) protocol and profile, 5) privacy while traveling, 6) interpreting during meals, 7) gift giving and receiving, 8) after-event behavior, and 9) power and influence.

As you read the chapter, look for how scenarios related to these topics emerge and identify the following.

- What challenges/demands could surface in each of the scenarios described?
- What controls are available to the interpreter in each of the scenarios described?
- What factors contribute to the discretion employed by the designated interpreter in each of the scenarios described?
- What are the possible consequences—both positive and negative—associated with the controls that were discussed in the scenarios?

Attempt to project yourself into each of the scenarios and think about what demands might surface for you, the associated category of demands, and controls you might employ. Your orientation to this reading is that it is an exploration of a series of scenarios the designated interpreter who wrote this chapter experienced as part of her real-world work with a Deaf Professional.

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# Activity 4.3 Discussion



## Online Discussion

### Purpose

You have read the unit insights and completed activities 4.1, 4.2 and will now select one of the questions to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives. Reflect on the information presented and the questions posed as you answer one (1) of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post substantive, original responses to one of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Assignment 1. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to two of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Choose at least one of the following:**

- What is case analysis and how it is useful to learners in identifying demands and controls? How does case analysis relate to Observation-Supervision?
- In reflecting on the reading for this unit, select one of the scenarios discussed by the designated interpreter and provide the following:
  - A brief summary of the scenario
  - What challenges/demands could surface in the scenarios described
  - What controls are available to the interpreter in the scenario described?
- In reflecting on the reading for this unit, select one of the scenarios discussed by the designated interpreter and provide the following:
  - A brief summary of the scenario
  - A brief summary of possible issues
  - A discussion of the factors that contribute to the discretion employed by the designated interpreter in the scenarios described
- In reflecting on the reading for this unit, select one of the scenarios discussed by the designated interpreter and provide the following:
  - A brief summary of the scenario
  - A brief summary of the prevailing demand discussed and the related control that the interpreter identified
  - A discussion of the possible consequences—both positive and negative—associated with the control that was discussed in the scenario

# Activity 4.4 Go To Meeting Event



## Optional GoToMeeting Event

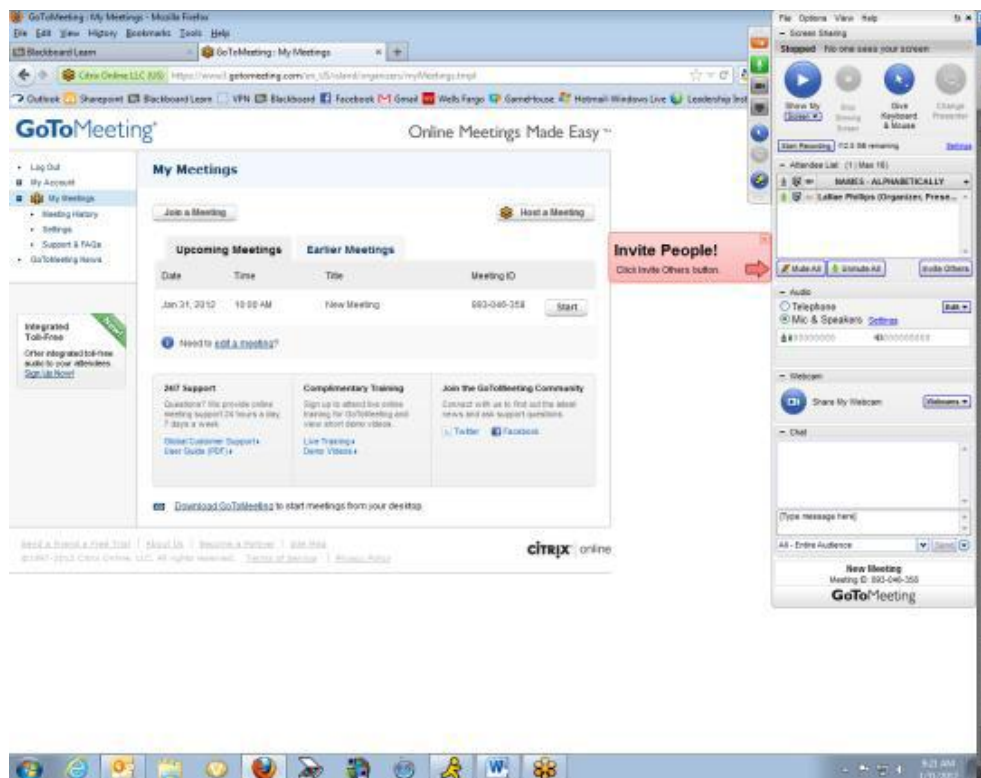
### Purpose

GoToMeeting is a video conferencing tool that allows the course facilitator to meet with small groups of students (up to a total of six) to review course content and progress. It is ideal as a tool for small group review and discussion. The purpose of the GoToMeeting is to allow for a more individualized discussion of questions regarding the course material. The facilitator will offer a schedule of 3 or 4 times that students can sign up for during the period assigned in the Roadmap, with call-in instructions. Students can sign up for one or more of the times if they find value in this additional way of connecting to the course facilitator and some of the students in the course. Participation is optional.

### What to Look For

In preparation for attending one of the GoToMeeting events, be sure you have access to a computer with a working webcam. Once you sign up for a time, the facilitator will send you an “invitation” to join GoToMeeting at the defined time. You will want to log into the GoToMeeting site a few minutes prior to the start time in order to download the software.

Allow it to load, then you will see this Control Panel:



Click the webcam icon to share your video, it will turn green. Up to six participants will be able to join simultaneously and view one another. It works well with both ASL and spoken English.

The facilitator will have the capacity to share her desktop, to show a PPT or a document or a video. She can also share this capacity with anyone else on the call. This will allow for the opportunity to talk about and see any number of resources in “real time”. This system has the typical webinar options and can be used for a wide range of activities.

In preparing to participate, consider what topics you would like to explore further or questions you have that can be addressed. As well, the facilitator will offer possible topics for discussion.

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# Unit 5 Interpreting Skills Development and Practice

## Introduction

This unit engages the learner in analyzing and interpreting a few VR-related scenarios in which a Deaf professional is engaged for the purpose of enhancing interpreting performance. Learners will generate several interpretations and analyze them for accuracy and effectiveness based on defined criteria. Peer based discussion and reflection will help to explore a range of possible ways in which effective interpretation of the scenarios can occur.

## Objectives

The learner will be able to:

- Isolate demands associated with various scenarios involving Deaf Professionals
- Identify controls that can be employed to address demands associated with interpreting various scenarios involving Deaf Professionals
- Conduct a self-assessment of interpreting performance

## Key Questions

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. What are the demands associated with various interpreting scenarios involving Deaf Professionals in VR settings?
2. What are the controls available to an interpreter when interpreting various scenarios involving Deaf Professionals in VR settings?
3. When the controls applied are assessed, what are the consequences—both positive and negative—associated with each?
4. What observations surface when the learner engages in self-assessment of her or his interpreting performance?
5. How do the observations identified during self-assessment contribute to priorities for skill development?

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# Activity 5.1 – Unit 5 Insights

## Insights

For the purpose of this module, learner self-assessment is defined as a dynamic and on-going reflective analysis and discussion process for the purpose of self-discovery, skill development, and professional growth. It is characterized as a process which; occurs at planned intervals, involves a structured approach to analysis, includes interactive and collaborated elements, is goal-oriented, focuses on both performance that was effective and less-than-effective, and is on-going.

Most of us went to work as interpreters before we were ready. Whether it was insufficient skill sets, a lack of maturity and self-awareness, or some other gap, we started working without being fully equipped to handle all that being a professional interpreter requires. This lack of readiness is often compounded by a lack of formal induction into the field. There are not consistent systems that ensure that our transition from learning to interpret and working as an interpreter is supervised and monitored. This lack of consistent supervised induction and support often leads to isolation—few of us have the luxury of working with another interpreter on a daily basis. Many interpreter assignments are still filled by the lone interpreter. And, few of us have a direct supervisor who is present when we are working, who understands interpreting at a deep level, and offers support and assistance. We often function as silos—each doing our own thing without connection to others who do our work for long periods of time.

There are many consequences to professional isolation, including job dissatisfaction, burn-out, distrust, fear and frustration. It can lead to feeling defensive and even hostile. In some instances, it can lead to disrespectful treatment of consumers and one another. When it continues for a long period of time, we may find ourselves almost crippled--*numbing out* in order to survive the pressures of our work. As a result, we become less willing to open up our work to one another and to seek input into how to improve. This is a tragic state for any of us—our value for one another and the work we do requires us to find creative solutions to this isolation.

### **Reflective Practice-- An Alternative**

An alternative to this isolation is the *reflective practice* process. It is increasingly used as an alternative for overcoming professional isolation and encouraging collaborative discussions that help identify ways of improving and promoting best practices.

*Reflective practice* is defined in many different ways in the literature. Essentially it refers to the process of examining critical incidents that occur within our work to gain a deeper understanding of what they mean for what we do. Through the Interpreting in the VR Setting, the method applied for engaging in critical analysis is the Demand-Control Schema.

The starting place for being a reflective practitioner is to actively engage in regular and on-going self-assessment of your interpreting performance and decision-making. Reflective practice is an important part of the *due diligence* cycle in which we should participate. The due diligence cycle involves assessing risks and consequences associated with our work. Having the ability to think about our work as sign language interpreters both individually and with one another—to analyze what happened, why it happened, and what we might do differently under similar circumstances—is important to our well

being. *Reflective practice* allows us to look at our interpreting experiences and try to analyze how to learn from what has occurred. It is a method of self-assessment and is a way of improving performance in professional tasks. By reflecting on how we can improve our work, we increase our awareness of what we are doing and constantly learn and grow as professionals. As well, it is an excellent tool for overcoming our isolation and enabling us to benefit from the shared listening and support of other practitioners.

### **Barriers to Reflective Practice**

There are barriers to reflective practice. The most obvious is time. Carving out time in a schedule that is often already over-booked is difficult. As is the case with all worthwhile pursuits, establishing priorities is essential and often something has to go in order to make the time for something new. And reflective practice requires an investment of time. If it can be viewed as time invested in self-care and well-being, it is much easier to set the time as a priority.

Another barrier to reflective practice is proximity to other practitioners. There are many of us who live in rural areas of the United States and do not have ready access to other practitioners. Even those of us who live in large metropolitan areas that are spread out may find getting to one another difficult. Fortunately, technology allows us to connect from remote locations. The use of social media like ooVoo, Skype and other similar programs allows us to connect visually and/or auditorially with one another—some of these services allowing for up to six individuals to connect simultaneously.

A lack of motivation is another barrier to reflective practice. Depending on the degree of burn-out or frustration we are experiencing, we may just not have the interest or desire to take the leap of faith that is required to engage in what can be an intense process at times. Reflecting is not suited to everyone. This is where individual decision and intention come into play.

One other barrier to reflective practice is a structure for how to go about it. If you have never engaged in self-assessment, or an objective and data-driven discussion of your work with a colleague, it is difficult to know where to start. Again, this is why the structure of the Demand-Control Schema can be so useful. Specifically in this unit, you will be submitting an assignment of your interpreting performance of two scenarios involving a Deaf Professional. The assignment requires you to conduct a self-assessment that includes the following elements.

- Identify four (4) demands (and the associated category) that surfaced during the interpretations and the associated controls that you employed. The 4 demands should be taken across both scenarios you interpreted—although how many you take from each is flexible. In other words, all 4 demands should not come from a single interpretation.
- Discuss the implication or consequence of the controls you employed.
- Identify three strengths associated with your performance and provide at least two examples of each strength
- Identify two areas for improvement in your performance and provide at least two examples for each

In preparation for this assignment, you are scheduled to share your samples with one of your online peers for the purpose of securing their insights into your performance. As well, you will have the opportunity to review their interpretations. This exchange will deepen your appreciation of the complexities associated with our work and give you an



opportunity to apply reflective practice with a colleague.

Certainly, moving into the promise of greater job satisfaction and collegiality is a better alternative than remaining in a state of isolation. As well, reflective practice can be viewed as one skill to possess among an array of skills geared towards self-care and well-being.

Ultimately, the most valuable part of self-assessment is the ability to use self-awareness and the new learning to improve interpreting performance. The benefits of self-assessment are that it promotes self-awareness, self-monitoring and professional growth. These are essential tools for interpreters who work in isolation with little or no direct supervision. Self-assessment also serves as the foundation for planning professional development activities and for collaboration with colleagues about the interpreting task. The overarching benefit of self-assessment is that it promotes life-long learning and can foster greater job satisfaction and a more qualified workforce.

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## Activity 5.2 View Scenarios



**View four (4) scenarios involving Deaf Professionals in various VR settings. Choose two scenarios to interpret for Assignment 2**

### Purpose

The purpose of this activity is to acquaint you with the scenarios that are involved in Assignment 2. There are a total of four (4) scenarios and you should view all of them before selecting the two you will interpret and submit as part of your interpreting portfolio in Assignment 2. Each scenario involves a Deaf Professional engaged in some activity related to the VR setting.

### What to Look For

Here is a brief description of the four (4) scenarios.

- **Counseling a Career Path:** This scenario involves a Deaf VR counselor meeting with a deaf VR client who is interested in becoming a baker. This scenario involves all voicing—as if you were voicing for the VR counselors supervisor who is observing their counseling performance. 15 minutes in length
- **Planning for Communication Access:** In this scenario, a VR supervisor is approaching the agency director (her supervisor) to discuss a concern expressed by a VR counselor to the VR supervisor relating to the provision of interpreting services at a community college. 7 minutes in length
- **Contemplating a Career Change:** This scenario involves a Deaf VR counselor who is meeting with a hard-of-hearing client who doesn't use sign language. The focus is on a possible career change for the client. 12 minutes in length
- **Service Request Review:** This scenario involves a Deaf supervisor of VR services who is doing a case review with one of the hearing VR counselors she supervises. The Deaf supervisor speaks for herself but relies on the interpreter for receiving the VR counselors comments. 15 minutes in length

As you view each, consider the following. read the position paper, look

- What does the scenario tell you about the job duties associated with the Deaf Professionals position?
- Identify what elements of the scenario relate to the environment. What about these environmental elements might have implication for interpreting?
- What do you observe as some of the unique paralinguistic features used by the participants in the scenario? How might these features impact interpreting?
- What do you observe regarding the relationship between the participants within the scenario? What about their way of relating to each other—or their communication dynamics—might have implication for interpreting?

- Project yourself into the scenario as the interpreter and think about what interpersonal or intrapersonal demands might arise for you. Why? What controls might you employ to manage those demands?
- What terms, phrases or concepts are discussed that require further investigation on your part? How can you go about finding the information you need?

As part of this activity, you can also begin practicing interpretations of each of the scenarios as a precursor for the next activity when you will share a sample of your performance with a peer.

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## Activity 5.3 – Practice Interpreting and Share a Sample with a Peer

**Interpret the scenarios from 5.2, upload a sample, engage in Peer Review**

### Purpose

The purpose of this activity is to help you prepare for Assignment 2 by giving you an opportunity to work with the four scenarios, practice interpreting each, and sharing one with a peer for the purpose of discussion and feedback. Not only will you share a sample of your performance with a peer, but you will also review a sample of a peer's performance. This will provide both of you with the opportunity to see how another interpreter handled the scenario and to gain feedback from a colleague on the effectiveness of your performance.

### What to Do

There are several elements to this activity. The module facilitator will do the pairing of peers and notify you of who you will work with for the peer review portion of this activity.

**First**—practice interpreting all four of the texts. After working with each of the texts, select one to film and share with a peer.

**Second**—film yourself using your computer's webcam and upload your sample interpretation on YouTube using the upload instructions available in the Module resources.

**Third**—share the link to your YouTube upload with the peer you have been assigned to work with. This peer will also share their link with you.

**Fourth**—as your peer is reviewing your sample performance, spend time reviewing theirs. Identify what you see as controls they employed and the consequences you perceive as being associated with each control—both those that are positive and those that are negative. Identify at least two strengths and at least one are you would recommend for improvement. Be sure to identify at couple of specific examples to support each of your observations. Record your observations in a way you can refer to for discussion with your peer.

**Fifth**—Set a time with your peer where you will each share your observations about one another's interpreting performance. When discussing your observations be sure to 1) avoid the use of the word YOU—instead focus on the work/the interpreting performance, 2) ask how the peer perceives their performance, 3) check in with the peer to see if your observations fit with their perceptions of their work, 4) work to avoid judging or personalizing your comments, 5) offer a balanced discussion both of what worked and what may not have worked, and 6) offer specific examples to support your observation. An article on providing feedback is available in the resource section of the module. It may be useful to read that article before engaging in the peer discussion.

If you and your peer agree, you can exchange your notes with one another as well, so you can refer back to the observations after the discussion.

**Sixth**—take the peer feedback under advisement as you continue practicing and preparing for Assignment 2. Use what you believe will enhance your performance. As well, think about how you can use the observations in your written self-assessment. What observations and examples did your peer offer that may be of value in the self-assessment you submit for Assignment 2? Ultimately, you will select two of the four scenarios to interpret for Assignment 2. The two you select may include your re-do of the scenario you interpreted for your peer, or it may not. Which scenarios you submit, along with your self-assessment, for Assignment 2 is of your choosing.

You will want to practice interpreting the scenarios several times so that the two you submit for Assignment 2 represent your best work.

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## Activity 5.4 – View Model Interpretations



### View the model interpretations of the VR scenarios involving the Deaf Professional

(Note: You will have access to these AFTER completing your own interpretations and submitting Assignment 2).

#### Purpose

Now that you have submitted Assignment 2, you will have the opportunity to view the interpretations provided by interpreters who were present when the four VR scenarios were filmed. This will provide you with another opportunity to consider the range of demands that surfaced for each interpreter and the range of controls that were employed in managing the demands. As well, viewing the work of other interpreters—particularly competent and certified interpreters—is a wonderful way to expand our awareness of strategies and techniques that can be employed when interpreting. Observing the performance of master interpreters is one of the most beneficial resources in our pursuit of professional growth.

#### What to Look For

Essentially, you want to look for the same data that you looked for in your own interpretations submitted as part of Assignment 2.

- Identify demands (and the associated category) that surfaced during the interpretations and the associated controls that were employed.
- Determine the implication or consequence of the controls that were employed.
- Identify strengths associated with the model performances and provide at least two examples of each strength
- Identify areas for improvement in model performances and provide at least two examples for each

Your observations will be useful to you in the next activity when you will discuss your findings with your peers in the 5.5 Discussion Forum.

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# Activity 5.5 – Online Discussion



## Online Discussion

### Purpose

You have read the unit insights and completed activities 5.1-5.4, and have submitted your Assignment 2, and will now select one of the questions to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives. Reflect on the information presented and the questions posed as you answer one (1) of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post substantive, original responses to one of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Assignment 1. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to one of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Choose at least one of the following:**

1. Discuss self-assessment and reflective practice and how they contributed to increased self-awareness and monitoring on the part of interpreters.
2. How can self-assessment and reflective practice help to overcome the isolation experienced by many interpreters? Provide at least two specific examples.
3. Describe how the Demand-Control Schema can be used as a self-assessment/reflective practice activity. How does Observation-Supervision fit in with this process?
4. What are the strengths and areas of improvement you observed in your own interpreting performance for Assignment 2? Provide at least two specific examples of each.
5. How did your own observations related to your interpreting performance compare with the observations of your peer in Activity 5.3? Provide at least two examples each of similarities and differences.
6. What are some of the controls you observed being used by the interpreters in the model interpretations you viewed in Activity 5.4. Provide at least three examples of controls and your observations about their contribution to the effectiveness of the interpretation.

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## Activity 5.6 - Post Test



Complete the post test



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