



National Consortium of Interpreter Education Centers

Interpreting in VR Settings

Module 2: Roles and Responsibilities

Study Guide
Spring 2014

March 31 – June 6, 2014

Interpreting in VR Settings

Module 2: Roles and Responsibilities

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

Design Template Copyright © 2012 by UNC DO IT Center, University of Northern Colorado. The design template cannot be used or replicated without express permission of UNC DO IT Center.

Content Copyright © 2012 by the National Consortium of Interpreter Education Centers (NCIEC), funded by the U. S. Department of Education, Rehabilitation Services Administration.

The contents of this Study Guide were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education and you should not assume endorsement by the Federal Government.

Any interpreter participating in the Interpreting in VR Settings Professional Development Series must understand that the MARIE Center and individual faculty members are not responsible for the interpreter's success or failure in achieving completion of the series.

The program partnership and private individuals who work with the MARIE Center declare that they do not discriminate on the basis of race, color, national origin, creed, gender, sexual orientation, or disability.

Instructional Design Team

Anna Witter-Merithew
Director
Mid America Regional Interpreter Education Center
UNC @ Lowry
Denver, Colorado

Sherril Lancton
Instructional Designer
Office of Extended Studies
University of Northern Colorado
Greeley, Colorado

Table of Contents

Table of Contents.....	3
Module Overview.....	1
Purpose.....	1
Impact.....	1
Objectives	1
Module Evaluation.....	2
Grading Criteria	2
Materials Checklist	3
Module Preview	5
Roadmap.....	7
Assignment Overview	11
Participation Activities	12
Assignment 1 Video Scenario Analysis	14
Assignment 2 Mini-Case Analysis	17
Pre and Post Tests	19
Rubrics	20
Unit 1 – Theoretical Constructs.....	27
Activity 1.1 – Blackboard Introduction	28
Activity 1.2 – Unit 1 Insights & PPT.....	29
Activity 1.3 Readings.....	32
Activity 1.4 – Online Discussion	33
Activity 1.5 Readings.....	35
Activity 1.6 – Online Discussion	36
Activity 1.7 – Web Research	37
Activity 1.8 – Online Discussion	38
Unit 2 – Ethical Standards and Practices Driving the Work of VR Counselors	39
Activity 2.1 – Unit Insights	40
Activity 2.2 Web Exploration	44
Activity 2.3 Video Interviews	45
Activity 2.4 Online Discussion.....	46
Activity 2.5 Quiz.....	47
Unit 3 – Current Theories about the Role of Sign Language Interpreters.....	48
Activity 3.1– Unit Insights	49
Activity 3.2– Readings.....	53

Activity 3.3 Online Discussion	54
Activity 3.4– Readings.....	55
Activity 3.5 Online Discussion.....	57
Activity 3.6 View DVD	59
Unit 4 – Role Implementation.....	62
Activity 4.1 Unit Insights & PPT	63
Activity 4.2 Readings.....	67
Activity 4.3 View DVD	68
Activity 4.4 Online Discussion.....	69
Unit 5 Application of the Code of Professional Conduct (CPC) to the Work of Interpreters in VR Settings	70
Activity 5.1 – Unit 5 Insights	71
Activity 5.2 Readings.....	75
Activity 5.3 – Online Discussion	77

Module Overview

Purpose

The purpose of this module is to illustrate the complex relationships involved in VR service delivery and to advance the ability of interpreter practitioners to function as systems thinkers. Further, this module is designed to increase practitioner awareness of ethical standards and practices that impact the work of VR professionals and to consider the implication for the role and responsibility of the interpreter in the VR setting

This is a knowledge-based module designed to address the roles and responsibilities of VR counselors, and to explore the roles and responsibilities of interpreters in relationship to VR counselors. Practitioners will consider dual roles and other unique applications of interpreters functioning in the VR setting and consider how these role variations fit within the ethical framework of interpreting practice. Finally, practitioners will discuss conflict as a natural part of role application, and consider various techniques for understanding and managing role conflict

Impact

This module is designed to increase practitioner awareness of ethical standards and practices that impact the work of VR professionals and to consider the implication for the role and responsibility of the interpreter in the VR setting

Objectives

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

- describe the roles and responsibilities of various VR professionals
- explain the relationship between ethical standards and practices of VR professionals and those of interpreters working in the VR setting
- identify potential role conflicts that could arise for an interpreter practitioner during the course of their work in the VR setting
- identify controls that enable interpreters to navigate role conflicts that arise while working in the VR setting

Module Evaluation

Module grades will be assigned based on the following:

Product	Description	Points
Unit Activities	Twelve (12) Blackboard discussion activities (each worth 2.5 points)	30 points
Assignment #1	DVD Scenario Analysis	30 points
Assignment #2	Case Study Analysis	30 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 3 CEUs for Module 1.

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.

- This Study Guide containing the module overview (Objectives, Unit Previews, Materials, Requirements, Assignments, Roadmap).
- The following scenarios from the NCIEC Interpreting in Vocational Rehabilitation Settings 6-Pak DVD series, 2012 will be made available in the Blackboard course:
 - Vocational Evaluation scenario
 - Setting a Vocational Goal.

The following readings for this module will be found online:

Unit 1

- The meaning of responsibility (1999), pp.47-68 in *The Responsible Self* by H. Richard Niebuhr, Westminster John Knox Press
- Rushworth Kidder (2009). Trust: A primer on current thinking, pp. 1-10, Institute for Global Ethics, Camden, Maine.
- Rushworth Kidder and Martha Bracy (2001). Moral Courage: A white paper, pp. 1-13. Institute for Global Ethics, Camden, Maine.

Codes of Ethics (links available in BB) Big picture of ethics.

- Teachers: <http://www.aeteachers.org/index.php/about-us/aae-code-of-ethics>
- Social Workers: <https://www.socialworkers.org/pubs/code/default.asp>
- Nurses: <http://www.nursingworld.org/codeofethics>
- Therapists: <http://www.goodtherapy.org/ethics-therapy.html> (codes for several types of therapists available)
- Engineers: <http://www.nspe.org/Ethics/CodeofEthics/index.html>
- Accountants:
<http://www.aicpa.org/RESEARCH/STANDARDS/CODEOFCONDUCT/Pages/default.aspx>

Unit 2 <http://www.crc certification.com>

Unit 3

- Robyn Dean and Robert Pollard (2001). Application of Demand-Control Theory to Sign Language Interpreting: Implications for Stress and Interpreter Training, *Journal of Deaf Studies and Deaf Education*, 6:1 Winter 2001.
- Robyn Dean and Robert Pollard (2004). A Practice Profession Model of Ethical Reasoning, in *RID Views* (October, 2004).
- Robyn Dean and Robert Pollard (2011). Context-based Ethical Reasoning in Interpreting: A demand control perspectives, pp. 155-182 in *The Interpreter and Translator Trainer 5 (1)*. (from Unit 1)
- 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.

Unit 4

- A model for a national collaborative service delivery system: Serving low functioning deaf youth and adult to assist them to be meaningfully employed and function independently at home and in the community. (2004). Available online from www.nad.org/sites/default/files/LFDPosition.pdf

Unit 5

- NAD-RID Code of Professional Conduct @ <http://www.rid.org/ethics/code/index.cfm>
- Witter-Merithew, A. (2012). Sign Language Interpreters: Stepping Out of the Shadows of Invisibility. Street Leverage--a social media site for Interpreters @ <http://www.streetleverage.com/2012/01/sign-language-interpreters-stepping-out-of-the-shadow-of-invisibility/>
- Witter-Merithew, A. (2012). Sign Language Interpreters: Are Acts of Omission a Failure of Duty? Published by Street Leverage-a social media site for Interpreters @ <http://www.streetleverage.com/2012/01/sign-language-interpreters-stepping-out-of-the-shadow-of-invisibility/>
- Witter-Merithew, A. (2012). Sign Language Interpreters: Breaking Down Silos Through Reflective Practice. Published by Street Leverage- A social media site for interpreters @ <http://www.streetleverage.com/2012/03/sign-language-interpreters-reflective-practice/>

Module Preview

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

1. Theoretical Constructs that Guide the Development of Professional Standards and Practices
2. Ethical Standards and Practices Guiding the Work of VR Counselors
3. Current Theories About the Role of Language Interpreters
4. Role Implementation When Working With an A-Lingual or Low Functioning Deaf Adult
5. Application of the CPC to Interpreting in the VR Setting

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.

Unit Preview

Unit 1: Theoretical Constructs that Guide Development of Professional Standards and Practices

This unit introduces learners to the theoretical constructs that guide ethical decision-making of all professional service providers, and helps learners develop an awareness of how these theoretical constructs underpin codes of professional conduct.

Unit 2: Ethical Standards and Practices Guiding the Work of VR Counselors

This unit provides the learner with knowledge of VR ethical standards and best practices and how they affect the work of the State VR counselors.

Unit 3: Current Theories About the Role of Signed Language Interpreters

The purpose of this unit of learning is for the learner to 1) consider current theories and conceptualizations of the role of an interpreter, and 2) to investigate the implication of current theories on their own conceptualization of their role and responsibility as an interpreter.

Unit 4: Role Implementation When Working with an A-Lingual or Low functioning Deaf Adult

This unit addresses the unique interpreting needs of persons who are served by VR and A) do not have a mastery of any language (a-lingual or minimal language proficiency, or B) exhibit cognitive limitations. Both of these characteristics require interpreters to function as thinkers and communication problem solvers that are typically beyond the everyday interpreting assignment with a person with a singular disability of deafness. Additionally, interpreting for these individuals may involve reporting functions to the VR counselor for which the private practice or community interpreter may not have an expectation.

Unit 5: Application of the CPC to Interpreting in the VR setting

The purpose of this unit is to acquaint learners with strategies and tools for ethical decision-making while interpreting in VR settings. The application of the NAD-RID Code of Professional Conduct (CPC) as a foundation for decision-making will be explored. Case Study Analysis will be used to explore decision latitude that is a part of mature ethical decision-making of interpreting practitioners.

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.



Indicates DVD that you are to watch.



Indicates a reading included in a textbook or online.



Indicates an online discussion.



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



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



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



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











Indicates a GoToMeeting event.



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: Theoretical Constructs				
			Complete Module 2 Pre-test	<input type="checkbox"/>
	3/31	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"/>
	4/1	1.2	Read through the Study Guide and Unit 1 Insights. View the Unit 1 PPT	<input type="checkbox"/>
	4/2-3	1.3	Read: The meaning of responsibility (1999), pp.47-68 in <i>The Responsible Self</i> by H. Richard Niebuhr, Westminster John Knox Press	<input type="checkbox"/>
	4/3-6	1.4	Post response to one of the Discussion Questions in the 1.4 Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>
	4/7-8	1.5	Read: Kidder articles—Trust: A primer on current thinking and Moral Courage: A white paper	<input type="checkbox"/>
	4/9-12	1.6	Post response to one of the Discussion Questions in the 1.6 Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>
	4/12-14	1.7	Research various codes of ethics. Links to codes from different professions are included in the online course unit.	<input type="checkbox"/>
	4/15-19	1.8	Post response to one of the Discussion Questions in the 1.7 Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>

Points	Dates	Activities	Done!
Unit 2: Ethical Standards and Practices – VR Counselors			
	4/21	2.1 Read Unit Insights or view PPT	<input type="checkbox"/>
	4/21	2.2 Web Resources http://www.crc certification.com	<input type="checkbox"/>
	4/22-23	2.3 View video interviews with VR counselors.	<input type="checkbox"/>
	4/24-27	2.4 Post response to two of the Discussion Questions in the 2.4 Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>
	4/25-27	Complete the Unit 1 and 2 Quiz	<input type="checkbox"/>
Unit 3: Current Theories about the Role of Sign Language Interpreters			
	4/28	3.1 Read Unit Insights: Part 1: Unit Insights Part 2: Review of Demand Control Schema	<input type="checkbox"/>
	4/29-5/2	3.2 Readings: 1) Robyn Dean and Robert Pollard (2001). Application of Demand-Control Theory to Sign Language Interpreting: Implications for Stress and Interpreter Training, <i>Journal of Deaf Studies and Deaf Education</i> , 6:1 Winter 2001. 2) Robyn Dean and Robert Pollard (2004). A Practice Profession Model of Ethical Reasoning, in <i>RID Views</i> (October, 2004).	<input type="checkbox"/>
	5/2-5/6	3.3 Post responses to two Discussion Questions in the 3.3 Discussion Forum. This activity counts towards your participation points.	<input type="checkbox"/>
	5/7-5/9	3.4 Readings: 1) Robyn Dean and Robert Pollard (2011). Context-based Ethical Reasoning in Interpreting: A demand control perspectives, pp. 155-182 in <i>The Interpreter and Translator Trainer 5 (1)</i> . 2) 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.) <i>CIT Convention Proceedings</i> . San Antonio, Texas: CIT Publications.	<input type="checkbox"/>
	5/9-5/12	3.5 Post responses to two questions in the 3.5 Forum. This activity counts towards participation points.	<input type="checkbox"/>

Points	Dates	Activities		Done!
	5/12-5/13	3.6	Watch the DVD of interpreted scenarios (2 scenarios for assignment)	<input type="checkbox"/>
	5/18		Assignment 1: Video Scenario Analysis Select one of the two scenarios analyzed in Activity 3.6 and prepare a 750-1,000 word written or 20 minute ASL taped analysis of your findings.	<input type="checkbox"/>
Unit 4: Role Implementation				
	5/19	4.1	Read Unit Insights and/or view PowerPoint .	<input type="checkbox"/>
	5/20	4.2	Reading: A model for a national collaborative service delivery system: Serving low functioning deaf youth and adult to assist them to be meaningfully employed and function independently at home and in the community. (2004). Available online from www.nad.org/sites/default/files/LFDPosition.pdf	<input type="checkbox"/>
	5/21	4.3	Video of experienced VR interpreters discussing role implementation. English reflections: http://youtu.be/Ps9-KUyGw7I ASL reflections: http://youtu.be/71772hXgxYQ	<input type="checkbox"/>
	5/22-5/27	4.4	Post a response to the Discussion Question in the 4.4 Forum. This counts toward your participation points.	<input type="checkbox"/>
Unit 5: Application of CPC				
	5/28	5.1	Read Unit Insights and/or view PPTs. Part 1: Unit Insights Part 2: Case Study Analysis .	<input type="checkbox"/>
	5/29-31	5.2	Readings: RID Code of Conduct Witter-Merithew, A. (2012). Sign Language Interpreters: Stepping Out of the Shadows of Invisibility. Street Leverage http://www.streetleverage.com/2012/01/sign-language-interpreters-stepping-out-of-the-shadow-of-invisibility/ Witter-Merithew, A. (2012). Sign Language Interpreters: Are Acts of Omission a Failure of Duty? Published by Street Leverage http://www.streetleverage.com/2012/02/sign-language-interpreters-are-acts-of-omission-a-failure-of-duty/ Witter-Merithew, A. (2012). Sign Language Interpreters: Breaking Down Silos Through Reflective Practice. Published by Street Leverage- http://www.streetleverage.com/2012/03/sign-language-interpreters-reflective-practice/	<input type="checkbox"/>

Points	Dates	Activities		Done!
	5/30-6/2	5.3	Post responses to one of the Discussion Questions in the 5.3 Discussion Forum. This activity counts towards your participation points.	
	6/5		Assignment 2: Case Study Analysis Select 2 mini-cases and prepare a discussion board posting that analyzes the ethical situation and how to apply ethical decision making to the situation. Create a scenario and post it for response from your classmates.	<input type="checkbox"/>
	6/6		Complete Module 2 Post-test	<input type="checkbox"/>

Assignment Overview

Assignment	Description	Points	Due Date
Pre and Post Tests	Respond to pre and post tests	20 points	
Participation Activities	Online Discussions: Post an introduction. There are ten other (8) Blackboard discussion activities. 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 3 points.	30 points	Ongoing
Assignment #1	Video Scenario Analysis Select one of the two scenarios analyzed in Activity 3.6 and prepare a 750-1,000 word written or 20 minute ASL taped analysis of your findings.	25 points	5/18
Assignment #2	Mini-Case Study Analysis Select 2 mini-cases and prepare a discussion board posting that analyzes the ethical situation and how to apply ethical decision making to the situation. Create a scenario and post it for response from your classmates.	25 points	6/5

Participation Activities



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 ten (10) Blackboard discussions activities, in addition to posting an introduction of yourself. Each unit will have at least one discussion forum 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

There are 10 postings, worth 3 points each for a total of 30 points. Grading will be done in accordance with the discussion rubric posted within the assignments link. Successful completion of this assignment means that you earn at least 25 of the 30 points available. To move onto the next module in the program, you must successfully pass this assignment.

Assignment 1 Video Scenario Analysis



Choose one of two scenarios to analyze

Video clips are available in Blackboard

Description

For this assignment, you will analyze one of two scenarios, taken from the Interpreting in Vocational Rehabilitation Settings 6-pak DVD series. The video clips are available in the Blackboard course.

Prepare a 750-1,000 word written or 20 minute ASL taped analysis of your findings.

Completing the Assignment

As you view the scenario interpreters, look for the following.

1. Scenario 1: Vocational Evaluation

In this scenario, the interpreter is a Deaf, certified interpreter (CDI). Prior to observing his actual interpretation, preview the interpreter bio and focus on the answers to the following questions.

- What is this interpreter's background in working in VR settings? In what type situations does he often provide interpreting within the VR setting? What unique skills does he appear to bring to the situation?

In this scenario, the VR counselor is signing, but not in a manner that is consistent with ASL. His style of signing may not be accessible to some deaf people and in this case, a Certified Deaf Interpreter is working alone with the counselor and the deaf VR client. As you watch the scenario, look for the answers to the following questions.

- What behaviors are the VR counselor using while signing that may impact the clarity of his signing? What behaviors indicate whether the VR counselor is understanding the responses of the VR client?
- What are the themes that are being addressed in this discussion? What are the primary aspects of this meeting between the counselor and client? What do you perceive to be the goal of the VR counselor? What do you perceive to be the goal of the VR client? What contributes to your perceptions of the goals?
- What controls does the interpreter use to indicate to the VR counselor when he has sufficient information or a sufficient chunk of information to interpret?
- What controls does the interpreter use to determine when and if the VR client understands the counselor's signing?
- What controls does the interpreter use to interpret the information previously conveyed by the VR counselor?
- What controls does the interpreter use to interpret comments from the consumer back to the VR counselor? When does the interpreter choose to do this and when doesn't the interpreter do this? What factors do you perceive as

impacting when the interpreter interprets the remarks of the VR client to the VR counselor and when he does not?

- During the test-taking to measure knowledge of reading skills, what does the interpreter do when the VR client looks to him for clarification? Why do you think the interpreter used this control? In the segment where the client is to indicate the degree to which they like or dislike particular activities, what control does the interpreter use to direct the VR client to indicate responses on the paper?
- How do you see the work of this interpreter differing from the work of a hearing interpreter? Why do you think these differences exist? For example, the interpreter used consecutive interpreting and reframing/rephrasing of questions to elicit intended responses. How did these examples of interpreter controls impact the work? In what way do they represent decision latitude or interpreter autonomy?

After considering the questions above, for your paper...

- Summarize what you think is effective about this interpretation and why. What do you think could be improved and why? What controls might you have used and why?
- Now review the reflections of the interpreter about the work and consider how his reflections of the process compare to yours.

-OR-

2. Scenario 2: Setting a Vocational Goal

In this scenario, an interpreting team is working together. One of the interpreters is a Deaf, certified interpreter (CDI)—Trenton Marsh, who is the same Deaf interpreter as was used in the Vocational Evaluation scenario. You have already viewed his bio. Now take a moment, prior to observing the actual interpretation, to preview the hearing interpreter's bio and focus on the answers to the following questions.

- What is this interpreter's background in working in VR settings? In what type situations does she often provide interpreting within the VR setting? What unique skills does she appear to bring to the situation?

In this scenario, the interpreting team is working collaboratively. As you watch the scenario, look for the answers to the following questions.

- Describe the logistics of the interpreting team. How might this physical arrangement impact the communication dynamic?
- What are the themes that are being addressed in this discussion? What are the primary aspects of this meeting between the counselor and client? What do you perceive to be the goal of the VR counselor? What do you perceive to be the goal of the VR client? What contributes to your perceptions of the goals?
- The hearing interpreter is using simultaneous interpreting and the Deaf interpreter is using consecutive interpreting. Why do you think these controls are being utilized? What do you see as the implication of this for the overall interpreting process and each of the participants?
- At certain times, the interpreting team uses a blended approach of both simultaneous and consecutive interpreting. This tends to happen when the VR counselor is giving an extended response or explanation. When this happens, how

does the Deaf interpreter chunk the information and interpret it for the VR client? And, when the Deaf interpreter chunks the information, what does the hearing interpreter do? Further, how does the Deaf interpreter signal the VR client as to whether there is more information to follow or not? What do you see as the impact of these controls?

- What are some of the differences in language performance you observe between the hearing interpreter and the deaf interpreter? What is the implication of this for the overall process? For the deaf VR client?
- What factors exist in the VR client's language use that may warrant the use of a Deaf interpreter? What linguistic differences exist in how the Deaf interpreter conveys the responses of the VR client versus how the VR client communicates his responses? What controls does the Deaf interpreter use to seek clarification from the VR client?

After considering the questions above, for your paper...

- Summarize what you think is effective about this interpretation and why. What do you think could be improved and why? What controls might you have used and why?
- Now review the reflections of the interpreter team about the work and consider how their reflections of the process compare to yours.

Grading

This assignment will be graded based on the attached rubric criteria basis. To move onto the next module in the program, you must successfully earn 20 of the 25 points for this assignment.

Assignment 2 Mini-Case Analysis

Description

Cases provide an excellent way to practice and apply ethical decision making. For this assignment, you will analyze several mini- cases and share your analysis with your peers.

Part 1:

Each student is responsible for developing a response to TWO of the scenarios listed below. The response should include the following information:

- The ethical issue involved
- A discussion of how to apply ethical decision making to the situation.

Part 2:

Post a scenario of your own – perhaps from your own experience that presented an ethical dilemma or role conflict. Respond to ONE scenario from another student.

Only 2 responses allowed for each scenario, so all scenarios should have 2 (at least) responses when all the postings are done.

Mini-Case Study Scenarios

1. You have worked with a client in many job preparation trainings and are now on a job interview with her. The interviewer tells her that part of her job is making coffee. She says that she is not making coffee for anyone. What do you do?
2. You work as an interpreter for an individual working in an office (i.e., a designated interpreter). When that person is not around, others often come to you expecting answers that should come from him. How would you handle this without creating a rift between him and his coworkers.
3. As a VR contract interpreter, you have been asked to interpret a dentist appointment for someone who you are told has minimal language skills. You do not feel entirely comfortable with your ability and you tell them this, but they respond that you are the only person available and that it really is a simple teeth cleaning. You do not know the consumer. What safeguards could you put in place if you decided to accept the job? If you decided not to do, how would you respond to the agency?
4. You are waiting to interpret for a final job interview. You overhear the employer say that although the applicant is talented, because he is uncomfortable with a “third party” being privy to company information he is reluctant to bring this person on. What do you do?
5. You are interpreting at a meeting between the VR counselor and the consumer. You know the consumer and recognize that he is lying to the VR counselor about his past work experiences. What do you do?
6. You are interpreting for a psychologist. The consumer is not communicating very much to the psychologist, but when you were introducing yourself to him, he was quite talkative. You are afraid that the psychologist is making assumptions about the consumer that are misguided. What do you do?
7. You are teaming in a new situation with an interpreter that works on a daily basis with a deaf employee for a day-long training. You see the interpreter has made a lot of friends

with the deaf employee's coworkers, but the deaf individual is not included when he comes into the room. You also hear the interpreter make jokes that are borderline appropriate and behave in other ways that do not reflect well on the employee. What do you do?

8. You are interpreting for a job coach who is sometimes making what seem like critical, inappropriate remarks. Afterwards, he comments to you that it was good to see the consumer took his purposefully sharp remarks in stride, that it is a good characteristic for this job setting. You realize you may have softened some of his comments in your interpretation because you were uncomfortable and did not realize what he was doing. What do you do?
9. You are hired by VR as a private practice interpreter to interpret for a job coach. The consumer expects that all the information shared should be confidential, but the VR counselor has required that you report back to him how the assignment went. Is this a conflict?
10. You have recently completed an interpreting job that involved high stakes for others. In hindsight you feel the consumer was at a disadvantage because of your interpretation. Specifically, a complex question was asked in a job interview that you were not adequately able to interpret because you were unclear about the purpose of the question, and you believe that this is a major contributor to what was a weak response for the deaf individual. How do you mediate this insight?

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 20 of the 25 points for this assignment.

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.

Rubrics

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"> 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. The response demonstrates knowledge of the field, best practices, self-awareness, and reflective analysis skills Posting is written in classic form (topic sentence, main point, supporting points and examples, conclusion), and includes referencing of external sources and resources. Grammar, spelling, and punctuation are correct. 	<ul style="list-style-type: none"> 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. Posting has an appropriate structure; and grammar, spelling, and punctuation are almost entirely accurate. 	<ul style="list-style-type: none"> Content of posting does not meet requirement(s) for reason(s) such as: <ul style="list-style-type: none"> ✓ Does not respond to the required topic ✓ Required elements are missing ✓ Point is unclear or wholly unsupported Number of grammatical, spelling, and/or punctuation errors is unacceptable for college work.
Response to another student posting	<ul style="list-style-type: none"> 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. Includes an outside resource, example, reference to relevant material, or real-life. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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!").
Tone	<ul style="list-style-type: none"> Is respectful and professional. 		<ul style="list-style-type: none"> Shows disrespect or includes inappropriate (crude) language

Rubric for Assignment 1 - Video Scenario Analysis

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
Timeliness	Late assignments will lose one grade level		
Mechanics (4 points)	<p>Response is 750-1000 words or 20 minute ASL piece.</p> <p>If written:</p> <ul style="list-style-type: none"> Response is organized with subheadings or obvious labels on each part No grammatical errors or spelling errors if written. <p>If signed:</p> <ul style="list-style-type: none"> Understandable signing, easy to see on video Presentation is organized so that viewer understands what questions/elements are being addressed. 	Response is lacking in one of the criteria.	Response is lacking in more than one of the criteria.
Quality of Content (1 scenario)			
Preparation (6 points)	The response(s) includes a brief description of the interpreter's background, experience, and specific skills.	The description demonstrates only a basic understanding of the interpreter background.	This section is minimal or missing.
Analysis of scenario (10 points)	The response demonstrates an excellent understanding of the challenges in the setting and accurately relays the content of the discussion. It also includes accurate information on the controls used by the interpreter in different situations.	The report demonstrates a basic understanding of the challenges in the setting and the content of the discussion. Some of the interpreter's use of controls is addressed, but not in sufficient detail.	The report is lacking a response to several of the questions posed and does not accurately analyze the interpreters use of controls.
Effectiveness of interpretation (5 points)	The analysis of the effectiveness of the interpretation, areas of improvement, and possible controls demonstrates a high level of understanding of the course topics.	The analysis demonstrates only basic understanding of the concepts.	The analysis is missing several items or is inaccurate in multiple areas.

Rubric for Assignment 2 – Mini Case Studies

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
Timeliness	Late assignments will lose one grade level		
Mechanics (1 point)	<ul style="list-style-type: none"> Response is organized with subheadings or obvious labels on each part No grammatical errors or spelling errors if written. 	Response does not meet any of the standards.	Response is lacking in more than one of the criteria.
Quality of Analysis (you will be analyzing 2 of the mini-cases in the Study Guide and one of the cases posted by your classmates, for a total of 3 cases).			
Identification of Ethical Issue (2 points each)	The response(s) correctly identifies and articulates the ethical issue in each scenario.	The response does not identify or articulate the issue adequately.	The response shows little or no understanding of the ethical issues involved.
Discussion of ethical decision making process (5 points each)	The response demonstrates an excellent understanding of the issue presented in the scenario, along with the way that ethical decision making can be applied to the scenario.	The response indicates a basic understanding of the issue, but demonstrates gaps in the explanation of how ethical decision making can be applied to the situation.	The response shows little or no understanding of the issues or the ethical decision making process.
Quality of Posted Scenario			
Posting of Scenario (3 points)	Scenario poses a real life situation that has ethical ramifications and provides food for thought.	The scenario shows a basic understanding of ethical situations and demands/controls.	The scenario does not really pose an ethical dilemma or situation that can be analyzed for discussion.

Unit 1 – Theoretical Constructs

Introduction

This unit provides an introduction to the theoretical constructs that guide ethical decision-making of all professional service providers, and will help the learner develop awareness of how these theoretical constructs underpin codes of professional conduct.

Objectives

The goal of this unit is to provide a foundation in the theory behind ethical decision making and its impact on codes of professional conduct.

By completion of the unit the learner will be able to:

- articulate a set of personal ethics and the values and beliefs that underwrite each;
- discuss the common values and ideals that underpin professional service provision and identify common sources of these;
- discuss the theoretical construct of Do No Harm as it applies to professional service delivery and specify examples of how it relates to the work of sign language interpreters;
- demonstrate an increased appreciation of the role of theoretical constructs underpinning the ethical frameworks that guide professions.

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 values and ideals that underpin professional service provision?
2. What are the sources of these values and ideals?
3. What are the elements of professional responsibility and duty?
4. What elements can be seen across all professions?
5. What is responsibility and how does it relate to professional duty?
6. What does the theoretical construct of Do No Harm mean?
7. How might this construct be evidenced in the work of professionals?

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 2 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.

- Homeroom
- Activity 1.1 Introductions
- Activity 1.4 Discussions
- Activity 1.6 Discussions
- Activity 1.8 Discussions
- Activity 2.4 Discussions
- Activity 3.3 Discussions
- Activity 3.5 Discussions
- Activity 4.4 Discussions
- Activity 5.3 Discussions

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?

Activity 1.2 - Unit 1 Insights & PPT

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

Insights

There are many tools for decision-making that can guide when in situations might have an ethical implication. No statement of ethical standards can anticipate all situations that have ethical implications. Therefore, overarching principles—like the principle of Do No Harm—should guide the behaviors of professionals in everyday practice.

This principle of Do No Harm is emphasized in the NAD-RID Code of Professional Conduct that states the following.

*It is the obligation of every interpreter to exercise judgment, employ critical thinking, apply the benefits of practical experience, and reflect on past actions in the practice of their profession. The guiding principles in this document represent the concepts of confidentiality, linguistic and professional competence, impartiality, professional growth and development, ethical business practices, and the rights of participants in interpreted situations to informed choice. **The driving force behind the guiding principles is the notion that the interpreter will do no harm.** When applying these principles to their conduct, interpreters remember that their choices are governed by a “reasonable interpreter” standard. This standard represents the hypothetical interpreter who is appropriately educated, informed, capable, aware of professional standards, and fair-minded.*

Professionals do not engage in activities that cause either physical or psychological damage to others. In addition to their personal actions, human services professionals are especially vigilant to assure that their practices do not: [a] hinder consumers’ opportunities to benefit from the experiences available in the environment; [b] threaten individuals’ self-worth, dignity, or safety; or [c] discriminate unjustly or illegally. Professionals are expected to understand that consumers from non-dominant cultures and groups that differ from the majority may feel harmed by attitudes and processes that are considered harmless by members of the dominant (i.e. majority) group. As a result, multicultural competence is important for professionals engaged in human service related fields.

Self-regulation and reflective practice is the most effective and preferred means of assuring compliance with this important principle. But the ability to be self-regulatory and reflective takes cultivation and ethical maturity. Let’s consider this principle of Do no harm a bit further.

Do No Harm is an ethical construct that centers professional decision-making in the concern for the well-being of others—specifically for the consumer of the professional service.

The principle can be organized into three categories for ease of use: 1) personal, 2) professional and 3) global ethics.

- 1) To adopt and follow professional ethics, an individual should be firmly grounded in **personal ethics**—often referred to as morality.

Principles of Personal Ethics often include:

- Concern for the well-being of others
- Respect for the autonomy of others
- Trustworthiness and honesty
- Willing compliance with the law
- Basic justice, being fair
- Refusing to take unfair advantage of another
- Benevolence, doing good
- Preventing harm

Recognizing the moral context of a dilemma must precede any attempt to resolve it. Otherwise, what's to resolve? These contextual issues include, but are not limited to, culture, temporality (issues beyond time), phenomenology (individual perspective), and community norms. Because of the complexity of ethical decision-making, the skill of simultaneously confronting differences in perspective and respecting the rights of persons/practitioners to hold different perspectives becomes essential.

Culture. Every culture has its own ideas about values, virtues, social and family roles, and acceptable behavior. Cultures may be grounded in ethnicity, faith, gender, generation, sexual orientation, physical ability, or geographic area to name a few. Every setting in which professionals work also has a range of cultures based on work status or location as well as a dominant culture of its own. Ethical dilemmas often arise among or between people from different cultures. Ethical decision-making suggests that the values of relevant cultures be examined when dilemmas arise and overt conversations about conflicting values take place, if necessary.

Temporality. This term suggests that an awareness of time-related issues be present. These include the duration of the problem, the urgency of its resolution, the time of the event in relationship to other events, the duration of the relationships among the people involved, and the “spirit of the times” or Zeitgeist.

Phenomenology. All persons have both cultural roots and individual attributes that shape their perspectives. Phenomenology refers to the personal and individual points of view of the persons involved in the situation. Both justice and prudence require that decision-makers do not assume anything about a person’s perspective based on cultural background until that perspective is understood in both its individual and its cultural contexts.

- 2) Individuals **acting in a professional capacity take on an additional burden of ethical responsibility.** For example, professional associations have codes of ethics that prescribe required behavior within the context of a professional practice such as medicine, law, teaching, social work, and interpreting. These written codes provide rules of conduct and standards of behavior based on the principles of Professional Ethics.

Professional codes of conduct often have common themes that can include:

- Impartiality; objectivity
- Openness; full disclosure
- Confidentiality
- Due diligence/duty of care
- Fidelity to professional responsibilities
- Avoiding real or perceived conflicts of interest

- Social responsibility—for the good of society
- 3) Global application of the Do No Harm principle extends beyond the personal and professional application to a **consideration of our obligation to the world-society-at-large**. Globalization has transformed the whole modern world beyond recognition as a result of technology, international trade, knowledge and people. It is profoundly manifested in various forms of social activity including economic, political and cultural life and has lead to widening, deepening, and spreading of worldwide inter-connectedness. However, our rapidly changing world, characterized by this intensive globalization, is filled with deep-rooted inequality and extreme cultural differences. Thus, the need for new ways of thinking and new tools for decision-making at the global level has increased.

Interpreters can benefit from a deeper understanding of the principle of Do No Harm in all three categories. One way to advance our deeper understanding is to utilize a more system-centric approach to ethical decision-making. This unit will do that within the context of the VR setting and VR professionals. This unit considers how this framework relates to and impacts the standards of practice of interpreters working in the VR setting.

Six Pillars of Character

Later in this module, we will discuss further the Six Pillars of character in more detail.



However, as we proceed through the units, you will see some of these attributes appear in the discussions. We start out this module by thinking about TRUST, the first of the six pillars.

References for additional information

Fried, J. (2003). Ethical standards and principles. In S. Komives, D. Wo-odard, & Associates (Eds.), *Student services: A handbook for the profession* (4th ed., pp. 107-127). San Francisco: Jossey-Bass.

Kitchener, K. (1985). Ethical principles and ethical decisions in student affairs. In H. Canon & R. Brown (Eds.), *Applied ethics in student services* (New Directions in Student Services, No. 30, pp.17-30). San Francisco: Jossey-Bass.

Meara, N., Schmidt, L., & Day, J. (1996). *A foundation for ethical deci-sions, policies and character*. *The Counseling Psychologist*, 24, 4-77.

Activity 1.3 Readings



- 1) Rushworth Kidder (2009). Trust: A primer on current thinking, pp. 1-10, Institute for Global Ethics, Camden, Maine and
- 2) Rushworth Kidder and Martha Bracy (2001). Moral Courage: A white paper, pp. 1-13. Institute for Global Ethics, Camden, Maine

Purpose

The purpose of these readings is to introduce contemporary perspectives on moral thinking for the purpose of broadening your appreciation of the critical thinking that is necessary to be ethically fit as a professional practitioner. Moral thinking and ethical decision-making cannot be approached as rule-learning. Instead, it requires active and critical engagement of the individual to make well-informed decisions that fall within the range of decision latitude afforded to professional practitioners.

What to Look For

As you read these articles, look for answers to the following questions. Some of these may be utilized in the 1.4 online discussion, while others are designed to help you explore the application of the content to your own context.

- What is trust and how does it differ from confidence?
- What are the common social concepts that are used to discuss trust?
- How does the concept of reciprocity impact trust? How is reciprocity approached in the general society? In the Deaf society?
- What is emotional intelligence and how does it contribute to trust?
- Why is leadership important in business? How might this benefit apply to the work of professionals in serving the interest of consumers/clients?
- What are some of the attributes of trust? How would these be manifest in the work of professionals serving the Deaf Community?
- What are three things that serve as challenges to trust-building? How might these be manifested in the work of interpreters? In other professionals who serve the Deaf Community?
- What are some possible global attributes that would likely be a part of any moral and/or professional code? How would these be manifested in the work of interpreters? In the work of other professionals who serve the Deaf Community?
- What is moral courage? Report on an example of how you have seen Moral Courage manifested in the field of sign language interpreting. In some other field of professionals serving the Deaf Community.
- How can professionals increase their professional courage individually and collectively

Activity 1.4 – Online Discussion



Online Discussion

Purpose

You have read the instructional insights for Unit 1, viewed the PPT, and read the articles. Now, it is time to reflect on these in the discussion forum. 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 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:

- What does it mean to Do No Harm as a professional? Provide an example of how this principle would be applied to the work of interpreters.
- The contextual issues surrounding a moral or ethical dilemma can include, but are not limited to, culture, temporality (issues beyond time), phenomenology (individual perspective), and community norms. Select one of these issues and discuss its application to the work of interpreters.
- What is trust and how does it differ from confidence?
- What are the common social concepts that are used to discuss trust?
- How does the concept of reciprocity impact trust? How is reciprocity approached in the general society? In the Deaf society?
- What is emotional intelligence and how does it contribute to trust?
- Why is leadership important in business? How might this benefit apply to the work of professionals in serving the interest of consumers/clients?
- What are some of the attributes of trust? How would these be manifest in the work of professionals serving the Deaf Community?
- What are three things that serve as challenges to trust-building? How might these be manifested in the work of interpreters? In other professionals who serve the Deaf Community?

- What are some possible global attributes that would likely be a part of any moral and/or professional code? How would these be manifested in the work of interpreters? In the work of other professionals who serve the Deaf Community?
- What is moral courage? Report on an example of how you have seen Moral Courage manifested in the field of sign language interpreting. In some other field of professionals serving the Deaf Community.
- How can professionals increase their professional courage individually and collectively?

Activity 1.5 Readings



The meaning of responsibility (1999), pp.47-68 in *The Responsible Self* by H. Richard Niebuhr, Westminster John Knox Press

Purpose

The purpose of this reading is to introduce a philosophical framework from which to consider what it means to be responsible and a citizen of society. It is a deep article, in that it requires concentration and attention to digest—however, it offers a rich opportunity to challenge your thinking about what motivates your “intention” as a member of the world-society, and to consider the foundation from which your moral thinking is derived. As well, it fosters a deeper appreciation of what it means to be autonomous (the controller of your actions), while also inter-dependent as “an agent among agents”. This reading serves as a nice introduction to a later reading dealing with relational autonomy.

What to Look For

The prior articles dealt with TRUST (one of the six pillars), while this article focuses on another pillar -- RESPONSIBILITY.

As you read this article, consider the following questions. Some of these may be included in the 1.6 Discussion Forum and are designed to guide your consideration of the content of the article.

- What is the difference between deontology and teleological ethics and does each ethical approach impact moral reasoning?
- What are the elements associated with the theory of responsibility? Select one of the three elements and discuss its application to the work of interpreters.
- What is social solidarity and how does it serve as an indicator of how effective we have been in acting “responsibly”?
- Discuss how a moral life is a responsible life and how this idea might be manifested in the work of interpreters.
- From the perspective of an interpreter, consider the following and respond. “To whom or what am I responsible and in what community of interaction am I myself?”

Activity 1.6 – Online Discussion



Online Discussion

Purpose

You have read the instructional insights for Unit 1, viewed the PPT, and read the articles. 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:

- What is the difference between deontology and teleological ethics and does each ethical approach impact moral reasoning?
- What are the elements associated with the theory of responsibility? Select one of the three elements and discuss its application to the work of interpreters.
- What is social solidarity and how does it serve as an indicator of how effective we have been in acting “responsibly”?
- Discuss how a moral life is a responsible life and how this idea might be manifested in the work of interpreters.
- From the perspective of an interpreter, consider the following and respond. “To whom or what am I responsible and in what community of interaction am I myself?”

Activity 1.7 – Web Research



Research codes of professional conduct

Teachers: <http://www.aeteachers.org/index.php/about-us/aae-code-of-ethics>

Social Workers: <https://www.socialworkers.org/pubs/code/default.asp>

Nurses: <http://www.nursingworld.org/codeofethics>

Therapists: <http://www.goodtherapy.org/ethics-therapy.html> (codes for several types of therapists available)

Engineers: <http://www.nspe.org/Ethics/CodeofEthics/index.html>

Accountants:

<http://www.aicpa.org/RESEARCH/STANDARDS/CODEOFCONDUCT/Pages/default.aspx>

(Links available in Blackboard)

Purpose

This activity will help you become familiar with codes of professional conduct and the similarities and differences in different codes. You will also gain perspective on the principles which guide all profession and explore the similarities and differences with the code of professional conduct for interpreters.

What to Look for

You are to review at least three different codes of ethics from the list of links available—reviewing all of the codes is encouraged. As part of the exploration of codes of professional conduct of other professions, look for the common themes, values and beliefs that emerge in each. Here are some questions that will guide your investigation.

- As you view Codes of Ethics from different professions, what similarities and differences did you notice? Are there common themes that appear in all the codes? What conclusions can you draw from this?
- Summarize at least three of the basic tenets that guide the related professional codes that you reviewed. How do these relate to the work of interpreters?
- Consider the similarities and differences between those codes associated with professions that provide direct service to humans (like teachers and nurses) to those that provide indirect service to humans (like engineers and accountants). What qualities are more prevalent in the human-centered professions that are not as prevalent in the others?
- As you consider the various codes, what do you notice about the way they are organized? In addition to the actual tenets that the professional is to follow, what other kinds of information is included in the document? What purpose do you think the other information serves?
 - Review a copy of the code of professional conduct for interpreters. How does it relate and differ from the professional codes you explored? How is the overarching principle of Do No Harm represented in each?

Activity 1.8 – Online Discussion



Online Discussion for Activity 1.7

Purpose

You have completed activities 1.5 and will now 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. 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 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:

- As you viewed Codes of Ethics from different professions and Interpreting, what similarities and differences did you notice? Are there common themes that appear in all the codes? What conclusions can you draw from this?
- Select one of the codes you reviewed and summarize at least three of the basic tenets that guide the related profession. How do these relate to the work of interpreters?
- As you consider the various codes you viewed, what did you notice about they way they are organized? In addition to the actual tenets that the professional is to follow, what other kinds of information was included in the document? What purpose do you think the other information serves? Provide at least two examples to support your observations.
- Select two of the codes you reviewed and discuss the overarching responsibility of the associated professionals. Do you think the codes are written from a deontology and teleological ethical framework? Provide at least two examples to support your observations.
- Which of the codes you reviewed do you think is the most effective in guiding professional behavior? Why? Provide at least three examples to support your observations.

Unit 2 – Ethical Standards and Practices

Driving the Work of VR Counselors

Introduction

Students will gain knowledge of VR ethical standards and best practices and how they affect the work of the State VR counselors.

Objectives

The learner will be able to:

- Discuss the chain of authority associated with decisions made by VR counselors
- Discuss the guiding principles associated with the code of professional conduct of rehabilitation counselors
- Identify differences and similarities in the codes of professional conduct of VR counselors and interpreters

Key Questions

1. How does the chain of authority in VR effect decisions made by VR counselors and customers?
2. How might State financial policies effect decisions made by VR counselors?
3. How do imposed time limits built into the VR process effect appointment setting, customer follow through, and the need for more interpreter use at the beginning of a case?
4. The appeals process can negatively and positively affect the VR counselor/customer relationship. How might the role of the interpreter change during an appeal?
5. State VR policies are interpretations of RSA regulations. Why would it be helpful for interpreters to have knowledge of RSA regulations, State policies and allowed best practices, as well as perceptions from the Deaf Community about VR services?
6. How might interpreting for a Commission on Rehabilitation Counselor Certification (CRCC) certified rehabilitation counselor appear different than interpreting for a non-certified counselor?

Terms and Vocabulary

- NALPC: necessary, appropriate and least possible cost
- Least possible cost (means that for a particular item, the vendor who has the best price on an item will be used, not that only the cheapest item can be bought. Therefore, the term would not be interpreted “cheapest”.)
- Procurement
- Fiscal policy
 - Arbitration, mediation, and appeals

Activity 2.1 - Unit Insights

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

Insights

Rehabilitation Counseling

Rehabilitation counseling is focused on helping people with disabilities achieve their personal, career, and independent living goals through a counseling relationship and process.

Rehabilitation counselors can be found in private practice, in rehabilitation services offices/facilities, hospitals, schools, universities, government agencies, insurance companies and other organizations where people are being treated for congenital or acquired disabilities. While most rehabilitation counselors are focused on vocational services, in some states they qualify as both a Certified Rehabilitation Counselor (CRC) and a Licensed Professional Counselor (LPC), enabling them to focus on psychotherapy.

Over time, the changes in social work being more psychotherapy-oriented, rehabilitation counselors take on more and more community engagement work, especially as it relates to special populations.

Historically, rehabilitation counselors primarily served working-age adults with disabilities. Today, the need for rehabilitation counseling services extends to persons of all age groups who have disabilities. Rehabilitation counselors also may provide general and specialized counseling to people with disabilities in public human service programs and/or private practice settings.

Initially, rehabilitation professions were recruited from a variety of human service disciplines, including public health nursing, social work, and school counseling. Although educational programs began to appear in the 1940's, it was not until the availability of federal funding for rehabilitation programs in 1954 that the profession began to grow and establish its own identity.

Education and Training

Though no specific undergraduate degree is required, the majority of rehabilitation counseling graduate students have undergraduate degrees in rehabilitation services, psychology, sociology, or other human services-related fields. As a masters degree is required as the minimum, rehabilitation counselors are trained at the graduate level, with most earning a masters degree and a few continuing on to the doctoral level.

The Council on Rehabilitation Education (CORE) accredits qualifying institutions, though not all programs meet accreditation requirements, prohibiting some graduates from professional certification/licensure.

Rehabilitation counselors are trained in the following areas:

- Individual and group counseling
- Employment and occupational choices
- Job development and placement
- Case and caseload management
- Medical and psychosocial information
- Problems and community engagement of special populations
- Evaluation and assessment
- Research utilization

Accredited rehabilitation counselor education programs typically provide 60 credit hours of academic and field-based clinical training. Clinical training consists of at least a semester of practicum and a minimum of 600 hours of supervised internship experience. Such placements are available in a variety of community, state, federal, and private rehabilitation-related programs.

Professional Certification/Licensure

The Commission on Rehabilitation Counselor Certification (CRCC) grants certification to counselors who meet educational requirements and have passed an examination indicating that they possess the competency and skill to become a Certified Rehabilitation Counselor. A masters degree is required to obtain certification. Certification is not mandated by any state or federal laws, however, eligibility to sit for the certification exam is mandated by federal law for those wishing to work for state vocational rehabilitation services systems.

Social Relevancy

Though rehabilitation counselors are adept at understanding medical issues surrounding disabilities, they are trained in the social model of disability which identifies systemic barriers, negative attitudes and exclusion by society (purposely or inadvertently) as the main contributory factors in disabling people. Rehabilitation counselors are often advocates in the community for people with disabilities inside and outside of the workplace, with most doing some kind of community engagement. As a good portion of counselors have disabilities themselves, the counseling process often emphasizes self-advocacy skills. Rehabilitation counselors can be found in the leadership of many prominent organizations that support human rights for people with disabilities such as the American Coalition of Citizens with Disabilities and the National Black Deaf Advocates.

State Vocational Rehabilitation Programs

The predominant need for rehabilitation counselors is within federal/state funded vocational rehabilitation programs. While the Veterans Benefits Administration has its own vocational rehab program, the rest of the federal/state vocational rehab (VR) programs are funded and regulated by the Rehabilitation Services Administration (RSA), a division of the U. S. Department of Education.

As discussed in Module 1: VR as a System, each state VR agency has a State Plan, which spells out a range of policies, procedures and practices that must be employed in meeting the needs of VR clients. These are influenced by RSA regulations, state policy, administrative, and supervisory/lead counselor expectations—impacting who can be served, eligibility standards and processes, steps that must be taken in serving individuals, what services can be funded, what level of funding is available, among many others. As well, these policies, procedures and practices must be employed when VR counselors make decisions—they must follow the established chain of command. So, decisions made by VR counselors are not arbitrary—they are dependent on the system in which they work and influenced by a range of factors.

The VR client is often unaware of the parameters impacting the authority and decision-making latitude of VR counselors, nor do they appreciate that the policies, procedures and practices can rarely be compromised. This can create conflict and tension in the counseling relationship. Interpreters working in this setting can benefit from understanding the policies, procedures and practices (discussed thoroughly in Module 1: VR as a System), and the implications for the counseling relationship so they are better prepared for some of the dilemmas that may arise when interpreting.

Scope of Practice

To summarize, vocational rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the achieve their personal, career, and independent living goals. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- Assessment and appraisal
- Diagnosis and treatment planning
- Career (vocational) counseling
- Individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability
- Case management, referral, and service coordination
 - Program evaluation and research
- Interventions to remove environmental, employment, and attitudinal barriers
- Consultation services among multiple parties and regulatory systems
- Job analysis, job development, and placement services, including assistance with employment and job accommodations
- Provision of consultation about and access to rehabilitation technology

There are also ethical standards of practice that guide the actions and behavior of vocational rehabilitation counselors. Later in this module, you will investigate the code of ethics associated with rehabilitation counseling. There are set of underlying values that impacting the scope of practice and the related ethical standards of practice.

- Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
 - interdisciplinary teamwork,
 - counseling to assist in maintaining a holistic perspective, and
 - a commitment to considering individuals within the context of their family systems and communities.
- Recognition of the importance of focusing on the assets of the person.
- Commitment to models of service delivery that emphasize integrated, comprehensive services that are mutually planned by both the consumer and the rehabilitation counselor.

Selected Definitions

The following definitions are provided to increase the understanding of certain key terms and concepts used by VR counselors in approaching their scope of work. These are important terms for interpreters to know and understand as they help to frame the conceptual framework from which VR counselors function.

- **Appraisal:** Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.
- **Diagnosis and Treatment Planning:** Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.
- **Counseling Treatment Intervention:** The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.
- **Referral:** Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.
- **Case Management:** A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems.
- **Program Evaluation:** The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.
- **Research:** A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.
- **Consultation:** The application of scientific principles and procedures in counseling and human development to provide assistance in understanding and solving current or potential problems that an individual may have in relation to a third party, be it an individual, group, or organization.

Activity 2.2 Web Exploration



Web Resources

- <http://www.crccertification.com>

Purpose

The purpose of this activity is to become familiar with the certification process for VR Counselors and the key components of the CRC Code of Ethics. This will help you gain perspective on the role of the VR counselor and compare it to your role as an interpreter and the code of conduct that you follow. It also serves as an opportunity for you to consider ways in which you can best support the goals of the VR counselor when working collaboratively with a VR client.

What to Look For

As you explore the certification process of rehabilitation counselors and the ethical standards that guide their decision-making, look for answers to the following questions.

- As you review this Code of Ethics for Rehab Counselors in relationship to those you reviewed as part of activity 1.7, what similarities and differences did you notice? Are there common themes that appear across all the codes? What conclusions can you draw from this?
- Summarize at least three of the basic tenets that guide the ethical framework of Rehab Counselors. How do these relate to the work of interpreters?
- As you consider the code of Rehab Counselors, what did you notice about the way it is organized? In addition to the actual tenets that the professional is to follow, what other kinds of information is included in the document? What purpose do you think the other information serves? Provide at least two examples to support your observations.
- Discuss the overarching responsibility of the Rehab Counselor as a professional. Do you think the code is written from a deontology and teleological ethical framework? Provide at least two examples to support your observations.
- Which aspects of this code do you think is the most effective in guiding professional behavior? Why? Provide at least three examples to support your observations.
- How do you see the code of ethics for Rehab Counselors impacting the work of interpreters? How might a mutual understanding of ethical roles and responsibilities foster a better understanding between the counselor and interpreter?

Activity 2.3 Video Interviews



- VR counselor (hearing)
- VR counselor (deaf)

Purpose

There are two video presentations by VR counselors who work with Deaf and DeafBlind clients. They discuss the nature of their work as counselors, the aspects of their work that are most challenging, and the ethical standards that guide their work. The purpose is for you to receive first hand accounts of the experiences impacting the work of VR counselors and the expectations impacting their decision-making and decision-latitude. Students will become knowledgeable about and appreciate how ethical standards and actual practices interface in the day-to-day practice of VR professionals.

What to Look For

As you view each presentation, look for responses to the following questions. As you reflect on the answers, consider the implication of each for your work as an interpreter. Give thought to what unique issues may surface in your work as an interpreter in VR settings, as well as those issues which have surfaced in your work in other settings.

- How long has each individual worked as a VR counselor?
- What is their training and academic background?
- What aspects of their work do they find most enjoyable? Why? Least enjoyable? Why?
- What are the key aspects of the work of a VR counselor?
- What unique challenges exist in working with the Deaf and DeafBlind population?
- What are the key principles that frame the ethical standards of practice of VR counselors?
- What is an example of an ethical dilemma faced by a VR counselor? How might such a dilemma be handled?
- What degree of decision latitude is available to a VR counselor in making ethical decisions? If in question, with whom might a VR counselor consult for guidance?

Activity 2.4 Online Discussion



Online Discussion

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 two (2) of the following questions and engage in discussion with your peers.

NOTE: *Although you are only required to post substantive, original responses to two 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.

Required – Choose at least two of the following:

- Discuss the social relevancy of rehabilitation counselors. How does the contribution of this professional group within the broader community parallel or differ from that of interpreters?
- What are four of aspects associated with the Scope of Practice of Rehabilitation Counselors? After identifying four, select one and elaborate on it. As well, identify four aspects associated with the Scope of Practice of sign language interpreters. Are there any commonalities?
- How do the academic qualifications and certification of Rehabilitation Counselors and sign language interpreters compare and differ? Provide at least two examples of each.
- What are two of the underlying values that serve as a foundation for the Code of Ethics of Rehabilitation Counselors? What are two underlying values of the Code of Professional Conduct that sign language interpreters follow? Compare and/or contrast the values of each.
- As you consider the code of Rehab Counselors, what did you notice about they way it is organized? In addition to the actual tenets that the professional is to follow, what other kinds of information is included in the document? What purpose do you think the other information serves? Provide at least two examples to support your observations.
- Discuss the overarching responsibility of the Rehab Counselor as a professional. Do you think the code is written from a deontology and teleological ethical framework? Provide at least two examples to support your observations.

- How do you see the code of ethics for Rehab Counselors impacting the work of interpreters? How might a mutual understanding of ethical roles and responsibilities foster a better understanding between the counselor and interpreter?
- What is an example of an ethical dilemma faced by a VR counselor? How might such a dilemma be handled? What degree of decision latitude is available to a VR counselor in making ethical decisions? If in question, with whom might a VR counselor consult for guidance?

Activity 2.5 Quiz



Unit 1 and 2 Quiz

Purpose

The quiz will give you a chance to review and check your learning from Units 1 and 2.

You can access the Quiz in the Assignments area in Blackboard.

Unit 3 - Current Theories about the Role of Sign Language Interpreters

Introduction

The purpose of this unit of learning is for the learner to

- 1) consider current theories and conceptualizations of the role of an interpreter, and
- 2) investigate the implication of current theories on their own conceptualization of their role and responsibility as an interpreter.

Objectives

The learner will be able to:

- Articulate an understanding of current theories about the role of interpreters
- Identify and discuss the implications of paradigm shifts in the perception and implementation of the interpreter role from the perspective of the practitioner and consumers
- Discuss strategies and techniques associated with establishing interpreter presence and exercising voice as an interpreter

Key Questions

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

1. Where do our conceptualizations of the role and responsibility of an interpreter come from?
2. Why is the role and responsibility of an interpreter under continuing study and evolution?
3. How does academic research impact the day-to-day work of practitioners?
4. How do paradigm shifts in our application of role and responsibility occur?
5. How do we engage our peers and consumers in a discussion and increased understanding of shifting paradigms?

Activity 3.1- Unit Insights



Insights and associated PPT presentations

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

Insights

NOTE: The following insights are adapted from an article entitled *The Interpreting Role in Medical Settings—Conduit or co-participant: A discussion of interpreting models* written by J. Moore and L. Swabey, CATIE Center, College of St. Catherine on behalf of the National Consortium of Interpreter Education Centers (NCIEC). The article can be in its entirety at <http://www.medicalinterpreting.org/Interpreting/ProfDevelopment/Resources/LitReview/role.html>.

While much has been written on models of interpreting, perspectives on this subject have evolved with the growth of the profession. Research and practice have redefined traditional interpreting roles in the interests of producing more effective communication.

In Metzger's *Sign Language Interpreting: Deconstructing the Myth of Neutrality* (1999). Metzger introduced her research with this statement: "In discussions of the issue of interpreter neutrality, the anecdotes that interpreters and lay people share suggest that the traditional perception of the interpreter's role as a neutral conduit of language is at odds with people's real-life experiences" (p. 1). Her study found that interpreters sometimes initiated statements on their own. These included "source attributions," i.e., indicating who was talking, repetitions, requests for clarification, dealing with interference, and calling for the attention of one of the parties (pp. 114-122). Her findings were similar to those in Roy's (1989 & 1993, as cited in Metzger, 1999) analysis of interpreted dialogue: Interpreters participate in the discourse by regulating turns, and by altering discourse to accomplish participants' goals.

Studies on spoken language interpreting have found similar results. Wadensjo (1992) studied medical interviews interpreted by spoken language interpreters and categorized their performances as "relaying," i.e., conveying what the parties intended to say, and "coordinating" (pp. 18-19). Coordinating functions include asking for clarification, prompting a response or turn from one of the parties, explaining what one party means, or explaining that one party doesn't understand the other. Angelelli (2003) proposed the term "visible co-participant" to describe the interpreter's role, in contrast with the invisible, completely neutral role traditionally ascribed to interpreters and still commonly promoted in professional organizations of interpreters and in interpreter education (pp. 3-26).

In her book, *Medical Interpreting and Cross-Cultural Communication*, Angelelli (2004) discussed her findings that the interpreters both saw and conducted themselves as "co-constructors to the interaction," rather than as invisible interpreters (p. 7). The interpreters actively managed issues of power and solidarity, and the asymmetrical relations between speakers of dominant and less dominant languages. She described the interpreter's role as "opaque co-participant" rather than "transparent language modem" (p. 11). She pointed out that interpreters accomplish this by means of "text ownership," i.e., saying something not originated by one of the parties to the encounter, in response to social factors such as the patient's ethnicity, level of education, or socio-economic status (p. 76). She proposed a continuum of interpreter visibility that ranges from low to high, with a corresponding impact

on the medical or personal information involved. Interpreters in this study used a variety of metaphors to describe their roles as they saw them: bridge, detective, diamond connoisseur, and miner, the last three referring to their perception of the need to locate relevant information amid an extended response to a health care provider's question (pp. 130-131). Wadensjo's (1992), Metzger's (1999), Roy's and Angelelli's research all showed that an interpreted conversation is necessarily "triadic," i.e., the interpreter is an active participant in a three-party conversation (p. 4).

Dysart-Gale (2007) pointed out that the view of interpreters as conduits is based on the "transmission model of communication" (p. 240). The author suggested that a more appropriate model is the "semiotic model," which envisions meaning evolving through the collaboration of the participants. Writing about spoken language interpreters, Dysart-Gale proposed additional roles: clarifier, cultural broker, and patient advocate (p. 239). As clarifier, the interpreter might add information when a cultural difference renders the message unclear. An interpreter acting as cultural broker would provide a cultural framework that allows the receiver to understand the message, and an interpreter in an advocate role might act on behalf of the patient outside of the medical interview, with the goal of promoting quality of care as well as quality of communication. Dysart-Gale added that "role expansion" is controversial, and that some fear it is tantamount to "practicing medicine without a license" (p. 240).

Araujo-Lane and Phillips mentioned that interpreters run the risk of blurring the boundaries of interpreting (p. 171). They suggested that interpreters need to explore the concepts of impartiality and transparency and find a "professional center," which allows them to be accurate and ethical while being transparent and aware of "a complex dynamic that involves understanding themselves, the patient's culture" and the system within which they are working (pp. 167-173). According to Solomon (1997), to achieve transparency interpreters must explain to the event participants the difficulties they encounter in translating a concept, and negotiate ways in which it might be adapted to make it understandable (p. 91).

Metzger (1999) recommended that a similar strategy be used with Deaf consumers. Arguing that one issue is the differing schema between service providers and Deaf individuals, she suggested that interpreters should provide information about the interpreted interview to both parties so that all have a similar schema (p. 197). Interpreters need to recognize that, although they cannot include their own opinions and ideas in their interpretations, they cannot as humans be entirely impartial either. In the field of sign language interpreting, a well-known article by Charlotte Baker-Shenk (1991) entitled "The Interpreter: Machine, Advocate or Ally?" reminds interpreters that they cannot be completely neutral. They must be aware of the impact of the choices they make, and make responsible decisions (p. 120ff).

Often, the difficulties interpreters are responding to when they deviate from the neutral role have to do with conflicting expectations or with cultural differences between the Deaf and non-deaf participants. A common example, familiar to ASL-English medical interpreters, is the cultural difference between a provider who expects a brief answer to a question about the current illness and a patient whose culture requires that an explanation of the present circumstances be rooted in past events. Spanish speakers, like ASL users, often respond with narratives rather than one-word answers (Sanheim, 2003, p. 35). Mediating culture and world-view are challenges both spoken and sign language interpreters face.

In both sign and spoken language interpreting, professional standards provide a critical foundation for effective interpreter practice. The goal of the standards is to facilitate communication, promote accurate interpreting, support the consumer-service provider relationship, establish procedures for mediation during the interpreted encounter,

overcome barriers to understanding, and promote ethical behavior. The NAD-RID code allows the interpreter to “judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers’ rights” (Professionalism; Illustrative Behavior, 2.6).

To create rapport with VR personnel and consumers in a collaborative manner, interpreters must develop the ability to express their observations and recommendations in a clear, concise, logical and professional manner. One mechanism for doing this is the Demand-Control Schema developed by Robyn Dean and Robert Pollard. Their work on this schema is the focus of much of this unit.

What is the Demand Control Schema for Interpreting (DC-S)?: Summary of the Work of Dean and Pollard

Dean and Pollard (2001) adapted the demand control concept from occupational research conducted by Robert Karasek (1979) and Törres Theorell (Karasek & Theorell, 1990). Karasek and Theorell recognized that occupational stress and illness, or work satisfaction and effectiveness, arise from an interactive dynamic between the challenges (demands) presented by work tasks in relation to the resources (controls or decision latitude) that workers bring to bear in response to job demands. This interactive view of work challenges and worker resources was a rejection of more static views of occupational stress as a function of specific job types. For example, while the occupations of firefighter, teacher, or physician are commonly viewed as high-stress, occupational research such as Karasek's documented that such professions were not associated with high rates of stress-related illness if workers had adequate resources (e.g., education, experience, equipment and materials, emotional support, and flexibility in decision-making) to perform well in light of job demands. In contrast, when workers were least able to respond to high-demand job situations, (i.e., when they had few controls), stress-related illnesses were at their highest levels.

Dean and Pollard (2001) used the framework of D-C theory to examine the nature of demands and controls in the interpreting profession specifically. They defined four categories of job demands that act upon interpreters: environmental demands, interpersonal demands, paralinguistic demands (formerly referred to as linguistic demands), and intrapersonal demands. Environmental demands are interpreting challenges or success requirements that pertain to the assignment setting (e.g., the need to understand consumers' occupational roles and specialized terminology specific to a given setting or tolerance of space limitations, odors, extreme temperatures, or adverse weather). Interpersonal demands are interpreting challenges or success requirements that pertain to the interaction of the consumers (e.g., the need to understand and mediate cultural differences, power differences and dynamics, differences in fund of information (Pollard, 1998), or the unique perceptions, preconceptions, and interactional goals of the consumers.) Paralinguistic demands are interpreting challenges or success requirements that pertain to overt aspects of the expressive communication of deaf and hearing consumers, i.e., the clarity of the –raw material” the interpreter sees and hears. Examples of paralinguistic demands are when a hearing individual has a heavy accent or is mumbling or when a deaf individual is signing lazily, lying down, or has an object in his or her hands. Finally, intrapersonal demands are interpreting challenges or success requirements that pertain to the internal physiological or psychological state of the interpreter (e.g., the need to tolerate hunger, pain, fatigue, or distracting thoughts or feelings).

In Dean and Pollard's D-C schema, controls are skills, decisions, or other resources that an interpreter may bring to bear in response to the demands presented by a given work

assignment. Controls for interpreters may include education, experience, preparation for an assignment, behavioral actions or interventions, particular translation decisions, (e.g., specific word or sign choices or explanatory comments to consumers), encouraging –self-talk,” or the simple yet powerful act of consciously acknowledging the presence and significance of a given demand and the impact it is having on an interpreting assignment. As adapted from Karasek's D-C theory, the term controls refers to a broad array of worker characteristics, abilities, judgments, and actions that contribute to effective work.

As we use the term, it is a noun, not a verb, and is preferably stated as control options. The term does not refer to –taking control,” –having control,” or "being in control" over demands that may arise. Control options may or may not be effective in meeting demands. In fact, the analysis of the effectiveness and consequences of how one chooses to respond (or not respond) to a given demand is the fundamental manner in which the D-C schema is applied during teaching, supervision, or self-analysis of interpreting work. Dean and Pollard define three temporal opportunities where controls may be employed: pre-assignment controls (e.g., education, language fluency, and assignment preparation), assignment controls (i.e., behavioral and translation decisions made during the assignment itself), and post-assignment controls (e.g., follow-up behaviors and continuing education). When engaging in a D-C work analysis, recognition of a given demand sparks consideration and critique of control options that might be employed during each of these three time periods.

References:

- Angelelli, C. (2003). The visible co-participant: The interpreter's role in doctor-patient encounters. In M. Metzger, S. Collins, V. Dively, & R. Shaw (Eds.), *From topic boundaries to omission: New research on interpretation* (pp. 3-26). Washington, DC: Gallaudet University Press.
- Angelelli, C. (2004). *Medical interpreting and cross-cultural communication*. Cambridge: Cambridge University Press.
- Angelelli, C. (2006). Designing curriculum for health care interpreting education: A principles approach. In C. B. Roy (Ed.), *New approaches to interpreter education* (pp. 23-45). Washington, DC: Gallaudet University Press.
- Dean, R. K., et al. (2003,). Training medically qualified interpreters. *RID Views*, 20, 2.
- Dean, R. K., & Pollard, R. Q. (2005). Consumers and service effectiveness in interpreting work: A practice profession perspective. In M. Marschark (Ed.), *Interpreting and interpreter education* (pp. 259-282). New York: Oxford University Press.
- Metzger, M. (1999). *Sign language interpreting: Deconstructing the myth of neutrality*. Washington, DC: Gallaudet University Press.
- Metzger, M., Collins, S., Dively, V., & Shaw, R. (Eds.). (2003). *From topic boundaries to omission: New research on interpretation*. Washington, DC: Gallaudet University Press.
- Metzger, M. (2005). Interpreted discourse. In C. B. Roy (Ed.), *Advances in teaching sign language interpreters* (pp. 100-122). Washington, DC: Gallaudet University Press.
- Mindess, A. (1999). *Reading between the signs: Intercultural communication for sign language interpreters*. Yarmouth, ME: Intercultural Press.
- Napier, J., et al. (2006). *Sign language interpreting: Theory and practice in Australia and New Zealand*. Sydney, Australia: The Federation Press.
- Roy, C. B. (2005). *Advances in teaching sign language interpreters*. Washington, DC: Gallaudet University Press.
- What is the Demand Control Schema for Interpreting?* taken from the Deaf Wellness Center, University of Rochester website @ <http://www.urmc.rochester.edu/deaf-wellness-center/demand-control-schema/overview.cfm>. Retrieved September 5, 2013.

Activity 3.2- Readings



- 1) Robyn Dean and Robert Pollard (2001). Application of Demand-Control Theory to Sign Language Interpreting: Implications for Stress and Interpreter Training, *Journal of Deaf Studies and Deaf Education*, 6:1 Winter 2001.
- 2) Robyn Dean and Robert Pollard (2004). A Practice Profession Model of Ethical Reasoning, in *RID Views* (October, 2004).

Purpose

These two articles provide an overview of the conceptual framework for the application of Demand-Control Schema (DC-S) to the work of sign language interpreters. The purpose of the articles is to introduce the reader to the framework and terminology associated with the schema as a foundation for application in later activities.

What to Look for

As you read these two articles, look for responses to the following questions. As well, consider how the content of the articles fits with your understanding of current theories of interpreting and how the logic and organization of the schema fits your own experience as an interpreter.

- What is Karasek's theory about the source of occupational stress and illness, or work satisfaction and effectiveness arise?
- What are the four categories of demands that act upon interpreters?
- How are controls defined? What are some examples of controls that might be employed by interpreters? What are the temporal opportunities in which controls might be employed?
- What is a practice profession? How does it differ from a technical profession?
- What is problematic about the "it depends" approach to discussing ethical decision-making by sign language interpreters?
- How is decision-making by interpreters impacted by trial and error and weighing the implications and consequences associated with decisions?
- What is the continuum of ethical decision-making and actions that move between conservative to liberal choices/controls?
- How would a practitioner know that their actions fall outside the ethical and effective area of the continuum of acceptable controls?

Activity 3.3 Online Discussion



Online Discussion

Purpose

You have completed activities 3.1 and 3.2 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 two (2) of the following questions and engage in discussion with your peers.

NOTE: *Although you are only required to post substantive, original responses to two 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 two of the following:

- What is Karasek's theory about the source of occupational stress and illness, or work satisfaction and effectiveness arise? Does this fit with your experience as an interpreter? Why or why not?
- What are the four categories of demands that act upon interpreters? Select one of the categories and expand on what it includes. Provide several examples of demands that would fit into the category and are based on your personal experience.
- How are controls defined? What are some examples of controls that might be employed by interpreters? What are the temporal opportunities in which controls might be employed? Provide an example that fits into each.
- What is a practice profession? How does it differ from a technical profession? Provide examples of both.
- What is problematic about the "it depends" approach to discussing ethical decision-making by sign language interpreters? How is decision-making by interpreters impacted by trial and error and weighing the implications and consequences associated with decisions?
- Describe the continuum of ethical decision-making and actions that move between conservative to liberal choices/controls. Identify a demand within the context of an interpreting event and discuss possible conservative and liberal controls that could be employed. Select one of each and discuss the possible consequences (both positive and negative) that could result.
- How would a practitioner know that their actions fall outside the ethical and effective area of the continuum of acceptable controls? Provide examples.

Activity 3.4- Readings



- 1) Robyn Dean and Robert Pollard (2011). Context-based Ethical Reasoning in Interpreting: A demand control perspectives, pp. 155-182 in *The Interpreter and Translator Trainer 5 (1)*.
- 2) 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.

Purpose

These two readings further the foundation upon which current theories of the role of an interpreter can be situated. As your foundation in current theories expands, so are the options available to you as you engage in role conception, definition and application.

What to Look for

As you read these two articles, look for responses to the following questions. As well, consider how the content of the articles expands your appreciation of how the field and you as an individual practitioner conceive, define and apply your role as an interpreter.

- What are some of the relevant contextual factors that must be considered when engage in ethical interpreting practice?
- How do practice professions typically approach ethical reasoning and why? What is the consequence of practitioners not having a critical reasoning framework from which to operate during decision-making?
- What is meant by the statement that, “Practice decisions are ethical decisions”? How does the definitive ethic or responsibility to “do no harm” apply to the work of sign language interpreters?
- In what way is the question, “What would happen if I were not here?” by an interpreter a blatant manifestation of the abdication of responsibility? What is the danger of interpreters approaching role definition without attention to their responsibility?
- In what way does the “invisibility” ideal lead many interpreters to default to a “do nothing” stance? How can such a stance actually cause a dilemma to escalate to a serious level?
- How do main and concurrent demands differ? How do main demands and concurrent demands result in a constellation of demands?
- Why do interpreters struggle with the distinction between interpersonal and intrapersonal demands? Why is it important for interpreters to increase their understanding of their own internal physical and psychic landscape?
- What is professional autonomy and how is it derived? In what way is the autonomy of professionals relational?

- What are the differences between internal and external factors that impact relational autonomy? What are examples of how each is manifested in the work of sign language interpreters?
- What is a system-centric approach to the work of interpreters? How does such an approach shift the way in which interpreters think and approach decision-making?
- What is the implication of imbalance in the autonomy expressed by participants in an interpreted interaction? How does the lack of autonomy on the part of the deaf consumer impact the way in which an interpreter is likely to express his or her autonomy?
- What pre-conditions impact most interpreted events? How do these pre-conditions influence the degree of autonomy expressed by an interpreter? What is the implication of not having a factual understanding of the preconditions impacting the degree of autonomy that an interpreter can express?
- What curricular elements of an interpreter education program promote the acquisition of high autonomy behaviors? What is the role of supervised induction as a part of interpreters acquisition of relational autonomy?

Activity 3.5 Online Discussion



Online Discussion

Purpose

You have completed activities 3.4 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 two (2) of the following questions and engage in discussion with your peers.

NOTE: *Although you are only required to post substantive, original responses to two 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 two of the following:

- How do practice professions typically approach ethical reasoning and why? What is the consequence of practitioners not having a critical reasoning framework from which to operate during decision-making?
- What is meant by the statement that, “Practice decisions are ethical decisions”? How does the definitive ethic or responsibility to “do no harm” apply to the work of sign language interpreters?
- In what way is the question, “What would happen if I were not here?” by an interpreter a blatant manifestation of the abdication of responsibility? What is the danger of interpreters approaching role definition without attention to their responsibility?
- How do main and concurrent demands differ? How do main demands and concurrent demands result in a constellation of demands?
- Why do interpreters struggle with the distinction between interpersonal and intrapersonal demands? Why is it important for interpreters to increase their understanding of their own internal physical and psychic landscape?
- What is professional autonomy and how is it derived? In what way is the autonomy of professionals relational?
- What are the differences between internal and external factors that impact relational autonomy? What are examples of how each is manifested in the work of sign language interpreters?

- What is a system-centric approach to the work of interpreters? How does such an approach shift the way in which interpreters think and approach decision-making?
- What is the implication of imbalance in the autonomy expressed by participants in an interpreted interaction? How does the lack of autonomy on the part of the deaf consumer impact the way in which an interpreter is likely to express his or her autonomy?
- What pre-conditions impact most interpreted events? How do these pre-conditions influence the degree of autonomy expressed by an interpreter? What is the implication of not having a factual understanding of the preconditions impacting the degree of autonomy that an interpreter can express?
- What curricular elements of an interpreter education program promote the acquisition of high autonomy behaviors? What is the role of supervised induction as a part of interpreters acquisition of relational autonomy?

Activity 3.6 View DVD



From the NCIEC Interpreting in Vocational Rehabilitation Settings 6-pak DVD series

Clips to be analyzed for Assignment 2

Purpose

In this activity, you will view a DVD of two interpreted scenarios to isolate and discuss how the interpreter established a presence and applied their autonomy during the interpreting process, the effectiveness of the strategies used, and how the interpreted scenario might be improved.

This will be the foundation for your next assignment.

What to Look For

These two scenarios are taken from the Interpreting in Vocational Rehabilitation Settings 6-pak DVD series. [The video clips are available in the Blackboard course.](#)

As you view the scenario interpreters, look for the following.

Vocational Evaluation Scenario

In this scenario, the interpreter is a Deaf, certified interpreter (CDI). Prior to observing his actual interpretation, preview the interpreter bio and focus on the answers to the following questions.

- What is this interpreter's background in working in VR settings? In what type situations does he often provide interpreting within the VR setting? What unique skills does he appear to bring to the situation?

In this scenario, the VR counselor is signing, but not in a manner that is consistent with ASL. His style of signing may not be accessible to some deaf people and in this case, a Certified Deaf Interpreter is working alone with the counselor and the deaf VR client. As you watch the scenario, look for the answers to the following questions.

- What behaviors are the VR counselor using while signing that may impact the clarity of his signing? What behaviors indicate whether the VR counselor is understanding the responses of the VR client?
- What are the themes that are being addressed in this discussion? What are the primary aspects of this meeting between the counselor and client? What do you perceive to be the goal of the VR counselor? What do you perceive to be the goal of the VR client? What contributes to your perceptions of the goals?
- What controls does the interpreter use to indicate to the VR counselor when he has sufficient information or a sufficient chunk of information to interpret?
- What controls does the interpreter use to determine when and if the VR client understands the counselor's signing?
- What controls does the interpreter use to interpret the information previously conveyed by the VR counselor?

- What controls does the interpreter use to interpret comments from the consumer back to the VR counselor? When does the interpreter choose to do this and when doesn't the interpreter do this? What factors do you perceive as impacting when the interpreter interprets the remarks of the VR client to the VR counselor and when he does not?
- During the test-taking to measure knowledge of reading skills, what does the interpreter do when the VR client looks to him for clarification? Why do you think the interpreter used this control? In the segment where the client is to indicate the degree to which they like or dislike particular activities, what control does the interpreter use to direct the VR client to indicate responses on the paper?
- How do you see the work of this interpreter differing from the work of a hearing interpreter? Why do you think these differences exist? For example, the interpreter used consecutive interpreting and reframing/rephrasing of questions to elicit intended responses. How did these examples of interpreter controls impact the work? In what way do they represent decision latitude or interpreter autonomy?

Setting a Vocational Goal Scenario

In this scenario, an interpreting team is working together. One of the interpreters is a Deaf, certified interpreter (CDI)—Trenton Marsh, who is the same Deaf interpreter as was used in the Vocational Evaluation scenario. You have already viewed his bio. Now take a moment, prior to observing the actual interpretation, to preview the hearing interpreter's bio and focus on the answers to the following questions.

- What is this interpreter's background in working in VR settings? In what type situations does she often provide interpreting within the VR setting? What unique skills does she appear to bring to the situation?

In this scenario, the interpreting team is working collaboratively. As you watch the scenario, look for the answers to the following questions.

- Describe the logistics of the interpreting team. How might this physical arrangement impact the communication dynamic?
- What are the themes that are being addressed in this discussion? What are the primary aspects of this meeting between the counselor and client? What do you perceive to be the goal of the VR counselor? What do you perceive to be the goal of the VR client? What contributes to your perceptions of the goals?
- The hearing interpreter is using simultaneous interpreting and the Deaf interpreter is using consecutive interpreting. Why do you think these controls are being utilized? What do you see as the implication of this for the overall interpreting process and each of the participants?
- At certain times, the interpreting team uses a blended approach of both simultaneous and consecutive interpreting. This tends to happen when the VR counselor is giving an extended response or explanation. When this happens, how does the Deaf interpreter chunk the information and interpret it for the VR client? And, when the Deaf interpreter chunks the information, what does the hearing interpreter do? Further, how does the Deaf interpreter signal the VR client as to whether there is more information to follow or not? What do you see as the impact of these controls?

- What are some of the differences in language performance you observe between the hearing interpreter and the deaf interpreter? What is the implication of this for the overall process? For the deaf VR client?
- What factors exist in the VR client's language use that may warrant the use of a Deaf interpreter? What linguistic differences exist in how the Deaf interpreter conveys the responses of the VR client versus how the VR client communicates his responses? What controls does the Deaf interpreter use to seek clarification from the VR client?
- Summarize what you think is effective about this interpretation and why. What do you think could be improved and why? What controls might you have used and why?
- Now review the reflections of the interpreter team about the work and consider how their reflections of the process compare to yours.

These instructions are repeated in the Assignment description for your convenience.

For the assignment you will need to do the following for EACH scenario:

- Summarize what you think is effective about this interpretation and why. What do you think could be improved and why? What controls might you have used and why?
- Now review the reflections of the interpreter about the work and consider how his reflections of the process compare to yours.

Unit 4 – Role Implementation

Introduction

The purpose of this unit is to identify some of the unique factors that impact role implementation. Up to this point, you have considered how current theories of the role and responsibility of an interpreter impact role implementation. In this unit, factors relating to dual role assignment, designated interpreters and unique client characteristics will be considered in terms of the implications for role implementation.

Objectives

The learner will be able to:

- Describe typical dual roles performed by interpreters in VR settings.
- Articulate two strategies to manage the boundaries between roles
- Define unique VR client demographic considerations that may impact role implementation when working in VR settings.
- Describe some of the unique characteristics of persons who are deaf who exhibit minimal language competency or limited cognitive functioning.
- Understand the desirability of using a deaf interpreter or a deaf-hearing interpreter team.

Key Questions

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

1. Why have dual roles for interpreters evolved in VR settings?
2. Can the boundaries between dual roles be managed?
3. What is a designated interpreter and why is this role needed?
4. What unique client demographics might impact role implementation? Why?
5. How can working with a Deaf interpreter mitigate challenging linguistic and cognitive demands associated with interpreting in VR settings?

Key Terms:

Dual Role Interpreters

Designated Interpreter

Workplace Interpreting

Deaf Interpreter

Low Functioning Deaf (LFD)

Activity 4.1 Unit Insights & PPT

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

Insights

As is the case with any evolving profession, as knowledge increases and standards of competence are elevated, the conception of role and responsibility of practitioners also evolves. In earlier units, attention has been given to contemporary perspectives on the role and responsibility of interpreters. In this unit, further attention will be given to this topic with particular emphasis on dual roles interpreters sometimes assume and the unique demographics of some VR consumers that sometimes impact role implementation.

Dual Roles of Interpreters

First, some discussion about dual roles sometimes assigned and/or assumed by interpreters. In continuing to think about interpreting work from a systems-thinking approach (discussed in depth in Module 1: VR as a System), it is not uncommon for systems that need interpreters as part of their workforce to balance the fiscal demands of such positions by identifying ways in which the position can be used to satisfy related needs. Sometimes, the demand for interpreting services fluctuates over any given day/week and there are periods of time the interpreter is available for other duties. No employer can afford for an employee to be “waiting around”, so dual-roles become an equitable and cost-effective way to create some fulltime positions. Examples of this in the VR setting may include the position of an Interpreter-Administrative Assistant. This type of a position might be seen when you have a Deaf employee in some leadership role who has the need for a designated interpreter to work with him or her, and who also needs some degree of administrative assistance. The administrative tasks may include some project- or case-management activities, and/or some clerical functions including the scheduling/coordination of other interpreting services. This is only one type of dual position that might be found in the VR setting. Others might include interpreter-job coach, interpreter-independent living skills coach, among others.

Tension can arise in dual role positions when the demands of each role come into competition with each other and there is a need to prioritize where the interpreter should put their primary attention. For this reason, open and clear communication is essential so that the interpreter and the team with which she or he works can minimize role conflict.

The issue of role conflict has been addressed in a Standards Practice paper published by the Registry of Interpreters for the Deaf. In discussing dual roles, the paper states the following.

Different job models are used depending on which duties are primary and which duties are secondary. Clearly outlining an employee's job duties is significant in terms of resolving potential role conflicts. One approach is to determine a percentage for each portion of the job; for example, 70 percent interpreting and 30 percent coaching.

In multiple role positions, conflicts can arise between the interpreting role and other job requirements. In general, the NAD-RID Code of Professional Conduct (CPC) guides interpreters to avoid role conflicts, as exemplified by CPC tenet 3.3.: “Avoid performing dual or conflicting roles in multidisciplinary (e.g. educational or mental health teams) or other settings.” The best time to deal with potential role conflicts is before they occur. When developing a job description for a multiple role position, consideration should be given to the interpreting responsibilities as well as any other employment requirements.

So, ideally, the nature of the roles is clearly delineated and overlap (the expectation that the interpreter do both simultaneously) is minimized. In those instances where overlap is unavoidable, open and transparent indication of when shifts in role are happening is critical. For example, in the role of an interpreter-job coach, it is possible the interpreter moves in and out of the two roles within any given assignment. The coaching role might be occurring on a job site when there becomes a need to provide interpreting services to enable the VR client to interface with other workers. The “coach” could clearly indicate that there is the need for interpreting to begin, and move into a role shift. When the need for the interpreting ends, and the coaching can resume, the interpreter can again indicate a transition in roles. Likely, even when such shifts are clearly marked, there will be some confusion and tension. Managing these shifts requires a professional who is ethically mature and able to collaborate with others in a manner that allows the overarching goals to be achieved, while also enabling the interpreter to be effective in whatever role is being implemented in a given moment.

The important principle to remember is that dual role positions are system-based and ultimately, the position is situated within the context of a team of professionals who are working together to achieve the goals of the system and the individuals served by the system. Dual roles are not typically performed by freelance interpreters, but rather by full-time employees of the system who work as an integrated member of the professional team.

Designated Interpreter Role

The role of the designated interpreter will be explored in more detail in Module 3: Interpreting for Deaf Professionals, but will be introduced here briefly. The Deaf Professional–Designated Interpreter Model is a new and more frequently emerging model that meets the unique needs of a Deaf professional in the context of their discipline and work environment

The term *deaf professionals* refers to any deaf or hard of hearing employees who require interpreting services to access the level of communication needed for them to learn, perform their job responsibilities, or both. There are a significant number of deaf individuals serving in leadership and counselor roles in Vocational Rehabilitation and access to a designated interpreter often emerges as the preference of these individuals. In these situations, a designated interpreter is viewed as a reasonable accommodation and is necessary for the deaf professional to perform his or her job duties.

Designated interpreting requires additional skills on top of excellent interpreting skills. Potentially, actions that designated interpreters need to perform are seen as in conflict with the traditional views of an interpreter--as addressed in earlier units of this Module. But, in reality, such views are faulty in working with a deaf professional because they are based on a different power distribution wherein the deaf person is the client and the hearing person is the professional. Designated interpreters are working for deaf individuals who are in the position of the professional versus consumer.

One of the key components of designated interpreting is the mutual trust between the deaf professional and interpreter as well as the designated interpreter’s commitment to the work of the deaf professional. Some authors explain that the goals of the deaf professional must become the interpreter’s goals and that being impartial/neutral/invisible is counter-intuitive to a designated interpreter. Instead, the designated interpreter seeks to be collaborative, supportive, unified in advancing the goals of the deaf professional within their discipline and work environment.

The knowledge and skills that designated interpreters need to learn depends on the deaf professional with whom they work and the environment in which they work. Hence, the designated interpreter for a specific deaf professional might not be the appropriate designated interpreter for another deaf professional, although common features and methods can be generalized to most deaf professional–designated interpreter relationships.

This unique and important role will be explored further in Module 3.

Working with Deaf Interpreters

According to a 2004 NAD-RSA Report, within the estimated 54 million individuals with disabilities in the United States, some 43 percent are deaf or hard of hearing. Within that subset of individuals, there is a group of approximately 125,000 to 165,000 deaf or hard of hearing individuals with...

“inadequate or no environmental supports whose functional skills and competencies are considered to be significantly below average making them the most at risk and underserved portion of the overall deaf population. These individuals over the years have been given a variety of labels, including underachieving, multiply handicapped, severely disabled, minimal language skilled, and traditionally underserved.”

Persons who have limited language mastery typically also have: fragmented and limited communication skills, limited (and often unsuccessful) experience with community systems, educational deficiencies, low socio-economic status, little or no experience working with interpreters, and history of menial employment.

These individuals are considered “at risk” and are considered severely disabled or most significantly disabled.

Persons with limited language mastery or cognitive deficits may be strongly dependent on parents or other family members who, while an excellent source of information, may be over-protective resulting in limited consumer independence to seeking VR services. These consumers may be looking to the interpreter for assurance and assistance; alternatively, they may not have any awareness of the interpreter’s purpose or the interpreter’s role (e.g., they may think the interpreter is the one initiating the discussion).

Certainly, there are strategies that interpreters can employ that can assist with communication in such situations.

- Interpreters must maintain a positive demeanor and show respect for the consumer at all times.
- Interpreters should use concrete objects, picture, or visual/gestural signs and think creatively to express information and ask questions.
- When possible, interpreters should speak with family members to gain insight into how the consumer communicates and any home signs with significant meaning.
- Interpreters must work closely with the VR counselor to understand the counselor’s goals and to report on client’s understanding of the communication event.

But, most interpreters are simply not equipped at the linguistic level to work with individuals representing this subset of the Deaf Community. Add to the mixture the increasing number of Deaf individuals who are foreign born and immigrating to the United States and the demands on the capacity of the general interpreting workforce exceeds its ability. As a result, the demand for Deaf interpreters is increasing.

In working with deaf individuals who have underdeveloped ASL skills, limited socialization in the Deaf Community, limited education, cognitive challenges, delayed language, mental illness, idiosyncratic communication style, or other similar issues, working with a trained Deaf interpreter is often the proper and only effective accommodation for achieving communication success. A trained Deaf interpreter can provide a more dynamic and robust interpretation than the majority of non-native-signer interpreters. As a result of their native experiences embedded within the Deaf Community and culture, the trained Deaf interpreter is able to understand linguistic nuances easily misunderstood by non-natives and to adapt communication norms to a wide range of Deaf language users.

Teaming with a Deaf interpreter is another unique application of role for most interpreters. Most interpreters are accustomed to working alone or in a paradigm where hearing interpreters are in control of their work. Some hearing interpreters perceive that the need to rely on a Deaf interpreter is an indication of a lack of competence on their part. This interpreter-centric focus doesn't address the unique needs of some deaf consumers who can only achieve linguistic access without the inclusion of a Deaf interpreter. So, although a well-trained and competent hearing interpreter may work for most situations, it is not always the case.

As was evidenced during the Unit 3, Activity 3.6 process, the work of Deaf interpreters offers unique insight into the specific differences between native-fluency and non-native fluency as applied to the interpreting process. As well, there are a number of other important benefits. When working with a Deaf interpreter, the work will be done consecutively versus simultaneously. This enhances the overall accuracy of the interpretation and ensures the time needed to convey potentially complex information in a clear and retrievable manner. As well, when the Deaf interpreter takes the lead in the team, they are much more astute in recognizing when the Deaf consumer is understanding or not. Consequently, the Deaf interpreter can negotiate for adjustments in the interpreting process in a way that is more culturally acceptable to all parties. This type of negotiation for communication access and adjustment is a central part of the experience of deaf individuals and so transfers into the interpreting process in a rich and authentic manner. The result is often a much more time and cost efficient approach to interpreting for those deaf individuals with unique linguistic, cognitive and interpreting needs.

Time invested in learning about the work of Deaf interpreters, and in teaming with Deaf interpreters is time that will pay long-term dividends in terms of serving the communication access needs of a broad range of deaf individuals. Since the order-of-selection process often has VR systems serving deaf clients with the greatest need, it is likely that working with a Deaf interpreter will be an ongoing occurrence in the VR setting.

So, the interpreter who works in the VR setting is likely to encounter each of these unique applications of role—dual-role positions, designated interpreter, and Deaf-hearing interpreter teams. Ultimately each of these conceptions and delineation of role are designed to help the system function more effectively and to enhance the quality of communication access extended to deaf individuals within the system.

Activity 4.2 Readings



NAD-RSA Report (2004). *A model for a national collaborative service delivery system: Serving low functioning deaf youth and adult to assist them to be meaningfully employed and function independently at home and in the community.* Available online from www.nad.org/sites/default/files/LFDPosition.pdf

Purpose

The purpose of this activity is to provide further information on the unique demographics impacting some of the consumers served by Vocational Rehabilitation. The complex nature of serving the needs of deaf individuals who are low functioning (LFD) has significant implications for the work of interpreters and underscores the importance and need for working with Deaf interpreters.

What to Look For

This reading is a report developed by the National Association of the Deaf (NAD) and Rehabilitation Services Administration (RSA) in an effort to document the complex and unique needs of deaf individuals who are considered low functioning. Further, it provides a model for collaboration that will result in appropriate service delivery to this population. As you read the article, think about these points...

- What are the risk factors impacting Deaf individuals who are low functioning (LFD)? What is the consequence of these risk factors?
- What barriers to employment exist for this population? Why?
- Why are so many LFD individuals dependent on federal programs like SSI and SSDI? Why is current number of individuals expected to increase each year?
- What is the overarching premise upon which the NAD-RSA report builds the National Collaborative Service Delivery System? What is the structure that is proposed?
- What will be the role of the National Center in this model? What will it provide that is currently not being provided?
- What will be the role of the Regional Centers in this model? What will each provide that is currently not being provided?
- What is the goal of the Affiliate Network and who will comprise it?

Activity 4.3 View Video Clips



Video of experienced VR interpreters discussing role implementation.

English reflections: <http://youtu.be/Ps9-KUyGw7I>

ASL reflections: <http://youtu.be/71772hXgxYQ>

Purpose

In this activity, you will view clips of two VR interpreters talking about their experiences as interpreters in this setting. One is Deaf and one is not. They will provide their experiences related to unique role considerations, like dual roles, designated interpreting and working in Deaf-hearing teams. The purpose of this activity is to increase your awareness of the day-to-day experiences of interpreters working in VR settings.

What to Look For

As you view these interviews, consider their responses to the following questions.

- What are some of the unique skills required to work in Vocational Rehabilitation settings?
- What challenges exist in implementing the role of an interpreter in the VR setting? Is the traditional view of the interpreter as neutral/invisible appropriate in the VR setting? Why or why not? What is a more appropriate conception of the role of the interpreter in the VR setting?
- What types of non-interpreting roles are interpreters in VR settings engaged? When dual roles are performed, what strategies assist in distinguishing the roles and minimizing conflict between the roles?
- How do designated interpreters relate to the overall professional team in the VR setting? What challenges arise from the designated interpreter role?
- In what settings do Deaf interpreters work? What strategies promote the most effective approach to working in a Deaf-hearing interpreter team?
- How do hearing professionals respond to the inclusion of a Deaf-hearing team? How do deaf consumers respond to the inclusion of a Deaf-hearing team? How does the Deaf-hearing team introduce their collaborated work to both hearing and deaf consumers?
- What tips or recommendations will facilitate new practitioners when entering into the VR setting as an interpreter?

Activity 4.4 Online Discussion



Online Discussion

Purpose

You have completed activities 4.1, 4.2 and 4.3 and will now respond to the question below. 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 question posed as you answer the following question and engage in discussion with your peers.

NOTE: *Although you are only required to post substantive, original postings, 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 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.

Reflect on Unit 4 related to role implementation and respond to the following.

- What challenges do you think face the interpreter working in VR settings?
- Elaborate your response by focusing on one of the three unique applications of role in the VR setting—working within a dual role, working as a designated interpreter, working within a Deaf-hearing team, OR some other unique role consideration identified through your own research.
- Discuss how the challenges faced can be mitigated based on strategies identified in the various readings, interviews and/or your own research.

Unit 5 Application of the Code of Professional Conduct (CPC) to the Work of Interpreters in VR Settings

Introduction

The purpose of this unit is to acquaint learners with strategies and tools for ethical decision-making while interpreting in VR settings. The application of the NAD-RID Code of Professional Conduct (CPC) as a foundation for decision-making will be explored. In addition, the Demand-Control Schema (DCS) will be applied as a dialogic tool.

Objectives

The learner will be able to:

- Apply the CPC to a hypothetical ethical dilemma typically found in VR settings
- Apply DCS to ethical decision making

Key Questions

Key questions can help you focus your learning. Think about these questions as you

1. How does the CPC guide ethical decisions?
2. How can the Demand Control Schema serve as a dialogic tool for exploring ethical decision-making?
3. What other approaches or tools are useful for ethical decision-making?

Activity 5.1 - Unit 5 Insights

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

Insights

NOTE: *The following discussion of character is adapted from a booklet entitled Making Ethical Decisions from the Josephson Institute and was retrieved on September 5, 2013 from the following website: <http://josephsoninstitute.org/MED/>. Visit the site for a fuller discussion of the Six Pillars.*

We all have an image of our better selves—of how we are when we act ethically or are "at our best." Yet, as the literature you reviewed in earlier units suggests, the ability to make decisions from a framework based on context-based reasoning continues to elude many working interpreters. Practitioners often default to a "it depends" focus or one that involves attempting to "simply follow the rules". Yet, when the rules do not clearly apply to a situation, or practitioners are unclear upon what their decisions should depend, they become stuck—often doing nothing when some sort of action is needed.

There are many aspects of striving towards ethical fitness. Ethical fitness, according to Rushworth Kidder, the author of the book entitled, *How Good People Make Difficult Choices*, states the following about ethical fitness.

Ethics is not an inoculation—it's a process. Most of us would scoff at a physical fitness program that says you can take a magic potion once in your life and be physically fit forever. Similarly, being ethically fit involves constant practice and challenging yourself. You don't "get" ethics by reading one article, talking to one guru, or going to one seminar. You may learn a lot of fundamental ideas and get a conceptual platform to work with. But you need to do something to develop your skill, just as runners or musicians develop theirs. And, in my experience, if you don't continue to exercise your ethical skill, you begin to lose it.

These insights will discuss two things that interpreters can do to continue the process of achieving ethical fitness. One is to consistently examine our character to assess the degree to which our thoughts, behavior and actions communicate the character we want to possess and communicate to others. The second is to engage in ongoing case analysis as a way to actively examine dilemmas, identify issues, consider options and assess implications of decisions.

Character: Six Pillars

Trustworthiness. Respect. Responsibility. Fairness. Caring. Citizenship. The Six Pillars of Character are ethical values to guide our choices. The standards of conduct that arise out of those values constitute the ground rules of ethics, and therefore of ethical decision-making.

There is nothing sacrosanct about the number six. We might reasonably have eight or 10, or more. But most universal virtues fold easily into these six. The number is not unwieldy and the Six Pillars of Character can provide a common lexicon. Why is a common lexicon necessary? So that people can see what unites our diverse and fractured society. So we can communicate more easily about core values. To understand ethical decisions better—our own and those of others.

The Six Pillars act as a multi-level filter through which to process decisions. So, being trustworthy is not enough — we must also be caring. Adhering to the letter of the law is not enough — we must accept responsibility for our action or inaction.

The Pillars can help us detect situations where we focus so hard on upholding one moral principle that we sacrifice another — where, intent on holding others accountable, we ignore the duty to be compassionate; where, intent on getting a job done, we ignore how.

In short, the Six Pillars can dramatically improve the ethical quality of our decisions, and thus our character and lives. Take time to consider how each of these pillars is applied to interpreting. For example, consider trustworthiness. Trustworthiness is the most complicated of the six core ethical values and concerns a variety of qualities like honesty, integrity, reliability and loyalty. There is no more fundamental ethical value than honesty. We associate honesty with people of honor, and we admire and rely on those who are honest. But honesty is a broader concept than many may realize. It involves both communications and conduct.

Honesty in communications is expressing the truth as best we know it and not conveying it in a way likely to mislead or deceive. There are three dimensions:

Truthfulness. Truthfulness is presenting the facts to the best of our knowledge. Intent is the crucial distinction between truthfulness and truth itself. Being wrong is not the same thing as lying, although honest mistakes can still damage trust insofar as they may show sloppy judgment.

Sincerity. Sincerity is genuineness, being without trickery or duplicity. It precludes all acts, including half-truths, out-of-context statements, and even silence, that are intended to create beliefs or leave impressions that are untrue or misleading.

Candor. In relationships involving legitimate expectations of trust, honesty may also require candor, forthrightness and frankness, imposing the obligation to volunteer information that another person needs to know.

Honesty in conduct is playing by the rules, without stealing, cheating, fraud, subterfuge and other trickery. Cheating is a particularly foul form of dishonesty because one not only seeks to deceive but to take advantage of those who are not cheating. It's a two-fer: a violation of both trust and fairness. How in our interactions with consumers, and in our act of interpreting are we demonstrating the pillar of trustworthiness? Where might we need to improve?

Another pillar relates to fairness. What is fairness? Most would agree it involves issues of equality, impartiality, proportionality, openness and due process. Most would agree that it is unfair to handle similar matters inconsistently. Most would agree that it is unfair to impose punishment that is not commensurate with the offense. The basic concept seems simple, even intuitive, yet applying it in daily life can be surprisingly difficult. Fairness is another tricky concept, probably more subject to legitimate debate and interpretation than any other ethical value. Disagreeing parties tend to maintain that there is only one fair position (their own, naturally). But essentially fairness implies adherence to a balanced standard of justice without relevance to one's own feelings or inclinations.

As simple illustration, when Deaf people and interpreters share the same space, it is only fair that the language used be the common language shared by both groups—American Sign Language. Claims by interpreters that they want the freedom to use their first language—

spoken English—in such situations is simply and fundamentally unfair and doesn't promote a balanced standard of justice.

Or consider the Pillar of Citizenship and what it means to be a member of the Deaf Society—in addition to the society-at-large. Citizenship includes civic virtues and duties that prescribe how we ought to behave as part of a community. The good citizen knows the norms and willingly follows them, yes, but that's not all. She volunteers and stays informed on the issues of the day, the better to execute her duties and privileges as a member of the Deaf society. She does more than her "fair" share to make the society work, now and for future generations. Such a commitment to the Deaf Community can have many expressions, such as conserving or resources, volunteering time and talent, contributing towards a model of social justice. The good citizen gives more than she takes.

Spend time thinking about each of the Pillars and how they are and can be represented in your work as an interpreter and member of the Deaf society. Consider specific ways in which you can enhance your application of each Pillar to advance Deaf people, and also to advance the field of interpreting as a whole. When your focus is on what you can do to benefit the whole, your own work will benefit as well.

Case Analysis

Case analysis is another way in which you can strive to become more ethically fit. The case approach to analysis of interpreting scenarios is an exercise in learning by doing. Because Discretion Cases help expand on-the-job experience by (1) giving you broader exposure to a variety of ethical dilemmas; (2) forcing you to assume an active role as problem solver; (3) providing a practice-run of how to apply the tools and techniques associated with ethical decision-making; and (4) asking you to come up with pragmatic action plan to deal with the issues-at-hand.

As practitioners, we may find ourselves most comfortable with statements of fact and definitive declarations of the "right" thing to do in each a case discussion. It is not uncommon for practitioners to become frustrated when discussions about a case do not produce concrete answers. Usually, case discussions produce good arguments for more than one course of action—a range of possible actions that could be taken, all of which fall within an ethical range of decision latitude. Differences of opinion nearly always exist. Thus, should a class discussion conclude without a strong, unambiguous consensus on what do to, don't be surprised! Just remember that in the world of practice professions like interpreting, answers don't come in conclusive black-and-white terms. There are nearly always several feasible courses of action and approaches.

Moreover, in the professional world, when one elects a particular course of action, there is no peeking at the back of a book to see if you have chosen the best thing to do and no one to turn to for a provably correct answer. The consequences of your decision often offer the best insight into their effectiveness. How did your decided course of action impact all of the participants in the event, including you? If things worked out well/favorably, chances are the right choice was made. If the consequence is that new problems were created, then exploring other alternatives may be advisable.

Hence, the important thing for you to understand about analyzing cases is that the exercise of identifying, diagnosing, and recommending a course of action is aimed at building your decision-making skills and increasing your discretion. One of the most important contributions to your increased discretion is the benefit of sharing perspectives with other practitioners—the collegial dialogue that serves as the foundation of case analysis.

Here are some steps that are useful when engaged in case analysis.

1. Go through the case twice, once for a quick overview and once to gain full command of the facts.
2. Make a complete list of the issues that exist in the case.
3. Be thorough in your analysis of the situation—don't focus only on the obvious but look for deeper issues that exist.
4. Look for opportunities to apply the concepts and analytical tools you have explored as part of this Module. For example, how might a context-based or systems-based orientation to the case help you flush out the issues? Or, how might using a Demand-Control analysis be of assistance?
5. Support any and all opinions you formulate with well-reasoned arguments and evidence drawn from standards of ethical practice (Code of Professional Conduct).
6. Don't stop until you can purge "I think" and "I feel" from your assessment and, instead, are able to rely completely on "My analysis shows."
7. Prioritize your recommendations and make sure they can be carried out in an acceptable timeframe with the available resources. Consider the consequences of each recommendation—both positive and negative.
8. Review your recommended action plan to see if it addresses all of the problems and issues you identified—any set of recommendations that does not address all of the issues and problems you identified is incomplete and insufficient.
9. Report your findings.
10. Engage in active dialogue with colleagues about their findings to expand your own understanding of the issues and possible course of action.

Repeating these steps regularly—particularly as part of active dialogue with interpreting colleagues--will help sharpen your ability to isolate, define, analyze and respond to issues that emerge as part ethical dilemmas associated with interpreting. It will also expand your appreciation of the range of acceptable options/controls that are available to you as a practitioner, and thus enhance your discretion. Deepening your understanding of your decision latitude and what constitutes the collective perspective on what falls within a range of acceptable action—as well as unacceptable action—will help you to function in a more competent and autonomous manner as a practitioner.

Later in this Unit, you will have the opportunity to engage in some case analysis and to share your findings with peers, as well as benefit from their analyses and discussion.

Activity 5.2 Readings



Read the following articles:

Witter-Merithew, A. (2012). Sign Language Interpreters: Stepping Out of the Shadows of Invisibility. Street Leverage--a social media site for Interpreters @ <http://www.streetleverage.com/2012/01/sign-language-interpreters-stepping-out-of-the-shadow-of-invisibility/>

Witter-Merithew, A. (2012). Sign Language Interpreters: Are Acts of Omission a Failure of Duty? Published by Street Leverage-a social media site for Interpreters @ <http://www.streetleverage.com/2012/02/sign-language-interpreters-are-acts-of-omission-a-failure-of-duty/>

Witter-Merithew, A. (2012). Sign Language Interpreters: Breaking Down Silos Through Reflective Practice. Published by Street Leverage- A social media site for interpreters @ <http://www.streetleverage.com/2012/03/sign-language-interpreters-reflective-practice/>

Purpose

These readings each provide insight into elements of ethical fitness for sign language interpreters. The purpose of each is to expand your awareness of how our behavior and actions as interpreters impact both internal (our own and those of our colleagues) and external (Deaf consumers and society-in-general) perceptions of our work.

What to Look For

Consideration of each of the topics addressed, as well as associated issues, can increase your understanding of the challenges faced by interpreters in achieving ethical fitness. As well, they can serve as a source of inspiration as to why gaining such fitness is a worthwhile endeavor. As you read each article, look for the answers to the following questions.

- What are the roots of the interpreter as invisible paradigm? What was its intention and what is the prevailing consequence of it?
- What would it mean to step-out-of-the-shadows of invisibility? What would it require of interpreters to do so? How would our paradigms of our work need to change? How would it impact both the role and responsibility of an interpreter?
- What does it mean to be “present” as an interpreter? How would interpreter presence be manifested? How does this impact role conception and implementation?
- What is “interpreter attitude” and how does it impact the relationship between Deaf consumers and interpreters? What are the barriers to an effective attitude? How might these be overcome?
- What are acts of commission and acts of omission? How might each be manifested in the work of interpreters

- What is the consequence of each? Why might an interpreter fail to act when an intervention is warranted and within their realm of responsibility?
- What is diffusion of responsibility and how might it be manifested by interpreters? What is the consequence associated with diffusion of responsibility by practitioners?
- What is due diligence and how can it be applied to the work of interpreters?
- What are the steps associated with the due diligence cycle? How might each step be applied to work of interpreters?
- In considering acts of omission, what are the hard questions we must ask ourselves as interpreters? What must we acknowledge if we are to step out of the shadows of invisibility as interpreters?
- What is reflective practice and how can it be applied to the work of interpreters?
- What are common barriers to reflective practice and how might they be overcome?
- What are some strategies for forming the habit of reflective practice? How can reflective practice benefit practitioners and advance the field of interpreting in general?
- What is a simple model that can be used for reflection? What is an example of its application to an interpreting scenario?

Activity 5.3 – Online Discussion



Online Discussion Posting

Purpose

You have completed activities 5.1 and 5.2 and will now select and respond to TWO of the questions below. 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 question posed as you answer the following question and engage in discussion with your peers.

NOTE: *Although you are only required to post substantive, original postings, 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 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. You have read the instructional insights for Unit 5, read a variety of readings, and will now discuss your observations about the content for this Unit.

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 decision-making.

- What are the roots of the interpreter as invisible paradigm? What was its intention and what is the prevailing consequence of it?
- What would it mean to step-out-of-the-shadows of invisibility? What would it require of interpreters to do so? How would our paradigms of our work need to change? How would it impact both the role and responsibility of an interpreter?
- What does it mean to be “present” as an interpreter? How would interpreter presence be manifested? How does this impact role conception and implementation?
- What is “interpreter attitude” and how does it impact the relationship between Deaf consumers and interpreters? What are the barriers to an effective attitude? How might these be overcome?
- What are acts of commission and acts of omission? How might each be manifested in the work of interpreters
- What is the consequence of each? Why might an interpreter fail to act when an intervention is warranted and within their realm of responsibility?

- What is diffusion of responsibility and how might it be manifested by interpreters? What is the consequence associated with diffusion of responsibility by practitioners?
- What is due diligence and how can it be applied to the work of interpreters?
- What are the steps associated with the due diligence cycle? How might each step be applied to work of interpreters?
- In considering acts of omission, what are the hard questions we must ask ourselves as interpreters? What must we acknowledge if we are to step out of the shadows of invisibility as interpreters?
- What is reflective practice and how can it be applied to the work of interpreters?
- What are common barriers to reflective practice and how might they be overcome?
- What are some strategies for forming the habit of reflective practice? How can reflective practice benefit practitioners and advance the field of interpreting in general?
- What is a simple model that can be used for reflection? What is an example of its application to an interpreting scenario?

Instructional Design Team

Anna Witter-Merithew, M.Ed.
Director
MARIE Center of the NCIEC
UNC @ Lowry Campus
anna.witter-merithew@unco.edu

Sherri Lancton, M.A., M.B.A.
Instructional Designer
University of Northern Colorado
Office of Extended Studies
sherri.lancton@unco.edu

DO IT Center Staff

Dr. Leilani Johnson, Director UNC DO IT Center
Leilani.johnson@unco.edu

LaNae Phillips
Instructional Coordinator
lanae.phillips@unco.edu

Susan Brown
Administrative Coordinator
gertrude.dathe@unco.edu

Sherry Schriver
Resource and Logistics Coordinator
sherry.schrive@unco.edu

NCIEC Partners

Cathy Cogen, M.Ed., Director National Interpreter Education Center (NIEC)
c.cogen@neu.edu

Pauline Annarino, M.A., Director
Western Region Interpreter Education Center
(WRIEC)
annarinopg@gmail.com

Diana Doucette, M.A., Director
Regional Interpreter Education Center at
Northeastern University (NURIEC)
d.doucette@neu.edu

Beverly Hollrah, M.A., Director
Gallaudet University Regional
Interpreter Education Center (GURIEC)
Beverly.hollrah@gallaudet.edu

Richard Laurion, M.A., Director
CATIE Center at St. Catherine's University
(CATIE)
rlaurion@stkate.edu

**Mid-America Regional Interpreter Education Center
(MARIE) on behalf of the National Consortium of
Interpreter Education Centers (NCIEC)**

UNIVERSITY *of*
NORTHERN COLORADO



