



Distance Opportunities for
Interpreter Training Center

Study Guide

Independent Study

INTR 442

Community Interpreting:
Skill Development 2

Summer 2008

University of Northern Colorado – Distance Opportunities for Interpreter Training Center

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Course Overview

Purpose

This is a follow-up course to INTR 441: Community Interpreting Skill Development 1. The purpose of this independent study is to engage you in a continuation of skill development activities designed to enhance your ability to interpret in community-based settings. Specific examination of interactions involving mental health, settings involving contracts or other legal documents, and post-secondary settings—as well as others you may identify through your own research—will be the primary focus. For each of these settings, you will explore the forms and documents clients or applicants are expected to complete within the setting and explore elements of sight translation. You will also explore a range of factors impacting each of these settings—including terminology and protocol. You will practice interpreting texts associated with each of these settings in order to produce work products for your final portfolio assessment.

Impact

Community interpreting is unique in that:

- 1) Community interpreters primarily serve to ensure access to public services, and are therefore likely to work in institutional settings;
- 2) Community Interpreters are more apt to be interpreting interactive discourse versus speeches;
- 3) Community Interpreters routinely interpret into and out of both their working languages (ASL and English);
- 4) At the community level, ASL-English interpreters will likely encounter spoken language interpreters; and
- 5) Community Interpreters are often viewed as advocates or "cultural brokers".

Community interpreting requires the ability to provide Sight Translation and/or to work with frozen texts. Frozen texts are those that are static and unchanging—like the pledge of allegiance, or the 12-steps from an AA meeting. Some interpreters find sight translation or interpreting frozen texts more difficult than the other modes of interpreting because they have more trouble focusing on meaning rather than words when the message is written in black and white on a piece of paper.

This course offers the opportunity to practice this skill in application.

Objectives

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

1. Discuss the role and function of sight translation when interpreting in mental health, post-secondary, and one other community-based settings of your choosing.
2. Generate a sight translation of forms and/or documents associated with mental health, post-secondary, and one other community-based setting of your choosing.
3. Discuss the nature and structure of interpreting in mental health settings, post-secondary settings, and one other community-based setting of your choosing.
4. Apply discourse analysis and the demand-control-consequence cycle to assess the requirements for a range of assignments in mental health settings, post secondary settings, and one other community based setting of your choosing.
5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.
6. Interpret texts related to mental health, post-secondary, and other community-based settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate.
7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.

Required Text/Readings

Online Readings

Mental Health

Crutchfield, B. (2002) Meeting the Mental Health Needs of Persons Who Are Deaf. Published by National Technical Assistance Center for State Mental Health Planning (NTAC). Retrieved on 10/10/07 from http://www.nasmhpd.org/general_files/publications/ntac_pubs/reports/Deaf.pdf

Improving the Quality of Mental Health Interpreting in Victoria (2006). Retrieved on 10/10/07 from http://www.vtputi.org.au/docs/interpreter/VTPU_ImprovingBooklet.pdf

Interpreting in Mental Health Settings: Standard Practice Paper. Alexandria, VA: RID Publications. Retrieved on 10/10/07 from http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/Drafts_June_2006/Mental_Health_SPP.pdf

Sandburg, K. (1996). Alcohol and Other Drug Use Among Post Secondary Deaf and Hard of Hearing Students. Retrieved on 10/10/07 from http://www.dhh12s.com/Alcohol_and%20Other%20Drug%20Use.pdf

Post-Secondary

Bourgeois, J. (2005). Establishing Interpreter Mentorship Programs in Postsecondary Institutions. <http://www.pepnet.org/confpast/1998/pdf/bourgeois.pdf>

Knuckey, J. & Cumpston, B. (2001) Seeing is Believing: Interpreting for Deaf Students in Tertiary Education. In *Fine Print: journal of adult English language and literacy education*, Volume 24, Number 4, Summer, 2001, pages 23-25. Retrieved from http://www.nmit.vic.edu.au/excellence/pdf/nmit_deaf_fine_print.pdf

Marschark, M., et. Al (2006). Access to Post Secondary Education Through Sign Language Interpreting. Retrieved on 10/10/07 from <http://jdsde.oxfordjournals.org/cgi/reprint/10/1/38.pdf>

Sanderson, G., Siple, L., and Lyons, B. (2005). Interpreting for Postsecondary Deaf Students. Retrieved on 10/10/07 from http://www.pepnetnortheast.rit.edu/downloads/TFR_Interpreting.pdf

Recommended Resources

The following resources are recommended to students engaged in this independent study. Although they are not required, they provide foundation information and valuable resources for this course.

List of resources for mental health interpreters developed by the CATIE Center.

[http://minerva.stkate.edu/offices/academic/interpreting.nsf/4a87ff3bf2c03cc38525646f0072ffa9/13c204a07bcbdd408625714d0051829/\\$FILE/Mental%20Health%20Interp%20Resources.pdf](http://minerva.stkate.edu/offices/academic/interpreting.nsf/4a87ff3bf2c03cc38525646f0072ffa9/13c204a07bcbdd408625714d0051829/$FILE/Mental%20Health%20Interp%20Resources.pdf)

PepNET-Website for interpreters working in post-secondary settings. Contains links to many different resources.

http://www.pepnet.org/confpast/2006/bio_info.asp

RID Views article on video remote interpreting and its use in post secondary settings. Can be retrieved from

http://centerondeafness.utk.edu/pec/VIEWS_VRI_article_May_2005.pdf

Terpsinschool—Website for interpreters working in school settings. Offers different resources.

<http://www.listen-up.org/sign/interpre.htm>

Media

A wide variety of tapes/DVDs that provide useful samples of stimulus material and/or interpretations of texts that relate to community interpreting and allow for peer review are available through the DO IT Center Lending Library. Check the DO IT Center website at <http://www.unco.edu/doit/home.html>

Course Preview

In this course, you will explore mental health and post-secondary settings, as well as a setting of your choosing. Community Interpreting is very broad and includes a wide range of settings to choose from beyond those you have explored so far. As you make your choice of another setting, consider performing arts, or religious, or recreational, or any number of other settings that are a part of daily life and work. Make sure you check out your selected setting with your course facilitator to make sure it conforms to course expectations.

The activities in this course are designed to help you explore and gain experience interpreting in your chosen area of interpreting. All of the courses in your emphasis area will be accomplished using a structured independent study approach. You will have a faculty member to advise you during the course and will be able to share information, experiences and ideas with other students who may be studying the same area of emphasis.

The courses will have a common set of activities that provide a theme or pattern for learning and are designed to help you:

- Develop a common, professional way of presenting information.
- Improve your ability to give and receive feedback from peers.
- Enhance your research skills and your ability to contribute to the field of interpreting.
- Assist in your understanding of the “big picture” through use of a systems approach and analysis of your area of emphasis through different lenses.
- Improve your ability to apply learning and experience from one domain or setting to situations in other domains.
- Increase your ability to use reflection as a learning tool.
- Gain insight into real life situations through practice interpreting, interviews and field experience.

Course Structure

The structure of this course will be different from your prior courses. As an independent study, this course will require you to research, report, reflect, and synthesize your learning for each of the course objectives using a common set of tools. Also, the information on the tools will be available in the Tools folder under Course Materials. These tools include:

- A systems perspective
- Case study analysis
- Reflective journaling
- Research techniques
- Text analysis

The course is divided into four topics—sight translation of forms and documents in community-based settings, interpreting in mental health settings, interpreting in post-secondary settings, and interpreting in a community-based settings of your choice—based on the course objectives. For each of these topics, you will find information about the tasks to be performed to facilitate your learning. In general these tasks will include:



- Researching the topic
Research can include library research, web research and field research (some resources will be provided in Course Materials area).
- Developing and presenting a case study about the topic based on your field experience.
- Reflective journaling about your interpreting performance and other learning associated with the three settings addressed in this course.
- Generating samples of interpreting performance and engaging in self-assessment.




Remember, you will be selecting one community-based setting to research and explore, in addition to mental health and post-secondary settings. There are many to choose from. Consider this list—and talk with community-based interpreters to see what other settings you might choose.




- Religious settings
- Performing arts settings
- Real Estate settings
- Sports and/or recreation settings
- Business settings
- Conference settings



Course Roadmap



Even though this is an independent study, you are still required to check in, report progress, submit assignments, and participate in discussions according to the Roadmap.

Points	Activities	Done!
5/19	Online Introduction: Post an introduction in Blackboard addressing your goals in this class and how it fits into your professional plans/aspirations.	<input type="checkbox"/>
<p>Assignment 2 Forms and Sight Translations</p> <p>Over the next three weeks you will be working toward the completion of Assignment 2 in which you collect forms used in mental health, post-secondary and a community-based setting of your choice, and select a sample from each, generate a sight translation, and complete a self-assessment of your performance. Weeks 1 and 2 can be spent researching and reflecting, leaving Week 3 open for completing the assignment.</p>		
<p>Weeks 1-3 Objectives and Activities (5/18-6/7)</p> <ol style="list-style-type: none"> 1. Discuss the role and function of sight translation when interpreting in mental health, post-secondary and another community-based setting of your choosing. 2. Generate a sight translation of forms and/or documents associated with mental health, post-secondary, and one other setting of your choosing. 		
	<ul style="list-style-type: none"> • Research documents from the settings. This may include exploring the role of writing and reading English in the Deaf Community. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Research the topic of frozen texts—such as the 12 steps and the serenity prayer—and consider the implications for interpreting. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Reflective Journal: Discuss your observations about interpreting frozen texts and how, when and why sight translation might likely be applied during ASL-English interpreting in the three settings you are focusing on in this course. Include observations about the challenges deaf individuals face in the acquisition and mastery of written English. 	<input type="checkbox"/>
Due 6/9 	Assignment 2 due. Submit Assignment 2 to your course advisor by way of US Postal Service.	<input type="checkbox"/>

Points	Activities	Done!
<h3>Assignment 3 Mental Health Interpreting Performance</h3>		
<p>Over the next three weeks you will work toward completing Assignment 3 in which you generate an interpretation of an interaction from the mental health setting that is either captured live (although perhaps staged) or mediated and submit your performance, along with a self assessment by way of US Postal Service to your course advisor.</p>		
<h3>Weeks 4-6 Objectives and Activities (6/9-6/28)</h3>		
<p>Note: The next nine weeks of the class will be spent exploring the following objectives for each of the three settings (mental health, post-secondary and a community-based setting of your choice). Each three week period concentrates on one of the settings. The objectives are repeated during each period to remind you of what you need to research. The specific setting for the period is underlined in the objectives.</p> <ol style="list-style-type: none"> 3. Discuss the nature and structure of interpreting in <u>mental health settings</u>, post-secondary settings, and one other community-based setting of your choosing. 4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in <u>mental health settings</u>, post secondary settings, and one other community-based setting of your choosing. 5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task. 6. Interpret texts related to mental health settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate. 7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations. 		
	<ul style="list-style-type: none"> • Research the objectives using course resources, the library, the web, and other contacts. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Read the four articles on mental health. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Post a summary of your research into mental health interpreting. • Post a case study or real life story regarding interpreting in the medical setting. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Reflective journal. Address the following questions: What issues exist in providing mental health services to deaf and hard of hearing individuals? What are the implications of these issues for interpreters? What specialized training opportunities exist for interpreters in this setting? What specific skills and attributes are needed? 	<input type="checkbox"/>
<p>Due: 6/30</p> 	<p>Assignment 3 – Mail your interpretation and self-assessment to your course advisor.</p>	<input type="checkbox"/>

Points	Activities	Done!
<p>Assignment 4 Post-Secondary Setting Performance</p>		
<p>For the next three weeks you will concentrate on Assignment 4. This assignment requires you to generate an interpretation of an interaction from the post-secondary setting that is either captured live (although perhaps staged) or mediated and submit your performance, along with a self assessment by way of US Postal Service to your course advisor.</p>		
<p>Week 7-9 Objectives and Activities (6/30-7/19)</p>		
<ol style="list-style-type: none"> 1. Discuss the nature and structure of interpreting in mental health settings, <u>post-secondary settings</u>, and one other community-based setting of your choosing. 2. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in mental health settings, <u>post secondary settings</u>, and one other community-based setting of your choosing. 3. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task. 4. Interpret texts related to post-secondary settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate. 5. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations. 		
	<ul style="list-style-type: none"> • Research the objectives using course resources, the library, the web, and other contacts. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Read the four articles on post-secondary: 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Field work. Interview community interpreters and agencies regarding interpreting in post-secondary settings to obtain examples, or real life stories for cases. Include contact with spoken language interpreters if possible. OR • Research relevant literature from which you can obtain examples, or real life stories for cases. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Post a summary of your research on interpreting in post-secondary settings. • Post a case study or real life story regarding interpreting in post secondary settings. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Reflective journal. Address the following questions: Based on your research, what would you say are the most prevailing issues facing interpreters in the post secondary setting? What specific evidence supports your observations? What challenges do colleges and universities face in addressing the requirements of ADA? How do these challenges impact interpreting? 	<input type="checkbox"/>
<p>Due:7/21</p> 	<p>Assignment 4 due. Mail to your course advisor via US Postal Service.</p>	<input type="checkbox"/>

Points	Activities	Done!
<p>Assignment 5 Community-Based Setting of Your Choosing</p> <p>Over the next three weeks you will concentrate on Assignment 5 in which you generate an interpretation of an interaction from a community-based setting of your choice that is either captured live (although perhaps staged) or mediated and submit your performance, along with a self assessment by way of US Postal Service to your course advisor.</p>		
<p>Week 10-12 Objectives and Activities (7/21-8/8)</p>		
<ol style="list-style-type: none"> 1. Discuss the nature and structure of interpreting in mental health settings, post-secondary settings, <u>and one other community-based setting of your choosing.</u> 2. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in mental health settings, post secondary settings, <u>and one other community-based setting of your choosing.</u> 3. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task. 4. Interpret texts related to community-based settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate. 5. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations. 		
	<ul style="list-style-type: none"> • Research the objectives using course resources, the library, the web, and other contacts. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Identify, locate and read at least four (4) articles related to the setting of your choice. 	
	<ul style="list-style-type: none"> • Field work. Interview community interpreters and agencies regarding interpreting in setting you have chosen, to obtain examples, or real life stories for cases. Include contact with spoken language interpreters if possible. OR • Research relevant literature from which you can obtain examples, or real life stories for cases. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Post a summary of your research on the topic of interpreting in the setting you have chosen, providing citation of the four (4) articles you read as part of your research. • Post a case study or real life story regarding interpreting in the setting you have chosen. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Reflective journal. Address the following questions: Based on your research, what unique competencies are required to interpret in the setting you have chosen? Why is this setting of interest to you? How did you go about researching this setting? What did you discover about this setting that was unexpected and how does it impact your preparation for working in this setting? 	<input type="checkbox"/>

Points	Activities	Done!
Due: 8/6 	Assignment 5 due. Submit via US Postal service.	<input type="checkbox"/>
 Due: 8/8	Final reflective journal due Reflect on your learning in this course and discuss what part of the learning will be most useful to you as a community interpreter and why. What information remains that you want to research further and why? What resources do you want to secure and why? What elements of skills development do you want to continue to address once you enter the field and why?	<input type="checkbox"/>

Assignment Overview

	Description	Points
Assignment 1 Ongoing	<p>Online Postings: Post an introduction and statement of goals. As well, you should regularly and consistently post summaries of research (3), case studies (3), and reflective journal responses (5) as evidence of progress towards course objectives. A total of 12 postings are scheduled. Postings should not exceed 750 words.</p>	20 Points
Assignment 2 Due 6/9	<p>Forms and Sight Translation: Research and collect forms used within the mental health, post secondary or the community-based setting of your choice. It may be documents that a deaf individual approaching these settings for service would likely be required to fill out. For example, a mental health intake form or an application for college. It may be some other sort of document that is a regular part of the setting—such as the 12 steps often associated with drug and alcohol treatment or a script used in performing arts interpreting or an insurance claim form from an insurance company. Collect two (2) distinct forms for each setting—a total of six. Select one from each of the settings and film yourself generating a sight translation of the form and or frozen text. Then analyze your performance focusing on the following criteria.</p> <ul style="list-style-type: none"> • Demands that arose and the controls that were employed. • Salient discourse features of written forms and the implications for sight translation. • Unique terminology and its meaning. • Equivalency of meaning generated. • Observations about the overall accuracy and effectiveness of the sight translation. • What you would do differently next time, why and how. <p>Tape yourself discussing your findings. In other words, you will submit your self-assessment in a taped, spoken English rendition versus in writing. The self-assessment should be between 15-20 minutes in length, addressing the above stated criteria, and discussing how you approached the task. Submit your package of six forms, your filmed sight translations and your filmed self assessment to your course advisor via US postal service.</p>	20 Points

	Description	Points
Assignment 3, 4 and 5 6/30 7/21 8/6	<p>Sample of Interpretation Performance and Self Assessment: Generate an interpretation of a text from the setting associated with the respective assignment (3, 4 or 5). You can select a text from an actual live assignment (although possibly staged) or from a mediated text you locate as part of your research. You can use mediated texts from commercial vendors, from the DO IT Center lending library, from a local resource, or other credible source. The text must be related to the setting, be interactive in nature (allowing for your application of both ASL and English performance) and be between 15-20 minutes in length.</p> <p>When capturing your performance on film, make sure both you and the source message(s) are observable for analysis purposes. Then analyze your performance focusing on the following criteria.</p> <ul style="list-style-type: none"> • Demands that arose and the controls that were employed. • Salient discourse features of the speakers involved and the implications for interpretation. • Unique terminology that emerged and its meaning within context. • Equivalency of meaning generated in the interpretation. • Observations about the overall accuracy and effectiveness of the interpretation. • What you would do differently next time, why and how. <p>Tape yourself discussing your findings. In other words, you will submit your self-assessment in a taped, spoken English rendition versus in writing. The self-assessment should be between 15-20 minutes in length, addressing the above stated criteria, and discussing how you approached the task of securing and selecting the text you interpreted and general preparation for the assignment. Submit your filmed interpretation and your filmed self assessment to your course advisor via US postal service.</p>	20 points

Course Summary

Conclusion

This independent study has provided you with an opportunity to continue your exploration of interpreting skills related to community interpreting. Because community interpreting involves primarily the interpretation of interactive exchanges, you filmed yourself interpreting interactive texts in the mental health, post-secondary and a setting of your choice. You engaged in self-assessment and discussed your findings in spoken English. In this independent study you also further developed and applied your research and reflection skills through literature review, journaling, and case study.

What's Next

INTR 442: Community Interpreting Skills Development 2 is one of your final courses in the program. At this point, you will begin preparations for program completion and graduation—and begin the transition into the world of work. The insights you have gained into your work as an interpreter, and the resources that support the work of interpreters, will be of continuing assistance to you as you build your practice. As well, the portfolio assessment process you completed as part of the program demonstrate your current degree of competence related to the 34 entry-to-practice competencies, and provide the foundation for your continuing professional development. Best wishes for your continued success!

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