



## INTR 330 – Observation-Supervision I Fall Semester 2018

### Instructor Information:

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<b>Office Hour:</b>	Thursdays from 6:00-7:00 pm in Canvas <b>OR</b> By appointment
<b>Class Times:</b>	T/R from 9:30-10:45 am (8/21-11/29) <ul style="list-style-type: none"><li>• No class on 11/22 (Thanksgiving Break)</li></ul> <p>The course final is a community engagement project hosting a professional development workshop for ASL-English Interpreters on Saturday 12/1 from 9:00 am to 12:00 pm.</p>
<b>Class Location:</b>	McKee 139

**Course Description:** Coursework examines the settings in which interpreting occurs and engages students in the systematic analysis of factors impacting different settings through the lens of the Demand-Control Schema.

**Course Purpose:** Interpreters work in a variety of settings. Observing natural interactions among people in those settings while interpretations is NOT happening can give you a sense of how people naturally interact in those situations. This understanding can help you provide more effective interpretations that consider the human factors of interpreting work. Some of the settings you will observe are undoubtedly already familiar to you. In this course, you'll have the opportunity to see these in a new light and to observe situations that are unfamiliar. The purpose of the course is to expand your application of effective decision-making skills to a wider range of settings toward the goal of increasing your professional discretion. It is a course that facilitates the expansion of your world knowledge of professionals who work in settings where interpreting may occur.

**Pre-Requisites:** INTR 211: Critical Thinking and Analysis Skills for Interpreters.

**Course Objectives:** Upon the completion of this course, you will be able to do the following:

1. Systematically analyze factors impacting different settings through the lens of the Demand-Control Schema.
2. Create a situational analysis that explores the four elements of Demand-Control Schema.
3. Identify and discuss the implications of decision-making for interpreting.
4. Identify a range of controls that can be employed by an interpreter to manage the demands that arise during interpreting.
5. Generate a self-assessment that delineates a plan of action for improving decision-making during interpreting.

### **Entry-to-Practice Competencies**

- 1.1 Demonstrate world knowledge through a discussion of current and historical events in regional, national, and international contexts and by describing systems that support society (e.g., governmental, educational, religious, social, and judicial).
- 1.5 Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting).
- 1.7 Compare and contrast majority and minority cultures in American society (e.g., social norms, values, identity markers, humor, art forms, language use, oppression).
- 2.2 Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.
- 4.7 Demonstrate the ability to use technology and equipment specific to ASL-English interpreting. Examples: Video remote interpreting, video relay services, microphones.
- 5.2 Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.
- 5.3 Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate.  
Examples: Has awareness of personal filters, intrapersonal factors, and reactions to a variety of situations and subject matter. Knows when to request breaks, whether to accept assignments, how to work with a team interpreter, and facilitate replacement in a responsible manner.

### **Required Materials:**

#### **Textbooks:**

Dean, R.K., & Pollard, R.Q. (2013). *The Demand Control Schema: Interpreting as a Practice Profession*. North Charleston, SC: CreateSpace Independent Publishing.

*This book was used during INTR 211, so you should already have it.*

Llewellyn-Jones, P., & Lee, R G. (2014). *Redefining the Role of the Community Interpreter: The concept of role-space*. Carlton-le-Moorland, UK: SLI Press.

#### **Media – Provided in the Course**

The public school in action, Tape 12 [DVD] – High School. Denver, CO: University of Northern Colorado DO IT Center.

Online recording – Mental Health Interview.

**Course Requirements:** This is a brief overview; full instructions are posted in your online class.

Description	Pts.
<b>Recorded Observations:</b> Analyze two recorded observations using the theoretical framework of Demand-Control Schema. (2 observations @ 10 points each)	20
<b>Observation Plans:</b> Make and carry out plans to secure live observation sites.	10
<b>Live Observations:</b> Analyze four live observations using the theoretical framework of Demand-Control Schema. (4 observations @ 10 points each)	40
<b>DC-S Workshop:</b> Collaboratively create and present a professional development workshop on Demand-Control Schema for interpreters. <b>(This project is the course final.)</b>	30
<b>Total</b>	100

**Evaluation Method:** The points for all the assignments in a course will add up to 100 points and letter grades are assigned as follows for UNDERGRADUATE classes:

A = 100 - 91 superior achievement of course objectives

B = 90 - 81 above average achievement of objectives

(Reminder: you must maintain at least a “B” per class to meet graduation requirements)

C/D = 80 - 61 below average achievement of course objectives

60 or below is considered not passing.

**Student Code of Conduct:** You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at [Student Conduct Code](#).

**Sexual Misconduct/Title IX Statement:** The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you

would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct).

**Equity and Inclusion Statement:** The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit please visit: [www.unco.edu/dean-of-students/shareaconcern/](http://www.unco.edu/dean-of-students/shareaconcern/).