

The logo for Distance Opportunities for Interpreter Training Center (DOIT) features the letters 'DOIT' in a large, light blue, serif font. A horizontal line with an arrowhead on the right side passes through the middle of the letters. This line and arrow are part of a blue oval shape that also encloses the text.

Distance Opportunities for
Interpreter Training Center

Study Guide

INTR 331

Observation-Supervision II

Fall 2007

Distance Opportunities for Interpreter Training Center (UNC-DO IT Center), University of Northern Colorado

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Course Overview

Purpose

Observation-Supervision II is a two-credit hour practicum-based course that further examines the settings in which interpreting occurs. This course will engage you in the systematic analysis of factors impacting interpreting in different settings through the lens of the Demand-Control Schema and its associated applications. As a practicum-based course it is loaded so that for each credit hour, you should plan to spend at least three hours out of class engaged in class-related activities. Since this is a two-credit hour class, that means you should expect to spend about six hours a week engaged in the observation activities (arranging for observation, conducting the observation, reflecting on the observation). Additionally, you should expect to spend at least two hours a week online participating in discussions. Additional times may be required to complete other homework/assignments.

The purpose of the course is to deepen your application of observation skills and the ability to demonstrate effective decision-making skills in a wider range of settings. You will do this by observing the work of interpreters in a range of settings, analyzing your observations through the D-C-C-RD sequence, reporting your observations to your peers and instructor, and considering the range of controls that could be applied in any given setting. The ultimate goal is to increase your professional discretion. Like INTR 330: Observation-Supervision I, this is a course which facilitates the expansion of your world-knowledge of professionals who work in a wide-range of settings, as well as the role and function of interpreters and consumers within the settings.

Impact

Interpreters work in diverse settings that are impacted by a wide range of factors. Observation of the actual work of interpreters, followed by a discussion with the working interpreter, provides you with direct insight into the world of work in which interpreters function. It is an excellent way to enhance your understanding of the interpreting process and the ways in which demands are addressed by working interpreters. Having a systematic approach to analyzing the demands

associated with various settings and exploring the controls an interpreter can employ leads to effective decision-making. Further, when decisions are evaluated on the basis of the resulting consequences, discretion and judgment are improved.

Objectives

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

- Systematically analyze factors impacting different settings through the lens of the Demand-Control Schema.
- Create a situational analysis that explores the various elements of Demand-Control Schema and examines the D-C-C-RD sequence.
- Analyze the effectiveness of interpretations utilizing a two-prong approach involving Discourse and Dialogic Work Analysis.
- Identify and discuss the implications of decision-making for interpreting.
- Identify a range of controls employed by working interpreters to manage the demands that arise during interpreting events and assess the effectiveness.
- Generate a reflective analysis that demonstrates self-awareness and strategies that can be employed to improve decision-making during interpreting.

Required Materials

Media

You will receive the following DVD in the mail:

Interpreting in Mental Health Settings (2006),
Gallaudet University Press.

Textbooks

You will need the following texts, received in
INTR 220.

1. Cokely, D. (1994). *Sociolinguistic Process of Interpreting*. Linstok Press Dissertation Series. Burtonsville, MD: Linstok Press, Inc.
2. Russell, D. (2002). *Interpreting in the Legal Contexts: Consecutive and Simultaneous Interpretation*. Linstok Press Dissertation Series. Burtonsville, MD: Linstok Press, Inc.
3. Taylor, M. (1993) *Interpretation Skills: English to ASL*. Edmonton, Alberta: Interpreting Consolidated.
4. Taylor, M. (2002). *Interpretation Skills: ASL to English*. Edmonton, Alberta: Interpreting Consolidated.

Readings

The readings for this course are located in the *DO IT Skills Reader*, *DO IT Critical Thinking and Analysis Reader*, and the Library eReserves.

DO IT Skills Reader Articles:

- #10 Siple, L. (1997). Historical Development of the Definition of Transliteration. In *Journal of Interpretation*, RID Press.
- #11 Sofinski, B. (2006). Demystifying Sign Language Transliteration: Utilizing the Source of Research to Achieve the Target of Competence. In *Proceedings of the 16th National Convention of the Conference of Interpreter Trainers*.
- #12 Sofinski, B., Yesbeck, N., Gerhold, S. & Bach-Hansen, M. (2001). Features of voice to sign transliteration by educational interpreters. In D. Watson (Ed.), *Journal of Interpretation*. Alexandria, VA: RID Press, pp. 47-68.
- #13 Stauffer, L. & Viera, J. (2000). Transliteration: A comparison of Consumer Needs and Transliteration Preparation and

Practice. In D. Watson (Ed.), *Journal of Interpretation*, RID Press, pp.61-80.

- # 15 Viera, J. and Stauffer, L. (2000).
Transliteration: The Consumer's Perspective.
In D. Watson (Ed.), *Journal of Interpretation*, RID Press, pp. 83-98.

Critical Thinking and Analysis Reader Articles:

Review these readings from INTR 211.

- #3 Dean, R.K. and Pollard, R.Q. (2001). The application of demand-control theory to sign language interpreting: Implications for stress and interpreter training. *Journal of Deaf Studies and Deaf Education* 6(1), 1-14.
- #4 Dean, R.K. and Pollard, R.Q. (2004a). A practice-profession model of ethical reasoning. *VIEWS*, 21(9), 1, 28-29.
- #5 Dean, R.K., Pollard, R.Q, Davis, J., Griffin, M. LaCava, C. Morrison, B., Parmir, J., Smith, A., Storme, S., and Suback, L. (2004b). The demand-control schema: Effective curricula implementation. In E.M. Maroney (Ed.), *CIT: Still shining after 25 years* (pp. 55-75). (Proceedings of the 15th national Convention of the Conference of Interpreter Trainers) Monmouth, OR.
- #7 Dean, R.K., Pollard, R.Q, and English, M.A. (2004c). Observation-supervision in mental health interpreter training. In E.M. Maroney (Ed.), *CIT: Still shining after 25 years* (pp. 145-161). (Proceedings of the 15th national Convention of the Conference of Interpreter Trainers (CIT). Monmouth, OR.
- #9 Dean, R.K., Davis, J., Barnett, H., Graham, L.E., Hammond, L., and Hinchey, K. (2003). Training medically qualified interpreters: new approaches, new applications, promising results. *VIEWS*, 20(1), 10-12.

Available in the Library eReserves:

Gottlieb, M. (2006). A Template for Peer Ethics Consultation. *Ethics and Behavior*, 16(2), pp.151-162. Florence, KY: Lawrence Erlbaum Associates, Inc.

Course Preview

The activities in this course include application of the Demand-Control Schema as a tool for dialogic work analysis during the course of

observing working interpreters. You will also apply Demand-Control Schema as a tool for assessing ethical decision-making and the relationship of decisions to a continuum of choices ranging from conservative to liberal. As well, you will have the opportunity to explore demands that exist in a wider range of settings and to identify and evaluate the controls that are employed by working interpreters.

Lesson 1: Negotiating Observations

During this lesson, you will formulate your plan for the observation of working interpreters. The observation of working interpreters requires a significant amount of advance preparation. It involves getting permission, not only from the working interpreter, but from the consumers involved. For this reason, working with local interpreting services agencies in or around your community may prove to be the best resource. Frequently, these agencies will get all the approvals necessary to allow you to observe a working interpreter. In anticipation of the fact that you will likely encounter a number of interpreters who use transliteration while working, you will begin reading a number of related articles.

Lesson 2: Scheduling Observations

To help you prepare for your observations, you will view a DVD to observe an interpreting working in a mental health setting interpreting an intake, and later a counseling session. You will record your observations, and then explore the type of follow-up questions you would use if you had the opportunity to conduct a supervision session with the interpreter.

As you continue scheduling your observations of working interpreters, focus on observing as many different interpreters as possible in different settings. This will offer you the richest level of exposure and experience, which in turn will increase your understanding of how different interpreters approach their work and decision-making. Each experience will contribute to your acquisition of discretion.

Lesson 3: Academic Observations

During this lesson you will complete two observations of working interpreters—one in a K-12 setting and one in a post-secondary setting. You will complete the observation form for this

class—which involves engaging in the analysis process before, during and after the observation. When your observations are complete, you will submit them to the course facilitator for review and feedback. You also will participate in online discussion with your peers about the impact of your observations for the work of interpreters.

Lesson 4: Mental Health/Medical Observations

During this lesson you will complete two observations of working interpreters—one in a medical and one in a mental health setting. You will complete the observation form for this class—which involves engaging in the analysis process before, during and after the observation. When your observations are complete, you will submit them to the course facilitator for review and feedback. You also will participate in online discussion with your peers about the impact of your observations for the work of interpreters.

Lesson 5: Community-based Observations

During this lesson you will complete two observations of working interpreters—in two different community-based settings. This could include an employment setting, a social service setting, a recreational setting, or something else related to the community at large. You will complete the observation form for this class—which involves engaging in the analysis process before, during and after the observation. When your observations are complete, you will submit them to the course facilitator for review and feedback. You also will participate in online discussion with your peers about the impact of your observations for the work of interpreters.

Lesson 6: Team Interpreting Observations

During this lesson you will complete two observations of working interpreters in a team setting—the settings are flexible. In addition, you could be part of the team—provided that your team member agrees to participate in the completion of the observation form. You will complete the observation form for this class—which involves engaging in the analysis process before, during and after the observation. When your observations are complete, you will submit one of them to a class peer and engage in an online discussion about it that addresses a series of questions that will be posted. You are free to self-select the peer you want to work with for this activity. Make sure to advise your facilitator when you and your peer have agreed to collaborate. You will submit the other

observation to your facilitator for review and feedback.

Lesson 7: Research Project

During this lesson, you will select a particular setting (such as legal, mental health, social service, or K-12) and conduct a literature review to locate five to six readings (other than those used in any of the program classes) that can serve as the foundation for a research paper about the setting. Using the lens of the Demand-Control Schema you will frame the setting, synthesize your research findings, and discuss the implications of working in the setting with and without application of the schema. You will submit a written paper about your research to your course facilitator for review and feedback. As well, you will prepare a brief summary of your findings and post them online for your peers to review and discuss.





Lesson 8: Reflective Analysis









During this final lesson, you will reflect on the various observations conducted during the semester and synthesize your experiences by addressing a set of questions designed to prompt your recognition of patterns that emerged in the performance of working interpreters and the new awareness you gained as a result. This reflection paper should underscore your growing appreciation for the application of the theoretical foundation associated with the Demand-Control Schema and its application as a tool for dialogic work analysis.








Course Roadmap






All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it.

Points	Dates	Activities	Done!
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Points	Dates		Activities	Done!
	8/27		Online Introduction: Post an introduction in Blackboard addressing your goals for this class and discussing your plans for connecting with other working interpreters for the purpose of observation.	<input type="checkbox"/>
Lesson 1 - Negotiation Skills				
	8/28	1.1	Read: Review the various Dean and Pollard articles identified in the Required Text/Readings section of the Study Guide. These are located in your <i>Critical Thinking and Analysis Reader</i> .	<input type="checkbox"/>
	8/29	1.2	Prepare: Master schedule for your observations for the semester.	<input type="checkbox"/>
	9/10	1.3	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
Lesson 2 - Scheduling Observations				
	9/17	2.1	Read: Siple, L. (1997). "Historical Development of the Definition of Transliteration" (DO IT Skills Reader Article # 10).	<input type="checkbox"/>
	9/17	2.2	View: <i>Interpreting in Mental Health Settings</i> DVD from Gallaudet (two scenarios).	
	9/19	2.3	Submit: Written analysis of the DVD of an interpreter working in a mental health setting to your facilitator.	<input type="checkbox"/>
	9/21	2.4	Online Discussion: Post responses to thought questions associated with the analysis of the mental health scenario.	<input type="checkbox"/>
	9/24	2.5	Submit: Master schedule of your observations to course facilitator.	<input type="checkbox"/>
	9/24	2.6	Read: Sofinski, B. (2006). "Demystifying Sign Language Transliteration: Utilizing the Source of Research to Achieve the Target of Competence" (DO IT Skills Reader Article #11).	<input type="checkbox"/>

Points	Dates		Activities	Done!
Lesson 3 - Academic Observations				
	9/26	3.1	Submit: Observation #1 to course facilitator.	<input type="checkbox"/>
	9/28	3.2	Online Discussion: Post responses to thought questions regarding Observation #1.	<input type="checkbox"/>
	10/3	3.3	Submit: Observation #2 to course facilitator.	<input type="checkbox"/>
	10/5	3.4	Online Discussion: Post responses to thought questions regarding Observation #2.	<input type="checkbox"/>
	10/8	3.5	Read: Sofinski, B., Yesbeck, N., Gerhold, S. & Bach-Hansen, M. (2001). "Features of voice to sign transliteration by educational interpreters" (DO IT Skills Reader Article #12).	<input type="checkbox"/>
Lesson 4 - Mental Health/Medical Observations				
	10/10	4.1	Submit: Observation #3 to course facilitator.	<input type="checkbox"/>
	10/12	4.2	Online Discussion: Post responses to thought questions regarding Observation #3.	<input type="checkbox"/>
	10/15	4.3	Read: Stauffer, L. & Viera, J. (2000). "Transliteration: A comparison of Consumer Needs and Transliteration Preparation and Practice" (DO IT Skills Reader Article #13).	<input type="checkbox"/>
	10/17	4.4	Submit: Observation #4 to course facilitator.	<input type="checkbox"/>
	10/19-22	4.5	Audio conference: Participate in small group 1.5 hour audio conference with course facilitator in accordance with instructions (specific date to be negotiated between students and facilitator—call in instructions will be provided).	<input type="checkbox"/>

Points	Dates		Activities	Done!
Lesson 5 - Community-Based Observations				
	10/24	5.1	Submit: Observation #5 to course facilitator.	<input type="checkbox"/>
	10/26	5.2	Online Discussion: Post responses to thought questions associated with Observation #5.	<input type="checkbox"/>
	10/29	5.3	Read: Viera, J. and Stauffer, L. (2000). "Transliteration: The Consumer's Perspective" (DO IT Skills Reader Article #15).	<input type="checkbox"/>
	10/31	5.4	Submit: Observation #6 to course facilitator.	<input type="checkbox"/>
	11/2	5.5	Online Discussion: Post responses to thought questions associated with Observation #6.	<input type="checkbox"/>
Lesson 6 - Team Interpreting Observations				
	11/5	6.1	Read: Gottlieb, M. (2006). "A template for Peer Ethics Consultation" (available online).	<input type="checkbox"/>
	11/7	6.2	Submit: Observation #7 to course facilitator.	<input type="checkbox"/>
	11/9	6.3	Online Discussion: Post responses to thought questions regarding Observation #7.	<input type="checkbox"/>
	11/14	6.4	Submit: Observation #8 to course facilitator and email a copy to the peer who will review this observation.	<input type="checkbox"/>
	11/16-11/19	6.5	Peer Supervision Audio conference: Participate in a one hour audio conference with the peer with whom you are collaborating for the purpose of review of a team interpreting observation. You will devote 30 minutes to a discussion of each of your observations. Your facilitator will be a part of the call for the purpose of monitoring your application of Observation-Supervision techniques.	<input type="checkbox"/>

Points	Dates		Activities	Done!
Lesson 7 - Research Project				
	11/20-11-27		Conduct your research in accordance with assignment description for the Research Project.	<input type="checkbox"/>
	11/28	7.1	Submit: Research paper to your facilitator (Research Project, Part 1).	<input type="checkbox"/>
	11/29-12/3	7.2	Online Discussion: Post a summary of your research findings online and facilitate the peer discussion about your findings (Research Project, Part 2).	<input type="checkbox"/>
	12/29-12/3	7.3	Online Discussion: Post responses to the research findings of at least two of your peers (Research Project, Part 3).	<input type="checkbox"/>
Lesson 8 - Reflective Analysis				
	12/7	8.1	Submit: Reflective Analysis Paper to your facilitator for grading.	<input type="checkbox"/>
	12/10	8.2	Online Discussion: Post responses to thought questions regarding your synthesis essay.	<input type="checkbox"/>
	12/14		Congratulations! Course completed. Please complete course evaluation!	<input type="checkbox"/>

Assignments

Assignment Overview

Assignment Type	Description	Points	Due Date
1. Master Schedule	Complete the master schedule detailing your observation plans.	5 pts.	9/24
2. Observations	Complete eight (8) observations and the associated observation form and submit to facilitator.	35 pts.	Ongoing #1 - 9/26 #2 - 10/3 #3 - 10/10 #4 - 10/17 #5 - 10/24 #6 - 10/31 #7 - 11/7 #8 - 11/14
3. Mental Health Interpreting Scenario Analysis	Complete the analysis of the DVD of two mental health interpreting scenarios utilizing the designated observation form.	10 pts.	9/19
4. Peer Supervision Audio Conference	Engage in an Observation-Supervision Interview with a Peer to discuss team interpreting observations. You will discuss one of your observations and one of your peer's observations. Each discussion will be about 30 minutes in length and each is worth five points. Your facilitator will be present during the discussion to monitor your application of observation-supervision techniques. Specific date and time will be negotiated between the peers and course facilitator.	10 pts.	11/16-11/19
5. Participation	Participate in all of the online discussions through original and response postings related to observations and/or readings, and participate in the Observation-Supervision audio conference with the course facilitator.	10 pts.	Ongoing

Assignment Type	Description	Points	Due Date
6. Research Project	<p>There are three parts to this project—each carrying individual points and due dates</p> <p>Part 1: Select an interpreting scenario you would like to know more about and research it by reading and synthesizing five-six readings you obtain through research. Using the lens of the Demand-Control Schema you will frame the setting, synthesize your research findings, and discuss the implications of working in the setting with and without application of the schema. You will submit a written paper about your research to your section facilitator for review and feedback.</p> <p>Part 2: Post a summary of your findings online by 11/29 (no more than 800 words that illustrate the most salient points from your research), along with four-five discussion questions.</p> <p>You will facilitate the ensuing discussions with your online peers between 11/29-12/3.</p> <p>Part 3: Your online peers will also be posting their findings. You are to post in at least two (2) of their forums. Do a direct response to at least one (1) of their questions and respond to at least one (1) post by other peers in each of their forums. In other words, you will post in two forums, two times each—once as an original post and once in response to someone else for a total of four (4) postings.</p>	<p>10 pts.</p> <p>5 pts.</p> <p>5 pts.</p>	<p>11/28</p> <p>11/29-12/3</p> <p>11/29-12/3</p>
7. Reflective Analysis Paper	Prepare a 750 word paper that reflects on the learning from this course supported by reference/citation from program readings/textbooks.	10 pts.	12/7

Course Summary

Conclusion

This course has furthered your understanding and application of the Demand-Control Schema through a series of observations of working interpreters designed to expand your awareness of decision-making within a range of settings. As well, you strengthened your skills in observation-supervision, an important element of using the D-C Schema as a dialogic work tool. You gained insight into how this tool can be applied during discussion of the work with both those who are familiar with the schema and those who are not. The overarching goal of this class is to improve the quality of your decision-making skills through consideration of the consequences and implications associated with your choices and those of other colleagues. As you continue your skill development coursework and engage in your internship experience, you will continue to enhance the discretion skills that are central to functioning as a competent and autonomous professional.

What's Next

Next semester you will continue to develop your skills relating to the various strategies associated with simultaneous interpreting, begin your emphasis area, and prepare for INTR 492: Interpreting Internship. During the internship experience, you will gain more direct experience in applying the D-C Schema to your daily work as an interpreter.

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