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Distance Opportunities for  
Interpreter Training Center

# Study Guide

INTR 441

Community Interpreting:  
Skill Development 1

Spring 2008

## **Distance Opportunities for Interpreter Training Center (DO IT Center), University of Northern Colorado**

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# Course Overview

## Purpose

The purpose of this course is to engage you in skill development activities designed to enhance your ability to interpret in community-based settings. Specific attention will be given to interpreting in medical, social service, and employment settings. 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".

Another unique element of community interpreting is the use of sight translation or document interpretation. This relates to the interpreting of English print into sign language—a task ASL-English interpreters should be prepared to offer and provide on an as needs basis. Sight translation is often given insufficient attention in interpreter training programs. Consequently, many ASL-English interpreters do not know how to do it or do it well. Sight translation is as difficult as simultaneous interpretation, and involves some of the same mental processes. In the case of sight translation, the input is visual (the written word) rather than oral (the spoken word), but the interpreter still has to process a thought in the source language and generate the

target language version of that thought while simultaneously processing the next source language thought, and so on.

Some interpreters find sight translation more difficult than the other modes of interpreting because they have more trouble focusing on meaning rather than words – the essence of proper interpretation – when the message is written in black and white on a piece of paper. Reading comprehension is an important element of sight translation, and the need to improve and maintain reading comprehension is essential.

## **Objectives**

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

1. Discuss the role and function of sight translation when interpreting in medical, employment and social service situations.
2. Generate a sight translation of forms and/or documents associated with medical, social service, and employment settings.
3. Discuss the nature and structure of interpreting in medical settings, in employment settings, and in social services settings.
4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in medical settings, employment settings, and social services settings, and employment settings.
5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.
6. Interpret texts related to the medical, social services, and employment 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 Materials

There are no materials required for purchase for this course.

### Articles

The following articles are available online.

- Agrifoglio, M. (2004). Sight translation and interpreting: A comparative analysis of constraints and failures. In *Interpreting*, 6:1, pp. 43-67. Benjamin Publishing Company. Accessed from <http://www.benjamins.nl/jbp/series/INTP/6-1/art/0004a.pdf>
- Abraham, D. & Weston, D. (2004). Does the Absence of Public Policy Compromise the Professionalization of Community Interpreting? Case Study and Analysis. Accessed from <http://www.criticallink.org/pdfs/Abraham%20D%20-%20Weston%20D.pdf>
- Bahadir, S. (2001). The Empowerment of the Community Interpreter: The Right to Speak with a Voice of One's Own. Accessed from <http://www.criticallink.org/proceedings/1.pdf>
- Emmory, K. and Falgier, B. (1999). Talking about space with space: Describing environments in ASL. In E. Winston (Ed.), *Storytelling & Conversation Discourse in Deaf Communities*. Washington, DC: Gallaudet University Press.
- Furmanek, O. (2004). Promoting professional interpreting standards through students' internships. Accessed from <http://www.criticallink.org/pdfs/Furmanek%20O.pdf>
- Lambert, S. (2004). Shared Attention during Sight Translation, Sight Interpretation and Simultaneous Interpretation. Accessed from <http://www.erudit.org/revue/meta/2004/v49/n2/009352ar.pdf>
- Metzger, M. (1999). Footing Shifts in an Interpreted Mock Interview. In E. Winston (Ed.), *Storytelling & Conversation Discourse in Deaf Communities*. Washington, DC: Gallaudet University Press.

## Recommended Resources

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

### **Critical Links website:**

<http://www.criticallink.org/English/index2.htm>

NOTE: This site does not apply strictly to ASL-English interpreters—however various ASL-English interpreters do publish with this entity and participate in this organization and its conferences. Part of your research is to explore the application of the information from the field of spoken language interpreting to sign language interpreting.

When you go to this site, click on the publications link and you will see links to a variety of papers on a wide range of topics—including interpreting in medical and social service settings. Critical Link 2 and Critical Link 3 focus on community interpreting. Papers from both of these conferences are worth exploration.

Also, under the Journal link, you will find a number of journal articles of interest. For example, on page 13 of the October 2000 issue is an interesting article about standards of practice of community interpreters and the use of cultural bridging—which raises perspectives worthy of consideration by all interpreters. Also, the February 2004 issue has a variety of articles related to interpreting in community settings.

### **CATIE Website:**

<http://www.medicalinterpreting.org/>

This is a website with a wide range of resources for ASL-English interpreters working in the medical setting. Be sure to explore this site thoroughly, as there are a number of texts which can be downloaded for interpreting practice and self-assessment.

### **NCIHC Website:**

<http://www.ncihc.org/>

This is a website dedicated to medical interpreting as it relates to all languages.

## Media

The following tapes/DVDs provide useful samples of interpretations of texts that relate to community interpreting and allow for peer review. These materials may be available for loan from the UNC-DO IT Center Lending Library. Check the UNC-DO IT Center website at <http://www.unco.edu/doit/home.html> before purchasing any of these materials.

1. Roy, C. (2004). VT entitled: Analyzing a Discourse Process: Turn-taking in Interpreted Interaction. Gallaudet University
2. Patrie, C. VT entitled: Interpreting in Insurance Settings. Dawn Sign Press **ISBN: 1-58121-067-1**
3. Patrie, C. VT entitled: Interpreting in Medical Settings. Dawn Sign Press **ISBN: 1-58121-064-7**



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# Course Preview

The activities in this course are designed to help you explore and gain experience interpreting in your chosen area of interpreting. Each of you enters your area of emphasis with different interests, experiences, and goals. To accommodate this difference in learners, the courses in your emphasis are designed to be less structured and more of an independent study than the core courses in the BA curriculum.

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. In order to accommodate different learner needs, 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, 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 medical settings, interpreting in employment settings, and interpreting in social service settings—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 the 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.




# 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!
1/14	<b>Online Introduction:</b> Post an introduction in Blackboard addressing your goals in this class and how it fits into your professional plans/aspirations.	<input type="checkbox"/>
<p><b>Assignment 2 Forms and Sight Translations</b></p> <p>Over the next four weeks you will be working toward the completion of Assignment 2 in which you collect forms used in medical, employment and social service settings, 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 Weeks 3 and 4 open for completing the assignment.</p>		
<p><b>Weeks 1-4 Objectives and Activities (1/14-2/8)</b></p> <ol style="list-style-type: none"> <li>1. Discuss the role and function of sight translation when interpreting in medical, employment and social service settings.</li> <li>2. Generate a sight translation of forms and/or documents associated with medical, employment and social service settings.</li> </ol>		
	<ul style="list-style-type: none"> <li>• Research Sight Translation to determine its application to ASL-English Interpreting. This may include exploring the role of writing and reading English in the Deaf Community.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• Read the Agrifoglio, M. (2004) and Lambert, S. (2004) studies about Sight Translation</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• Reflective Journal: Define sight translation and discuss your observations about how, when and why it would be applied during ASL-English interpreting. Include observations about the challenges deaf individuals face in the acquisition and mastery of written English.</li> </ul>	<input type="checkbox"/>
Due 2/11 	<b>Assignment 2 due.</b> Submit Assignment 2 by way of US Postal Service.	<input type="checkbox"/>

Points	Activities	Done!
<p><b>Assignment 3 Medical Interpreting Performance</b></p> <p>Over the next four weeks you will work toward completing Assignment 3 in which you generate an interpretation of an interaction from the medical 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><b>Weeks 5-8 Objectives and Activities (2/11-3/7)</b></p>		
<p><b>Note:</b> The next 12 weeks of the class will be spent exploring the following objectives for each of the three settings (medical, employment, and social services). Each four 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"> <li>3. Discuss the nature and structure of interpreting in <u>medical settings</u>, employment settings, and social services settings.</li> <li>4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in <u>medical settings</u>, employment settings, and social services settings.</li> <li>5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.</li> <li>6. Interpret texts related to medical settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate.</li> <li>7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.</li> </ol>		
	<ul style="list-style-type: none"> <li>• Research the objectives using course resources, the library, the web, and other contacts.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• Visit <a href="http://www.medicalinterpreting.org/">http://www.medicalinterpreting.org/</a> and read/review the PPT from the RID Presentation by Dr. Laurie Swabey.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Post a summary of your research into medical interpreting.</li> <li>• Post a case study or real life story regarding interpreting in the medical setting.</li> </ul>	<input type="checkbox"/>

Points	Activities	Done!
	<ul style="list-style-type: none"> <li>• Reflective journal. Address the following questions: What about medical interpreting appeals to you and your approach to work? What specific skills and attributes do you bring to medical interpreting? What additional skills, knowledge and attributes do you need to gain? What opportunities for medical interpreting exist for you? What resources exist to assist you in moving forward into the world of medical interpreting?</li> </ul>	<input type="checkbox"/>
Due 3/10 	<b>Assignment 3</b> – Mail your interpretation and self-assessment to your course advisor.	<input type="checkbox"/>
<p><b>Assignment 4 Employment Setting Performance</b></p> <p>For the next four weeks you will concentrate on Assignment 4. This assignment requires you to generate an interpretation of an interaction from the employment 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><b>Week 9-12 Objectives and Activities (3/10-4/4)</b></p>		
<ol style="list-style-type: none"> <li>3. Discuss the nature and structure of interpreting in medical settings, <u>employment settings</u>, and social services settings.</li> <li>4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in medical settings, <u>employment settings</u>, and social services settings.</li> <li>5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.</li> <li>6. Interpret texts related to medical settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate.</li> <li>7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.</li> </ol>		
	<ul style="list-style-type: none"> <li>• Research the objectives using course resources, the library, the web, and other contacts.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• Field work. Interview community interpreters and agencies regarding interpreting in employment settings to obtain examples, or real life stories for cases. Include contact with spoken language interpreters as possible.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Research relevant literature from which you can obtain examples, or real life stories for cases.</li> </ul>	<input type="checkbox"/>

Points	Activities	Done!
	<ul style="list-style-type: none"> <li>• Post a summary of your research on interpreting in employment settings.</li> <li>• Post a case study or real life story regarding interpreting in employment settings.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• Reflective journal. Address the following questions: Based on your research, what would you say are the most prevailing issues facing interpreters in the employment settings? What specific evidence supports your observations? How do these issues impact you as a student of interpreting in this setting? What can you contribute to addressing the issues you have identified?</li> </ul>	<input type="checkbox"/>
Due 4/7 	<b>Assignment 4 due.</b> Mail to your course advisor via US Postal Service.	<input type="checkbox"/>
<p><b>Assignment 5 Social Service Setting</b></p> <p>Over the next four weeks you will concentrate on Assignment 5 in which you generate an interpretation of an interaction from the social service 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><b>Week 13-16 Objectives and Activities (4/7-5/2)</b></p>		
<p>Discuss the nature and structure of interpreting in medical settings, employment settings, and <u>social services settings</u>.</p> <p>4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in medical settings, employment settings, and <u>social services settings</u>.</p> <p>5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.</p> <p>6. Interpret texts related to medical settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate.</p> <p>7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.</p>		
	<ul style="list-style-type: none"> <li>• Research the objectives using course resources, the library, the web, and other contacts.</li> </ul>	<input type="checkbox"/>

Points	Activities	Done!
	<ul style="list-style-type: none"> <li>Field work. Interview community interpreters and agencies regarding interpreting in social service settings to obtain examples, or real life stories for cases. Include contact with spoken language interpreters as possible.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Research relevant literature from which you can obtain examples, or real life stories for cases.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Post a summary of your research on the topic of interpreting in social service settings.</li> <li>Post a case study or real life story regarding interpreting in the social service setting.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Reflective journal. Address the following questions: Based on your research, what unique competencies are required to interpret in social service settings? What unique demands might you anticipate? What specific evidence supports your observations? How might you go about acquiring terminology for a range of social service settings?</li> </ul>	<input type="checkbox"/>
Due 5/5 	<b>Assignment 5 due.</b> Submit via US Postal Service.	<input type="checkbox"/>
<b>Week 17 Activity (5/5-5/9)</b>		
	<b>Final reflective journal due</b> 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 in INTR 442 and why?	<input type="checkbox"/>

# Assignment Overview

	Description	Points
Assignment 1 Ongoing	<p><b>Online Postings:</b> Post an introduction and statement of goals. As well, you should regularly and consistently post summaries of research (three), case studies (three), and reflective journal responses (five) 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 2/11	<p><b>Forms and Sight Translation:</b> Research and collect forms used within the employment, medical and social services settings—forms that a deaf individual approaching these settings for service would be likely be required to fill out. For example: a medical history form; an application for service; an employee performance evaluation form; or job application. Collect two distinct forms for each setting—a total of six altogether. Select one from each of the settings and film yourself generating a sight translation of the form. Then analyze your performance focusing on the following criteria.</p> <ul style="list-style-type: none"> <li>• Demands that arose and the controls that were employed.</li> <li>• Salient discourse features of written forms and the implications for sight translation.</li> <li>• Unique terminology and its meaning.</li> <li>• Equivalency of meaning generated.</li> <li>• Observations about the overall accuracy and effectiveness of the sight translation.</li> <li>• What you would do differently next time, why and how.</li> </ul> <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 6 forms, your filmed sight translations and your filmed self assessment to your course advisor via US Postal Service.</p>	20 Points



	<b>Description</b>	<b>Points</b>
Assignment 3, 4 and 5  Assign 3 Due 3/10 Assign 4 Due 4/7 Assign 5 Due 5/5	<p><b>Sample of Interpretation Performance and Self Assessment:</b> 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 UNC-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"> <li>• Demands that arose and the controls that were employed.</li> <li>• Salient discourse features of the speakers involved and the implications for interpretation.</li> <li>• Unique terminology that emerged and its meaning within context.</li> <li>• Equivalency of meaning generated in the interpretation.</li> <li>• Observations about the overall accuracy and effectiveness of the interpretation.</li> <li>• What you would do differently next time, why and how.</li> </ul> <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

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# Course Summary

## Conclusion

This independent study has provided you with an opportunity to explore interpreting skills related to community interpreting. Because community interpreting involves primarily the interpretation of interactive exchanges, you filmed yourself interpreting interactive texts in the medical, employment and social service settings. You engaged in self-assessment and discussed your findings in spoken English. This will be helpful to you as you prepare for your final portfolio assessment presentation. In this independent study you also further developed and applied your research and reflection skills through literature review, journaling, and case study. And, as a result of this class, you have created several products that will support your portfolio assessment process.

## What's Next

In INTR 442: Community Interpreting Skills Development II, you will continue to apply your knowledge of community interpreting to the task of interpreting a range of discourse events associated with community interpreting. You will specifically examine 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 independent study. This next course, along INTR 443 will provide you with a strong foundation for interpreting a range of situations that are considered part of Community Interpreting.

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