

The logo for Distance Opportunities for Interpreter Training Center (DOIT) features the letters 'DOIT' in a large, light blue, serif font. A blue oval is drawn around the letters, and a blue arrow points from the right side of the oval to the right.

Distance Opportunities for
Interpreter Training Center

Study Guide

INTR 330

Observation-Supervision I

Fall 2006

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

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Course Overview

Purpose

Observation-Supervision I is a 2 credit hour course that examines further the settings in which interpreting occurs and will engage you in the systematic analysis of factors impacting different settings through the lens of the Demand-Control Schema. The purpose of the course is to expand your application of effective decision-making skills to a wider range of settings towards the goal of increasing your professional discretion.

Impact

Interpreters work in diverse settings that are impacted by a wide range of factors. 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 four elements of Demand-Control Schema.
- Identify and discuss the implications of decision-making for interpreting.
- Identify a range of controls that can be employed by an interpreter to manage the demands that arise during interpreting.
- Generate a reflective analysis that demonstrates self-awareness and strategies that can be employed to improve decision-making during interpreting.

Required Text/Readings

All the required texts and readings for this course were utilized during the summer onsite for INTR 211. They should already exist in your previous course materials.

Textbook

1. DuBrin, A. (1999). *Human relations: For career and personal success* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Readings

1. Dean, R.K. and Pollard, R.Q. (2005). Consumers and service effectiveness in interpreting work: A practice profession perspective. In M. Marschark, R. Peterson, and E. Winston (Eds.), *Interpreting and interpreter education: Directions for research and practice* (pp. 259-282). New York: Oxford University Press.
2. Dean, R.K. and Pollard, R.Q. (2004, October). A practice-profession model of ethical reasoning. *VIEWS*, 21(9), 1, 28-29.
3. Dean, R.K., Pollard, R.Q., Davis, J., Griffin, M., LaCava, C., Morrison, B., Parmir, J., Smith, A., Storme, S., and Suback, L. (2004). 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 (CIT).) Monmouth, OR: CIT.
4. Dean, R.K., Pollard, R.Q., and English, M.A. (2004). 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: CIT.
5. Dean, R.K., Davis, J., Barnett, H., Graham, L.E., Hammond, L., and Hinchey, K. (2003, January). Training medically qualified interpreters: new approaches, new applications, promising results. *VIEWS*, 20(1), 10-12.
6. 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.
7. Gibson, S. (2005, April). A first-hand account of observation-supervision training. *VIEWS*, 22(4), 1, 16.

Course Preview

The activities in this course include application of the theoretical foundations associated with the demand-control schema and the opportunity to explore demands that exist in a wider range of settings than previously explored and to continue to identify and evaluate the controls that can be employed.

Lesson 1: Negotiation Skills

Engaging in observation requires negotiating your needs with the relevant professionals. In this lesson you will learn about negotiating for the opportunity to observe professionals working in a variety of contexts and develop a possible ‘script’ to use when initiating the request. You will begin scheduling your observations and discuss modifications to the negotiation process with your online peers.

Lesson 2: Scheduling Observations

As you continue scheduling your observations, you will complete a picture analysis involving different elements of the demand-control schema. Once completed, you will submit the picture analysis for peer review and discussion. As well, you will apply the demand-control schema rubric to evaluate the analysis of one of your peers.

Lesson 3: School Observations

During this lesson you will complete two observations—one in a K-12 setting and one in a post-secondary setting. You will submit your observations 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—one in a medical and one in a mental health setting. You will submit your observations to the course facilitator for review and feedback, and then participate in a small group audio conference to explore the impact of your observations for the work of interpreters. You also will participate in online discussion with your peers.

Lesson 5: Social Service Observations

During this lesson you will complete two observations—both in social service settings. You will submit your observations to the course facilitator for review and feedback. As well, you will explore your observations with peers during online discussions.

Lesson 6: Employment/Legal Observations

During this lesson you will complete two observations—one in an employment and one in a legal setting. You will submit your observations to the course facilitator for review and feedback, and then participate in a small group audio conference to explore the impact of your observations for the work of interpreters. You also will participate in online discussion with your peers.

Lesson 7: Picture Analysis and Rubric Application




During this lesson, you will complete two picture analyses involving different elements of the demand-control schema. Once completed, you will submit one picture analysis for peer review and discussion and the other for facilitator review and feedback. You also will apply the demand-control schema rubric to evaluate the analysis of one of your peers.












Lesson 8: Reflective Analysis








During this final lesson, you will complete an observation in a setting of your choosing. It can be an observation in a setting that has not yet been explored or an observation that is a follow-up to a setting previously explored. As part of this lesson you will reflect on your learning from the course and prepare a reflection paper that underscores your growing appreciation for the application of the theoretical foundation associated with the demand-control schema.




Course Roadmap

Use this as your “map” while traveling on your distance-learning journey. 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. Icons in the roadmap are used to indicate activities/assignments worth points for grading and non-web activities (readings, videotapes, etc.) Dates before or next to any activity indicate specific dates for that item.

Points	Dates		Activities	Done!
	8/28		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"/>
Lesson 1 - Negotiation Skills				
	8/29	1.1	Read: Instructional Insights on negotiation strategies for scheduling observations.	<input type="checkbox"/>
	8/30	1.2	Complete: Negotiation Survey as a tool to assist you in scheduling observations.	<input type="checkbox"/>
	9/8	1.3	Prepare: Master schedule for your observations for the semester.	<input type="checkbox"/>
	9/11	1.4	Online Discussion: Post responses to thought questions.	<input type="checkbox"/>
Lesson 2 - Scheduling Observations				
	9/18	2.1	Submit: Picture Analysis #1 to your facilitator and to a peer for review.	<input type="checkbox"/>
	9/20	2.2	Peer Review: Evaluate the picture analysis of a peer applying the Demand-Control Schema Rubric	<input type="checkbox"/>
	9/22	2.3	Online Discussion: Post responses to thought questions associated with the picture analysis.	<input type="checkbox"/>
	9/25	2.4	Submit: Master schedule of your observations to course facilitator.	<input type="checkbox"/>
	9/25	2.5	Submit: Peer review to peer with a copy to the facilitator.	<input type="checkbox"/>

Points	Dates		Activities	Done!
Lesson 3 - School Observations				
	9/27	3.1	Submit: School Observation #1 to course facilitator	<input type="checkbox"/>
	9/29	3.2	Online Discussion: Post responses to thought questions regarding School Observation #1.	<input type="checkbox"/>
	10/4	3.3	Submit: School Observation #2 to course facilitator	<input type="checkbox"/>
	10/6	3.4	Online Discussion: Post responses to thought questions regarding School Observation #2.	<input type="checkbox"/>
Lesson 4 - Mental Health/Medical Observations				
	10/11	4.1	Submit: Observation #3 to course facilitator.	<input type="checkbox"/>
	10/13	4.2	Online Discussion: Post responses to thought questions regarding Observation #3.	<input type="checkbox"/>
	10/18	4.3	Submit: Observation #4 to course facilitator.	<input type="checkbox"/>
	10/20-23	4.4	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"/>
Lesson 5 - Social Service Observations				
	10/25	5.1	Submit: Observation #5 to course facilitator.	<input type="checkbox"/>
	10/27	5.2	Online Discussion: Post responses to thought questions associated with Observation #5.	<input type="checkbox"/>
	11/1	5.3	Submit: Observation #6 to course facilitator.	<input type="checkbox"/>
	11/3	5.4	Online Discussion: Post responses to thought questions associated with Observation #6.	<input type="checkbox"/>

Points	Dates		Activities	Done!
Lesson 6 - Employment/Legal Observations				
	11/8	6.1	Submit: Observation #7 to course facilitator.	<input type="checkbox"/>
	11/10	6.2	Online Discussion: Post responses to thought questions regarding Observation #7.	<input type="checkbox"/>
	11/15	6.3	Submit: Observation #8 to course facilitator.	<input type="checkbox"/>
	11/17-20	6.4	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"/>
Lesson 7- Picture Analysis & Rubric Application				
	11/22	7.1	Submit: Complete Picture Analysis #2. Send to a peer for review and submit to your facilitator.	<input type="checkbox"/>
	11/27	7.2	Peer Review: Evaluate the picture analysis of a peer applying the Demand-Control Schema Rubric. Send a copy of your review to the facilitator.	<input type="checkbox"/>
	11/29	7.3	Online Discussion: Post responses to thought questions associated with Picture Analysis #2.	<input type="checkbox"/>
	12/1	7.4	Submit: Complete Picture Analysis #3 in accordance with the instructions and submit to course facilitator.	<input type="checkbox"/>
	12/4	7.5	Online Discussion: Post responses to thought questions associated with Picture Analysis #3.	<input type="checkbox"/>

Points	Dates	Activities		Done!
Lesson 8- Reflective Analysis				
	12/8	8.1	Submit: Observation #9 to course facilitator.	<input type="checkbox"/>
	12/11	8.2	Online Discussion: Post responses to thought questions regarding Observation #9.	<input type="checkbox"/>
	12/13	8.3	Submit: Reflective Analysis Paper to course facilitator.	<input type="checkbox"/>
	12/15		Congratulations! Course completed. Please complete course evaluation!	<input type="checkbox"/>

Assignments

Assignment Overview

Assignment Type	Description	Points	Due Date
Master Schedule	Complete the master schedule detailing your observation plans.	5 pts.	9/25
Observations	Complete nine (9) observations and the associated observation forms and submit to facilitator.	45 pts. (5 pts. each)	Ongoing #1 – 9/27 #2 – 10/4 #3 – 10/11 #4 – 10/18 #5 – 10/25 #6 – 11/1 #7 – 11/8 #8 – 11/15 #9 – 12/8
Picture Analysis	Complete three (3) picture analyses applying various elements of the demand-control schema theory.	15 pts. (5 pts. each)	#1- 9/18 #2- 11/22 #3- 12/1
Peer Review	Using the D-C schema rubric, complete two peer reviews of a picture analysis.	10 pts. (5 pts. each)	#1- 9/25 #2- 11/27
Online Discussions	Participate in ten of the eleven (10/11) online discussions through original and response postings related to observations and/or picture analyses.	10 pts. (1 pt. each)	Ongoing
Reflective Analysis Paper	Prepare a 750 word paper that reflects on the learning from this course and supported by reference/citation from program readings/textbooks.	10 pts.	12/13
Audio Conferences	Participate in two (2) small group audio conference calls with course facilitator to review progress regarding observations.	5 pts. (2.5 pts. each)	Exact dates TBD #1 – 10/20 to 23 #2 – 11/17to 20

Course Summary

Conclusion

This course has engaged you in furthering your understanding and application of the Demand-Control Schema through a series of observations designed to expand your awareness of what transpires within a range of settings where you may work as an interpreter. Engaging in picture analysis continues to allow you to hone your analysis skills and improve the quality of your decision-making skills through consideration of the consequences and implications associated with your choices. As you continue your skill development coursework and prepare for the next Observation-Supervision II class, you will continue to enhance the discretion skills that are central to the day-to-day decision-making of working interpreters.

What's Next

Next semester you will continue to develop your skills relating to the various strategies associated with consecutive interpreting as you participate in INTR 325 Interpreting Skills Lab II. Demands and controls you identified through your observations and picture analyses in INTR 330: Observation-Supervision I should prove useful as you analyze and interpret a series of texts from a range of settings. You will also engage in a course involving service learning as you participate in INTR 311 Community and Identity. In this class you will explore the structure of community and how involvement in community contributes to self-awareness, identity, human relations and civic responsibility.

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