



National Consortium of Interpreter Education Centers

## Interpreting in VR Settings

### Module 4: Interpreting for VR Clients - Knowledge

Study Guide  
Spring 2014

# **Interpreting in VR Settings**

## **Module 4: Interpreting for VR Clients-Knowledge**

Hosted by the UNC MARIE Center of the NCIEC in collaboration with WRIEC.

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Instructional Design Team

Anna Witter-Merithew  
Director  
Mid America Regional Interpreter Education Center  
UNC @ Lowry  
Denver, Colorado

Sherri Lancton  
Instructional Designer  
Office of Extended Studies  
University of Northern Colorado  
Greeley, Colorado

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# Module Overview

## Purpose

The overarching purpose of this module is to illuminate Deaf consumer rights and responsibilities in the VR system. Learners will explore how to exercise their rights without creating barriers to rights and responsibilities of Deaf consumers. The Demand-Control Theory will be used as a framework to this approach.

This is a knowledge-based module designed to address rights and responsibilities of Deaf consumers within the VR system. The learner will consider current VR philosophy whereby customers are not merely recipients of services, but are participants in the process with certain rights and responsibilities. In tandem, the learner will explore interpreters' rights and responsibilities and how to interface with the needs of Deaf VR consumers from a wide variety of backgrounds and experiences. Demand-Control Theory provides a framework that affords a dialogic tool providing a context based ethical reasoning approach when interfacing with both the consumer and the VR counselor. This framework, when applied, can avoid or reduce conflict and professional discord.

## Impact

This module is designed to increase practitioner awareness of Deaf consumer rights and how to effectively interface with a wide variety of Deaf VR consumers.

## Objectives

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

- Describe the wide range of characteristics of Deaf, hard of hearing and Deafblind people that constitute the VR caseload
- Describe the rights and responsibilities of VR consumers and understand that these may vary somewhat from state to state
- Effectively dialog about interpreter rights and responsibilities and understand that interpreter rights cannot oppress or become barriers to consumers' rights and responsibilities
- Demonstrate knowledge of Demand Control Theory

## Module Evaluation

Module grades will be assigned based on the following:

Description	Points
Online Discussions	25 points
Deaf Consumer Analysis	15 points
Case Study Analysis	25 points
Observation-Supervision Analysis	25 points
Respond to pre and post tests	10 points

All extensions to due dates must be negotiated with the module facilitator in advance of the due date. Late assignments (not more than 5 days past the due date) not negotiated in advance will lose one letter grade—an A assignment will be a B and so forth. Assignments submitted 5 days past the due date may not be graded—pending discretion of the facilitator.

## Grading Criteria

The VR modules are **NOT** offered for college credit. However, assignment points will be awarded and tied to RID CEUs. Students achieving a satisfactory point distribution for all assignments will receive the full award of 3 CEUs for Module 1.

The following scheme will be used to assign grades for students taking this module:

- A 91-100 Superior achievement of objectives
- B 81-90 Above average achievement of objectives
- C 71-80 Average achievement of objectives
- D 61-70 Below average achievement of objectives
- F Below 60 Unacceptable level of achievement of objectives

Weight will be placed on the quality of the responses and/or comments, as well as the presentation of the work (e.g., spelling, grammar). Timeliness will be a factor in grading of all assignments and will be assessed by postmark (USPS) or time/date stamp on email/Blackboard requirements.

Your work is to be your own. Using the words, ideas and/or written product of another individual without giving due credit to that person is unacceptable. Plagiarism is considered a violation of academic integrity. Work that demonstrates academic dishonesty may result in a lowering of the grade on an assignment or module dismissal.



# Materials Checklist

You will be using a variety of materials for this module.

- This Study Guide containing the module overview (Objectives, Unit Previews, Materials, Requirements, Assignments, Roadmap).

## Unit 1

Holcomb, T. K. (2002). Development of Deaf Bicultural Identity, *American Annals of the Deaf*, Vol. 142, No. 2

## Unit 3

Cokely, D. (2000). Exploring ethics: A case for revising the Code of Ethics. *RID Journal of Interpretation*.

Coyne, D. (2013). Social Justice: A new model of practice for sign language interpreters? <http://www.streetleverage.com/2013/09/social-justice-a-new-model-of-practice-for-sign-language-interpreters/>

Dean, R. and Pollard, R. (2011). Context-based Ethical Reasoning in Interpreting: A Demand Control Schema Perspective. *The Interpreter and Translator Trainer* 5(1), pp. 155-182.

Why Not a Sign Language Interpreter Bill of Rights, Arthur, Brandon, November 2011. <http://www.streetleverage.com/2011/11/why-not-a-sign-language-interpreter-bill-of-rights/>

- Outwitting the Devil: NAD Calls on Sign Language Interpreters to Partner. <http://www.streetleverage.com/2012/03/the-nad-calls-on-sign-language-interpreters-to-partner/>
- Sign Language Interpreters – Complicit in a Devil’s Bargain? <http://www.streetleverage.com/2011/12/sign-language-interpreters-%e2%80%93-complicit-in-a-devils-bargain/>

## Unit 4

Dean, R. & Pollard, R. (2009). “I don’t think we’re supposed to be talking about this.”-- Case Conferencing and Supervision for Interpreters. *IEWS*, Fall 2009, pp. 28-30. Alexandria, VA: RID Publications.

Keller, K. (2012) Case Discussion: Sign Language Interpreters Contain Their Inner “What the...!!!?” <http://www.streetleverage.com/2012/02/case-discussion/>

Witter-Merithew, A. (2012). Sign Language Interpreters: Breaking Down Silos Through Reflective Practice. <http://www.streetleverage.com/2012/03/sign-language-interpreters-reflective-practice/>

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# Module Preview

There are four (4) units of learning in this module. These are:

1. The Deaf VR Consumer
2. VR Consumer Rights and Responsibilities
3. A Rights Based Approach to Interpreting
4. Case Conferencing and Supervision in Interpreting

Each unit will contain activities designed to engage you in the review, reflection, and application of your new learning. There will be a variety of these activities throughout the module—worth 25 points towards your grade—all are intended to foster your synthesis of new learning through peer discussion, reflection, and application. To further assist you with the application of your learning, there will be a pre- and post-test, and three (3) assignments associated with this module.

The primary difference between an **activity** and an **assignment** is the amount of time required for completion and the point value assigned to each. The **activities** are designed to provide you with immediate review and reflection of the module material towards the goal of fostering discussion with peers. The **assignments** are designed to provide you with an opportunity to explore specific elements of the module material in more depth through research, critical analysis and synthesis.

The organization of the module will engage you alternately in review of module notes (contained in the Blackboard module materials), assigned readings from the module textbook, supplemental readings of online articles or materials, vocabulary building through a readings and a glossary of terminology, and guided online discussions.

As previously mentioned, the online discussions are an integral part of your learning process. Your ability to have meaningful participation in the online discussions is contingent on being current with the readings and other module activities. The module roadmap, available after the Unit Preview section of this Study Guide, provides you with a tool for guiding your progress through the module. It provides you with timelines and due dates associated with each unit's activities and assignments.



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# Unit Preview

## **Unit 1: The Deaf VR Consumer**

This unit introduces learners to variety of backgrounds and experiences they may encounter when working with Deaf consumers in the VR system. This includes demographic information, along with the factors (other than language) that may affect the communication skills of the Deaf consumers.

## **Unit 2: VR Consumer Rights and Responsibilities**

This unit provides the learner an overview of the rights and responsibilities of every VR consumer, the requirements of the VR counselor to provide this information, and the options for dispute resolution.

## **Unit 3: A Rights Based Approach to Interpreting**

This unit introduces the nature of “rights” and the concept of rights based service delivery. Understanding this concept requires a foundation in the history driving the rights based approach, the current laws governing service provision, the individual’s own philosophy of rights. Learners gain an appreciation of how the rights based dynamic provides respect for all involved, helps reduce conflict, and promotes stronger professional relationships.

## **Unit 4: Application of Case Conferencing and Observation-Supervision to Interpreting in VR Settings**

The purpose of this unit is to deepen your application of Demand Control Theory—which began in Module 3: Interpreting for Deaf Professionals-- by exploring its use during case conferencing with colleagues. The use of case conferencing as a form of the observation-supervision cycle associated with Demand Control Schema is an essential element of being a practice professional. Given that interpreters often work in isolation, without supervision, and from a framework of relational autonomy, the role of Observation-Supervision among colleagues enhances our professional growth and development by providing a mechanism for reflection, problem solving, exploration of ethical issues and general support and encouragement. It provides a structure for monitoring and accountability that is necessary to ensure the integrity of the profession.

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# Roadmap

Throughout the module, you will see charts that are designed to be “roadmaps” for you to help you fulfill all the module requirements. There is a “roadmap” at the start of each module with all the assignments, due dates, etc. for the module. Each unit has its own “map” to summarize the critical dates and assignments for the unit.

In your “map”, or on each activity page, you may see the following symbols to help you quickly identify the type of activity.

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Indicates DVD that you are to watch.

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Indicates a reading included in a textbook or online.

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Indicates an online discussion.

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Indicates a web activity such as searching the web or accessing Blackboard.

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Indicates a paper you are to write and send to your facilitator via regular email.

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Indicates an assignment to be uploaded to YouTube (if generated in ASL)

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Indicates an assignment to be uploaded to a Blackboard assignment tool.

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Indicates a GoToMeeting event.




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# Module Roadmap

Use this as your “map” while traveling on your distance learning journey. All the information you need to complete the module is here in one location. Use the last column to check off each item as you complete it. See the following pages for details on each assignment.

Dates before or next to any activity indicate specific dates for that item.

Points	Dates	Activities		Done!
Unit 1: The Deaf VR Consumer				
	5/13		Complete Module Pre-test	<input type="checkbox"/>
	5/13	1.1	<b>Introductions:</b> Post an introduction that describes how you see this module relating to your current work in the field of interpreting and/or interpreter education.	<input type="checkbox"/>
	5/13	1.2	Read through this Study Guide and Unit 1 Insights.	<input type="checkbox"/>
	5/13	1.3	<a href="#">View the Unit 1 PPT.</a>	<input type="checkbox"/>
	5/14	1.4	<b>Web research:</b> Research one of several concurrent or secondary disabilities that might be present in deaf VR consumers and prepare to report findings.	<input type="checkbox"/>
	5/15	1.5	<b>Reading:</b> Development of Deaf Bicultural Identity by Thomas K. Holcomb	<input type="checkbox"/>
	5/15-5/19	1.6	Post response to TWO of the Discussion Questions in the Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>
	5/21		<b>Assignment 1 – Deaf consumers</b> View 2 stories from the “Stories from Life Experiences” (Rosa, Benet) and identify demographic and cultural features.	<input type="checkbox"/>
Unit 2: VR Consumer Rights and Responsibilities				
	5/22	2.1	Read Unit Insights.	<input type="checkbox"/>
	5/22	2.2	<a href="#">View the Unit 2 PPT.</a>	<input type="checkbox"/>
	5/23	2.3	<b>Web research:</b> Find the Consumer Rights and Responsibilities for your state.	<input type="checkbox"/>
	5/23-5/29	2.4	<b>Small Group Activity:</b> Scenarios Discuss a scenario with your small group.	<input type="checkbox"/>

Points	Dates	Activities		Done!
	5/30	2.5	One person from each group posts a summary of your group discussion in Activity 2.3 to the Main Discussion Board.	<input type="checkbox"/>
	5/30-6/2	2.6	Post response to ONE of the Discussion Questions in the Discussion Forum. This activity counts towards your participation postings.	<input type="checkbox"/>
	6/4	2.7	Complete the Unit 1 and 2 Quiz.	<input type="checkbox"/>
<b>Unit 3: A Rights Based Approach to Interpreting</b>				
	6/5	3.1	Read Unit Insights.	<input type="checkbox"/>
		3.2	<a href="#">View PPT Presentation of Unit Insights</a>	<input type="checkbox"/>
	6/9	3.3	<p><b>Readings:</b></p> <p>Read the following articles in preparation for the discussion:</p> <p>Cokely, D. (2000). Exploring ethics: A case for revising the Code of Ethics. <i>RID Journal of Interpretation</i>.</p> <p>Coyne, D. (2013). Social Justice: A new model of practice for sign language interpreters?  <a href="http://www.streetleverage.com/2013/09/social-justice-a-new-model-of-practice-for-sign-language-interpreters/">http://www.streetleverage.com/2013/09/social-justice-a-new-model-of-practice-for-sign-language-interpreters/</a></p> <p>Dean, R. and Pollard, R. (2011). Context-based Ethical Reasoning in Interpreting: A Demand Control Schema Perspective. <i>The Interpreter and Translator Trainer</i> 5(1), pp. 155-182.</p> <p>Why Not a Sign Language Interpreter Bill of Rights, Arthur, Brandon, November 2011.  <a href="http://www.streetleverage.com/2011/11/why-not-a-sign-language-interpreter-bill-of-rights/">http://www.streetleverage.com/2011/11/why-not-a-sign-language-interpreter-bill-of-rights/</a></p> <p>Outwitting the Devil: NAD Calls on Sign Language Interpreters to Partner.  <a href="http://www.streetleverage.com/2012/03/the-nad-calls-on-sign-language-interpreters-to-partner/">http://www.streetleverage.com/2012/03/the-nad-calls-on-sign-language-interpreters-to-partner/</a></p> <p>Sign Language Interpreters – Complicit in a Devil’s Bargain?  <a href="http://www.streetleverage.com/2011/12/sign-language-interpreters-%e2%80%93-complicit-in-a-devils-bargain/">http://www.streetleverage.com/2011/12/sign-language-interpreters-%e2%80%93-complicit-in-a-devils-bargain/</a></p>	<input type="checkbox"/>

Points	Dates	Activities		Done!
	6/10-6/14	3.4	Post responses to TWO Discussion Questions about the articles in the Discussion Forum. This activity counts towards your participation points.	<input type="checkbox"/>
	6/25		<b>Assignment 2: DC-S Case Study Analysis</b> Analyze one case study involving a deaf VR client receiving services utilizing the demand-control schema framework.	<input type="checkbox"/>
		3.5	<b>Optional:</b> Participate in one of the scheduled GoToMeeting events	<input type="checkbox"/>
<b>Unit 4: The Application of Case Conferencing and Supervision to Interpreting in VR Settings</b>				
	6/26	4.1	Read Unit 4 Insights.	<input type="checkbox"/>
		4.2	<a href="#">View PPT presentation of Unit 4 Insights.</a>	
	6/26	4.2	<b>Readings:</b> Dean, R. & Pollard, R. (2009). "I don't think we're supposed to be talking about this."-- Case Conferencing and Supervision for Interpreters. <i>IEWS</i> , Fall 2009, pp. 28-30. Alexandria, VA: RID Publications.  Keller, K. (2012) Case Discussion: Sign Language Interpreters Contain Their Inner "What the...!!!" <a href="http://www.streetleverage.com/2012/02/case-discussion/">http://www.streetleverage.com/2012/02/case-discussion/</a>  Witter-Merithew, A. (2012). Sign Language Interpreters: Breaking Down Silos Through Reflective Practice. <a href="http://www.streetleverage.com/2012/03/sign-language-interpreters-reflective-practice/">http://www.streetleverage.com/2012/03/sign-language-interpreters-reflective-practice/</a>	<input type="checkbox"/>
	7/7		<b>Assignment 3</b> Complete Preparation for an Observation-Supervision Session with a colleague	
	7/3-7/7	4.3	Post responses to TWO (2) Discussion Questions in the Discussion Forum. This activity counts towards your participation points.	<input type="checkbox"/>
	7/17		<b>Complete Module 4 Post-Test</b>	<input type="checkbox"/>
	7/18		<b>Complete Module 4 Evaluation</b>	<input type="checkbox"/>
			<b>Congratulations! You have completed Module 4</b>	

# Assignments

## Assignment Overview

Assignment	Description	Points	Due Date
<b>Participation Activities</b>	<b>Online Discussions:</b> Six (6) regular Blackboard discussion activities. Post a response to at least one or two of the Unit Discussion Questions for each Unit in the module and reply to the post of at least one colleague in each Unit. This pairing is worth a total of 3 points. Participate in the Small Group Discussion for activity 2.3 and Main discussion posting – worth 7 points total.	25 points	Ongoing
<b>Assignment #1</b> Submit to Assignments	<b>Deaf Consumer Analysis</b> View 2 stories from the “Stories from Life Experiences” (Rosa, Benet) and identify demographic and cultural features, and potential challenges and strategies for interpretation.	15 points	5/21
<b>Assignment #2</b> Submit to Assignments if written or YouTube if done in ASL	<b>Case Study Analysis using DC-S</b> Select one of two scenarios involving a Deaf consumer receiving VR services and complete a demand-control schema analysis of the scenario	25 points	6/25
<b>Assignment #3</b> Submit to Assignments if written or YouTube if done in ASL	<b>Observation-Supervision/Case Conferencing Session</b> Observe the interpretation of two scenarios involving a Deaf consumer receiving VR services and prepare a discussion of considerations you would address in an observation-supervision session with the interpreter(s) who interpreted the scenario	25 points	7/7
<b>Pre and Post Tests</b>	<b>Respond to pre and post tests</b>	10 points	7/17

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# Online Discussions/Participation



## Post Original and Response postings to Questions in the Discussion Forums

### Description

The goal of regular participation in online discussions is to provide you with the opportunity to learn from your peers and share your experience with them. In addition, participation allows you to explore your responses and reactions to the readings and homework assignments from the Module activities.

PARTICIPATION is a critical component of all learning. This is an opportunity for you to interact with the course material, your peers, and your course facilitator, as you formulate your thoughts and opinions about the topics being addressed. It also enables you to benefit from the perspectives of your peers and to challenge one another's thinking.

### Approaching the Assignment

#### Regular Discussion Postings:

You are to post a total of six (6) responses in four regular Blackboard Discussions where you are generally required to post an (1) original response to at least one (1) of the questions in each forum. In some units you will be asked to post an (1) original response to two (2) of the questions embedded in the discussion forum. An original post is a post where you are addressing a specific question directly—providing your own interpretation of the course content combined with your own experiences working in the VR setting as an interpreter.

You are also expected to contribute at least one (1) or two (2) response posting within each forum. A response posting is one that you submit in response to an original post by one of your peers. A response post should be more substantive than a simple agreement or “good job”. It should contribute to a continuation of the discussion by expanding on the concepts/ideas offered by your peer, offering alternative perspectives, or asking thought-provoking questions that arise as a result of your peer’s contribution.

It is helpful if you indicate in your subject line if the post is an original (OP) or a response (RP).

#### Small Group Discussion:

In Unit 2 there is a small group discussion activity in which you will discuss a scenario in a small group and compile a response to be posted in the Main discussion. One person in the group will need to take responsibility for the Main discussion posting. Each group will analyze a different scenario. However, all members of the group are expected to actively participate in the discussion and preparation of the post.

**Tips for Success:**

You are encouraged to post early in a discussion cycle. The days allocated to the discussion are indicated in the road map. By posting early you allow yourself and your peers time to respond and engage in authentic conversation around the course material. Posting late or last minute discourages meaningful engagement.

Each member of the class has a responsibility to:

- Post early so that others in your group have sufficient time to read and respond
- Reflect on your own learning
- Share thoughts and observations in a professional and thoughtful manner
- Give consideration to the thoughts and observations of others, and
- Post thoughtful responses to peers' postings

## Completing the Assignment

To successfully pass this assignment you must:

- ✓ Post the required number of postings for each discussion forum
- ✓ Post substantive postings that reflect your own learning and understanding of the content
- ✓ Prepare your posts in a professional and courteous manner (use spell check and reflect sensitivity to diverse perspectives)
- ✓ Post in a timely manner—early for original postings and mid-way during the discussion cycle for response postings

## Grading

Each regular post is worth 3 points and the small group discussion activity is worth 7 points for a total of 25 points. Grading will be done in accordance with the discussion rubric posted within the assignments link. Successful completion of this assignment means that you earn at least 20 of the 25 points available. To move onto the next module in the program, you must successfully pass this assignment.



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# Assignment 1 – Deaf Consumer Analysis



## View stories and prepare analysis

### Description

During this assignment, you will view two stories from the “Stories from Life Experiences” DVD from the NCIEC *Interpreting in VR Settings DVD 6-Pak* and identify demographic and cultural characteristics of the two Deaf consumers. You will consider possible challenges that could arise in interpreting for these individuals and what strategies you could employ as an interpreter to manage the challenges. Finally, you will create a report of findings.

### Approaching the Assignment

The purpose of this assignment is to give you the opportunity to apply the information presented in Unit 1 and from your own experience to consider the background of Deaf VR consumers.

First, view the following two stories:

- Rosa
- Benet

Then, prepare a written response that includes the following information about each consumer (to the extent possible):

- Age
- Gender
- Ethnicity
- Cultural background/bicultural status
- Region
- Socioeconomic status
- Employment status
- Physical health
- Cognitive health
- Education level

As you provide information about each criteria listed, indicated what you observed in the consumers communication and/or behavior that led you to your conclusion. In other words, as you can, be descriptive in stating your observations. When discussing cultural background/bicultural identity, draw on the unit reading by Thomas Holcomb.

Finally, create a list of 3-5 challenges you anticipate might arise as an interpreter for each of these individuals. Identify at least 2 strategies you could employ as an interpreter to help you manage or mitigate the challenges.

Organize your findings into a report you will submit for facilitator review. Be prepared to discuss findings in the unit discussion forum as well.

## Completing the Assignment

To successfully pass this assignment you must earn at least 8 of the 10 points possible and:

- ✓ Prepare a chart or clearly labeled analysis of each consumer with the listed characteristics included (to the extent possible)—including your observations about the consumer’s bicultural identity drawing on the work of Holcomb.
- ✓ Incorporate into the chart or list 3-5 challenges you anticipate might arise as an interpreter for each of these individuals.
  - If you are already familiar with demand-control schema (DCS), then challenges can be viewed as demands. If you are not familiar with DCS, a challenge is considered anything that surfaces during your work as an interpreter and requires your attention.
- ✓ Identify at least 2 strategies you could employ as an interpreter to help you manage or mitigate each of the challenges.
  - This means that each challenge would have at least 2 strategies associated with it. If you identify 3 challenges and each has 2 strategies, that would be a total of 6 unique strategies. The total number of strategies would increase accordingly depending on the number of challenges you identify.
  - If you are already familiar with demand-control schema, then strategies can be viewed as controls. If you are not familiar with DCS, then think of strategies as the things you do as an interpreter to manage challenges that emerge while you are working.
- ✓ Submit your analysis as an attachment in the assignment dropbox for review by your facilitator.
- ✓ Be sure your name is clearly attached to the assignment.

## Grading

This assignment will be graded based on the above criteria basis. To move onto the next module in the program, you must successfully earn 12 of 15 points for this assignment.

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# Assignment 2 Case Analysis



## View scenarios and complete case analysis

### Description

For this assignment you will view two scenarios involving VR clients receiving services within the VR context. You will select one of the two scenarios to analyze and submit a written or ASL analysis that responds to the following questions.

- Summarize what transpires in the scenario in 50 words or less.
- Identify the goal of each participant in this scenario
- Discuss at least two (2) things you would do to prepare to interpret the scenario and the reason why
- Identify two (2) examples each of environmental, paralinguistic, interpersonal and intrapersonal demands that would be present for you as the interpreter in the scenario
- Identify two (2) possible controls for each of the demands you identified in the scenario
- Select any three controls (as long as they are from different categories) and discuss one (1) potentially positive and one (1) potentially negative consequence associated with it.

You can submit your analysis in ASL, taped and posted on YouTube. Send the link to your instructor. Or, if you prepare it in written form send to the instructor electronically.

### Completing the Assignment

You are to view the following two scenarios that are linked in the Assignment 2 folder (or from the Interpreting in VR Settings 6-Pak DVDs).

- **A Vocational Evaluation:** In this scenario, a Deaf female VR client is meeting with a vocational evaluator to go through a series of activities designed to provide some baseline information about the client's aptitude, career goal, reading and writing ability, and other work related tasks. There is a brief clip where you can meet the vocational evaluator and a clip where you can gain insight into the background of the client. The scenario is about 28 minutes in length. The two introductions are a few minutes in length. **NOTE:** Although the vocational evaluator uses sign, his style is not accessible to the client and therefore, you should assume you would be needed to interpret throughout the scenario.
- **Setting a Vocational Goal:** This scenario involves a Deaf male VR client who has as his vocational goal to develop video games. He is meeting with a female VR counselor to discuss his goal and what steps would be needed to achieve his goal. The counselor is exploring the requirements of the job, the level of competitiveness for similar positions in the marketplace, and what would be the client's next steps. There is a brief clip where you can meet the VR counselor

and another where you can meet the client. These are very brief. The scenario is about 24 minutes in length. **NOTE:** scenario can be viewed from two perspectives. The first is on the interaction between the client and counselor as if you are the single interpreter. The other is of a deaf interpreter who you would team with and feed and who provides the direct interpretation to the client. You should choose one of these perspectives to view.

After viewing both the Vocational Evaluation and Setting a Vocational goal scenario, select one and conduct an analysis. To successfully pass this assignment you must submit an analysis of one of two scenarios that includes the following:

- A 50 word summary of the scenario
- A statement of the goal of each participant in the scenario
- Two things you would do to prepare for interpreting the scenario and the reason why
- A Demand-Control Schema analysis that includes the following elements (based on the assumption that you were the interpreter for this event)
  - Two (2) environmental demands associated with the scenario
  - Two (2) paralinguistic demands associated with the scenario
  - Two (2) Interpersonal demands associated with the scenario
  - Two (2) intrapersonal demands associated with the scenario
  - Two (2) possible controls for each of the eight (8) demands you identified. You should have a total of sixteen (16) possible controls listed.
  - Select three (3) different controls (from your total of sixteen (16) possible controls) and discuss one (1) positive and one (1) negative consequence that could occur for each.
    - When you have finished this step, you will have three positive consequences and three negative consequences total

This assignment can be submitted in written or signed form—as long as all of the criteria is clearly addressed. If you choose to submit it in written form, you may find a chart useful in organizing your analysis. A sample chart is provided below as illustration. The chart is not required, but offered as a possible resource—you may have an alternative way to organize the information in mind.

Category	Demands		Controls		Consequences
Environmental	1	2	1a, 1b	2a, 2b	Select any three controls from the third column
Paralinguistic	1	2	1a, 1b	2a, 2b	Identify a positive and negative consequence for each of the three controls you select
Interpersonal	1	2	1a, 1b	2a, 2b	You will end up with a total of 3 positive and 3 negative consequences
Intrapersonal	1	2	1a, 1b	2a, 2b	

- ✓ Submit a copy of your analysis in the assignment dropbox for review by your facilitator.
- ✓ Be sure your name is clearly attached to the assignment.

## Grading

Grading will be done in accordance with the Assignment 2 rubric posted within the assignments link. Successful completion of this assignment means that you earn at least 21 of the 25 points available. To earn the CEUs associated with this module, you must successfully pass all assignments within the module.

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# Assignment 3 DC-S Scenario Analysis



View a scenario and use observation-supervision techniques to discuss

## Description

In this assignment you will apply the elements of DC-S Observation-Supervision techniques by viewing two interpreted scenarios from the *Interpreting in VR* DVD series, select one, and isolate and discuss all of the data indicated in the observation form which is included in the Unit materials.

## Approaching the Assignment

To complete this assignment, you will need to:

- Download and review the observation form
- Print the form (preferred so you can take notes)
- View the scenarios and select one (preferably the alternate to the one you used in Assignment 2)
- Isolate and discuss all of the data indicated in the form
- Upload the document with your analysis to the assignment dropbox in Blackboard.

## Completing the Assignment

You are to view the interpretations associated with the following two scenarios that are linked in the Assignment 3 folder (or from the *Interpreting in VR* Settings 6-Pak DVDs). **NOTE:** Both scenarios involve the use of a Deaf interpreter. In the first scenario, the Deaf interpreter works alone. In the second, there is a hearing interpreter who feeds the Deaf interpreter.

- **A Vocational Evaluation:** In this scenario, a Deaf female VR client is meeting with a vocational evaluator to go through a series of activities designed to provide some baseline information about the client's aptitude, career goal, reading and writing ability, and other work related tasks. There is a brief clip where you can meet the vocational evaluator and a clip where you can gain insight into the background of the client. The scenario is about 28 minutes in length. The two introductions are a few minutes in length. **NOTE:** Although the vocational evaluator uses sign, his style is not accessible to the client and therefore, you should assume you would be needed to interpret throughout the scenario.
- **Setting a Vocational Goal:** This scenario involves a Deaf male VR client who has as his vocational goal to develop video games. He is meeting with a female VR counselor to discuss his goal and what steps would be needed to achieve his goal. The counselor is exploring the requirements of the job, the level of competitiveness for similar positions in the marketplace, and what

would be the client's next steps. There is a brief clip where you can meet the VR counselor and another where you can meet the client. These are very brief. The scenario is about 24 minutes in length. **NOTE:** scenario can be viewed from two perspectives. The first is on the interaction between the client and counselor as if you are the single interpreter. The other is of a deaf interpreter who you would team with and feed and who provides the direct interpretation to the client. You should choose one of these perspectives to view.

After viewing both interpretations, select one and complete the observation form provided as part of your unit resources. The form will also ask you to identify at least five (5) salient questions you would ask of the interpreter(s) in the scenario. **NOTE:** You are strongly encouraged to create this assignment for the alternative scenario than the one you used for Assignment 2.

To successfully pass this assignment you must submit the completed observation form, including the list of five (5) salient questions for an Observation-Supervision session with the interpreter(s) in the scenario.

The elements of this assignment include:

- A completed observation form that includes all of the details specified on the form
  - A list of five salient questions you would bring to an observation-supervision session with the interpreter(s) in the scenario
  - A brief discussion of why you choose those five salient questions. What from your observations influenced your questions?
- ✓ Submit a copy of your analysis in the assignment dropbox for review by your facilitator.
  - ✓ Be sure your name is clearly attached to the assignment.

## Grading

Grading will be done in accordance with the Assignment 3 rubric posted within the assignments link. Successful completion of this assignment means that you earn at least 21 of the 25 points available. To earn the CEUs associated with this module, you must successfully pass all assignments within the module.

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# Pre and Post Tests



## Take the Pre and Post tests

### Description

Pre and post tests provide an evaluation of effectiveness measure for course developers. While your score on these tests do not count toward your grade, you will receive 10 points for completing the two tests.



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# Rubrics

The following pages contain the rubrics for the assignments and will print landscape, one to a page.

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## Rubric for Graded Discussion Items

CATEGORY	At or Above Standards	Needs Improvement	Below Standard
Specifics and Timeliness	Discussion postings must be made in the correct discussion and respond to a given question, open a new thread with a question to which it responds, or respond to another student's posting (depending on the instructions). Length is dictated by substance (approximately 250-500 words), and "too short" or "too long/rambling" can affect the grade for quality (either not covering the topic, or by obfuscating it). Late postings lose one grade level.		
Original posting	<ul style="list-style-type: none"> <li>Shows understanding with thoughtful, substantive ideas concerning the topic along with a supporting example, reference to relevant material, or real-life. Clarifications and explanations are concise.</li> <li>The response demonstrates knowledge of the field, best practices, self-awareness, and reflective analysis skills</li> <li>Posting is written in classic form (topic sentence, main point, supporting points and examples, conclusion), and includes referencing of external sources and resources.</li> <li>Grammar, spelling, and punctuation are correct.</li> </ul>	<ul style="list-style-type: none"> <li>Topic, purpose, and author's point are all clearly identifiable, as is how it relates to the discussion thread. All required elements are addressed. Demonstrates a basic understanding and insight into the topic.</li> <li>Posting has an appropriate structure; and grammar, spelling, and punctuation are almost entirely accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Content of posting does not meet requirement(s) for reason(s) such as: <ul style="list-style-type: none"> <li>✓ Does not respond to the required topic</li> <li>✓ Required elements are missing</li> <li>✓ Point is unclear or wholly unsupported</li> </ul> </li> <li>Number of grammatical, spelling, and/or punctuation errors is unacceptable for college work.</li> </ul>
Response to another student posting	<ul style="list-style-type: none"> <li>Response clearly indicates author's position in relation to what fellow student(s) said, such as agreeing, disagreeing, adding to, modifying, extending, or questioning it.</li> <li>Includes an outside resource, example, reference to relevant material, or real-life.</li> </ul>	<ul style="list-style-type: none"> <li>Is responsive to at least one fellow student in a personalized, meaningful way that expands the discussion with an additional piece of information or an idea.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to respond to fellow student(s) or response is trite, inane, simplistic, or without substance (e.g., a personal remark that adds no ideas or information to the exchange, such as "I really liked your comment." "I couldn't have said it better!").</li> </ul>
Tone	<ul style="list-style-type: none"> <li>Is respectful and professional.</li> </ul>		<ul style="list-style-type: none"> <li>Shows disrespect or includes inappropriate (crude) language.</li> </ul>



## Rubric for a Deaf Consumer Analysis (Assignment 1)

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
<b>Timeliness</b>	Late assignments will lose one grade level		
<b>Mechanics (1 point1)</b>	Analysis is well organized and contains no grammatical or spelling errors.	Analysis is not clearly organized and contains some grammatical or spelling errors.	Analysis contains many grammatical or spelling errors.
<b>Key characteristics re included (2 point)</b>	All the pertinent consumer characteristics are included.	One or two important characteristics are missing.	Several characteristics are missing.
<b>Quality of Paper Content</b>			
<b>Key characteristics (3 points)</b>	<p>The characteristics of the consumer are correctly identified and described. The analysis includes:</p> <ul style="list-style-type: none"> <li>• What led to your conclusion</li> <li>• Cultural background/bicultural identity draws on reading by Holcomb</li> </ul>	<p>One or two characteristics are:</p> <ul style="list-style-type: none"> <li>• not clearly described or</li> <li>• the behaviors that led to the conclusion are not included or clear</li> <li>• or references to the Holcomb readings are missing.</li> </ul>	More than two characteristics are missing analysis, behaviors that led to the conclusion or references.
<b>Identification of challenges and strategies (5 points)</b>	<p>Three to five challenges are correctly identified and described and at least two strategies are described.</p> <p>The response demonstrates a thorough understanding of challenges and includes appropriate strategies.</p>	<p>The analysis may not correctly identify some of challenges or strategies:</p> <ul style="list-style-type: none"> <li>• Less than 3 challenges are identified.</li> <li>• Some important challenges are not identified</li> <li>• Some challenges are incorrectly identified</li> <li>• Some strategies are not appropriate.</li> <li>• Less than 2 strategies are identified.</li> </ul>	The analysis does not identify challenges or strategies or generally identifies challenges incorrectly.



## Rubric for Case Analysis (Assignment 2)

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
<b>Timeliness</b>	Late assignments will lose one grade level		
<b>Mechanics</b> (1 point)	The analysis is well organized and contains no grammar or spelling errors.	The analysis has minor organizational issues and a few grammar and spelling errors.	The analysis is lacking organization and has several grammar and spelling errors.
<b>Scenario Summary</b> (3 points)	The scenario is accurately summarized in 50 words or less.	The scenario summary is missing one element and/or exceeds the word limit.	The summary misses several elements.
<b>Identification of Goals</b> (2 points)	The goal of each participant in the summary is accurately identified and clearly described.	The goal of each participant is identified, but there are minor errors in the analysis	The goals are not correctly identified or a major participant is missing.
<b>Interpreter Preparation</b> (2 points)	At least two (2) things you would do to prepare to interpret the scenario are identified and the reason is clearly described.  The response demonstrates a thorough understanding of the scenario and what is necessary to prepare to interpret it.	Two things to prepare are identified, but one of the reasons is not clear.  The response shows minor flaws in understanding the scenario or what is necessary to prepare.	Two things are not identified, or the rationale is not logical.  The response demonstrates a misunderstanding of the scenario and what is necessary to prepare for it.
<b>Examples of Demands and Controls</b> 1 points per demand/control pair (8 points total)	Two examples EACH of the four types of demands are correctly identified.  Two appropriate controls for each of the demands are identified.  The demands/controls show a thorough understanding both of the scenario and demand/control theory.	A maximum of TWO examples are missing or incorrectly identified (from the 8 possible ones.)  A maximum of FOUR controls are missing or not appropriate (from the 16 possible).  The response shows a basic understanding of the scenario and demand/controls.	Several examples of demands and controls are missing or misidentified.  The response shows little understanding of demand/control.
<b>Discussion of Controls</b> (9 points total)	Three controls (from the possible 16) are identified.  One positive and one negative consequence for each are discussed.		





## Rubric for DC-S Scenario Analysis (Assignment 3)

CATEGORY	At or Above Standard	Needs Improvement	Below Standard
<b>Timeliness</b>	Late assignments will lose one grade level		
<b>Mechanics</b> (1 point)	The analysis is well organized and contains no grammar or spelling errors.	The analysis has minor organizational issues and a few grammar and spelling errors.	The analysis is lacking organization and has several grammar and spelling errors.
<b>Completed Observation Form</b> (5 points)	Observation form is completed and includes all of the details specified on the form.  The information on the form indicates a thorough understanding of both the concepts of Demand/Control theory and the process of Observation/Supervision.	Up to two items on the form are missing, incomplete or contain incorrect information.  The information on the form shows a basic to good understanding of DC and OS.	Several items are missing, incomplete, or incorrect.  The information on the form shows little understanding of the DC and OS.
<b>Salient Questions</b> (10 points)	Five (5) salient questions you would bring to an Observation/Supervision session with the interpreter in the scenario are included.  The questions are clear, appropriate and show a thorough understanding of the scenario and the observation – supervision process.	One question is missing or not clear or appropriate.  Or  The questions show minor flaws in understanding of the situation or the observation supervision process.	Several questions are missing, not clear or not appropriate.  The questions show little understanding of the process.
<b>Rationale for Questions</b> (10 points)	The reasons for each of the 5 questions show an excellent understanding of the scenario, the observation/supervision process and a clear description of the observations that led to the questions.	The reasons for the questions show minor flaws in understanding the scenario, process.  One to two of the observations that led to the questions are missing or not totally correct.	The reasons for some of the questions are missing or not pertinent to the situation. The observations from the scenario are not included or are incorrect.



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# Unit 1 – The Deaf VR Consumer

## Introduction

This unit introduces factors impacting the diversity of deaf, deafblind and hard of hearing consumers you may encounter when working as an interpreter within the VR system. This includes demographic information, along with factors (other than language) that may affect the communication skills of Deaf consumers.

## Objectives

The goal of this unit is to provide perspective on the Deaf VR consumer so that you can provide effective interpreting services.

By completion of the unit the learner will be able to:

- analyze factors that contribute to the diversity of Deaf VR consumers
- apply knowledge of these factors to analyze language use of Deaf VR consumers

## Key Questions

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. What are the demographic characteristics of Deaf VR consumers?
2. What factors, besides language, may affect the communication skills of Deaf VR consumers?
3. How might these factors be evidenced in the language use and communication styles of Deaf VR consumers?

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# Activity 1.1 – Blackboard Introduction



## Check in on Blackboard

### Purpose

The purpose of this activity is twofold: to make sure that you can access Module 4 in Blackboard and see all the discussion groups, and to introduce yourself to your peers and the class facilitator.

### What to Look For

First, you should have the following discussions available to you in Blackboard. If you do not see these discussions, let your facilitator know right away.

- Homeroom
- Activity 1.1 – Introductions
- Activity 1.5 – On-Line Discussion
- Activity 2.4 – On-Line Discussion
- Activity 2.5 – On-Line Discussion
- Activity 3.3 – On-line Discussion
- Activity 4.3 – On-Line Discussion

**In your introductory posting for Activity 1.1, please answer the following questions:**

- Introduce yourself! Who are you? Are you currently working in the field of interpreting? If so, in what capacity?
- Have you ever worked in the VR setting? If so, briefly tell us about it.
- What do you hope to take away from this module?
- What do you think is the greatest challenge to being an interpreter in today's society?

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# Activity 1.2 – Unit 1 Insights

## Introduction

In Module 3: Interpreting for Deaf Professionals, there was an introduction to demographic information about the segment of the United States population that is deaf, deafblind or hard of hearing. Some of the following information is a review of that introduction and serves as a foundation for considering some of the factors that can impact language use among this population.

The following is a brief summary of estimates for the size of the US deaf population. It is based on available federal data and published research.

- About 2 to 4 of every 1,000 people in the United States are "functionally deaf," though more than half became deaf relatively late in life; fewer than 1 out of every 1,000 people in the United States became deaf before 18 years of age.
- However, if people with a severe hearing impairment are included with those who are deaf, then the number is 4 to 10 times higher. That is, anywhere from 9 to 22 out of every 1,000 people have a severe hearing impairment or are deaf. Again, at least half of these people reported their hearing loss after 64 years of age.
- Finally, if everyone who has any kind of "trouble" with their hearing is included then anywhere from 37 to 140 out of every 1,000 people in the United States have some kind of hearing loss, with a large share being at least 65 years old.

SOURCE: From Gallaudet Research Institute's independent analysis of available federal statistics on hearing impairment, Ross Mitchell, 2005. See <http://research.gallaudet.edu/Demographics/deaf-US.php>

### Deaf-Blind Population

A 2008 citation on the National Consortium on Deaf-Blindness website states that, "as far as it has been possible to count them, there are over 10,000 children (ages birth to 22 years) in the United States who have been classified as deaf-blind. It has been estimated that the adult deaf-blind population numbers 35-40,000."

Deaf-Blindness is a disability of access to sights, sounds, and information. All people with dual sensory loss face similar challenges, including:

- depending on others, to a certain extent, in order to feel safe and informed,
- learning and using communication strategies,
- becoming aware of and navigating their surroundings,
- finding social, living, and employment situations that fit their individual talents, needs, and aspirations.

Attitudinal barriers can complicate their interactions with non-deafblind people.

Hearing loss causes difficulties communicating with people using spoken language, and vision loss causes problems using visual languages, such as sign language. With limited or no access to the sights, sounds, conversations, and interactions of the environment, you can imagine the difficulty DeafBlind people have in traveling around town, going shopping, visiting the doctor, and pursuing and sustaining gainful employment.

However, when their needs are accommodated, people with dual sensory loss can live full, satisfying lives.

### **Deaf with disabilities**

A broad interpretation of the term "deaf with disabilities" implies a hearing loss combined with a disability generally needing services beyond those provided for a person with only a hearing loss. Examples of additional disabilities may include:

- Intellectual/cognitive disabilities
- Emotional and behavioral disabilities
- Learning disabilities
- ADD/ADHD
- Visual impairment
- Cerebral palsy
- Autism
- Orthopedic involvement, or
- Other physical disabilities.

It is hard to count deaf individuals with disabilities since many students attend schools without programs for deaf children and may be overlooked in demographic counts. However, estimates are that from 20% to 50% of all deaf and hard of hearing children have accompanying disabilities. Statistics collected by the Center for Assessment and Demographic Studies of the Gallaudet Research Institute support this. During the 2006-2007 school year, the Center's Annual Survey of Deaf and Hard-of-Hearing Children and Youth reported 35,706 children in special educational programs across the U.S. Of the 35,706 students 23,538 were reported as having one or more "educationally significant" disabilities in addition to deafness. As these children progress through their K-12 experience and make the transition from school to work or into the broader society, they become the individuals who often seek services from Vocational Rehabilitation. Learning to work with each individual and their unique combination of disabilities requires respect, investigation and a commitment to career-long learning.

### **VR Consumers by Disability**

A sample of the VR service population by disability category is shown in **Table 1**. From FY 2006 to FY 2010, individuals with learning disabilities comprised the largest number of consumers, followed by individuals with intellectual disabilities and mental health impairments. There were large variations in the types of disabilities of participants served across states, particularly among the three largest service populations nationwide. Among consumers with learning disabilities, for example, proportions ranged from 16.5 percent (Florida) to 57.0 percent (Delaware). Participation by consumers with intellectual disabilities ranged from under 10 percent (D.C., North Dakota, South Carolina, Arkansas) to over 30 percent (Indiana, North Carolina, Georgia). Consumers with mental health impairments varied from under 10 percent (Mississippi, Alabama, Georgia) to over 30 percent (Vermont, Florida, Utah). These statistics do not indicate the percent of individuals with multiple disabilities.

TABLE 1

**VR Consumers by Disability, FY 2006–2010**

Learning disabilities	31.9%
Intellectual disabilities*	18.4%
Mental health impairments	18.3%
Orthopedic impairments	9.1%
Hearing impairments	3.8%
Substance abuse	3.8%
Visual impairments	2.4%
Traumatic brain injury	1.7%
Other	10.5%

\*Data was collected under category using term *mental retardation*.

Source: Institute for Community Inclusion, n.d.

**Deaf Immigrants**

The number of deaf individuals who are immigrating to the United States is increasing and when these individuals are adults, one of their goals is to obtain employment. There is very little published information on deaf immigrants, although service providers and interpreters both indicate an increase in the number of deaf immigrants with which they are coming in contact. American public schools are getting more immigrant students, and thus more deaf students from immigrant families. These students often become trilingual, learning ASL, English, AND the native language of their country. Some of them are fortunate enough to have already attended schools for the deaf in their home countries. Others may have had no education at all and arrive knowing only gestures. As these individuals transition from school to work, they too form part of the VR deaf consumer population.

**Unemployment Rates for Deaf and Hard of Hearing Individuals**

Regardless of the factors impacting each individual that is deaf, many individuals in the Deaf Community have found themselves under-employed or unemployed. Here are some selected statistics related to the post-secondary education attendance and employment of deaf and hard of hearing people.

- Unemployment rate (16 years and over), August 2011:
  - Persons with a disability -- 16.1%;
  - Persons with no disability -- 8.8%

**SOURCE:** <http://www.bls.gov/news.release/empst.t06.htm>  
<http://www.bls.gov/cps/cpsdisability.htm>

Blanchfield, Feldman, Dunbar and Gardner (2001) report the following.

- Of the U.S. population, 18.7% did not graduate from high school in contrast to 44.4% of individuals with a severe to profound hearing loss.
- 18- to 44-year-old age group – hearing population – 82% were in the labor force, persons with a severe to profound hearing loss - 58% were in the labor force
- 45- to 64-year-old age group – hearing population 73% of the hearing
- population was in the labor force, deaf and hard of hearing population 46% were in the labor force

- College graduation - 12.8% of the hearing population graduated from college whereas 5.1% of the deaf or hard-of-hearing population graduated.
- Post-college education—9.2% of the hearing population had some post-college education with only 4.8% of the deaf or hard-of-hearing population having any post-college education
- Family income comparisons for the U.S. population and population of severely to profoundly deaf or hard-of-hearing individuals.
- Hearing families - 26% earned between \$10,000 and \$24,999 annually, deaf or hard-of-hearing families - 28% earned incomes in the same range.
- Hearing families- 29% earned \$50,000 or more, deaf or hard-of-hearing families - 14% had incomes in the same range.

**SOURCE:** Blanchfield, B., Feldman, J., Dunbar, J., and Gardner, E (2001). The severely to profoundly hearing-impaired population in the United States: Prevalence estimates and demographics. *Journal of the American Academy of Audiology* 2001;12:183-189.

### **Functional Limitations**

These statistics demonstrate that in comparison to the general society, deaf and hard-of-hearing individuals are generally disadvantaged. Those within the deaf, deafblind and hard-of-hearing population who receive Vocational Rehabilitation services may be further disadvantaged at a functional level depending on other factors, such as education, prior work experience and vocational goal.

The Department of Education, Rehabilitation Services Administration, (RSA) commissioned a research project in 2006 that addressed the functional limitations of Vocational Rehabilitation (VR) consumers. The report of findings, prepared by the Research Triangle Institute in North Carolina, addresses information impacting all VR consumers—not specifically consumers who are deaf, deafblind and hard-of-hearing. However, the findings do include information about this population and offers important insight into additional factors that may impact individuals who are deaf, deafblind and hard of hearing.

The report addresses salient questions posed by RSA. What follows is a summary of some of the key findings drawn from the report entitled *Functional Limitations of Vocational Rehabilitation (VR) Consumers: Final Report (2006)*. NOTE: The full report is available as part of the module resources for further review.

#### *1. What functional limitations do VR consumers have?*

- VR consumers had more functional limitations in all three areas—gross motor, cognitive and personal care functioning—than did persons with disabilities who did not receive any VR services (NHIS-D).
- Education:
  - Consumers with less than a high school diploma ranked significantly higher than other consumers on gross motor function and significantly lower than other consumers on cognitive function.
  - Consumers with at least a high school diploma had higher cognitive function than other consumers.
  - Consumers with more than a high school education ranked lower on gross motor function than other consumers.
  - Consumers who did not receive special education services in high school had fewer cognitive limitations than those who did receive such services.



[NOTE: It is important to note that there has been improvement in the area of education for deaf individuals in general. The comparison below shows a shift in the percentage of deaf individuals receiving post-secondary education from demographics reported in 1974.

EDUCATION LEVEL	1972	2010
No High School Diploma	53.3%	20.1%
High School Diploma	34.7%	33.0%
Some College	5.6%	23.5%
College Graduate	6.4%	23.3%

1972 data from Schein & Delk (1974) p. 58.

2010 data calculated from American Community Survey (2010) using DataFerrett.]

- Employment experience:  
Individuals who were working at application to VR had fewer limitations in gross motor and personal care functioning than did applicants who were not employed.
  - Receipt of public assistance, including SSI/SSDI:  
Consumers who received financial assistance at application to VR had more functional limitations on all three dimensions than other consumers with significant or most significant disabilities.
  - Race and ethnicity:  
White consumers had significantly fewer limitations in cognitive and personal care functioning than consumers of other races.
4. *What are the relationships between consumers' functional limitations and Vocational goals?*
- Consumers whose vocational goal was structural work had the fewest gross motor limitations. Those with vocational goals in the service industry also had fewer gross motor limitations than average.
  - Consumers with homemaker as their vocational goal had many more gross motor limitations than other consumers.
  - The highest level of cognitive function occurred among consumers with professional, managerial or technical vocational goals. Individuals with clerical or sales goals; agricultural, fishing or forestry goals; structural work goals; or miscellaneous goals also had higher than average cognitive function.
  - The lowest level of cognitive function occurred among consumers with homemaker goals. Those with machine trades, bench work or other goals also had lower than average cognitive function.
  - Consumers with structural work as their vocational goal had the highest personal care function. Those with service as their vocational goal also had higher than average personal care function.
  - The lowest levels of functioning occurred among individuals with homemaker as their vocational goal.

5. *Are functional limitations a more consistent predictor of vocational outcome than: a) severity of disability designation; or b) other consumer characteristics, including type of disability, age, sex, education, employment experience, receipt of public assistance, and race and ethnic group?*

When we included functional status scales in models of employment outcomes, disability significance was not a statistically important predictor of either employment outcome or competitive employment outcome. Functional status was a significant predictor of both outcomes, even after the model accounted for important consumer characteristics.

6. *Do functional limitations change over time, especially with receipt of VR services?*

To examine changes over time, we compared consumers' functional status at entry to VR and at exit from VR. We found no significant differences, even among consumers who exited more than three years after they entered VR.

The implication of these findings is that those deaf or hard of hearing individuals who have co-current or secondary disabilities, or limited education will have greater functional limitations. As you move through additional units within this module, you will have the opportunity to consider these factors further—along with other factors that may impact vocational outcomes, influence communication skills and interpreting demands. Ultimately, it is important to remember that individuals who are deaf, deafblind or hard of hearing are diverse. Their diversity is attributable to a wide range of factors, including those not addressed here such as family background, cultural orientation, age of onset of hearing loss, geographic location, among others. As an interpreter working in the VR setting it is important to be prepared to adapt to the diverse needs of consumers to the greatest degree possible.

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# Activity 1.3



## PPT presentation (based on Unit 1 Insights)

### Purpose

The purpose of this presentation is to introduce factors impacting the diversity of deaf, deafblind and hard of hearing consumers you may encounter when working as an interpreter within the VR system. This includes demographic information, along with factors (other than language) that may affect the communication skills of Deaf consumers.

### What to Look For

As you go through the PPT, consider the following questions.

- How have employment trends for the Deaf population changed in recent decades?
- What are some of the factors that impact deaf individuals who are VR clients?
- Consider how you see these factors impacting communication and language use, and specifically your work as an interpreter.
- What are some of the factors impacting functional limitations of individuals with disabilities?
- How might functional limitations impact your work as an interpreter?

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# Activity 1.4 Web Research



**Research one of the concurrent or secondary factors that can impact VR service provision to individuals who are deaf. Be prepared to report findings.**

## Purpose

The purpose of this activity is to provide you with the opportunity to gain further insight into some of the concurrent or secondary factors that might impact VR service provision to individuals who are deaf. This is the starting point for understanding the complexities that may be involved in serving deaf VR consumers and to consider the implication of interpreting for individuals who have multiple factors that can impact their language use and communication. The list of topics you can choose to research are not all inclusive, but are representative of those factors that are more prevalent than others.

## What to look for

Select one of the topics below to investigate more fully. Go to your favorite search engine and put in related key phrases to see what information you can locate regarding the topic. At least one possible website has been identified for each topic, but you are encouraged to look for others in order to gain the greatest insight into the topic as possible. NOTE: Some resources related to these topics are available in the resource materials section of the module. Feel free to review those materials, in addition to the ones you find through the web search.

- Individuals who are deafblind (check out [www.aadb.org](http://www.aadb.org) for resources, factsheets and links to information)
- Individuals who are deaf and have Cerebral Palsy (check out [www.cpado.org](http://www.cpado.org) for resources and links to information)
- Individuals who are deaf with mental illness (check out <http://www.urmc.rochester.edu/deaf-wellness-center/> for links to information)
- Individuals who are deaf with intellectual disabilities (<http://www.asha.org/aud/Articles/Intellectual-Disabilities-and-Hearing-Loss/> )
- Individuals who are deaf and struggle with substance abuse ([http://www.mncddeaf.org/articles/substance\\_abuse\\_ad.htm](http://www.mncddeaf.org/articles/substance_abuse_ad.htm))
- Individuals who are Deaf and Immigrant (check out a personal story of a Deaf Russian immigrant <http://www.youtube.com/watch?v=rRqZPwg8asg>) (News article about deaf immigrants seeking asylum <http://www.pe.com/local-news/local-news-headlines/20110928-inland-seeking-freedom-en-masse.ece>)

Once you locate and review information on the topic of your choice, consider the following questions.

- What statistical information is provided regarding the prevalence of the factor among deaf individuals?
- How is the concurrent or secondary factor manifested in the deaf population?
- What are some of the issues of serving deaf individuals impacted by the specific factor you researched?
- What strategies were recommended for working with deaf individuals impacted by the factor you researched?
- What services are available for deaf individuals impacted by the factor you researched?
- How might language use or communication be impacted by deafness and the factor you researched? What are the implications for your work as an interpreter?

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## Activity 1.5 Reading



**Development of Deaf Bicultural Identity by Thomas K. Holcomb, *American Annals of the Deaf*, Vol. 142, No. 2**

### Purpose

The purpose of this reading is to provide you with an overview of how cultural identity is manifested within the Deaf Community and how it might impact your understanding of the cultural framework from which individuals who are deaf function.

### What to Look For

As you read through this article, think about your own experiences in the Deaf Community and how cultural identity has been manifested in different individuals and how cultural identity may impact language use and communication.

- Why it is necessary for deaf children to have access to the Deaf Community and Culture during their early years.
- How self-concept is defined and what theories exist to help frame our understanding of “self”.
- What are the differences between a balanced bicultural identity, a deaf-dominant bicultural identity, and a hearing-dominant bicultural identity?
- What factors might be associated with someone who has a culturally isolated identity?
- What factors might be associated with someone who has a culturally captive identity?
- What factors might be associated with someone who has a culturally marginal identity?
- What are the stages associated with a model of cultural awareness development?

You will utilize information from this reading as part of your analysis in Assignment 1. Specifically, you will seek to observe some of the characteristics and attitudes discussed in the article in the samples of VR deaf consumers in an effort to consider where they may be in their development of a bicultural identity.

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# Activity 1.6 – Online Discussion



## Online Discussion

### Purpose

You have read the instructional insights for Unit 1, viewed the PPT, done research into one of the factors that impact some deaf individuals, and read the article on development of a bicultural identity. Now, it is time to reflect on these in the discussion forum.

Respond to TWO questions to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives on the diversity of Deaf VR consumers. Reflect on the information presented and the questions posed as you answer TWO (2) of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post a substantive, original response to TWO of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Participation Assignment. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to two of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Respond to at least TWO (2) of the following:**

- **REQUIRED POST**

Post a response that reports your findings from the research you did on one of the factors identified in Activity 1.4. The post should address all of the following elements and should be no longer than 500 words in length.

- What statistical information is provided regarding the prevalence of the factor among deaf individuals?
- How is the concurrent or secondary factor manifested in the deaf population?
- What are some of the issues of serving deaf individuals impacted by the specific factor you researched?
- What strategies were recommended for working with deaf individuals impacted by the factor you researched?
- What services are available for deaf individuals impacted by the factor you researched?
- How might language use or communication be impacted by deafness and the factor you researched? What are the implications for your work as an interpreter?

- **And, select ONE of the following questions and post a substantive response.**
  - Discuss the new learning you acquired from reading the article on bicultural identity development. Discuss at least three salient points you are taking away from your reading and how they each impact your work as an interpreter.
  - In your preparation for Assignment 1, what observations did you make about the bicultural identity of Rosa and Benet? How do your observations relate to the stages of identity development discussed in the reading?
  - Reflect on your work as an interpreter and discuss how you see bicultural identity manifested in the deaf consumers you work with. Do the majority of consumers you work with fall into one particular category over another? How does your awareness of bicultural identity impact your work as an interpreter?
  - Reflect on your own bicultural identity. Do you perceive yourself as a balanced bicultural or not? What evidence do you have that supports your observations about your comfort and adaptability within both of the cultures in which you work? Provide specific examples.
  - Discuss what constitutes a functional limitation and how functional limitations might be manifested in consumers served by VR. Provide at least three specific examples.
  - As you consider the demographics associated with the deaf population, what are some key factors that are likely to impact interpreting for deaf VR consumers? What tools do you currently have, or will need to acquire, to work effectively within VR settings? Provide examples of at least three.

In addition to posting two original responses, be sure to respond to at least one peer post. It is the interaction with your peers around your learning that deepens your understanding of the content.



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# Unit 2 – VR Consumer Rights and Responsibilities

## Introduction

The purpose of this unit is to provide learners with an overview of the rights and responsibilities of every VR consumer, the requirements of the VR counselor to provide this information, and the options for dispute resolution afforded VR consumers. Interpreters need to be aware of these requirements so that they are able to more effectively convey with purpose the message being communicated by the counselor

## Objectives

After this unit, you will be able to:

- Explain the importance of the communication of consumer rights and responsibilities.
- Explain the general responsibilities of VR counselors.
- Explain the general responsibilities of VR consumers.
- Explain how informed consent is evidenced in the VR process.

## Key Questions

1. What information must the counselor provide to the consumer and when?
2. Why is it important for the interpreter to understand the considerations that go into the decision-making regarding services provided to consumers?
3. What is the process the consumer must follow?

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## Activity 2.1 – Unit Insights

Rehabilitation philosophy has remained relatively stable over time, although many changes have occurred in circumstances surrounding rehabilitation service delivery. A study of rehabilitation philosophy over the years reveals a long history of belief in, and advocacy for, the rights of people with disabilities.

Philosophical tenants associated with the VR system include:

- Recognition of the impact of disability on individuals
- Declaration of individual rights
- Belief in, and advocacy for, the rights of people with disabilities

The rights of disabled individuals seeking VR services are grounded in these basic tenets of VR philosophy—drawn from the 1990 Americans with Disabilities Act and the Rehabilitation Act of 1973 and its amendments. Examples of specific rights that underscore VR services follow.

- Individuals with disabilities are generally presumed to be capable of engaging in gainful employment and the provision of individualized rehabilitation services improves their ability to become gainfully employed.
- Individuals with disabilities must be provided the opportunities to obtain gainful employment in integrated settings.

The 1998 Amendments to the Rehabilitation Act provide that individuals with disabilities must be active participants in their own rehabilitation programs, the goal of which is to achieve an employment outcome.

Active participation includes making meaningful and informed choices about the selection of their vocational goals and objectives and the vocational rehabilitation services needed to achieve the goal. This principle of informed choice is the cornerstone of the VR philosophy.

Informed choice is the process that provides an individual the opportunity to be an active participant in his/her rehabilitation program, to make meaningful and informed choices in all phases of the vocational rehabilitation process, including the selection of his/her vocational goal and the services needed to become successfully employed.

VR counselors are required to provide specific information to consumers about their rights and responsibilities when they apply for services. Consumers bring to the process their own expectation of what they need and what they might receive. It is important for the counselor to clearly explain what VR can provide, the rationale behind how those decisions are made, and what the expectations are of the consumer so that the consumer will be able to contribute to and fully participate in the process and to help prevent misunderstandings. It is essential that interpreters also understand these concepts, conduct their business with clear boundaries, and recognize that they are functioning as if they were an employee of VR. There is also a clearly defined process for making a complaint and the consumer must be informed of that right up front.

### **The Application of Informed Choice**

Individuals served by the Vocational Rehabilitation (VR) program will be informed about the availability of, and opportunities to exercise Informed Choice (IC). This includes the availability of support services for individuals with cognitive or other disabilities who require assistance in exercising informed choice throughout the VR process. Appropriate modes of communication will be utilized at all times.

Informed choice is defined as a decision-making process in which the individual analyzes relevant information and selects, with the assistance of the qualified Vocational Rehabilitation Counselor, an employment outcome, specific Vocational Rehabilitation Services, service providers, employment setting and settings in which services are provided, and methods for procuring services. It is utilized in assessment for both a determination of eligibility and for VR needs.

Informed choice is the foundation for the partnership between the participant and the counselor in which they:

- jointly participate in the comprehensive assessment;
- develop the IPE; agree upon vocational objectives, services and service providers; and
- determine the roles and responsibilities of the participant and the counselor.

### **Roles and Responsibilities of the VR Counselor**

VR is committed to treating individuals with disabilities fairly and with respect. An applicant and consumer, if eligible for services, can generally expect VR to do the following. There may be some variation from state to state.

- Contact the consumer by phone or in person within 30 days if they are referred for services or ask VR about services.
- Evaluate the consumer for and provide VR services, if they are eligible, without regard to race, color, national origin, sex, religion, age or disability.
- Determine whether the consumer is eligible to receive services, generally within 60 days. If consumer is legally blind, they may be referred to a specialist to find out if they are eligible for rehabilitation teaching services.
- Include the consumer as a full participant in decisions about their vocational rehabilitation program and services.
- Look for services and benefits available to the consumer through other programs, although VR will provide VR services if contacting other programs would cause delays in 1) reaching the employment goal in the IPE; 2) getting an available job; or 3) receiving services when the consumer is at extreme medical risk.
- Provide relevant information so that the consumer can make informed choices about their program.
- Authorize services according to the IPE.
- Notify the consumer in writing as soon as possible about any negative decision concerning their case.
- Inform consumers of their right to a fair hearing or mediation when they disagree with decisions about their case.
- Refer consumers to the Client Assistance Program for help in resolving concerns they may have about their VR case.

## **Roles and Responsibilities of the VR Consumer**

The VR consumer also has responsibilities as an applicant or consumer. Generally, these include the following, although may vary somewhat from state to state.

- Provide information and be available to complete the assessment process to find out if they are eligible for services.
- Be on time and keep appointments with VR staff, doctors and others. Call in advance or as soon as possible if unable to come to an appointment.
- Follow the advice of doctors and other medical professionals.
- Apply for and use benefits, services and additional sources of funding - such as education grants, public welfare programs and private insurances - to help pay for VR services if other funding is available.
- Participate with the VR counselor in developing the IPE, including participating in assessments needed to determine consumer needs and strengths.
- Make progress toward completing the steps outlined in the IPE in order to reach the employment goal.
- Provide enrollment documents to the counselor, if the IPE includes educational and training services.
- When the IPE includes college, provide enrollment documents to the counselor before the college's designated drop and add deadline.
- Attend education or training classes on a regular basis and make at least passing grades, if the IPE includes these services.
- Review the IPE with the counselor at least once per year and participate in making revisions to the plan when needed.
- Inform the counselor of changes in address, financial status or other program-related changes.
- Abstain from drug and alcohol abuse. Refusal or failure to cooperate is generally considered reasonable cause to end services.
- Work with the counselor to get or keep suitable employment when other services are complete.

## **Individualized Plan for Employment**

Regardless of the approach selected by the individual in developing an Individual Plan for Employment (IPE) (ex: in person or online), it will be a written document prepared on forms provided by the VR program. In both its development and implementation, the individual will be provided an opportunity to exercise informed choice in selecting an employment outcome, the specific VR services to be provided under the plan (including assessment services), the provider of the VR services, and the methods to procure the services. Mandatory components of the IPE which address informed choice will include: (1) a description of the specific employment outcome chosen by the individual, consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individual and, to the maximum extent appropriate, results in employment in an integrated work setting; and (2) a description of the specific VR services provided in the most integrated setting that is appropriate for the service involved and is consistent with the informed choice of the individual.

For purposes of IPE development, VR services are defined as any services described in the IPE which are necessary to assist the individual in preparing for, securing, retaining, or regaining an

employment outcome. Along with informed choice, the services must be consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, and interests. The service of Counseling and Guidance (counseling and guidance) also includes information and support services to assist an individual in exercising informed choice.

Individuals may choose to involve family members, advocates, or other authorized individual representatives in their VR program.

### **Client Assistance Program (CAP)**

It is the responsibility of the Vocational Rehabilitation Counselor to inform each individual of the purpose, availability, and means of contacting the Client Assistance Program (CAP) at **each** of the following steps in the process:

1. Application;
2. In each IPE and IPE Amendment;
3. At any decision of ineligibility; and
4. At any time the individual requests CAP information/intervention.

### **How Can CAP Assist an Individual?**

CAP can review an individual's plan of service, discuss options, and act as their representative in negotiating solutions in training and service disputes. CAP can speed up the process by working with the VR counselor. CAP can provide information and referrals to a wide range of service options that complement services. CAP can also provide technical assistance accessing Social Security work incentives; resolving defaulted student loans; applying for college financial aid; accessing health insurance and securing other related services.

CAP typically attempts to mediate and negotiate a resolution to a complaint. CAP can also represent an individual at informal meetings, and at more formal reviews. In cases where a court appeal is necessary, CAP can provide an individual with a lawyer. The CAP agency has the discretion to determine when it is appropriate to provide services to an individual. A designated CAP agency is not obligated to assist a consumer or consumer-applicant when the CAP has determined that the individual's dispute lacks merit.

### **Appeals Process**

All applicants for, and eligible individuals for VR services have the right to request a due process hearing through the Appeals Process when dissatisfied with any determination made concerning the provision, or denial of services under the Rehabilitation Act of 1973, as amended. The specific rights of VR consumers may vary from state to state, although the basic premise of informed choice always remains the cornerstone.

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## Activity 2.2 -PPT of Unit 2 Insights



### PPT presentation (based on Unit 2 Insights)

#### Purpose

The purpose of this presentation is to introduce the rights-based approach that is central to the provision of VR services to individuals with disabilities—the cornerstone of which is informed consent and the consumer’s right to gain assistance when they disagree with decisions that are made as part of their individualized plan for employment.

#### What to Look For

As you go through the PPT, consider the following questions.

- What are some examples of the philosophical tenets that underscore VR services?
- What is informed consent and what is its purpose?
- How is informed consent applied as part of the VR service delivery system?
- What are the general roles and responsibilities of the VR counselor?
- What are the general roles and responsibilities of the VR consumer?
- What is an IPE and how is it created?
- What options are available to VR consumers who disagree with decisions that are made about their eligibility or range of services from VR?
- What is the implication of informed consent on the work of interpreters?

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## Activity 2.3 Web Research



### Research the Consumer Rights and Responsibilities for your State.

#### Purpose

The purpose of this activity is to provide you with information on consumer rights in your state. While these are “general” consumer rights, this is the starting point for understanding the rights of the Deaf VR Consumer and to consider the implication of these rights on the work of interpreters.

#### What to look for

Go to your favorite search engine and put in any of these key phrases to see what information you can locate regarding consumer rights and responsibilities for the VR agency in your state.

- Vocational Rehabilitation (insert your state)
- VR counselor responsibilities
- VR consumer rights and responsibilities
- VR consumer rights
- VR consumer informed consent
- Protection of legal rights-VR

Once you locate the information for your state, consider the following questions.

- Is the list of responsibilities consistent with those addressed in the unit insights? In what ways is the information the same? Different?
- What rights are addressed? In what way is informed consent addressed?
- How would you talk about each of the rights, responsibilities and elements of informed consent in American Sign Language? What Deaf Community members can you approach to ask for assistance in learning how to talk about the responsibilities, rights and informed consent?
- How do the rights, responsibilities and elements of informed consent impact the work of interpreters? Are there aspects that would be in conflict with the ethical tenets of interpreter? If so, which and why? Are there aspects that underscore some of the same responsibilities ascribed to interpreters in our Code of Professional Conduct? If so, which ones?
- How could interpreters support counselors and consumers in preserving the intention behind informed consent?

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# Activity 2.4 Scenarios and Group Discussion



## Small Group Discussion on Scenarios

### Purpose

This activity is designed to give you the chance to apply some of your learning about consumer rights to a “real life” scenario.

### What to Do

You will be placed in small groups in Blackboard for this activity. Each group will be given a scenario (or two?) to discuss. As a group you will need to craft a response to the scenario and one person in the group will be responsible for posting that response in the Main Discussion Board forum for this activity. This way you will get to read the responses for all the scenarios and respond to them.

To access your group discussion:

- Look right under the course menu in an area called My Groups.
- Click on the link to your group.
- You will see your group members along with a link to a group discussion board. The scenario for your group will be posted.
- Discuss the scenario in your group and work on a unified response.
- ONE PERSON takes responsibility for posting the response in the Main discussion forum.

The response should include,

- 1) a summary of the scenario,
- 2) identification of the issues that the group identified as impacting the interpreter,
- 3) the ethical tenets that could potentially be involved,
- 4) the actions or strategies the interpreter could employ, and
- 5) the specific action or strategy the group felt was most appropriate with a rationale as to why.

Once all the scenario responses are posted, read the responses and reply to at least one scenario from another group.

(see next page for scenarios)



The scenarios will be drawn from the following examples.

- a. You are interpreting in a small office for a Deaf consumer and VR counselor. The Deaf consumer grows increasingly agitated and becomes violent. The counselor has the responsibility for the safety of others and asks the consumer to leave. He refuses. The counselor alerts the front office that there is an issue and that others should evacuate. What issues should you consider in deciding if you should stay or evacuate?
- b. An interpreter spontaneously offers to interpret for the 6-week training program the counselor is describing to the consumer. The consumer has not yet had a chance to state whether she is interested in attending the training. In past conversations with the consumer, the interpreter has mentioned that she is trying to build her business and work more hours each week. The interpreter has also suggested to the client that she can request her to work with her in the future. Do you support the interpreter's behavior? At what point would the interpreter have crossed professional boundaries. Which ones? What kind of an impact could this have on the triad relationships (interpreter-counselor, interpreter-consumer, consumer-counselor)? What if the interpreter had told the consumer she has the right to request her as an interpreter?
- c. Emily is a recent high school graduate and is Deaf. She and her hearing mother are meeting with the generalist VR counselor for the first time. What are some misconceptions that they might have? How will you anticipate this so that you can facilitate communication?
  - i. They are not clear on the difference between entitlement and eligibility
  - ii. They may have misperceptions about whose responsibility it is to pay for interpreters on the job (once hired) and how long interpreters might be provided
  - iii. May have limited understanding of the ADA
- d. The rights and responsibilities statement that the consumer signed in the initial intake interview clearly states that if the consumer does not maintain contact with the counselor, the counselor will attempt to contact them through any available means. You have been the interpreter in the past for Joe and the counselor, but you have not worked with them recently. The counselor contacts you and asks you if you know what is up with Joe and asks if you can let Joe know to get in touch with him. How do you respond?

# Activity 2.5 Scenario Discussion Posting



**Online Discussion – one person from each group, post your group's response to your scenario.**

## Purpose

The purpose of this activity is to view each group's scenario response and discuss the responses.

## What to Do

- Based on the discussion of the assigned scenario by your small group, ONE PERSON from your group will take responsibility for posting the response in the Main discussion forum.

The response should include,

- 1) a summary of the scenario,
  - 2) identification of the issues that the group identified as impacting the interpreter,
  - 3) the ethical tenets that could potentially be involved,
  - 4) the actions or strategies the interpreter could employ, and
  - 5) the specific action or strategy the group felt was most appropriate with a rationale as to why.
- The response should be no more than 500 words in length.
  - Here is a Sample Scenario:
    - a. The consumer tells the interpreter (outside of the VR interpreting situation) that another interpreter has told him that VR will pay for college for Deaf people. You know that this is an oversimplification of the facts. How do you respond?
  - Here is a sample response post:

*Group 2: Rebecca, Phillip, Sean, Joyce*

*"Our group discussed a scenario in which a consumer tells the interpreter (outside of an assignment) some misinformation they have about VR paying for college for individuals who are deaf. The interpreter realizes this is an oversimplification of the facts and thinks about how to respond.*

*We identified four important considerations.*

- *Interpreters hold a trusted position within the Deaf Community*
- *Interpreters often have information about resources and services that are not widely known in the Deaf Community*
- *As interpreters within the VR setting, interpreters must be system-oriented and appreciate that their autonomy is socially-constructed*
- *Information is power. Misinformation can lead to misunderstanding and frustration.*

*A review of the NAD-RID Code of Professional Conduct reveals several tenets that have implication. Tenet 2 relates to professionalism. The guiding principle states that among other things, interpreters are expected to possess knowledge of American Deaf Culture*

*and deafness-related resources. Illustrative behavior 2.6 indicates that interpreters should judiciously provide information or referral regarding community resources without infringing upon consumers' rights. So, the interpreter should weigh whether the implication of the consumer having this misinformation warrants the interpreter providing additional information. There may be no foreseeable implication, and therefore, the interpreter would not need to take any action. However, there may be some potential implication—such as the deaf consumer registering for college courses based on the belief that VR will pay—that might warrant the interpreter suggesting a resource or action that would guide the consumer to the correct information.*

*Tenet 4 states interpreters should demonstrate respect for consumers. In this scenario it was agreed that the interpreter should not correct the deaf person or respond in a manner that would cause the deaf consumer to feel embarrassed or shamed. If the interpreter decides to offer information for the consumer's consideration, it must be done in a collaborative fashion that reflects respect and understanding.*

*The interpreter could take any number of actions. They could do nothing. They could report the misinformation to the VR counselor. They could share correct information with the Deaf person. They could share with the deaf person that they have a different understanding of how the process works and suggest that they both do some additional investigation. They could direct the consumer to the VR counselor for discussion of this topic and offer to assist in interpreting if needed.*

*Our group decided they would likely indicate that they understood that only individuals who were approved for service and had an IPE that included college coursework would have courses paid for by VR, and then suggest that confirmation would need to come from VR. This decision is in keeping with ethical tenets and also cultural norms of the Deaf Community that involve reciprocity in the sharing of information and resources that benefit the community.”*

After each posts their scenario response, please read all the responses. Your group should reply to at least one other group.

- The response should be agreed upon by your group.
- Someone other than the person who prepared the original post for your assigned scenario can prepare the response post.
- The response post should not be any longer than 350 words.

It is expected that all members of the group will actively engage in the discussion of both the assigned scenario and the response to another groups' scenario. The discussion and preparation of postings is a shared responsibility and the individual doing the actual construction of the posting will be dependent on group assistance and feedback.

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# Activity 2.6 – Online Discussion



## Online Discussion

### Purpose

You have read the instructional insights and other readings for this Unit. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives on the rights of Deaf VR consumers. Reflect on the information presented and the questions posed as you answer ONE (1) of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post one substantive, original response to one of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Participation Assignment. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to at least ONE of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

#### **Required – Choose at least one of the following:**

- What is informed consent and how does it apply to the provision of services to VR consumers?
- What are two examples of rights a VR consumer has when seeking services from VR?
- What are some of the key responsibilities a VR counselor has related to ensuring clients give informed consent?
- What are some of the key responsibilities a VR consumer has when receiving services from VR?
- What were two of the roles and responsibilities for the VR counselor and VR consumer that you identified from the search of your state VR system?
- What is the importance of explaining consumer rights and responsibilities by the interpreter?
- How does the work of interpreters fit with the roles and responsibilities of the VR counselor? How can the interpreter best support the counselor's implementation of their role?
- What might be common misconceptions deaf individuals have about services provided by VR? From where do such misconceptions come and how might they be alleviated?
- What is the difference between rights and entitlement? How might the difference be conveyed in ASL?

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## Activity 2.7 Self-Assessment Quiz



### Unit 1 and 2 Quiz

#### Purpose

The quiz will give you a chance to review and check your learning from Units 1 and 2? It is designed to be a self-assessment as well as to provide you with a review of the material from the first two units. You can take the quiz multiple times if desired.

You can access the Quiz in the Assignments area in Blackboard.

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# Unit 3 – A Rights Based Approach to Interpreting

## Introduction

The purpose of this unit is to acquaint the learner with the nature of “rights” and the concept of rights-based service delivery. The learner will have an opportunity to review two or more professional frameworks for ensuring the rights and responsibilities of interpreters, and explore where along a rights-based continuum they might fall. Lastly, the learner will explore how one’s own perception of entitlement and rights can impact the rights and responsibilities of the VR consumer and VR personnel.

## Objectives

The learner will be able to:

- Articulate the meaning of “rights-based” and its primary use as a framework for guiding ethical and legal decision making
- Given possible scenarios, can explain when an interpreter should clearly exercise his/her rights, consider compromise, waive a right (given it would not have negative consequence to the parties involved or the situation)
- Suggest where within the VR system (or other) the interpreter can go to obtain assistance in addressing related issues

## Key Questions

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. What is the definition of “rights-based”? Where does it have its roots?
2. Does a rights-based philosophy provide a static framework for guiding action?
3. What are some of the current laws governing service provision and how do they impact/supersede rights-based decision-making? (Reporting laws, etc.)
4. How does a rights-based framework apply specifically to the interpreter’s decision-making and how does it apply or intersect with the CPC?

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# Activity 3.1– Unit Insights

## A Rights-Based Approach to Service Delivery

Human rights are the basic rights and freedoms that belong to every person. Based on a number of core principles such as dignity, fairness, equality, respect and autonomy, human rights protect our freedoms to control our own lives. They therefore enable us all to take part effectively in decisions made by public authorities which impact on our rights and to get fair and equal services from public authorities.

Human rights provide the unassailable principle that people should be equal and free to participate in society as full and active members of society. Health and social care support provide one tool, among others, to ensure disabled people and people with long term conditions can do this; living their life the way they choose, at home, at work and in the community. Without it, many people cannot enjoy their human rights.

A rights-based approach to service provision is predicated on the fact that individuals who are the direct recipients of services possess certain fundamental rights not only by virtue of their status as human beings, but also as members of the American society and certain legislative rights that are to be protected. The Rights-based Approach, in short, considers human dignity as the basic grounding principle for human rights. It is a perspective that puts emphasis on the humanity of each person, acknowledging that certain aspects of our social and political existence are important in a life that is fully human (Sen 1999; Nussbaum 2000; Maboloc 2007), 199).

From a rights-based approach, VR service providers—including interpreters working within the VR system—have a primary obligation of upholding and supporting the rights of consumers of VR services. The rights of the VR consumer not only embody certain values, but also mandate by force of circumstances certain responsibilities and duties upon the service provider. One such example, discussed in Unit 2 is the consumer’s right *to informed consent*, and the duty of VR personnel to make sure they inform the consumer of this right, and protect this right, throughout the process. Another more global duty is *to do no harm*. This means that the VR and interpreting professional should never act in a manner that would perpetuate harm on the consumers of their service.

There is an important distinction between a right and an entitlement. A right is based on a moral or social principle and may be further established by legislation.

An entitlement is a guarantee of access to something—such as welfare benefits or social security—based on eligibility. So, an entitlement is a provision that is made in accordance with a legal framework of a society. Typically, entitlements are based on concepts of social equality. Not all human rights have legislative entitlements attached to them. In fact, it is often when human rights are violated repeatedly or systematically within the American society that certain laws are passed that protect the rights of individuals. And when rights are violated, individuals can seek remedies that may include rewards or benefits (entitlements).

In terms of certain government programs like VR, an individual has to make application and be determined eligible before receiving access to program entitlements (benefits, services). Sometimes consumers are confused about the distinction between a right and an entitlement. So, although the ADA provides for linguistic access to a wide range of societal systems and protects against discrimination within those systems, it doesn’t ensure an entitlement to the variety of services that might be provided by those societal systems. There are conditions or criteria the individual must satisfy to gain entitlement.

To further illustrate this point, consider the following. In the United States, an entitlement program is a type of "government program that provides individuals with personal financial benefits (or sometimes special government-provided goods or services) to which an indefinite (but usually rather large) number of potential beneficiaries have a legal right...whenever they meet eligibility conditions that are specified by the standing law that authorizes the program." The beneficiaries of entitlement programs are normally individual citizens or residents, although sometimes organizations such as business corporations, local governments, or even political parties may have similar special 'entitlements' under certain programs." Examples of entitlement programs at the federal level in the United States include Vocational Rehabilitation, Social Security, Medicare, Medicaid, unemployment compensation, and food stamps.

Originally, the term "entitlement" in the United States was used to identify federal programs that, like Social Security and Medicare, got the name because workers became "entitled" to their benefits by paying into the system. In recent years the meaning has been used to refer also to benefits, like those of the food stamps program, which people become eligible to receive without paying into a system. Some federal programs are also considered entitlements even though the recipient's "paying into the system" occurs via a means other than monetary, as in the case of those programs providing for veterans--where the individual becomes eligible via service in the U.S. military.

While there is no single 'rights-based approach', it is commonly recognized in literature and practice by its pronounced and conscious shift from a welfare-based system based on concepts of benevolence, towards a system where people are empowered to make their own choices and claims, and where policy-makers and service providers are obligated to address those claims. The framework of a rights-based approach to service provision draws from some of the human rights and capabilities theories that originated in the field of economics. Several articles relating to the topic of human rights and capabilities can be found in the resource section of this module.

### **Rights-based approach to interpreting**

There has been some exploration of using a rights-based approach to conceptualizing the work of interpreters. Cokely (2000), in his article entitled Exploring Ethics: A Case for Revising the Code of Ethics, discusses the importance of shifting from a primarily deontological (rule-based) approach to ethics—focused on negatively formulated restraints on behavior or some specified type of action—to an approach that brings the field of interpreting closer to identifying and agreeing upon fundamental values and principles that guide the conduct of the professional lives of interpreters. He states (p. 13):

"A shift to a rights-based perspective results in a fundamental difference in orientation toward those values and principles that serve as guidelines of the profession. Such a shift is not mere semantic word play or logomachy. A fundamental and central factor in this paradigm shift is recognition of the fact that the functioning of interpreters derives from the basic human and communicative rights of those involved in the interaction." (emphasis added)

A rights-based approach to interpreting is one that is compatible with other theories currently being discussed within the interpreting profession—such as context-based decision-making, social justice, relational autonomy and systems thinking. Each of these topics strives to foster a deeper conceptualization of the work of interpreters.



**Context-based ethical reasoning** (Dean and Pollard, 2011), proposes that ethical interpreting practice must be predicated on an ongoing analysis of relevant contextual factors that arise in the interpreting situation. It is a theory that is grounded in the construct of practice profession responsibility—one in which the co-created (transparent) dialogue between the interpreter and consumers, and the context of their collective encounter, is scrutinized towards the goal of promoting the work of interpreters as a dynamic and interactive social phenomena that doesn't fit authentically into a deontological (rule-based) approach to ethics. It promotes a teleological ethical framework, which is flexible by necessity because it occurs within complex situational dynamics in which the practitioner is continually evaluating decisions with respect to consequences that are associated with decisions. Potential consequences can certainly include some infringement on the rights of deaf people.

This theory of *context-based ethical reasoning* also fits within a framework of *relational autonomy*—which is based on the recognition that “autonomy is socially constructed; that is, the capacity and opportunity for autonomous action is dependent upon our particular social relationships and power structures in which professional practice is embedded. It requires that one's professional relationships with particular individuals and institutions be constituted in such a way, ‘as to give one genuine opportunities for informed and transparent decision-making’” (MacDonald, 2002, p. 197).

The role of interpreters is socially constructed because it is embedded in human communication events (Witter-Merithew, 2010). And, because it is socially constructed, the interpreter's role is impacted by any number of factors that are present within the context of human interaction. This reality results in the need for interpreters to adapt their role in many instances—always within an ethical framework of decision latitude. So, for example, certain systems in which interpreters engage in human interactions assign a greater degree of autonomy to interpreters than others. Interpreters in a courtroom are viewed as Officers of the Court, which carries with it a very specific duty to report to the court any barriers to linguistic access. In other settings—such as video relay interpreting—the context in which the human interaction is occurring imposes certain restrictions on what an interpreter can and cannot do. Conversely in systems like VR and healthcare settings, the interpreter is viewed as a member of the professional team and expected to navigate through the system using a system orientation—which includes an appreciation for the philosophical framework from which the system operates. As the interpreter learns to navigate the systems in which human communication interactions take place effectively, they create greater access for deaf individuals. And with greater access comes the possibility for greater social justice—the preservation and advancement of the rights of deaf individuals.

**A social justice lens on interpreting** (Dave Coyne, 2013 Street Leverage) inspires interpreters to give deeper consideration to systematic oppression that can further marginalize deaf people and to look for ways to empower consumers to overcome barriers to linguistic access and full participation in society. It looks at the practices and acts of interpreters to identify those which promote empowerment and those that diminish the empowerment of consumers—or perpetuate power imbalances.

So, as you engage in the activities associated with this unit, continue to think about a rights-based approach and what it means for the field of interpreting and the individual work of practitioners. As you read articles in Activity 3.2 and engage in the discussion forum in Activity 3.3, give thought to the questions that the topic raises for you—what you see as the pros and cons to alternative conceptualizations to our work as interpreters. As well, give consideration to why a deeper conceptualization of our work is necessary and the consequences associated with sustaining a deontological (rule-based) approach to ethics.

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## Activity 3.2



### PPT presentation (based on Unit 3 Insights)

#### Purpose

The purpose of this PPT presentation is to introduce a framework for a rights-based orientation to service provision—both as it pertains to VR personnel and to interpreters. How a rights-based approach by interpreters fits with other current theories about interpreting is also discussed.

#### What to Look For

As you go through the PPT, consider the following questions.

- What is the definition of “rights-based”? Where does it have its roots?
- Does a rights-based philosophy provide a static framework for guiding action?
- What are some of the current laws governing service provision and how do they impact/supersede rights-based decision-making? (Reporting laws, etc.)
- How does a rights-based framework apply specifically to the interpreter’s decision-making and how does it apply or intersect with the CPC?

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## Activity 3.3 – Readings



### Readings related to a Rights-Based Orientation to Ethics

#### Purpose

The purpose of these six (6) readings is to deepen the learner’s appreciation of a rights-based approach to the ethical decision-making of interpreters, and gaining an appreciation of how other current theories relate to this framework.

- Cokely, D. (2000). Exploring ethics: A case for revising the Code of Ethics. *RID Journal of Interpretation*.
- Coyne, D. (2013). Social Justice: A new model of practice for sign language interpreters? <http://www.streetleverage.com/2013/09/social-justice-a-new-model-of-practice-for-sign-language-interpreters/>
- Dean, R. and Pollard, R. (2011). Context-based Ethical Reasoning in Interpreting: A Demand Control Schema Perspective. *The Interpreter and Translator Trainer* 5(1), pp. 155-182.
- Why Not a Sign Language Interpreter Bill of Rights, Arthur, Brandon, November 2011. <http://www.streetleverage.com/2011/11/why-not-a-sign-language-interpreter-bill-of-rights/>
- Outwitting the Devil: NAD Calls on Sign Language Interpreters to Partner. <http://www.streetleverage.com/2012/03/the-nad-calls-on-sign-language-interpreters-to-partner/>
- Sign Language Interpreters – Complicit in a Devil’s Bargain? <http://www.streetleverage.com/2011/12/sign-language-interpreters-%e2%80%93-complicit-in-a-devils-bargain/>

#### What to look for

As you read through these articles, think about the following questions.

- What events have transpired that contribute to a shift in the relationship that once existed between the Deaf and interpreting communities?
- What is the consequence of Deaf people functioning in the role of gatekeepers less and less?
- What is the difference between a *deontological* (rule-based) approach to ethics and one that is *teleological*?
- How would a rights-based approach to interpreting change the paradigm from which interpreters make decisions? What are the benefits of such a change? What are the possible downfalls?
- What are some specific ways in which interpreters can become allies within the Deaf Community? What does it mean to function as an ally to deaf people and how might this impact the work of interpreters?
- What are some of the primary differences between a rights-based approach to ethical decision-making and an interpreter bill of rights? What is the perspective each is promoting? What is the implication of each for the work of interpreters?

---

# Activity 3.4 Discussion



## Online Discussion

### Purpose

You have completed activities 3.1 and 3.2 and will now select two questions to discuss. This discussion will provide an opportunity for you to share any insights gleaned from the previous activities with your peers and to generate some dialogue about your perspectives. Reflect on the information presented and the questions posed as you answer two (2) of the following questions and engage in discussion with your peers.

**NOTE:** *Although you are only required to post substantive, original responses to two of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Assignment 1. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to two of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Choose at least two of the following:**

- What events have transpired that contribute to a shift in the relationship that once existed between the Deaf and interpreting communities?
- What is the consequence to the field of interpreter as a result of Deaf people functioning in the role of gatekeepers less and less?
- What is the difference between a *deontological* (rule-based) approach to ethics and one that is *teleological*? Discuss the pros and cons of each.
- How would a rights-based approach to interpreting change the paradigm from which interpreters make decisions? What are the benefits of such a change? What are the possible downfalls?
- What are some specific ways in which interpreters can become allies within the Deaf Community? What does it mean to function as an ally to deaf people and how might this impact the work of interpreters?
- What are some of the primary differences between a rights-based approach to ethical decision-making and an interpreter bill of rights? What is the perspective each is promoting? What is the implication of each for the work of interpreters?
- How do the articles “Exploring Ethics: A case for Revising the Code of Ethics “and “Why Not an Interpreter Bill of Rights” differ in terms of approach, tone and point of view?
- How can an interpreter exercise his/her rights without creating barriers to the rights and responsibilities of Deaf consumers? Offer at least two specific examples.
- When should an interpreter clearly exercise his/her rights, consider compromise, waive a right (given it would not have negative consequence to the parties involved or the situation)?

# Activity 3.5 Go To Meeting Event



## Optional GoToMeeting Event

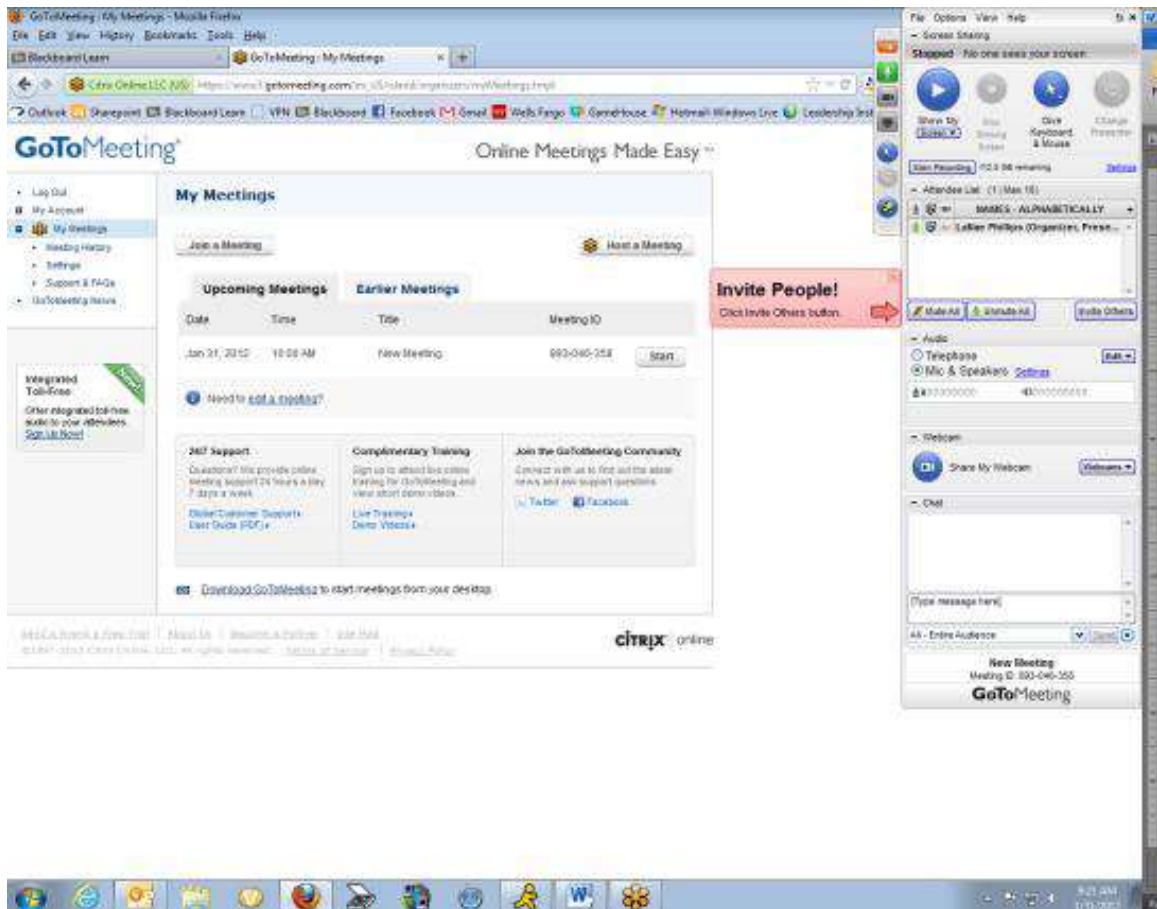
### Purpose

GoToMeeting is a video conferencing tool that allows the course facilitator to meet with small groups of students (up to a total of six) to review course content and progress. It is ideal as a tool for small group review and discussion. The purpose of the GoToMeeting is to allow for a more individualized discussion of questions regarding the course material. The facilitator will offer a schedule of 3 or 4 times that students can sign up for during the period assigned in the Roadmap, with call-in instructions. Students can sign up for one or more of the times if they find value in this additional way of connecting to the course facilitator and some of the students in the course. Participation is optional.

### What to Look For

In preparation for attending one of the GoToMeeting events, be sure you have access to a computer with a working webcam. Once you sign up for a time, the facilitator will send you an “invitation” to join GoToMeeting at the defined time. You will want to log into the GoToMeeting site a few minutes prior to the start time in order to download the software.

Allow it to load, then you will see this Control Panel:



Click the webcam icon to share your video, it will turn green. Up to six participants will be able to join simultaneously and view one another. It works well with both ASL and spoken English.

The facilitator will have the capacity to share her desktop, to show a PPT or a document or a video. She can also share this capacity with anyone else on the call. This will allow for the opportunity to talk about and see any number of resources in “real time”. This system has the typical webinar options and can be used for a wide range of activities.

In preparing to participate, consider what topics you would like to explore further or questions you have that can be addressed. As well, the facilitator will offer possible topics for discussion.

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# Unit 4 – Application of Case Conference/Observation-Supervision to Interpreting in VR Settings

## Introduction

The purpose of this unit of learning is for the learner to: 1) acquire a working understanding case conference/observation-supervision and its application to interpreting, 2) to investigate the meaning of interpreting as a practice profession, and 3) consider the implication of 1 and 2 for interpreting in the VR setting.

## Objectives

The learner will be able to:

- Accurately explain case conferencing/observation-supervision and its application to the work of interpreters.
- Apply case conferencing/observation-supervision to the analysis of interpreting performance.
- Appropriately identify and categorize demands and controls related to a variety of interpreting scenarios.

## Key Questions

Key questions can help you focus your learning. Think about these questions as you proceed through the unit activities.

1. What is the impact of interpreters working in isolation without the benefit of consistent or accessible supervision?
2. How can a schema like Demand-Control assist interpreters with managing stress?
3. What other benefits can be gained from using a schema like case conferencing or observation-supervision to reflect upon and improve decision-making?
4. What are the specific applications of case conferencing or observation-supervision to interpreting?
5. What is the implication of shifting our view of interpreting to that of a practice profession?

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# Activity 4.1 Unit Insights

## Case Conferencing and Observation-Supervision

In the field of interpreting, case conference or observation-supervision, are terms that are used to refer to essentially the same process. The terms are used interchangeably to refer to a planned and structured discussion between colleagues for the purpose of engaging in peer review, reflection and monitoring of performance and decision-making that occurs during interpreted events. Such discussions are critical for several reasons.

First, *reflective practice* is an essential tool in practice-based professions where practitioners benefit from examining their own learning experiences, as well as the experiences of their colleagues. During the process of reflective practice practitioners pay critical attention to the practical values and theories that inform their everyday actions. What is important about reflective practice is that you are not just looking back on past actions and events, but rather you are taking a conscious look at the emotions, experiences, actions, and responses and using that to add to your existing knowledge base in order to identify new or improved ways of moving your professional practice forward.

Second, because interpreters often work alone without benefit of direct supervision, they are at high risk for isolation and burn-out. This can result in a sense of estrangement from your professional identity, professional duty and currency in the field. Case conferencing/observation-supervision can help to overcome these feelings. Additionally, discussions with colleagues can occur by telephone, videoconferencing tools, or other online technologies, creating ways to connect regardless of distance or location.

Third, in the absence of supervised induction into the field, or access to ongoing or immediate supervision when working, practitioners have a duty to seek formal and structured ways in which to ensure effectiveness and accountability. There are other professional models of such peer-based systems. For example, consider the practice profession of psycho-therapy and the arrangement between therapists to schedule regular sessions where a practicing therapist reviews their cases and their behavior/decisions around their cases with another—typically more seasoned—therapist. This relationship allows for a form of oversight and accountability that is necessary in practice professions where the potential for harm impacts the life of consumers. Such relationships also provide the therapist with a safe context in which they can explore the implication of their practice for their own well-being. Regularly scheduled case conferences can be a haven for exploration, examination, support, encouragement, new insight and learning. A similar model is available to interpreters through case conferencing or observation-supervision.

The primary difference between case conferencing and observation-supervision is related to the process. In the latter, Dean and Pollard have created a system of peer review grounded in the demand-control schema. And, in a system of observation-supervision, it is implied that sometimes, the work of a practitioner is being directly observed by another interpreter and observations recorded for later discussion using the language of DC-S.



Regardless of whether DC-S is used as the framework for discussing the work or not, there is some important protocol that must be established.

- The participating interpreters must have mutual respect for one another. Although there might not always be agreement and each interpreter may interpret specific decisions or behaviors differently, all need to listen to each other, be clear in their descriptions, and use non-judgmental language.
- The participating interpreters must be clear about the purpose and function of such sessions. This typically involves having to become clear on what they hold as core beliefs about interpreting, the profession, consumers and what is the duty of interpreters. The core beliefs must be stated and to the fullest degree possible, agreed upon.
- Design a format that everyone will follow. How will a case be introduced? What is necessary to communicate in order to allow for discussion and analysis? Establishing some essential questions around which discussion occurs can provide some of the necessary structure.
  - What was the nature of the event that was interpreted?
  - What was the goal of the interaction?
  - What was the environment in which the interaction occurred?
  - Describe the participants.
  - What issues arose?
  - What was the response to the issues? What decisions were made by the interpreter? What factors influenced the decisions that were made?
  - What consequences occurred?
  - What remains unresolved? Does what remains unresolved require some action? If so what? How?
  - What might be done differently next time and why?
- Periodically checking in to see how the process is working is important. As well, periodically summarizes the outcome of the discussion is important—particularly if there has been discussion about some action that needs to be taken. If so, agreements about how and when that action will occur are important to establish.

### **Case Conferencing and Demand-Control Schema**

Again, case conferencing is encouraged because interpreting is a *practice profession*. This term acknowledges the profession-based traditions and practices in how expertise is developed and applied. Practice and tradition are linked to schools of thought or theories and are drawn from the scholarship of a field. More specifically, professional practices are ways of structuring and organizing the things one must do as part of the work, or ways in which something is done as part of professional practice.

In practice professions, these ways of doing things are conceived by practitioners over time through a process of application of theory drawn from the profession's scholarship and, as more scholarship and research emerge, practices evolve, improve and change. Case conferencing allows for the scholarship of the profession to be examined from a practical perspective—by looking at what interpreters actually do in action. Demand-Control Schema becomes a tool for discussion during case conferencing. It provides a specific way of talking about and analyzing the work of interpreters from a practice profession perspective. Essentially, the schema is based on the notion that all jobs have requirements—these can be thought of as demands.

Although an introduction to Demand Control Schema occurred in Module 3: Interpreting for Deaf Professionals, a review here is warranted.

The degree to which a worker has the power to “act upon” the demands of the job perhaps by making decisions, bringing skills or resources to bear, or altering some aspect of the job demand—is the control they possess.

The degree to which an individual worker can decide how to approach their job demands and has control over the resources necessary to do their job is considered their decision latitude. The impact of job demands in light of the control resources available to the individual is key to predicting job stress and job satisfaction.

Demand sources in sign language interpreting can be categorized into linguistic, environmental, interpersonal and intrapersonal. The varied and simultaneous demands interpreters experience build on and influence one another in a manner that makes interpreting complex. The use of case conferencing can help identify how individual practitioners respond to demands and how they can improve their overall decision-making effectiveness.

### **Case Conferencing Expands Discretion**

Interpreters need discretion in applying controls to address demands. The range of controls available to an interpreter in a given situation may be relational. For example, in some contexts interpreters are afforded a high degree of decision latitude. Court interpreters are viewed as officers of the court and in this capacity can exercise their decision latitude in broad and far-reaching ways. Conversely, in the VRS setting, interpreters have limited decision latitude because the FCC and corporate regulation limits the autonomy of the interpreter to make decisions. Consequently, decision latitude for interpreters is considered relational.

Relational autonomy is a paradigm that highlights decision-making as being “socially constructed”; that is, the capacity and opportunity for autonomous action is dependent upon our particular social relationships and power structures in which professional practice is embedded.” Put another way, relational autonomy is focused on the “social embeddedness of the self within social organizations.” Within this framework, effective decisions can be made when social conditions are in place to support and allow the practitioner (and the public) to have confidence in the decision latitude available to them. Using this paradigm, both interpreters and the participants are encouraged to take charge of their choices. Case conferencing about decision-making provides a context in which decision-making is explored and examined. It leads to heightened awareness. It fosters the goal of expanding our collective discretion because it allows practitioners to benefit from their collective awareness and judgment. Ultimately, this will strengthen our practice, provide a deeper sense of job satisfaction, and help ensure consumers that we are striving to be both effective and accountable.

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## Activity 4.2 -PPT of Unit 4 Insights



### PPT presentation (based on Unit 4 Insights)

#### Purpose

The purpose of this presentation is to provide an overview of case conferencing and observation-supervision within the field of interpreting. The benefits of such a process will be discussed, as well as some protocol that impacts the process.

#### What to Look For

As you go through the PPT, consider the following questions.

- What is case conferencing?
- What are three reasons why interpreters should engage in case conferencing?
- What is the difference between case conferencing and observation-supervision?
- What other professions use case conferencing?
- How does the process work?
- What are some of the essential protocol that should be utilized when engaging in case conferencing?
- How might DC-S be used as a tool in case conferencing?
- What are the essential elements of the DC-S process?
- How can interpreters expand their ability to apply discretion during decision-making?

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## Activity 4.3 Readings



### Readings about Case Conferencing and Reflective Practice

#### Purpose

The purpose of this activity is to provide additional information about the use of case conferencing and observation-supervision within the interpreting profession. The three readings help to underscore the value of the process and some techniques that can be utilized during the process.

#### What to Look For

Read each of the following articles. Two are available through the social media site, Street Leverage. The third is available in the resource section of the class.

- Dean, R. & Pollard, R. (2009). "I don't think we're supposed to be talking about this."-- Case Conferencing and Supervision for Interpreters. *IEWS*, Fall 2009, pp. 28-30. Alexandria, VA: RID Publications.
- Keller, K. (2012) Case Discussion: Sign Language Interpreters Contain Their Inner "What the...!!!" <http://www.streetleverage.com/2012/02/case-discussion/>
- Witter-Merithew, A. (2012). Sign Language Interpreters: Breaking Down Silos Through Reflective Practice. <http://www.streetleverage.com/2012/03/sign-language-interpreters-reflective-practice/>

**As you read each article, think about the following questions.**

- How is case conferencing a practice profession expectation? What are some of the challenges or barriers to doing it?
- How does case conferencing work? In what way does it become a mirror of self-discovery?
- How might a new topic of conversation and ground rules, supported by leadership, enable the field to engage in case conferencing and supervision?
- What is it that keeps us from effectively talking about our work? What makes such conversations uncomfortable or difficult? How does a shared process improve our discussion?
- What are some of the important aspects of case discussion? How is each aspect described?
- What are some of the benefits of case conferencing? What can an interpreter expect from the process?
- What is reflective practice? Why is it important for sign language interpreters?
- What are barriers to reflective practice? How can each be overcome?
- What are some of the practical strategies that can lead to a habit of reflective process?
- Describe a model of reflection and what would be discussed.

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# Activity 4.4 Discussion



## Online Discussion

### Purpose

You have completed activities 4.1, 4.2 and 4.3. Now, it is time to discuss your learning with your peers and respond to TWO discussion questions about case conferencing and supervision, and how it can be used in your work as an interpreter.

**NOTE:** *Although you are only required to post substantive, original responses to two of the questions below, you are also expected to engage in discussion with your peer's regarding their posts as part of Assignment 1. Your learning experience and that of the group will be greatly enhanced by engaging in frequent, active discussions.*

### What to Look For

Reply to two of the discussion prompts from the list below and provide a substantive response. In addition, please engage in discussion with your peers by replying to their posts.

**Required – Choose at least two of the following:**

- What is it that keeps us from effectively talking about our work? What makes such conversations uncomfortable or difficult? How does a shared process improve our discussion?
- How is case conferencing a practice profession expectation? What are some of the challenges or barriers to doing it?
- How does case conferencing work? In what way does it become a mirror of self-discovery?
- How might a new topic of conversation and ground rules, supported by leadership, enable the field to engage in case conferencing and supervision?
- What are some of the important aspects of case discussion? How is each aspect described?
- What are some of the benefits of case conferencing? What can an interpreter expect from the process?
- What is reflective practice? Why is it important for sign language interpreters?
- What are barriers to reflective practice? How can each be overcome?
- What are some of the practical strategies that can lead to a habit of reflective process?
- Describe a model of reflection and what would be discussed.

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## **Instructional Design Team**

Anna Witter-Merithew, M.Ed.  
Director  
MARIE Center of the NCIEC  
UNC @ Lowry Campus  
[anna.witter-merithew@unco.edu](mailto:anna.witter-merithew@unco.edu)

Sherri Lancton, M.A., M.B.A.  
Instructional Designer  
University of Northern Colorado  
Office of Extended Studies  
[sherri.lancton@unco.edu](mailto:sherri.lancton@unco.edu)

## **DO IT Center Staff**

Dr. Leilani Johnson, Director UNC DO IT Center  
[Leilani.johnson@unco.edu](mailto:Leilani.johnson@unco.edu)

LaNae Phillips  
Instructional Coordinator  
[lanae.phillips@unco.edu](mailto:lanae.phillips@unco.edu)

Susan Brown  
Administrative Coordinator  
[gertrude.dathe@unco.edu](mailto:gertrude.dathe@unco.edu)

Sherry Schriver  
Resource and Logistics Coordinator  
[sherry.schriverv@unco.edu](mailto:sherry.schriverv@unco.edu)

## **NCIEC Partners**

Cathy Cogen, M.Ed., Director National Interpreter Education Center (NIEC)  
[c.cogen@neu.edu](mailto:c.cogen@neu.edu)

Pauline Annarino, M.A., Director  
Western Region Interpreter Education Center  
(WRIEC)  
[annarinopg@gmail.com](mailto:annarinopg@gmail.com)

Diana Doucette, M.A., Director  
Regional Interpreter Education Center at  
Northeastern University (NURIEC)  
[d.doucette@neu.edu](mailto:d.doucette@neu.edu)

Beverly Hollrah, M.A., Director  
Gallaudet University Regional  
Interpreter Education Center (GURIEC)  
[Beverly.hollrah@gallaudet.edu](mailto:Beverly.hollrah@gallaudet.edu)

Richard Laurion, M.A., Director  
CATIE Center at St. Catherine's University  
(CATIE)  
[rlaurion@stkate.edu](mailto:rlaurion@stkate.edu)

**Mid-America Regional Interpreter Education Center  
(MARIE)**

**In Cooperation with**

**Western Regional Interpreter Education Center  
(WRIEC)**

