

DEAF INTERPRETER AND HEARING INTERPRETER TEAMS

Course Outline

Student Welcome & Introduction

Goals

1. Introduce Students to key terms
2. Provide directions for using module
3. Course structure

Unit 1: Introduction/Overview of DI-HI Teams

Unit 1 Assumptions

1. Students are in the process of learning American Sign Language.
2. Students are well versed in the history of the Deaf community and the evolution of American Sign Language (ASL) in the United States.
3. Students are well versed in the linguistic history of ASL which includes the influence and interference of contact sign (also known as Pidgin Signed English or PSE).
4. Students are well versed in the history of oppression and audism in the Deaf communities.
5. Students have an understanding of Deaf education, both past and present (Deaf schools, mainstreaming, self-contained classroom, etc.) and the policies regulating D/deaf students' linguistic access in K-12 education (e.g. SEE, oralism, PSE/contact signing, Cued Speech, etc.).
6. Students are familiar with the National Association of the Deaf (NAD) and the Registry of the Interpreters for the Deaf (RID), their certifications, and the Code of Professional Conduct.

Unit 1 Goals

1. To define the roles and functions of individual interpreters, hearing and Deaf, in the United States.
2. To identify the similarities and differences between Deaf and hearing interpreters.

3. To be able to explain how Deaf and hearing interpreters come together to create a DI-HI team.
4. To identify the unique life experiences Deaf interpreters have that make them well suited to interpret.
5. To be able to justify the need for Deaf interpreters to be certified.
6. To be able to identify the different certifications for Deaf and hearing interpreters.

Unit 1 References

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Unit 1 Suggested Resources

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Unit 2: Making a case for a DI-HI Team

Unit 2 Assumptions

1. Students understand that there are many variations in ASL that result from differences in race, culture, regional dialects, age, cognitive abilities, language acquisition age, and other mitigating factors.
2. Students understand how ASL produced by a Deaf, native user is different from ASL produced by a second-language learner of ASL.
3. Students understand how comprehension of ASL is different for a Deaf, native-language user of ASL and for a second-language learner of ASL.
4. Students understand that there are major differences between Deaf culture and “hearing” culture and that these differences impact an interpreted interaction.
5. Students understand the need to account for and mediate culturally-laden information in their interpretation.

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6. Students understand the dynamics of oppression and existing power relationships between minority and majority cultures.
7. Students are in the process of learning ASL.

Unit 2 Goals

1. To identify the foundational skills and experiences DIs bring to the interpreting task that positively contribute to the DI-HI team.
2. To describe the benefits of DI-HI teams for Deaf consumers.
3. To describe the benefits of DI-HI teams for hearing consumer.
4. To describe the benefits of DI-HI teams for hearing interpreters.

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Unit 3: Assessing the Need for a DI-HI Team

Unit 3 Assumptions for the Possible Consumer Section

1. Students have a general understanding of the field of interpreting.
2. Students understand that consumers have a variety of language experiences and skills.
3. Students understand general best practices in interpreting.
4. Students understand the greater ramifications of providing interpreting services for consumers with varied language backgrounds.

Unit 3 Goals for Possible Consumers Section

1. Students will be able to define different types of consumers with the reasons they would warrant the use of a DI-HI team.
2. Students will comprehend and show sensitivity in their use of politically correct v. incorrect and current v. outdated terminology preferred in Deaf communities when discussing the use and justification of DI-HI teams.

Unit 3 Assumptions for Various Settings Section

1. Educational Interpreting
 - Students have a general understanding of the specialty field of educational interpreting.
 - Students understand the various types of interpreting settings within educational settings.
 - Students understand general best practices in interpreting in educational settings.
 - Students understand the greater ramifications of providing interpreting services in educational settings.
 - Students understand the myriad of factors that impact educational interpreting (e.g. race, ethnicity, cultural orientation of interlocutors, language, dynamic of power and prestige between interlocutors, personal filters, etc.).
2. Employment Settings

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- Students have a general understanding of the field of interpreting in employment settings.
- Students understand the various types of interpreting requests in employment settings.
- Students understand general best practices in interpreting in employment settings.
- Students understand the greater ramifications of providing interpreting services in employment settings.
- Students understand the myriad of factors that impact employment interpreting (e.g. race, ethnicity, cultural orientation of interlocutors, language, dynamic of power and prestige between interlocutors, personal filters, etc.).

3. Social Services

- Students have a general understanding of interpreting in the traditional social service settings.
- Students understand the various types of interpreting requests in social service settings.
- Students understand general best practices in interpreting social service settings.
- Students understand the greater ramifications of providing interpreting services in social service settings.
- Students understand the myriad of factors that impact social services interpreting (e.g. race, ethnicity, cultural orientation of interlocutors, language, dynamic of power and prestige between interlocutors, personal filters, etc.).

4. Medical Interpreting

- Students have a general understanding of the specialty field of medical interpreting.
- Students understand the various types of interpreting settings within medical settings.
- Students understand general best practices in interpreting in medical settings.
- Students understand the greater ramifications of providing interpreting services in medical settings.

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- Students understand the legal and regulatory obligations that befall an interpreter in the medical settings.
- Students understand the myriad of factors that impact medical interpreting (e.g. race, ethnicity, cultural orientation of interlocutors, language, dynamic of power and prestige between interlocutors, personal filters, etc.).

5. Mental Health Settings

- Students have a general understanding of the specialty field of mental health interpreting.
- Students understand the various types of interpreting settings within mental health settings (e.g. psychologist office, psychiatrist office, western medicine/doctor/hospital locations, hospice, 12-step meetings, long term care facilities, social service settings, and court setting).
- Students understand general interpreting best practices and basic goals within traditional mental health settings.
- Students understand the greater ramifications of providing interpreting services in mental health settings.
- Students understand the legal and regulatory obligations that befall an interpreter in the mental health settings.
- Students understand the myriad of factors that impact mental health interpreting (e.g. race, ethnicity, cultural orientation of interlocutors, language, dynamic of power and prestige between interlocutors, personal filters, etc.).

6. Legal Settings

- Students have a general understanding of the specialty field of legal interpreting.
- Students understand general best practices in interpreting in legal settings.
- Students understand the various types of interpreting settings legal settings (e.g. attorney/client interactions, interactions with law enforcement officials, courtroom proceedings etc.).
- Students understand how statutory authority impacts retaining interpreters in legal settings.

- Students understand the legal ramifications of providing interpreting services in legal settings.
- Students understand the myriad of factors that impact legal interpreting (e.g. race, ethnicity, cultural orientation of interlocutors, language, dynamic of power and prestige between interlocutors, personal filters, etc.).

7. Public Events and Public Access

- Students have a general understanding of the Americans with Disabilities Act.
- Students have an understanding of which access services are required by the Americans with Disabilities Act.

8. National/International Interpreting and/or Deaf-Centered Conferences

- Students have a general awareness of the purposes and goals of the major national and international organizations of/by Deaf people and interpreters.
- Students have a general awareness of the how meetings, workshops, trainings, and business operations are conducted at national/international events host by these organizations.

Unit 3 Goals for Various Settings Section

1. Students will be able to justify, with use of appropriate terminology and references to CPC and other cited materials, the unique considerations for the following settings and the use of a DI-HI team.

- Educational
- Employment-related
- Social Service
- Medical
- Mental Health
- Legal
- Public Events and Public Access
- National/International Interpreting and/or Deaf-Centered Conferences

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Unit 4: DI-HI Team: Doing the Work

Unit 4 Assumptions

1. Students understand the dynamics and functions of working in interpreting teams in general.
2. Students understand the importance of and the techniques for preparing in advance of their interpreting work.
3. Students understand the differences between a transliteration and an interpretation.
4. Students understand terms such as: source language, target language, and fed/feed interpretation.
5. Students can identify dense and/or challenging source language concepts.
6. Students know the differences between simultaneous and consecutive interpreting processes.
7. Students have an understanding for how pausing, eye gaze, grammatical head nods, and fingerspelling are used in an interpretation when working without a DI.
8. Students understand, in general, best practices for how interpreters debrief after working together and the types of areas that are included in a debriefing discussion.

Unit 4 Goals

1. Students will demonstrate an understanding of different DI-HI preparation needs and approaches prior to assignments including:
 - How to prepare as a team.

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- How to use materials provided before the interpreting to prepare as a team.
 - How to pre-conference with the hearing and D/deaf consumer(s).
2. Students will be able to identify the following “on the job” approaches for DI-HI teams:
- Effective feeding techniques
 - Monitoring
3. Students will demonstrate an understanding of the factors and considerations to be included in debriefing upon completion of an assignment

Unit 4 References

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Unit 4 Suggested Resources

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