Study Guide

INTR 441
Community Interpreting:
Skill Development I

Fall 2015
University of Northern Colorado – Distance Opportunities for Interpreter Training Center

Copyright © 2015 by the DO IT Center, University of Northern Colorado

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the UNC-DO IT Center.

The faculty and staff of the DO IT Center and the University of Northern Colorado bring expertise and many years of experience, passion, and dedication to supporting students working towards educational goals. While students can grow substantially from that platform of support, individual success or failure in achieving the outcomes of your specific program is ultimately your own responsibility. Communication is especially important within any distance education program. If questions or concerns arise or if something outside your control is interfering with your education, please contact your instructor, advisor or the administrative office.

DO IT Center
UNC @ Lowry Campus
1059 Alton Way, Box 7
Denver, CO 80230
1-866-885-6087

http://www.unco.edu/doit
# Table of Contents

Course Overview .................................................................................................................. 1
Purpose .................................................................................................................................. 1
Impact ..................................................................................................................................... 1
Objectives............................................................................................................................... 2
Grading Scale .......................................................................................................................... 3
Late Assignment Policy .......................................................................................................... 3
Plagiarism Policy .................................................................................................................... 4
Required Materials ................................................................................................................. 5
Course Preview ....................................................................................................................... 7
Course Structure ..................................................................................................................... 8
Course Roadmap ...................................................................................................................... 9
Assignment Overview ............................................................................................................. 14
Course Summary ..................................................................................................................... 16
Conclusion ............................................................................................................................... 16
Key Points ............................................................................................................................... 16
Next Steps ............................................................................................................................... 17
Course Overview

Purpose

The purpose of this course is to engage you in skill development activities designed to enhance your ability to interpret in community-based settings. Specific attention will be given to interpreting in medical, social service, and employment settings. For each of these settings, you will explore the forms and documents clients or applicants are expected to complete within the setting and explore elements of sight translation. You will also explore a range of factors impacting each of these settings—including terminology and protocol. You will practice interpreting texts associated with each of these settings in order to produce work products for your final portfolio assessment.

Impact

Community interpreting is unique in that:

1) Community interpreters primarily serve to ensure access to public services, and are therefore likely to work in institutional settings;

2) Community Interpreters are more apt to be interpreting interactive discourse versus speeches;

3) Community Interpreters routinely interpret into and out of both their working languages (ASL and English);

4) At the community level, ASL-English interpreters will likely encounter spoken language interpreters; and

5) Community Interpreters are often viewed as advocates or "cultural brokers".

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

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

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

1. Discuss the role and function of sight translation when interpreting in medical, employment and social service situations.

2. Generate a sight translation of forms and/or documents associated with medical, social service, and employment settings.

3. Discuss the nature and structure of interpreting in medical settings, in employment settings, and in social services settings.

4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in medical settings, employment settings, and social services settings.

5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.

6. Interpret texts related to the medical, social services, and employment settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate.

7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.
Grading Scale

The points for all the assignments in a course will add up to 100 and letter grades are assigned as follows for UNDERGRADUATE classes:

A = 100 - 91 above average achievement of course objectives

B = 90 - 81 average achievement of objectives
  (Reminder: you must maintain at least a “B” per class to meet graduation requirements)

C = 80 - 61 below acceptable achievement of objectives

60 or below is considered not passing.

Late Assignment Policy

Late assignments will be accepted and graded for up to 72 hours after the due date and time but the final grade will be dropped one letter. Late assignments submitted after the 72 hours that have not been approved in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

Extensions for assignment due date and time must be approved in advance with the respective Section Facilitator based on the following criteria:

- The extension is requested at least 24 hours in advance of the due date and time.
- An extension is requested no more than once during any given semester.
- No late work will be accepted in the last three days of this course.

Exceptions to the above criteria will only be considered based on documented evidence of special circumstances—such as illness, hospitalization or death of a family member.
Plagiarism Policy

**Policy on Plagiarism:** Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further.

For further information, go to the following website:
http://www.unco.edu/dos/Conduct/codeofconduct.html

Inclusivity Statement

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in...educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in...educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

Students with Disabilities

**Accommodations Statement:**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.
**Required Materials**

There are no materials required for purchase for this course.

**Articles (available online)**

These articles are found in various folders in the Course Materials area of the class:


These two articles are available in eReserves at the UNC Library website:


**Recommended Resources**

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

**Critical Links website:**

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

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

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

CATIE Website:

http://www.medicalinterpreting.org/

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

NCIHC Website:

http://www.ncihc.org/

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

Media

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

Course Preview

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

You will have a faculty member to advise you during the course and will be able to share information, experiences and ideas with other students who may be studying the same area of emphasis.

The courses will have a common set of activities that provide a theme or pattern for learning and are designed to help you:

- Develop a common, professional way of presenting information.
- Improve your ability to give and receive feedback from peers.
- Enhance your research skills and your ability to contribute to the field of interpreting.
- Assist in your understanding of the “big picture” through use of a systems approach and analysis of your area of emphasis through different lenses.
- Improve your ability to apply learning and experience from one domain or setting to situations in other domains.
- Increase your ability to use reflection as a learning tool.
- Gain insight into real life situations through practice interpreting, interviews and field experience.
Course Structure

The structure of this course will be different from your prior courses. In order to accommodate different learner needs, this course will require you to research, report, reflect, and synthesize your learning for each of the course objectives using a common set of tools. Also, information on the tools will be available in the Tools folder under Course Materials. These tools include:

- A systems perspective
- Case study analysis
- Reflective Journaling
- Research techniques
- Text Analysis

The course is divided into four topics—sight translation of forms and documents in community-based settings, interpreting in medical settings, interpreting in employment settings, and interpreting in social service settings—based on the course objectives. For each of these topics, you will find information about the tasks to be performed to facilitate your learning. In general these tasks will include:

- Researching the topic
  Research can include library research, web research and field research (some resources will be provided in the Course Materials area).

- Developing and presenting a case study about the topic based on your field experience.

- Reflective journaling about your interpreting performance and other learning associated with the three settings addressed in this course.

- Generating samples of interpreting performance and engaging in self-assessment.
**Course Roadmap**

Even though this is an independent study, you are still required to check in, report progress, submit assignments, and participate in discussions according to the Roadmap.

<table>
<thead>
<tr>
<th>Points</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td><strong>Online Introduction</strong>: Post an introduction in Blackboard addressing your goals in this class and how it fits into your professional plans/aspirations.</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Assignment 2 - Forms and Sight Translations**

Over the next three weeks you will be working toward the completion of Assignment 2 in which you collect forms used in medical, employment and social service settings, and select a sample from each, generate a sight translation, and complete a self-assessment of your performance. Weeks 1 and 2 can be spent researching and reflecting, leaving Week 3 open for completing the assignment.

**Weeks 1-4 Objectives and Activities (8/24-9/18)**

1. Discuss the role and function of sight translation when interpreting in medical, employment and social service settings.
2. Generate a sight translation of forms and/or documents associated with medical, employment and social service settings.

- Research Sight Translation to determine its application to ASL-English Interpreting. This may include exploring the role of writing and reading English in the Deaf Community.


---

<table>
<thead>
<tr>
<th>9/22</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Reflective Discussion</strong>: Define sight translation and discuss your observations about how, when and why it would be applied during ASL-English interpreting. Include observations about the challenges deaf individuals face in the acquisition and mastery of written English.</td>
<td>☐</td>
</tr>
<tr>
<td>Points</td>
<td>Activities</td>
<td>Done!</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Due 9/18</td>
<td><strong>Assignment 2 due.</strong> Submit Assignment 2 to the Assignment Tool.</td>
<td></td>
</tr>
</tbody>
</table>

### Assignment 3 - Medical Interpreting Performance (9/3-10/12)

Over the next four weeks you will work toward completing Assignment 3 in which you generate an interpretation of an interaction from the medical setting that is either captured live (although perhaps staged) or mediated and submit your performance, along with a self-assessment to the Assignment Tool.

### Weeks 5-8 Objectives and Activities

**Note:** The next nine weeks of the class will be spent exploring the following objectives for each of the three settings (medical, employment, and social services). Each three week period concentrates on one of the settings. The objectives are repeated during each period to remind you of what you need to research. The specific setting for the period is underlined in the objectives.

3. Discuss the nature and structure of interpreting in **medical settings**, employment settings, and social services settings.
4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in **medical settings**, employment settings, and social services settings.
5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.
6. Interpret texts related to **medical settings** using sight translation, and consecutive and/or simultaneous interpreting as appropriate.
7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.

- Participate in the Body Language Module completing interpretations and discussion posts as required
- Visit [http://www.medicalinterpreting.org](http://www.medicalinterpreting.org)
- There are several resources here and be sure to look at the domains and competencies for medical interpreters.
- 9/25
  - Post a summary of your research into medical interpreting
<table>
<thead>
<tr>
<th>Points</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due 10/16</td>
<td>• Discussion posting. Address the following questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What about medical interpreting appeals to you and your approach to work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What specific skills and attributes do you bring to medical interpreting?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What did you learn in this lesson that you can apply to your work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What additional skills, knowledge and attributes do you need to gain?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What opportunities for medical interpreting exist for you?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What resources exist to assist you in moving forward into the world of medical interpreting?</td>
<td></td>
</tr>
<tr>
<td>Due 10/12</td>
<td>Assignment 3 – Upload to the Assignment Tool the final interpretation from the Body Language module and your assessment.</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 4 Employment Setting Performance (10/13-11/8)**

For the next four weeks you will concentrate on Assignment 4. This assignment requires you to generate an interpretation of an interaction from the employment setting that is either captured live (although perhaps staged) or mediated and submit your performance, along with a self-assessment to your Assignment Tool.

**Week 9-12 Objectives and Activities**

3. Discuss the nature and structure of interpreting in medical settings, employment settings, and social services settings.

4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in medical settings, employment settings, and social services settings.

5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.

6. Interpret texts related to employment settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate.

7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.

10/19 week | • Review the following website including the resources section http://www.interpretereducation.org/specialization/vocational-rehabilitation/ in order to learn about this specialty and bring thoughts, questions and concerns to a live class discussion. (6 pts) |       |
### Assignment 5 Social Service Setting (11/9-12/8)

Over the next four weeks you will concentrate on Assignment 5 in which you generate an interpretation of an interaction from the social service setting that is either captured live (although perhaps staged) or mediated and submit your performance, along with a self-assessment uploading to the Assignment Tool or by way of US Postal Service to your course advisor. Be sure to let the advisor know which option you will use.

### Week 13-16 Objectives and Activities

3. Discuss the nature and structure of interpreting in medical settings, employment settings, and social services settings.

4. Apply discourse analysis and the demand-control-consequence cycle, to assess the requirements for a range of assignments in medical settings, employment settings, and social services settings.

5. Utilize principles of discourse analysis and D-C-S cycle analyses to prepare and implement the interpreting task.

6. Interpret texts related to social services settings using sight translation, and consecutive and/or simultaneous interpreting as appropriate.

7. Assess the effectiveness of interpretations, and implement corrections to enhance the effectiveness of interpretations.

### Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26</td>
<td>• Review DVDs from Interpreting in Vocational Rehabilitation Settings- A Vocational Evaluation, VR Staff Meeting, and Deaf Professionals in Action and respond to discussions forum. (5 pts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due 11/8 Assignment 4 due. Upload to the Assignment Tool your interpretation of To Become a Baker from the DVD Support in the Job Search from the Interpreting in Vocational Rehabilitation Settings Set of DVDs and your assessment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection discussion on your experience interpreting a vocational or employment setting, your observations about working with CDIs in the sample observed in the Setting A Vocational Goal DVD, watching the video with examples of CDI work from <a href="http://digitalcommons.unf.edu/asleimats/50/">http://digitalcommons.unf.edu/asleimats/50/</a>, reviewing the website <a href="http://www.diiinstitution.org">http://www.diiinstitution.org</a> and any additional resources about working with CDIs. (6 pts)</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Activities</td>
<td>Done!</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Due 12/8</td>
<td><strong>Assignment 5 due.</strong> Submit to the Assignment Tool your interpretation of To Become an Accountant from the DVD “Support in the Job Search” from the Interpreting in Vocational Rehabilitation Settings Set of DVDs and your assessment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final reflective journal posting due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflect on your learning in this course and discuss what part of the learning will be most useful to you as a community interpreter and why. What information remains that you want to research further and why? What resources do you want to secure and why? What elements of skills development do you want to continue to address in INTR 442 and why? (4 pts)</td>
<td></td>
</tr>
<tr>
<td>Due 12/9</td>
<td><strong>Complete the online evaluation and you’re done!</strong> (Check your Bearmail for the dates the evaluation is open.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Congratulations!</strong> Final grades will be posted within 3 business days of the official end of the semester.</td>
<td></td>
</tr>
</tbody>
</table>
## Assignment Overview

### Assignments

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td><strong>Online Postings:</strong> Post an introduction and statement of goals. As well, you should regularly and consistently post summaries of research, case studies, and reflective journal responses as evidence of progress towards course objectives. Postings should not exceed 750 words.</td>
<td>36 Points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment 2</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due 9/13</td>
<td><strong>Forms and Sight Translation:</strong> Research and collect forms used within the employment, medical and social services settings—forms that a deaf individual approaching these settings for service would likely be required to fill out. For example: a medical history form; an application for service; an employee performance evaluation form; or job application. Collect two distinct forms for each setting—a total of six altogether. Select one from each of the settings and film yourself generating a sight translation of the form. When you prepare to do the sight translation, have a particular consumer in mind. Although the primary focus of this class is interpretation, at least one sight translation can be geared to a more English-based language user. Record yourself expressing the sight translations. Then analyze your performance focusing on the following criteria.</td>
<td>16 Points</td>
</tr>
</tbody>
</table>

- A description of the specific consumer you geared your sight translation to and an overall assessment in how effectively you matched the target language.
- Demands that arose and the controls that were employed.
- Salient discourse features of written forms and the implications for sight translation.
- Unique terminology and its meaning.
- Equivalency of meaning generated.
- Observations about the overall accuracy and effectiveness of the sight translation.
- What you would do differently next time, why and how.

Record yourself discussing your findings. The self-assessment should be between 15-20 minutes in length, addressing the above stated criteria, and discussing how you approached the task. Submit your package of six (6) forms, your recorded sight translations and your recorded self-assessment to the Assignment Tool in Blackboard.
<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample of Interpretation Performance and Self-Assessment:</strong> Generate an interpretation of a text from the setting associated with the respective assignment (3, 4 or 5). You can select a text from an actual live assignment (although possibly staged) or from a mediated text you locate as part of your research. You can use mediated texts from commercial vendors, from the UNC-DO IT Center lending library, from a local resource, or other credible source. The text must be related to the setting, be interactive in nature (allowing for your application of both ASL and English performance) and be between 15-20 minutes in length. Your interpretation should be geared to the Deaf person who is a part of the taped interaction. Although the focus of this class is interpretation versus transliteration, one of these three assignments can be one that involves a more English-based consumer than ASL user. When recording your performance, make sure both you and the source message(s) are observable for analysis purposes. Then analyze your performance focusing on the following criteria.</td>
<td>16 points each</td>
</tr>
<tr>
<td>• Demands that arose and the controls that were employed.</td>
<td></td>
</tr>
<tr>
<td>• Salient discourse features of the speakers involved and the implications for interpretation or transliteration.</td>
<td></td>
</tr>
<tr>
<td>• Unique terminology that emerged and its meaning within context.</td>
<td></td>
</tr>
<tr>
<td>• Equivalency of meaning generated in the interpretation.</td>
<td></td>
</tr>
<tr>
<td>• Observations about the overall accuracy and effectiveness of the interpretation.</td>
<td></td>
</tr>
<tr>
<td>• What you would do differently next time, why and how.</td>
<td></td>
</tr>
<tr>
<td>Record yourself discussing your findings. The self-assessment should be between 15-20 minutes in length, addressing the above stated criteria, and discussing how you approached the task of securing and selecting the text you interpreted and general preparation for the assignment. Submit your recorded interpretation and your recorded self-assessment to appropriate Assignment Tool in Blackboard.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points: 100**

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- **Guidelines For Use Of Technology**
- **Guidelines For Online Discussions**
- **Guidelines For Written Assignments**
Course Summary

Conclusion

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

In INTR 442: Community Interpreting Skills Development II, you will continue to apply your knowledge of community interpreting to the task of interpreting a range of discourse events associated with community interpreting. You will specifically examine interactions involving mental health, settings involving contracts or other legal documents, and post-secondary settings—as well as others you may identify through your own independent study. This next course, along INTR 443 will provide you with a strong foundation for interpreting a range of situations that are considered part of Community Interpreting.

Key Points

What we hope you will remember from this class:

- The use of Demand Control Schema as a common, professional way of presenting information.
- Techniques for doing research and its contribution to the field of interpreting.
- The importance of your understanding of the “big picture” through use of a systems approach and analysis of your area of emphasis through different lenses that creates a more effective interpretation.
- The insights into real life situations that you have gained through practice interpreting, interviews and field experience.
- Basic understanding of the systems and unique demands of interpreting in medical, vocational and social services settings.
**Next Steps**

While this course is still fresh in your mind, pause to review your learning, looking through the lens of your final portfolio that is due at the end of your ASLEI journey. Consider the following:

1) Identify any applicable Entry-to-Practice Competencies that may be related to the course objectives;

2) Identify possible evidence items;

3) Identify potential reflection pieces that could be used in the narrative of the Coversheet;

4) Use your organizational system to house these items and thoughts until you are ready to work on writing future Coversheets; (Hint: If it's possible to work on all or part of a Coversheet at this time, why not draft it now?!) and finally,

5) Check in with classmates to see if some collaborative thinking might be worth your investment of time – what did others identify and how are they thinking of using the learning from this course?
Quality Instruction
Preparing
Qualified Interpreters