Study Guide

INTR 331
Observation-Supervision II

Fall 2014
University of Northern Colorado

American Sign Language – English Interpretation Program

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Course Overview

Purpose
Observation-Supervision II is a two-credit hour practicum-based course that further examines the settings in which interpreting occurs. This course will engage you in the systematic analysis of factors impacting interpreting in different settings through the lens of the Demand-Control Schema and its associated applications. As a practicum-based course it is loaded so that for each credit hour, you should plan to spend at least three hours out of class engaged in class-related activities. Since this is a two-credit hour class, that means you should expect to spend about six hours a week engaged in the observation activities (arranging for observation, conducting the observation, reflecting on the observation). Additionally, you should expect to spend at least two hours a week online participating in discussions. Additional times may be required to complete other homework/assignments.

The purpose of the course is to deepen your application of observation skills and the ability to demonstrate effective decision-making skills in a wider range of settings. You will do this by observing the work of interpreters in a range of settings, analyzing your observations through the D-C-C-RD sequence, reporting your observations to your peers and instructor, and considering the range of controls that could be applied in any given setting. The ultimate goal is to increase your professional discretion. Like INTR 330: Observation-Supervision I, this is a course which facilitates the expansion of your world-knowledge of professionals who work in a wide-range of settings, as well as the role and function of interpreters and consumers within the settings.

Impact
Interpreters work in diverse settings that are impacted by a wide range of factors. Observation of the actual work of interpreters, followed by a discussion with the working interpreter, provides you with direct insight into the world of work in which interpreters function. It is an excellent way to enhance your understanding of the interpreting process and the ways in which demands are addressed by working interpreters. Having a systematic approach to analyzing the demands associated with various settings and exploring the controls an interpreter can employ leads to effective decision-making. Further, when decisions are evaluated on the basis of the resulting consequences, discretion and judgment are improved.
Objectives

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

- Systematically analyze factors impacting interpretation in different settings through the lens of the Demand-Control Schema.

- Identify demand constellations that would lend themselves to transliteration as a control option.

- Identify a range of controls employed by working interpreters to manage the demands that arise during interpreted events and assess their effectiveness utilizing a D-C-C-RD analysis.

- Discuss significant demands and controls employed in observed interpretations with interpreters who were observed in an objective fashion.

- Present a situational analysis of an interpretation utilizing the various elements of the Demand-Control Schema including the D-C-C-RD sequence.

- Identify similarities and differences in potential control options across common settings in which interpretation may occur.

- Generate a reflective analysis that demonstrates self-awareness of decision-making tendencies during interpreting and growth through identification of control options that would not have been recognized as available at the beginning of the course.
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/honor_code/defining_plagiarism.html](http://www.unco.edu/dos/honor_code/defining_plagiarism.html)

Diversity 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](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](http://www.unco.edu/cebs/diversity)).

Students with Disabilities

**Accommodations Statement**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate ADA accommodations are implemented in a timely manner.
## Required Materials

### Media CD/DVD:

Child Support VRS. Practice to Mastery Series DVD #29

By the Book (2002), CATIE Center

*Demand-Control Schema Instructional Films (2010) [DVD]. Deaf Wellness, Center, University of Rochester Medical Center* (used in INTR 211)

### Readings found in the e-reserves


Witter-Merithew, A. Feedback: a Discussion about the work between peers. DO IT Center.
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 objectives
B = 90 - 81 average achievement of course objectives
(C/D = 80 - 61 below acceptable achievement of objectives
60 or below is considered not passing.

Late Assignment Policy

Assignments submitted online are deemed late if they are submitted after the due date and time (based on Mountain Time), unless otherwise negotiated in advance. Mailed assignments must be postmarked by the due date indicated in the course.

Late assignments will be accepted and graded for up to a 72 hour window beyond the due date and time. Assignments submitted late during this window receive a one letter grade drop. This means, if the assignment is of an A quality, the student would receive a B. If it is of B quality, it would receive a letter grade of C and so on. Late assignments submitted after the 72 hours that have not been negotiated in advance with the respective Section Facilitator will NOT be graded and students will receive a zero as the assignment grade.

NOTE: Only one extension per course will be granted.

Extensions for assignment due date and time can be negotiated 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 course.
- The extension is no longer than one week beyond the original due date and time.

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.
Course Preview

The activities in this course include application of the Demand-Control Schema as a tool for dialogic work analysis during the course of observing working interpreters. You will also apply Demand-Control Schema as a tool for assessing ethical decision-making and the relationship of decisions to a continuum of choices ranging from conservative to liberal. As well, you will have the opportunity to explore demands that exist in a wider range of settings and to identify and evaluate the controls that are employed by working interpreters.

Lesson 1: Observation Preparation During this lesson, you will formulate your plan for the observation of working interpreters. The observation of working interpreters requires a significant amount of advance preparation. It involves getting permission, not only from the working interpreter, but from the consumers involved. For this reason, working with local interpreting services agencies in or around your community may prove to be the best resource. Frequently, these agencies will get all the approvals necessary to allow you to observe a working interpreter. As you consider scheduling your observations of working interpreters, focus on observing as many different interpreters as possible in different settings. This will offer you the richest level of exposure and experience, which in turn will increase your understanding of how different interpreters approach their work and decision-making. Each experience will contribute to your acquisition of discretion.

In anticipation of the fact that you will likely encounter a number of interpreters who use transliteration while working, you will begin reading a number of related articles.

To help you prepare for your observations, we will also view a DVD to observe an interpreter working in a legal setting interpreting for a booking at a jail. You will record your observations, and then explore the type of follow-up questions you would use if you had the opportunity to discuss the controls used and decisions made with the interpreter. You will also have the opportunity to practice a case presentation in this lesson.

Upon completion of this lesson you will be able to:

- Identify a minimum of 5 features of effective transliteration as identified in the literature
- Identify a minimum of 2 demand constellations that would lend themselves to transliteration as a control option.
- Systematically analyze factors impacting interpretation in a legal setting through the lens of the Demand-Control Schema and across all 4 demand categories
- Identify controls employed by a working interpreter to manage a minimum of one demand in each category during an interpreted event and assess their effectiveness utilizing a D-C-C-RD analysis
- Present a situational analysis of an interpretation utilizing the various elements of the Demand-Control Schema including the D-C-C-RD sequence.
- Identify a minimum of 3 significant demands and associated controls as potential points of discussion
- Develop 5 potential interview questions to be asked of the working interpreter

**Lesson 2: Live Observations**

This lesson involves 4 observations across a variety of settings. Two of the observations should involve a team of interpreters. The sequence in which you observe these settings is flexible based on what you are able to schedule in your area. Your facilitator will know which setting you are observing by the Master Plan you submit. For each observation you will complete the observation form for this class—which involves engaging in the analysis of the interpreter’s process before, during and after the observation. You also will prepare a case analysis with focus on demand constellations, observed controls and consequences, as well as consideration of alternative controls.

The settings for live observations are:

- Academic: any level (non-administration)
- Medical or Mental health
- Social Service

Personal choice (this observation may be based on your area of emphasis within the program): legal, conference, employment, recreational, entertainment, public presentation, or something else related to the community at large. They may also include one additional observation in one of the required settings as long as it is a different type of event within that setting (ex. a classroom setting was used to fulfill the academic required observation, a guidance counseling session could be used here).

Upon completion of this lesson you will be able to:

- Systematically analyze factors impacting interpretation in 4 different settings through the lens of the Demand-Control Schema and across all 4 demand categories.
- Identify controls employed by working interpreters to manage a minimum of one demand constellation (consisting of a main demand and at least 2 concurrent demands) during 4 interpreted events and assess their effectiveness utilizing a D-C-C-RD analysis.
- Discuss 3 significant demands and controls employed in each observed interpretation with interpreters who were observed in an objective fashion.
- Present a situational analysis of an interpretation utilizing the various elements of the Demand-Control Schema including the D-C-C-RD sequence.
- Identify similarities and differences in potential control options across common settings in which interpretation may occur.
- Generate a reflective analysis that demonstrates self-awareness of decision-making tendencies during interpreting and growth in that process through identification of no less than 3 control options that would not have been recognized as available at the beginning of the course.
Course Roadmap

Use this as your “map” while traveling on your distance-learning journey. All the information you need to complete the course is here in one location. Use the last column to check off each item as you complete it. Icons in the roadmap are used to indicate activities/assignments worth points for grading. Dates before or next to any activity are designed to help you schedule your time to complete all the activities. Dates for assignments are firm.

<table>
<thead>
<tr>
<th>Points</th>
<th>Dates</th>
<th>Activities</th>
<th>Done!</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Document Icon]</td>
<td>8/25</td>
<td>Review course site.</td>
<td>❑</td>
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<tr>
<td>![Document Icon]</td>
<td></td>
<td>Post your personal Introduction [see discussions tab]</td>
<td>❑</td>
</tr>
<tr>
<td>![Document Icon]</td>
<td>8/25-27</td>
<td><strong>DC-S review:</strong> Review the following articles found in the e-reserves: Dean and Pollard (2006) - From best practice to best practice process: Shifting ethical thinking and teaching; Dean and Pollard (2011) - Context-based ethical reasoning in interpreting: A demand control schema perspective; Dean (2009) Challenges in interpreting addressed by demand-control schema analysis -&lt;br&gt;<strong>Online Discussion:</strong> DC-S Review&lt;br&gt;Begin Observation Plan</td>
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<td>9/4-9/8</td>
<td>1.3 Participate in collaborative analysis of booking</td>
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<td><strong>Online Discussion:</strong> Defining Transliteration</td>
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<td>Dean and Pollard (2009) – Case Conferencing and Supervision for Interpreters</td>
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<td><strong>Review:</strong> Witter-Merithew, A. Feedback: a Discussion about the work between peers. DO IT Center.</td>
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<td><strong>Online Discussion:</strong> Case conferencing and peer discussion</td>
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<td>9/8</td>
<td>1.5 <strong>Observation Plan Due</strong></td>
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<td>9/10</td>
<td>1.6 <strong>Recorded Observation 1 Case Analysis and potential questions for the interpreter due</strong></td>
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<td><strong>Online Discussion:</strong> Transliteration as a control</td>
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<td>Points</td>
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<td><strong>Lesson 2 – Live Observations</strong> see course materials tab for resources and links to activities below</td>
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<td>9/15-9/24</td>
<td>2.1 Observations and related discussion begin</td>
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<td>9/26</td>
<td>2.6 Live Observation 1 case analysis due</td>
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<td>9/29-10/8</td>
<td>2.7 Observations and online discussion continue</td>
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<td>10/10</td>
<td>2.8 Live Observation 2 case analysis due</td>
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<td>10/13-15</td>
<td>2.9 <strong>View:</strong> Child Support VRS and complete preliminary analysis</td>
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<td>10/17</td>
<td>2.10 Recorded Observation 2 case analysis due</td>
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<td>10/20-10/24</td>
<td>2.11 Live Observations and online discussion continue</td>
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<td>Prepare Case Presentation 1</td>
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<td>10/27</td>
<td>2.12 Case Presentation 1 due</td>
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<td>10/27-10/29</td>
<td>Live observations and online discussion continue</td>
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<td>10/31</td>
<td>2.13 Live Observation 3 due</td>
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<td>Points</td>
<td>Dates</td>
<td>Activities</td>
<td>Done!</td>
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<td>11/3-12</td>
<td>2.14 Live Observations and online discussion continue</td>
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<td>11/14</td>
<td>2.15 Live Observation 4 due</td>
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<td>11/17-19</td>
<td>2.16 Prepare Case Presentation 2</td>
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<td>11/20-11/23</td>
<td>Thanksgiving Break-enjoy!</td>
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<td>11/25</td>
<td>2.17 Case Presentation 2 due</td>
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<td>11/25-12/2</td>
<td>3.5 Prepare reflection paper</td>
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<td>Online discussion: Course Wrap up</td>
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<td>12/3</td>
<td>3.6 Reflection Paper due</td>
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<td>12/13</td>
<td>End of Semester: Congratulations!</td>
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<td>Please complete course evaluation, check your Bearmail for the dates the evaluation is open.</td>
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<td>Final grades will be posted within 3 business days of the end of semester.</td>
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<td>Assignments Overview</td>
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<td><strong>Assignment 1</strong></td>
<td><strong>Course Engagement</strong>: Participate in online discussions about readings and observation synthesis. The more you share your thoughts, understand other’s perceptions, and practice using the terminology and concepts you are learning, the more you internalize the material and expand your professional competencies.</td>
<td>Points 30 points total</td>
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<td><strong>Assignment 2</strong></td>
<td><strong>Recorded Observations</strong>: Complete a DC analysis including identification of EIPI and D-C-C-RD of at least one demand constellation for two recorded interactions. In addition, a case analysis and a set of possible questions for case conferencing/interpreter interviews will be prepared for both interactions. The first analysis will be based on group discussion of the intake meeting. The second analysis will be completed entirely independently.</td>
<td>Points 10 points total Recorded observation 1 due 9/10 Recorded observation 2 due 10/17</td>
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<td><strong>Assignment 3</strong></td>
<td><strong>Live Observations</strong>: Create an observation plan, complete four observations, associated observation forms and interpreter interviews, as well as case analyses which synthesize the observations and interviews.</td>
<td>Points 20 points Due dates: 9/26 10/10 10/31 11/14</td>
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<td><strong>Assignment 4</strong></td>
<td><strong>Case Presentation</strong>: Prepare a case presentation for two of your observations. This presentation will be made available for others to view and discuss online. You will lead the discussion.</td>
<td>Points 20 points Due dates: 10/27 11/25</td>
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<td><strong>Assignment 5</strong></td>
<td><strong>Reflection Paper</strong>: This paper is your opportunity to explore the controls that you began the course with and those that you end it with along with a consideration of your personal tendencies in control selection (do you favor one side of the liberal-conservative continuum)</td>
<td>Points 20 points Due 12/3</td>
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</table>

**Assignment Notes**: Your work is to be your own. Using someone else’s words, ideas and/or written product without giving due credit is unacceptable. Plagiarism is a violation of academic integrity. Work that demonstrates academic dishonesty will at least result in a lowering of the grade on that assignment, and possibly dismissal from the course/program.
Course Summary

Conclusion

This course has furthered your understanding and application of the Demand-Control Schema through a series of observations of working interpreters designed to expand your awareness of decision-making within a range of settings. As well, you strengthened your skills in observation-supervision, an important element of using the D-C Schema as a dialogic work tool. You gained insight into how this tool can be applied during discussion of the work with both those who are familiar with the schema and those who are not. The overarching goal of this class is to improve the quality of your decision-making skills through consideration of the consequences and implications associated with your choices and those of other colleagues. As you continue your skill development coursework and engage in your internship experience, you will continue to enhance the discretion skills that are central to functioning as a competent and autonomous professional.

Key Points

What we hope you will remember from this class:

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