ASL – English Interpretation Program

Study Guide

INTR 492: Interpreting Internship

Summer 2015
University of Northern Colorado

American Sign Language – English Interpretation Program

Copyright © 2015 by the University of Northern Colorado-Distance Opportunities for Interpreter Training Center

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, Colorado 80230
1-866-885-6087

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

- Course Overview ............................................................................................................ 1
- Purpose ............................................................................................................................ 1
- Impact ............................................................................................................................... 1
- Objectives .......................................................................................................................... 1
- Completion Requirements ............................................................................................... 2
- Course Evaluation ........................................................................................................... 2
- Grading Criteria ............................................................................................................... 2
- Required Materials ......................................................................................................... 4
- Course Preview ................................................................................................................ 5
- Assignments ..................................................................................................................... 5
- Course Summary ............................................................................................................. 6
- Conclusion ......................................................................................................................... 6
- What’s Next? ....................................................................................................................... 6
Course Overview

Purpose

The purpose of this class is to engage the student in a combination of field-based experience that provides for the application of the skills, knowledge and attitudes that constitute the entry-to-practice competencies a student must demonstrate prior to graduation. The field-based internship is designed as the transformational capstone, summative experience that facilitates the transition of the student from academic preparation to the field of work. Participation in this field-based internship follows a series of observation-supervision, service learning and structured lab courses from the ASL-English Interpreting Program.

Impact

The internship course impacts students in a variety of ways. First, it provides the student with integration into the world of work of interpreters as a direct service provider under the guidance and direction of a supervising mentor. This provides students with the opportunity to continue to refine the translation of knowledge and learning into actual practices. Students will be engaged in discussion about the work with a range of working interpreters and interact with a range of deaf and non-deaf consumers. This will foster the student’s practical experience and create a network within the interpreting and Deaf communities. The internship will enhance the student’s readiness to work collaboratively within a range of interpreting settings, such as education, social services, personal-social, employment and business, and health and recreation.

Objectives

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

- Professionally and ethically perform the duties of an interpreter in low-risk settings.
- Apply best practices of interpreters across a continuum of low-risk settings.
- Apply knowledge of the demand-control-consequence cycle to the task of interpreting across a continuum of low risk-settings.
- Prepare for interpreting assignments using a systematic method of discourse analysis.
• Assess effectiveness of interpretations based on a systematic method of assessment.
• Adjust interpreting behaviors as a result of self-assessment and feedback from supervisor and peers.
• Consult, collaborate and communicate effectively with peers and others involved in the interpreted event and internship site.

Completion Requirements

Student will successfully follow and comply with the responsibilities of a student intern as listed in the INTR 492 Interpreting Internship Agreement and the associated Internship Handbook, and participate in online discussions. Specific requirements include the following:

• A minimum of 4 weeks of internship and an average of 40 hours per week (160 hours) in a variety of settings approved by supervising mentor,
• Complete and submit all related paperwork on time,
• Assume interpreting responsibilities, including preparation and consultation,
• Attend and participate in all internship activities,
• Explore institutional expectations of the internship site and how those expectations affect and change perceptions in personal and professional expectations and values,
• Attend and participate in online internship discussions with course facilitator and peers also engaged in internship.

Course Evaluation

A grade for INTR 492 will be assigned based on the following point distribution according to a 100 point scale.

| Internship Attendance, Paperwork and Participation | 80 |
| Online Discussion and Participation               | 20 |

Grading Criteria

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
(Reminder: you must maintain at least a “B” per class to meet graduation requirements)
C = 80 - below acceptable achievement of objectives and 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.

Required Materials

The materials for this course include:

- INTR 492 Interpreting Internship Study Guide
- INTR 492 Internship Manual
- INTR 492 Forms:
  1. INTR 492 Action Plan Checklist
  2. INTR 492 Internship Hours Log
  3. INTR 492 Assignment Log
  4. INTR 492 Internship Performance Based Assessment
  5. INTR 492 Attribute Form

All these materials will be available to you in Blackboard.
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 UNC website: http://www.unco.edu/dos/honor_code/defining_plagiarism.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.
Course Preview

There are two parts to this course: 1) supervised internship and 2) online discussion with peers and course facilitator.

1) Supervised Internship

The supervised internship will take place over the course of the semester in the placement specifically designed for you. You will complete a total of 160 hours of supervised work in accordance with the specifications detailed in the Internship Agreement. Your mentor(s) will work with you to create a schedule of work experiences that will provide you with exposure to a range of settings with a variety of consumers. You and the mentor(s) will log each assignment and reflect on your performance utilizing the Observation Logs associated with this course. You and/or the mentor will submit these logs on a monthly basis to the course facilitator so that the quality and effectiveness of your experience can be assessed.

2) Online Discussion

At least once a week you will check into the online forum of the class to check for announcements, updates and inquiries. During your internship you will post a weekly summary that addresses your activities and what you have learned that week. The online forum is a place where you can also address challenges you face within your internship. You can reflect on your internship experiences by presenting cases for conferencing with peers who are also involved with internship. When not engaged in your internship you will check in to Blackboard and support peers that are engaged in their internship.

Assignments Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1</td>
<td>Supervised Internship&lt;br&gt;Complete a total of 160 hours of supervised work in accordance with the specifications detailed in the Internship Agreement. Submit all required paperwork according to timelines/specifications.</td>
<td>80 points</td>
<td>Ongoing Between 5/4-8/1</td>
</tr>
<tr>
<td>Field Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #2</td>
<td>Online Discussion&lt;br&gt;Each week post a summary of internship activities and participate in discussions with peers and course facilitator regarding progress in the internship.</td>
<td>20 points</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

For more detail:<br>A complete discussion of each assignment (and an associated rubric if available) under the Assignment link on the left menu within Blackboard.
Course Summary

Conclusion

This course engaged you in a field-based experience that provides for the application of the skills, knowledge and attitudes that constitute the entry-to-practice competencies a student must demonstrate prior to graduation. The field-based internship is the transformational capstone, summative experience that facilitates your transition from academic preparation to the field of work. You now begin your transition into the world of work.

What’s Next?

This course is sequenced to be the last or near to last course in the ASL-English Interpreting Program. Depending on the sequence with which you have taken and completed courses in your emphasis area, you may have one or two courses remaining—along with your final portfolio assessment in INTR 415. So, this course, along with your final portfolio assessment in INTR 415, marks the completion or near completion of your academic coursework in the major. You will now transition into the world of work. The relationships you forged during your internship can serve as an important network as you seek employment and/or professional development opportunities.

You are encouraged to get involved with other practitioners, continuing to seek collaboration, counsel and supervision as frequently as possible. Join your local chapter of the Registry of Interpreters for the Deaf and seek ways to volunteer your time and expertise to the advancement of the field of ASL-English interpretation. Remember always the wonderful privilege and important responsibility that comes with being an ASL-English interpreter.
Quality Instruction
Preparing Qualified Interpreters