INTR 330-900 Observation-Supervision I
Fall Semester 2018

Instructor Information: Jean Parmir

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Class Times and Locations (follow the course map for specific dates/times): This class is conducted:
Online beginning August 20 – December 7, 2018.

Canvas: We will be using Canvas for this class. You can access it at this address http://canvas.unco.edu. Your log in is the same as you use for BearMail. Be sure to check both regularly.

Course Description: Coursework examines the settings in which interpreting occurs and engages students in the systematic analysis of factors impacting different settings through the lens of the Demand-Control Schema.

Course Purpose: The purpose of the course is to expand your application of effective decision-making skills to a wider range of settings toward the goal of increasing your professional discretion. It is a course that facilitates the expansion of your world knowledge of professionals who work in settings where interpreting may occur. Interpreters work in a variety of settings. Observing natural interactions among people in those settings while interpretation is NOT happening can give you a sense of how people naturally interact in those situations. This understanding can help you provide more effective interpretations that consider the human factors of interpreting work. Some of the settings you will observe are undoubtedly already familiar to you. In this course you'll have the opportunity to see these in a new light and also to observe situations that are unfamiliar.

Pre-Requisites: INTR 211: Critical Thinking and Analysis Skills for Interpreters.

Course Objectives: Upon the completion of this course, students will be able to do the following:

1. Systematically analyze factors impacting different settings through the lens of the Demand-Control Schema.
2. Create a situational analysis that explores the four elements of Demand-Control Schema.
3. Identify and discuss the implications of decision-making for interpreting.
4. Identify a range of controls that can be employed by an interpreter to manage the demands that arise during interpreting.
5. Generate a self-assessment that delineates a plan of action for improving decision-making during interpreting.
Entry-to-Practice Competencies

1.1 Demonstrate world knowledge through a discussion of current and historical events in regional, national, and international contexts and by describing systems that support society (e.g., governmental, educational, religious, social, and judicial).

1.5 Identify and discuss personal and professional demands that occur during interpreting and identify strategies leading to an effective interpretation (e.g., strategies to prevent injuries, reduce stress, ensure personal safety, use of team interpreting).

1.7 Compare and contrast majority and minority cultures in American society (e.g., social norms, values, identity markers, humor, art forms, language use, oppression).

2.2 Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.

4.7 Demonstrate the ability to use technology and equipment specific to ASL-English interpreting. Examples: Video remote interpreting, video relay services, microphones.

5.2 Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.

5.3 Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate.

Examples: Has awareness of personal filters, intrapersonal factors, and reactions to a variety of situations and subject matter. Knows when to request breaks, whether to accept assignments, how to work with a team interpreter, and facilitate replacement in a responsible manner.

Required Materials:

Textbooks:


This book was used during INTR 211, so you should already have it.


Media


   The video is available in the Lesson 2 module. If you have an issue with viewing the video online, you are strongly encouraged to request it from the library early, since it can take time to ship.

2. Online recording – Mental Health Interview.

   One to two weeks before you are to view the Mental Health Interview, provided by Robyn Dean, a URL and instructions on how to access the video online will be provided in the class announcements. NOTE: The video is available with limited use and you should access it only during the time you need to use it in the class.
### Course Requirements: This is a brief overview; full instructions are posted in your online class.

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>Assignment 1</td>
<td><strong>Course Engagement:</strong> Participate in online forum discussions and live Canvas meetings (3rd, 9th, and 13th weeks of class; specific days and times announced 1st week) about readings and observations. The more you share your thoughts, understand another’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>40 points total</td>
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| Assignment 2 | **Observation Preparation:** These assignments are intended to assist you in preparing for the live observations.  
**Negotiation:** Create a voice recording of a practice negotiation with an observation site with a peer.  
**Observation plan:** Create an observation plan. *Changes in planned observation sites may be requested and approved throughout the semester.* | 5 points total |
| Assignment 3 | **Recorded Observations:** These assignments provide an opportunity to discuss settings where everyone has seen the same interaction. The first one is a high school (HS) setting and the second is a mental health (MH) setting. For each you will complete a DC-S analysis including identification of EIPI for the recorded interaction, participate in a small group discussion, and submit the required form. | 10 points total |
| Assignment 4 | **Observations:** Complete four observations in the specified settings and submit analyses using the observation form. | 20 points total |
| Assignment 5 | **Final Project:** Using a minimum of two observations as the basis, create a product for a less experienced practitioner that presents your understanding of how the D-C Schema contributes to decision-making. | 25 points |

**Total score:** 100 points

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

- **A** = 100 - 91 superior achievement of course objectives
- **B** = 90 - 81 above average achievement of objectives
  
  *(Reminder: you must maintain at least a “B” per class to meet graduation requirements)*

- **C/D** = 80 - 61 below average achievement of course objectives
- 60 or below is considered not passing.
University Policies

Student Code of Conduct: You are expected to practice academic honesty in every aspect of this course. Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar with the Student Code of Conduct, especially the section on acts of dishonesty. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities. If you have any questions, please refer to the Student Code of Conduct found at Student Conduct Code.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement: The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit please visit: www.unco.edu/dean-of-students/shareaconcern/.