INTR 331 – Observation-Supervision II

Fall Semester 2018

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Class Times and Locations (follow the course map posted in Canvas 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. All of your homework assignments, quizzes, and tests are submitted in Canvas.

Course Description: Students examine interpreting settings and shadow working interpreters for the purpose of further and deeper analysis of factors impacting different settings through the lens of the Demand-Control Schema.

Course Purpose: 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 DCCRD 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 that 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.

Pre-Requisites: INTR 323: Simultaneous Interpreting Skills Lab 1.

Course Objectives: Upon completion of the course the student will be able to:

1. Systematically analyze increasingly complex 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 as the demands and controls become increasingly more complex.
3. Identify and discuss the implications of decision-making for interpreting and factors that impact high-risk versus low-risk settings.

4. Identify a range of controls that can be employed by an interpreter to manage increasingly difficult demands that arise during interpreting.

5. Generate a self-assessment that delineates a plan of action for improving ethical reasoning and decision-making during interpreting.

6. Reflect on his or her and peer interpreting performance and analyze the performance through the lens of the Demand-Control Schema.

**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).

   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:**

**Media CD/DVD:**

- Child Support VRS. Practice to Mastery Series DVD #29 (available for purchase at www.uncbooks.com)
- By the Book (2002), CATIE Center – this can be borrowed from the UNC Library at http://www.unco.edu/library/services/distance.htm Order this early so you get it in time!
**Readings** found in e-Reserves (directions posted in Canvas)


**Course Requirements:** This is a brief overview; full instructions are posted in your online class.

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<th>Assignment 1</th>
<th>Description</th>
<th>Points</th>
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<td><strong>Course Engagement:</strong> Participate in online discussions about readings and observation synthesis. The more you share your thoughts, understand others’ perceptions, and practice using the terminology and concepts you are learning, the more you internalize the material and expand your professional competencies. The following 10 discussions are included: DC-S Review; Defining Transliteration; Transliteration as a Control; 4 observation discussion grouped by setting (education, social service, medical, and your choice); Case Conferencing, Peer Consultation, and Feedback; and Course Wrap Up. It is essential that you plan early for the live observations. You must submit an Observation Plan at the beginning of the course. Problems</td>
<td>30 points total; 3 per discussion and 3 for plan</td>
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Description | Points
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may arise during the semester, such as clients not showing up or difficulty getting to an observation. Adjustments can be made with instructor permission. Contact the instructor early if you encounter difficulties. |  |
**Assignment 2** | **Recorded Observations:** Complete a DC analysis including identification of EIPI and DCCRD of at least one demand constellation for two recorded interactions. In addition, prepare a case analysis and a set of possible questions for case conferencing/interpreter interviews for both interactions. The first analysis will be based on a small group discussion of the intake meeting. The second analysis will be completed entirely independently. | 10 points total
**Due dates:** 9/10 10/10
|  |
**Assignment 3** | **Live Observations:** Create an observation plan (due 9/8), complete four observations, associated observation forms and interpreter interviews, as well as case analyses which synthesize the observations and interviews. | 20 points total
**Due dates:** 9/26, 10/8, 10/29, 11/12
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**Assignment 4** | **Case Presentations:** Prepare and submit 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. | 20 points total
**Due dates:** 10/10, 11/15
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**Assignment 5** | **Reflection Paper:** 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). | 20 points total
**Due:** 12/7
|  |
**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 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: www.unco.edu/dean-of-students/shareaconcern/.