



**Improving Rural Interpreter Skills**

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# Module 2: Rural Interpreting: Challenges & Opportunities



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# Module Overview & Objectives

**Overview:** This module offers space for participants to explore, reflect and identify challenges and opportunities of rural interpreting. They will be able to identify various resources that support their work as interpreters.

## Learning Outcomes and Objectives

**Upon Completion of this module participants will be able to:**

1. Identify three challenges of rural interpreting
2. Determine three opportunities of rural interpreting
3. Locate and evaluate resources that support rural interpreters



# Pre-Test

**NOTE:** You have to log into Canvas to complete this pre-test

## Self Reflection Question:

Identify three adjectives that describe your work as a rural interpreter.



# Introduction

There is not enough literature nor discussions on rural interpreting which is the reason why the IRIS Project came to fruition. It was recognized that there was a dire need for support for rural interpreters.

This module is unlike any other modules in this program. Rather than supplying you with knowledge-based and skill-based topics, you will work together as a community of learning in exploring what it means to be rural interpreters and how to find resources to sustain your work in rural areas.

Found within this module are two papers: a masters thesis and a doctoral dissertation that discuss challenges of rural work. Those resources are a great beginning in the discussion of rural interpreters' work. Those resources also serve as starting points in our conversations about our work as rural interpreters. It is our hope that you as participants in the IRIS Project will educate the sign language interpreting profession in the United States on what it means to be rural interpreters.

# GoReact Discussion: Gournaris (2019)



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

Review [the video](#) accompanying the Gournaris's doctoral dissertation, [Engaging in a Rural Deaf Community of Practice](#). Take notes of what resonated with you. Create a GoReact post addressing the following points:

- Describe your reactions to the particular points that caught your attention.
- Think about who your language models were when you were in the pre-career phase and who your current language models are. How efficient were/are those language models?
- What new thoughts and questions do you have?

## Response post directions:

React to the post of one of your colleagues by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.

# GoReact Discussion: Trimble (2014)



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

Review [the video](#) accompanying Trimble's master thesis, [The rural interpreter: perspectives on professional development and professional partnerships](#). Take notes of what resonated with you. Create a GoReact post describing your reactions to the paper. What new thoughts and questions do you have?

## Response post directions:

React to the post of one of your colleagues by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.

# Synchronous Session: Introspection



This module **requires your attendance** at a synchronous session. Your facilitator(s) will share the exact details of the date and time of this session.

Come prepared to discuss the following questions after reviewing resources by Gournaris and Trimble and thinking about how those apply to your work and experience as rural interpreters:

- What, if any, are your lingering questions about those resources?
- Thinking about your own interpreting work in your rural area, what are your three challenges?
- Now think of what three positive opportunities are for your interpreting work in that area.



# Canvas Discussion: Sharing Resources



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

Locate three resources that you feel would support others in your COL as they continue to work in their rural areas. You may not find many resources related to rural interpreting. Find resources that you think would benefit your COL members and help them understand the relevance of those resources to their work as rural interpreters. Not all of them have to be related to interpreting but about working within rural communities. In your post, explain why you selected those resources and how they are relevant and helpful to our work as rural interpreters. Also offer ideas of how you might continue to find resources for future needs.

## Response post directions:

Review and respond to at least two other participants' proposed resources by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.

# References

- Gournaris, K. (2019). Engaging in a rural deaf community of practice. *Dissertations and Theses*. Paper 5114.  
<https://doi.org/10.15760/etd.6993>
- Trimble, E. (2014). The rural interpreter: perspectives on professional development and professional partnerships (master's thesis). Western Oregon University, Monmouth, Oregon. Retrieved from  
<https://digitalcommons.wou.edu/theses/15>

# Post-Test

**NOTE:** You have to log into Canvas to complete this post-test

## Self Reflection Question:

Identify three adjectives that describe your work as a rural interpreter.

*Correct response:* Various responses will apply.





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