The Course Map for IRIS's facilitator and mentor interpreter training is below. The Course Map serves as a printable "at-a-glance" reference guide that can be used to see the overall flow of the training modules. *Please read everything in the Course Map carefully.*

Course Map for IRIS RIPPLE Training (updated August 2025)

Project Purpose	Upon completion of the IRIS RIPPLE (Rural Interpreters Promoting Professional Learning and Engagement) training topics listed below, participants will have acquired the competencies required to facilitate and mentor IRIS Project novice interpreter participants through an online curriculum designed to improve the skills of ASL/English interpreters living and working in rural settings.
Project Hours	77 hours (7.70 RID PPO CEUs)

Facilitator/Mentor Domains:

1. D1- Develop the facilitator/mentor's skillset to empower participants to discover their own latent abilities.
2. D2- Utilize a positive behavior framework to promote growth potential in facilitators/mentors and mentees.
3. D3- Apply theories and supporting frameworks for discussing findings using an eclectic learner-centered approach.
4. D4- Recognize the contributions and the impact of cross-cultural facilitating and mentoring.

Key used below: Module #: Name [Domain# & introduced (i), applied (a), or reviewed (r)]
Example: Module 1: Adult Learning Principles (D1i, D2i, D3i/a)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
\<DATES\> (4 days) *Note:* **Mandatory Synchronous Session \<DATE/TIME\>**	**Orientation (D2i, D3i, D4i)** This module will provide an overview of what to expect over the duration of the Rural Interpreters Promoting Professional Learning and Engagement (RIPPLE) program.	1. Define the IRIS vision and values and community of learning model. 2. Describe online learning interaction styles. 3. Specify ways to improve personal online learning interaction styles.	1. Canvas Post - Setting Your Intention **Due \<DATE\>** 2. Canvas Post - Synchronous Session Facilitation Sign-Up **Due \<DATE\>**	• [Project CLIMB (2021)](#) • [IDS (2022)](#)
\<DATES\> (9 days)	**Module 1: Adult Learning Principles (D1i, D2i, D3i/a)** This is the first in the facilitator/mentor training modules designed to prepare you for the work you will be doing with IRIS participants. This module will cover the core principles of how learning	1. Identify core principles learned from the book, *Make It Stick*. 2. Define key terms related to the science of successful learning. 3. Discuss the value of a growth mindset when working with novice rural interpreters.	1. GoReact Discussion – What do you already know about adult learning? **Due \<DATE\>** 2. Canvas Discussion – Making it Stick **Due \<DATE\>** 3. Module Post-Test **Due \<DATE\>**	• [CATIE Center (2019)](#) • [Project CLIMB (2020)](#) • [CATIE Center (2018)](#) • [CATIE Center (2019)](#) • [Wheeler (2021)](#)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
	works as outlined in the book, *Make It Stick*. The learned principles will be used as a foundation in how you will facilitate and mentor IRIS participants.			
<DATES> (11 days)	**Module 2: Power Dynamics (D1i/a, D2 i/a, D3 i/a, D4 i/a)** This module will explore the power dynamics encountered by facilitators and mentors in the IRIS Project. Participants will gain an understanding of what power dynamics are and how they impact communities of learning. Furthermore, participants	1. Define power dynamics within a team context. 2. Identify various sources and forms of power that can exist within a team. 3. Recognize the factors inherent in power relationships beyond just formal leadership roles. 4. Understand the impact of unconscious biases on perceptions of power within a team.	1. GoReact Discussion – Analyzing Types of Power **due <DATE>** 2. GoReact Discussion – Self Analysis and Reflection **due <DATE>** 3. Synchronous session **due TBD** 4. Module Post-Test **due <DATE>**	• SFU Co-operative Education (2019) • SFU Co-operative Education (2019)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
	will receive the resources needed to examine power dynamics in practical application.	5. Understand how to gain support from team members, including those with different power positions. 6. Develop the ability to observe and assess power dynamics within a team. 7. Develop strategies to mitigate biases and promote fairness and equity within a team. 8. Reflect on personal biases and their potential influence on power perceptions. 9. Explore how power dynamics can influence team dynamics, communication, and decision-making.		

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
		10. Apply the knowledge gained by developing an action plan for addressing specific power dynamics to the role of a facilitator or mentor.		
<DATES> (10 days)	**Module 3: Demand Control Schema Applied (D1i/a, D2i/a, D3i/a, D4i/a)** This module will cover the Demand Control Schema (DC-S) developed by Robyn Dean and Robert Pollard and provide the opportunity to practice applying the principles of DC-S to your own work. In this module, we provide a review of the components of DC-S,	1. Describe the four types of demands as identified in the DC-S framework. 2. Provide examples of those four types of demands. 3. Describe the three types of controls as identified in the DC-S framework. 4. Analyze a case study that contains four types of demands. 5. Reflect on how you will apply DC-S to your work with	1. GoReact Discussion – What do you already know about DC-S? **Due <DATE>** 2. Knowledge Check **Due <DATE>** 3. Canvas Discussion – Practice Identifying Demands and Controls **Due <DATE>** 4. GoReact Discussion – Future Application **Due <DATE>**	● Alvoid (2019) ● Flores (2020) ● Sue et al. (2007)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
	along with suggestions on how to apply the schema to your work with novice rural interpreters.	novice interpreters.	5. Module Post-Test **Due <DATE>**	
<DATES> **(10 days)**	**Module 4: Role-Space Applied (D1i/a, D2i/a, D3i/a, D4i/a)** This module will cover the Role-Space Model as a tool to discuss ethical decision-making in interpreting. The Role-Space Model, created by Peter Llewellyn-Jones and Robert G. Lee, encourages us to reconceptualize how we discuss the role of the interpreter and challenges the idea of interpreters "stepping out of role."	1. Reflect on your own view of the interpreter's role. 2. Discuss interpreting through the framework provided by the Role-Space Model. 3. Identify where an interpreter's actions fall on the three axes of the Role-Space Model. 4. Apply the Role-Space Model to discussions about the work of interpreting when engaging with novice interpreters.	1. GoReact Discussion – Role-Space Thought Question **Due <DATE>** 2. Knowledge Check **Due <DATE>** 3. GoReact Discussion – Case Analysis **Due <DATE>** 4. GoReact Discussion – Decision-Making **Due <DATE>** 5. GoReact Discussion – Case Scenario **Due <DATE>** 6. Module Post-Test **Due <DATE>**	● [Project CLIMB (2020)](#) ● [Project CLIMB (2020)](#) ● [Beldon (2017)](#) ● [CATIE Center (2019)](#)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
<DATES> **(8 days)** *Note:* **All participants must complete Module 5 by <DATE> to remain in the program.**	**Module 5: Integrated Model of Interpreting Applied (D1i/a, D2i/a, D3a/r)** This module will cover the Integrated Model of Interpreting (IMI) as developed by Betty Colonomos. This module reviews the IMI and utilizes its framework, building upon the IRIS CORE: Initiatives' teachings of the IMI. In this module, participants will further develop the tools needed to aid in the mutual understanding of what the task of interpreting requires and how to apply those tasks when working with more novice interpreters.	1. Reflect on the cognitive process of interpreting that takes place in order to produce an interpreted message. 2. Discuss the process and product of interpreting work using the Integrated Model of Interpreting. 3. Demonstrate an understanding of speaker goals, main point, and affect type in a given text. 4. Distinguish differences between person and lexical affect.	1. GoReact Discussion – IMI Thought Question **Due <DATE>** 2. IMI Knowledge Check **Due <DATE>** 3. GoReact Discussion - Text Analysis Practice **Due <DATE>** 4. Canvas Discussion - Thinking About the Target Text **Due <DATE>** 5. GoReact Discussion – Desirable Difficulties in Learning **Due <DATE>** 6. Module Post-Test **Due <DATE>**	● IMI Schematic and supplementary (2013) ● CATIE Center (2019) ● Project CLIMB (2020) ● Project CLIMB (2020)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
<DATES> **(10 days)**	**Module 6: Growth Mindset (D1i/a, D2a/r, D3a/r, D4a/r)** This module focuses on understanding how to foster a growth mindset as a facilitator and mentor in the IRIS Project. This will be achieved by identifying the status quo in the interpreting field and unpacking one's biases and assumptions about rural interpreters.	1. Define a Growth Mindset—what it means. 2. Describe how negative stereotypes can affect the educational experiences and outcomes of marginalized groups. 3. Explain how a Growth Mindset contributes to critical thinking. 4. Recognize the impact of stereotypes on marginalized learners in educational settings. 5. Discuss ways in which facilitators and mentors can foster the acquisition of a growth mindset among learners.	1. GoReact Discussion – Reflecting on Your Own Journey **Due <DATE>** 2. Synchronous session **due TBD** 3. Growth Mindset Knowledge Check **Due <DATE>** **4.** Status Quo Pre-Knowledge Check **due <DATE>** 5. GoReact Discussion - Exploring the Status Quo **Due <DATE>**	● West Oyedele (2019) ● Williamson (2022) ● GoStrengths Online (2012)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
		6. Identify strategies that can be employed to foster a growth mindset and to reduce or eliminate threats to growth potential. 7. Provide references to relevant research and examples regarding the effects of negative stereotypes on marginalized groups' educational experiences and outcomes. 8. Discuss how promoting the status quo in interpreting hinders the growth mindset of learners. 9. Collaborate with colleagues to reflect on one's assumptions		

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
		and evaluate how that impacts facilitation and mentoring.		
<DATES> (8 days) *Note:* **All participants must complete Module 7 by <DATE> to remain in the program.**	**Module 7: Mentoring in Focus (D1i/a, D2ia/r, D3a/r, D4a/r)** This module focuses on scaffolding and discussion techniques within a mentoring relationship to support the more novice interpreter's development of knowledge and skills when working in a variety of settings.	1. Define mentoring in your own words. 2. Identify, list, and describe four core mentoring skills. 3. Assess mentoring competencies. 4. List, identify, and describe discussion techniques used in mentoring sessions. 5. Develop and enhance your own discussion techniques. 6. Identify affective and performance scaffolding techniques used in	1. GoReact Discussion - Mentoring Thought Question **Due <DATE>** 2. GoReact Discussion - Applying What You've Learned: Video Analysis #1 **Due <DATE>** 3. GoReact Discussion – Applying What You've Learned: Video Analysis #2 **Due <DATE>** 4. Module Post-Test **Due <DATE>**	• Colonomos & Decker (2018) • Colonomos & Moccia (2013) • Brown (2010) • Project CLIMB (2021) • Project CLIMB (2020) • Project CLIMB (2021)

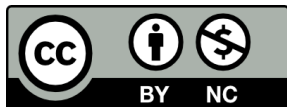| Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
		the mentoring process.		
<DATES> (14 days) *Note:* **Two synchronous 1:1 meetings are required for this module. Your facilitator will assign pairs before the start of this module.**	**Module 8: Mentoring in Practice (D1a/r, D2a/r, D3a/r, D4a/r)** This module provides an experiential mentor/mentee opportunity drawing on strengths-based lived experiences. With this deliberate practice, participants will benefit from the dialogic approach within the mentor/mentee relationship by engaging in an active listening exercise in both roles: as the mentor and mentee.	1. Engage in peer mentoring conversations with at least one other colleague. 2. Employ non-evaluative language during a peer-mentoring session. 3. Examine your ability to actively listen as a participant in a peer-mentoring session. 4. Identify types of questions observed in a model mentoring conversation.	1. GoReact Discussion - Mentoring Conversations in Practice **Due <DATE>** 2. Module Post-Test **Due <DATE>**	● Manuel (2020) ● Jones (2021)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
<DATES> (12 days) *Note:* **All participants must complete Module 9 by <DATE> to remain in the program.**	**Module 9: Facilitation in Focus (D1a/r, D2a/r, D3a/r, D4a/r)** This module builds on the discussion techniques learned in previous modules to allow you to identify strategies for facilitating a community of learning in face-to-face, synchronous, and online, asynchronous settings.	1. Discuss the role of dialogue and reflective practice in a community of learning. 2. Identify strategies for facilitating a community of learning in face-to-face, synchronous, and online, asynchronous settings. 3. Examine prior experiences as members of a community of learning.	1. GoReact Discussion – Your Experience with a Community of Learners **Due <DATE>** 2. GoReact Discussion – Core Tasks **Due <DATE>** 3. GoReact Discussion – Analysis of a Synchronous Discussion **Due <DATE>** 4. Canvas Discussion - Analysis of Asynchronous Discussions **Due <DATE>** 5. Module Post-Test **Due <DATE>**	● [Berge (1995)](#) ● [Harvard Business Review (2015)](#) ● [Project CLIMB (2021)](#)
<DATES> (12 days)	**Module 10: Facilitation in Practice (D1a/r, D2a/r, D3a/r, D4a/r)**	1. Review previously submitted assignments to	1. GoReact Discussion - Facilitator	● [Project CLIMB (2021)](#)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
	This module explores the facilitation techniques needed for online learning in both synchronous and asynchronous environments. Participants will revisit their emerging facilitation approaches via a reflection on their activities and assignments throughout this program.	evaluate overall engagement effectiveness. 2. Incorporate newly learned approaches to online asynchronous dialogic engagement. 3. Summarize one's own facilitation strategies utilized during a synchronous session. 4. Identify areas of growth as an online facilitator.	Presence **Due <DATE>** 2. GoReact Discussion – Practice with Asking Questions, Part I **Due <DATE>** 3. GoReact Discussion - Practice with Asking Questions, Part II **Due <DATE>** 4. GoReact Discussion - Reflecting on Facilitation **Due <DATE>** 5. Module Post-Test **Due <DATE>**	
<DATES> **(11 days)** *Note:* **All participants must complete**	**Module 11: Introspection: Discovery & Reflection (D1a/r, D2a/r, D3i/a, D4a/r)**	1. Incorporate knowledge of adult learning principles and mentoring/facilitatio	1. GoReact Discussion – The Learning Pit in Practice **Due <DATE>** 2. GoReact Discussion - Language &	● Hall (2022) ● Lawyer, et al. (2022) ● NDC (2019) ● Mentor (2019)

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
Module 11 by \<DATE\> to complete the program.	This is the final module in a series of modules designed to provide tools to facilitators and mentors working with more novice interpreters. In this module, participants will synthesize concepts covered throughout the RIPPLE training.	n strategies into the work of facilitating the IRIS Project curriculum. 2. Engage with novice rural interpreters using a culturally responsive approach to facilitation and mentoring. 3. Demonstrate an understanding of the importance of linguistic and cultural considerations when interpreting. 4. Apply linguistic and cultural considerations when facilitating and mentoring.	Cultural Deprivation **Due \<DATE\>** 3. Discussion - Reflecting on Role Models **Due \<DATE\>** 4. Module Post-Test **Due \<DATE\>**	

Important Dates	Module Name, Domain(s) & Description	Objectives	Activities, Assignments & Assessments	External Materials Needed (listed in sequence)
		5. Synthesize the importance of facilitators and mentors as role models.		