

Slide 1: Beyond “It Depends . . .” The Practice Profession Shift in Interpreting. Robyn K. Dean, MA, CI/CT, University of Rochester School of Medicine.

Slide 2: Understanding “It depends. . .” Most people don’t understand what we do. This is evidence of the reality that there are contextual factors outside of language and culture that impact our work. We don’t have common constructs or language (vocabulary) to talk about these factors in our work, except the awkward “it depends”.

Slide 3: The “It depends. . .” problem: Inefficient, anchored in examples and impeding generalizations, confusing.

Slide 4: Source/Target Language Conduit/Invisibility.

Slide 5: Discusses the role of Invisibility.

Slide 6: Discusses Technical vs. Practice Professions: Accountant, Architect, Pilot, Scientist, Nurse/Doctor, Social Worker, Teacher, Police.

Slide 7: Photo

Slide 8: Discusses Interpreting as being a practice profession. Interpreters are with the consumers in their work, play, public life, private life and in their joy and grief.

Slide 9: Photo

Slide 10: Quote: “The opposite of a true statement is a false statement, but the opposite of a profound truth can be another profound truth.” Niels Bohr, Nobel Prize Winner

Slide 11: Discusses Interpreting as a practice profession: Two profound truths.

Slide 12: Presentation Format: Embrace the practice profession foundation? Abandon. Challenges (Actions). Proposed constructs.

Slide 13: Slide Title: Embrace: A Practice Profession. Abandon: The notion that “it depends” is a sufficient and effective response to articulation the complexities in interpreting work and decision-making. Challenge: Learn to identify and articulate those contextual factors that impact interpreting work like educating new professionals before they work in those environments. Seek to increase knowledge of those factors, overtly considering them in the execution of decisions.

Slide 14: Slide Title: Embrace: A Practice Profession. Abandon: The notion that technical skills are solely what makes an interpreter effective in an assignment. Challenge: Value interpersonal, social & judgment skills as vital to professional’s skill base, seek to increase skills & knowledge beyond the linguistic and cultural realms, and evaluate professionals on their knowledge of the varying contexts and on the ability to ethically formulate, justify and execute sound decisions.

Slide 15: Discusses Demand Control Schema (DC-S) as Taxonomy. . . A set of constructs to capture experiences within interpreting.

Slide 16: Slide Title: Proposed Construct: Contextual Demands. Environmental – that which is specific to the setting (a. goal, b. terminology, c. physical surroundings, d. personnel/clientele). Interpersonal – That which is specific to the interactions of the consumers and the interpreter. Paralinguistic – That which is specific to the expressive qualities of the consumers. Intrapersonal – That which is specific to the feelings and thoughts of the interpreter.

Slide 17: Slide Title: EIPI creates a scaffold for all “interpreters”. Judiciary/ Legal Interpreters, Medical / Healthcare Interpreters, Business Interpreters, Diplomatic Interpreters, Military/Federal Interpreters

Slide 18: Slide Title: Current Literature: “Role of the Interpreter”. Interpreter as Conduit, Interpreter as Moderator, Interpreter as Institutional Gate Keeper, Interpreter as Co-diagnostician, Interpreter as Clarifier, Interpreter as Manager, Interpreter as Welcomer, Interpreter as Professional.

Slide 19: Slide Title: Proposed Construct: Controls. Discusses ethical and effective decisions and what’s too liberal and what’s too conservative.

Slide 20: Slide Title: The demand: group, can’t hear. Discusses what to do when in a group and you can’t hear. Some suggestions are; Interrupt and ask speaker to repeat, give visual cues that you can’t hear, tell the client you didn’t hear, ask the whole group to please speak up, ask the person next to you, narrate and describe how the person is talking.

Slide 21: Slide Title: Embrace: A Practice Profession. Abandon: Deontology – a rule based approach to decision-making, supporting the idea that a one right answer exists and our job is to find it. Challenge: Understand teleology, the weighing of consequences between decisions in light of our values and principles. Reconsider our Codes of Ethics not as a list of required behaviors but as an expression of our values and principles.

Slide 22: Slide Title: Embrace: Demand & Controls. Abandon: the passive stance/perception of work that job demands happen to us. Challenge: learn/predict/ask about the demands of a given assignment, reconsidering the possibility of demands of given jobs are frequently knowable. Think in an overt and strategic manner, to consider more slowly our decisions.

Slide 23: Slide Title: Embrace: Demand & Controls. Abandon: the notion that effectiveness can be understood and evaluated based on an interpreter’s action or inaction, outside of the given context. Challenge: Validate and critique ours and our colleague’s work decisions as an interplay of demands and controls (not inherently good/bad but “are”). Seek to understand the reason behind ours and our colleagues’ behaviors: “What are you responding to?”.

Slide 24: Slide Title: Proposed Construct: Constellations. Shows a chart of how concurrent demands flow into the main demand and depend on each other. Discusses case of the c section.

Give case to students and ask for a demand constellation --- isolate the control, back it up and follow it through suggesting new controls.

Slide 25: Shows table of Main Demand and Concurrent Demands. Gives examples of “what would you do if. . .” and discusses how it depends on many factors in each situation on how a person would react and what they would do.

Slide 26: Shows another chart of the main demand and concurrent demands but gives specific example for the main demand. That demand is that the person can’t hear the speaker and the concurrent demands that flow in are the reasons that the person can’t hear the speaker.

Slide 27: Slide Title: Embrace: Professional Responsibility. Abandon: Invisibility as priority & the donning of neutrality. Challenge: Recognize the impact we do have on the lives of our consumers, appreciate the lack of impartiality to what we witness, know and work within the goal of the environment as neutrality, work to know ourselves with honest rigor so that we reduce unintentional impact/harm where possible – Interpersonal vs. Intrapersonal Demands.

Slide 28: Slide Title: Embrace: Professional Responsibility. Abandon: The standard of formulating or justifying ethical behaviors with “What would happen if I weren’t here” Or “I’m just there as the interpreter; that’s not my job”. Challenge: Link role with responsibility, defining what our responsibilities are based on the agreed upon values & principles of the profession, educating our consumers about those responsibilities, values and principles.

Slide 29: Slide Title: Embrace: Professional Responsibility. Abandon: The notion that “doing nothing” is the most ethical stance - leading to ethical dilemmas. Challenge: Appreciate that morality requires a discussion of right and wrong and professional ethics requires a discussion of the multiple rights. Engage in ethical dialogues that review the moment to moment practice decisions we make and not solely those situations that cause ethical dilemmas.

Slide 30: Slide Title: Proposed Construct: Decision-making Approach. Shows formula for Resulting Demand. Discusses Demand/Control Schema.

Slide 31: Slide discusses values & principles in Deontology and Teleology.

Slide 32: Discusses values and principles as well as the Demand/Control Schema.

Slide 33: Slide Title: Professional Development. Discusses different implications; Implications of being a practice profession – educational methods, policies, CoE. Implications of demands and controls – EIPI demands of jobs, increasing controls – case conferencing: input from colleagues. Implications of professional responsibility – standards in values/principles, not behaviors – supervision: setting forth decisions in community of peers.

Slide 34: Slide Title: Definitions & Differences: Supervision, case conferencing, peer guidance, professional consultation, mentoring. Distilled to; talking about your work with others for the purposes of improvement (ethics).

Slide 35: Slide Title: Cokely, 2000. Quote: “The choices that we make, and the actions that follow from those choices, can uphold or deny the dignity of other people, can advocate or violate the rights of other people, can affirm or disavow the humanity of other people. Give the potential consequences of our choices and the resultant actions, it is reasonable to expect that we constantly re-examine those values, principles, and beliefs that underscore and shape the decisions we make and the actions we undertake.” Interpreters should learn to formulate ethical decisions in a careful and thoughtful manner.

Slide 36: Discusses supervision.

Slide 37: Discusses DC-S Skill Sets: Identification & articulation of demands, identification & articulation of controls, building the constellation of demands, identification & articulation of consequences & associated values, identification of DCCRD.

Slide 38: Thank you slide. Gives website and email information.
www.urmc.rochestor.edu/dwc - Robyn_Dean@urmc.rochester.edu

Slide 39: Discusses common mistakes with DC-S and these include; all that it entails, definition of terms, about occupational stress alone, anything goes!, blah, blah, blah demands, how to state consequences, knowledge versus skills – identify/articulate demand & controls – multiple points of reference; 5th in line, identify/articulate constellation of demands, identify consequences & associated values, identify DCCRD.