

## Integrating Observation-Supervision Into Your Program Curricula

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Slide 1: Integrating Observation-Supervision into Your Program Curricula. Robyn K. Dean

Slide 2: Where we've been/going... 1st presentation (May): Overview of all of DC-S; 2nd presentation (August): Following listserv's practical skills (demands & controls), and Teaching new skills (demand constellations & values)

Slide 3: DC-S Skill Sets: 1. Identification & articulation of demands; 2. Identification & articulation of controls; 3. Building the constellation of demands; 4. Identification & articulation of consequences & associated values; 5. Identification of DCCRD.

Slide 4: Where we've been/going: First presentation (May): Overview of all of DC-S. Second presentation (August): Following listserv's practical skills (demands & controls), Teaching new skills (demand constellations & values). Third: Putting it all together & answering "so what?". Fourth: Integrating these concepts / techniques into curricula (focus O-S but wider applications).

Slide 5: So What? Why we need decision-making models? 1. Codes of Ethics (Quote) and Incommensurable values (prioritizing one over another). 2. Reflective Practices: Supervision & Case Conferencing: Street Leverage; new IJIE article (Hetherington). 3. Internalizing the D-C-C-RD model: Demand-Control-Consequence-Resulting Demand.

Slide 6: Definition of Terms: Supervision: Technique: Operationalizes ethics.

Slide 7: Definition of Terms: 1. Supervision: Technique: Operationalizes ethics. 2. Observation-Supervision: Importance of hearing-to-hearing interactions/dialogue

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Slide 9: Definition of Terms: 1. Supervision: Technique: Operationalizes ethics. 2. Observation-Supervision: Importance of hearing-to-hearing interactions/dialogue. 3. Experiential Learning. 4. Situational Analyses (e.g., picture analysis)

Slide 10: FIPSE Projects Results / Consensus; 1. Maintaining DC-S thread throughout was most helpful; 2. Courses: Introduction to Interpreting, Ethics Courses, Specialized settings courses, Skills Courses (concurrent demands).

Slide 11: Constellation of Demands. A chart is presented where all the ideas are related to a central idea. The central box says "Main Demand". The five surrounding boxes say "Concurrent Demand".

Slide 12: FIPSE Projects Results / Consensus: 1. Maintaining DC-S thread throughout was most helpful; 2. Courses: Introduction to Interpreting, Skills Courses (concurrent demands), Ethics Courses, Specialized

settings courses; 3. Applications of DC-S In Interpreter Education: Proceedings from the 2007 RID Pre-conference .

Slide 13: Table of Contents: 1. Evolution and Current Status of the DC-S Body of Work (Robyn K. Dean, Robert Q. Pollard, Jr.); 7. Utilizing the Demand Control Schema: One Instructor's Journey (Paula Gajewski Mickelson); 15. Infusing Demand Control Schema into an Interpreter Education Program Curriculum (Anna Ritter-Merithew); 23. Teaching and Learning Using the Demand Control Schema (Eileen M. Forestal & Cynthia L. Williams); 31. DC-S Application Across the Curriculum: Reflections and Illustration from the Teaching and Learning Journey (Stacey Storine); 39. Practical Application of Demand Control Schema in Practicum and Mentoring Situations (Linda L. Ross); 47. The CD-S RID Pre-Conference: An Evaluator's Perspective and Finding (Gary J. Skolits).

Slide 14. Point of Departure: Ethical Scenarios. What is the problem? Usually assumes decisions made, Notes 'decisions' as conflict versus moment to moment 'moves'. Often pulls for extremes.

Slide 15. Ethical Dilemma Example : You interpret during a psychiatric assessment between a patient and a psychiatrist. At the end of the interview, after the Deaf client has left, the psychiatrist takes you aside and asks you, "I think this patient is mentally unstable and depressed. What do you think?"

Slide 16: Practical Scenario Example: You are asked to interpret for a deaf woman in an outpatient eating disorders group. She has been in the group for 4 weeks without an interpreter because she originally agreed that she would try speech reading during group (she and other members were concerned about having another party in the group). She has since complained that it is not effective and has asked for an interpreter. The group meets every Saturday from 11am to 1pm. The first 30 minutes of the meeting is a general check-in about everyone's week. The second thirty minutes or so is for food preparation for lunch. The next 30 minutes or so is for eating and dialoguing about eating. The final thirty minutes is for processing the experience of eating and planning goals for the next week. There are seven other women in the group and a female counselor who runs the group as part of her private practice. All of the patients have a diagnosis of either bulimia or anorexia. Except for one woman (and the counselor), none of the patients are normal weight. They are either extremely under or over weight.

Slide 17: Value of Experiential Learning

Slide 18: A Chart is presented. The upper most box says "Object" with an arrow pointing down to another box that says "Expert". At the same time, this next box has four arrows pointing down to four boxes. These four boxes, they all say "Amateur".

Slide 19: Feasey: there must be an articulated understanding that the supervisee comes to supervision not "bereft of all knowledge" but because the trainee is an adult human being, he or she has already "accumulated a rich harvest of personal and professional psychological and social experience." Once identified and activated, the assets a person brings to supervision can be used to great advantage. (pp. 19)

Slide 20: This slide presents a chart like a network. There is a box in the middle that says "Subject". Surrounding this one, there are eight other boxes saying "Knower". All boxes are interconnected among themselves.

Slide 21: Situational Analyses: Picture Analysis: Good for awareness of demands (environmental/ thought worlds).

Slide 22: Situational Analyses: 1. Picture Analysis, Good for awareness of demands (environmental/ thought worlds). 2. Practical Scenario (not dilemma): Good for prediction skills / activating knowledge.

Slide 23: Situational Analyses: 1. Picture Analysis: Good for awareness of demands (environmental/ thought worlds); 2. Practical Scenario (not dilemma): Good for prediction skills / activating knowledge; 3. Observation: Experiential (creating knowers), Use of videos, Good for seeing traits as controls and during supervision hypothesizing DCCRD.

Slide 24: Situational Analyses (not hypothetical): 1. Practitioner interview: Creating knowers (vs. "it depends"); Benefit to having a 'knowable' model; 2. Vicarious experience; 3. Good for seeing actual DCCRD.

Slide 25: Situational Analyses (not hypothetical): 1. Practitioner interview: Creating knowers (vs. "it depends"): Benefit to having a 'knowable' model; Vicarious experience; Good for seeing actual DCCRD. 2. Case presentation / analysis: Student to experienced practitioner.

Slide 26: Focus for this session: O-S: 1. Types of observations: On Campus: Classroom, Campus-wide event, Religious service, Dorm meetings, Other college programs experientials/practicals. 2. Off Campus, AA/ 12 step (open) meetings, Appointments (arranged how?), Religious, Public meetings / community education /.

Slide 27: This slide shows a Demand-Control Schema Observation Form. The items showed are: Setting/Assignment, Environmental Demands, Goal of the Environment. Then a box is showed. The title is "Physical Surroundings" and there are two columns. The left column says "Descriptive" and the right column which is wider says "Sketch the physical space". There is a second chart at the bottom, with the title "Personnel and Clientele", with six columns. From left to right the columns are: Deaf/Hearing, M/F, Age, Ethnicity, Role in Setting, and Other Notes. The last chart's title is "Terminology: Words or Phrases" with four blank columns

Slide 28: This slide has a chart as well. The title is "Interpersonal Demands", under the title it says "Describe what happened during the observation". The chart then has three columns, from left to right, the first one says "What Happened?", the middle one says "What was said?" and the right one says "Paralinguistic".

Slide 29: Interpersonal Demands: below are questions that will help you recognize the nature and context of interpersonal demands; 1. Describe the potential thought worlds of the individuals presents. 2. Describe the nature of the relationship; 3. Describe the mood or any emotions that you detected or witnessed; 4. If conflicts or miscommunication occurred, describe it here; 5. Identify the top 5 demands

that you noted about this observation. Consider the main demands that would require carefully considered and deliberate controls: a, b, c, d, e.

Slide 30: Intrapersonal Experiences. This slide is a chart. There are three columns. The title of the left column does not have a title, but under it there are three rows saying "Thoughts", "Feelings", "Physical Distractions"; the middle column one says "What?" and the left one says "Would this rise to a level of significance to be a demand". Every row below this last column has the options "Yes" and "No". There is a second chart on this same slide, with the title "Controls" and the subtitle "Your Pre-Assignment Controls". There are three columns under this title, with the titles Traits, Skills/Knowledge, and Preparation.

Slide 31: Teachable Moments: Environmental: 1. Foundational elements of a setting: Lecture, outside research, small group work; 2. Environmental Demands: Goal of the environment, Personnel & Clientele, Terminology, Physical surroundings; 3. Control employed: knowledge / pre-assignment; 4. Concurrent demands; 5. Extrapolating IPI from E.

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Slide 37: Teachable Moments: Interpersonal/ Paralinguistic; 1. Awareness ("this can happen to you...")

Slide 38: Teachable Moments: Interpersonal/ Paralinguistic; 1. Awareness ("this can happen to you..."); 2. Convey moments of decision-making ("moves"): That is, main demands.

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Slide 40: Teachable Moments: Interpersonal/ Paralinguistic; 1. Awareness (“this can happen to you...”); 2. Convey moments of decision-making (“moves”): That is, main demands; 3. Skills = Identification & articulation of Ds & Cs: DC-S Rubric; 4. Thought worlds: Cultural information.

Slide 41: Teachable Moments: Interpersonal/ Paralinguistic; 1. Awareness (“this can happen to you...”); 2. Convey moments of decision-making (“moves”): That is, main demands; 3. Skills = Identification & articulation of Ds & Cs: DC-S Rubric; 4. Thought worlds: Cultural information; 5. Fleshed out constellations lead to controls & DCCRD: Or, start with main demand alone.

Slide 42: Teachable Moments: Intrapersonal: 1; The existence of... Must be a ‘demand’

Slide 43: Teachable Moments: Intrapersonal; 1. The existence of... Must be a ‘demand’; 2. Moving from la to le.

Slide 44: Teachable Moments: Intrapersonal; 1. The existence of... Must be a ‘demand’; 2. Moving from la to le; 3. Separating la from le (during assignment).

Slide 45: Teachable Moments: Intrapersonal; 1. The existence of... Must be a ‘demand’; 2. Moving from la to le; 3. Separating la from le (during assignment); 4. Mostly post-assignment controls.

Slide 46: Other practical-based applications: 1. Picture analysis; 2. Practical scenario; 3. Observation: Interpreted event; 4. Practitioner interview; 5. Case presentation.

Slide 47: Manuscripts Used: 1. Teachable Moments; 2. Benefits of Teaching via DC-S; 3. DC-S Rubric & Guidelines; 4. Beyond Interesting: Using demand control schema to structure experiential learning (GUP, In our Hands); 5. Conference Proceedings (\$15); 6. DC-S Observation Form; 7. For copies of any of these email me at: [robyn\\_dean@urmc.rochester.edu](mailto:robyn_dean@urmc.rochester.edu).

Slide 48: DC-S Textbook: Search for Demand control schema: The Practice Profession of Interpreting

Slide 49: Next Listserv Activity & Discussion: Please Join us!

Slide 50: Questions / Comments

