

INTEGRATING OBSERVATION- SUPERVISION INTO YOUR PROGRAM CURRICULA

Robyn K. Dean

Where we've been/going...

- 1st presentation (May)
 - ▣ Overview of all of DC-S

- 2nd presentation (August)
 - ▣ Following listserv's practical skills (demands & controls)
 - ▣ Teaching new skills (demand constellations & values)

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

Where we've been/going...

- 1st presentation (May)
 - ▣ Overview of all of DC-S
- 2nd presentation (August)
 - ▣ Following listserv's practical skills (demands & controls)
 - ▣ Teaching new skills (demand constellations & values)
- 3rd: Putting it all together & answering “so what?”
- 4th: Integrating these concepts / techniques into curricula (focus O-S but wider applications)

So What?

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

Definition of Terms

- Supervision
 - ▣ Technique
 - Operationalizes ethics

Definition of Terms

- Supervision
 - ▣ Technique
 - Operationalizes ethics
- Observation-Supervision
 - ▣ Importance of hearing-to-hearing interactions/dialogue

Definition of Terms

- Supervision
 - ▣ Technique
 - Operationalizes ethics
- Observation-Supervision
 - ▣ Importance of hearing-to-hearing interactions/dialogue
- Experiential Learning

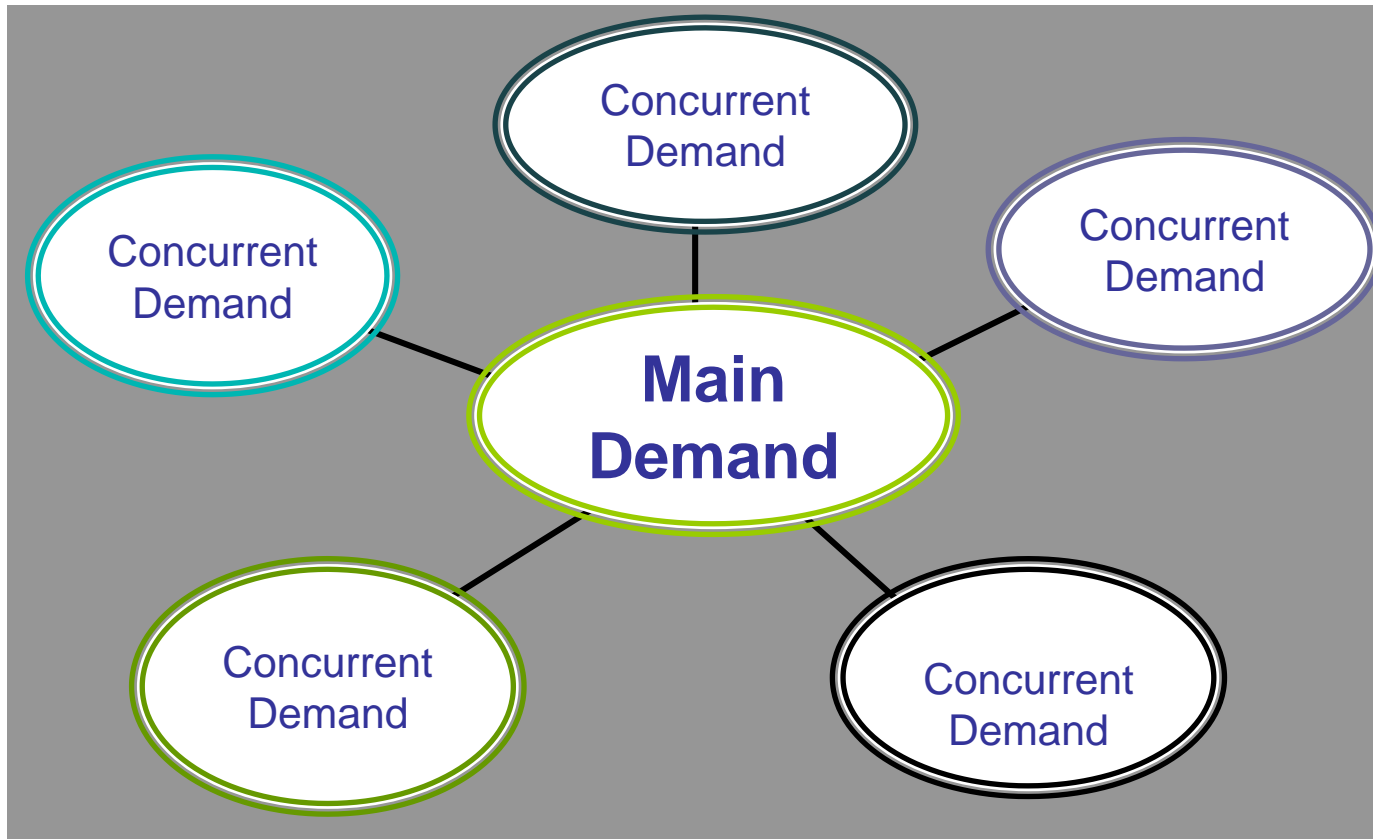
Definition of Terms

- Supervision
 - ▣ Technique
 - Operationalizes ethics
- Observation-Supervision
 - ▣ Importance of hearing-to-hearing interactions/dialogue
- Experiential Learning
- Situational Analyses (e.g., picture analysis)

FIPSE Projects Results / Consensus

- Maintaining DC-S thread throughout was most helpful
- Courses
 - ▣ Introduction to Interpreting
 - ▣ Ethics Courses
 - ▣ Specialized settings courses
 - ▣ Skills Courses (concurrent demands)

Constellation of Demands



FIPSE Projects Results / Consensus

- Maintaining DC-S thread throughout was most helpful
- Courses
 - ▣ Introduction to Interpreting
 - ▣ Skills Courses (concurrent demands)
 - ▣ Ethics Courses
 - ▣ Specialized settings courses
- *Applications of DC-S In Interpreter Education: Proceedings from the 2007 RID Pre-conference*

Table of Contents

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

CASE STUDY

Kathleen Lanker	2
Valerie Sturm	8
Kendra Keller	16
Amy DeLorenzo	24
Cynthia Napier	32
Sarah Schiffeler	40
Tia Roberts	48
Jean Rodman	52

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

Ethical Dilemma Example

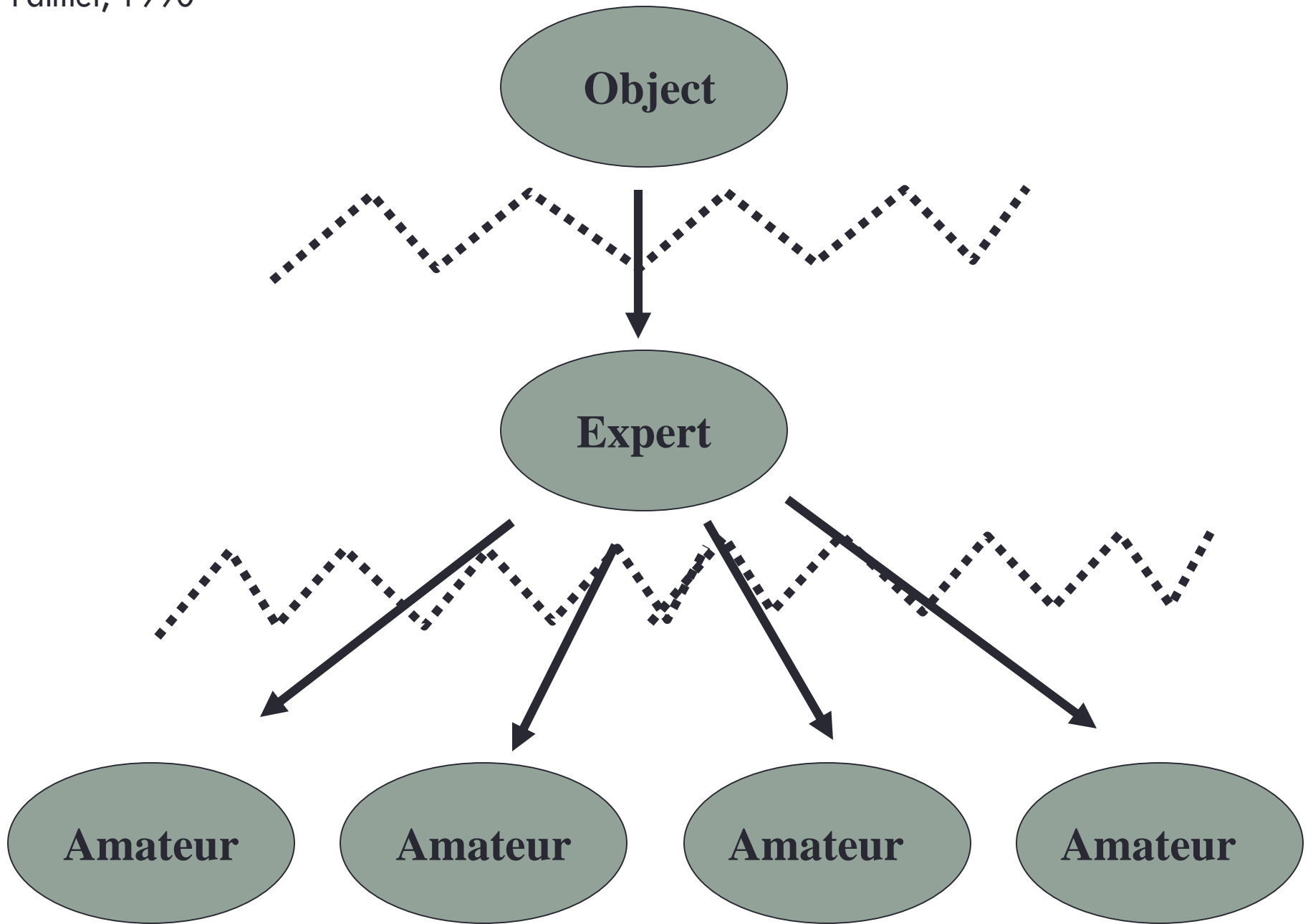
- You interpret during a psychiatric assessment between a patient and a psychiatrist. At the end of the interview, after the Deaf client has left, the psychiatrist takes you aside and asks you, “I think this patient is mentally unstable and depressed. What do you think?”

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.**

Value of Experiential Learning

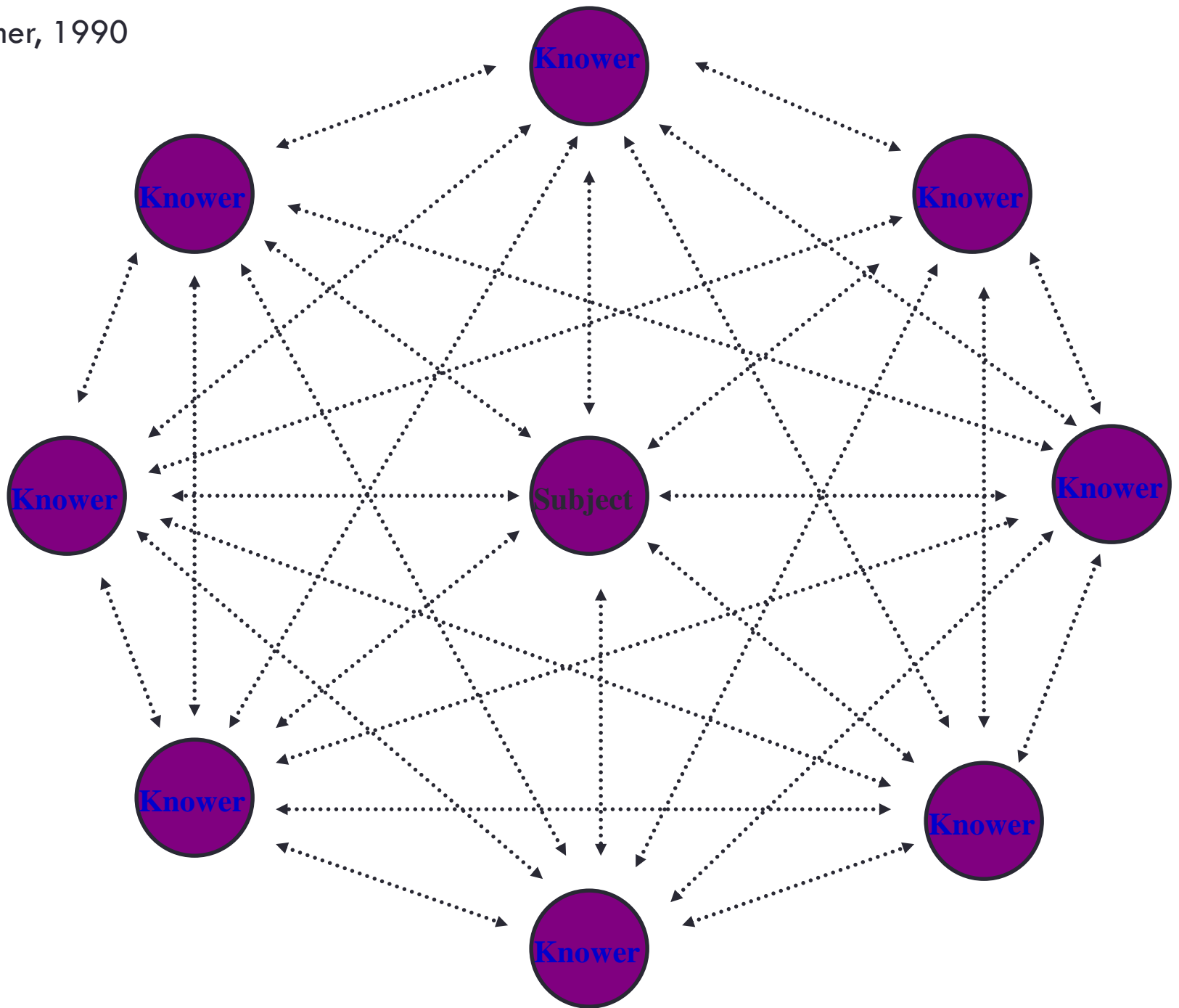




Feasey

- 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)

Palmer, 1990



Situational Analyses

- Picture Analysis
 - ▣ Good for awareness of demands (environmental/
thought worlds)

Situational Analyses

- Picture Analysis
 - ▣ Good for awareness of demands (environmental/ thought worlds)
- Practical Scenario (not dilemma)
 - ▣ Good for prediction skills / activating knowledge

Situational Analyses

- Picture Analysis
 - ▣ Good for awareness of demands (environmental/ thought worlds)
- Practical Scenario (not dilemma)
 - ▣ Good for prediction skills / activating knowledge
- Observation
 - ▣ Experiential (creating knowers)
 - ▣ Use of videos
 - ▣ Good for seeing traits as controls and during supervision hypothesizing DCCRD

Situational Analyses (not hypothetical)

- Practitioner interview
 - Creating knowers (vs. “it depends”)
 - Benefit to having a ‘knowable’ model
 - Vicarious experience
 - Good for seeing actual DCCRD

Situational Analyses (not hypothetical)

- Practitioner interview
 - Creating knowers (vs. “it depends”)
 - Benefit to having a ‘knowable’ model
 - Vicarious experience
 - Good for seeing actual DCCRD
- Case presentation / analysis
 - Student to experienced practitioner

Focus for this session: O-S

- Types of observations
 - ▣ On Campus
 - Classroom
 - Campus-wide event
 - Religious service
 - Dorm meetings
 - Other college programs experientials/practicals
 - ▣ Off Campus
 - AA/ 12 step (open) meetings
 - Appointments (arranged how?)
 - Religious
 - Public meetings / community education /

Demand-Control Schema Observation Form

Setting/Assignment: _____

Environmental Demands

Goal of the Environment:

Physical Surroundings	
Descriptives	Sketch the physical space

Personnel & Clientele					
Deaf/Hearing	M/F	Age	Ethnicity	Role in Setting	Other Notes

Terminology: Words or Phrases			

Interpersonal Demands

Describe what happened during the observation:

What Happened?	What was said?	Paralinguistics?

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 present.

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.

Intrapersonal Experiences

	What?	Would this rise to a level of significance to be a demand?
Thoughts		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
Feelings		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
Physical Distractions		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Controls

Your Pre-Assignment Controls		
Traits	Skills/Knowledge	Preparation

Teachable Moments: Environmental

- Foundational elements of a setting
 - ▣ Lecture, outside research, small group work
- Environmental Demands
 - ▣ Goal of the environment
 - ▣ Personnel & Clientele
 - ▣ Terminology
 - ▣ Physical surroundings
- Control employed: knowledge / pre-assignment
- Concurrent demands
- Extrapolating IPI from E

Teachable Moments: Environmental

- Foundational elements of a setting
 - ▣ Lecture, outside research, small group work

Teachable Moments: Environmental

- Foundational elements of a setting
 - ▣ Lecture, outside research, small group work
- Environmental Demands
 - ▣ Goal of the environment
 - ▣ Personnel & Clientele
 - ▣ Terminology
 - ▣ Physical surroundings

Teachable Moments: Environmental

- Foundational elements of a setting
 - ▣ Lecture, outside research, small group work
- Environmental Demands
 - ▣ Goal of the environment
 - ▣ Personnel & Clientele
 - ▣ Terminology
 - ▣ Physical surroundings
- Control employed: knowledge / pre-assignment

Teachable Moments: Environmental

- Foundational elements of a setting
 - Lecture, outside research, small group work
- Environmental Demands
 - Goal of the environment
 - Personnel & Clientele
 - Terminology
 - Physical surroundings
- Control employed: knowledge / pre-assignment
- Concurrent demands

Teachable Moments: Environmental

- Foundational elements of a setting
 - ▣ Lecture, outside research, small group work
- Environmental Demands
 - ▣ Goal of the environment
 - ▣ Personnel & Clientele
 - ▣ Terminology
 - ▣ Physical surroundings
- Control employed: knowledge / pre-assignment
- Concurrent demands
- Extrapolating IPI from E

Teachable Moments: Interpersonal/ Paralinguistic

- Awareness (“*this can happen to you...*”)

Teachable Moments: Interpersonal/ Paralinguistic

- Awareness (“*this can happen to you...*”)
- Convey moments of decision-making (“moves”)
 - ▣ That is, main demands

Teachable Moments: Interpersonal/ Paralinguistic

- Awareness (*“this can happen to you...”*)
- Convey moments of decision-making (“moves”)
 - ▣ That is, main demands
- Skills = Identification & articulation of Ds & Cs
 - ▣ DC-S Rubric

Teachable Moments: Interpersonal/ Paralinguistic

- Awareness (“*this can happen to you...*”)
- Convey moments of decision-making (“moves”)
 - ▣ That is, main demands
- Skills = Identification & articulation of Ds & Cs
 - ▣ DC-S Rubric
- *Thought worlds*
 - ▣ Cultural information

Teachable Moments: Interpersonal/ Paralinguistic

- Awareness (“*this can happen to you...*”)
- Convey moments of decision-making (“moves”)
 - ▣ That is, main demands
- Skills = Identification & articulation of Ds & Cs
 - ▣ DC-S Rubric
- *Thought worlds*
 - ▣ Cultural information
- Fleshed out constellations lead to controls & DCCRD
 - ▣ Or, start with main demand alone

Teachable Moments: Intrapersonal

- The existence of...
 - ▣ Must be a 'demand'

Teachable Moments: Intrapersonal

- The existence of...
 - ▣ Must be a 'demand'
- Moving from Ia to le

Teachable Moments: Intrapersonal

- The existence of...
 - ▣ Must be a 'demand'
- Moving from Ia to le
- Separating Ia from le (during assignment)

Teachable Moments: Intrapersonal

- The existence of...
 - ▣ Must be a 'demand'
- Moving from Ia to Ie
- Separating Ia from Ie (during assignment)
- Mostly post-assignment controls

Other practical-based applications

- Picture analysis
- Practical scenario
- Observation
 - Interpreted event
- Practitioner interview
- Case presentation

Manuscripts Used

- *Teachable Moments*
- *Benefits of Teaching via DC-S*
- *DC-S Rubric & Guidelines*
- Beyond Interesting: Using demand control schema to structure experiential learning (GUP, *In our Hands*)
- Conference Proceedings (\$15)
- *DC-S Observation Form*
- For copies of any of these email me at:
robyn_dean@urmc.rochester.edu

DC-S Textbook

- Search for Demand control schema: The Practice Profession of Interpreting

Next Listserv Activity & Discussion

- Please Join us!

Questions / Comments

