

# PUTTING ALL THE PIECES TOGETHER

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# 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)
- 3<sup>rd</sup>: Putting it all together & answering "so what?"

# First Presentation: DC-S Overview

- Embrace (and abandon):
  - ▣ Practice profession of interpreting
  - ▣ Demands and controls
    - Taxonomy

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- Embrace (and abandon):
  - Practice profession of interpreting
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    - Taxonomy
  - Professional Responsibility
    - A conversation about values
- Proposed Constructs (Professional Development)
  - Identifying & articulating demands, controls, consequences (values) and resulting demands
  - Putting it all together = DCCRD

# So What?

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- Why we need decision-making models?
  - ▣ Codes of Ethics (Quote)
  - ▣ Incommensurable values (prioritizing one over another)

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- Reflective Practices
  - ▣ Supervision & Case Conferencing
    - Supervision becomes self-supervision

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  - ▣ Incommensurable values (prioritizing one over another)
- Reflective Practices
  - ▣ Supervision & Case Conferencing
    - Supervision becomes self-supervision
- Internalizing D-C-C-RD:  
Demand-Control-Consequence-Resulting Demand



# Reflective Practices

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- Supervision
- Case Conferencing
- Peer Guidance
- Professional Consultation
- Mentoring

Distilled to: Talking about your work with others for the purposes of improvement (ethics)

# Cokely, 2000

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“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. Given 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.”

# Identifying/Articulating Ds & Cs

- Case Presentation Examples
  - Interpreters do not know how to talk about their work in constructive and confidential ways
    - We are not taught how!
- Some cases all the time is spend on reframing and structuring the case
- Packet Example #1
- Packet Example #2
- Packet Example #3

# Building Demand Constellations

- Some cases benefit from an examination of a control decision
- Interpreters can easily tell you what they did but not why they did it
  - ▣ Malclom Gladwell, Blink
  - ▣ Donald Schon, The Reflective Practitioner
- Packet Example #1
- Packet Example #2

# Structuring done? Now analysis!

- Discussion of consequences and values
  - ▣ Values as the complimenting ethical book end
  - ▣ Resulting demands as “reprioritizing”
- Packet Example #1
- Packet Example #2
- Packet Example #3

# Teaching through demonstration



# Next Listserv Activity & Discussion

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- Please Join us!