

EDM Circles – Strategies for Exploring the Complexities of Ethical Decision Making for Students

Slide 1: Title of webinar: EDM Circles – Strategies for Exploring the Complexities of Ethical Decision Making for Students. By: Paula Gajewski Mickelson, MA, CI, CT, NIC: Advanced St. Catherine University, St. Paul MN

Slide 2: What's in store for us today: We will identify: 1- Common issues and interests that occur in conflict between interpreters and deaf people. 2- Elements of Circle Processes that may be used in classroom and learning environments. 3- Elements of alternative dispute resolution and Circle Processes that will specifically help students develop open, constructive dialogue about challenges interpreters face in ethical decision-making. 4- Dilemmas, questions and topics that they may present to students to unpack in Circle Processes that will help them hone critical thinking skills, familiarity with terminology and strategies to find shared solutions. 5- Strategies for using components of this process within the work environment.

Slide 3: Guidelines. (Picture of a compass)

Slide 4: A bit of background. (Photo of a girl looking at horizon)

Slide 5: Grievances filed with RID January 1999 – July 1 2005. A circle graph is shown, representing the total number of grievances filed: 113. The breakdown is the following: 15 out of the 133 dropped, 31 did not meet criteria, 21 met criteria but bypassed mediation for adjudication, and 46 processed in mediation system.

Slide 6: Diagnosis of Issues - Circle of Conflict by Christopher Moore, modified by Gary Furlong. 1- Relationships negative experience in the past, stereotypes, poor or failed communications, repetitive negative behavior. 2- Values belief systems, right and wrong, good and evil, just and unjust. 3- Externals/Moods factors unrelated to substance of dispute psychological or physiological "bad hair day". 4- Data lack of information, misinformation, too much information, collection problems. 5- Structure limited physical resources (time, money), authority issues, geographical constraints, organizational structures.

Slide 7: Types of Conflict / Issues (WHAT it's about).

1-Relationship Conflicts: Total 45, Grievances: 22. Mediated Agreements: 23.

2- Data Conflicts: Total 19. Grievances: 6. Mediated Agreements: 13.

3-Structural Conflicts: Total 27, Grievances: 14, Mediated Agreements: 13

4-Value Conflicts: Total 18, Grievances: 5, Mediated Agreements: 5

Slide 8: Interests – WHY something is important:

1-Substantive: Total 21, Grievances: 8, Mediated Agreements: 13.

2-Process: Total 26, Grievances: 9, Mediated Agreements: 17.

3-Psychological: Total 17, Grievances: 9, Mediated Agreements: 8.
4-Principle: Total 15, Grievances: 12, Mediated Agreements: 3.

Slide 9: Relationship Conflicts. A photo of an iceberg is used as background for this slide. On the surface of the iceberg it says "Relationship Conflicts 92%", on the part of the iceberg submerged under water but closest to the surface it says "Process Interests 53%", and on the deepest portion of the iceberg it says "Substantive Interests 43%"

Slide 10: Study in Alternative Dispute Resolution led to: 1- Restorative Justice. 2- Circle Processes. 3- Systems.

Slide 11: Developing Ethical Fitness at St. Kate's. A triangular graph is shown. The top corner represents "EDM Class", while the left corner says "EDM Coach", and the right one says "EDM Circle". These are all connected, and in the middle it reads "...educating students to lead and influence. St. Catherine University develops, ethical, reflective and socially responsible leaders, informed by the philosophy of the women's college and the spirit of the founders."

Slide 12: Circle Processes. (Picture of five women in a circle)

Slide 13: Types of Circles: 1- Talking. 2- Understanding. 3- Healing. 4- Sentencing. 5- Support. 6- Community-Building. 7- Conflict. 8- Reintegration. 9- Celebration.

Slide 14: In Circle: 1- Everyone is respected. 2- Everyone gets a chance to talk without interruption. 3- Everyone is equal – no person is more important than anyone else. 4- Spiritual and emotional aspects of individual experience are welcomed.

Slide 15: Elements of Circles: 1- Ceremony. 2- A Talking Piece. 3- Facilitator or Keeper. 4- Guidelines. 5- Consensus Decision making (not in Talking / EDM Circles).

Slide 16: Ceremony: 1- Intentional Opening. 2- Provides transition and focus. 3- Sets the tone of the Circle.

Slide 17: Talking Piece: 1- Symbolic ... or not. 2- Physical symbol of taking turns and focus. (Photo of nesting dolls)

Slide 18: Circle Keeper: The Keeper does: 1- Helps the group create and maintain a collective space to do their collective work. The Keeper does NOT: 1- Control the issues raised by the group. 2- Try to move the group toward a particular outcome. 3- Enforce the group guidelines (this is done by the whole.) 4- Fix the problem the Circle is addressing..

Slide 19: Guidelines: 1- Create the safe space. 2- Created together. 3- Should be revisited each time the Circle convenes. 4- Modified as needed.

Slide 20: Ideas for Circles. (Picture of five women in circle)

Slide 21: Discussing the CPC: 5.0 Respect for Colleagues. Interpreters demonstrate respect for colleagues, interns and students of the profession. Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Slide 22: Illustrative Behavior – Interpreters: 5.1 Maintain civility toward colleagues, interns, and students. 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter. 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual. 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate. 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

Slide 23: Possible Circle Questions – 1- How do you know when you are being respected by a colleague or another person? (what do they do/say that shows you respect?). 2- How do you show colleagues or others respect?. 3- What assumptions do you make about respect (giving it or receiving it)?. 4- How have your ideas about respect changed over time?

Slide 24: Respect for Colleagues in Action – NIC Practice DVD: Possible Circle Questions: 1- Share one possible perspective of any of the main people in the scenario (e.g. “on” interpreter; you as the team interpreter; the hearing consumer; the Deaf consumer; others?) What is his/her perspective on the situation? 2- What assumptions may (choose one of the people) bring to the situation?. 3- What part of the CPC helps guide your decision for what to do here? Why?

Slide 25: Developing questions: 1- Open-ended. 2- Not leading. 3- Encourage reflection. 4- CPC... unpacking that and sharing perspectives and understandings...

Slide 26: Perspectives, for example... “Perspectives...” 1-Share an example of a time when you were reminded there are different perspectives from your own. 2- How do you think looking at situations from different perspectives enhances your ethical decision making?.

Slide 27: NIC Rubric –1- What is the conflict?: Perspectives on the conflict?, Conflict with CPC? Law? Policies? Procedures? Other?. 2- What would you do?: Perspectives? Decision including reasoning influenced by past and present practices and resources. 3-Why? Short and long term effects, including cultural, political, and/or sociological implications.

Slide 28: 1- Define terms: Ethics, Boundaries, “attitude”. 2- Scenario: Follow up questions (avoid “what would you do?” until you’ve unpacked the scenario.). 2- Hot topics: From the community, From the field: i.e. Facebook / Social Media, Other?

Slide 29: General insights: 1- Any size Circle will work; smaller groups help with time management. 2- Variety / differing perspectives represented. 3- Don't jump to "what I would do" – unpack the process in circle. 4- Challenges – people who keep the talking piece for long periods, feel pressures to do this "right".

Slide 30: What's Next? How do you want to move forward with this information?

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Slide 32: References:

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