NCIEC

National Consortium of Interpreter Education Centers

Returning to Ethics: A Meta-ethical Analysis of Community Interpreters' Codes and Standards of Practice

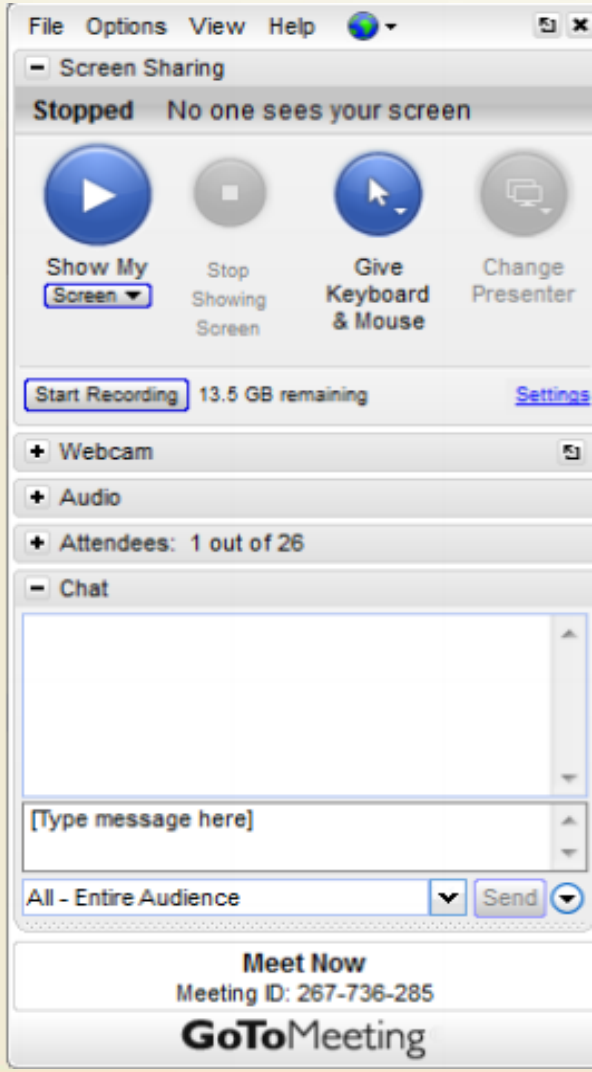
Robyn K. Dean, CI/CT, PhD
Assistant Professor, National Technical Institute f/t Deaf

Before we get started

Webinar host: Amy Williamson

The Chat Box is your friend:

- If you have **an issue or tech problem**, *type in the box*. A MARIE Center staff person will help you out.
- If you have a **question or comment**, *type it in the box*. Questions will be shared with the presenters at the end of the webinar.



Evaluations & CEUs

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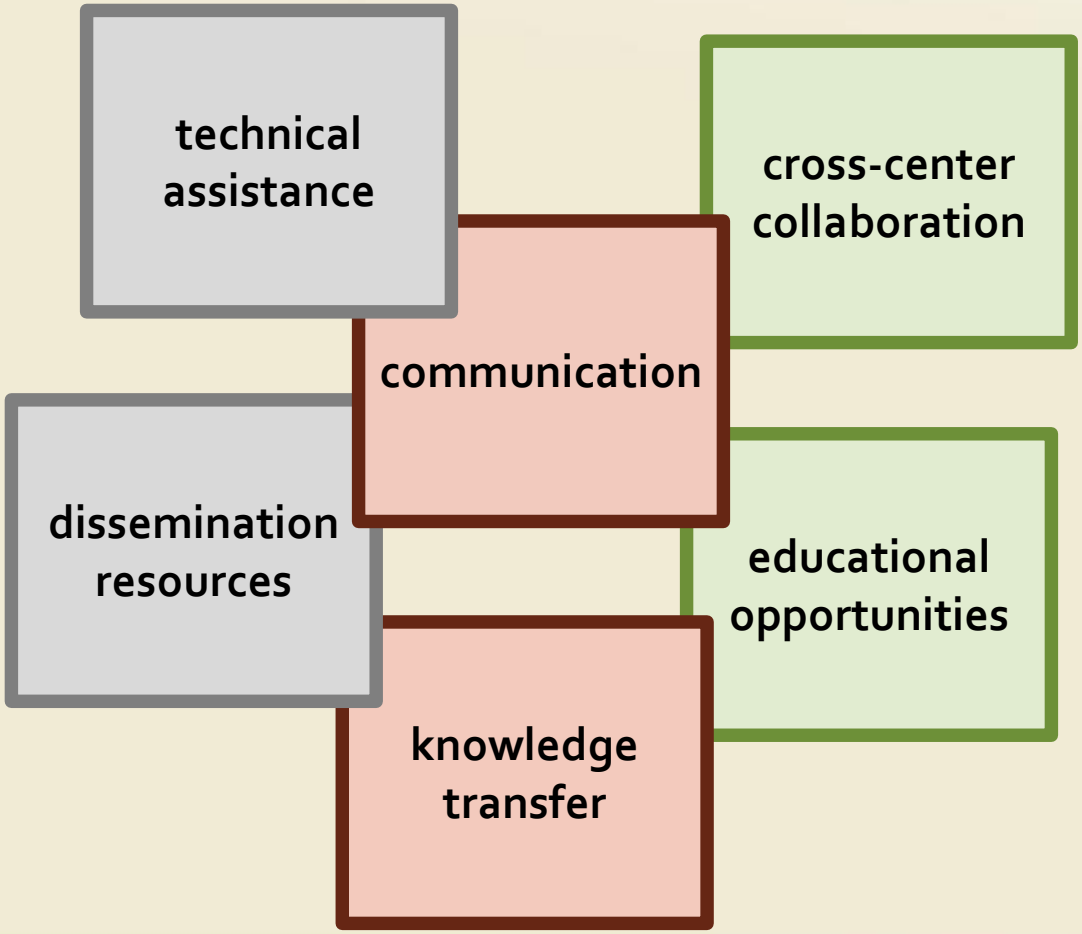
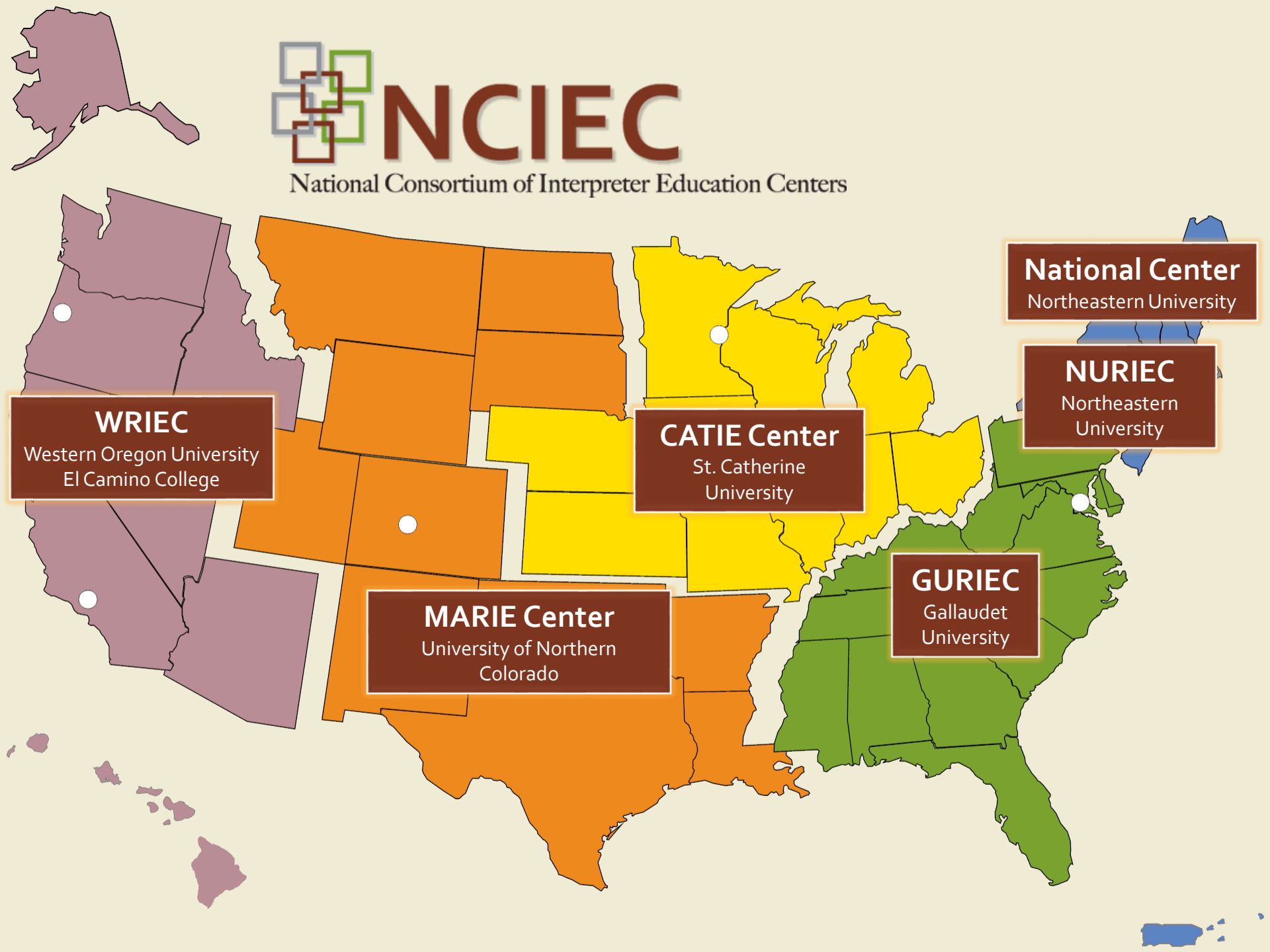
Consortium Mission

to connect and collaborate with diverse stakeholders in order to create excellence in interpreting

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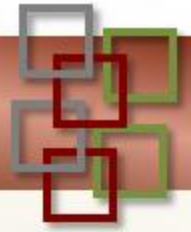
“I don’t have a sign for underwear”

“The elephant in the room”

Both concerned about ACCESS



Translation without adaptation is not necessarily access

Rehabilitation Psychology
2009, Vol. 54, No. 2, 232–238

© 2009 American Psychological Association
0090-5550/09/$12.00 DOI: 10.1037/a0015772

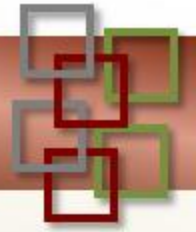
Adapting Health Education Material for Deaf Audiences

Robert Q Pollard Jr., Robyn K. Dean, Amanda O'Hearn, and Sharon L. Haynes
University of Rochester Medical Center

Problem: The deaf population is an often-overlooked limited English proficiency (LEP) group at risk for health disparities associated with low health literacy. Lack of access to health information conveyed via radio, television, or ambient auditory sources such as public conversation further aggravates this population's low health literacy. Methods of adapting health education material for hearing LEP populations do not reach deaf audiences with equal effectiveness. ***Method:*** We adapt health education material for deaf audiences by first determining the "learning points" contained in vetted source material. A dialog-based film script covering those learning points is created. Supplemental content addressing common deaf population knowledge gaps and sociocultural experiences is added. Deaf actors are filmed following the adapted American Sign Language (ASL) script. Their ASL is back-translated into English to yield vocal track and subtitle scripts. The source material author(s) are consulted throughout the process to assure the film's adherence to the learning point list. ***Results:*** Users report that the adapted product is more relevant, engaging, and effective for deaf audiences. ***Conclusion:*** This adaptation approach may aid in reducing deaf population health disparities.

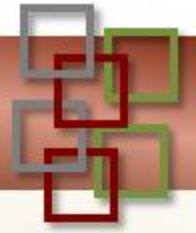
Keywords: deaf, health literacy, health disparities, American Sign Language, health education

Adaptation-Related Publications



- Pollard, R. Q, Dean, R. K., O'Hearn, A. M. & Haynes, S. L. (2009). Adapting health education material for deaf audiences. *Rehabilitation Psychology, 54*(2), 232-238.
- O'Hearn, A. M. & Pollard, R. Q (2008). Modifying Dialectical Behavior Therapy for Deaf individuals. *Cognitive and Behavioral Practice, 15,* 400-414.
- Graybill, P., Aggas, J., Dean, R. K., Demers, S., Finigan, E. & Pollard, R. Q (2010). A community-participatory approach to adapting survey items for deaf individuals and American Sign Language. *Field Methods, 22*(4), 429-448.

Adaptation or Translation



- RID
- CIT
- Street Leverage

Proposal: Levels of Accessibility

- A presentation conceived of in English (following English argumentation) and 'signed' but basically transliteration
  - EnglASL™ (like Spanglish)
- A presentation conceived of in English and interpreted through a competent interpreter (i.e., a deaf interpreter) who has full knowledge and understanding of the subject (strategically competent)
- A presentation conceived of in English and presented in Academic ASL
- A presentation conceived (adapted into) of in ASL and signed (perhaps even a combination of ASL and English).

How is this related?

Research shows:

How we **talk** about things…

How we **think** about things…

How we **feel** about things…

How we **behave.**

How we behave = effectiveness & ethics

Ethical Thought in 1970s

RID CODE OF ETHICS 1979

Conduit

1

2

3

4

5

6

7

8

Ethical Thought in 1980s

RID CODE OF ETHICS 1979

Comm-unication Facilitator

1
2
3
4
5
6
7
8

Ethical Thoughts in the 1990s+

RID CODE OF ETHICS 1979

Bi-Bi Mediator

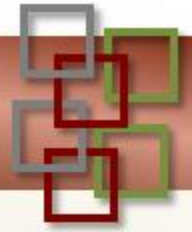
1
2
3
4
5
6
7
8

And more....

Ally

Team Member

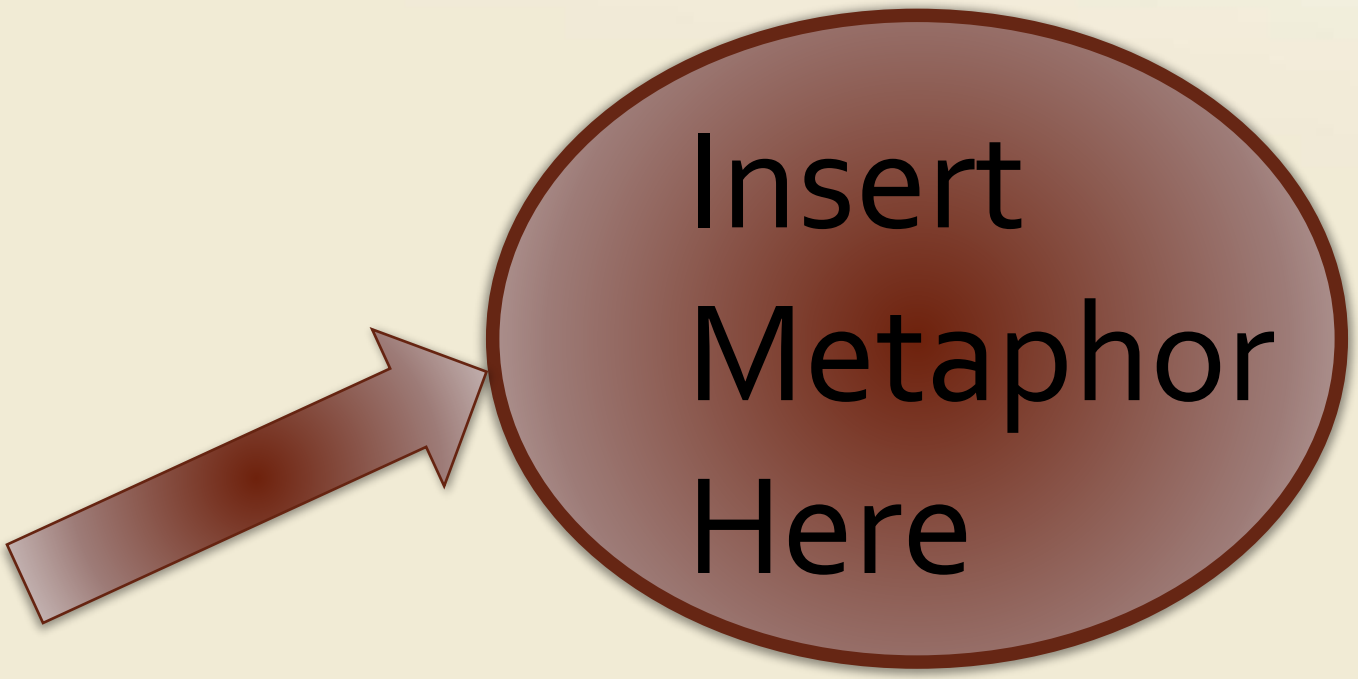
Even more from T&I Literature



- Gatekeepers
- Ambassadors
- Co-diagnosticians
- Co-participants
- Co-therapists
- Advocate
- Broker
- Bilingual professional
- Cultural informant
- Mediator
- Friend / ally
- Conciliator
- Animator
- Family supporter

What is the profession trying to say?

What is more interesting is…



Why do we even USE metaphors?

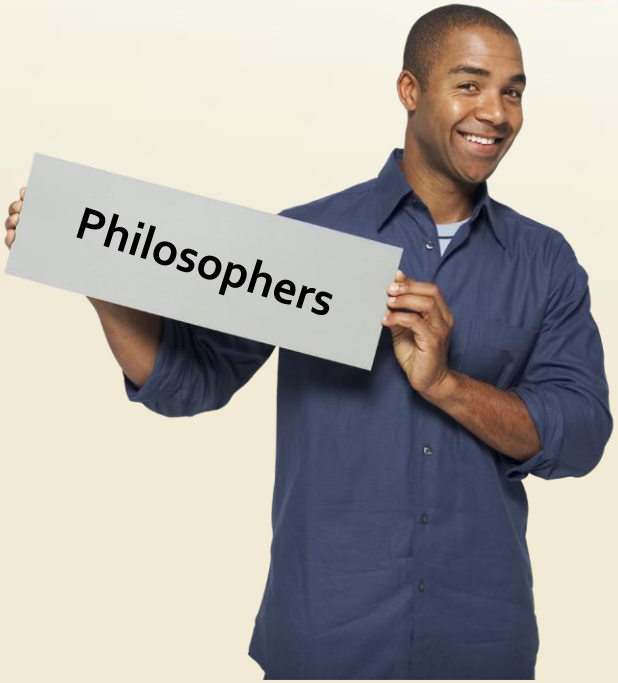
Meta-ethics:

How people conceive of ethical behavior and how they talk about it or ***the lens they choose***

Fields of study that contribute to ethics

Normative ethics

Descriptive ethics



Meta- ethics

Types of ethics

- **Normative ethics**
  - *What one ought to do…*
- **Descriptive ethics**
  - *What one actually does…*
- **Meta-ethics**
  - *Constructs and terms used to conceive and articulate…*

Meta-ethics: Who cares?

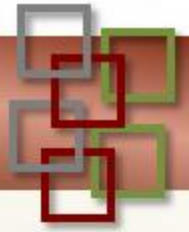
How we talk about things…

How we think about things…

How we feel about things…

How we behave

You have heard / You have said…



I stepped out of role…

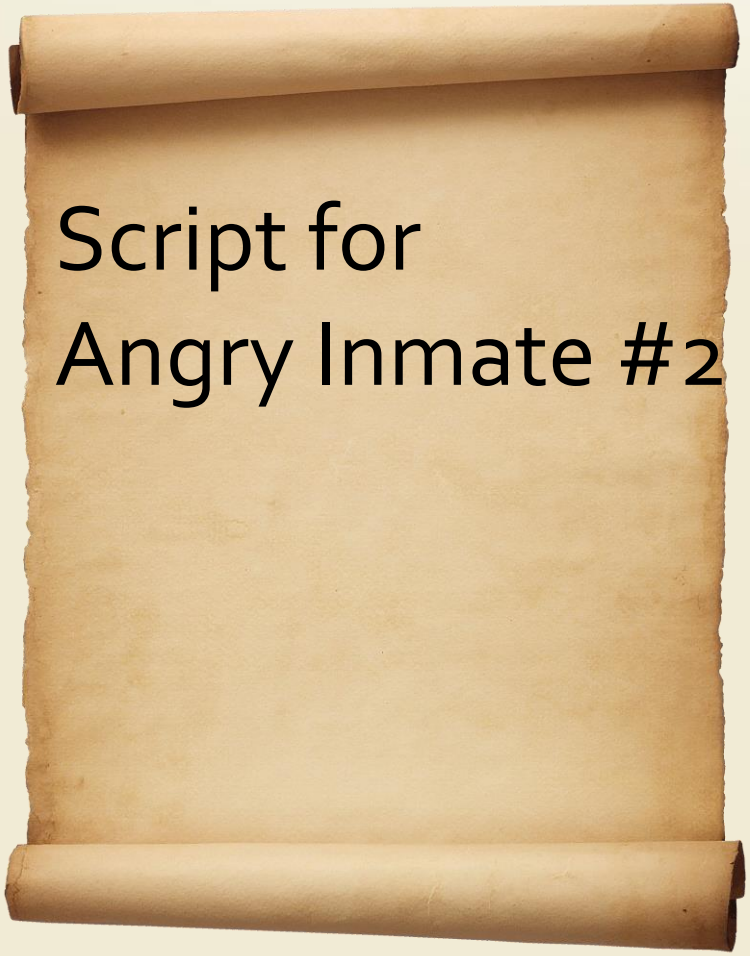
Get back in role

That's not my role…

That's the role of the teacher / nurse / lawyer…

Why don't you hear this?

Where we get role & why it matters



ROLL became ROLE

Play out in the subconscious:

How we talk about things…

"ROLE"

A script to follow

How we think about things…

How we feel about things…

Wrong to deviate

I won't deviate …

How we behave.

But other professionals use role, right?

Normative ethics

Role = function

Descriptive ethics

Role = ??

In Sociology…

A set of normative behaviors that are *expected* to be *consistently performed* by a given person in that role

Comes from an early theory of Erving Goffman called, the **participation framework** (consistently used in T&I research from the 1980s to today)

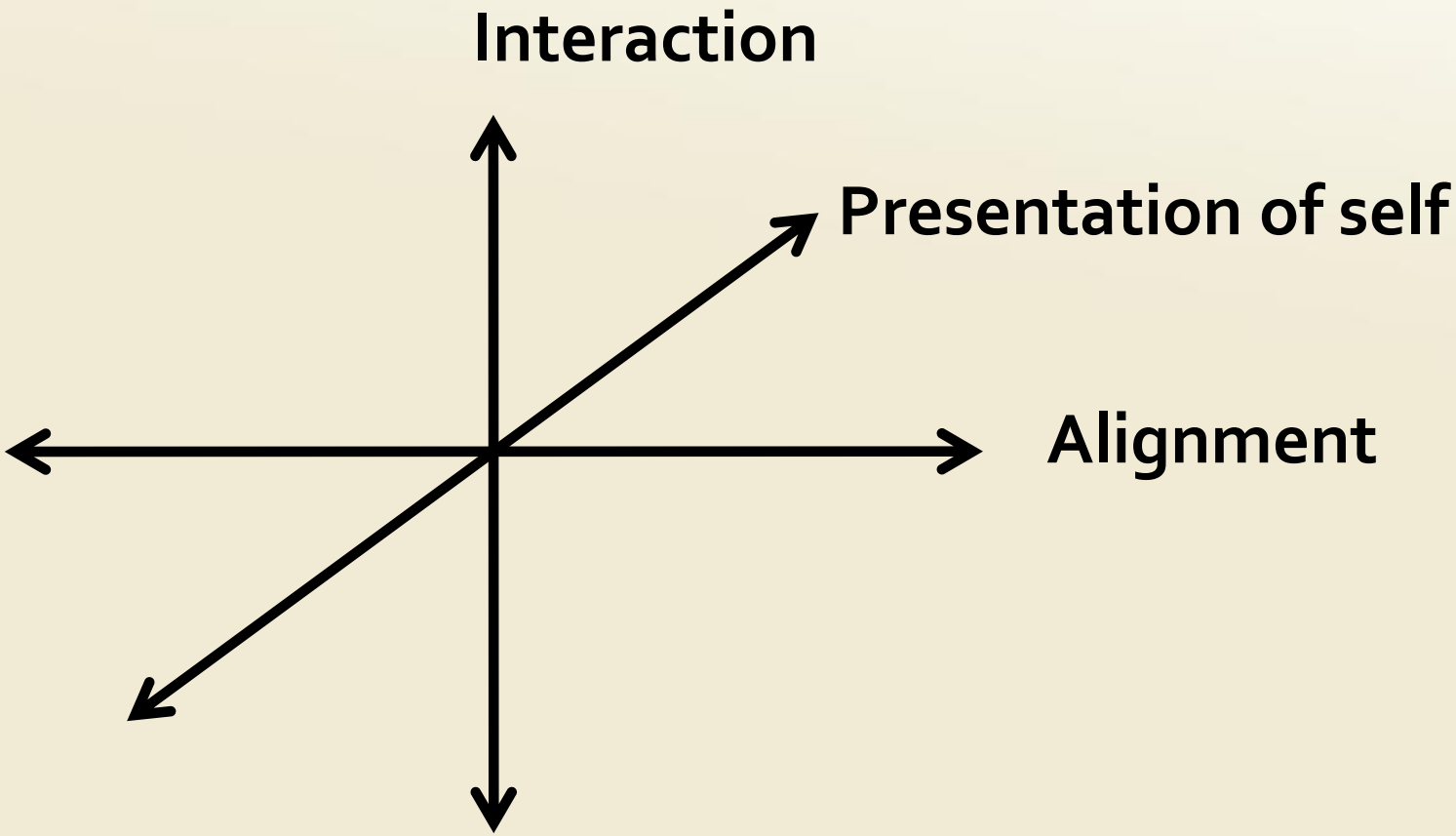
Tell one person what the other said in another language

The interpreter's function

Our use: sociological or applied ethics?

- Angelleli (2006) : "[**role** is]…one of the most problematic issues"
- Fritsch-Rudser (1993): "Interpreters don't have a problem with ethics, they have a problem with the **role**"
- Valero-Garces and Martin (2008), "…in most of the publications on community interpreting, there is one burning issue which appears constantly. It is that of the interpreter's **role**"

Role Space: Llewelyn-Jones & Lee

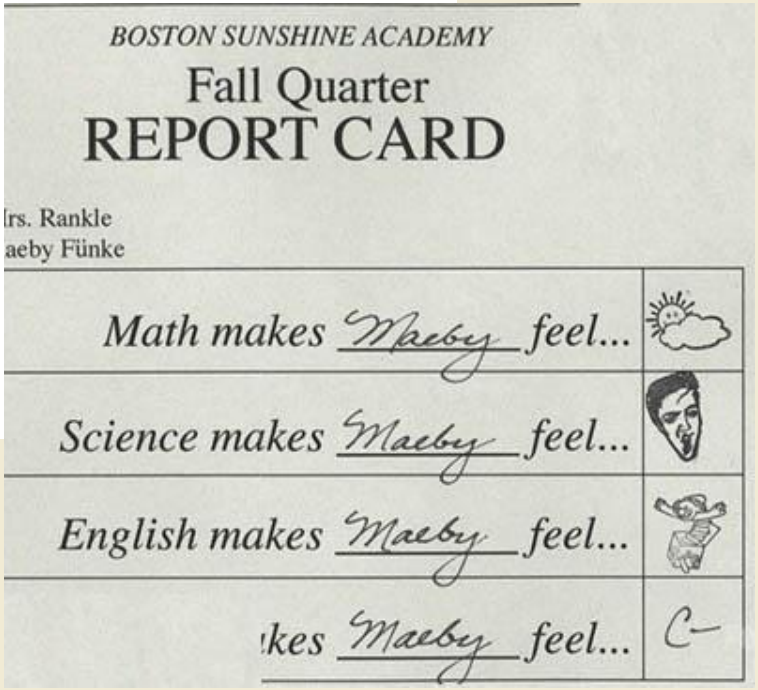


All of these terms come from **descriptive ethics**

Descriptive ethics *discovers* and *explains*
(metaphor is a typical tool)

Normative ethics *evaluates*
(weighing consequences is a typical tool)

Using the wrong constructs to evaulate



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Fall Quarter
REPORT CARD

Mrs. Rankle
Maeby Fünke

Math makes Maeby feel...	
Science makes Maeby feel...	
English makes Maeby feel...	
kes Maeby feel...	C–

These are not constructs of evaluation

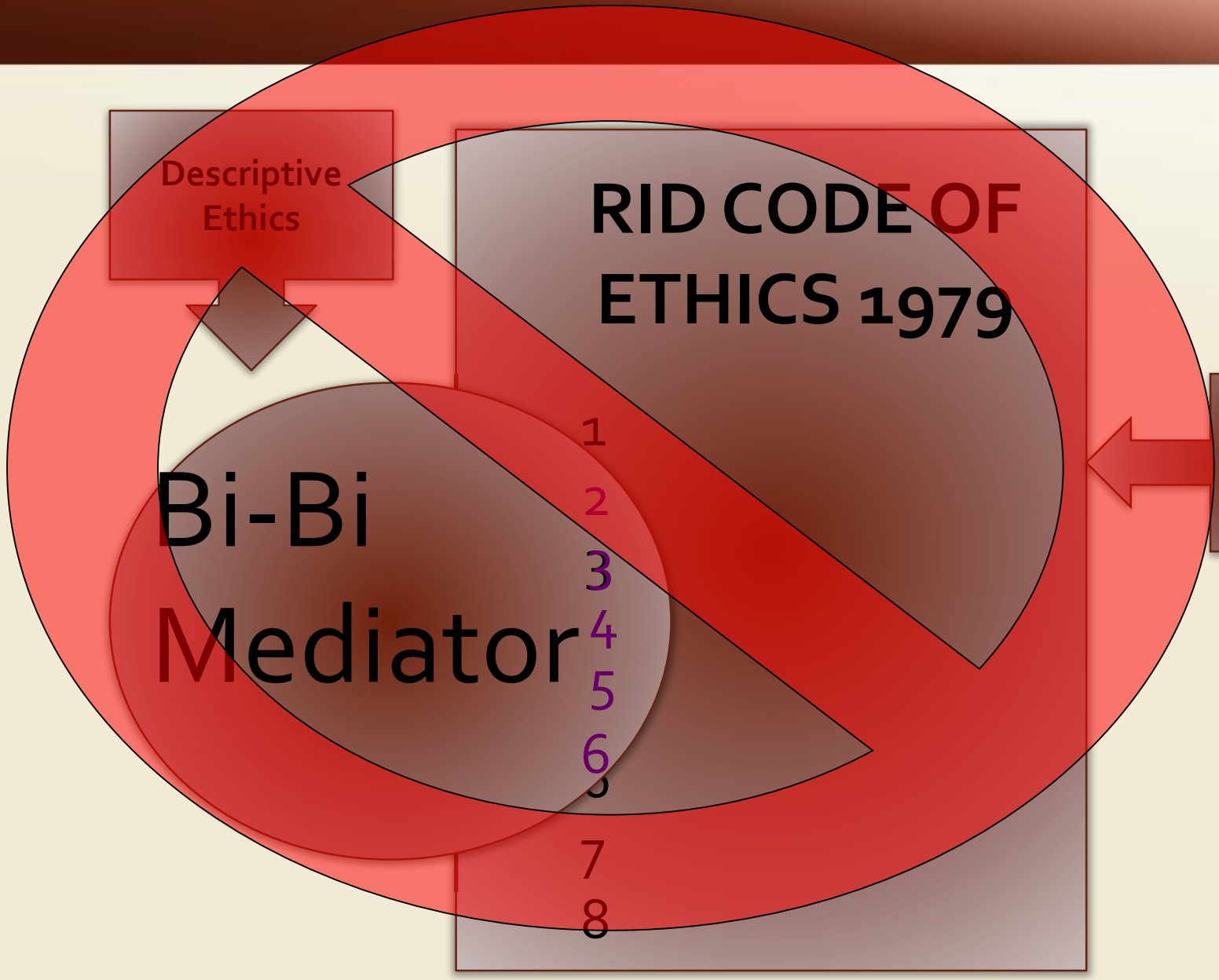
Conduit

Bi-Bi Mediator

Ally

Team Member

Communication Facilitator


Descriptive Ethics
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Trying to advance ethical thought…

The constructs in normative ethics

- Rules
- Values & principles
- Consequences
- Responsibility
- Incommensurable values

Require thinking to evaluate the behavior with consideration of…

How we *should* articulate "not my role"

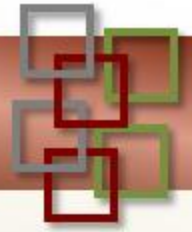
- Rule = What is the rule aligned with this and does it apply
  - Interpreters do not participate
- Value = Interpreters should not practice outside their area of expertise
- Consequences = What are the consequences of the behavior to the service-users
- Responsibility = I am responsible for ensuring effective communication
- Incommensurable values = what value is forfeited and what value is prioritized

Metaphors belong in the bin?

Recycling Metaphors

Conceiving of them in normative ethics

Adaptation: Metaphor to Value



Metaphors

- Conduit
- Team member
- Cultural mediator

Values

- Autonomy / agency
- Self-determinacy
- Values of the setting
- Transparency
- Attending to unrecognized components of communication unique to individual or group

Conduit Metaphor = Autonomy

Respecting another's autonomy

+

–

Member of the Team

Common values in healthcare

- Non-maleficence and beneficence
  - Do no harm & do good
- Rationing limited resources
- Patient partnership, education, and compliance
- Informed consent
- Not practicing outside of one's area of expertise

Values-based Ethical Reasoning

Typical Values of Interpreting

- Accuracy
- Neutrality
- Confidentiality
- Fidelity (Truthfulness)
- Respect for consumers & colleagues
- Professionalism

For 12 September

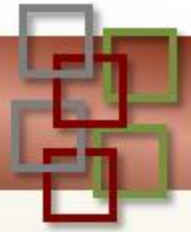
- What would a prototype of an ethical document look like?
- How does the metaphor of ally fit in?
- How can we create a normative ethics protocol that reflects the importance of cooperation?

Summary

- Ethicists make the distinction between normative and non-normative ethics (descriptive and meta-ethical).
- Sociologists and sociolinguistics aim to be descriptors ('is') and not offer prescriptions ('should').
- Interpreting has been heavily influenced by sociologists and sociolinguistics which is helpful for *descriptive ethics.*
- Descriptive ethics *should inform* normative ethics but can't be bound by the language or the tools of description. These need to be transformed into the language and tools of normative ethics.
- There is literature on normative ethics and descriptive ethics but very little on meta-ethics.
- Interpreting literature and ethical content material use descriptive ethics to convey norms. Research is showing that this isn't working…

Comments & Questions

Thank You!



Coordination & Technical support:

Carrie Woodruff

Interpreters:

Kate Block & Peggy Weaver

Captioning:

Texas Closed Captioning

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Upcoming Webinar

September 12, 2016

7pm - 8:30pm EST

(Registration currently full but will be recorded &archived)

Robyn Dean

Critiquing and deconstructing metaphors: A normative ethical framework for community interpreters

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The Consortium Centers are funded by grants from the U.S. Department of Education, Rehabilitation Services Administration, Training of Interpreters Program CFDA 84.160A and 84.160B.

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