

**Slide 1:** Title Slide – Beyond Deontology: Shifting Ethical Thinking, Robyn K. Dean, CI/CT, MA, University of Rochester School of Medicine

**Slide 2:** Slide discusses most common mistakes with DC-S: All that it entails...; Definition of terms; About occupational stress alone; Anything goes!; Blah, blah, blah, demands; How to state consequences; Knowledge versus skills - Identify/articulate demands & controls; Multiple points of reference; 5<sup>th</sup> in line; Identify/articulate constellation of demands; Identify consequences & associated values; Identify DCCRD.

**Slide 3:** Slide discusses DC-S Skill Sets: Identification & articulation of demands - DC-S Rubric, scales 1 – 8; Identification & articulation of controls - DC-S Rubric, scales 9 – 11; Building the constellation of demands; Identification & articulation of consequences & associated values; Identification of DCCRD.

**Slide 4:** Slide discusses important topics raised on listserv.

**Slide 5:** Discusses teaching Demands and Controls: Broadening the definitions; Identification; Articulation; Predictions / cognitive rehearsal - Use of simulation materials (PA) & in-vivo.

**Slide 6:** Slide gives following story: The teacher in a first grade class has called her students over to the carpet for story time. It is the final thirty minutes of the day. The story is about penguins and their adventures as a performing group. The students are seated on the carpet and listening to the continuing story of the penguins. There is an interpreter seated next to the teacher and a deaf student seated on the carpet in the middle facing both teacher and interpreter.

**Slide 7:** Discusses Environmental Demands: Goal: Education (through entertainment); Personnel/Clientele: 20 first graders: Most Caucasian, some African-American; Teacher: Hispanic female, mid-30's; Physical Surroundings: students are seated on “reading carpet”, crowded, teacher in front on a rocking chair, many pictures and posters on the walls, the door to the hallway is open, there is a gerbil cage with a running wheel; Terminology: that is associated with penguins, performance, specific character names, vocabulary and grammar instruction.

**Slide 8:** Discusses Interpersonal Demands: The kids are returning from gym class and are lounging on the carpet; The kids seem tired from their gym activity; The teacher uses the term “irritable” and asks the class what that means; Teacher uses a lifted eyebrow facial expression and an index finger to her lips for correcting children's behaviors; A student says “I didn't get to see the picture!”; Teacher asks students to predict what'll happen.

**Slide 9:** Continued Interpersonal Demands: The story is visually interesting/a lot of action and students seem fascinated by watching the interpreter; Student calls out to the interpreter “How do you sign penguin?”; Deaf student looks away right at an important plot change (“*And who did they find hiding behind the scenery...*”); Another student is sneaking candy from his pockets and distributing it to some; others ask but he refuses (teacher appears unaware); During the story, a student taps the interpreter and says “Excuse me...can I go to the bathroom?”.

**Slide 10:** Discusses Paralinguistic Demands: “Read” material; Teacher has a Hispanic accent; She reads slowly and pauses for emphasis; Deaf kid signs with one hand (other hand is propping himself up) and uses his voice; Kids are whispering to each other about the candy; Intermittent noise from the hallway makes the story hard to hear.

**Slide 11:** Discusses more Interpersonal Demands: The interpreter is mentally and physically tired from the long day of work; The interpreter is annoyed that the candy distribution is unfair; The interpreter wanting the teacher to hold the pictures in place long enough for the deaf student to see them.

**Slide 12:** Discusses Pre-assignment Controls: Read the chapter ahead of time; Find a comfortable place to sit; Make sure to be placed close enough to the teacher and the book; Mentally prepare for a lot of distracting sights and sounds; Ask teacher if some signs from story could be taught to the class (via deaf student and/or interpreter) so to avoid interruptions during story and to encourage interest in ASL.

**Slide 13:** Discusses Assignment Controls: Use good visual ASL (use of space and facial expressions) to show the comedic and active nature of the story; Make teacher’s subtle correction of behavior more overt by signing/interpreting the inferred meaning; Make eye contact with the boy passing out candy and give him the “I see you” facial expression.

**Slide 14:** Assignment Controls continued: Make eye contact with students who are watching the ASL with interest and smile; When the deaf student signs with one hand use consecutive interpreting to figure it out, if still unclear ask for clarification, highlighting the disclarity or ask student to use both hands; Use teacher’s pauses to catch up; Use sign vocabulary taught to class deliberately for those paying attention; Point to the teacher when questions are directed to the interpreter.

**Slide 15:** Discusses Post Assignment Controls: Casually mention to the deaf student that the plot change in the story was interesting (“Wow, can you believe they found...”); Encourage students’ new vocabulary and encourage interaction with deaf student after story (redirecting attention back to their classmate); Thank teacher for taking time out at the beginning of the story to respond to students’ curiosity; Consider whether the “candy” disruption should be reported to the teacher and ask for guidance on future behavior issues ( i.e., how she would like me to deal with them: ignore/report).

**Slide 16:** Slide discusses DC-S Skill Sets: Identification & articulation of demands - DC-S Rubric, scales 1 – 8; Identification & articulation of controls - DC-S Rubric, scales 9 – 11; Building the constellation of demands; Identification & articulation of consequences & associated values; Identification of DCCRD.

**Slide 17:** Discusses main and concurrent demands.

**Slide 18:** Slide shows table of Main Demands and Concurrent Demands and presents different situations of “what would you do if. . .” and the answers are in a category of “it depends on. . .”.

**Slide 19:** Slide discusses Proposed Construct: Controls. It shows a table discussing ethical and effective decisions and where the line is for what is too liberal and too conservative.

**Slide 20:** Slide discusses what to do in certain situations. The demand – Group, can't hear: Interrupt and ask speaker to repeat; Give visual cues that you can't hear; Tell the client you didn't hear; Ask the whole group to please speak up; Ask the person next to you; Narrate and describe how the person is talking.

**Slide 21:** Slide shows an example of building demand constellations. The main demand is in the middle bubble and the concurrent demands are in surrounding bubbles that are connected to the main demand.

**Slide 22:** Shows a demand constellation – main demand is “can't hear the speaker”. The control is, “ask the speaker to talk louder”. Concurrent demands are “speaker has just started and tone is notably quiet”, “the group has been made aware of the paralinguistics already”, “emotionally neutral topic”.

**Slide 23:** Slide shows the demand constellation if the control is to ignore the comment. Concurrent demands become: comment was intended for another person; the other members did not respond to the comment. The main demand is still “can't hear the speaker”.

**Slide 24:** Slide shows the demand constellation if the control is to look quizzical. Has the same main demand. The concurrent demands become “small group”, “in visual field of speaker”, “emotionally neutral topic”.

**Slide 25:** Slide shows a table of an example of the demand constellation from a first grade class.

**Slide 26:** Slide discusses “given” concurrent demands: Individuals’ “thought worlds” - Namy (1977): Interpreting is not merely transposing one language to another. It is, rather, throwing a semantic bridge between two different cultures, two different *thought worlds*; Communication objective; Goal of the environment; Examples from 1<sup>st</sup> grade classroom.

**Slide 27:** Discusses Teleology, Consequences & Values: Positive or negative; Definition for our use - Examples In medicine - Suggesting opposites that are connected (dialectic); +cons = expected / -cons = forfeiture; Example: “Horse of a different color...”.

**Slide 28:** Discusses consequences of mistakes: Positive or negative - Definitions (not necessarily good / bad); Success or failure of control; Reaction of other parties - Other constructs for that.

**Slide 29:** Slide gives following information: By [insert control decision here], I am allowed to (or my consumers are allowed to) \_\_\_\_\_ (this is the positive consequence).

At the same time, by doing this, I also (or my consumers also) \_\_\_\_\_ (this is the negative consequence).

Note that in the above statement the word **allowed** is meant to convey *opportunity* not *permission*. Also, the second blank should convey some type of forfeiture.

**Slide 30:** Slide discusses consequence examples from first grade: Boy passing out candy / “Evil eye” control; Teacher’s subtle corrections / Expansion; One-handed signing / use lag & closure.

**Slide 31:** Slide discusses following story: It was a meeting with one deaf client, and multiple hearing people. (never worked with the deaf client before). It was a teleconference. This was probably one of the most difficult things I have ever done. It was for a transportation company talking about bridges. There was a lot of content that I wasn’t savvy on. They used specific names, “bridge 765” etc. everyone in the group knew this info because they have been working on it for so long. People on the phone had no clue that I was there and they were doing most of the talking. I wish could have set it up so that they knew I was there, rather than interrupting and they not understanding who I was. (I didn’t get a chance to explain myself b/c deaf consumer came and got me and we went in and sat right down. Everyone else was already sitting and the boss immediately started talking. I didn’t even get a chance to introduce myself to the boss! I had been sitting for 20 minutes waiting for the deaf person. ) Lucky for me the deaf client was very patient and understood that the phone was crackling and a challenge. I was disappointed in myself and my abilities wondering what I could have done to make it better. It was overall a challenge and deflating. I think the content of this meeting was above me and I shouldn’t have accepted the job in the first place . I am now asking more for clear info about meetings that I consider accepting from the agencies. This would have been helpful to do with a teamer, maybe they would catch more than me, maybe they would be able to better advocate for US. What helped in some ways was deaf client prefaced me with “I have to be here...boss forcing me and I really don’t want to be here”

**Slide 32:** Slide shows demand constellation – main constellation is any main demand and the concurrent demand is that the deaf man doesn’t want/need to be there.

**Slide 33:** Slide discusses listserv plans: September 26 – October 21; My location during listserv time & next session.

**Slide 34:** Questions/Comments slide.

