

Beyond Deontology:

Shifting ethical thinking

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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; 5th in line
 - Identify/articulate constellation of demands
 - Identify consequences & associated values
 - Identify DCCRD

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

Important Topics Raised on Listserv

Teaching Demands and Controls

- Broadening the definitions
- Identification
- Articulation
- Predictions / cognitive rehearsal
 - Use of simulation materials (PA) & in-vivo

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.

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

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

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?”

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

Intrapersonal 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

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

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

Assignment Controls

- 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

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).

DC-S Skill Sets

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Main & Concurrent Demands

Main Demand	Concurrent Demands
“What would you do if...”	“It depends on...”
<p>...the hearing speaker moves into the visual space between you and the deaf person?</p>	<p>If this is the first time it has happened...</p> <p>How long the hearing person stays there...</p> <p>If the deaf person is likely to intervene...</p> <p>What the person is saying at the moment it happens...</p> <p>If you are standing or sitting...</p> <p>How much attention the deaf person wants drawn to themselves and the interpreting process...</p>
<p>...the deaf person asks you to explain his symptoms to a new doctor who just joined the other doctors in the room?</p>	<p>If the interpreter knows the deaf person well...</p> <p>If the deaf person’s hands or upper body are constrained by pain or other factors...</p> <p>How many times the interpreter has already interpreted the symptoms to other medical staff...</p>
<p>...the team interpreter you are working with suggests using a specific sign?</p>	<p>If it is a sign the interpreter already knows...</p> <p>If it is a sign the deaf person is not familiar with...</p> <p>If it differs from another sign which already has been established in the assignment...</p> <p>Which of the two interpreters has the most precedent with the setting or the consumers...</p>

Proposed Construct: Controls

Ethical and Effective Decisions

Too Liberal

Therefore
ineffective
and/or
unethical

Liberal

Conservative

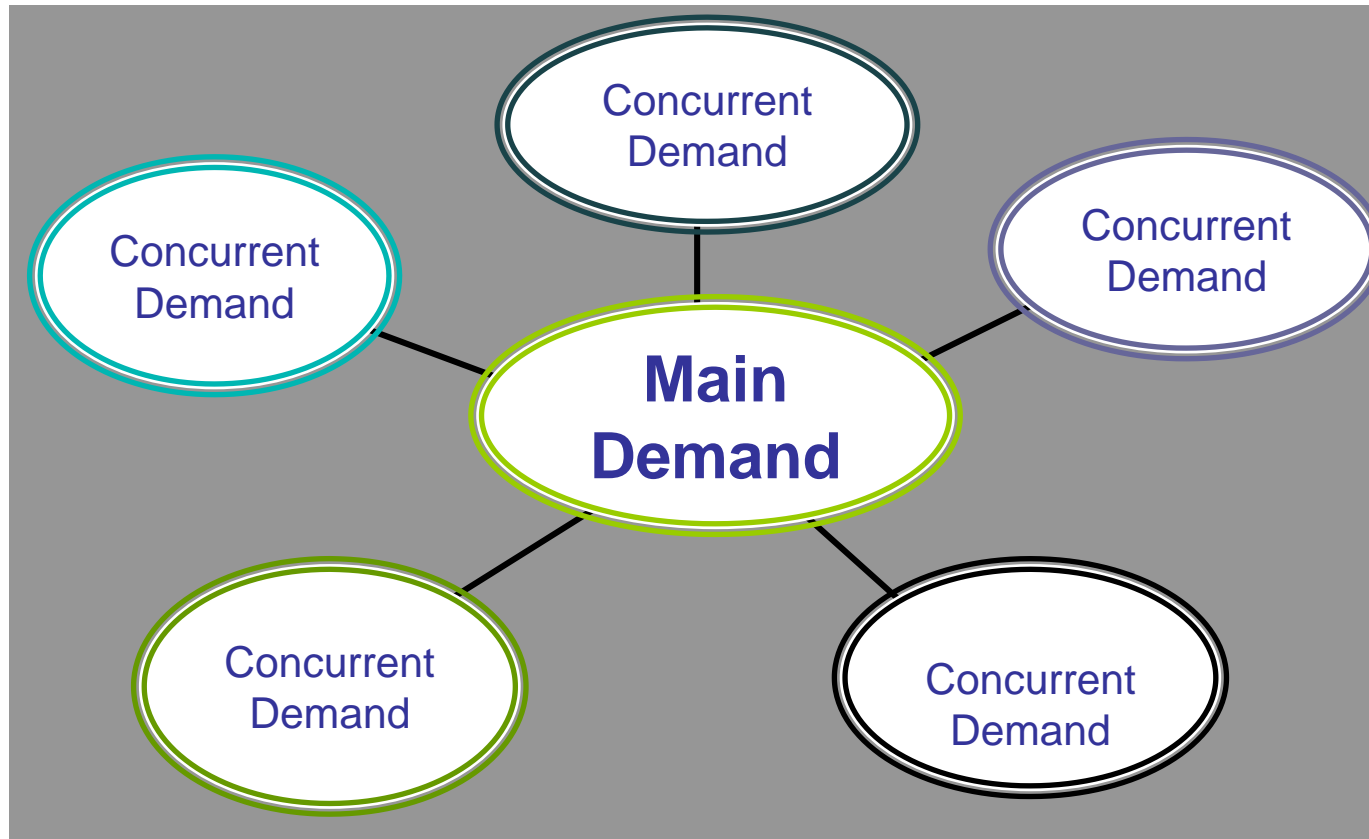
Too Conservative

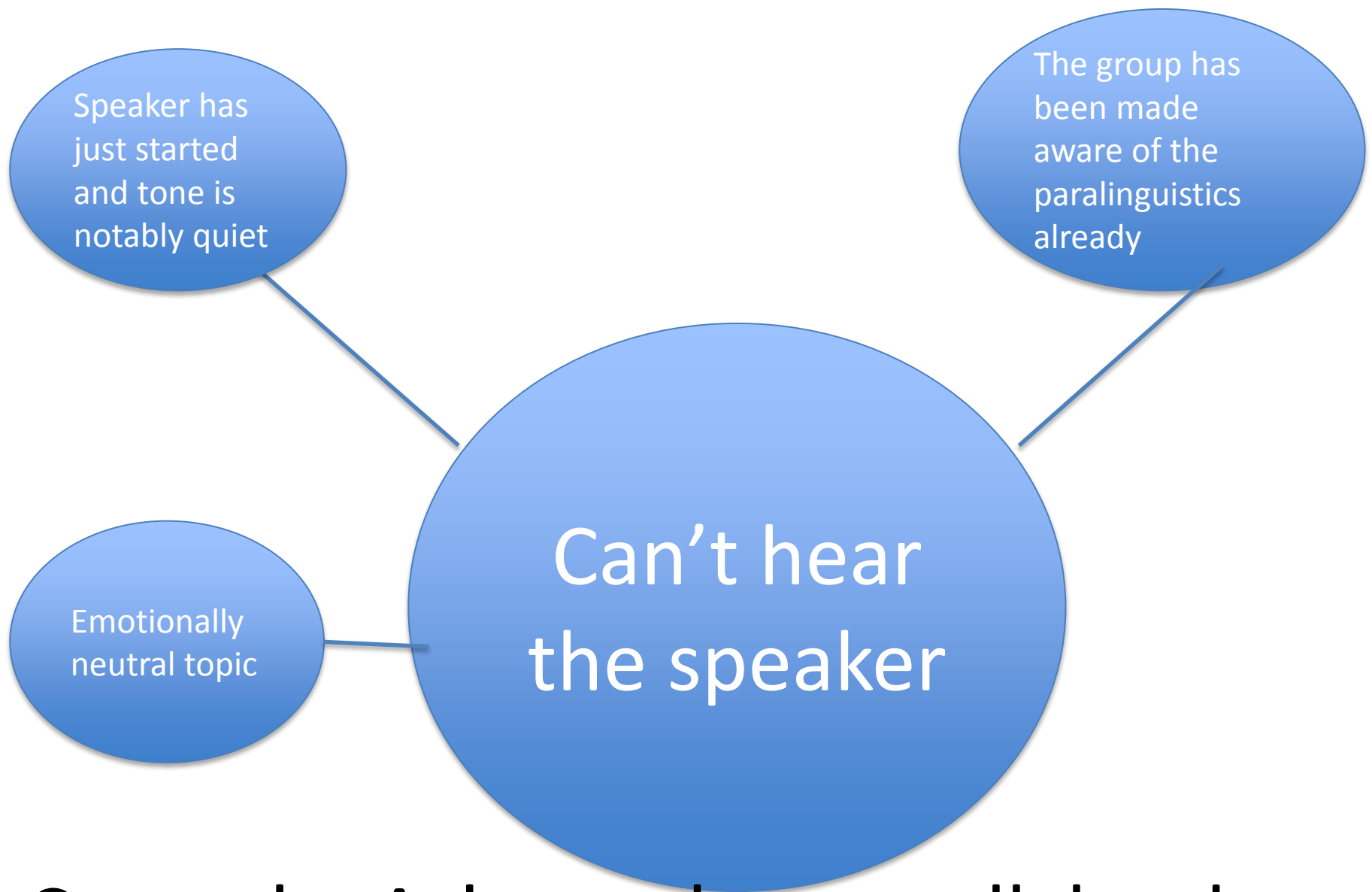
Therefore
ineffective
and/or
unethical

The demand: group, can't hear

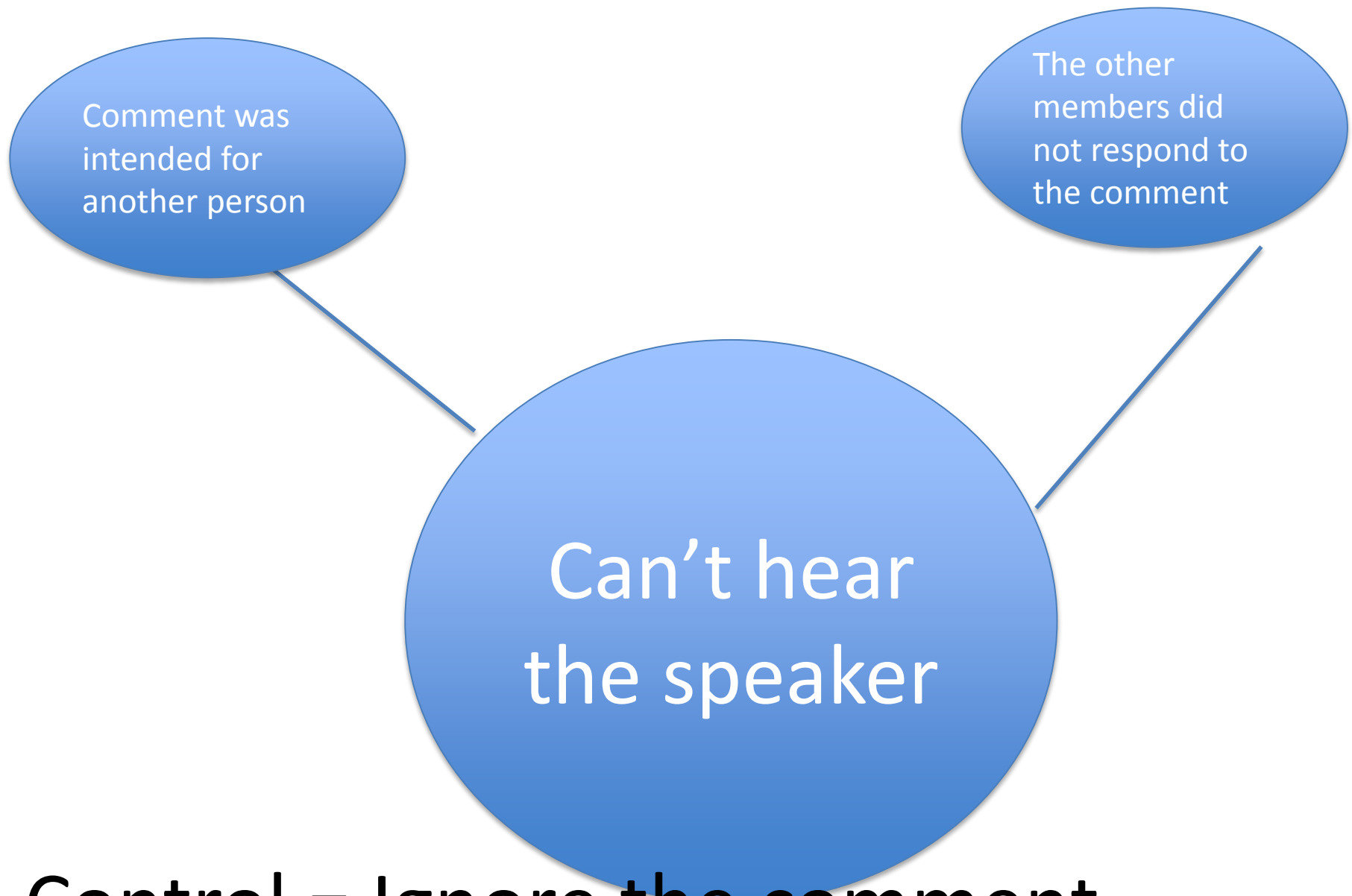
- Interrupt and ask speaker to repeat
- Give visual cues that you can't hear
- Tell the client you didn't hear
- Ask the whole group to please speak up
- Ask the person next to you
- Narrate and describe how the person is talking

Building Demand Constellations

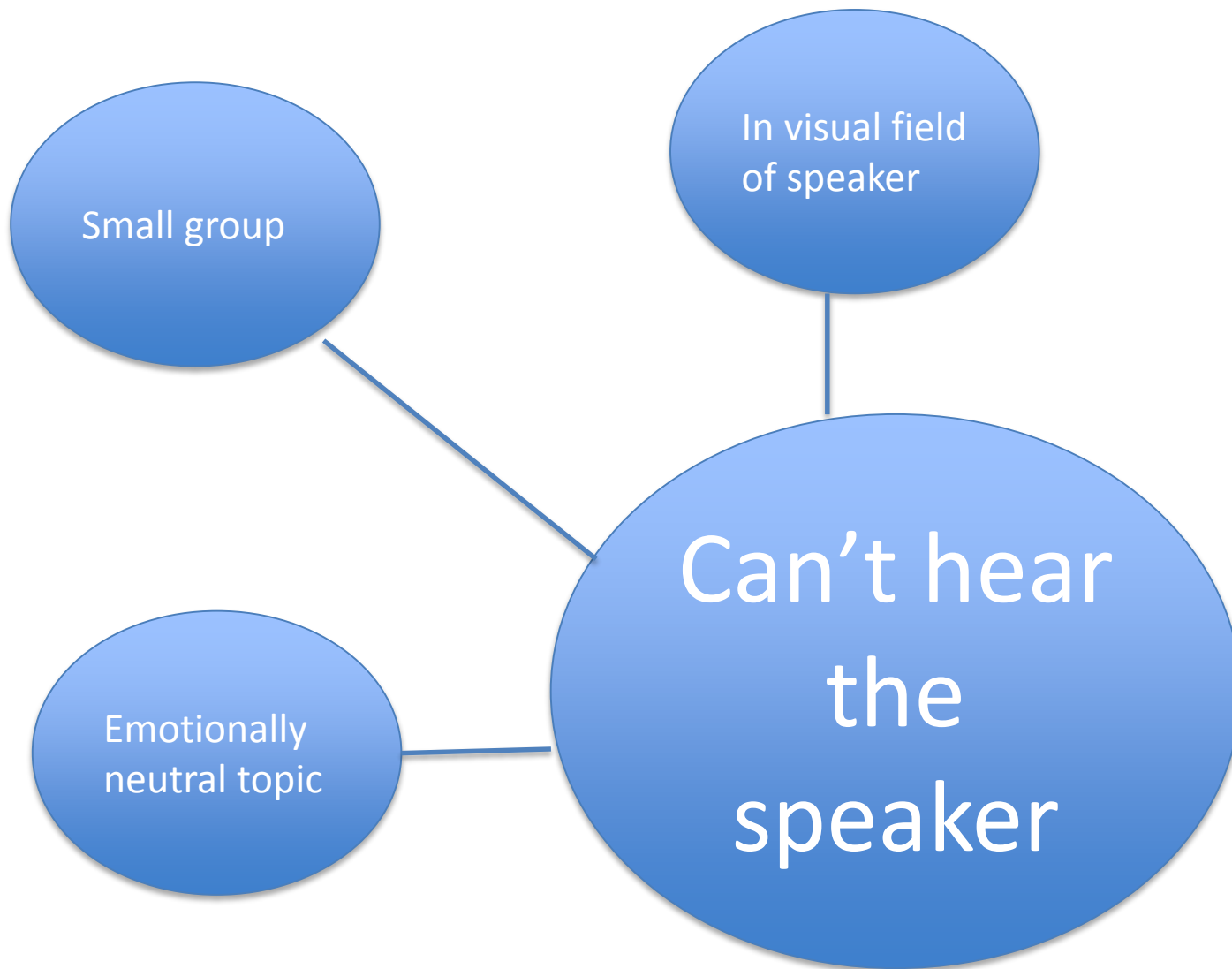




Control = Ask speaker to talk louder



Control = Ignore the comment



Control = Look quizzical

Example from 1st Grade Class

Main Boy (hearing) is passing out candy	Control Give him the “I see you look”	Concurrent Demands 1. There is a “no candy” rule 2. The interpreter is expected to enforce classroom rules 3. Teacher uses facial expressions herself for corrections 4. The teacher is actively telling the story 5. Hearing boy makes eye contact with interpreter.
Teacher uses facial expression to correct hearing child’s behavior	Make the inferred meaning overt (e.g., “I need you to stay still”)	1. Deaf student sees the facial expression of the teacher 2. Deaf student is engaging in the same behavior 3. Explicit meaning is a convention in ASL.
Deaf student signs with one hand	Use closure skills/ consecutive interpreting	1. The other kids are in similar “lax” positions 2. It is the end of the day

“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 1st grade classroom

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...”

Consequences Mistakes

- Positive or negative
 - Definitions (not necessarily good / bad)
- Success or failure of control
- Reaction of other parties
 - Other constructs for that

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.

Consequence Examples 1st Grade

- Boy passing out candy / “Evil eye” control
- Teacher’s subtle corrections / Expansion
- One-handed signing / use lag & closure

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"

Deaf man
Doesn't
want/need
to be there

Any Main
Demand

Listserv Plans

- September 26 – October 21
- My location during listserv time & next session

Questions / Comments
