

# DIS-2940: FIELD EXPERIENCE II

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## Cuyahoga Community College

### Viewing: DIS-2940 : Field Experience II

#### Board of Trustees:

2015-05-28

#### Academic Term:

2015-08-24

#### Subject Code

DIS - Deaf Interpretive Services

#### Course Number:

2940

#### Title:

Field Experience II

#### Catalog Description:

Second in two-course sequence. Experience a variety of situations and concepts in actual work settings through observational and practical interpreting experiences. K-12 educational and community-based experiences required. Supervision by college-approved interpreters.

#### Credit Hour(s):

1

#### Other Hour(s):

12

#### Other Hour Details:

Field Experience: 12 hours per week (180 hours total)

Prerequisite(s): ASL-2420 Advanced American Sign Language II, and DIS-1402 American Sign Language Linguistics, and DIS-2310 Interpreting II, and DIS-2410 Voicing, and DIS-2320 Educational Interpreting; and concurrent enrollment in DIS-2740 Field Experience Lab II; and concurrent enrollment in DIS-2971 Field Experience Seminar II

## Outcomes

#### Course Outcome(s):

Apply the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct when in educational and community settings.

#### Essential Learning Outcome Mapping:

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

#### Objective(s):

1. Demonstrate an interest in continued personal and professional growth.
2. Demonstrate the use of confidentiality in educational and community practicum sites.
3. Demonstrate professionalism as directed by the RID Code of Professional conduct.
4. Demonstrate the educational interpreter's role, ethics and responsibilities.
5. Demonstrate the community-based interpreter's role, ethics and responsibilities.
6. Distinguish between the role of an interpreter in K-12 settings and community settings.
7. Employ the appropriate role of the student in educational and community practicum settings.

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#### Course Outcome(s):

Produce an effective and culturally mediated equivalent message in spoken English and American Sign Language to interpret between Deaf and hearing consumers in a variety of field experience situations and settings, at an advanced level.

#### Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

**Objective(s):**

1. Demonstrate content and vocabulary in major curriculum areas in educational settings.
  2. Demonstrate ability to interpret from ASL or transliterate from English-based signed systems into spoken English.
  3. Demonstrate proper register and vocabulary in a variety of educational and community-based settings to reflect the affect of the speaker and/or signer.
  4. Identify, discern and utilize various communication systems appropriate to the interpreting situation and client's needs, including, but not limited to ASL, Signed English, SEE, MCE, Oral/Aural methods, Contact, Cued Speech.
  5. Apply classroom interpreting theories and discussions to actual interpreting situations.
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**Course Outcome(s):**

Observe the dynamics of the various field experience settings and utilize available resources and learning tools for personal and professional growth.

**Objective(s):**

1. Identify factors which lead to Overuse Syndrome and demonstrate methods to reduce stress and fatigue before, during and after the interpreting process.
  2. Obtain feedback from supervising interpreter during pre and/or post-interpreting discussions.
  3. Convey an attitude of willingness to gain new knowledge, skills and dispositions in order to modify inappropriate practices.
  4. Demonstrate an interest in continued personal and professional growth.
  5. Identify, discern and utilize various communication systems appropriate to the interpreting situation and client's needs, including, but not limited to ASL, Signed English, SEE, MCE, Oral/Aural methods, Contact, Cued Speech.
  6. Identify environmental factors that affect the interpreting situation and understand strategies for handling these factors. (e.g. lighting, media/interpreter positioning, auditory or visual distractions)
  7. Apply classroom interpreting theories and discussions to actual interpreting situations.
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**Methods of Evaluation:**

1. Punctuality
2. Log documentation of interpreting hours
3. Journal
4. Constructive critiques
5. Practicum experience
6. Practicum instructor evaluation
7. Practicum site evaluation

**Course Content Outline:**

1. Supervised interpreting in the field
2. Professional growth
  - a. Feedback sessions
    - i. field interpreter
    - ii. faculty supervisor
  - b. Self evaluation
  - c. Constructive critiques
  - d. Individual Professional Development Plan (IPDP)
    - i. Short and long term goals
    - ii. Action Steps
    - iii. Resources
    - iv. Goal progression
    - v. Assessments and review
3. Vocabulary in major educational curricula
4. Register and vocabulary in educational and community-based settings
  - a. Cognitive process
  - b. Idiomatic phrasing
5. Various communication modes
  - a. Interpreting
  - b. Transliterating
  - c. Voicing
6. Various communication systems
  - a. SEE 1
  - b. SEE 2

- c. SE
  - d. PSE
  - e. CASE
  - f. LOVE
7. Environmental factors and strategies in interpreting
    - a. Platform
    - b. Educational
    - c. Interview
    - d. Team interpreting
    - e. Simultaneous interpreting
    - f. Consecutive interpreting
    - g. Lighting
    - h. Distractions
    - i. Use of technological devices
  8. Educational interpreter
    - a. Role
    - b. Ethics
    - c. Responsibilities
  9. Community-based interpreter
    - a. Role
    - b. Ethics
    - c. Responsibilities
  10. Interpreting theories application
    - a. Cognitive Model
    - b. Interactive Model
  11. Overuse Syndrome
    - a. Stress reduction techniques
    - b. Time management
  12. Interpret/Transliterate into spoken English
    - a. Appropriate register
    - b. Volume
    - c. Tone
    - d. Pitch

## Resources

Humphrey, Janice H. and Bob J. Alcorn. *So You Want to be an Interpreter: An Introduction to Sign Language Interpreting*. 3rd ed. Salem, OR: Sign Enhancers, 2001.

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Cokley, Dennis, ed. *Sign Language Interpreters and Interpreting*. Burtonsville, MD: Linstok Press, 1992.

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Kemp, Mike. *Fundamentals of Evaluating Sign Language Programs: Checklists for Program Assessment*. San Diego, CA: DawnSign Press, 1998.

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Massoud, Linda Lee. *Pre-interpreting Survey: Introduction to Interpreting (booket and videotape)*. Flint, MI: Sign Quest, 1993.

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Massoud, Linda Lee. *Pre-interpeting Survey: Peer Evaluation lectures (booket and videotape)*. Flint, MI: Sign Quest, 1993.

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"Interpreting in Various Settings (Videotape)"

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"Working With a Sign Language Interpreter (video)"

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