



Northeastern University

Center for Atypical Language Interpreting

ENGLISH TRANSCRIPT FOR UNFOLDING SCENARIO 1: MENTAL HEALTH SETTING

This is the introduction to an interpreting scenario that occurs in a Mental Health setting. In this scenario, a Deaf interpreter is working with a hearing team to interpret in the emergency services of a mental health facility for a Deaf man who has been brought in by his family. It is late at night. The Deaf interpreter has experience interpreting in mental health settings and in this facility on numerous occasions—just not on an emergency basis. The Deaf interpreters have worked together a couple of times before, but never in a mental health or emergency setting.

The consumer is a Deaf male, age 27, with persistent mental health challenges. He is difficult to understand due to distorted thinking patterns and for this reason a Deaf interpreter is always requested when he is provided services. He lives with his parents who do not sign well and who have struggled to support their son for many years.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf male in this scenario. He is being interviewed by another Deaf interpreter. This will help you to visualize the type of Deaf consumer for whom the Deaf-hearing interpreting team will interpret.

CLIP OF DEAF CONSUMER

Next, are a series of decision points associated with this assignment. As with any interpreting assignment, different issues or demands arise that require the interpreter to make decisions using sound judgement and discretion associated with an ethical framework. There will be a total of seven such decision points in this scenario.

You will see a slide that alerts you that a decision point will follow. Watch the explanation of what happens. Then, there will be a pause for you to videotape and upload your two-minute response. There are two parts to your response—what you would do and why. When you discuss the why, include information about the ethical principle or value that guides your decision. For example, maybe your decision is guided by an ethical principle involving respect for consumers, or respect for a colleague, or confidentiality, or message accuracy and accessibility, or informing the consumers when some adjustment to the communication process needs to change, or some other ethical value. Be sure to discuss what principle or value is guiding your decision.

So again, you will upload your two-minute response in ASL. Be sure to include the two parts—what you would do and why. And remember, part of the why includes information about what ethical principle or value influenced your decision.

Next you will see a slide indicating the first decision point, followed by a pause. After the pause, the next decision point will be introduced. This process will be repeated for all seven decision points. Let's begin.

Slide for decision point 1.

The Deaf and hearing team interpreters meet in the parking lot to talk briefly before going into the lobby of emergency services. The hearing interpreter tells the Deaf interpreter this is his first time working in a mental health setting and that he is somewhat nervous about the assignment.

What can/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 2.

The Deaf and hearing teammate agree that the Deaf interpreter will take the lead in this situation. Upon entry into the facility, the Deaf interpreter approaches the receptionist, introduces themselves and indicates that the interpreting team requested for an emergency has arrived. The receptionist directs the interpreters to take a seat and she will let the emergency team know they have arrived. After fifteen minutes, no one has come to get them.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 3.

Finally, the team is escorted to emergency services and into a room where the Deaf consumer, two mental health professionals and the father of the Deaf consumer are waiting. The Deaf consumer is highly agitated and signing frantically, but is not making sense. His father is trying to comfort him but to no avail. The Deaf interpreter recognizes the Deaf consumer as someone she has interpreted for before. He appears to recognize her as well and begins signing to her, at the same time one of the mental health workers greets her and her team and attempts to provide the interpreters with an overview of what needs to happen.

What can/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 4:

The information being signed by the Deaf consumer is not logical or coherent. The Deaf interpreter begins interpreting what he is saying by using a narrative interpreting strategy—where she generates what she is seeing, but not in first person as if she were speaking for him. The hearing team interpreter is totally stumped by this strategy and is unable to convey the

information to the mental health professionals. He asks the Deaf interpreter to repeat the information several times.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 5.

It is decided that the Deaf consumer will be admitted to the facility. The interpreter team is asked to escort him and the mental health workers to the floor to provide him with an orientation and get him settled. The hearing interpreter asks the Deaf interpreter for an opportunity to take a break and consult as a team. He tells the Deaf interpreter he is not comfortable continuing with the assignment because of the bizarre behavior of the Deaf consumer and his lack of experience in mental health settings.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 6:

By the time the Deaf interpreter leaves the assignment, it is early morning of the next day and she is exhausted. She and the hearing teammate are walking to their cars in the parking lot. The Deaf interpreter knows it is important that she and the hearing interpreter discuss what transpired during the assignment and the implications for the work as a team. She is just not sure now is the right time given how fatigued both interpreters are.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Slide for decision point 7:

The following day, the Deaf interpreter contacted the interpreter agency to speak to the interpreter coordinator about what transpired and the issues that surfaced with the hearing interpreter and the implications for their work as a team. The Deaf interpreter also mention the implications for the Deaf consumer and the mental health professionals. The interpreter coordinator asks if the Deaf interpreter would be willing to come in for a face-to-face discussion that includes the hearing interpreter.

What could/should the Deaf interpreter do and why?

Pause and Respond Slide.

Closing slide with acknowledgements and CALI copyright.

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