



Northeastern University

Center for Atypical Language Interpreting

ENGLISH SCRIPT FOR CALI UNFOLDING SCENARIO 10: VRS CALL CENTER SETTING

This is the introduction to an interpreting assignment in a VRS Call Center setting. In this scenario, a hearing interpreter has recently been hired to work as a part-time interpreter for a VRS Call Center. This work will be in addition to the freelance community interpreting work the interpreter does. In the Call Center, the interpreter will interpret for a variety of consumers, including some with limited language skills and/or who are foreign born and not fluent in ASL.

The interpreter completes two days of training and is now on her first official day of work. She meets for about an hour with the Call Center Manager to go over company policies and procedures, and then logs-in and begins processing calls.

The interpreter receives a call from a 31 year old Deaf consumer whom she interpreted for at a doctor's appointment earlier in the day, before starting your VRS shift. The consumer is Deaf and has both intellectual and physical disabilities that makes her signs difficult to understand.

In the following video clip, you will see a Deaf consumer who has similar characteristics as the Deaf woman in this scenario. She 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 five 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 videotape and 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 five decision points. Let's begin.

Slide for Decision Point 1.

The Deaf woman is happy to see the interpreter and places a call to her mother. During the call, she begins to explain to her mother that the interpreter who is interpreting the call is the same interpreter who interpreted at the doctor's office that morning, and that the interpreter can explain what the doctor said. Then she tells the VRS interpreter to go ahead and explain what happened at the doctor's office to her mom.

What could/should the VRS interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 2.

After her daughter summarizes what transpired during the doctor's appointment the mother asks the interpreter if there is any other details the interpreter can provide to her? When the interpreter explains that you cannot, she asks to speak to the interpreter's supervisor.

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 3.

Another call the interpreter processes is from a social worker from the Department of Children and Family Services. He is calling a Deaf parent about scheduling a home visit in response to allegations that the house is filthy and the three children under the age of seven are living in squalor.

This consumer is a Deaf female who is 39 years old and originally from Mexico. She has lived in America for about ten years and has acquired some ASL fluency, although some of her language features are atypical.

Next, you will see a brief clip of a Deaf consumer with similar characteristics being interviewed by a Deaf interpreter. This clip will help you visualize the type of individual for whom the interpretation is provided.

CLIP OF SECOND DEAF CONSUMER

Next, are a series of decision points associated with this caller. There will be a pause after each decision point where you are to video record and upload your two-minute response in ASL. After the pause the scenario will continue onto the next decision point. Let's begin.

Slide for Decision Point 3.

When the social worker asks the Deaf parent if the home is clean and tidy, the parent responds that it is, and is quite upset at the question. It is obvious to the interpreter from what she can see on the screen, that the opposite is true. Dirty diapers, food containers and left over food are visible in the room. Over the shoulder of the Deaf caller, you can see the doorway to the kitchen where trash and dirty dishes are visible.

After hearing the Deaf person's response, the social worker decides to wait another week or two for the home visit. The Deaf parent leaves the screen to retrieve her calendar to make the appointment for the home visit. When the interpreter explains to the social worker that the Deaf parent has left the screen, he asks, "You can see the inside of her home, right? Does it look clean to you?"

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 4.

During a break the interpreter goes to the breakroom and strikes up a conversation with another interpreter. The interpreter is acquainted with the other interpreter, but have never worked with her before. After a little small talk she begins to complain about her most recent caller. She begins saying things like, "He is impossible to understand", "I can't believe he uses VRS when he cannot make himself understood" and "Can you believe we are expected to make calls for Deaf individuals who have multiple disabilities and are impossible to understand?"

What could/should the interpreter do and why?

Pause and Respond Slide.

Slide for Decision Point 5.

After break, the interpreter logs back in and continues processing calls. On her way out of the building from her shift, the manager who worked with her at the beginning of her shift asks her how the shift went. The interpreter thinks about the earlier call and the request to speak to a supervisor and wonders if she should provide a brief explanation in case there is any aftermath.

What could/should the VRS interpreter do and why?

Pause and Respond Slide.

Closing Slide.

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