



Northeastern University

Center for Atypical Language Interpreting

ENGLISH SCRIPT FOR CALI UNFOLDING SCENARIO 5: EMPLOYMENT SETTING

This is an interpreting assignment in an employment setting. In this scenario, it is the first day for an on-call interpreting assignment at a large federal agency. The interpreter is sent to this assignment by the interpreting agency he works for as a staff interpreter. The interpreting agency has a new contract with the federal agency to provide on-call interpreting services one day a week on Tuesdays. Other requests by the federal agency will be scheduled in advance, but an interpreter will always be available onsite on Tuesdays.

The interpreter has been given a tentative schedule for the day, and has been given the name and phone number of the on-site interpreter coordinator at the federal agency who will be able to give him an updated schedule for the day.

There are three Deaf employees (DE) who occasionally have meetings or make phone calls through interpreters: one is a 32 year old grassroots Deaf female who is a computer technician and fluent in ASL (DE 1); another is a 28 year old DeafBlind female (with some useful but limited sight) who has some mild cognitive limitations (DE 2) and who works as a clerk in the mailroom; and, the third who is a 37 year old Deaf male who has Cerebral Palsy (CP) (DE 3) and works as a standards and policy specialist.

In the following video clips, you will see three Deaf consumers who have similar characteristics as the consumers in this scenario. Each is being interviewed by a Deaf interpreter. This will help you to visualize the type of Deaf consumers for whom the interpreter will interpret.

CLIP OF THREE DEAF CONSUMERS

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 (5) 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 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 interpreter arrives on-site and, as instructed in your schedule, go immediately to the first job—a two-hour, small group meeting with a grassroots Deaf employee (DE 1), who is fluent in ASL and is already present. The meeting facilitator announces they will begin in two or three minutes. According to the schedule, there is a co-interpreter for this meeting, but he has not shown up yet. The interpreter tries calling the on-site coordinator, but there is no answer.

What could/should the interpreter do, and why?

Pause and Respond Slide.

Slide for Decision Point 2

After the meeting, the interpreter asks Deaf Employee 1 (DE 1) if she can point the way to the on-site interpreter coordinator's office. DE 1 responds that the coordinator is away all week for training. The Deaf consumer and the interpreter decide to go to the coordinator's office to see if the interpreter's schedule might be there. When the two arrive, there is no printed schedule for the interpreter, but DE 1 thinks the interpreter can access it on the coordinator's computer. She offers to show the interpreter how to log into it.

What could/should the interpreter do, and why?

Pause and Respond Slide.

Slide for Decision Point 3

The interpreter has located her updated schedule for the day, which shows a meeting to interpret for another Deaf employee (DE 2)—a consumer she has been told has low vision and some mild cognitive limitations. She is to meet this person in the lobby of the building. An hour later, DE 2 still has not arrived to get the interpreter in the lobby, and the interpreter does not know where the meeting is happening. The interpreter calls the interpreting agency, but they do not have any more information than the interpreter does.

What could/should the interpreter do, and why?

Pause and Respond Slide.

Slide for Decision Point 4

According to the schedule, the third job of the day at the federal agency is in a building across the street. With no sign of DE 2 showing up, the interpreter leaves for the third job—interpreting phone calls at a Deaf employee's (DE 3) desk—a Deaf consumer with CP. The instructions are for the interpreter to page this Deaf person's supervisor when she interpreter arrives in the lobby. After several attempts to page him, there is still no response.

What could/should the interpreter do, and why?

Pause and Respond Slide.

Slide for Decision Point 5

A small group of people exit the elevator in the lobby, and the interpreter asks them where DE 3's desk is. One of them tells her the location but also says that the Deaf person called in sick today. The interpreter decides to check his office to be sure. Seeing a new face in the hall, a co-worker of DE 3 tells the interpreter that the employee is definitely out sick for the day. There is one hour remaining on the interpreter's shift.

What could/should the interpreter do and why?

Pause and Respond Slide.

Closing Slide

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