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I. Introduction

Mission
The UALR Interpreter Education Program offers:

- An Associate of Science (A.S.) degree in American Sign Language (ASL) Studies
- A Bachelor of Arts (B.A.) degree in Interpretation: ASL and English with a required minor in Educational Interpreting
- A minor in American Sign Language Studies
- ASL to meet the second language requirement.

The mission of the A.S. degree program in American Sign Language Studies is to provide students with basic ASL skills to work with individuals who are deaf, hard of hearing, or deaf-blind in public or private settings. This education is grounded in theories of second language learning with multicultural knowledge.

The mission of the B.A. degree program in Interpretation: ASL and English is to prepare students for employment as interpreters in a variety of public, private, and educational settings with individuals from diverse multicultural backgrounds who are deaf, hard of hearing, or deaf-blind. Through experiential and service learning, skills development and theoretical education, students learn to use and adhere to the code of professional conduct in providing quality services. Additionally, students prepare for engagement continued professional development and lifelong learning. This bachelor degree program is an accredited program by the Commission on Collegiate Interpreter Education (CCIE).

Philosophy
The program recognizes the dignity and value of American Sign Language (ASL), the Deaf Community, and the diversity of communication preferences of its members. ASL is a highly developed, living language, and individuals are instructed as to its origin, grammatical structure, and use.

The active involvement and social interaction of students with members of the Deaf Community, Deaf-blind Community, and with hard of hearing consumers leads to an understanding of ASL and the cultural diversity of the Deaf Community and the linguistic diversity of the deaf population. Students are expected to participate in the communities both locally and nationally, as appropriate. Students have the responsibility to comply with the ethics and standards of the profession and, therefore, to model the principles of the profession in their interaction with the Deaf Community.

Goals
Seven central goals define the Program and learning environment, with five goals for learning by students and three program goals.
Goals for Learning by Students

1. Students will acquire language proficiency in conversational American Sign Language, in written, spoken and signed English, and in the contact language varieties used by persons who are hearing, deaf, deaf-blind, or hard of hearing.

2. Students will demonstrate knowledge and application of the unique body of knowledge related to the field of sign language interpretation including history of current practices, interpreter role and responsibilities, theories and models of interpretation, ethics, credentials, business practices, management of physical settings and commitment to and use of technology.

3. Students will assess and apply different modes of interpreting and transliterating (simultaneous and consecutive) and different target language forms (e.g., ASL, spoken or signed English, tactile language) in order to transfer a message from the source language into the target language without distortions, additions, omissions or undue influence from the source language for multicultural consumers of varying ages in a variety of settings (schools, agencies, government, rehabilitation, hospitals, etc.).

4. Students will demonstrate ethical and cultural competence and multicultural sensitivities when interpreting between and among users of ASL and English in one-on-one, small group, and large group settings and cross-cultural interactions.

5. Students will demonstrate the attitudes and skills expected of professionals including knowledge of research protocol, ability to analyze research studies and apply results to interpretation practice, ability to plan for lifelong learning, and participation in professional organizations.

Programmatic Goals

1. To increase the supply of skilled oral, sign language, and tactile interpreters who are fluent in American Sign Language and English, to serve Arkansas, and the nation as interpreters for persons who are hearing, deaf, deaf-blind, or hard of hearing.

2. To serve as a resource center for the provision of consultation and in-service training regarding interpreting, deafness, and accessibility issues.

II. Overview of the Internship Program

Internship is a practical experience in settings such as educational, rehabilitation, community service centers, and agencies serving children, adolescents and/or adults who are deaf or hard of hearing.

Description

The purpose of internship is to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the program. The student and
instructor will mutually agree upon the internship site, supervision, and plan of activity prior to
the semester beginning.

At the internship sites, students are expected to be oriented to agency policies, procedures,
programs, and services. During the semester, students shall participate in a minimum of 300
clock hours of supervised internship within a total ASL environment or within an interpretative
environment for persons who are deaf, deaf-blind or hard of hearing. Generally students will
spend a minimum of twenty hours per week at a practicum site.

At the onset of the internship program, the student, the agency supervisor, and the university
instructor can discuss and plan student’s internship program and learning objectives.

Follow-up contacts and communication among the student, agency supervisor, and university
supervisor are maintained throughout the semester. Also, the internship course requires the
student to journal their learning experiences from the internship site.

**Internship Prerequisites**

The internship experience is the capstone course of the BA Interpretation: ASL/English program.
Typically, students will take Internship (INTR 4770/4970) during the Summer of Fall Semesters
at the completion of their degree program.

Courses completed by students will include the following:

**35 hours of General Education Core**

- Communication – 6 hours
- Fine Arts – 3 hours
- Humanities – 3 hours
- Social Sciences – 3 hours
- History of Civilization – 3 hours
- US History/Government – 3 hours
- Science – 9 hours
- Mathematics – 3 hours
- Flex – 3 hours

**76 hours ASL & Interpretation Courses**

- American Sign Language I (INTR 1320)
- American Sign Language II (INTR 1321)
- American Sign Language III (INTR 2320)
- American Sign Language IV (INTR 2321)
- American Sign Language V (INTR 3320)
- Deaf Culture (INTR 1340)
- Manually Coded English in Educational Settings (INTR 2330)
- Service Learning (INTR 2260)
• Fingerspelling (INTR 2280)
• Comparative Linguistics (INTR 2344)
• Introduction to Interpreting (INTR 3347)
• Interpretation Theory and Process (INTR 3344)
• Artistic Interpreting (INTR 3350)
• Specialized Terminology (INTR 3363)
• Interpreting for Persons who are Hard of Hearing (INTR 3372)
• Sign to Voice Interpreting/Transliterating (INTR 3364)
• Voice to Sign Interpreting/Transliterating (INTR 3366)
• Introduction to Interpreting Research (INTR 3380)
• Principles of Educational Settings (INTR 3346)
• Interpreting for Individuals who are Deaf-Blind (INTR 4358)
• Interpreting I (INTR 4330)
• Interpreting II (INTR 4332)
• Ethical Systems and Practices (INTR 4370)
• Advanced Transliteration (INTR 4380)
• Advanced Interpreting (INRT4382)
• Interpreting Academic Subject (INTR 4384)

**Internship Objectives**

1. To establish goals and procedures at the internship site and utilize feedback based on goals from on-site supervisor and instructor. (NIES 9; C)
2. To apply communication models to actual interpreting situations. (NIEIS 9; C)
3. To increase skills in: a) communication, and b) appropriate linguistic and production choices to convey message(s). (NIES 9; C)
4. To increase knowledge of communication and power dynamics. (NIES 9; C)
5. To apply the interpreting model to actual interpreting experiences. (NIES 4, 9; SE)
6. To increase setting-specific interpreting factors such as: a) linguistic/cultural competencies and b) role and ethics. (NIES 5, 6, 9; SE)
7. To improve process, environmental management skills, and professional skills. (NIES 9; PD)
8. To identify a) interpreter role expectations, needs, and adaptations/special considerations and b) consumer awareness, role, and expectations in the internship setting. (NIES 4, 5, 9; SE)
9. To assess and recognize one's own communication and interpretation strengths and weaknesses. (NIES 9; C)
10. To evaluate the internship experience and identify accomplishments and continuing needs. (NIEIS 9; PD)
III. Participant Roles

Essential to the internship experience is the student’s opportunity to learn and benefit from effective supervision. Productive collaboration between students and supervisors help facilitate the student’s exposure and experience to the use of sign language and/or oral transliteration skills. The sections below summarize the roles and responsibilities of students and supervisors involved with the internship program.

Students

During the practicum experience, the student is expected to assume the role of a professional in much the same way in which a new employee is expected to assume the role within an agency setting. The internship normally proceeds through orientation, observation, and participation phases. During the internship, the student is expected to:

- Participate in 300 clock hours of supervised interpreting/transliterating.
- Adhere to all national, state, and local laws.
- Adhere to the arranged work hours and rules governing professional staff behavior at the site
- Adhere to agency policies governing observance and maintenance of confidentiality
- Assume responsibility for personal actions and activities
- Maintain professionalism with all clients served by the agency
- Submit activity and reflection logs to university faculty supervisor

Agency Supervisors

A primary role of the agency supervisor is to provide the internship student with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the program. The student and instructor will mutually agree upon the internship site, supervision, and plan of activity prior to the semester beginning.

Provide student with exposure and interpreting experience in using sign language and/or oral transliteration skills in settings with individuals who are deaf, deaf-blind or hard of hearing.

Typical responsibilities of agency supervisors include the following:

- Internship sites will ensure that cooperating/supervisor personnel follow proper supervisory procedures, including adequate evaluation and feedback both to the IEP student and to the university supervisor. On-site supervisors will align their observation/feedback with state and/or university curriculum standards and the interpreting profession.

- Internship supervisors are expected to follow all rules and regulations established by the placement site. The cooperating/supervisory personnel shall provide each IEP student and university instructor with a copy of the most recent handbook or specific guidelines regarding rules and regulations for the site.
• Internship supervisors may use students as substitute interpreters when the cooperating supervisory person/interpreter is absent. The Internship site agrees to cooperate with UALR, to the extent possible, in structuring the educational environment to facilitate the best learning experience possible for the IEP student.

University Instructor

UALR will provide technical support through a university Instructor who will aid in in-service activities, supervisory activities, or other events for cooperating personnel (as determined to be useful to the site and beneficial to the education program).

The roles and responsibilities of IEP Internship students, university supervisors, and cooperating/supervisory personnel who participate in the field experience will be delineated in a field experience document developed by UALR-IEP.

UALR will ensure students placed with minors in educational or treatment centers have a current state police background check.

IV. Evaluation

The university assumes the responsibility for final evaluation of the student. However, the agency supervisor contributes by providing an assessment of the student's performance in the practicum. The agency supervisor will complete the "Mid-Term/Final Evaluation" form that allows for the rating of ten areas ranging from punctuality to an evaluation of skills development in comparison to when the practicum experience began.

The agency supervisor may provide a narrative evaluation to address the student's skill development, areas of strength and areas in need of additional attention. The faculty supervisor will use this information to perform the final evaluation and towards assigning a course grade.

Appendices

Course Outline
Memorandum of Understanding
Policies and Practices
Internship Site Supervisor Letter
Intern Observation Form
Mid-Term/Final Evaluation Form
Reflective Journal Keeping
Journal Review Rubrics
Internship Log
I. Course Prefix and Number INTR 4970/4770
II. Course Title Internship
III. Credit 9 hours
IV. Semester and Year 2014
V. Instructor Linda K. Stauffer
VI. Office Location Dickinson Hall 515E
VII. Office Hours By appointment
VIII. Telephone/email 501.569-8508; lkstauffer@ualr.edu

IX. Course Description

Prerequisites: Completion of all B.A. requirements. Practical experience in settings such as educational, rehabilitation, community service centers, and agencies serving children, adolescents and/or adults who are deaf or hard of hearing. Designed to provide students with the opportunity to synthesize practical and academic experiences gained during the in-residence portion of the program. The site, supervision, and plan of activity will be mutually agreed upon by student and instructor before the semester begins.

Conceptual Framework: “Leaders in Learning” demonstrate Communication (C), Specialized Expertise (SE), and Professional Development (PD) in competency, disposition and behavior.

Program Standards Commission on Collegiate Interpreter Education (CCIE) National Interpreter Education Standards (NIES)

1. Language Competency in American Sign Language (ASL) and English: Knowledge of the two languages involved in the interpreting process with the following observable outcomes: a) to understand the two languages and b) to express oneself correctly, fluently, and clearly in the two languages.

2. Transfer Competency: Ability to transfer a message from the source language (i.e., from ASL or English) into the target language (i.e., to English or ASL) with the following observable outcomes: a) to understand source language discourse, b) to produce target language without distortions, additions, or omissions, and c) to transfer a message from the source language into the target language without undue influence of the source language.

3. History and Theory of Interpretation: Knowledge and understanding of the history and current practices of the profession as it relates to professional and technical competence, including interpreter role and responsibilities, theories of interpretation and translation, professional ethics, certification/licensure and business practices, and dynamics of cross-cultural interaction, with the following desired outcomes: a) to apply the profession's code of ethics in a variety of settings and with a variety of consumers, b) to apply sound professional business practices, c) to manipulate the physical setting (e.g., equipment, seating, lighting, etc.), d) to obtain professional credentials/certification, and e) to identify the major historical milestones in the field of interpretation.

4. Methodological Competency: Ability to assess and then apply different modes of interpreting and different target language forms, with the following observable outcomes: a) to use
different modes of interpreting, (i.e., simultaneous or consecutive) and choose the appropriate mode in a given situation, b) to use different target language forms (ASL, signed English system) and choose the appropriate target language form according to audience preference.

5. Bicultural/Multicultural Competency: Knowledge and appreciation of the cultures and diversity underlying the working languages, with the following observable outcomes: a) to identify the basic beliefs, values, experiences and behaviors characteristic of source language users and target language users and b) to identify and demonstrate an appreciation of cultural differences and diversity among language users.

6. Subject Matter Competency: Broad general knowledge in several fields, and a specialized knowledge in one or more disciplines, required to understand the content of a message being interpreted, with the following observable outcomes: a) to interpret general discourse covering several fields and b) to interpret more specialized discourse in one or more disciplines.

7. Techniques and Logistics: Knowledge of technology and environmental logistics, with the following observable outcomes: a) to manage the physical setting & b) to select and use appropriate equipment.

8. Research: Values research on interpretation and interpreter education, with the following observable outcomes: a) to analyze studies related to interpretation b) to identify essential components of a research protocol c) to apply research results to interpretation practice, d) to write a research paper.

9. Practicum and Internship: Ability to carry out professional responsibilities, with the following observable outcomes: a) to apply knowledge and skills in working with various groups across the life-span, b) to identify and accommodate various language preferences, and c) to apply various service delivery models reflective of current practices in the profession.

X. Course Objectives: Upon completion of the course, the student will be able:

1. To establish goals and procedures at the internship site and utilize feedback based on goals from on-site supervisor and instructor. (NIES 9; C)

2. To apply communication models to actual interpreting situations. (NIEIS 9; C)

3. To increase skills in: a) communication, and b) appropriate linguistic and production choices to convey message(s). (NIES 9; C)

4. To increase knowledge of communication and power dynamics. (NIES 9; C)

5. To apply the interpreting model to actual interpreting experiences. (NIES 4, 9; SE)

6. To increase setting-specific interpreting factors such as: a) linguistic/cultural competencies and b) role and ethics. (NIES 5, 6, 9; SE)

7. To improve process, environmental management skills, and professional skills. (NIES 9; PD)

8. To identify a) interpreter role expectations, needs, and adaptations/special considerations
and b) consumer awareness, role, and expectations in the internship setting. (NIES 4, 5, 9; SE)

9. To assess and recognize one's own communication and interpretation strengths and weaknesses. (NIES 9; C)

10. To evaluate the internship experience and identify accomplishments and continuing needs. (NIEIS 9; PD)

XI. Texts, Readings, and Instructional Resources

It is suggested that the student stay current with publications such as:

Journal of Interpretation
American Annals of the Deaf
Volta Review
Sign Language Studies
Journal of Deaf Studies and Deaf Education
International Journal of Interpreter Education
Journal of the American Deafness and Rehabilitation Association

XII. Assignments, Evaluation Procedures, and Grading Policy

Assignments

1. Read the article, "Sign Language Interpreters: Breaking Down Silos Through Reflective Practice" by Anna Witter-Merithew. Write a reaction paper to this article. Minimum pages: 2.

2. Students are required to maintain regular attendance at the assigned internship site(s) for a minimum of 300 clock hours. Hours will be arranged in agreement of the following individuals: the student, internship instructor, and site supervisor.

3. Students will keep a journal of their experiences at the internship site to be submitted regularly (at least weekly but may be more often) to the internship instructor. Journals must be submitted via Blackboard by the date and time due.

4. Students will meet weekly with their site supervisor to discuss issues and receive feedback on their performance. The student will document and summarize these meetings in their journals with the instructor.

5. Students will submit 3 videos of their work performance from the internship site by specific dates given in addition to, or in place of, direct observations by the instructor.

<table>
<thead>
<tr>
<th>Evaluation Procedures</th>
<th>Grading Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 clock Hours completed</td>
<td>A = 90% - 100%</td>
</tr>
<tr>
<td>Evaluation(s) by site supervisor</td>
<td>B = 80% - 89%</td>
</tr>
<tr>
<td>Student journal entries</td>
<td>C = 70% - 79%</td>
</tr>
<tr>
<td>Evaluations by instructor</td>
<td>D = 60% - 69%</td>
</tr>
<tr>
<td></td>
<td>F = 59% &amp; below</td>
</tr>
</tbody>
</table>

UALR Interpreter Education Program, Internship Handbook, 2015
XIII. Class Policies

1. Interns will treat the internship site as a "job" and are expected to demonstrate punctuality and to call the site supervisor if unable to attend on any particular day.

2. Interns will e-mail the instructor for conferences and/or questions or concerns on a regular basis.

3. Interns will follow the dress code and all regulations at the assigned internship site.

4. All interns working with children in Arkansas must have a current Arkansas State Police background check.

XIV. Class Schedule

Hours will be arranged in agreement of the following individuals: the student, internship site supervisor and instructor.

INTERNSHIP SITES (This is not a comprehensive list, only a sampling of options.)

Arkansas School for the Deaf
Community Interpreter Management Services
Post-secondary colleges and universities
Public School Programs (Deaf and/or Hard of Hearing);
Arkansas Judicial Department
Hot Springs Rehabilitation Center
Out-of-State settings (NTID, HCCS, DCCS, SLA, etc.)
Other (mutual agreement with Internship instructor)

XV. Bibliography


**Students with Disabilities:**

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [www.uarl.edu/disability](http://www.uarl.edu/disability).
Memorandum of Understanding
Between
NAME (school or agency)
and the University of Arkansas at Little Rock

This agreement details the expectation of the NAME and the University of Arkansas at Little Rock (UALR). The NAME agrees to provide Internship field experience and supervision for the Interpreter Education Program (IEP) at UALR.

Placement Site Selection

IEP personnel will approve all sites to ensure that they provide IEP students with the best opportunity for professional development. The sites will provide IEP students with experiences related to culturally diverse and exceptional populations. Mutual agreement between the NAME and UALR will be reached about site choice and placement of each Internship student.

Screening of Cooperating / Supervisory Personnel (Administrators or Interpreters)

Approval of the supervisory personnel is a joint responsibility of the Internship placement site and the university. Criteria for screening cooperating/supervisory personnel are as follows:

Cooperating/Supervisory Personnel should:

a. be fully credentialed in their content area(s);
b. have a minimum of three years’ experience in their content area/professional roles;
c. have outstanding supervisory and management competencies;
d. provide opportunities for IEP Interns to observe, plan and practice interpreting in a variety of professional roles;
e. agree to permit the IEP Intern an opportunity to develop the skills needed to assume full responsibility for interpreting;
f. exhibit positive diagnostic and problem-solving approaches to most solutions;
g. model the behaviors and attitudes recommended to IEP Interns; and
h. cooperate in professional relationships and participate willingly in the UALR educational program;

Preparation of Cooperating/Supervisory Personnel

UALR will contact all cooperating/supervisory personnel each semester to initiate placement of students and to explain the goals and objectives of the UALR interpreter education program. The meeting will also serve to establish communication with and support for cooperating/supervisory
personnel and provide a platform for them to have input and voice in the ongoing growth of the field experiences and placements process.

**Internship Site Responsibilities**

*Internship* sites will ensure that cooperating/supervisor personnel follow proper supervisory procedures, including adequate evaluation and feedback both to the IEP student and to the university supervisor. On-site supervisors will align their observation/feedback with state and/or university curriculum standards and the interpreting profession.

IEP *Internship* students and supervisors are expected to follow all rules and regulations established by the placement site. The cooperating/supervisory personnel shall provide each IEP student and university supervisor with a copy of the most recent handbook or specific guidelines regarding rules and regulations for the site.

**University IEP Responsibilities**

UALR will provide technical support through a university supervisor who will aid in in-service, activities, supervisory activities, or other events for cooperating personnel (as determined to be useful to the site and beneficial to the education program).

UALR will ensure students placed with minors in educational or treatment centers have a current state police background check.

**Intern Responsibilities**

- UALR IEP Internship students Interns will complete 300 clock hours of supervised interpreting.
- Interns will adhere to all state and federal laws as well as follow all the policies and procedures at the internship site.
- Interns are expected to follow the NAD-RID Code of Professional Conduct.
- Interns are expected to conduct themselves in all matters in a professional manner.
- Interns will complete time logs and journal requirements outlined in the Course Outline.

**Compensation for Internship Students**

Students may use employment positions to satisfy *Internship* experience. If the student is hired directly by the agency, then the IEP student will be compensated as an employee. All site rules and regulations applicable to an employee will be binding on the IEP student.
INTERNSHIP
POLICIES AND PRACTICES

1. STATUS

1.1 Interns will have completed satisfactorily all course work relating specifically to their major area of study.

1.2 Interns will be recommended for the internship by their advisor(s).

2. WORK HOURS

2.1 Interns will work regular days or agreed upon hours for the duration of their internship.

2.2 During the first week of the internship an orientation program should be conducted by the sponsoring agency/facility.

2.2a. The orientation program should include the following: a review of all agency/facility rules, policies, records and professional forms; observations of inter/intra personnel formally interpreting/working with consumers who are deaf or hard of hearing; and an opportunity to become familiar with the various functions of the agency/facility.

2.2b. Upon completion of the orientation program, the student will be responsible for completing the remainder of the internship requirement.

2.3 Internship Hours are not counted on the same basis as work-for-pay. A total of 300 clock hours of interpreting is required.

2.3a. Time spent with the mentor or supervisor reviewing the student’s work can be counted.

2.3b. If an assignment is cancelled and no interpreting was provided, no hours may be submitted.

2.3c. If an assignment is scheduled for two hours and it only lasts one hour, only one hour will be submitted.

2.3d. Driving time will not count towards interpreting hours. Any questions, or any unusual circumstances, may be directed to the university instructor.

3. SUPERVISION

3.1 As the internship is primarily considered a controlled learning experience, supervision by a qualified interpreter or deafness rehabilitation/education specialist or approved camp facilitator is required.

3.2 The agency/facility and the Interpreter Education Program will jointly provide the necessary supervision of interns.

3.3 Interns should have direct contact with a qualified on-site supervisor for a minimum of two or three times per week.

3.4 When possible, an Interpreter Education Program faculty member will visit the intern as necessary during the internship (out of state locations are not practical to do so).
3.5 Responsibilities of the on-site supervisor:

3.5.1 Direct contact which will include a combination of observation and discussion sessions with each intern;

3.5.2 To be a liaison between intern, and agency/facility staff;

3.5.3 To ensure intern follows proper reporting procedures.

3.6 It is recommended that an intern be considered as a new staff member by the sponsoring agency/facility

4. RESPONSIBILITIES OF THE INTERN

4.1 The intern is expected to follow all national, state, and local laws as well as all agency/facility rules and regulations.

4.2 Attendance at staff meetings relating to the intern or his/her responsibilities is required.

4.3 Absence from work should be appropriately reported. Prolonged absences will require an extension of the internship.

4.4 Reporting procedures and/or any other requirements of the agency/facility should be adhered to and their quality closely supervised.

5. EVALUATION

5.1 Each on-site supervisor will be required to complete an evaluation at the end of the internship period or as directed by the internship supervisor.

5.2 The final grade will be determined by the Interpreter Education Program internship supervisor and will be based on the agency/facility reports, journal entries and university visitations (if deemed feasible).
Dear Internship Supervisor:

Thank you for accepting as an Intern one or more of our students majoring in Interpretation: ASL/English. This is a required course for the Bachelors degree in the Interpreter Education Program at the University of Arkansas at Little Rock. The course objective is for students to interpreting under supervision using sign language and/or oral interpreting skills in settings with individuals who are deaf, deaf-blind or hard of hearing. Internship is the capstone experience that offers students opportunities to enrich and reinforce their knowledge and skill mastery.

Students have successfully completed all courses in the BA program prior to Internship. It is our expectation that they are equipped to interpret successfully with deaf, deaf-blind, hard of hearing and hearing persons at the Internship site.

Students will be journaling with their Internship Instructor regarding their experience. No consumer identifying information will be included; rather the journal will address the student’s learning experiences. In this way, the Instructor can be apprised of their progress. You will be asked to complete an evaluation of the intern at least once during their internship.

Should you have any questions or concerns, please feel free to contact me. The goal is to make this an enjoyable and beneficial learning experience for all.

Again, I appreciate your support of UALR and our students in this way.

Sincerely,

Linda K. Stauffer, Ph.D., CSC, OTC
Program Coordinator
Interpreter Education Program

(501) 569-3169 secretary
(501) 569-8508 office
(501) 569-8129 fax
lkstauffer@ualr.edu
http://www.ualr.edu/ba/INAS
INTERPRETER EDUCATION PROGRAM

INTERNSHIP OBSERVATION

Intern: ___________________________ Date/Time: ___________________________

Internship Site: ________________________________

Classroom Style and Topic: ________________________________

Faculty Observer: ________________________________

Description of Student Needs:

**Strengths:**


**Weaknesses:**


**Sign Choice:**


**Additional Comments**
Interpreter Education Program
Internship Evaluation Form: Final

Intern Name: _________________________________________________

Agency/Facility Program Name: ____________________________________

Name Person Completing this Evaluation _______________________________________

Instructions for evaluations: Use the scale below to rate the student intern in terms of his/her ability to perform the tasks listed from A through D.

5 = Exceptional performance  
4 = Above average performance  
3 = Average, acceptable level of performance  
2 = Below average, some aspects acceptable others not acceptable  
1 = Unacceptable performance  
NA = Not applicable or no opportunity to perform

PERFORMANCE TASKS

A. Interpreting/Transliterating Skills
   _____ interprets into the mode most readily understood by the consumer
   _____ voice interprets/transliterates into appropriate English
   _____ adheres to the RID Code of Ethics

B. Adherence to agency/facility policies and procedures
   _____ understands and adheres to policies and procedures
   _____ assists consumers to understand interpreting services and program
   _____ maintains ethical standards and confidentiality

C. Efficiency of work habits
   _____ organizes and manages time and work schedule
   _____ schedules, follows through with appointments and completes work assignments
   _____ effectively utilizes time

D. Professional development
   _____ communicates and interacts appropriately with on-site supervisor
   _____ communicates and interacts appropriately with other related personnel or staff
   _____ communicates and interacts appropriately with consumers
   _____ demonstrates personal maturity and responsibility
demonstrates flexibility and openness to professional growth

demonstrates resourcefulness and a capacity for problem-solving

conducts self in professional manner

shows appropriate initiative and creativity

E. Management of interpreting services

demonstrates an understanding of the unique needs of consumers served by the agency/facility

understands and contributes to determining consumer capacity to benefit from interpreting services

understands and contributes to developing consumer service plans

establishes rapport and appropriate professional relationships with consumers

understands and utilizes appropriate resources to assist consumers

works with agency/facility personnel and staff as appropriate to the programming

interprets agency/facility rules and regulations in relation to services provided to the consumer

prepares for self a written (interpreting service) plan with appropriate goal and objectives

provides accurate and appropriate receptive and expressive interpreting/transliterating services in the preferred communication mode (ASL, MCE, SEE, etc.) of the consumer

F. Please rate the effectiveness of this training program for preparing your employee for the daily demands of the position s/he has filled:

Exceptional

Above Average

Average, Acceptable level

Below Average, some unacceptable

Unacceptable

G. Comments: This space can be used for narrative comments on performance, personal qualities, and/or other relevant aspects of the employee’s abilities. Feel free to use additional space if you desire.
University of Arkansas at Little Rock  
Internship  
Reflective Journal Keeping

Please adhere to the following procedures:

1. The internship is 300 clock hours.

2. Submit a separate time log weekly with your supervisor’s signature.

3. Submit your journal on time as required via Blackboard unless other arrangements have been made with your instructor.

4. Use reflective writing in your journal. *Reflective writing* is defined as writing which involves ‘… consideration of the larger context, the meaning, and the implications of an experience or action’ (Branch & Paranjape, 2002, p. 1185). The purpose of reflective writing is to learn from educational and practical experiences, and to develop the habit of critical reflection as a future professional interpreter.

5. Use the [Reflective Writing Rubric](#) as your guide in writing a reflective journal with critical thought and analysis of reflection upon which you will be evaluated.

6. Do additional research on reflective writing to enhance your learning and journal keeping.

7. Submit a set of goals for internship developed mutually with your supervisor and attach it to the first journal.

8. Each journal entry should include the following information
   
a. Date

b. Time started and time ended

c. Activities in which you participated

d. Detailed description of what you accomplished and reflection on what you learned about the setting, about the Deaf consumer’s participation, about Deaf consumer’s language and new learning, new vocabulary and/or linguistic information and about yourself

e. Responses to comments and/or questions from me from the previous entry and how you have been applying what you have learned

# Interpreter Education Program

## Internship

**Reflective Journal Writing Rubric 1**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Low Performance (F)</th>
<th>At or Below Average (D)</th>
<th>At or Above Average (C, B)</th>
<th>Exemplary Performance (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>4-5 points</td>
<td>6-7 points</td>
</tr>
<tr>
<td></td>
<td>Complies with none</td>
<td>Two elements are</td>
<td>One element is missing. All others are present</td>
<td>Assignment is submitted on time with dates and times and a log of hours</td>
</tr>
<tr>
<td></td>
<td>of the requirements</td>
<td>missing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(journal, log, on time, typed).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content &amp; Elaboration of Reflective Writing</strong></td>
<td>0-3 points</td>
<td>4-9 points</td>
<td>10-19 points</td>
<td>20-29 points</td>
</tr>
<tr>
<td></td>
<td>Includes only one or two details. Organization and support are absent.</td>
<td>Includes only a limited amount of detail. Organization and support are attempted, but inadequate.</td>
<td>Provides many details. Information is reflective. Includes feedback from supervisor</td>
<td>Includes all requirements and a wealth of elaboration and detail, all of which elicit considerable thought. The reflective writing is well organized and supports a sound rationale.</td>
</tr>
<tr>
<td><strong>Grammar and Spelling</strong></td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>4-5 points</td>
<td>6-7 points</td>
</tr>
<tr>
<td></td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling.</td>
<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes no errors in grammar or spelling.</td>
</tr>
<tr>
<td><strong>Sentences and Paragraphs</strong></td>
<td>0-1 points</td>
<td>2-3 points</td>
<td>4-5 points</td>
<td>6-7 points</td>
</tr>
<tr>
<td></td>
<td>Many sentences are either run-ons or are fragmented. Paragraphing needs considerable attention.</td>
<td>Most sentences are complete and well-constructed, but are simple sentences with minimal varied structure. Paragraphing needs work.</td>
<td>All sentences are complete and well-formed with some varied sentence structure. Paragraphing has no errors.</td>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
</tr>
</tbody>
</table>
**Interpreter Education Program**  
**Internship**  
*Reflective Journal Writing Rubric 2*

**CUMULATIVE:** Journal entries will be cumulative with prior entries and instructor comments retained in the notebook.

**MINIMUM** of 2 typed written double spaced pages each meeting.

**DUE DATES:** Journals will be due on dates assigned. Instructor will check journals and make notations and return to the student.

**ENTRY STYLE:**
- narrative paragraph form
- appropriate grammar and spelling.

**REQUIREMENTS:**
- date
- begin and end time
- a substantive, summation of mentorship experiences
- issues discussed with mentor
- HOW YOUR ACTIVITIES RELATE TO YOUR GOALS.
- new vocabulary
- questions to your instructor or questions for your mentor
- was learned and/or insights you have gained from that experience
- a description of any homework assigned by the Mentor.

<table>
<thead>
<tr>
<th>ENTRY STYLE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>*narrative paragraph form</td>
</tr>
<tr>
<td>✓</td>
<td>*appropriate grammar and spelling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>*date and on time.</td>
</tr>
<tr>
<td>✓</td>
<td>*begin and end time</td>
</tr>
<tr>
<td>✓</td>
<td>*Substantive, summation of mentoring experience</td>
</tr>
<tr>
<td>✓</td>
<td>*issues discussed with mentor</td>
</tr>
<tr>
<td>✓</td>
<td>*how your activities relate to your mentoring goals</td>
</tr>
<tr>
<td></td>
<td>*new vocabulary</td>
</tr>
<tr>
<td></td>
<td>*questions to your instructor or your mentor</td>
</tr>
<tr>
<td></td>
<td>*What was learned and/or insights you have gained from this experience</td>
</tr>
<tr>
<td></td>
<td>*Homework assigned by mentor</td>
</tr>
</tbody>
</table>
# Log of Hours

**Name:**

**Internship Site:**

<table>
<thead>
<tr>
<th>DAY and DATE</th>
<th>SETTING</th>
<th>TIME BEGIN and END</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Mon., May 23, 2005</td>
<td>Museum of Discovery</td>
<td>8 am-5 pm</td>
<td>9.0</td>
</tr>
</tbody>
</table>

**Total hours**