Consortium Mission

to connect and collaborate with diverse stakeholders
in order to create excellence in interpreting

Service Learning, Mentoring, and Internship: A Vital Part of Interpreter Education

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Learning Objectives

- Review commonly reported successes and challenges in the area of service learning, mentoring, and internships.
- Review a philosophy of program approach to students' participation, learning, and service to the Deaf community.
- Discuss the purpose of an Internship Handbook directed to students.
- View templates designed to explore a continuum of service learning, mentorship, and internship of participants' interpreter education program curriculum.

My Philosophy

- Every program, every institution, and every community is different! Take what you like, leave what you don't like!
- All positive changes first began with a dream of what might be followed by “how can we make this happen.” There will always be challenges, but they can't stop you if you really want to do something innovative!
- Reach out to your ASL and IEP colleagues! They have a wealth of information! Share, share, share!!!!!!
- Use the CCIE Standards and the NCIEC resources! They are readily available to you!
- One is never too busy or too burdened to do what is in the best interest of the students and the profession!

...Quote

“The object of education is to prepare the young to educate themselves throughout their lives.”

— Robert M Hutchins.
Community Integrated Learning

What part(s) of the Continuum make sense for your program?

UALR IEP Conceptual Framework

In order for classroom learning to be transferred into professional practice in the community, interpreter education must incorporate aspects of “experiential learning theory” whereby one learns through discovery and experience via active involvement in the Community.

Years 1 & 2: Community Exposure

LANGUAGE LEARNING and EXPOSURE:
Deaf Teachers, Deaf Students, Deaf Guest Speakers, Attendance at School for the Deaf athletic events, Community Events, Silent Dinners, SL Club, etc.
Year 2: Service Learning

Service Learning

What is Service Learning?
An educational approach that balances formal instruction and direction with the opportunity to serve in the community to provide a pragmatic, progressive, interactive learning experience that is mutually beneficial.

Service Learning is NOT
- Volunteer work
- Community service
- Internship
- Field or Lab class

Service Learning Purpose

- Involves students in authentic, active learning & service to the community to master skills they are learning in class.
- Enhances awareness of culture and diversity.
- Links classroom to community.
- Develops positive connections between students and members of the Deaf Community.
- Instills a value of service or “giving back” to the community early in a student’s career.

http://www.fcps.edu/is/servicelearning/documents/FAQ.pdf
Challenges

- Forging partnerships within the Deaf Communities.
- Identifying suitable and mutually beneficial activities for all students.
- Instructor time.
- Preparing students: respectful attitudes, reflective journaling.
- Separate course? Or embedded in a course?

ASL Service Learning Activities:

- Babysitting for deaf families;
- Visiting deaf residents in nursing or retirement homes;
- Tutoring children in reading and math;
- Volunteering with after school activities;
- Participating in a Deaf church;
- Volunteering to assist with deaf sports and events at the Deaf School;
- Helping with fundraising with Deaf organizations;
- Other?

SL as Stand Alone Course

I. INTR 2260
II. Service Learning: ASL Community
III. 2 credit hours
IV. Spring 2016

...Students will design community service projects benefiting various deafness organizations in conjunction with the ASL Community. Taking this course at the end of the associate’s program allows students to integrate both academic and experiential learning.
Year 3 & 4: Interpreting Service Learning

- Interpreting Courses
  - Artistic Interpreting – See-A-Song
  - Interpreting for Persons who are Deaf-blind – Retreat
  - Interpreting Academic Subjects – ViPS Reading Day

Student Comments

- “By the second day of camp, [the campers] had changed in my mind from ‘Deaf-Blind’ to ‘people.’ I was able to put aside what makes me uncomfortable for the sake of allowing someone else to understand what’s going on. I was happy to discover that when the time came, my belief in the importance of equal access to communication overrode my other feelings.

- This is very encouraging to me. I think this weekend has given me confidence that will benefit me in my interpreting and in my everyday life. Trying new things is always scary to me, but I think this weekend has shown me that overcoming the fear is worth the stress.”

Year 3 or 4: Mentoring
**Definition**

Mentorship is a time-specific, jointly agreed upon, professional relationship between interpreters that improves the quantity and quality of professionally prepared interpreters by providing opportunities for one-to-one mentoring during actual or created interpreting assignments with immediate, constructive, situation-specific feedback.

(adapted from a definition by Deborah Hill, Sign Shares)

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**Purpose**

- To identify limited, concrete, obtainable skill development goals.
- To identify skilled working interpreters with whom you would like to enter a mentoring relationship.
- To approach possible mentors to express your goals, to negotiate and finalize a time specific mentoring experience.
- To experience a mentoring relationship with a credentialed interpreter over a 12-15 week period.
- To complete and bring to closure such an experience.
- To learn a pattern for life-long learning that continues post graduation.

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**Mentoring Components**

- Provide project purpose and overview information including mentor credentials
- Write goals
- Approach Mentors (practice in classroom first)
- Complete Mentoring Contracts
- Meet every 2 weeks for at least six times, 1st is an organizational meeting
- Reflective Journaling with Instructor
- Ending Mentorship and thank you to mentor
- Mentor Survey (sent by instructor)
Challenges

- Identifying Mentors who are willing to work with students.
- Assisting students to identify limited, specific goals.
- Preparing students to understand the role of mentor and mentee/protégéé.
- Letting students approach mentors on their own, not the instructor.
- Instructor finding time to read and respond to journals.

When are Students Ready?

- Must have enough language and interpreting skill to benefit from mentoring.
- Must be able to accept responsibility.
- Must have commitment & willingness to learn and to the field.
- Must not become defensive.
- Must be able to identify self strengths and weaknesses and be able to set goals.
- Must be able to take risks and be flexible.
- Must be mature, separate self from work.
- Must be able to separate interpreting from personal issues.

Benefits

- Development of a supportive relationship with a professional interpreter.
- Exposure to new ideas and ways of thinking.
- Advice on developing strengths and overcoming weaknesses.
- Guidance on professional development and advancement.
- Increased visibility and recognition within the professional community.
Student Comments

“When we discovered we were going to have to do mentoring meetings at the beginning of this semester, I was a little skeptical about how I would feel about them. At first all I could think about was trying to fit a meeting in with a mentor along with school work, work [employment], and trying to have a little bit of a social life. Not to mention it’s our last semester of classes and I think all of us have a little bit of senioritis! …

…But overall, I would say this mentoring experience was a HUGE success. Before starting mentoring, I was always very self-conscious about my weaknesses in interpreting. I knew exactly what my strengths were, but I knew even more what my weaknesses were. I had tried to work on them by myself, but there’s only so much you can do until you need help from someone else. That’s where mentoring came in and gave me so much more confidence.”

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Capstone Experience: Internship

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**Definition**

**Internship** is a course, often in a specialized field of study, that is designed to give students supervised practical application of a previously or concurrently studied theory.

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**Negotiated Internship**

**INTERN STUDENT**
- Instructor/student review the purposes and parameters of internship.
- Student is encouraged to do online placement research. Student identifies the location (general or specific) and the kind of experience he/she wants.
- Student makes initial contact; or instructor makes entrée contact.
- Student shares information with the Instructor & expectation on the job, start date, etc.
- Follow all application requirements and adhere to deadlines. Completes a background check if needed.

**INSTRUCTOR**
- Keeps in touch with intern regarding site contacts.
- Writes reference letters & helps intern to prepare application materials including videos.
- Sends information to the onsite supervisor, thank you, and MOU upon acceptance.
- Sets journal dates & respond promptly to journals.
- Is available for onsite supervisor and intern as needed.
- Send evaluation form(s).
- Send thank you and site supervisor survey form when internship is completed.
**Negotiated Internship**

**ON-SITE SUPERVISOR**
- Has required credentials
- Provides for on-site supervision
- Completes evaluation
- Communicates with Program Instructor as needed

**Challenges**
- Need to begin with students about 6-9 months out of experience
- Placement of students is time consuming.
- Sometimes placement doesn’t work out; 2nd site or split placement.
- Supervision from a distance.
- MOU execution.
- Keeping up with Interns’ Journals.
- Evaluations and follow up.

**Internship Handbook**
- Handbook includes:
  - Course description
  - Grading rubric
  - Requirements
  - Policies
  - Forms
  - MOU
  - Intern Evaluation Form
  - Information for Site Supervisor
Question #2

What part(s) of the Continuum make sense for your program?

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Student Comment

When first starting my internship in August, I was, as they say, fluent, in ASL, but my confidence was not there. I had experienced some community interpreting and had interacted with many deaf people on a regular basis. However, I was still lacking the confidence and true skill that comes with interpreting. I have never been a shy or timid person, but when it came to interpreting, I was always so afraid that I would miss some vital information, which would cause negative self-talk, and therefore cause me to miss information. One of the first things my supervisor and the staff interpreter asked me after I had interpreted something was, “did anyone die?” Once that finally sunk in that no one died, I did not miss anything vital, and that I did indeed just interpret the meat of the message, I was able to calm down, relax, and interpret more effectively.

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Student Comment

...I did not realize how much I would enjoy and learn from the internship. I have grown as an interpreter in making ethical decisions, and in interpreting skills in general, but I have also grown as a person. Being horribly sick throughout this entire internship has taught me perseverance and consistency while interpreting and dealing with people. I have so much more confidence and have learned how to become comfortable in new situations. I have learned how to be an educational interpreter, as well as learning how to handle medical interpreting situations and mental health interpreting situations, and even some platform interpreting situations. I truly feel like I have had a fully rounded interpreting experience during my internship!
Materials

- Books, Articles, Videos, Websites
- UALR Mentoring Contract
- UALR Sample Internship MOU
- UALR Internship Handbook

Questions

THANKS!

- Thanks so much to everyone here tonight, and especially,
- Dawn Whitcher and Trudy Schafer for asking me to present and taking care of all the details!
- The Interpreters!
- The Captioner!
- My colleagues and students who have taught me so much!
Upcoming Webinar

Save the Date!
February 11, 2016
7p-8:30p

Novice Interpreters Speak Up: Reflections on Entry to Practice
A Panel of Deaf Interpreters and Deaf Parented Interpreters

http://www.interpretereducation.org/resources/webinars/

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