

# Ethics: Interpreting our role

# Outline

- **6.00pm-6.20 pm:**

Welcome & Introduction – Presenter: Sandi Leane.

Where did we start? The role of the Auslan interpreter and current approaches to interpreting our role.

- **6.20pm- 6.50pm:** How to unpack an ethical dilemma. A live demonstration of using the demand control schema.
- Julie Judd presenting how to use DCS for interpreting reflection on ethical dilemmas
- Julie Judd with volunteer demonstrating an ethical reflection

- **6.50-7.20pm:**

Managing your role in the legal setting.

Mark Quinn presents on the role in court settings

Mark Quinn interviews Levi Wallis, a Deaf interpreter new to the legal settings

- **7.20- 7.40pm:**

- Boundaries and vulnerable clients:

Examples of where interpreting your role, in different ways. Presenter: Karen Clare.

- **7.45- 8.20pm:** Questions for the Panel (Mark, Karen, Julie, Levi)

- **8.20-8.30pm:** Wrap up

# Ethics: Interpreting our role

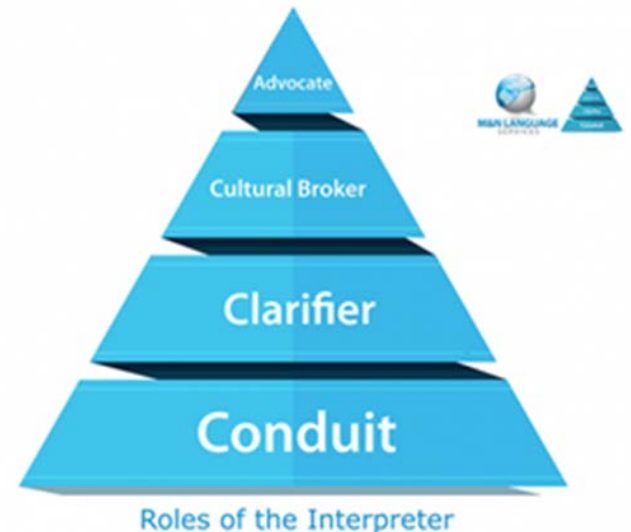
Concept of the 'role' of the interpreter has been described or defined in a number of ways.

Varying models since the 1960s

## Four main models

- Welfare/helper model –assumption: deaf person needs help
- Conduit/machine model : assumption: Deaf person only has communication barrier / interpreter is invisible
- Communication facilitator – interpreter needs to clarify and use other strategies such as paraphrasing, interpreters are 'present'
- Bicultural/bilingual- including the interpreter as an 'ally'

Current model - interpreters are occupying a 'role space' and adjusting their role to the clients and context



# Role space

- Indeterminate range of role spaces that could be appropriate
- Many factors can affect the demonstration of how an interpreter behaves
- Interpreter codes of ethics can “limit how effective interpreters can be by defining a role that is counter or special and counter to what happens in normal communication” Llewellyn Jones & Lee (2014).
- ‘Normalising’ communicative behaviour = more effective & successful facilitation of interactions.
- The interpreter adjusts the ‘presentation of self’



# What is My Role?

# Reflecting on our work is key to understanding and interpreting our role

Reflection can happen in a number of ways

- Talking about 'the work' with peers
- Sharing and exploring 'the work' with a mentor
- Journaling
- Self reflection

An example of a reflection discussion using the DCS



# Demand – Control Schema:

## Demands & Controls (Dean, R. and Pollard, 2001)

Any job can be divided up into demands (what the job requires of the employee) and controls (what the worker brings to bear in response to job demands).

- Demands are about the job
- Controls are about the worker



# Definitions of Demands

- Requirements of the job
- Factors that impact worker
- Work challenges faced by employee
- Demands are not necessarily demanding, just factors that impact work



# Dean & Pollard's Demand Categories

- Environmental

That which is specific to the setting (i.e., goal, professional roles, terminology, physical surroundings)

- Interpersonal

That which is specific to the interaction of the consumers and interpreter (i.e., culture, FOI, goals)

- Paralinguistic

That which is specific to the expressive skills of the deaf/hearing consumers (i.e., style, pace, volume)

- Intrapersonal

That which is specific to the interpreter (i.e., thoughts, feelings, physical reactions)

# Definitions of Controls

- Decision latitude afforded to the interpreter
  - (liberal versus conservative)
- Response to job demands
  - Better understood as noun and not verb (to control, to be in control, feel out of control are not accurate applications of control)
- Controls are about the interpreter
  - Controls in interpreting must also include characteristics of interpreter (gender, age, ethnicity, life experience etc.) because interpreting is a *practice profession* & about human interaction.
- Pre- Assignment, During Assignment, Post-Assignment

# Consequences & Resulting Demands

- $D \rightarrow C \rightarrow C (+/-) \rightarrow RD$
- Demands present (often they are concurrent)
  - Controls applied (liberal/conservative frame)
  - Lead to Consequences (+ or –)
  - Which Lead to Resulting Demands

# Legal interpreting – Solicitor/Barrister appointment

- Goal of the environment/clients : to prepare the best case or give the and receive the best legal advice for this particular situation
- Interpreter needs to adjust to the linguistic and cultural knowledge of the deaf client so that the goals can be achieved.
- This can mean briefing the legal representative of any issues that may inhibit the process before, during or after the appointment.
- It means checking or asking for explanation and or clarification of information, particularly consequences of options discussed, or making implicit information explicit. Not assuming understanding.



# Legal interpreting – Solicitor/Barrister appointment

## Challenges

- Language used – many ‘lay’ terms have specific legal meaning
- Different educational/conceptual knowledge backgrounds of clients
- Limited time of the appointment
- Client expectation of what is ‘fair’ rather than what is acceptable under law – emotional response
- Intra personal factors – e.g consequences of errors high risk, judging clients or behaviour



Image source: [www.istockphoto.com](http://www.istockphoto.com)

# Legal interpreting – Court

- Can involve different courts –criminal, civil, family and children’s with different goals
- Usually involves a lot of consultation with defence or prosecution before or between the court hearing where there is scope for the interpreter to interact or ‘present self’ (Llewellyn Jones & Lee 2014 ) within the expected conventions of the setting.
- In court the interpreters as ‘officers of the court’ is more evident aligning with the judge, clerk of court, prosecution and defence barristers and defendant or respondent.
- Interaction or presentation of ‘self’ is limited to giving name, qualifications and taking the oath to interpret faithfully
- Management must be requested through the judge/magistrate



# Legal interpreting – Court

- Environmental – physical set up –sight lines and audio levels –need to assert ‘self’ to explain within court confines
- Linguistic – legal jargon and meaning, literal and consistent language needed from interpreter, managing defence and prosecution language -
- Limited opportunity to manage the flow of interaction – status & formality
- Possible expectation that interpretation be verbatim – need to know how to express what you are doing
- Unfamiliar witness language style & nervousness – need to be prepared to admit difficulties
- Intra personal factors – e.g consequences of errors high risk – need support from the team



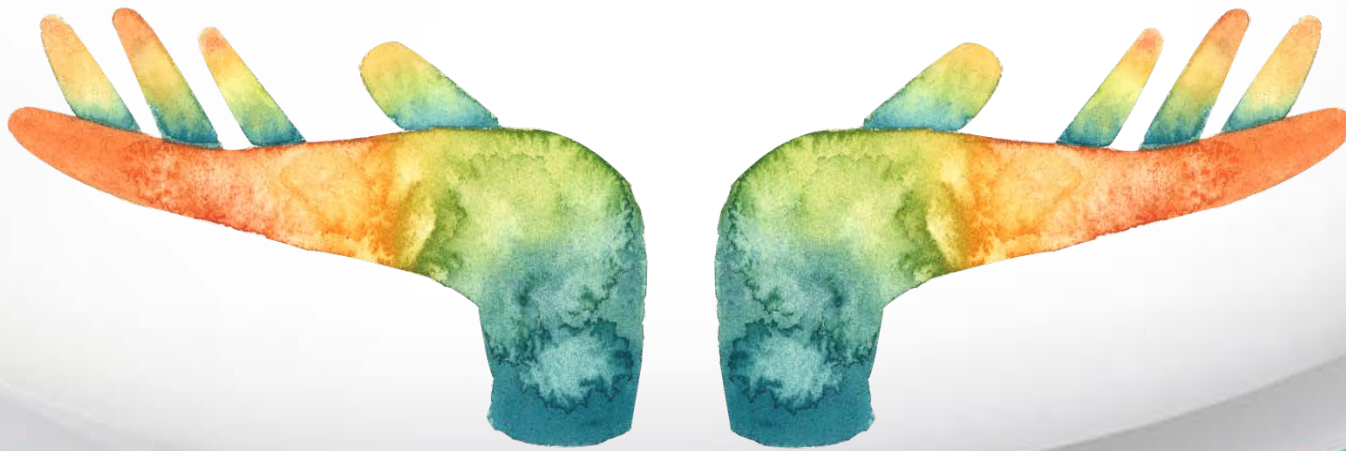


# Ethics: Interpreting our role – 'Boundaries & Vulnerable clients'

Examples of interpreting your role in different ways to provide interpreting that is EMPOWERING to our diverse Deaf community.

WHAT does this look like?

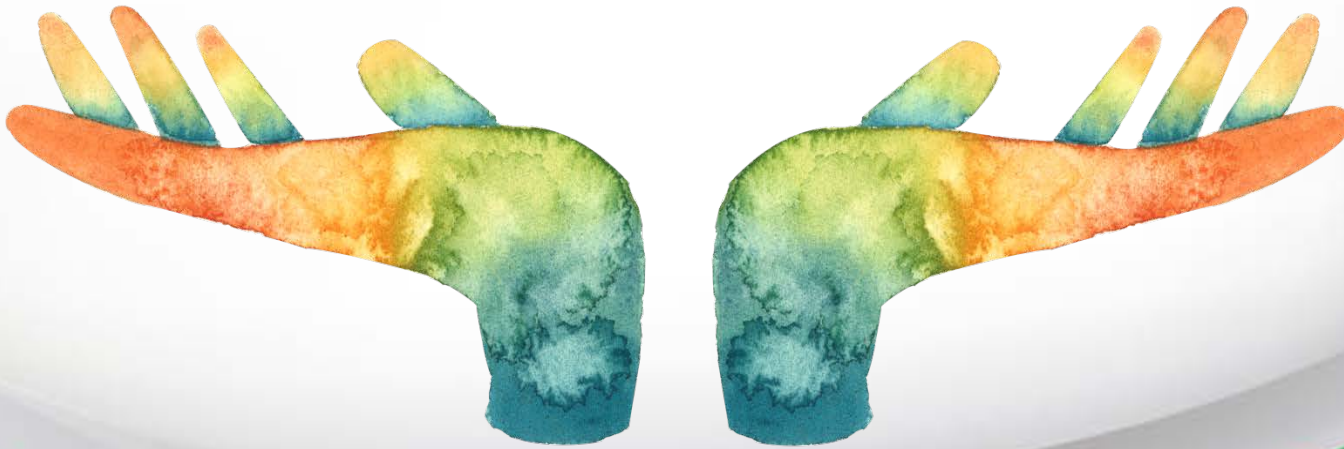
HOW do we consider our clients in our linguistic decision making?



# Diversity

What does it look like?

- AGING + DETERIORATING VISUAL LOSS
- ELDERLY
- MENTAL HEALTH
- PHYSICAL DISABILITY
- DEAF +



# Aging + Deteriorating Visual Loss (70's)

- Language - AUSLAN + First language is Irish Sign Language
- Education – Irish Catholic School
- Deteriorating visual loss + arthritis + loss of touch due to aging.
- CHOICE : Tactile, tracking, visual field.
- EMPOWER and RESPECT THEIR CHOICES.



# Elderly (80's)

- Language - fingerspeller / old signs / northern or southern dialect?
- Education - St Kilda Road School / Portsea / St Gabriel's/ Waratah
- Not familiar with working with interpreters as there were no such role such as ours 'back in the day'.
- Reliant on family to provide linguistic access and general decision making.





# Mental Health (50's)

- Mental health Diagnosis - Anxiety , Perseveration – requires constant reassurance.
- Communication is fleeting and often forgotten – raises anxiety. Difficulty staying on topic. Highly visually distracted. Memory issues.
- Communication is VERY Contextual
- Use of Props. Use of drawing together with AUSLAN.
- Be aware of our own frustrations – keep calm. Repetition required.
- Model communication ideas with support workers.
- WRITTEN, PICTORIAL.
- Translation of written material.
- NDIS pictorial example.



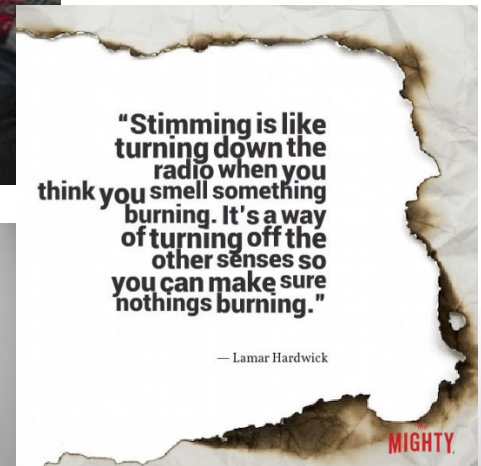
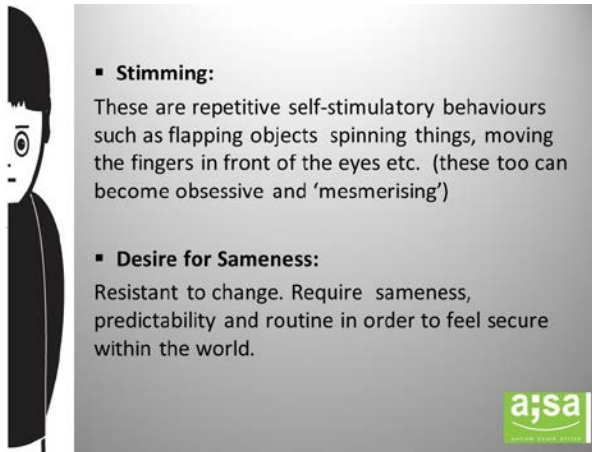
# Physical Disability (40's)

- Language – Receptive & Expressive (Auslan, Signed English, Key word signs, Makaton, Device)
- Education – Deaf School, Special School – impact on language? Priority given to physical disability? (Primary and secondary disability)
- CP – Uncontrolled, unpredictable physical movements. Difficulty with head and neck control. Shaky movements & Tremors
- DON'T ASSUME intellect by the presentation of the language. Receptive may be far more developed than expressive.



# Deaf +

- Downs Syndrome + Autism + Deaf
- Language + Stimming + oversensitivity to their environment
- Difficulty understanding facial expression (be explicit with the emotion) & eye contact.
- Routines (feel secure), new people,
- Education
- Connection – Strategies (language – pictures + objects to support your Auslan)





# Take Away Messages ...

- Don't take on everything. Sometimes the reason the person doesn't understand or cannot be understood hasn't anything to do with us. It just is.
- Take TIME: Clients need more time in the interaction.
- Take TIME : to get to know a little about your client – ask pertinent questions.
- REFLECT back the language you see to show you are really 'Listening' and engaging.
- Remember to make EYE CONTACT to show you are listening.
- EMPOWER the Deaf person. Often those in our community that are vulnerable do not know what it means to be empowered.
- Remember the client may never have worked with an AUSLAN interpreter.
- The Deaf Community is not homogenous. Language is not the same as that which you were taught or perhaps even use at Deaf social events.
- Be prepared to LEARN from those you interpret for. READ, watch videos (Heritage in our Hands) Learn ISL
- Cultural norms (NRS, Booking an interpreter etc.) may in fact not be the 'norm' for members of our Deaf community that are perhaps marginalized.

# Panel and Questions

- Sandi -facilitator
- Mark
- Karen
- Julie
- Levi



# Thanks and goodnight

