

# Steps to the Beat

## AN INDEPENDENT STUDY PACKET FOR WORKING WITH THE CARDIOVASCULAR SYSTEM

using two CD-ROMs



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of

**Digiterp Communications**

for the

**COLLEGE OF ST. CATHERINE**

in partnership with

**SLICES, LLC.**

RSA Region V ITP Award #H160A000008

*Worth up to 2.0 CEUs as an Independent Study for RID's CMP/ACET Program.*

FOR MORE INFORMATION, AND UPDATED VERSIONS OF THIS PACKET, VISIT:

*[www.stkate.edu/project](http://www.stkate.edu/project).*

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## Study Packet Overview

This Independent Study Packet is designed to accompany two CD-ROMs created by the RSA Region V Interpreter Education Project. The first is **To the Heart of the Matter: The Cardiovascular System in ASL and English**. The second is: **Internal Discussions: An Appointment in Cardiology**. The purpose of the packet is to provide a systematic process for learning about the anatomy and physiology of the cardiovascular system in both English and ASL, and then incorporating that understanding in interpreting for medical appointments requiring such knowledge.

## Study Packet Objectives

Through completing the activities in the study packet, you will be able to:

- Install necessary software and navigate CD-ROMs containing video and links to internet resources
- Analyze linguistic features in an English and ASL lecture on the cardiovascular system
- Describe the structure and functions of the cardiovascular system in English and ASL
- Identify resources for further research on anatomy, physiology, and medical issues related to the cardiovascular system
- Handle checking in for a medical appointment in an efficient manner
- Identify sociolinguistic features in an interpreted interaction
- Interpret for an appointment in cardiology in both consecutive and simultaneous formats
- Interpret for technical academic lectures in both a consecutive and simultaneous format, and
- Compare your interpretations with model interpretations.

## Required Materials (Resources and Media)

### Computer & Printer

Required for playing CD-ROMs, printing out diagrams, and accessing resources on the internet.

### Video camera

Required for videotaping assignments for use in self-assessment and analysis.

### Internet Access

Access is required only to access websites related to the cardiovascular system. No video playing is required, so a high speed connection to the internet is not necessary.

### Two CD-ROMs:

1. **To the Heart of the Matter: The Cardiovascular System in ASL and English**
2. **Internal Discussions: An Appointment in Cardiology.**

These two CDs provide applications of knowledge regarding the cardiovascular system in academic and clinical settings. **To the Heart of the Matter** has parallel lectures on the cardiovascular system which might occur in both high school and college settings, as well as model interpretations. **Internal Discussions** has situations which would occur in appointments at a Cardiology Department in a health clinic. If you need these CDs, you can visit: [www.stkate.edu/project](http://www.stkate.edu/project) or [www.digiterp.com/NESC.html](http://www.digiterp.com/NESC.html) for ordering information. Each CD costs only \$10 and has an educational copyright, meaning that it can be copied and shared provided it is not sold for a profit.

## Getting CEUs for this Independent Study

Using this packet, you can complete an Independent Study which is worth up to 2.0 CEUs for RID's CMP/ACET Program. To do so, you need to contact an Approved Sponsor prior to starting your work and submit an Independent Study Plan. A sample plan is included in Appendix D. (You only need to add your name and contact information.) You can visit [www.rid.org/cmppsp.html](http://www.rid.org/cmppsp.html) to find an approved sponsor.

## Pedagogical Framework for an Independent Study

This study packet is designed to be used in a variety of settings. It may be used by an individual, in a study group, in a mentoring relationship, or in an academic classroom. Each application may require some modification to be most effective in a given situation.

In a broad sense, the format of this study packet draws on the ideas of Lev Vygotsky, a Russian psychologist whose work is having significant influence on approaches in interpreter education. With the risk of oversimplifying, one aspect of Vygotsky's ideas is that learning is a mediated and social process. That is, learning takes place in relationship with others. Moreover, Vygotsky suggests that developmentally, learning takes place in three steps:

- 1: Working with object:*
- 2: Working with other; and*
- 3: Working with self.*

### Step 1: Working with Object

This step involves significant struggle. A learner needs to engage with the activity, in this case, interpreting in situations involving the cardiovascular system. While learners may be challenged beyond a place where they are able to feel success, that is not what is intended. Instead, this study packet hopes to set up what Vygotsky terms a Zone of Proximal Development, that is, an area where you can struggle with new material, but where you also have enough support so that learning, and not frustration, results from the struggle. This process of struggling with “the object” gives learners the experience to make their work with others meaningful. To be specific, as you approach working with these situations related to the cardiovascular system, it may be tempting to start off just watching interpretations. To see how “the expert” does it. However, the process of creating an interpretation first gives you needed experience which allows you to observe the model interpretation in new ways. In many ways, this personal experience “plows the field” of your mind, by identifying areas to focus on in your work and preparing you for learning new approaches.

### Step 2: Working with Other

This step focuses on learning being a mediated process that happens in relationship with another. Whether a teacher, mentor, or colleague, people often fill this role of mediating learning. It's critical to recognize that the learning happens because of the student's activity. That is, the learner is actively engaged in determining what needs to be learned. After a learner has struggled with something, and has the desire to improve, through a relationship with some outside person or resource that can help them address identified deficiencies, they are able to move forward with their understanding. In the case of this Independent Study, the other is a set of CD-ROMs focused on the cardiovascular system and this study packet. The CDs have model presentations in English and ASL, sample interpretations, and other resources you can use to develop your knowledge and linguistic capacity. The study packet, hopefully, will give you concrete ideas and strategies for how you can move forward in your interpreting work.

## Step 3: Working with Self

After getting the support of other people and resources, it is time to apply it in your own work--which is the true test of how much you have learned. Within this framework, there are opportunities for you to interpret texts simultaneously. Before you get to that point, there will be a significant number of supports in place to build your understanding of the cardiovascular system and strategies for interpreting in these types of settings. Of course, the true test really comes when you are called to interpret an actual appointment in cardiology or in a classroom dealing with Anatomy and Physiology. The RSA Region V Project's hope is that this process will have a significant impact on your actual work.

## Applying this with Interpreting Interaction

**Internal Discussions** is designed in a format applying this Vygotskian framework. Each interaction comes in three forms: the first is formatted for consecutive interpreting; the second shows a model interpretation, and the third is formatted for simultaneous interpreting. Working consecutively is an opportunity for you to work in a controlled way with the situation (without having access to all of the dynamics of the interaction because you were not present at the filming and you cannot see the interpretation). This equates to the first step of "Working with Object." It gives you the chance to find out what challenges you face in working with the text.

Knowing these challenges, you are more prepared for moving on to "Working with the Other," which equates to observing a model interpretation. Finally, you can attempt to apply your learning by interpreting in a simultaneous format. This represents the step of "Working with Self," though it happens in a setting with which you are familiar and have rehearsed. Hopefully, this format, when you actually get out on your own, will prove to be beneficial in your interpreting work.

In the Lessons focused on Observation of Interpretations, one of the frameworks I suggest is listed as Vygotskian. What I mean by this is that you use the experience of your interpreting in a consecutive format as the first step in Vygotsky's progression of Working with Object, Other, and Self. Drawing on your experiences of what was salient, that is what stood out for you in interpreting the situation, you can focus your observation to see how another interpreter managed those parts of the interaction. In this way, you are actively involved in determining what it is you want/need to learn--and then work with the sample interpretations in ways that move you further down your path to the interpreter you are working to become.

## Lesson 1: Getting Started—Understanding the Technology

**Objective:** *In this lesson, you will gain familiarity with the technology by:*

- a. installing necessary software, and*
- b. navigating CD-ROMs containing digital video and links to internet resources.*

### Step 1: Software Installation

Using the CD-ROMs requires two free software programs: Acrobat Reader and QuickTime. The **Internal Discussions: An Appointment in Cardiology** has the most recent information regarding software on the file entitled, “*Begin*.” It contains the following information, but also has active links to the sites mentioned.

**Acrobat Reader:** If you need to install Acrobat Reader 5.1, go to [www.adobe.com/products/acrobat/alternate.html](http://www.adobe.com/products/acrobat/alternate.html) Adobe Reader 6 is also available. At this time, it does not support playing video in slow motion, or pausing the video once it is playing, which is why we suggest using Acrobat Reader 5.1.

(Macintosh OS X users need to have Acrobat Reader 5.1 installed. Released October 2002. Adobe Reader 6.0 was released in 2003).

**QuickTime:** You need QuickTime 5 or better installed. (QuickTime 6 is more dependable in playing the video in a high quality fashion).

If you need to install QuickTime 6, go to: [www.apple.com/quicktime/download](http://www.apple.com/quicktime/download). (When installing QuickTime, be sure to choose the Recommended installation, and not the Minimum one. Choosing Minimum will prevent the captioned video from working).

### Action Moment:

Insert the **Internal Discussions** CD, and locate the *Begin* file on the CD. Open it and follow instructions for software installations for both programs using the links provided in the file.

### For Users with Adobe Reader 6:

If you have already installed Adobe Reader 6, you can still use Acrobat Reader 5.1. Your computer can run both programs. To use Acrobat Reader 5.1, you need to open up that program first. (In Windows, there should be a shortcut on your desktop. In Macintosh, the Acrobat Reader folder will either be on your Hard Drive (OS 9) or in your Applications folder (OS X). Once you open the program, then use File>Open to select *Cardio.pdf* on the CD entitled *CardioDiscuss*. You can also choose to uninstall Adobe Reader 6. Then, when you click on the PDF file, it will automatically open up in Acrobat Reader 5.1

*The best configuration of software is Acrobat Reader 5.1 and QuickTime 6. If you know you have these programs installed, you can skip the section on Software Installation.*

### For Users with a Dial-up Connection:

If you have difficulties downloading the installers, you can order “Here’s How: A Tutorial and Sampler” created by Digiterp Communications. This has QuickTime 6 and Adobe Reader 6 and Acrobat Reader 5.1 for both Windows and Macintosh, and is available from [www.digiterp.com](http://www.digiterp.com).

If you have this CD, you may need to find the Acrobat Reader 5.1 installer in a folder other than the one suggested for your Operating System. Windows users should use the installer in Windows 98 folder. Macintosh users should use the installer in OS 9.1-10.2.x (Adobe Reader was just released when that CD was produced, so there was not time to discover the changes in how Adobe Reader 6 functioned compared to Acrobat Reader 5.1).

## Step 2: Working with PDF Files

All of the information and video on the CD-ROMs are accessed through Portable Downloadable Files (PDFs) that are readable with Acrobat Reader. In many ways, PDF files are like interactive books, containing text that you can read (and print out) as well as links which play movies, guide you through the PDF, and take you to resources on the internet. In this step, you will learn techniques for maneuvering through the PDF file to access the necessary information.

### Opening the PDF file.

First of all, you need to locate the CD-ROM. Windows users should click on “My Computer.” Macintosh users should click on the CD icon on their desktop. When you open up the CD, there is one PDF file that you will see. On **To the Heart of the Matter**, it is entitled *Heart*. On **Internal Discussions**, it is entitled *Cardio*. It will have an icon somewhat similar to this picture. (The actual icon varies depending on your operating system and version of Acrobat Reader.)



### Action Moment:

Insert the **To the Heart of the Matter** CD and locate the PDF file entitled *Heart*. Click on it to begin.

### Navigating the PDF file.

#### Option 1: Bookmarks



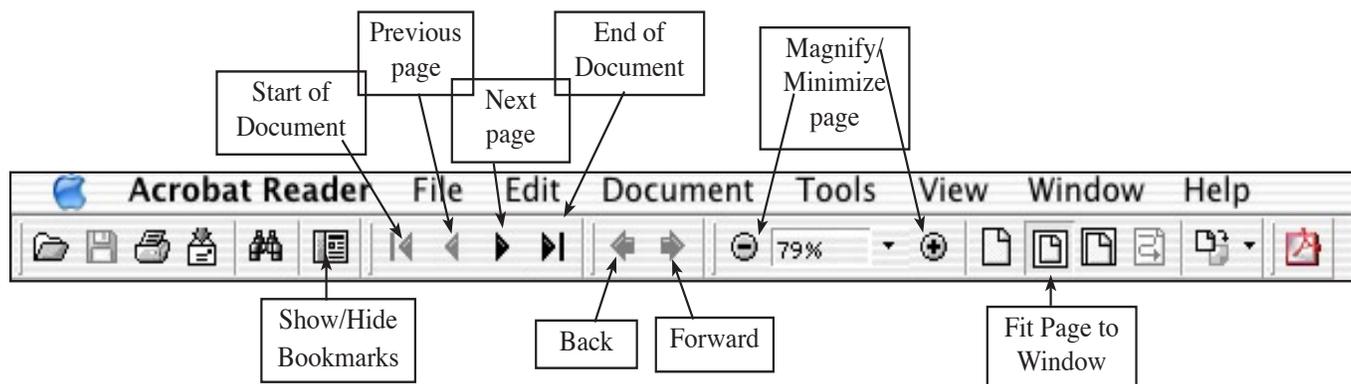
There are a series of options for moving around the PDF file. Initially, what may be the easiest is to use the Bookmarks. By clicking on the tab in the upper left corner of the window (like the one pictured to the left), you will reveal a series of links. Clicking on any of those links will take you to the page indicated.

#### Option 2: Internal Navigational Links

The CDs also have a series of links that you can use. Arrows at the bottom of each page take you to the next or previous pages. Also, some text gives you the instructions to click to move to certain places, similar to the way hyperlinks function in a web browser. The Table of Contents is set up in this way to function in the same way that the bookmarks function.

#### Option 3: Use the Toolbar

The toolbar at the top of the page also allows you to move through the page in the same way that you can navigate the internet with a web browser. The diagram below shows the different functions of buttons.



### Action Moment:

Use the Bookmarks tab to view these links. Practice moving around within the file to certain locations.

## Step 3: Working with the Video

### Opening Videos

**To the Heart of the Matter** has four options for opening the same video. Clicking on the picture will play the video the same size as the picture. **2x** will play a video at 640x480 resolution. **Max** will play full screen assuming your monitor resolution is at minimum 1028 x 768. **QT** opens the video directly in QuickTime.



**2x**      **Max**  
**QT**

### Action Moment:

Go to “Meet the Instructors” on page 5. Practice playing the video of Kendall’s introduction in the different formats to see which will be most effective for your system.

Because of the volume of video clips on **Internal Discussions**, there are less options, and pictures are not used to indicate links. Below is an example of a set of links from page 13 of **Internal Discussions**.

### Check-In

Clicking here will open the movie in its regular size.

### Large

Clicking here will open the movie in the largest size possible for your monitor settings.

### Captions

Clicking here will open the captioned version of this video clip.

### Playing and Pausing Movies with Control bar

The image below is the control bar at the bottom of the video screen. To pause a movie while it is playing, click on the pause button at the left of the bar. The two bars will then change to a triangle which you can click to make the movie play again. You can also use the SPACE bar for both functions. (*The space bar only serves this function in Acrobat Reader 5.1. Adobe Reader 6 will not allow this, which is why we recommend Acrobat Reader 5.1.*) You can also click on the control bar to move to that point in the movie. This functions as immediate fast forwarding or rewinding.



### Closing Movies Early

Some movies last over 10 minutes. In order to close a movie before it is finished, simply press the *esc* button in the upper left corner of the screen. This technique is necessary for video formatted for consecutive interpreting, as the video window remains open even after it stops playing.

### Movies in Slow Motion

To play the movies in slow motion, click on the **Right arrow** (→) on your keyboard. Mac users simply need to hold it down. Windows users need to tap it. See the sample movie clip to see how it slows down the video. Releasing the arrow key makes the movie pause. (*The arrow key only serves this function in Acrobat Reader 5.1. In Adobe Reader 6, the arrow key plays in fast forward, which is why we recommend Acrobat Reader 5.1.*)

### Opening Movies in QuickTime

**To the Heart of the Matter** offers the option of opening the video in your QuickTime player. This has the added benefit of showing the Time Code and offering simple resizing. When you click on the link, a dialogue box will pop asking you if it is OK to open the application QuickTime Player. You should allow this as the file is safe.

## Step 4: Working with Resources on the Internet

This next step simply insures that you can use the internet links to access further information.

Because **To the Heart of the Matter** was created earlier, it does not make much use of web links. The only weblink in *Heart.pdf* is located on page 22 and will take you to the RSA Region V Interpreter Education project at <http://www.stkate.edu/project>.

*Internal Discussions*, however, makes much more extensive use of internet resources.

### How can I get more information?

**Federal Interpreter Education Project**  
College of St. Catherine  
601 25th Avenue South  
Minneapolis, MN 55454  
651-690-7779 (V) 651-690-7869 (TTY)  
Fax: 651-690-7849  
E-mail: [federalprojectinfo@stkate.edu](mailto:federalprojectinfo@stkate.edu)  
<http://www.stkate.edu/project>

### Action Moment:

On the bottom of page 22 of *Heart.pdf*, click on the link in the lower right corner which goes to : [www.stkate.edu/project](http://www.stkate.edu/project).

Clicking this link should launch your web browser. You may get a dialogue box asking you if you want to view the file within Acrobat Reader or in your web browser. You should choose your web browser. Depending on your connection to the internet, you may need to dial in first before clicking on the link. Once you are able to make the connection to the internet, it means that any other links should automatically launch your browser and take you to the appropriate location on the internet.

### Troubleshooting

This is the end of Lesson 1. Hopefully, you will now feel more comfortable in navigating the files, viewing the video, and connecting to the internet. If you experience any difficulties, follow these steps.

1. Check the "Using this CD" and "Troubleshooting" pages on the CD itself. This has answers to many frequently experienced problems. Most of them can be resolved by ensuring that you have Acrobat Reader 5.1 and QuickTime 6 installed. (**Internal Discussions** has more up-to-date information.)
2. Visit the Support Page for Digiterp Communications. As new problems (and solutions) are discovered, this page is updated to reflect the most current understanding of the best ways to work with these CDs. There is also contact information on this page if you do not see the answer to the question you have. The URL for this page is: [www.digiterp.com/support.html](http://www.digiterp.com/support.html).

## Working in an Academic Setting: To the Heart of the Matter

The next three lessons of this study packet focuses on working in an academic setting. That is, how would the cardiovascular system be addressed within a classroom setting. This emphasis is on developing knowledge of the *anatomy* and *physiology* of this system. (*Anatomy* is used to refer to the structure of organs. *Physiology* refers to the functions of organs). In them, there are references to page numbers which come from the PDF file entitled *Heart* which is on the CD. In Lesson 1, you worked with this file, and as you move forward, be prepared to work with it more in-depth.

### Lesson 2: Predicting and Preparing

**Objective:** *In this lesson, you will predict and prepare for lectures on cardiovascular system in an academic setting by:*

- a. *drawing on prior knowledge in generating a list of what might be included in discussion of the cardiovascular system,*
- b. *using suggested websites, or your own resources, to do preliminary research on the cardiovascular system, and*
- c. *filling in a diagram showing the organs of the cardiovascular system.*

#### Step 1: Prediction

In this first step, you will draw on prior experience and knowledge to prepare for working with the lectures contained on **To the Heart of the Matter**.

#### Action Moment:

Using a blank sheet of scratch paper, write down some ideas of what you think might be included in a lecture on the cardiovascular system. You may also draw a diagram to try to engage the visual portion of your brain. Think of both the anatomy and physiology, that is both what structures (organs) might be talked about and what processes and functions might be explained.

*Context:* The lectures on **To the Heart of the Matter** are offered at two levels. The warm-up lecture provides a lesson at the high school level. The Technical lecture is provided at the undergraduate level. Depending on which level you plan to work with, you might make different predictions.

#### Step 2: Preparation

Now that you have made predictions, do some research to confirm how much you know and to fill in some of the gaps of your knowledge. Start with page 6 of *Heart.pdf*. It has a list of terms used in the lectures, as well as a labeled diagram of the heart.

#### Action Moment:

Using your web browser, type in the following URL for the *Student Center for Anatomy and Physiology*, offers a more in-depth look at the cardiovascular system.

[http://www.mhhe.com/biosci/ap/saladin2e/student\\_index.mhtml](http://www.mhhe.com/biosci/ap/saladin2e/student_index.mhtml)

Once you get to the Index page, choose *Chapter 19: The Cardiovascular System: Heart* or *Chapter 20: Blood Vessels and Circulation* from the drop down list at the top of the page. This site is designed to accompany a text book but offers lots of resources, including other internet activities, tests, and quizzes. It is up to you to determine how much of this you want to use for preparation now, but recognize that these are some future resources which you can use.

## Step 3: Labeling a Diagram of the Cardiovascular System

Given the importance of a knowledge of anatomy in terms of being able to visually represent the cardiovascular system in ASL, test yourself in labeling the diagram on the next page. This is the same diagram used on **Internal Discussions**, but with the labeling removed. To check your work, insert the Internal Discussions CD and go to page 11 of *Cardio.pdf*.

### Online Extra:

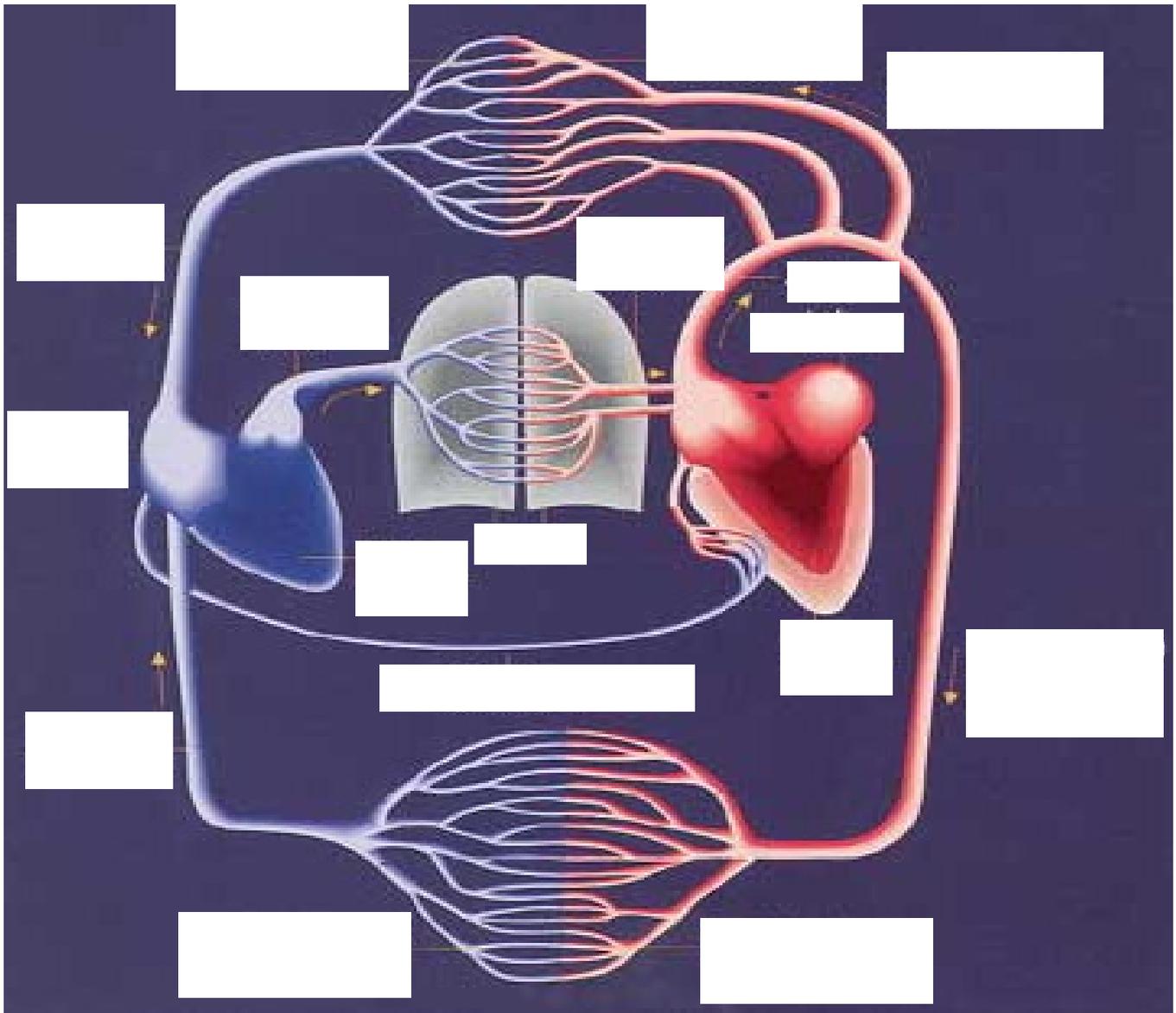
For an interactive online activities, visit the Labeling Activities portion of the *Student Center for Anatomy and Physiology*.

[http://www.mhhe.com/biosci/ap/saladin2e/student\\_index.mhtml](http://www.mhhe.com/biosci/ap/saladin2e/student_index.mhtml)

There are two chapters in this which are relevant to the lectures on **To the Heart of the Matter**: Chapter 19 focuses on the heart and Chapter 20 is on circulation and blood vessels. Chapter 19 has 8 different activities and Chapter 20 has 10 labeling activities. They are excellent opportunities to test your knowledge, and also give you immediate feedback in terms of correct answers. To get the correct answer, simply click in the box for that item in the Correct Answer column.

To get there, click on the drop down menu and select Chapter 19 or 20. Then, look in the listing of the chapter for “Labeling Activities” to test your knowledge.

## A Diagram of The Cardiovascular System



To see the correct labeling of this diagram, insert the **Internal Discussions** CD and go to page 11 of *Cardio.pdf*.

## Lesson 3: Describing the Cardiovascular System in Your Native language

This lesson focuses on working with the lecture on the cardiovascular system in your native language.

**Objective:** *In this lesson, you will deepen your understanding of anatomy and physiology of the cardiovascular system in your native language, by:*

- a. *watching model lecture in your native language,*
- b. *creating a content map,*
- c. *analyzing text for salient linguistic features, and*
- d. *retelling the lecture in your native language.*

### Action Moment:

This process is broken down into a series of steps. Steps 1-3 need to be done together.

#### Step 1: View/Listen to Model Lecture

View/listen to the entire warm-up in your native language. (You will come back to the technical lectures in Lessons 11-14.)

#### Step 2: Create Content Map

After the lecture is complete, create a content map by writing down or drawing important concepts and ideas, and using lines to show the relationship of ideas. You can also create a simple outline.

#### Step 3: Generate List of Salient Linguistic Features

Salient linguistic features represent significant items within the text that contribute significantly to the meaning. Some examples might be sentence structure, use of space in ASL, particular vocabulary choices, or vocal inflection. (For more in-depth instructions on Content Mapping and Salient Linguistic Features, see the Independent Study Packet on *Analyzing Discourse* available for free download from [www.digiterp.com/parallel.html](http://www.digiterp.com/parallel.html)).

#### Step 4: Take a Break

*Take a break* of at least an hour and preferably a day. This allows you to disengage from the words of Paul or the signs of Kendall so what you produce in the next step can be authentically yours.

#### Step 5: Re-tell Lecture

Re-tell the lecture in your native language. You can use a variety of memory aids. Use your content map or outline that you developed. You can choose to use a diagram from either CD or the one on the previous page of this packet. Whatever support you have, attempt to give a lecture similar to the one which Paul or Kendall gave.

### Evaluation Opportunity:

Videotape yourself retelling this lecture. Watch/listen to your retelling and do steps 2-3 from above. See if you were able to include similar concepts and linguistic features to what you felt were included in the source lecture on **To the Heart of the Matter**.

## Lesson 4: Describing the Cardiovascular System in Your Second Language

**Objective:** *In this lesson, you will deepen your understanding of anatomy and physiology of the cardiovascular system in your second language, by:*

- a. *watching model lecture in your second language,*
- b. *creating a content map,*
- c. *analyzing text for salient linguistic features, and*
- d. *retelling the lecture in your second language.*

### Action Moment:

This process is broken down into a series of steps. Steps 1-3 need to be done together.

### Step 1: View/Listen to Model Lecture

View/listen to the entire warm-up or technical lecture in your second language. Depending on your prior knowledge with the topic (as well as the amount of time you have) choose the appropriate lecture. If in doubt, start with the warm-up lecture to gain familiarity with the process.

### Step 2: Create Content Map

After the lecture is complete, create a content map by writing down or drawing important concepts and ideas, and using lines to show the relationship of ideas. You can also create a simple outline.

### Step 3: Generate List of Salient Linguistic Features

Salient linguistic features represent significant items within the text that contribute significantly to the meaning. Some examples might be sentence structure, use of space in ASL, particular vocabulary choices, or vocal inflection. (For more in-depth instructions on Content Mapping and Salient Linguistic Features, see the Independent Study Packet on *Analyzing Discourse* available for free download from [www.digiterp.com/parallel.html](http://www.digiterp.com/parallel.html)).

### Step 4: Take a Break

Take a break of at least an hour and preferably a day. This allows you to disengage from the words of Paul or the signs of Kendall so what you produce in the next step can be authentically yours.

### Step 5: Re-tell Lecture

Re-tell the lecture in your second language. You can use a variety of memory aids: your content map or outline that you developed; a diagram from the CD; or the diagram on the previous page of this packet. Whatever support you have, attempt to give a lecture similar to the one which Paul or Kendall gave.

### Evaluation Opportunity:

Videotape yourself retelling this lecture. Watch/listen to your retelling and do steps 2-3 from above. See if you were able to include similar concepts and linguistic features to what you felt were included in the lecture on **To the Heart of the Matter** For Deaf interpreters, you can also compare your written re-telling to the original transcript.

### For Deaf Interpreters

Unfortunately, when this CD was produced, we did not have the possibility of creating captioned video. To work with the English lecture, print out the transcript of the lecture. (pp. 11-16 of *Heart.pdf*)

For Step 5, you can choose to create an English re-telling either by signing in an English-like manner or by using written English.

## Working in a Clinical Setting: Internal Discussions

The next six lessons represent a change from an academic setting to a clinical one. On **To the Heart of the Matter**, the focus was on the functioning of a healthy cardiovascular system. Now, in working specifically with **Internal Discussions**, the focus will turn to a cardiovascular system which is not functioning correctly and attempting to determine what needs to be done to get it back in balance. (If you wish to maintain a focus on academic settings, you could go to Lessons 11-14 first and then return to Lessons 6-10.)

### Software Check:

**Internal Discussions**, having higher quality video, requires updated software. Working with **To the Heart of the Matter**, using QuickTime 4 or 5 works. If in working with **Internal Discussions**, the video does not play or stutters, upgrade to QuickTime 6. (See Lesson 1 for details on how to do that.)

### Action Moment:

Place the **Internal Discussions: An Appointment in Cardiology** CD in your computer. Click on *Cardio.pdf* to begin working with it.

### About **Internal Discussions: An Appointment in Cardiology**

This CD's objective is to apply knowledge developed in **To the Heart of the Matter** in a more clinical setting. You get to be the interpreter for a medical appointment, as well as view the work and perspectives of Nancy Nigglely, who interprets full-time in medical settings. Through this blend of practice and observation, you will develop your own capacity for managing appointments and applying your understanding of the cardiovascular system in real-life settings. (You can read a detailed project overview on page 6 of *Cardio.pdf*.)

## Lesson 5: Prediction and Preparation for an Appointment in Cardiology

**Objective:** *In this lesson, you will predict and prepare for an appointment in cardiology by:*

- a. predicting what situations might be encountered, and*
- b. researching, through internet resources provided, or your own research, what procedures and conditions might be encountered in a clinical appointment.*

### Step 1: Prediction

You just received a request to interpret for a cardiology appointment. In addition to the time, location, and name of consumer, you also were told that he is being seen because of *shortness of breath*.

### Action Moment:

On a separate sheet of paper, predict what might be talked about during this appointment. Focus not only on what anatomy and physiology might be talked about, but also what procedures might be used and what causes and diseases might be suspected. In addition, think about the physical set-up of an examination room and potential dynamics between the patient and health care provider.

### Step 2: Preparation

Now that you have a list of predictions, do some research to prepare yourself.

### Action Moment:

Go to page 12 of *Cardio.pdf* which has a variety of links to the internet. Some links may have more application to the symptom of *shortness of breath*. Take some time to review the written information as well as the diagrams showing some of the anatomy which might be expected to be discussed.

## Lesson 6: Checking In

**Objective:** *To practice handling check-in for a medical appointment when patient is not present or identified by:*

- 1. developing and rehearsing your own professional introduction, and*
- 2. incorporating suggestions from an experienced interpreter in medical settings.*

In this brief lesson, you get the opportunity to practice your introduction to a registrar. Often at medical appointments, interpreters do not know the Deaf person they will be working with, and need to check in at the registrar to see if the Deaf patient has already checked in. In doing this, there are strategies for making check-in more efficient and effective.

### Action Moment:

Go to page 13 of *Cardio.pdf* on “Handling Check-In,” and follow the steps below.

### Step 1: Making an Introduction

Review the information provided on page 13 of *Cardio.pdf*:

For this setting, you have received the following information from the referral service:

**Appointment time:** 1:30 PM

**Name of Patient:** Roger Brown

**Name of Physician:** Dr. Stephen Riendl, a cardiologist

**Symptoms:** Shortness of Breath

Given this information, go ahead and practice your check in with the receptionist at the desk by clicking on a video link on the CD. You may wish to videotape your introduction for evaluation (explained below).

### Step 2: Interpreter Perspectives

After practicing your introduction, watch Nancy Niggley share her perspectives on checking in (and read the paragraph below the link for that video).

### Step 3: Incorporate New Ideas:

Try handling the check-in a second time, this time keeping in mind the points suggested by Nancy.

### Evaluation Opportunity:

In doing this twice, videotape yourself doing both, and then compare your introductions. Both will be brief, but this evaluation gives you an opportunity to see how effective and professional your introduction is.

### Another Tip:

More places of business are requesting interpreters to wear picture ID badges. These can be helpful in distinguishing you as a professional as opposed to a patient. For examples of these badges, visit: [www.IDmatters.biz](http://www.IDmatters.biz), a business run by an interpreter in Minnesota.

## Lesson 7: Meeting the Deaf Patient

**Objective:** *To assess language usage of Deaf patient (and his wife) and your comprehension of them by:*

- a. watching a story of another experience in a medical setting, and*
- b. creating a summary or interpretation of the video segment.*

In medical appointments, a nurse generally brings into an examination room, asks a series of questions, checks for vital statistics (blood pressure, pulse, and temperature), and then tells the patient that the doctor will see him or her “shortly.” The definition of “shortly” ranges anywhere from a few minutes to half an hour, so interpreters often have time in examination rooms with Deaf patients. While interpreters have options of how they want to handle this waiting period, it can provide a good opportunity to engage in conversation which helps assess a patient’s communication style and how well you are able to comprehend the patient--or what strategies might be more successful in improving your comprehension.

During the filming of this project, we actually had to wait for Dr. Riendl who was coming from another appointment. So, we took the opportunity to ask Roger about recent knee surgeries. This gives you the chance to see how Roger talks about medical issues, and also lets you meet his wife, Anna, and see how she interacts with him in relating information about his medical history.

### **Action Moment:**

Go to page 14 of *Cardio.pdf* on “Waiting for the Doctor,” and follow the steps below.

### **Step 1: Warm-up Watching the Patient**

Watch the first minute or so of Roger telling about his recent knee surgery. This will allow you to get a brief sense of his language usage and your comprehension level. Based on this initial assessment and your own personal goals, decide whether you would like to proceed by:

1. watching the entire segment and writing or videotaping a summary, or
2. interpreting the segment from ASL to English.

### **Step 2: Create Summary/Interpretation**

This step allows you to more measurably assess your own comprehension. If you are creating a summary, watch the entire text and then create a content map, outline, or summary of the text. (See Lesson 3 for reminders of how to do that.) If you choose to do an interpretation, remember that you can choose to do consecutive interpreting by using the SPACE bar to pause and play the video. (Works with Acrobat Reader 5.1). Videotape (or audiotape) your interpretation for evaluation in the next step.

### **Step 3: Compare/Contrast Your Work to Summary on CD**

Follow the link to the summary on page 14. Read through this one page summary and see if you included similar points in your own summary or interpretation. Remember, this summary is not intended as a definitive translation of the text, merely a support for comprehension. Comparing it against your work, however, should give you a good sense of how on track you were in your own comprehension of Roger and Anna.

### **Step 4: Re-interpret (if desired)**

If you wish to focus more on your interpreting from ASL to English, re-interpret the segment. You may choose to interpret as if the patient is responding to a doctor’s question about previous surgeries.

## Lesson 8: Interpreting the Appointment in a Consecutive Format

**Objective:** *In this lesson, you will develop understanding of consecutive interpretation by:*

- a. *reading about and reflecting on the relationship between simultaneous and consecutive interpretation, and*
- b. *interpreting with video formatted to pause after each turn in the interaction.*

You are now moving into interpreting the appointment for Roger Brown, accompanied by his wife, Anna. The actual appointment is delivered in three different formats. The first is for consecutive interpreting; the second is to observe the actual interpretation during filming; and the third is for simultaneous interpreting.

### Action Moment:

Go through steps 1-5 described below. Working without time constraints is an important step in being able to work more effectively with an interaction that you were not present for.

### Step 1: Understanding the Relationship of Consecutive and Simultaneous Interpreting

Go to page 15 of *Cardio.pdf* and read the information on “The Relationship of Consecutive and Simultaneous Interpreting.” If you desire, you can download Debra Russell’s complete article, which is referenced on this page, from CIT’s website. <http://www.cit-asl.org>

### Step 2: Testing Video Format

Go to page 14 to make sure you are able to close the video effectively. Unlike other video, the window will not close automatically. This is to allow you to watch the video in its entirety and then have a picture of the Deaf consumer while you create your interpretation. To close the video, you need to hit the *esc* key in the upper left corner of your keyboard.

**Technical Note:** On some of the shorter clips, the video may not play properly initially. Instead of closing the video, simply hit the play button in the control bar at the bottom to re-view the video.

### Step 3: Consecutive Interpreting—The Initial Interview

The appointment is broken up into three sections. In the first, Dr. Riendl gathers background information on Roger’s condition. This section is 8:20 in length and is divided into 70 separate clips.

### Step 4: Consecutive Interpreting—The Physical Exam

In this section, Dr. Riendl performs a physical exam of Roger. This section is 2:40 in length and is divided into 5 separate clips.

### Step 5: Consecutive Interpreting—The Recommendation

In the final section, Dr. Riendl gives the Browns some of his initial conclusions and what medications and procedures he is recommending. This section is 18:06 in length and is divided into 90 separate clips.

### Working Consecutively

In this format, the video pauses after each turn. In other words, each time the speaking switches between the patient and the nurse, the video freezes on the screen. This allows you the opportunity to listen to the entire segment and then create an interpretation without having a time constraint.

### For Deaf Interpreters

Going into ASL, work from the captioned version of the video. For going from ASL to English, you can create a more English form of signing, or you can create a written translation. The format allows you to choose how much time you wish to use in creating an interpretation.

## Evaluation Opportunity:

Videotape your interpretation. Using the salient linguistic features you identified in working with **To the Heart of the Matter**, evaluate how effectively you were able to incorporate these features in this interpretation. Some questions to consider:

- How effectively were you able to use spatial descriptions of the anatomy and procedures?
- How well did you pair classifier descriptions with fingerspelling for concepts which have no established signs?
- List portions of the interaction or concepts that were particularly challenging to interpret. (This section is important for the next two portions of the process.)

## Lesson 9: Observing an Interpreted Interaction

**Objective:** *In this lesson, you will develop understanding of an interpreted appointment in cardiology by:*

- a. *developing a framework for observation, and*
- b. *observing a model interpretation.*

The interpretation for a medical appointment of this nature is very dependent on the actual interaction which takes place. The fact that you were not present at the filming of the appointment means you will not have access to all of the factors which influenced the course of communication. This lesson seeks to provide you with a broader understanding of what took place in the interaction with the purpose of both learning from the example of an interpreter experienced in working in medical settings, and in developing your own capability of analyzing what occurs in an interpreted interaction.

### Step 1: Developing a Framework for Observation

Before observing the interpretation, it is important for you to have an idea of what you are looking for. Essentially, a framework for observation serves as a “lens” with which to gain a deeper understanding of the situation. Looking with different lenses can offer new insights into the situation and effective ways to manage it as an interpreter. This means that observing the interpretation can be done more than once provided you use a different framework or focus on different features.

### A Vygotskyan Framework (A Starting Point)

As described in the opening section on Pedagogical Framework, this type of observation is based on your personal experience and may be the first one you wish to use. Since you have had the opportunity to interpret the appointment, look at specific portions or concepts to see how Nancy manages them in her interpretation. Working with the list of challenges you developed in evaluating your own interpretation, watch to see what Nancy does in those situations. Here is an example of an observation using this framework:

### The Importance of Observation

Carol Patrie, in her series on *Interpreting in Medical, Legal, and Insurance Settings*, discusses how critical observational learning is in preparing to learn through direct experience. She uses the example of “aspiring surgeons” who are required to observe hours of surgery before performing the surgery themselves. So, too, interpreters can benefit from watching the work of other interpreters. Observations can be even more effective if we look in systematic ways. There are several effective possible frameworks. The one suggested here, which was developed by Dr. Melanie Metzger, focuses on features of interpreted interaction. Another framework which can be used is the Demand-Control Schema developed by Robyn Dean and Robert Pollard. It’s important to note that these different frameworks are not competing ideas, but serve as “lenses” which allow us to see different parts of the complex reality of interpreted events.

<b>Working with Object: Your Challenges</b>	<b>Working with Other: Observing Model Interpretation</b>	<b>Working with Self: Insight for Future Application</b>
Ex: In the “Initial Interview,” section 7, part 3, I wasn’t sure what to do with “cholesterol.” I tried to explain what it was, and it took way too long	In that situation, Nancy chose to show a blood draw (and fingerspelled L-A-B) to set the context before fingerspelling C-H-O-L-E-S-T-E-R-O-L.	In an actual interpretation, I could try to set the context, rather than trying to actually explain “cholesterol.” And then, if the Deaf patient doesn’t recognize the fingerspelling, allow doctor to explain.

Appendix A has a reproducible form you can use to undertake this type of observation.

## Analyzing Features of Interpreted Interaction

Pages 26-27 of *Cardio.pdf* suggests a framework for observation developed by Dr. Melanie Metzger. In this, Dr. Metzger suggests different strategies interpreters use in managing the features of interpreted interaction. In this process, it is important to first identify the feature of interaction which might present a challenge, then what strategy the interpreter uses to manage the situation. Finally, you can evaluate the effects that the interpreter's choice had on the interaction. For those familiar with the Demand-Control Schema, this fits very well with Dean and Pollard's explanation of Demands, Controls, and Consequences. Below is an example using this framework, couched both in the language of Metzger, and Dean and Pollard.

<b>Feature of Interaction (Demand)</b>	<b>Identified Interpreting Strategy (Control)</b>	<b>Consequence for Interaction</b>
<i>(Source Attribution)</i> During questions about medical history, Anna and Roger both share their opinions, often in conversation with each other, rather than the doctor.	In one segment, the interpreter uses the third person, and says, "Anna's saying...." to show it is Anna's comments, not Roger's, which are being interpreted.	Doctor proceeds with questioning without any observable confusion regarding the information or who delivered it.

Appendix B has a reproducible form you can use to undertake this type of observation.

### **Step 2: Working with The Initial Interview, Observe the Model Interpretation with Vygotskyan Framework**

To begin, go to page 28 of *Cardio.pdf* and work with the first section of the interaction, "The Initial Interview." Print a copy of Appendix A. Transfer the list of your challenges from working with the situation in a consecutive format in the first column of the form. Watch the Model Interpretation paying particular attention to how Nancy handles the particular challenges you identified in your own work.

### **Step 3: Working with The Initial Interview, Repeat Observation by Analyzing Features of Interpreted Interaction**

Now that you have attended to the specific challenges you identified out of your own experience, go on to analyzing the features and strategies of interpreted interaction using the framework based on the work of Melanie Metzger. If necessary, re-read pages 26-27 of *Cardio.pdf* on the CD to familiarize yourself with her ideas. Then, print a copy of Appendix B and watch the model interpretation looking for the features of interaction, interpreting strategies, and consequences for the interaction.

### **Step 4: Working with The Recommendation, Repeat Steps 2 and 3.**

Observe the second portion of the interaction, "The Recommendation," using both the Vygotskyan framework and the one focused on Analyzing Features of Interpreted Interaction.

### **Step 5: Watch Interpreter Perspectives**

Watch both the introduction to Nancy Niggley and her reflections "On the Interpretation." See if this additional information provides any insight to what you observed.

## Lesson 10: Interpreting the Appointment in a Simultaneous Format

**Objective:** *In this lesson, you will simultaneously interpret an appointment in cardiology by working with the appointment with the same timing between turns as occurred when it was filmed.*

Now that you have had an opportunity to observe the interpreted interaction as it was filmed, you are more prepared to interpret the interaction in a simultaneous manner. You had the chance to see the ways that Nancy controlled the tempo of the interaction to assist her interpretation, and understand more fully what the doctor and the Deaf patient (and his wife) were responding to. With this preparation, you can go on to interpret the appointment using the same time format of the original filming.

### Action Moment:

Go to page 29 of *Cardio.pdf* and work with the three portions of the appointment presented on that page.

### Step 1: Simultaneous Interpreting—The Initial Interview

The appointment is broken up into three sections. In the first, Dr. Riendl gathers background information on Roger's condition. This section is 2:40 in length and is divided into 5 separate clips.

### Step 2: Simultaneous Interpreting—The Physical Exam

In this section, Dr. Riendl performs a physical exam of Roger.

### Step 3: Simultaneous Interpreting—The Recommendation

In the final section, Dr. Riendl gives the Browns some of his initial conclusions and what medications and procedures he is recommending.

### Evaluation Opportunity:

Videotape your interpretations. Using the challenges which you identified in this situation in a consecutive format, evaluate how effectively you were able to manage these situations. A couple of questions to consider:

- In this interpretation, were you able to incorporate some of the effective strategies used by Nancy Niggley?
- How effectively were you able to manage the timing of the continuous video? Were you able to successfully pause the video to allow time for your interpretation?
- What areas continued to present challenges?

### On Simultaneous Interpreting

The term, simultaneous interpreting, may in fact be a misleading one. Given the mental process of interpreting, it is impossible to actually interpret any source message at the same time it is produced. There is inevitably a certain delay between the production of a message and its interpretation. Lauri Krouse, an interpreter educator from Minnesota, describes this process as “rapid consecutive interpreting.”

In reality, what the term simultaneous interpreting used here really denotes is a diminished control over the timing of the interaction. Nancy, in the interaction, is able to apply certain controls which manage turn-taking and allow her more or less time for certain concepts to be conveyed. In this format, the video runs with the time frames established by the original interpretation. However, you are not stuck with this timing. **You can pause the video if desired by using the space bar to allow yourself more time for your interpretation.**

Given your opportunity to view the original interpretation, I hope you will be more adequately prepared to deal with these time constraints.

## Lesson 1 1: Interpreting in an Academic Setting--Consecutive Format

**Objective:** *In this lesson, you will develop competency for interpreting lectures in an academic setting by:*

- a. *preparing for a technical lecture on the cardiovascular system, and*
- b. *interpreting the lecture using greater controls on amount of time allowed.*

The process now returns to the academic setting using the lectures on **To the Heart of the Matter**. In a clinical setting, doctors and nurses generally tend to describe processes in non-technical terms to make them more understandable for patients. In an academic setting, however, if the target audience are future medical personnel, (nurses and doctors), the technical nature of the discourse is more complex and makes more assumptions on what foundation of knowledge the audience should have.

As you shift back to interpreting the lectures on **To the Heart of the Matter**, your familiarity with the cardiovascular system should be increased from the beginning of this process. However, there will be some new challenges introduced with the more technical language included in these lectures.

### Action Moment:

Insert the CD, **To the Heart of the Matter**. Go to page 8 of *Heart.pdf* and locate the technical lectures. Choose which language you will work with. (You will come back later to do this process with the other language later.)

### Step 1: Prepare for the Lecture.

It is important before any assignment to spend some mental energy predicting and preparing. For this situation, at minimum, take 2-3 minutes to prepare by predicting what might be included on the video. Initially, you might also want to return to page 6 of *Heart.pdf* to see what terms will be included in the lecture. If there are some which are still unfamiliar, you may want to go back to the website you used in Lesson 2 to find more information on them.

### Step 2: Interpret the Video in a Consecutive Manner.

Interpret the technical lecture in your chosen language on page 8 of *Heart.pdf*. Working consecutively requires you to manually pause the video. (See left.) But on this first attempt at interpreting the technical lectures, be sure that you use whatever controls are necessary to allow you to effectively integrate what you learned.

#### Working Consecutively

The video on **To the Heart of the Matter** does not have formatting for consecutive interpreting. However, you can use the space bar to pause and play the video to effectively control the timing and allow yourself the opportunity to work in a more consecutive fashion. (See Lesson 1 for more details.)

### Evaluation Opportunity:

Videotape your interpretation. Using the salient linguistic features you identified in working with **To the Heart of the Matter**, evaluate how effectively you were able to incorporate these features in this interpretation. Some questions to consider:

- How effectively were you able to use spatial descriptions of the anatomy and procedures?
- How well did you pair classifier descriptions with fingerspelling for concepts which have no established signs?
- List portions of the interaction or concepts that were particularly challenging to interpret. (List these in the first column of Appendix A--A Vygotskyan Framework for Observation.)

## Lesson 12: Observing Interpretation of Technical Lectures

**Objective:** *In this lesson, you will develop competency for interpreting technical lectures in an academic setting by:*

- a. *observing a model interpretation of the video, and*
- b. *comparing the work of the model interpreter with your own work in a consecutive format.*

This lesson focuses on learning from the work of Patty McCutcheon. On page 9 of *Heart.pdf*, Patty offers an interpretation of both Paul's English lecture and Kendall's ASL lecture.

### Action Moment:

Go to page 9 of *Heart.pdf* and then go through these three steps.

#### Step 1: Preparing a Framework for Observation

As was discussed in Lesson 9, having a framework for observation is important to being able to apply your observations in a meaningful way. In watching Patty's interpretation on page 9, I'd suggest using the Vygotskyan Framework as shown in the form in Appendix A.

Using the list of challenges you created in evaluating your own interpretation from the consecutive format (Lesson 11), fill in the first column of the form in Appendix A.

#### Step 2: View Patty's Sample Interpretation

Watch Patty's interpretation on page 9 of *Heart.pdf*. Notice how she manages the sections which you found to be challenging and spend some time reflecting how you can incorporate some of what you saw into your own work.

## Lesson 13: Interpreting in an Academic Setting--Simultaneous Format

**Objective:** *In this lesson, you will develop competency for interpreting lectures in an academic setting by interpreting the lecture using less controls on amount of time allowed.*

### Action Moment:

Return to page 8 of *Heart.pdf* and locate the technical lectures.

#### Step 1: Interpret the Video in a Simultaneous Manner.

Interpret the technical lecture in your chosen language on page 8 of *Heart.pdf*. Interpreting simultaneously, attempt to incorporate effective techniques from Patty's interpretation into your work.

### Evaluation Opportunity:

Videotape your interpretation. Some questions to consider:

- How effectively were you able to use spatial descriptions of the anatomy and procedures?
- Were you able to effectively separate the different ideas in the lecture by using discourse markers?
- How effectively were you able to manage the challenges you identified when interpreting consecutively?

#### On Simultaneous Interpreting

On page 22, there is a description of the way that simultaneous interpreting does not mean instantaneous interpreting. If desired you can read that again to refresh your perspective on approaching this lesson. The important thing to emphasize is that **you can pause the video if desired by using the space bar to allow yourself more time for your interpretation.**

## Lesson 14: Interpreting in an Academic Setting--The Other Language

**Objective:** *In this lesson, you will develop competency for interpreting a technical lecture in an academic setting by:*

- a. *preparing for a technical lecture on the cardiovascular system,*
- b. *interpreting the lecture using greater controls on amount of time allowed (i.e. consecutive),*
- c. *observing a model interpretation of the video,*
- d. *comparing the work of the model interpreter with your own work, and*
- e. *interpreting the lecture using less controls on amount of time allowed (i.e. simultaneous).*

This lesson is simply completing Lessons 11-13 using the Technical lecture in the other language. For example, if you worked from English to ASL, return to page 8 of *Heart.pdf* and work with the ASL text as your source.

### Action Moment:

Go to page 8 of *Heart.pdf* and work with the lecture in the other language. Return to Lesson 11 and move through the steps to Lesson 13. You may choose to do an abbreviated amount of preparation in Lesson 11.

## Lesson 15: Reflections on the Process

**Objective:** *In this lesson, you will synthesize your learning by reflecting on your work throughout the entire process and projecting how it might apply to your actual interpreting work.*

Congratulations! You have made it through all of the lessons. Before putting this aside, please take some time to reflect on what you have learned. I hope working through these steps have given a new rhythm to your interpreting and more confidence for dealing with the cardiovascular system.

### Action Moment:

There is great educational value in the cycle of action and reflection. Throughout the first 14 lessons, you have put new ideas into practice. In your own individual professional development, the step of reflection is a key to being sure that you are able to integrate this new learning into your ongoing work. So, for this action, take a moment to reflect.

### Step 1: Create a Reflection

Whether in written English or in ASL on video, record some of your reflections on what you learned in working with this packet. Here are some questions you might consider in creating your reflection, but do not limit yourself to these:

- What did you learn about the anatomy and physiology of the cardiovascular system?
- What new insights did you gain about interpreting interaction?
- Did your perspective on the relationship between simultaneous and consecutive interpreting change at all in working with this packet? If so, in what ways?
- What were some examples from the language and interpreting models that impressed you as being particularly effective? How well were you able to include them in your own work?
- What did you learn about your work by evaluating your own interpretations?
- What new resources did you identify which will be helpful in your future work?

## Step 2: Share Your Feedback

The RSA Region V Project has supported the development of this Independent Study Packet to further the professional development of interpreters. In doing this, the project is very interested in your feedback about this packet, both in terms of what worked well and what you think could be improved upon. Please share any feedback you have on this packet or the CD-ROMs by contacting the RSA Region V Project at [federalprojectinfo@stkate.edu](mailto:federalprojectinfo@stkate.edu).

## Final Words

Good luck to all of you as you go on to work on your own. I sincerely hope that the activities and ideas shared in this packet will be of benefit to you in your professional development. There are a tremendous variety of independent skill development resources for interpreters, including the CD-ROMs produced by the RSA Region V Project. I hope that your working with this packet will inspire you to continue on your path of providing the highest quality services to the people with whom you work.



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## About the Author

**Doug Bowen-Bailey** is an interpreter, educator, and resource creator who lives in Duluth, Minnesota. His primary background is working in a variety of educational settings as an interpreter. Upon the birth of his children, he became a *stay-at-home Dad* who turns out to not be very good at staying home. He currently works as an Interpreter Training Consultant with the Northeast Service Cooperative providing mentoring services to interpreters in educational settings and interprets in a variety of community settings.

He is a graduate of Macalester College and St. Paul Technical College. He also completed an on-line program on Teaching ASL and Teaching Interpreting through the University of Colorado-Boulder, and recently completed a Distance Learning Technology Internship through the DO IT Center at Front Range Community College in Colorado.

Through his business, Digiterp Communications, Doug has been involved in creating a diversity of quality and affordable resources for professional development for interpreters. He has also presented on a variety of topics related to interpreting, including the process of creating digital resources at the 2002 Conference of Interpreter Trainers.

He lives with his wife, Holly, and their two children, Sylvie and Frost. Ironically, during Doug's work on editing and producing the **Internal Discussions: An Appointment in Cardiology** CD, he was called to interpret for an emergency angioplasty, so he got to apply some of what he learned in this work in his own interpreting. Through his own experience, he is convinced that what is contained on the CDs and in this packet have important applications for our work with Deaf people.

## Acknowledgements

This packet is the second in a similar format. The first, **Bite-Sized Pieces**, focused on working with two CD-ROMs related to the digestive system. The production of both of these packets is the result of a myriad of collaborations, and though it is impossible to document all of the individuals who went into shaping this project, I do want to thank some specific people for their significant support.

First of all, I want to thank the members of the RSA Region V Project team for their support and collaboration in so many efforts. Laurie Swabey, Paula Gajewski, Richard Laurion, and Rosa Ramirez have all been extremely supportive in this project. In addition, I'd like to thank Sherri Lancton of the DO IT Center who gave me some very helpful feedback as part of my Distance Learning Technology Internship and Emmanuel Garcia who was my partner in the DLTI for his support and encouragement.

I also am indebted to Patty Gordon for her clear explanation of Vygotsky's framework of working with object, self, and other. Thanks as well to Lauri Krouse for reviewing this project and for her enthusiasm about its possibilities. Lauri, to whom I attributed the notion of "rapid consecutive interpretation," also wanted to credit Patty Gordon and Sandra Gish for that idea. Which goes to show that in all knowledge, we are indebted to each other.

Finally, I would like to thank all of the people who participated in the creation and production of the CDs on which this study packet is based: Todd Tourville, Kendall Kail, Paul Battenhoff, Patty McCutcheon, Nancy Niggley, Roger Brown, Anna Rabbers-Brown, and Dr. Stephen Riendl. To all, gratitude for being part of what has come to be.

## Appendix A

### A Vygotskyan Framework for Observation

Working with Object: Challenge from Consecutive Interpretation	Working with Other: Observation of Model Interpretation	Working with Self: Insight for Future Application

*This framework is driven by your evaluation of working with the situation in a consecutive format. What you view as challenges from your own interpretation guides what you look for in the observation.*

## Appendix B

### A Framework for Observation Focused on Analyzing Interaction

Feature of Interaction (Demand)	Identified Interpreting Strategy (Control)	Consequence for Interaction



## Appendix D: Independent Study Plan for RID's CMP/ACET Program



# Independent Study Plan



Note: All Independent Study Activity Plans must be approved by a RID Approved Sponsor *prior* to the onset of the activity.

CMP Participant Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ RID Member # \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

1. **What do I want to do?** *Briefly describe the activity you will complete for CEUs.*

Using two CD-ROMs, **To the Heart of the Matter** and **Internal Discussions: An Appointment in Cardiology**, I propose to work through the Study Packet, "Steps to the Beat" developed by Doug Bowen-Bailey for the Region V RSA Interpreter Education Project.

2. **Why do I want to do it?** *Personal needs? Professional growth? Skill enhancement in a specific area? Increased general knowledge? Remaining current in the field? etc.*

I wish to develop my skills for interpreting situations discussing the cardiovascular system, both in academic and clinical settings.

3. **What are my specific goals?** *Keep your goals measurable, observable, tangible!*

My goals for this independent study are to:

- Install necessary software and navigate CD-ROMs containing digital video and links to internet resources.
- Analyze linguistic features in English and ASL lectures on the Cardiovascular System.
- Describe the structure and functions of the cardiovascular system in English and ASL.
- Identify resources for further research on anatomy, physiology, and medical issues related to the cardiovascular system.
- Handle checking in for a medical appointment in an efficient manner
- Identify sociolinguistic features in an interpreted interaction
- Interpret for an interactive appointment in cardiology in both a consecutive and simultaneous format
- Interpret for a technical lecture on the cardiovascular system and compare interpretation to the work of another interpreter.

4. **How will I accomplish my goals?** *Briefly describe your action plan.*

Using this study packet, I will go through the process of studying the cardiovascular system, and descriptions of it in both ASL and English. I will then apply what I learn in a clinical setting by interpreting in a consecutive format, observing a model interpretation, and then interpreting in a simultaneous format. Finally, I will go through similar steps for a technical lecture in an academic setting.

**5. How will I show my sponsor what I learned?** *Describe your evaluation process.*

I will document the time spent on this packet using the Time Documentation sheet in Appendix C. In addition, I will share my final reflection which I create in Lesson 15 with the Approved Sponsor.

*(Be sure to confirm with your sponsor what evaluation procedure will fulfill their requirements for processing the CEUs.)*

**6. How many CEUs is it worth?** *Remember, in an educational setting, 10 contact hours = 1 CEU. Consider how much time you will devote to this study. A maximum of 2.0 CEUs can be earned for each project. (Larger projects may be broken into components and each component filed as a separate independent study project earning up to 2.0 CEUs each.)*

Working with this study packet has a value of up to 2.0 CEUs, depending on the amount of time spent studying and learning in this process.

*Please Note: It will be up to the individual RID Approved Sponsors to determine the amount of time necessary to complete your Independent Study and the CEU value which should be assigned to your efforts. Some Sponsors may require that you document 1.5 or more hours of study for each .1 CEU earned. Negotiate this with your Sponsor prior to initiating your independent study plan.*

I agree to implement the Independent Study Activity as outlined in this plan and to submit all the necessary documentation of successful completion to my Sponsor. I certify that this activity for CEU credit toward the RID CMP requirements represents a valid and verifiable Continuing Education Experience that exceeds routine employment responsibilities.

\_\_\_\_\_  
**Participant's Name**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Participant's Signature**

I will insure that this Independent Study Activity will be overseen and evaluated by individual(s) with the relevant expertise. I, or my designee, have discussed the Independent Study Activity outlined in this plan with the participant and agree that it represents a valid and verifiable Continuing Education Experience. Further, I or my designee, agree to assess the documentation submitted to me by the participant upon completion of the Independent Study Activity and award the appropriate CEUs if completion is satisfactory.

\_\_\_\_\_  
**Sponsor's Name (please print)**

\_\_\_\_\_  
**Code**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Sponsor's Signature**