

A Weekend with Robyn Dean

Friday – Sunday * April 23-25 * 2010



Introduction to Demand Control Schema (DC-S)

Friday 4-23-10 * 6p-9p

This brief introduction to demand-control schema will challenge the way participants conceive of and understand interpreting work and interpreting ethics. This initial session dispels several myths about the work of interpreting. First is the myth that interpreters are not active and influential participants in the communication event. The second myth is that the constructs of language and culture, the ways we usually learn about and talk about interpreting work, are sufficient for capturing the phenomenology of interpreting work. The last myth is that there is a limited set of best practice behaviors that, if followed strictly, interpreters will always be ethically sound. In this workshop, we reconstruct the interpreting event by reformulating and adding to the language and culture factors present in the work, reconsider our decision-making in light of these extra-linguistic and extra-cultural factors, and pay careful attention to the impact of our decisions and ourselves on the communication event - and not by denying that this impact exists.

Decision-Making using the Demand-Control Schema

Saturday 4-24-10 * 9a-4p

In this follow up training to the introduction of demand control schema (DC-S), participants are taught how to effectively use DC-S as dialogic work analysis in discussions with their colleagues, mentees or students about interpreting work. Dialogic work analysis is the most powerful aspect within DC-S work because it teaches practitioners, students, and mentees how to employ a best practice process -- that is, no longer is it sufficient to teach students what to think or tell practitioners what to do that is ethical but we must now teach professionals how to reach an ethical decision based on the unique circumstances of the context. This workshop will show participants how to translate their intuition into constructs and language which then can be readily use in discussions with colleagues or imparted to students and mentees.

Interpreting in Mental Health Settings: A Practice Profession Approach

Sunday 4-25-10 * 9a-4p

This workshop is designed to provide interpreters with the basic knowledge necessary to work in mental health settings. The instructors will use a didactic format along with demonstration and class discussion. Participants will learn about basic mental health issues, their role as practice professionals in this environment, and the dynamics that occur between clinician, patient, and interpreter. The workshop will cover a) Issues of setting, role, and interpersonal dynamics impact our work in the mental health field. b) Mental illness is diagnosed through a manner of questioning, through symptoms that manifest themselves linguistically, and through vocal and affectual cues. Since all of these are impacted by linguistic and cultural aspects of deafness, the interpreter's understanding of the mental illness diagnostic process as well as some content knowledge of mental illness is therefore crucial. c) The team member approach (clinician and interpreter) is the most effective paradigm for diagnosing and treating patients who possess a minority language and culture, including patients who are deaf or hard of hearing. d) Knowing how working within the mental health field affects one psychologically, emotionally, and spiritually is essential to ensure a health working environment and lifestyle.



Robyn Dean; MA, C.I. & C.T.

Appointed to the faculty of the University of Rochester School of Medicine in 1999, in recognition of her scholarship in the interpreting field and leadership in the education of interpreters, medical students, and other health care professionals. She has been an interpreter for 19 years, with particular service experience in healthcare and mental health settings. Ms. Dean holds a B.A. in ASL Interpreting and an MA in Theology. Ms. Dean's recent application of demand-control theory to sign language interpreting, as described in the Journal of Deaf Studies and Deaf Education (Winter, 2001), has been the topic of numerous workshops, publications, and grant projects nationally and internationally. Her contribution to interpreter education was recognized in 2008 with the Mary Stotler Award, an award conferred every two years, conjointly, by the Registry of Interpreters for the Deaf and the Conference of Interpreter Trainers. Ms. Dean's work is funded by several federal grants, one which infuses demand-control schema curricular materials into fifteen interpreter training programs across the US.

