YouTube WEBINARS

This is a group of Webinars that can be found on YouTube. Signs2go Interpreting & Support Services, LLC has found, viewed, and assessed these webinars and determined that the information contained in these webinars is still valuable for current knowledge OR for research content in the field of interpreting. Signs2go has petitioned the BEI to approve these webinars for CEUs. Signs2go has sought, and been granted approval to host these webinars from the previous proctor of CEUs.

The BEI has approved Signs2go to proctor the webinars on this list for SELF-STUDY CEUs and issue the CEUs for each webinar on this list. The webinars are FREE to watch. The CEU processing fee is $15.00 per webinar. There are two options for earning the CEUs that are already applied for, approved, and issued a CEU ID#.

Option One:
In order to earn CEUs from this list using Signs2go's on-site Research & Professional Development Center, one must:
- Contact our office to schedule a face-to-face appointment with our Proctor, during office hours: Mon-Fri 9am-5pm with our Proctor: Phone: 817-294-7446 Our location: 7307 S. Hulen Street, Fort Worth, TX, 76133
- View and discuss the webinar contents with the Proctor, on-site
- Pay the CEU processing fee
- Leave with your CEU certificate that verifies proctored self-study for the specific webinar(s) attended

Option Two:
In order to earn CEUs from this list from an off-site location, one must:
-view the webinar
-submit a 1-2 page synopsis that includes:
- Name, email, City/state, BEI ID#
- 1-2 paragraph(s) summarizing the information covered
- Your answer to a discussion question, or your response to a comment from the presenter/another participant's view
- 1 paragraph containing your response to the information in the webinar
-attach your synopsis document to an email and send to:
signclass@signs2gointerpreting.com

(Please maintain a copy of this synopsis document to submit with your CEUs, upon request.)

Our Proctor will read your synopsis and insure that it satisfies the requirements. The Proctor will then send you a PayPal link to pay the $15.00 CEU processing fee. Once the processing fee has been verified as received, you will receive an email with the CEU pdf certificate attached.

YouTube WEBINARS

Signs2go will keep a log of: attendee's name, email, city/state, and BEI ID#, and webinar(s) completed for both options, and submit our attendance verification to the BEI on a monthly basis. Those seeking RID CEUs must follow the RID Pinra process.

(NOTE: You can also view the webinars, as self-study, on your own. HOWEVER, you must apply for and get approval from the BEI for CEUs for each webinar, on your own, prior to using the webinars for self-study CEUs. We have endeavored to make this process easier for all who wish to benefit from our efforts to make interpreting related, webinar info both accessible and available for CEUs.)

1) **Critiquing and deconstructing metaphors: A normative ethical framework for community interpreters:**

Date originally aired: September 12, 2016
Presenters: Robyn Dean, CI/CT, Ph.D.
Description: In 2000, Pym proposed that translators and interpreters adopt an approach of cooperation. In other words, practitioners should seek to enhance (or at least not prevent) the cooperation between interlocutors of other languages/cultures. Moreover, this proposition is in alignment with ideals from morality scholarship: Cooperation is the highest form of ethical reasoning. In community interpreting, this ideal is arguably evident in the frequently used metaphor of *member of the team*. This paper distills the "interpreter-as-team member" metaphor into a series of professional values to propose a framework that aligns with a cooperation-based, ethical framework for interpreters working in community settings.

Target Audience: Working interpreters other interested stakeholders

BEI CEUs: 0.15 E
https://www.youtube.com/watch?v=R5LiCIffQqI&feature=youtu.be

2) **Returning to ethics: A meta-ethical analysis of community interpreters' codes and standards of practice:**

Date originally aired: August 29, 2016
Presenters: Robyn Dean, CI/CT, Ph.D.
Description: In 2001, Pym made an appeal for the field to *return to ethics*. In response, this paper problematizes the ethical framework offered to community interpreters. Metaphors (e.g., conduit/advocate) are often employed to *describe* practitioners' behaviors and have since emerged in pedagogy and training materials as an ethical device (e.g. interpreters *should* or *should not* be a conduit). However, devices used to describe behaviors are not the same as those used to propose or evaluate behaviors. Normative ethics dictates the use of terms that evaluate the consequences of practice decisions in light of a profession's *values*. As such, an alternative framework is proposed.

Target Audience: Working interpreters other interested stakeholders

YouTube WEBINARS

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=s8oP20prZLM&feature=youtu.be

3) **Identifying hearing ASL – English Interpreter's current practice in determining the need of Deaf Interpreters for court proceedings:**

Date originally aired: August 3, 2016
Presenters: Christopher Tester, MsC, CDI, SC:L
Description: This webinar will be a presentation of Christopher Tester's MA Thesis, titled: How American Sign Language-English Interpreters Who Can Hear Determine Need for a Deaf Interpreter for Court Proceedings. This study investigated how and when hearing interpreters in the United States decide there is a need for a Deaf interpreter for court proceedings. Previous publications have strongly suggested that it is best practice to work with a Deaf interpreter for specific situations (NCIEC, 2007). The author utilized two frameworks: Brennan & Brown's (1997) *Equality before the Law*, and Mathers' (2009) *Deaf interpreters in court: an accommodation that is more than reasonable* to design a study that will bring to light the criteria used by hearing ASL-English interpreters to determine when a Deaf interpreter should be utilized. This research also explored the hearing interpreter's view of the Deaf interpreter and allowed for discussion of experience of working as the hearing member of a Deaf-hearing team in the courtroom.

Target Audience: Interpreters working within legal system and other interested stakeholders

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=lZjFI-V6yKM&feature=youtu.be

4) **Designing Effective Online Educational Programs**

Date originally aired: June 13, 2016
Presenters: Facilitator: Mary Darragh MacLean, Panel: Doug Bowen Bailey, Carolyn Ball, & Lisa Bolding
Description: When the RID Certification Maintenance Program was first launched in 1985 the only distance learning was attending conferences or conventions. Today more than nearly ½ of all RID approved training takes place online. However, how do we know this is effective education or not. This webinar will focus on the current state of online education as supported through RID Approved Sponsors. Participants will have the benefit to listen to a panel experienced in produce successful online educational programming for interpreters.

Target Audience: Program administrators for approved RID sponsors, interpreter educators, workshop presenters and interested stakeholders.

YouTube WEBINARS

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=yjbAREfOzgo&feature=youtu.be

5) <u>**Demystifying Professional versus General Studies, when specialization is becoming ever more Important**</u>

Date originally aired: April 25, 2016
Presenters: PDC Team Members: Richard Laurion, Nathan Fowler, Mary Darragh MacLean
Description: The RID Certification Maintenance (CMP) and Associate Continuing Education Tracking (ACET) Programs were developed with flexibility in mind. When these programs were developed, it was recognized that RID was a young organization and the field and science of interpreting was still developing. The authors for the CMP/ACET programs wanted to include a way for interpreters to demonstrate their currency in the field (as part of any credential maintenance program) and that might still allow for new and innovative information to be brought into the field. Creating a General Studies area allowed RID members to explore information that did not have an immediate relevance to interpreting. It also provided a mechanism for interpreters to explore studies of topics they may seek to interpret in the future, thereby building a solid base of background and understanding for the topic. This webinar will explore the distinctions between RID's Professional Studies category and that of General Studies. We will seek to help participants know how to better advise certified interpreters in documenting their educational endeavors and in making connections between what is or is not a Professional Studies pursuit

Target Audience: Program administrators for approved RID sponsors, interpreter educators, workshop presenters and interested stakeholders.

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=6xeVV0j7F_w&feature=youtu.be

6) <u>**Successful Educational Programs: Well-written learning objectives tied to achievement measured through effective evaluation**</u>

Date originally aired: May 23, 2016
Presenters: Facilitator: Richard Laurion, Panel: Carol Tipton, Holly Nelson
Description: One of the most challenging tasks for workshop presenters, instructors of continuing education and credit classes and CMP administrators is ascertaining that learning objectives are valid and robust. Then taking a critical or evaluative look at whether the programming provided achieved the desired learning objectives. During this webinar we will first explore what learning objectives are, what they must include and

how to create them. We will also distinguish learning objectives from instructor objectives, a common source of confusion for presenters and administrators.

The second portion of our program will consider how we measure our success. How do we build evaluation tools that link with the learning objectives and help us identify what was successful or what might need to be tweaked in the future. Examining both ends of an educational programming will allow us to better determine if there was a successful transfer of knowledge to participants.

Target Audience: Program administrators for approved RID sponsors, interpreter educators, workshop presenters and interested stakeholders.

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=bAp1S7_Il5Y

7) **Black Narratives & Culturally Competent Services**

Date originally aired: April 11, 2016
Presenter: Erica West Oyedele
Description: (This recording does not include the first few minutes of the webinar) This webinar will present participants with several real life scenarios that were shared by Black interpreters in the 2015 master's thesis by Erica West Oyedele, *Persistence of African-American/Black Signed Language Interpreters in the United States: The importance of Culture and Capital*. Participants will be given an opportunity to discuss how these experiences impact relationships between Black interpreters, interpreters of color and their White counterparts in the spheres of education and the workplace. Participants will review a model of cultural competence and devise strategies for applying culturally competent care. Anyone interested in dismantling systems of oppression, increasing the number of interpreters of color, and working towards social justice within the field of interpreting and interpreter education is encouraged to attend this webinar.
Target Audience: All interpreters and interested stakeholders

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=V0kGcZH9sOA

8) **Power & Privilege: Deaf and Hearing Interpreters' Experiences**

Date originally aired: February 29, 2016
Presenters: Risa Shaw & Debra Russell

Description: (This recording does not include the first 10 minutes of the webinar) How do Deaf and hearing interpreters talk about power and privilege when they reflect on their work? This presentation discusses the experiences of interpreters from Canada and the U.S. and their views on constructs of power and privilege dynamics in interpreted interactions. The data we will share showed intersections among power and privilege, interpreters' sense of agency, interpreters' conceptualization of the task of interpreting, negative power dynamics among Deaf and hearing teams, and the need for specialized training about these concepts and how to work together effectively as D/H teams.
Target Audience: Interpreters interested in legal interpreting
Series: CMP

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=Lhy-IxRl3Oo&feature=youtu.be

9) Skills Development for VR Interpreters: Models and Resources

Date originally aired: December 8, 2014
Presenter: Anna Witter-Merithew
Description: The focus of this webinar is on strategies and resources for developing interpreting skills for working in the VR setting. Practical ideas for how to work independently and/or in small group to enhance skill performance will be discussed. As well, sources for accessing skill development resources will be identified.
Target Audience: All interpreters and interested stakeholders
Series: Interpreting in VR Settings 2014 Webinar Series

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=oCMZR51Zo-g

10)   Deaf VR Professionals and Designated Interpreters

Date originally aired: October 27, 2014
Presenter: Trudy Schafer
Description: The importance of access and inclusion for the 24/Deaf Professional within their work environment requires that interpreters consider alternative models for how they approach their work. This webinar will focus on the Deaf VR Professional and Designated Interpreter Model by examining how it contributes to the fuller participation of the Deaf Professional within their work context. As well, some of the unique considerations and practices employed by interpreters using this model will be discussed.

Target Audience: All interpreters and interested stakeholders
Series: Interpreting in VR Settings 2014 Webinar Series

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=Iy1BVQvIPCs (first few minutes are missing)

11) Deaf Interpreters within the VR System

Date originally aired: September 29, 2014
Presenters: Trenton Marsh and Jennifer Storrer
Description: Deaf interpreters bring a unique set of skills and experiences to the interpreted events—particularly when providing services to deaf individuals with unique linguistic considerations. This webinar will focus on the contributions of Deaf interpreters within the VR system. Samples of Deaf interpreters in action will be provided and discussed. Strategies for enhancing Deaf-hearing interpreter teams will also be explored.
Target Audience: All interpreters and interested stakeholders
Series: Interpreting in VR Settings 2014 Webinar Series

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=N6tj22wEA24&feature=youtu.be

12) Interpreting for Assessment and Evaluation Processes

Date originally aired: August 25, 2014
Presenters: Pauline Annarino and Cheryl Davis
Description: One of the unique aspects of interpreting in VR settings is the array of assessment and evaluation tools that are administered in determining appropriate services to provide to deaf VR clients. This webinar will explore the challenges and strategies associated with interpreting assessment and evaluation tools. Resources for skill development in this area will also be explored.
Target Audience: All interpreters and interested stakeholders
Series: Interpreting in VR Settings 2014 Webinar Series

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=Fr9PofMxsx8&feature=youtu.be

13) Skills, Knowledge and Attributes of Interpreters Working in VR Settings

Date originally aired: June 16, 2014
Presenter: Glenn Anderson
Description: Through a review of the literature, expert consultation and collection of data from practitioners and VR professionals, a set of domains and competencies of

interpreters working in the VR setting has been defined. This webinar will introduce the domains and competencies of interpreters who work in the VR setting and consider ways in which competencies can be developed..
Target Audience: All interpreters and interested stakeholders
Series: Interpreting in VR Settings 2014 Webinar Series

BEI CEUs: 0.15 I

Session Recording

https://www.youtube.com/watch?v=HDzYO84-Dzc&feature=youtu.be

Interview with Cheryl Sugg
https://www.youtube.com/watch?v=tJZNlAZtayM&feature=youtu.be
Interview with Zania Musteen
https://www.youtube.com/watch?v=nTe4RyIIgJE&feature=youtu.be

14) Serving VR Clients: Demographics, Procedures and Services

Date originally aired: April 28, 2014
Presenters: Dee Clanton and Trudy Schafer
Description: This webinar will look at the deaf individuals who are served by VR by 1) exploring the demographics of clients, 2) identifying the procedures that must be followed in order for a deaf individual to receive VR services, and 3) what type of services are provided to VR clients. This information will help interpreters to more fully appreciate the VR context and the needs of clients that are served.
Target Audience: All interpreters and interested stakeholders
Series: Interpreting in VR Settings 2014 Webinar Series

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=8Klezz7zEwY

15) VR as a System

Date originally aired: February 24, 2014
Presenter: Anna Witter-Merithew
Description: This webinar builds on the Systems Thinking for Interpreters webinar by exploring VR as a System. The VR structure will be discussed so that its individual and the inter-connectedness of the parts are understood. This understanding can help interpreters to understand the context in which their work occurs and thus make more informed decisions regarding meaning, acts and practices.
Target Audience: All interpreters and interested stakeholders
Series: Interpreting in VR Settings 2014 Webinar Series

YouTube WEBINARS

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=-o3ZPD1XgzA&feature=youtu.be

16) Systems Thinking for Interpreters

Date originally aired: January 27, 2014
Presenter: Anna Witter-Merithew
Description: The focus of this webinar is on Systems Thinking and how it can contribute to problem solving associated with interpreting. Systems Thinking is a way of thinking about, and a language for describing and understanding, the forces and interrelationships that shape the behavior of systems in which interpreters provide service. Systems thinking can help interpreters learn how to function within systems more effectively, and to act more in tune with the natural processes that exist within systems. As a result, interpreters can expand the range of controls they apply to manage demands associated within a given system.
Target Audience: All interpreters and interested stakeholders
Series: Interpreting in VR Settings 2014 Webinar Series

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=ybeTFqC2Vpg&feature=youtu.be

17) Interpreting Depositions

Date originally aired: September 21, 2013
Presenter: Carla M. Mathers
Description: Depositions form a part of pre-trial discovery engaged in typically by attorneys in civil matters. When a Deaf witness is to be deposed, court interpreters will be engaged. Table interpreters may also be present to monitor the interpretation. Frequently, depositions are videotaped to preserve the interpretation in case of later challenge. Depositions can also be used as evidence during a trial to impeach a witness who testifies differently from their testimony during the deposition. Highly accurate and competent interpretation at depositions ensures that impeachment at trial does not become an examination into the quality of the prior interpretation at the deposition. This seminar will set forth the basic procedures involved in a deposition and will set forth the common ethical and staffing considerations for the interpreter hired to interpret for a deposition.
Target Audience: Interpreters interested in legal interpreting
Series: Summer 2013 Legal Interpreting Series

BEI CEUs: 0.15 E

YouTube WEBINARS

https://www.youtube.com/watch?v=Qz8nRoyIvJU

18) Interpreting in Domestic Violence Settings

Date originally aired: August 19, 2013
Presenter: Carla M. Mathers
Description: Domestic violence is a social problem that affects all sectors of society, and when Deaf people are involved, court and legal interpreters are called to interpret these high risk emotionally charged interactions. Many times, applications for protection from domestic violence are filed with little notice and implicate the need for emergency interpreting. From intake through final protective order hearings, this seminar will address the process and procedures generally followed as well as discuss the ethical and interpreting demands faced in these challenging matters.
Target Audience: Interpreters interested in legal interpreting
Series: Summer 2013 Legal Interpreting Series

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=IgxqG-cLEq8

19) Interpreting in Family Court

Date originally aired: July 29, 2013
Presenter: Carla M. Mathers
Description: Interpreters often find themselves interpreting in a myriad of domestic matters from contested divorces to child custody cases to the division of marital property. Interpreting for family law cases presents unique demands procedurally and interpersonally particularly when interpreting between adverse parties. Ethically, family law cases can be demanding and require quick thinking and action on the interpreter's part. This session will explore the various matters an interpreter may be called to interpret, will explore the ethics involved in interpreting between hostile deaf parties, and will discuss specific legal vocabulary and definitions related to family law matters.
Target Audience: Interpreters interested in legal interpreting
Series: Summer 2013 Legal Interpreting Series

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=wYJfpgDkR6s&feature=youtu.be

YouTube WEBINARS

20) Secrets to Share with Deaf People about Interpreting in Court

Date originally aired: July 20, 2013
Presenter: Carla M. Mathers
Description: In legal interpreting seminars, it is often said that court interpreting is different from community interpreting. At times, these differences can pose ethical demands when interpreters feel constrained to conduct themselves in a manner that would be objectionable in a community setting. Court interpreters have an obligation to explain these conflicts and the rationale behind them to Deaf consumers in a considerate manner. This educational piece is a critical link to improve the relations between court interpreters and the communities we serve. This seminar will address the key protocol which presents a conflict between community and legal interpreting and suggest methods and rationale to be incorporated into the discussion with the Deaf consumer prior to interpreting in court.
Target Audience: Interpreters interested in legal interpreting
Series: Summer 2013 Legal Interpreting Series

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=ZXJZl28q0mY&feature=youtu.be

21) Legal Interpreting Basics

Date originally aired: June 17, 2013
Presenter: Carla M. Mathers
Description: Legal settings constitute high risk interpreting. Many interpreters avoid legal interpreting because of the fear that they might do more harm than good if they interpret in a legal setting without the proper training and credentials. This seminar aims to assist generalist interpreters understand the path to legal interpreting, the type of skills and competencies necessary and the support available from the legal interpreting community.
Target Audience: Interpreters interested in legal interpreting nation-wide
Series: Summer 2013 Legal Interpreting Series

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=DgjKZHMsRUU

22) Anatomy of an Interpretation

Date originally aired: May 23, 2013
Presenter: Rhonda Jacobs

YouTube WEBINARS

Description: This webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, will build upon the previous webinar, A Process Model for Deaf-Blind Interpreting, and examine an interpretation done by a Deaf interpreter working with a Deaf-Blind individual, looking at how various aspects of an interpretation are done, particularly the incorporation of visual information. For participants who did not participate in the previous webinar, there will be a brief review of the process model of interpreting previously presented.
Target Audience: Interpreter Educators, Working Interpreters
Series: Deaf-Blind Series

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=Ps5j78E33yU

23) A Process Model for Deaf-Blind Interpreting

Date originally aired: February 21, 2013
Presenter: Rhonda Jacobs
Description: This webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, will present A Process Model for Deaf-Blind Interpreting as published in the 2005 Journal of Interpretation, updated to include work published since 2005. Participants will examine a process model of interpreting as it relates to deaf-blind interpreting, considering such elements as visual information, message analysis, contextual analysis, linguistic modifications and back-channeling.
Target Audience: Interpreter Education Program faculty, internship hosts/supervisors, mentors, working interpreters & IEP students
Series: Deaf-Blind Series

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=JkpykTKzwAc

24) Strategies on Infusing Deaf-Blind Related Content into the IEP Curriculum – A Share Shop Amongst Instructors

Date originally aired: November 15, 2012
Presenter: Susanne Morgan Morrow, MA, CI, CT.
Description: It is the intention of Interpreter Education Programs to prepare well-

rounded, knowledgeable and skilled practitioners. Yet we are doing them a disservice by not providing adequate exposure and experiences specific to deaf-blind interpreting strategies. A recent survey conducted by the National Task Force on Deaf-Blind Interpreting & the National Consortium of Interpreter Education Centers validated this concern as many instructors reported a lack of the requisite content knowledge and skills that are needed to teach deaf-blind content. This online webinar will provide a platform for the sharing of resources amongst IEP instructors on content, activities and materials that are available. Content will be shared from the national survey of interpreter educators, examples of content that should be incorporated and activities for inclusion into the IEP will be suggested. IEP instructors will be asked to share their own ideas and suggestions to their colleagues.
Target Audience: Interpreter Education Program faculty, internship hosts/supervisors, mentors, working interpreters & IEP students
Series: Deaf-Blind Series

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=iJwAV2rV5x0

25) It Takes A Village … Taking a Closer Look at Interpreter Education and Community Capacity

Date originally aired: August 23, 2012
Presenter: Paula Gajewski Mickelson
Description: Interpreting is a profession born of the community. As interpreter education programs have moved to academia and the academic bar continues to raise, the challenge facing programs and faculty is in finding "the zone" – that sweet spot that balances academia and the real-life learning that can only happen through community involvement. Interpreting students will often take the knowledge they learn into the community via observations, volunteer work, service learning, internships and other activities. Members of the Deaf Community are a vital, necessary part of this mix. Programs must have internship sites that have experienced strong interpreter supervisors to oversee student work. Community involvement and resources are necessary for program and student success. At the same time, more and more community members and internship sites are saying "thanks, but no thanks." "We'd love to help, but we can't this time." "We are already working with students from other programs, we can't do more." "How does this (hosting an intern/volunteering for the program) benefit me?" This webinar will begin to explore the idea of community capacity with program directors from interpreter education programs across the country.
Target Audience: IEP students, IEP faculty, Internship Hosts/Supervisors, Mentors and Working Interpreters.

BEI CEUs: 0.15 G

YouTube WEBINARS

26) Integrating Observation-Supervision into Your Program Curricula

Date originally aired: June 21, 2012
Presenter: Robyn Dean
Description: The first three webinars in this four part series introduced viewers to the theoretical framework of Demand-Control Schema (DC-S), how to discuss interpreting demands/controls using a paradigm of teleological ethics, and how to put all the DC-S constructs together by using sample cases and situated practice examples to highlight how these DC-S constructs are used to analyze interpreting cases. This included an explanation of demand constellations, consequences and professional values. Some viewers then participated in three online learning communities were they continued to learn about demand-control analyses. In this session we will discuss how analytic skills (demands and controls, dialogic work analysis) are not an end unto themselves but a means by which students and professionals continue to learn and develop their knowledge, confidence, and skill sets. In particular, we will discuss experiential learning techniques such as, observation-supervision. Through in-vivo observations of service settings - involving only hearing people (e.g., a doctor's appointment, an AA meeting, a community education class) - students and practitioners can be exposed to the EIPI demands of those work contexts. Through supervision discussions, educators can take the EIPI data collected from the students (via observation forms) and make the important connections between what they observed and how that new knowledge will better prepare them to work in those settings and how to deal in general with the job demands of interpreting.
Note: This webinar series is taught with the assumption that viewers have the information from each previous webinar and online learning community. However, each webinar is open to anyone.
Series: Demand-Control Schema

BEI CEUs: 0.15 E

27) University of Alberta Collaboration Webinar on Community Interpreting

Date originally aired: April 12, 2012
Presenter: Dr. Jemina Napier from Australia
Description: This webinar will give an overview of how interpreting research studies in spoken and signed languages have impacted on community interpreting practice. Seminal studies will be presented that have changed our view of our role as mediators

of communication, with discussion of shifting trends in practice and pedagogy that have been influenced by evidence-based research.
Target Audience: Working Interpreters and Students

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=037lHkjOfQk

28) Strategies for Exploring the Complexities of Ethical Decision Making for Students

Date originally aired: February 23, 2012
Presenter: Paula Gajewski Mickelson
Description: Circle Processes are an important part of many cultures and indigenous populations around the world and are used as a means for collective decision making, community sharing and dispute resolution. Elements of Circle Processes are also used in parts of our society as a way to build community, resolve conflict, and reach consensus. The Circle is a non-hierarchical, shared space, developed by its participants and is used as a means to share information and learn of others' perspectives and beliefs in safe, non-threatening manner. The purpose of this webinar is to provide a forum to learn about Circles and how to facilitate Circle Processes as a way to discuss and analyze various components of ethics and decision making. Insights from a variety of perspectives including research on conflict in interpreting, conflict theory, communications and professional guides such as the NAD-RID Code of Professional Conduct will all be a part of this discussion. Participants will be introduced to concepts of Circle Processes including the format of Circles, the role and function of Circle Keepers, and strategies to utilize this process with students and colleagues to unpack and discuss case studies explore ethical decision making.
Note: This webinar series is taught with the assumption that viewers have the information from each previous webinar and online learning community. However, each webinar is open to anyone. Previous webinars are available on the MARIE page of this website while information covered in the online learning community is not available after the fact.
Target Audience: IEP students, IEP faculty, Internship Hosts/Supervisors, Mentors and Working Interpreters.
Series: Demand-Control Schema

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=s-y1AjtDhuI&feature=youtu.be

YouTube WEBINARS

29) DC-S and the Dialogic Work Analysis - Part II

Date originally aired: November 19, 2011
Presenter: Robyn Dean
Description: The first two webinars in this four part series introduced viewers to the theoretical framework of Demand-Control Schema (DC-S) and how to discuss interpreting demands/controls using a paradigm of teleological ethics. This included an explanation of demand constellations, consequences and professional values. Some viewers then participated in two online learning communities were they continued to learn about demand-control analyses. The third webinar puts all the DC-S constructs together (identifying and articulating demands, controls, and consequences and their relationship to professional values and professional responsibility) by using sample cases and situated practice examples to highlight how these DC-S constructs are used to analyze interpreting cases. Note: This webinar series is taught with the assumption that viewers have the information from each previous webinar and online learning community.
Audience: IEP students, IEP faculty, Internship Hosts/Supervisors, Mentors and Working Interpreters.
Series: Demand-Control Schema

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=btILdX2AjQo&feature=youtu.be

30) DC-S and the Dialogic Work Analysis - Part I

Date originally aired: 8/25/2011
Presenter: Robyn Dean Summary: The first webinar in this four part series introduced viewers to the theoretical framework of Demand-Control Schema (DC-S). Some viewers then participated in an online learning community were they learned to construct quality demand-control analyses (based on the eleven scales of the DC-S Rubric). This second webinar will educate viewers on how to discuss interpreting demands and controls using a paradigm of teleological ethics – ethics based on the consequences of decisions. Viewers will learn how to construct demand constellations and how to formulate an ethical structure that involves the weighing consequences of decisions in light of professional values and execution of professional responsibility.

Target Audience: IEP students, IEP faculty, Internship Hosts/Supervisors and Mentors. Series: Demand-Control Schema

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=SaQEkcmzt80

31) <u>Introduction to Demand Control Schema</u>

Date originally aired: 5/19/2011
Presenter: Robyn Dean
Description: During this first session, in a series of four, you will be introduced to the theoretical construct of DC-S and how to use these constructs in your teaching and/or interpreting practice. You will gain a theoretical framework for DC-S and be introduced to the four demand categories: Environmental, interpersonal, paralinguistic, and intrapersonal (collectively noted as EIPI) as well as the opportunities to employee controls: pre-assignment, during assignment, and post assignment. Lastly, we will explore the use of the DC-S Grading Rubric to yours and your students' demand-control analyses and/or your post assignment reflections.

Target Audience: IEP students, IEP faculty, Internship Hosts/Supervisors and Mentors.
Series: Demand-Control Schema

BEI CEUs: 0.15 E

https://www.youtube.com/watch?v=SS7PJOBWCTI

32) <u>Novice Interpreters Speak Up! Reflections on Entry to Practice–A Conversation with Interpreters of Color</u>

Moderated by: Folami Ford on May 12, 2016

Description:
The last of the "Novice Interpreters Speak Up" series, we engage in a dialogue with interpreters of color as they reflect on their entry to practice experiences.

Learning Objectives:
At the completion of the webinar, participants will be able to:

- Identify educational resources that panelists found beneficial upon entry into the field.
- Identify educational gaps unique to panelists upon entry into the field.
- Describe the novice interpreter perspective of "entry to practice" issues.

Panelists: Letitia Bynoe, Yvans Cator Jr.

Target Audience: Interpreting educators, mentors, program administrators, interpreters and others interested in interpreter education.

BEI CEUs: 0.15 I

YouTube WEBINARS

33) <u>Interpreting in Spanish-Influenced Settings: A Curriculum Guide Panel Discussion</u>

Description: This webinar will cover: The purpose of the ASL/Spanish/English Curriculum Guide and accompanying resources, How the curriculum guide is being used across the US, Where the Curriculum Guide and related resources can be accessed, Where info on upcoming Trilingual (ASL/Spanish/English) interpreting educational opportunities can be found.

Moderated by: Lillian Garcia Peterkin
Presented by: Leonardo A. Álvarez and Arlene Narváez on June 25, 2015

BEI CEUs: 0.1 I

Additional info: http://www.interpretereducation.org/specialization/aslspanishenglish/

34) <u>Calling Deaf Interpreter Trainers: New Curriculum Toolkit Ready for You!</u>
Presented by Chris Kurz on November 18, 2013

Description: This video overviews the modules of a new interpreter curriculum toolkit by NCIEC. Disclaimer: This webinar was created in November 2013. The guidance may be out of date, but the video can be used as a reference.

BEI CEUs: 0.125

35) <u>An Online Mentoring Toolkit</u>
Presented by Anna Davis on February 11, 2013

Description: Discusses the need for Trilingual training, the community needs, and the 6 modules of the Trilingual Curriculum Guide that can be found here: http://www.interpretereducation.org/wp-content/uploads/2015/05/Trilingual-Curriculum-Guide-2015-English.pdf

YouTube WEBINARS

BEI CEUs: 0.1 G

https://www.youtube.com/watch?v=m1WxWPGuOCo

36) <u>The Importance of Deaf Self-Advocacy Training: New Second Edition Curriculum Overview</u>
Presented by: Lillian Garcia Peterkin on January 14, 2013

Description: This webinar reviews the development of the Deaf Self-Advocacy Training (DSAT). The National Interpreter Education Center (NIEC) and the Regional Interpreter Education Center (RIEC) are co-sponsors of this webinar. Disclaimer: This webinar was created in Jan. 2013. The guidance may be out of date, but the video can be used as a reference.

BEI CEUs: 0.1 G

https://www.youtube.com/watch?v=ptXHfgC3nQk&feature=youtu.be

37) <u>Working Effectively with Interpreters</u>
Presented by: Dennis Cokely on July 9, 2012

Description: This webinar reviews the need for interpreters, interpreting work settings, interpreter pay and scheduling, the national standard of a 2 hour minimum, and working with the hiring entity and the Deaf client.

BEI CEUs: 0.1 I

https://www.youtube.com/watch?v=rLkV2t5yfC0

38) <u>Enhancing VR Services Through the Use of Deaf Interpreters</u>
Presented by Launa Fields Ryan, Sheryl Spera, and Stephanie Clark on May 14, 2012

Description: This workshop discusses he different functions of DI/CDI as compared to ASL Interpreters. Also includes Deaf culture rules and norms.

BEI CEUs: 0.1 I

https://www.youtube.com/watch?v=-l8m8IlwhLo

YouTube WEBINARS

39) Vocational Rehabilitation Needs Assessment and Implications
    Presented by: Dennis Cokely on June 6, 2011

Description: Discusses the number of interpreters, mentoring needs, involvement/training of Dis, informational modules, and interpreter training programs.

BEI CEUs: 0.1 I

https://www.youtube.com/watch?v=NRJajqBwbcE

40) Deaf Self-Advocacy Training Curriculum
    Presented by: Lillian Garcia Peterkin on May 23, 2011

Description: Discusses: the development of a curriculum for Deaf self-advocacy and the finished product, communication access and the variety of methods, resources, and collaborating with the interpreter to enhance the interpretation and minimize mistakes.

BEI CEUs: 0.1 I

https://www.youtube.com/watch?v=pAUPoXIA_gs

NIEC Archived Webinars- Between 2014 and 2016, the NIEC offered a webinar series on the topic of teaching interpreting. Archived versions of all webinars are listed below, starting with the most recent. Although all webinars below are CEU worthy, the NIEC no longer offers CEUs. Individuals are encouraged to seek out independent sponsors through rid.org.

41) NCIEC Teaching Slam- Reflections on Creativity in Interpreter Education
    09/14/2016
Panel: Brian Morrison, Dennis Cokely, Eileen Forestal, Elizabeth Jean-Baptiste, Jamie Rix

Description: Join us as we discuss the first ever NCIEC Teaching Slam "Creativity and Curriculum" that took place in June 2016 with the presenters who offer insight into their instruction! At the completion of the webinar, participants will be able to: Identify three tools to integrate into their teaching, Identify NCIEC curricular materials to use in instruction, Explain teaching strategies that encourage critical thinking.

Target Audience: Interpreting educators, mentors, program administrators, Interpreters and others interested in interpreter education.

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=gKnr0GGHw9A&feature=youtu.be

YouTube WEBINARS

42) The NCIEC Grant Culmination 11 Years of Collaboration!
   09/08/2016

Description:
As we near the end of the NCIEC grant, the NCIEC Directors come together to discuss the achievements and challenges of the last 11 years. At the completion of the webinar, participants will be able to: Identify three resources produced by the NCIEC. Identify three challenges faced by the NCIEC Directors. Identify next steps on how to continue to utilize the resources produced during the 2010-2016 grant cycle.

Panelists: Trudy Schafer, Diana Doucette, Beverly Hollrah, Richard Laurion, Anna Witter-Merithew, Pauline Annarino

Target Audience: Interpreting educators, mentors, program administrators, Interpreters and others interested in interpreter education.

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=mnIS-8BNvkU&feature=youtu.be

43) Classroom Assessment Techniques: Measuring Student Learning in Real Time 06/09/2016
Presenter: Trudy Schafer

Description:
This webinar introduces participants to the work of Thomas A. Angelo & K. Patricia Cross, featuring their text, Classroom Assessment Techniques: A handbook for college teachers. Classroom assessment gives educators timely, specific feedback on student understanding. Through this feedback, instruction can be calibrated to enhance learning. At the completion of the webinar, participants will be able to: Define Classroom Assessment Techniques. Describe 6 Techniques. Describe components of a Classroom Assessment Project

Target Audience: Interpreting educators, mentors, program administrators, interpreters and others interested in interpreter education.

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=XnHGTEyn58Q&feature=youtu.be

44) <u>Assessing Student Work: Conversations and Analysis</u>
05/26/2016

Presenters: Mary Thumann and Risa Shaw

Description:
In this webinar, Mary and Risa offer specific ways of assessing student interpreting work. They also describe how they meet with students to discuss and guide them to recognize what is and is not effective in their interpretations and language use through self-reflection. Finally, they discuss their goals, goals for students and tools that are useful in this type of assessment. At the completion of the webinar, participants will be able to: Define considerations for student assessment. Define the benefit for student reflection and self-assessment. Identify tools that can be applied and incorporated to enhance learners experience.

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=48lnRNds57A&feature=youtu.be

45) <u>Novice Interpreters Speak Up! Reflections on Entry to Practice- A Conversation with Interpreters of Color</u> 05/12/2016

Moderator: Folami Ford
Panelists: Letitia Bynoe, Yvans Cator Jr

Description:
The last of the "Novice Interpreters Speak Up" series, we engage in a dialogue with interpreters of color as they reflect on their entry to practice experiences. At the completion of the webinar, participants will be able to: Identify educational resources that panelists found beneficial upon entry into the field. Identify educational gaps unique to panelists upon entry into the field. Describe the novice interpreter perspective of "entry to practice" issues.

Target Audience: Interpreting educators, mentors, program administrators, interpreters and others interested in interpreter education.

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=BVQo3yjs_Hc&feature=youtu.be

YouTube WEBINARS

46) <u>Creating and Sustaining a Community of Practice</u> 04/14/2016

Presenter: Wendy Watson

Description:
This webinar highlights the previously offered NIEC course: Conversations with Stakeholders- Practicum and Mentorship

This webinar will provide an overview of the philosophy of "communities of practice." Through a discussion of the benefits, dynamics, and values of communities of practice, participants will learn how these communities can support reflective learning, long-term engagement in professional development, and professional networks that support practitioners over the span of an entire career. Participants will be encouraged to consider incorporating these approaches into their work with IEPs and mentoring programs. Examples of creating engaging communities of practice as a strategy to enhance the learner's experience will act as a guide throughout the webinar. At the completion of the webinar, participants will be able to: Define the philosophy of communities of practice. Identify three tools to encourage reflective learning. Identify three strategies for creating and fostering a community of practice.

Target Audience: Interpreting educators, mentors, program administrators, interpreters and others interested in interpreter education.

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=JdO8dQGybwU&feature=youtu.be

47) <u>Understanding Assessment: Approaches in the Classroom</u>   03/10/2016

Presenter: Campbell McDermid

Description:
The webinar will explore approaches to student assessment within the classroom. Additionally, techniques that can be used immediately will be highlighted. Participants will: Define formative and summative assessment techniques. Define deductive, inductive, and abductive reasoning. Understand how assessment is impacted by reasoning.

Target Audience: Interpreting educators, mentors, program administrators, interpreters and others interested in interpreter education.

BEI CEUs: 0.15 G

https://www.youtube.com/watch?v=BfSP5jn-J4s

48) <u>Novice Interpreters Speak Up! Reflections on Entry to Practice- A Panel of Deaf Interpreters and Deaf Parented Interpreters</u>   02/11/2016

YouTube WEBINARS

Moderator: Trenton Marsh

Panelists: Kat Daviton-Burland, Jethro "Jet" Griffin, Milmaglyn "Milly" Morales, Janina Witteborg

Description:
This webinar highlights a panel of novice Deaf interpreters and Deaf parented interpreters engage in dialogue as they reflect on their entry to practice experiences. Participants will: Identify educational resources that panelists found beneficial upon entry into the field. Identify educational gaps unique to panelists upon entry into the field. Engage with novice interpreters on the topic of "entry to practice" issues.

Target Audience: Interpreting educators, mentors, program administrators, interpreters and others interested in interpreter education.

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=cRZEYsC3ov8&feature=youtu.be

49) Service Learning, Mentoring, and Internship: A Vital Part of Interpreter Education 01/14/2016

Presenter: Linda Stauffer

Description:
This webinar provides participants with an overview of the philosophy of a community integrated approach to learning. With a focus on adopting and/or enhancing the approach into their respective interpreter education programs, participants will be led through a discussion of available tools and resources. Participants will: Define service learning and it's application to interpreter education. Explore common findings/comments of successes and challenges in the area of service learning, mentoring and internships. Identify tools that can be applied and incorporated to enhance the learner's experience.

Target Audience: Interpreting educators, mentors, program administrators, interpreters and others interested in interpreter education.

BEI CEUs: 0.15 I

https://www.youtube.com/watch?v=DghzE459NDE

YouTube WEBINARS

50)

51) <u>Teaching Interpreting Media (TIM)</u> 11/10/2014

Presenter: Trudy Schafer

Description:
This webinar will be an exploration of NCIEC online educational resources featuring our new video repository, Teaching Interpreting Media (TIM). The first catalog of videos we will explore is the TerpTalks collection of 50+ monologues in English and ASL. Educators and mentors will find this, and other online resources from NCIEC, a rich resource for use with students and mentees.

Target Audience: Interpreting educators, program administrators, mentors and practicum supervisors, and others interested in accessing instructional content.

BEI CEUs: 0.1 G

https://www.youtube.com/watch?v=CdSF-U0FTdY&feature=youtu.be&hd=1

52) <u>Interpreting in Spanish-Influenced Settings: A Curriculum Guide Panel Discussion</u> 06/25/2015

Moderator: Lillian Garcia Peterkin, BS, CDI

Panelists: Leonardo A. Álvarez, M.A.Ed., NIC and Arlene Narváez, BS, CI/CT

Description:
This webinar features a panel of trilingual (ASL/Spanish/English) interpreter educators discussing their plans to teach in a variety of formats using the brand new Curriculum Guide. Panelists explain how to access the Curriculum Guide as well as other print and video resources created for use with the Guide. Participants will: Access the online version of Interpreting in Spanish-Influenced Settings: A Curriculum Guide as well as the accompanying resources including the Essential Readings, Video Vignettes of Working Trilingual Interpreters (ASL/Spanish/English), and Toward Effective Practice: Interpreting in Spanish-Influenced Settings.

Target Audience: Trilingual Interpreters (ASL/Spanish/English), interpreting educators, mentors, program administrators, and others interested in accessing instructional content to train trilingual interpreters.

BEI CEUs: 0.1 G
https://www.youtube.com/watch?v=JFx3X8dcjT4&feature=youtu.be.

53) NCIEC Curricular Resources for Preparing Legal and Court Interpreters
04/13/2015

Presenters: Anna Witter-Merithew, M.Ed. and Carla M. Mathers, Esq., SC:L

Description:
The NCIEC has developed a series of training packages and modules for preparing interpreters to work in the legal setting. Five training packages are designed to provide some foundation skills for Deaf and hearing interpreters in various aspects of legal interpreting. Five additional modules have been developed specifically for CDIs to work in the legal setting. A group of trainers have been trained to implement these trainings. This webinar will provide an overview of the training materials and guide practitioners regarding how to gain further access to the learning materials and trainer contact information. Participants will: Describe the overall purpose and function of the legal interpreting training modules and/or packages. Distinguish those training materials that are designed for Deaf interpreters versus either Deaf or non-Deaf interpreters. Identify the location of the training materials and how they can be accessed. Identify individuals who are trained to implement the training materials as trainers.

Target Audience: Interpreters, interpreting educators, mentors, program administrators, and others interested in accessing content for legal interpreters.

BEI CEUs: 0.1 G

https://www.youtube.com/watch?v=PSBJFmp-M_A&feature=youtu.be&hd=1.

54) Case Studies for Interpreting in Healthcare Settings 03/16/2015

Presenters: Richard Laurion, M.A., CI/CT, NIC-A and Karen Malcolm, MS, COI

Description:

This webinar will introduce participants to the case study manual and guide them in the ways that these cases could be used by a variety of individuals: interpreters who currently work in healthcare, interpreters who have not yet worked in these settings, and student interpreters. A framework for discussion of these cases is Dean and Pollard's demand control schema, but cases could be analyzed using other approaches. Participants will: Review the history, purpose and structure of the case study manual, Identify the location of the manual, Work through one of the case studies using Dean and Pollard's demand control schema, Consider ways that the manual could be used with case study groups and within mentor/mentee relationships.

YouTube WEBINARS

Target Audience:
Interpreters, interpreting educators, mentors, program administrators, and others interested in accessing content for healthcare interpreters.

BEI CEUs: 0.1 E

https://www.youtube.com/watch?v=4qeUn7FshS0&feature=youtu.be&hd=1

55)

56) <u>NCIEC Teaching Interpreting Media Video Collections Overview</u> 11/12/2015

Presenter: Trudy Schafer

Description:
This webinar will provide an overview of the newest video collections available in Teaching Interpreting Media (TIM). Formerly only available on DVDs, the following content is now online: Deaf Interpreters at Work: Mock Trial, Highly Effective Court Interpreting Teams in Action, Interpreting in Spanish-Influenced Settings, Interpreting in Vocational Rehabilitation Settings, ASL Narratives. Participants will: Identify location of Teaching Interpreting Media Collections. Review content of Collections

Target Audience: Interpreters, interpreting educators, mentors, program administrators, and others interested in accessing instructional content to train interpreters interested in specialty settings.

BEI CEUs: 0.1 G

https://www.youtube.com/watch?v=rPovUc7RjXU&feature=youtu.be

57) <u>Social Justice in Interpreting-Resources for Educators</u> 09/15/2014

Presenters: Dr. Dave Coyne and Dr. Joseph Hill

Description:
ASL/English interpreters are intimate witnesses of Deaf people's lives. As such, working

with an awareness of issues of oppression and empowerment is crucial. This presentation highlights the content of a newly developed 6-hour customizable Teaching Module for the IEP Classroom on the topic of social justice in interpreting for the classroom.

The module includes readings, activities, and assessments. All the content is available to interpreter educators and mentors **free of charge**.

The National Interpreter Education Center, as part of the National Consortium of Interpreter Education Centers, has developed this (and other infusion modules) for use in interpreter education classrooms.

Target Audience:
Interpreting educators, program administrators, mentors and practicum supervisors, and others interested in accessing instructional content promoting social justice and consciousness in interpreting.

BEI CEUs: 0.1 G

https://www.youtube.com/watch?v=AtbUQ_tx7uQ&feature=youtu.be&hd=1

58) <u>Reflective Practice in Healthcare through Case Study Groups</u> 06/16/2014

Presenter: Karen Malcolm, MS, COI

Description:
This webinar will introduce participants to a model of developing reflective practice for healthcare interpreters through the use of case study groups. It will describe the need for this, and outline the steps to be taken to become a participant and/or a facilitator of this type of group. Dean and Pollard's Demand Control-Schema will be the framework used for case study, and participants will learn how they can develop the expertise to employ this framework. Participant will: Consider the need for case study groups for healthcare interpreters. Review the application of Demand Control-Schema to ethical dilemmas in healthcare. Assess their own readiness to be a participant and/or facilitator in a case study group.

BEI CEUs: 0.1 G

https://www.youtube.com/watch?v=q2RL4YqFBcM&feature=youtu.be&hd=1

59) <u>Here's to Your Health: Infusing Healthcare into Interpreter Education Programs</u> 05/05/2014

Presenters: Doug Bowen-Bailey, BA, CI/CT and Karen Malcolm, MS., COI

YouTube WEBINARS

Description:
This presentation highlights the content of a newly developed 6-10 hour customizable module on the topic of interpreting in healthcare settings for students. The goal of the module is to inspire students to consider interpreting in healthcare settings as a potential specialization.

The module includes video testimonials from healthcare interpreters, role-play activities, and samples of two modules from the CATIE Center focused on the cardiovascular system and healthcare discourse. All the content is available to interpreter educators and mentors **free of charge**.

The National Interpreter Education Center, as part of the Consortium of Interpreter Education Centers, has developed this and other infusion modules for use in interpreter education classrooms.

Note- Following this webinar, the infusion modules were moved from Moodle to interpretereducation.org. Please use this direct link to access the module. Participants will be able to: Explore the content of the module/span, Identify learning resources, List activities and assessments, learn how to access the module.

BEI CEUs: 0.1 G

https://www.youtube.com/watch?v=db98RW9xRHY

Link to Module:

 http://www.interpretereducation.org/teaching/classroom-modules/healthcare/

60) Controversy in the Classroom: Learning from Impostors, Bad Weather and Media Attention   03/17/2014

Presenters: Debra Russell, Chris Wagner, and Dawn Whitcher

Description:
Controversies emerge in our field periodically. They can be expected to recur. This webinar will be a discussion of how instructors can leverage current events in interpreting to facilitate deeper understanding among their students of our field, our work as interpreters and our relationship to the Deaf Community. Using recent controversies such as the South African interpreter impostor and media attention during Hurricane Sandy, our panel will discuss some of the following questions:

- What are the pitfalls of high profile interpreting and how can they be managed?
- What is a model response to occurrences such as the imposter situation in South Africa that the profession can use?

YouTube WEBINARS

- How can interpreting educators, interpreters and the Deaf community work together in an alliance to foster the screening and selection of competent interpreters in high-profile settings?

In addition, some discussion will be devoted to the art of discussion facilitation in class and online. Participants will: Identify resources on model facilitation techniques. Identify specific issues within controversial interpreting situations. Observe a model panel discussion on controversial topics. Understand the importance of recruiting Deaf participants for a facilitated discussion.

Audience: Working interpreters, interpreter educators, mentors and interested others

BEI CEUs: 0.1 E

https://www.youtube.com/watch?v=PhnTaNPkuX8

Should be #50 but CEU list has wrong title   (DO NOT DO THIS UNTIL I GET THIS FIXED)

---. **Novice Interpreters Speak Up! Reflections on Preparation to Profession**
12/10/2015

Moderator: Jackie Emmart

Panelists: Stephanie De La Cruz, Monique Dubois, Sara Yurkovic,

Description:
This webinar highlights a panel of novice interpreters as they engage in dialogue to reflect on their experiences from preparation within their respective interpreter education programs and transition into their professional lives. Participants will: Observe novice interpreters engage in reflective dialogue. Identify educational resources that novice interpreters found beneficial upon entry into the field. Identify educational gaps that novice interpreters experience upon entry into the field. Engage with novice interpreters on the topic of "entry to practice issues.

YouTube WEBINARS

Target Audience: Interpreting educators, mentors, program administrators, interpreters and others interested in interpreter education.

0.15 CEUs

https://www.youtube.com/watch?v=XnHGTEyn58Q&feature=youtu.be

Should be #55 but CEU list has wrong title   (DO NOT DO THIS UNTIL I GET THIS FIXED)

55). **<u>Deaf Interpreter Curriculum–A Panel Discussion</u>** 01/05/2015

0.1 CEUs

A Panel Discussion

View Event

Archive Materials:
Video Link
PDF PPT January 5 NIEC Webinar
RTF PPT January 5 NIEC Webinar
Caption Script January 5 NIEC Webinar
DI Curriculum Link

Description:
Join us for a lively discussion among a panel of Deaf Interpreter (DI) trainers on the content and promise of the newly unveiled DI Curriculum. The panelists discuss the rationale for a distinctive curriculum for preparing Deaf interpreters; plans for implementation; and where you can find information that will help you take advantage of this resource.

Presenters:
Moderator:Cynthia Napier
Panelists: Jennifer Briggs, Rayni Plaster, and Keven Poore

Target Audience:
Deaf Interpreters, interpreting educators, program administrators, and others interested in accessing instructional content to train Deaf Interpreters.