

Deaf Missions Christian Interpreters Conference 2019 Workshop Descriptions and Objectives



Thursday, March 28, 2019

1:00 - 5:00 pm (.4 CEUs)

Marci Purtell

The Emotionally Intelligent Interpreter: Strategies to Develop Resiliency

Course Description- Have you ever felt like a chameleon trying to adapt to various challenges and consumers? Does it leave you exhausted – emotionally, physically, and spiritually? Join us as we discover what it means to have emotional intelligence, identify triggers, and learn strategies to guard and strengthen our hearts and minds.

Educational Objectives

- 1) Participants will identify and compare characteristics of emotional intelligence.
- 2) Participants will analyze and identify physical responses to personal triggers.
- 3) Participants will demonstrate understanding of strategies presented in workshop designed to heighten awareness of emotional intelligence characteristics by practicing techniques during workshop.

Recommended level of participant's prior knowledge of topic: Little/None

1:00 - 5:00 pm (.4 CEUs)

William F. Ross III and Tanya Polstra

Human Rights, Deaf Individuals, and the Interpreters in a Fragmented World

Course Description- Interpreters often face expectations that are daunting. Sometimes the least difficult task is the work of interpreting from one language into another. This workshop will address Biblical Justice in the Deaf and interpreting communities, and how this principle is lived out on a daily basis. Biblical Justice will be defined and the participants will be equipped (via scenarios) with necessary information to make and defend valid decisions. Elements of the interpreting profession will be discussed and how the interpreting profession intersects with those commonalities, such as language, mutual respect, trust and Faith. Consideration will be given to human rights and the Code of Professional Conduct in light of Biblical Justice. Thus enabling the interpreter to embrace Biblical Justice and demonstrate professionalism, impartiality and equity within the Deaf community.

Educational Objectives

1. Participants will be able to define the meaning and application of Biblical Justice within the interpreting and Deaf communities.
2. Participants will be able to describe how Biblical Justice is practically lived out in the lives of interpreters who practice in church/religious settings.
3. Participants will be able to defend decisions that are made in light of civil rights and the Code of Professional Conduct.

Recommended level of participant's prior knowledge of topic: Some

1:30 - 4:30 pm (.3 CEUs)

Claris Industrious

Using Cohesive Devices in the Interpreting Process

Course Description- When rendering an ASL to English interpretation, the product can sometimes sound disjointed, lacking fluency and flow. This workshop focuses on the use of cohesive devices (Campbell McDermid, 2014), words or phrases that, when added, allow for a more fluid interpretation, following more natural sounding English patterns.

Educational Objectives

1. The participant will be able to identify at least 10 devices that add clarity without adjusting speaker intent.
2. The participant will examine the difference between cohesive devices and "additions" to speaker intent.
3. The participant will analyze the visual cues that would indicate the need for these devices.

Recommended level of participant's prior knowledge of topic: Some

1:30 - 4:30 pm (.3 CEUs)

Regina Daniels

Deaf Interpreters Interpreting in Church – Really?

Course Description- Deaf Interpreters/certified Deaf interpreters, Christian lingo, church culture -- all of it impacts our interpreting. Does ASL production look different in the church? We know that the Deaf community has its own language, but do we sign things differently when representing Christian concepts? When signing the words and verses of Scripture, there can be variations in sign production – such signs as Lord, thee, and world have multiple options. Modification of the parameters (location, palm orientation, movement, NMS) allows for variety, beauty and greater clarity. When it comes to learning or creating new signs or new ways to deliver the signed message, who makes the decision if the modifications should be kept or rejected? Whether the person is a relatively new Christian or a seasoned believer, we can all learn to blend old and new signs into a clearer and vivid “interpretation” of Scripture or songs? The keys to growth and change are communication, collaboration, clarity and open mindedness.

Educational Objectives

1. Participants will be able to identify and discuss cultural, linguistic and social norms of Deaf community in church language and worship.
2. Participants will be able to discuss how hand shape can impact Bible verse and relationship with God’s language when interpreting into ASL.
3. Participants will be able to reflect on and analyze their current understanding of the Deaf Culture norms, trends in signs, and not to reject the cultural norms of the Deaf community.

Recommended level of participant’s prior knowledge of topic: Some

6:45 – 8:45 pm (.2 CEUs)

Pam Warkentin

Interpreting Through the Years . . . What a Difference

Course Description- This session will take a look back at interpreting for the last 80 – 100 years. It will explore the various interpreter models that have been predominate in different time periods and how the profession has evolved. It will look at issues that impacted the field of interpreting from church to education to family life. Come prepared to laugh and cry and fall in love with your profession all over again.

Educational Objectives

1. Participants will be able to identify the various interpreting models and will discuss this with another attendee.
2. Participants will be able to identify the negative and positive impact these interpreting models have had on the Deaf community and will discuss this with another attendee.
3. Participants will be able to identify the primary model they utilize in their work today and share this with another attendee.
4. Participants will reflect on why they chose this profession and share it with another attendee.

Recommended level of participant’s prior knowledge of topic: Little/None, Some and Extensive

Friday, March 29, 2019

8:45 – 10:45 am (.2 CEUs)

Regina Daniels and William F. Ross III

Black and White in a Beige World

Course Description- Today diversity is talked about in many circles, both public and private. The interpreting profession is also grappling with the many ideas and beliefs bound up in the concept of diversity. This workshop will primarily address people of color and how to increase opportunities for diversity in our personal lives, the interpreting profession and within interpreting training programs. Also addressed will be creating a lively environment where people of different skin colors can intersect with genuine respect, creating an environment of growth! In addition, we will discuss how to provide supportive environments that allow for collaboration between people who come from differing backgrounds (i.e., culture, race, gender and so on). Some of the elements that lend to a place of growth and change are: risk, courageous conversations, mutual respect, gentle confrontation, authentic admiration and (most importantly) the gift of laughter!

Educational Objectives

1. Participants will be able to identify key ideas, risk, trust, confrontation, that create an environment ready for diversity
2. Participants will be able to discuss and describe steps that they can take to increase opportunities for diversity
3. Participants will be able to describe the difference between equity and equality and its relevance in their personal and professional lives
4. Participants will be able to identify and examine areas in their lives that overlap/intersect while considering their personal intersectionality

Recommended level of participant's prior knowledge of topic: Some

11:00 am - Noon (.1 CEUs)

Chad Entinger, moderator

What a Difference When We Work Together – Discussion About How to Create Teamwork Between the Deaf Client, the Hearing Client and the Interpreter

Course Description- As a cultural mediator the interpreter often has the role of "team builder". Education often has to happen for the Deaf client and the hearing client and the interpreter to work well together to make the most effective communication a reality. This panel will explore the role of the Deaf Client, and the interpreter in making this teamwork happen for smooth communication. Questions will be collected in advance, and there will be a chance for a few "on the spot" questions.

Educational Objectives

1. The participant will engage the panel with questions about how to facilitate this teamwork.
2. The participant will be challenged that they are not the only "team builder" in this trio of people, and will reflect on this with discussion at the conclusion of the session.
3. The participant will be asked to write 2 things they would like implement to create better teamwork for the most successful communication in an interpreting situation.

Recommended level of participant's prior knowledge of topic: Little/None, Some and Extensive

1:00 – 3:00 pm (.2 CEUs)

Jenna BúPerry

The Way It's Always Benn: When Best Practices Need Improved (Interpreting in Large Group Setting)

Course Description- At times we can become complacent and forget that even “best practices” can be improved. When we interpret in a group setting does the standard “20 on, 20 off” really set the Deaf consumer up for best success? In this workshop we will challenge the paradigm and explore other solutions that are already tried and true in some markets. Attendees will hear the personal perspectives from Deaf individuals and get some hands on practice. Participants will leave with five or more good options in their toolbox to take back to their communities.

Educational Objectives

1. The participant will leave knowing alternative set-ups (where to sit/stand, etc) for interpreters in group settings and will identify which they would like to try.
2. The participant will understand Deaf perspective in group settings and will share something they learned with another attendee.
3. The participant will identify challenging unintentional “audist” norms and share a time they have observed one of them happening.
4. The participant will demonstrate knowledge with “hands up” practice for interpreting in social settings

Recommended level of participant’s prior knowledge of topic: Some or Extensive

1:00 - 3:00 pm (.2 CEUs)

Araya Sunshine Williams

What a Difference When You are Prepared: Interpreter Prep for Church, Conferences and Concerts

Course Description- Whether you are interpreting a Christian conference, a concert, or a church service, there is preparation that is necessary. We will discuss the prep material that you should request, and from whom you should request the information. Often, prep material is not made available and/or it is provided last minute. We cannot control whether the prep material is provided, however we can control the way that we choose to prepare ourselves for the assignment. We will explore the methods of preparing your heart, mind and hands.

Educational Objectives

- 1) Participants will identify the prep materials they should request and whom to ask for the information.
- 2) Participants will identify what to do when no prep material is provided.
- 3) Participants will identify at least one practice that they will make into a routine for pre-event heart prep.
- 4) Participants will identify at least one resource to utilize to prepare their mind.
- 5) Participants will identify at least one resource to utilize to prepare their hands.

Recommended level of participant’s prior knowledge of topic: Little/None, Some or Extensive

1:00 – 3:00 pm (.2 CEUs)

Rev. Michael Depcik

What a Difference It Makes When You Understand the Lingo: Catholic Signs/ Interpreting Catholic Mass

Course Description- Did you know that Protestant and Catholic signs are different? Often interpreters who have grown up Protestant are unfamiliar with Catholic signs. This makes interpreting a Catholic Mass challenging. This workshop will introduce you to Catholic terms and signs and etiquette so you can be comfortable if you find yourself interpreting a Catholic Mass.

Educational Objectives

1. The participant will learn signs normally used by Deaf Catholics which are different than ones used by Protestants.
2. The participant will learn how to sign properly the responses in the Catholic Mass.
3. The participant will learn how to sign Catholic prayers such as Hail Mary, the Creed, etc.

Recommended level of participant’s prior knowledge of topic: Little/None, Some or Extensive

1:00 – 3:00 pm (.2 CEUs)

Cheryl Witters and Susan Quinn

HI & DI Teams – Rope OR Yoke?

Course Description- The profession of ASL interpreters is relatively new, just over 50 years old, formally. The use of language specialists, Deaf Interpreters, is even younger! Participants will briefly reflect on the history of the profession and take a mindful look at their roles as gatekeepers, and address challenges that come up with requesting and teaming with Deaf Interpreters in both freelance and religious settings. Some anecdotal stories, along with practical strategies and tips, will equip interpreters to become allies and change-makers in the profession of ASL Interpreting.

Educational Objectives

1. Participants will reflect on the historical & current roles of interpreters.
2. Participants will identify barriers & challenges with DI/HI teaming.
3. Participants will identify variety of settings & scenarios where DI teaming is warranted.
4. Participants will strategize a list of tips for removing barriers & challenges with DI/HI teaming.

Recommended level of participant's prior knowledge of topic: Little/None, Some or Extensive

1:00 - 3:00 pm (.2 CEUs)

Shauna Jehle

Recalculating . . .

Course Description- Sometimes we face vocabulary blocks and have to recalculate quickly and choose an alternative communication route. In this workshop we will discuss how Visual Communication and other tools can help us find multiple ways to communicate the same concept and not become stumped when we hit a block in the road. We will learn from a variety of tools, games and the presenter's experience with learning International Sign and Foreign Sign languages to broaden our options for communication.

Educational Objectives

1. The participant will be able to define visual communication and International Sign
2. The participant will learn two ways to work around a vocabulary block and share with a partner.
3. The participant will learn one way to help you visualize a complex topic and share with a small group.

Recommended level of participant's prior knowledge of topic: Some or Extensive

1:00 - 3:00 pm (.2 CEUs)

William Ross III and Rebecca Kirkland

Managing Genres in American Sign Language Interpreting

Course Description- It is known that American Sign Language and English both handle linguistic features differently; some examples can be seen in the use of pluralization and constructed dialogues (role shifting). This workshop proposes that the difference in **discourse genre** should also be managed differently by sign language interpreters. People use varying styles of register and discourse when communicating; some factors that influence register and genre are the goal of the speaker, social context, and audience to name a few. Variations in discourse styles, such as narratives, persuasive arguments, procedural information and anecdotal comments can and do happen during dialogue or discourse. In an effort to communicate more effectively, speakers make changes in discourse genre – we propose interpreters reflect those changes in their work? This training will identify the different discourse types and will identify various methods that sign language interpreters can utilize to manage those difference in their interpretation.

Educational Objectives

1. Participants will be able to define the meaning and application of discourse genre within the dialogue or discourse.
2. Participants will be able to describe what interpreting options interpreters can make use of the manage various discourse genres.
3. Participants be able to identify and describe the five influential factors that impact register and presentation style

Recommended level of participant's prior knowledge of topic: Some

1:00 - 3:00 pm (.2 CEUs)

Renca Dunn

Worship: Reading in Between the Lines with Deaf Lens

Course Description- Signing songs can be a challenge especially in a church setting. As you sign a song in a church, you are trying to interpret the song, but you are also trying to deliver the song to the Deaf audience in hope that they will also engage into worship as well. The challenge increases when most Deaf people are not that interested in worship music let alone music itself. What is the root of the problem? Why are most Deaf people not interested in worship music? Can this be changed? Should we use Deaf Interpreters? This workshop will cover a potential theory of why most Deaf people are not interested in engaging in worship music, a general overview about the perception of the Deaf on worship in general, and some recommendations for change.

Educational Objectives

1. The learner will understand the proposed theory.
2. The learner will gain insight on Deaf people's perception on worship music.
3. The learner will be challenged to think of ways to overcome barriers.
4. The learner will be able to bring home some new "tools" to use for local church.

Recommended level of participant's prior knowledge of topic: Some

3:20 – 5:20 pm (.2 CEUs)

Ruann Wood

Freelancer: That's What They Call Me

Course Description- What is the difference between a "freelance interpreter" and an employee in the interpreting profession? There are many interpreters working in the field today that are labeled an independent contractor/1099 but function daily as an employee. It is important to understand the difference and how it affects the daily work of an interpreter.

Educational Objectives

1. Participants will learn the difference between a freelance interpreter and an employee and discuss the current business practices of interpreters in participant's locale and determine if local practice coincides with definitions.
2. Participants will analyze and determine participant's own status based on the criteria provided.
3. Participants will learn the business rights and responsibilities of a freelance interpreter and determine if participant is currently adhering to local, state and federal laws.
4. Participants will learn how to find and navigate online resources to assist in making proper and legal freelance interpreting business decisions.

Recommended level of participant's prior knowledge of topic: Little/None or Some

3:20 – 5:20 pm (.2 CEUs)

Marci Purtell

Become the Ideal Interpreter: A Look at Ethics Through the Lens of "The Ideal Team Player" by Patrick M. Lencioni

Course Description- Have you ever been asked how you would respond to a certain scenario with a consumer and responded with, "Well, it depends....?" In this workshop, we will discover how the three components of "The Ideal Team Player" as described by Author Patrick M. Lencioni can help us navigate ethically and confidently through the maze of challenges we face in the world today while maintaining personal integrity.

Educational Objectives

1. Participants will identify the three components of "The Ideal Team Player;" and
2. Will apply the RID Code of Professional Conduct Tenets to each of the categories described in "The Ideal Team Player;" and
3. Participants will apply "Humble, Hungry, and Smart" to ethical scenarios commonly experienced in their day to day work.

Recommended level of participant's prior knowledge of topic: Little/None

3:20 – 5:20 pm (.2 CEUs)

Rev. Michael Depcik

Pastoral Teamwork of ASL Users

Course Description- The speaker will discuss different aspects of how to have collaborative teamwork between deaf and hearing individuals in pastoral settings for Deaf Christians. Rev. Depcik, who is Deaf, has worked with various hearing individuals serving members of Catholic Deaf community. The objectives for this presentation will be to: 1. to provide a rationale for a Deaf and hearing team; 2. develop a sensitivity to bi-cultural issues; 3. provide an overview of professional Deaf educators' experience and make applications to the pastoral setting for Deaf Christians; 4. develop collaborative teamwork.

Educational Objectives

1. The participant will articulate a rationale for a Deaf and Hearing team.
2. The participant will discuss bi-cultural issues with sensitivity.
3. The participant will share a plan for collaborative teamwork.

Recommended level of participant's prior knowledge of topic: Little/None, Some or Extensive

3:20 – 5:20 pm (.2 CEUs)

Araya Sunshine Williams

Self Care Through Spiritual Disciplines

Course Description- Self care is a necessary component of the life of an interpreter and those in ministry. Stress and anxiety can wreak havoc on a personal and professional level. There are ancient spiritual disciplines and practices that allow us to encounter the fullness of God through His Word, stillness, meditation, prayer and worship. We will explore some of these practices and consider how they can be a part of our daily rhythm privately and in the midst of a busy day. Come and receive.

Educational Objectives

1. Participants will mark their pre-workshop and post-workshop stress levels.
2. Participants will identify at least one new effect of stress and indicate it on their pre and post surveys.
3. Participants will identify their own internal and external experiences when under stress.
4. Participants will leave with at least one new spiritual discipline they will put into practice for the next month.

Recommended level of participant's prior knowledge of topic: Little/None, Some or Extensive

3:20 – 5:20 pm (.2 CEUs)

Regina Daniels

People of Color Making an Impact on the Interpreting Team

Course Description- Working together effectively is truly the goal of any interpreting team. Regardless of skin color, ethnicity, hearing status, or gender – all of us have the ability to make an impact on the effectiveness of the interpretation. Everyone brings skills, knowledge and life experience to every assignment, a person of color (POC) has a unique perspective from which their abilities, knowledge and life experiences were shaped. This workshop will address how people of color, and how Deaf/hearing interpreting teams can make a difference. Collaboration is key when it comes to working with a CDI/DI; attitude and personality influence others on the team. Finally, whether the person is black or white (or other ethnicities), we have much to learn. We can learn to adopt approaches or ideas of working alongside other ethnicities and incorporate certain features into our own "interpretation."

Educational Objectives

1. Participants will identify and discuss cultural, linguistic and social norms of Deaf community in interpreting field.
2. Participants will discuss how ethnicities can impact the individual and the relationship with their peers or teams when interpreting.
3. Participants will reflect on and analyze their cultural appropriate approach and understanding of the Deaf Culture norms, racial judgments, and signing styles; and, how to not to reject the cultural norms of the Deaf community

Recommended level of participant's prior knowledge of topic: Some

3:20 – 5:20 pm (.2 CEUs)

Chuck Snyder

ASL to English

Course Description- In this workshop we will work from videos of Deaf pastors to fine tune not only our receptive skills, but how we articulate what we are seeing for a solid English interpretation of the ASL.

Educational Objectives

1. Participants will be able to identify at least 3 ways that ASL to English interpretation can break down.
2. Participants will identify 3 differences between ASL and English which greatly impact their interpreting.
3. Participants will be able to list the steps for practicing ASL to English interpreting.
4. Participants will develop a preliminary plan for improving their ASL to English interpreting.

Recommended level of participant's prior knowledge of topic: Some

3:20 – 5:20 pm (.2 CEUs)

Lance Forshay

ASL Verb Morphology

Course Description- This session explores ASL verb morphology as a tool to increase translation power between English and ASL verbs with ASL verb modifier morphemes and lexicons. We will cover all dimensions such as indicating and depicting verbs of several types, inflections such as temporal, number (or distributional), and mood, and adverbial modifiers. Up to seven simultaneously multilayered morphemes will be explored for advanced ASL verb expressive skills. Then an activity period will include application of all ASL verb dimensions and inflections.

Educational Objectives

1. The participants will learn how to recognize and produce ASL dimensional and inflectional verbs.
2. The participants will learn how to use ASL verb morphology as a tool for advanced and more accurate translation

Recommended level of participant's prior knowledge of topic: Some

7:00 – 9:00 pm (.2 CEUs)

Colin Analco and Casey Analco

The Process of Translating Literature into ASL

Course Description- The Deaf Missions ASLV team is translating the entire Bible, one of the most famous and sacred pieces of literature into ASL for full access in the heart language of Deaf individuals. They will share the process of translating frozen text from a source language into another language. They will discuss the technology used and how technology has changed the process in the last 30 years. They will discuss the differences in interpreting, transliterating and translating. They will share how interpreters can use some of the principles and concepts when they have the luxury of prep information and prep time. They will also share how interpreters can benefit from their work on the ASLV when preparing to interpret at church or a Christian/religious setting.

Educational Objectives

1. The participant will be able to define interpreting, transliterating, and translating.
2. The participant will be invited to download the Deaf Bible app on their phones.
3. The participant will understand how to use the ASLV when preparing to interpret in a setting where Scripture will be used and will practice finding a specific text/verse on the app.
4. The participant will share one thing they learned about the process of translating frozen text with a colleague sitting near by.

Recommended level of participant's prior knowledge of topic: Little/None, Some or Extensive

Saturday, March 30, 2019

9:00 am – 5:00 pm (.6 CEUs)

**Elizabeth Gardner, Mary Alice Gardner,
Sarah Haynes, Gill Behenna**

Our Calling, Caring for Ourselves and the CPC: An International Perspective on Christian Interpreting

Course Description- Have you ever felt like the CPC holds little relevance to serving as a Christian Interpreter in church? Do you feel burdened by your work, but want to be sure that you are serving well? Do you ever wonder how your experience compares to that of other Christian interpreters, and particularly those in other countries? This workshop enables participants to gain insight into unique international perspectives from the U.K. and U.S.A. We will consider together how, as Christian interpreters, we can work out our calling whilst considering our ethical values and conduct. We will consider our Christian work in light of the CPC, and how we can ensure we're caring for ourselves, as well as for one another.

Educational Objectives

1. Together the participants will explore how we can work out our calling as Christian interpreters in serving whilst bearing in mind the Code of Professional Conduct by discussing aspects of Codes of Conduct in the light of our Christian values
2. Together the participants will consider our values and how these values impact on our work as Christian Interpreters by identifying our values, and discussing in groups situations when our values have led to action or inaction
3. Together the participants will discuss how we can ensure we care for ourselves well, whilst working out our calling by identifying self-care strategies as a group and noting how these can be applied to us

Recommended level of participant's prior knowledge of topic: Some

9:00 am – 5:00 pm (.6 CEUs)

William Ross III and Mistie Suhr

Being Comfortable in the Uncomfortable

Course Description- Sign Language interpreting is not a profession for those who are uncomfortable with change. Interpreting is an ever-developing field that requires its practitioners to change, adapt, and grow. Often, the issue is not the lack of desire to change, but rather creating lasting change. How do we, as interpreters, know what we should be changing; what should we keep, tweak or trash? How can we improve our work in ways that are identifiable and visible? In this training we will examine some of the features of change and how to recognize the evidence of genuine change. In addition, we will practice transforming our current work. Specific areas that will be addressed in the workshop are voice interpreting, expansion techniques, and developing realistic and tangible goals.

Educational Objectives

1. Participants will identify and describe the linguistic skills that can be incorporated into our work.
2. Participants will examine and specify linguistic features that need to be incorporated into interpretation to improve the quality of the work (i.e., expansion techniques, cohesive devices and/or Deaf centric language).
3. Participants will draft SMART goals to improve interpreting and/or language skills.
4. Participant will consider multiple word choices for culturally rich terms during voiced interpretation(s).
5. Participants will incorporate 2 or more expansion techniques during practice (faceting, contrasting and/or couching/scaffolding).

Recommended level of participant's prior knowledge of topic: Some

9:00 – 11:00 am (.2 CEUs)

Rick McClain

Viability of Interpreters

Course Description- Interpreters serve as a communication liason between Deaf and Hearing worlds. In the Worship arena, interpreters serve a variety of functions – interpreter, confidante, friend of the deaf, advocate, etc. Many “Deaf Ministries” are suffering due to lack of attendance, and many “Interpreted Ministries” are becoming the focal option of many Deaf people. Why? What should the role of Interpreters be in this situation? How does an ASL interpreter function in a manner that does not undermine the role of Deaf Ministries? How can they become less “divisive” and more “conciliatory” function in their performance?

Educational Objectives:

1. Participants will clearly define the role of Interpreting in a Worship Setting.
2. Participants will discuss and identify various reasons for the decline of Deaf Worship and for the increase of attendance in Interpreted Worship.
3. Participants will identify specifically how the Role of Interpreters affects attendance in a Worship Setting.
4. Participants will identify specific objectives interpreters may incorporate within their function that seeks to aid and build upon a relationship of trust, camaraderie, and collaboration in Ministry with, by, for and of the Deaf Community.
5. Participants will develop observable and practical tools for future consideration in evaluation and implementation of these skills.

Recommended level of participant’s prior knowledge of topic: Extensive or Teaching

9:00 – 11:00 am (.2 CEUs)

Chuck Snyder

Can’t See the Forest for the Trees: Interpreting that Makes Sense

In my 40 years of interpreting, teaching interpreting, mentoring, and analyzing and evaluating interpreting, I have seen common problems. In a nutshell, much interpreting does not make sense – the details are there, but there is no framework. In this workshop, we will discuss the problem of getting all the trees (details) while missing the forest (the point). We will discuss and practice interpreting that makes sense – that has the “forest” (with at least most of the “trees”).

Educational Objectives

1. Participants will be able to describe a model for making their interpretations make sense.
2. Participants will be able to differentiate between main points and sub-points in a text.
3. Participants will be able to explain the prioritization of the main points of a text.

Recommended level of participant’s prior knowledge of topic: Some

9:00 – 11:00 am (.2 CEUs)

Peter Dublin

Interpreting Complex Christian Theological Concepts, Ideologies and Terminology

Course Description- When providing interpreting services in Christian settings such as a church service, concert, class, workshop or other event, you may be exposed to challenging theological concepts, ideologies, or terms that you may or may not know, but struggle to put into ASL. This workshop is designed to help you to gain a better understanding and target specific complex concepts, ideologies and terminology that you will be exposed to. You will learn their definitions and signs. You will be provided an opportunity to practice what you’ve learned as both the interpreter and the team, honing your articulation and production of what was presented. You will receive access to all resources covered in this workshop as well as additional ones not covered.

Educational Objectives

- 1) Participants will gain an understanding of how a lack of clear understanding of complex concepts and ideologies have impacted the Deaf community as a whole.
- 2) Participants will gain an understanding of and be able to produce clearer interpretation of **Basic** Christian Theological Concepts, Ideologies and Terms
- 3) Participants will gain an understanding of and be able to produce clearer interpretation of **Complex** Christian Theological Concepts, Ideologies and Terms

Recommended level of participant’s prior knowledge of topic: Some

9:00 – 11:00 am (.2 CEUs)

Shaunte Rhodes

Church Ethics: The Conflict of Personal and Professional Values in Religious Settings

Course Description- Interpreters often find themselves working in settings in which a message is communicated that conflicts with their personal beliefs and values. What do we do? Drop everything and run? NO! As professionals we must facilitate communication for our consumers free of bias and personal opinions - even if we may disagree with the message. Religious settings often pose a unique dilemma as we encounter messages that may disagree with our spiritual beliefs. This workshop will explore what it means to act professionally while maintaining our own individual beliefs and values. Using the CPC, participants will discuss various scenarios and identify ethical approaches to solving problems we often encounter.

Educational Objectives

1. Participants will learn about the Code of Professional Conduct that governs the Interpreting profession and understand the specific tenets that apply to conflicts that may arise (especially) in the religious interpreting setting.
2. Participants will work in small groups to discuss situations that interpreters often encounter. Using the CPC, they will identify inappropriate and appropriate responses to these situations.
3. Participants will review statistical data on the impact of nonverbal communication. They will learn about the impact of body language and facial expressions within their interpreting product. They will learn how it affects themselves individually, the interpreting profession as a whole, the Deaf consumers, and the Hearing consumers.

Recommended level of participant's prior knowledge of topic: Little/None, Some and Extensive

1:00 – 5:20 pm (.4 CEUs)

Sarah Reichert, Ruann Wood

Don't Fall Prey to the 7: Discovering Your WHY

Course Description- Author, TedTalk presenter and self-identified optimist, Simon Sinek, introduced his theory "Start with Why" in 2009. WHY is "the purpose, cause or belief that inspires you to do what you do." This workshop serves to further explore Sinek's "Start with Why" theory but from the perspective of the sign language profession. Interpreters will exit this workshop equipped with the tools and knowledge necessary to uncover WHY he or she became and continues to work as a sign language interpreter.

This equipping is valuable because when an interpreter thinks, acts, and communicates starting with his or her WHY, the interpreter then inspires others, acknowledges personal passion in his or her own work, and lives his or her own values, which ultimately benefits the profession and deaf community.

Educational Objectives

1. Participants will develop an understanding of Simon Sinek's theory, "Start with Why".
2. Participants will identify and analyze their answer to the question, "WHY are you in this profession?"
3. Participants will understand and discuss the basic definition of burnout and be able to differentiate physical burnout from mental burnout by providing original examples of each. As a result, participants will be able to identify symptoms of burnout in their own work lives.
4. Participants will identify core values of both the sign language profession and their own personal values to support their WHY.
5. Participants will justify the necessity of knowing his/her WHY by considering exactly how his/her unique WHY has the power to inspire others, progress the profession, and fulfill their life's calling in their own personal work as an interpreter.

Recommended level of participant's prior knowledge of topic: Little/None

1:00 – 3:00 pm (.2 CEUs)

Cheryl Witters

The Ministry of Interpreting: Becoming an Agent of Healing In and to Our Profession

We are called to be salt and light (Matthew 5:13-16) and our profession is notoriously hostile, largely due to broken and damaged hearts. This will be a very real discussion about vicarious trauma, horizontal violence, and the sweet spot where business and ministry intersect. Participants will examine their role in a large-scale framework, as members of multiple “tribes” or communities. With scripture based affirmation, and renewed confidence, group will collaboratively brainstorm practical ways to bring peace, healing, and reconciliation to a profession that is in need of Christ’s love.

Educational Objectives

1. Participants will identify historical and psychological influences contributing to the overall health of practitioners and the profession (research based).
2. Participants will compare & contrast Biblical “case studies” with current scenarios.
3. Participants will discuss strategies for immediate & long term cultivation of “business as ministry”.
4. Participants will develop/create an individualized action plan for one’s mission field

Recommended level of participant’s prior knowledge of topic: Little/None, Some or Extensive

1:00 – 3:00 pm (.2 CEUs)

Janice Humphrey

Power and Privilege: A Faith-based Perspective on Working with a Historically Marginalized People Group

Course Description- Historically, American culture has focused on individual effort. Based on the belief that we start out on a “level playing field,” we have been schooled in the expectation that each person should “pull themselves up by their own boot straps” in order to succeed. This leads to the belief that if someone puts in the time and effort required, they can accomplish anything they set their mind to. Unfortunately, experience and research now confirm that *meritocracy* is a myth – individuals do NOT move ahead in life based solely on their effort and achievements. Some individuals have unearned, seemingly invisible, advantages that have nothing to do with how hard they work. This unearned, often unrecognized “advantage”, is termed “*privilege*,” but actually refers to unimpeded access to services and opportunities, access to opportunities like education, housing, employment, and the like. Being able to hear is one such privilege/advantage.

In this workshop, we will explore the concept of **privilege** and the resulting social **power** specific to the role of interpreters in faith-based communities. We will also explore the invisible advantages that come to Deaf individuals, which could be incorporated into our ministry approaches. Finally, we will look at the Biblical teachings and example of Jesus to gain insight regarding how we can have healthy relationships in groups and between individuals who bring different kinds of challenges regarding privilege and power.

Educational Objectives

- 1) Participants will identify two or more marginalized people groups they encounter in their work as ASL/English interpreters;
- 2) Participants will describe "power" and "privilege" as it applies to Deaf-Hearing interactions in general;
- 3) Participants will identify "power" and "privilege," specifically as it applies to interpreting in one or more faith-based settings in which they are currently involved.
- 4) Participants begin to develop a personal plan of action, leading to the reduction of inappropriate power/privilege dynamics in their work with Deaf, Deaf-plus, and racially diverse Deaf individuals with whom they work.

Recommended level of participant’s prior knowledge of topic: Little/None, Some and Extensive

1:00 – 3:00 pm (.2 CEUs)

Theresa Schmechel and Jeni Paul

Thawing Out Frozen Text

Course Description- When preparing for the religious interpreting setting, we collect items like Bible readings, sermons/homilies, and announcements. However, for those of us working in a church where liturgy is present, how much time are we spending on preparing the liturgy? Do we feel bound by the speed and English? Are we told by the Deaf community to follow only what is said? Do they understand the liturgy they are signing? In this workshop, we will examine the linguistic function and goal of liturgy which is a form of frozen text. Participants will examine the various types of liturgy, determine its goal and linguistic function and develop the liturgy.

Educational Objectives

1. The participant will be able to identify the linguistic function and goal of frozen text in a given context.
2. The participant will be able to incorporate non-manual markers, pauses, body language and other ASL features to appropriately interpret frozen text.
3. The participant will be able to develop strategies to partner with the Deaf community and other interpreters to create consistency when interpreting liturgy in a religious setting.
4. Participants will examine and empathize with the Deaf experience in liturgical worship which guides the interpreter in how to dialogue with Deaf congregants in a respectful and empowering way.

Recommended level of participant's prior knowledge of topic: Little/None, Some and Extensive

3:20 – 5:20 pm (.2 CEUs)

Donna Snyder

Interpreter on a Mission

Course Description- Generally speaking, interpreters are accustomed to their role as a conduit of communication between American Sign Language and English, and as a cultural mediator, between Deaf and Hearing cultures. Working as a liaison for these two groups, with different languages, social norms and expectations, is not without challenges, but, it is still no surprise that interpreters often see this their calling to serve. This workshop focuses on the mission-minded interpreter, whose calling is to serve the global deaf community. Interpreting in another country, typically, means using another signed language, therefore, we will provide resources to use when planning to interpret in other languages and cultures, and discuss what to expect as the interpreter on mission.

Educational Objectives

1. The participant will describe the purpose of using an ASL interpreter on a mission trip (foreign and domestic)
2. The participant will define the role of an interpreter as a cultural mediator.
3. The participant will identify new culture acclimation strategies.
4. The participant will compare and contrast visual languages from other cultures

Recommended level of participant's prior knowledge of topic: Little/None, Some

3:20 – 5:20 pm (.2 CEUs)

Chuck Snyder

Interpreting God's Word

Course Description- Pastors take numerous courses, including hermeneutics, in order to handle God's Word correctly. Most interpreters have not had that opportunity. We will look at the basic rules of hermeneutics and exegesis (textual analysis), and move interpreters in the right direction for continual growth in their abilities to interpret the Bible. This will be an in-depth look at this topic for more advanced interpreters. We will do actual translation work.

Educational Objectives

1. Participants will be able to identify the major difficulties interpreters face when interpreting the Bible.
2. Participants will be able to list 3 of the main rules of hermeneutics.
3. Participants will be able to explain the process of exegesis.

Recommended level of participant's prior knowledge of topic: Extensive

3:20 – 5:20 pm (.2 CEUs)

Azael BúPerry

Can You Read My Lips: a Deaf Perspective

Course Description- Although many hearing people assumed Deaf people are natural lip readers, most of the interpreters know lip-reading is a talent or a skill gained by many years of practice, however, do the interpreters have the ability also? That is, can the interpreters incorporate the meanings behind their Deaf consumers mouth morphemes and eyebrow movement into their spoken English interpretation? We will observe and practice how to pair “silent” phrasing with English equivalents.

Educational Objectives

1. Participants will look at a variety of mouth morphemes and eyebrow movement of Deaf individuals via video clips.
2. Participants will discuss and identify the most common morphemes and eyebrow movements.
3. Participants will participate in activities that instill an awareness of incorporating morphemes and movement into their interpretations consistently.
4. Participants will look at how we can keep each other accountable with this habit for the following year.

Recommended level of participant’s prior knowledge of topic: Some

7:00 – 9:00 pm (.2 CEUs)

Chad Entinger and Joseph Josselyn

What a Difference Information Makes: Deaf Missions Staff Presents Their Favorite Interpreter Tips, Tricks, Cheats, Resources and Stories

Course Description- In our DIY and Social Media world, lists, tips, tricks and cheats are everywhere. During this time the staff of Deaf Missions will share resources and best practices in this rapid fire night of do’s, do not’s, favorites, challenges, and more. Participants will laugh and learn as they hear tips on everything from interpreting music to funerals, receive lists of websites and vlogs, and hear stories of successes and fails.

(This is part of the banquet which begins at 6:00. The 7:00 start time is approximate.)

Educational Objectives

1. The participants will leave knowing new resources to use and refer to others. They will take handouts home with resources listed for them. They will be asked to mark the one they think will be most beneficial.
2. Participants will share one tip with others at their table that they will use when they go home.
3. Participants will exchange their favorite resource (shared or not shared during the evening) with others at their table.

Recommended level of participant’s prior knowledge of topic: Little/None, Some and Extensive

Sunday, March 31, 2019

ASL Immersion Deaf Worship service

(no CEUs offered)

9:00 – 10:15 am Showing of the Job Movie by Deaf Missions
(second chance for conference attendees)

10:30 – 11:45 am Deaf Worship Service
Jose Abenchuchan preaching