

2nd Annual

ASL Interpreters
&
Mental Health Clinicians

Kings University College
at Western University

Welcoming remarks

Dr. Renée Soulodre-La France

Associate Academic Dean

King's University College at

Western University-Canada

LEAD Conference

Leading Educational Advancements in Deafness

◆ Dr. Cathy Chovaz

- ✓ Kings Professor of Clinical Psychology
- ✓ Clinical Psychologist
- ✓ Consultant

◆ Judith Thomas

- ✓ Kings ASL Interpreter
-

Moderators:

- ◆ Angela Core
- ◆ Dr. Jonathan Chapman
- ◆ Meghan Johnson
- ◆ Sue Allen
- ◆ Shelley Sinclair

Interpreters:

- ◆ Lorna Schuster
- ◆ Rosalie Vissers
- ◆ Angela Core

◆ Thanks also to the student volunteers!!

We gratefully acknowledge and thank the generous sponsors of this conference:

✓ Kings University College



✓ OK Tire Delaware, ON - Scott McKinnon

✓ OK Tire Canada - Bill Murphy



✓ Bridgestone and Firestone Canada – Judith Asselin

✓ BKT Tires, Kumho Tires & Continental Tires
— Canada

Information

- Bathrooms
- Tables
- Name tags
- Conference bags
- Language
- Open your minds to learning and sharing
- Wine & Cheese
- Enjoy yourselves!



1st Annual LEAD Conference

- To our knowledge, first time in Canada that 78 clinicians and ASL interpreters gathered to discuss their professions.
- We established that both clinicians and ASL interpreters meet the criteria for a practice profession.
- We discussed how both professions need to work together to maximize their unique, separate and specialized tools within a mental health context.
- We next examined within the Demand-Control theory what tools we had in our toolbox



Interpreters are already guided by theory..

Demand Control Schema (DC-S)

- a set of constructs to capture experiences within interpreting

(Dean & Pollard, 2001)

Contextual Demands (EIPC)

Environmental

- That which is specific to the setting (i.e. goal, terminology, physical surroundings, personnel/clientele)

Interpersonal

- That which is specific to the interactions of the consumers and the interpreter

Paralinguistic

- That which is specific to the expressive qualities of the consumers

Intrapersonal

- That which is specific to the feelings and thoughts of the interpreter
-

Control options

The demands are met by the interpreter's selection of response options (controls).

“Controls are skills, characteristics, abilities, decisions, or other resources that an interpreter may bring to bear in response to the demands presented by a given work assignment” (Dean & Pollard, 2001).

Examples include:

- preparation for the assignment
 - experience
 - education
 - behavioral actions or interventions
-

Tools for Interpreters:

- Technical skills of two languages (English and ASL)
 - Knowledge of linguistic features (vocabulary, sign/word choice)
 - Cultural knowledge
 - Professional judgment skills
 - **Interpreting demands (EIPI):**
 - **Environmental**
 - **Interpersonal**
 - **Paralinguistic**
 - **Intrapersonal**
 - Interpreting controls (responses to job demands)
 - **Experience**
- (thanks to Dean & Pollard for their DC-S work)



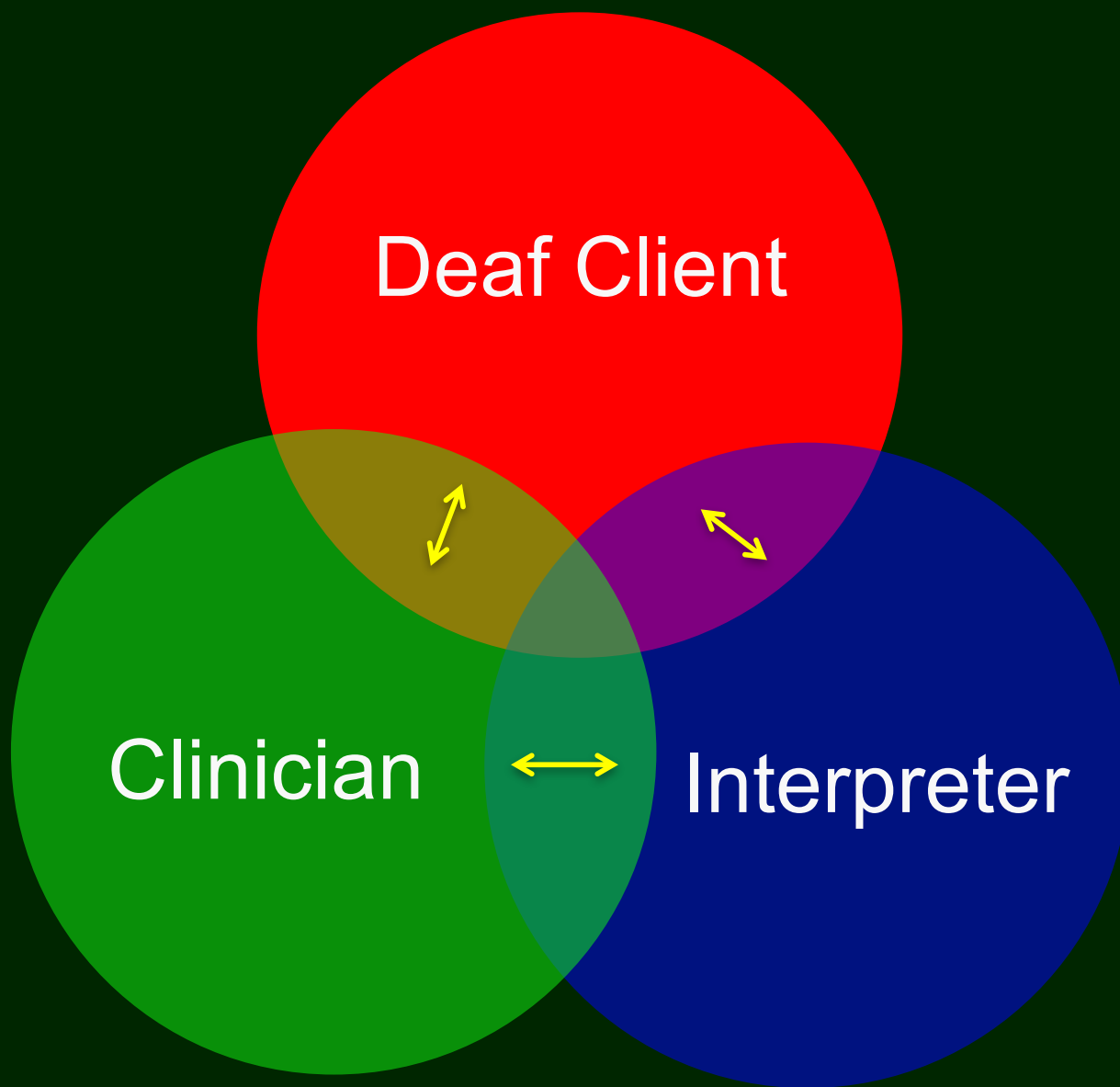
Mental Health Clinicians are already guided by theory..

- ✓ Cognitive Behavioural
 - ✓ Humanistic
 - ✓ Interpersonal
 - ✓ Existentialist
 - ✓ Cognitive
 - ✓ Psychodynamic
-

Tools for Clinicians:

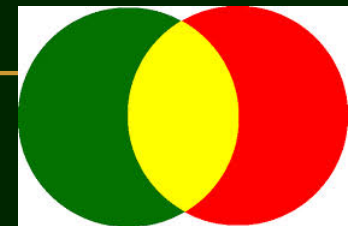
- Technical skills which are within the specific scope of practice
- Knowledge of mental health (etiology, definitions, assessment)
- Cultural knowledge
- Professional judgment skills
- **Clinical demands (EICI):**
 - Environmental
 - Interpersonal
 - Continuum of Care (wide range of comprehensive services)
 - Intrapersonal
- ~~Clinical controls (responses to job demands)~~
- Experience

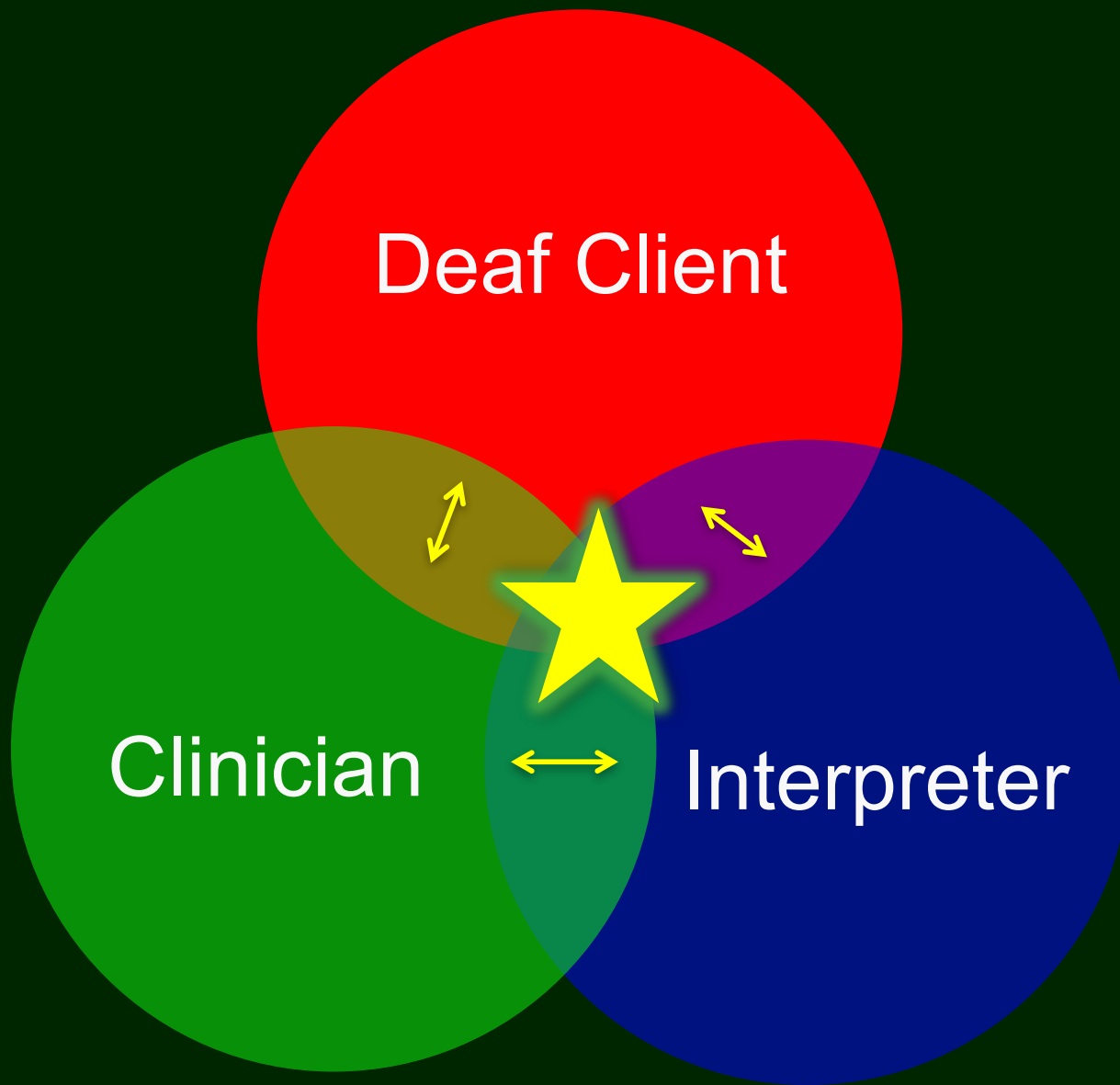




Intersectionality Theory

- Individual human variables work in groups rather than in isolation.
- Intersectionality refers to the nature of the relationships among groups and that multiple variables are related and simultaneously impact individual's lives.
- It is the **intersection** itself that causes or produces the actual inequity or oppression
- One can truly only understand the dynamics through the study of the intersection of variables and not only the individual variables themselves.







Intersectional Constructs



Interpreter	Clinician	Deaf Client
<p>Technical skills Knowledge Cultural knowledge Professional judgment Interpreting demands (EIPI): Environmental Interpersonal Paralinguistic Intrapersonal Interpreting controls Experience</p>	<p>Technical skills Knowledge) Cultural knowledge Professional judgment Clinical demands (EICI): Environmental Interpersonal Continuum of Care Intrapersonal Clinical controls Experience</p>	<p>Mental Health Issue Language fluency Dysfluency Language deprivation Fund of Information Affect Orientation General cognition Psychosis Past experiences</p>



Then what?

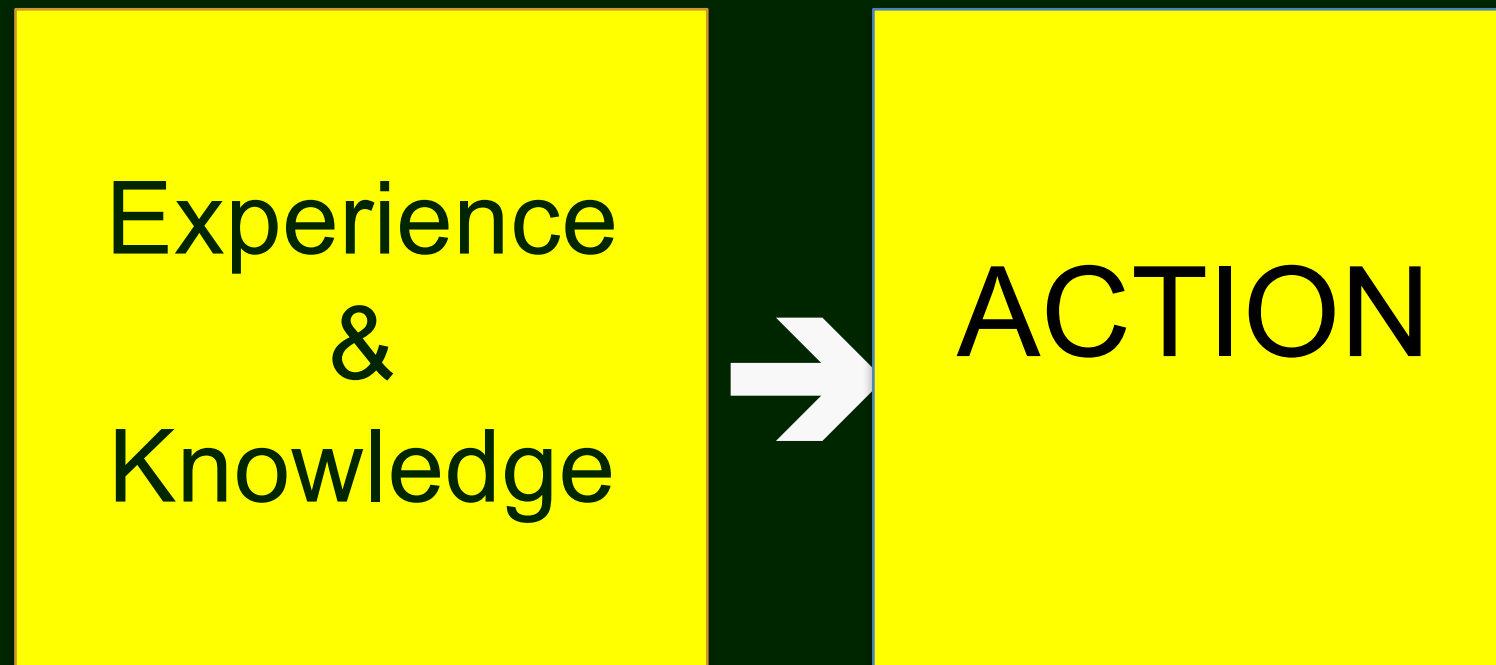
- People began to share information and ideas from this workshop.
 - Chovaz, C.J. (2013). Intersectionality: Mental Health Interpreters and Clinicians or Finding the “sweet spot” in therapy. *International Journal on Mental Health and Deafness*; 3(1).
 - World Congress of the Deaf, Belfast 2014 – Angela Core and Judith Thomas will be presenting these ideas.
 - We paid attention to your feedback from last year.
 - We need to now start to operationalize these constructs to better understand the “sweet spot” in mental health settings.
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We have all the building blocks





The challenge (and our work today) is to better operationalize the variables affecting the outcomes of intersection.



1. Language Issues

Moderator: Angela Core

- ✓ Incomplete messages
 - ✓ Vocabulary
 - ✓ Gaps in communication
 - ✓ Communication ability
 - ✓ Level of discourse
 - ✓ Language register
 - ✓ Emotionally charged language
 - ✓ Highly contextualized language
 - ✓ Use of glosses
 - ✓ First vs third person
-

2. Content Issues

Moderator: Sue Allen

- Mental health settings
- Diagnostic vs therapeutic interviews
- Diagnostic quality of language – i.e. psychosis, racing thoughts
- Ethical dilemmas
- Misunderstandings
- Shifting to third person
- Handling interpreter/clinician error
- Typical vs atypical language
- Thought disorders as reflected in

3. Resistance

Moderator: Dr. Jonathan Chapman

- What is it?
- Dealing with client resistance
- Dealing with resistance between professionals (i.e. does the Deaf person really understand what I am saying?)
- Different ways to interpret resistance
- Interpreter and client techniques to manage resistance
- Understanding client responses to techniques (i.e. empathy, silence, diversion etc.)

4. Interpreter and Clinician Issues

Moderator: Shelley Sinclair

- Working with multiple professionals
 - Professional trust
 - Clarification and understanding of roles
 - Confidentiality
 - Clinical supervision
 - Codes of ethics
 - Pre and post sessions
-

5. Transference

Moderator: Meghan Johnston

- What is it?
- How is it recognized?
- Clinician and interpreter responses to transference
- Managing social contact with clients
- Transference in different clinical settings
- Deaf therapists
- Family therapy
- Group therapy

We need your input!

IDEAS

Brilliance

Thoughts

Comments

DISCUSSION

Teamwork occurs when diverse abilities and insights join together to work toward a common goal.



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WORK IN PROGRESS

Let's stand up and stretch...

