

**WESTERN OREGON UNIVERSITY**

**AMERICAN SIGN LANGUAGE/ENGLISH  
INTERPRETING**

**- FIELD STUDY MANUAL -**

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## Table of Contents

<b>INTRODUCTION .....</b>	<b>2</b>
<b>INTERNSHIP PHASES .....</b>	<b>3</b>
<b>COMMUNICATION AND CONCERNS .....</b>	<b>5</b>
<b>INTERNSHIP CONTRACT .....</b>	<b>8</b>
<b>PRE-INTERNSHIP CONTRACT ESTIMATED HOURS .....</b>	<b>9</b>
<b>DEFINITIONS OF INTERNSHIP ACTIVITIES .....</b>	<b>10</b>
<b>INTERNSHIP ROLES AND RESPONSIBILITIES: FACULTY SUPERVISOR.....</b>	<b>11</b>
<b>INTERNSHIP ROLES AND RESPONSIBILITIES: INTERN .....</b>	<b>15</b>
<b>INTERNSHIP ROLES AND RESPONSIBILITIES: MENTORS AND/OR SITE SUPERVISORS ..</b>	<b>24</b>

# WESTERN OREGON UNIVERSITY ASL/ENGLISH INTERPRETING PROGRAM

## FIELD STUDY MANUAL

### INTRODUCTION

Western's ASL/English Interpreting Program is designed to prepare its graduates to enter the interpreting field as professionals. The Western graduate receives a broad-based Liberal Arts education that provides the foundation for further professional study and life-long learning. The Bachelor's degree program combines classes in language development, linguistics, sociology, anthropology, education, interpreting theory, interpreting skill, and professional practices. Interns choose a minor or create an interdisciplinary minor that supports their professional goals.

In order to graduate from the Western program, interns are required to complete a supervised internship. During this time, interns spend ten weeks (350 hours) working in an educational or community setting that provides direct interpreting service to Deaf and hearing people. The internship is described as follows:

*This course offers students the opportunity to work with a professional interpreter who serves as a mentor. Students will observe professional interpreters, provide interpreting services while under supervision, and perform independent interpreting assignments. Throughout this course, students will apply the theory, knowledge, and skills obtained in the classroom to the delivery of interpreting services. At the same time they will acquire new professional knowledge and skills, develop effective professional work habits, and develop positive working relationships with co-workers and consumers.*

The internship process provides interns with the opportunity to make a gradual, supervised transition from the college setting to an actual work environment. As the final course in the intern's program, the goal of the internship is to graduate students who have employment-ready interpretation skills.

## **INTERNSHIP PHASES**

Most internships are divided into three phases: **orientation, observation, and interpreting.** Time spent in each phase will vary with the intern and the site requirements, and the phases often overlap to some extent. Interns will move through these phases at different rates, depending upon skill and site requirements. In the most successful internships interns are able to provide interpreting service as much, and as soon as possible.

### **Stage 1: Orientation**

Because each site is different, mentors and supervisors know best the kind of orientation that will help the interns feel comfortable in their new environment. On-site personnel may want to use the following as a guide:

1. Program/Agency/Organization Services
  - History
  - Overview of service
  - Client population
  - Administration and organization
  - Reporting procedures
  - Referral sources
2. Office Routine and Regulations
  - Work hours, work routines, and organizational schedules
  - Policies and procedures
  - Use of equipment and facilities, such as telephones, computers, equipment, office areas, and lounge areas.
3. Introduction to Staff and Consumers
  - Administration, professional personnel, support staff, and consumers
  - Explanation of roles, responsibilities, and relationships

### **Stage 2: Observation**

The time and settings reserved for observation will vary depending upon the intern's needs and the site environment. We understand and support the supervisor/mentor's desire to:

- Request permission from the interpreters who will be observed
- Request permission from the consumers
- Explain the purpose of the observation to interpreters and consumers
- Schedule discussions between the intern and the interpreters observed, the consumers, and/or the mentor

### **Stage 3: Interpreting**

The goal of the internship program is for interns to enter the internship as prepared as possible for interpreting practice. Interns should be ready to participate in as many internship activities as their skills, knowledge, and time allow.

At an early stage in the internship, interns should be able to provide interpreting services in some limited settings with the support and supervision of the mentor. Later in the internship, the intern should be able to work in a wider range of settings and take more responsibility for the provision of interpreting services.

Site mentors and/or supervisors are encouraged to work with interns to design a service provision plan that is best for both the interns and consumers. At no time during the internship should the communication rights or privileges of the consumers be jeopardized.

The amount and degree of supervision that the intern needs will depend upon the individual intern. Ideally, the intern should be able to provide interpreting service without direct supervision by the end of the internship period. However, during the period of direct interpreting service, feedback and process discussions are most helpful.

The primary benefit of the internship is the learning partnership that is formed between the intern and the mentor, and much of the intern's learning depends upon an active relationship between these partners.

The following are offered to guide mentors and interns in determining appropriate internship activities:

- The most successful interpreting assignments are those that are challenging, yet within the intern's interpreting capability.
- Whenever possible interns generally benefit from working in a variety of interpreting situations.
- Expectations for the intern should be made clear prior to each activity. Mentors and interns will want to discuss the amount of time the intern is expected to commit to the activity and the standard expected for intern involvement.
- The intern is responsible for documenting internship goals and activities. However, this documentation may be completed with the guidance and/or input of the mentor.
- As with any new experience, unexpected events may happen during the internship. Whenever challenging situations or problems arise the intern is expected to engage in problem-solving discussions with the mentor, site supervisor (when applicable), and faculty supervisor.

Before or at the very beginning of the internship, the intern, mentor, site supervisor (when applicable), and the WOU faculty supervisor will sign a contract. These team members also will complete a Pre-Internship Estimated Hours form. This form allows all parties to negotiate and estimate internship hours and activities. Team members should keep a copy of the contract and the estimated hours for the internship.

## COMMUNICATION AND CONCERNS

The internship experience is designed to provide a safe environment in which the intern can make a gradual, supervised transition from the college setting to an actual work environment. It is an opportunity for the intern, on-site personnel, and the Western faculty to learn together.

Internship teams consist of the faculty supervisors, interns, mentors, and site supervisors (when applicable). Each team is carefully constructed with input from all parties. Occasionally, one or more parties may have concerns about the effectiveness of the team and/or a team member. Hopefully, the concerns are minor and can be addressed through open communication among team members. When concerns arise it is best to notify the appropriate team members as soon as possible.

### **Concerns vary widely, but may include:**

1. Attendance and participation in all internship activities,
2. Demonstration of professional behavior at all internship activities,
3. Readiness to provide interpreting services when and as appropriate,
4. Readiness and willingness to provide other duties as appropriate,
5. Ethical decisions and professional behavior,
6. Working relationships with team members, co-workers, and consumers, and
7. Regular communication with faculty supervisors, mentors, and site supervisor (when applicable).

### **If the mentor is concerned about an intern's behavior, she/he should:**

1. Discuss the concern(s) with the intern, allow a few days for response, then discuss improvement or lack of improvement.
2. Document the concern(s), the conversation, and the agreed upon recommendations for improvement.
3. If you are not satisfied with the intern's response, or if the concern(s) continues, contact the faculty supervisor immediately.
4. When appropriate, the faculty supervisor may:
  - a. discuss the concern(s) with the intern,
  - b. discuss the concern(s) with the mentor and site supervisor (when applicable), and/or
  - c. arrange a three/four-way conference that includes the intern, the mentor(s), the faculty supervisor, and the site supervisor (when applicable).
5. The team may decide to write an improvement plan for the intern, including expectations, a timeline, and a method for evaluation of progress.
6. If improvement is not satisfactory within the given timeline, the faculty supervisor may:
  - a. discuss the concern(s) with the intern and mentor again,
  - b. arrange for another three/four-way discussion,
  - c. re-negotiate an improvement plan,
  - d. withdraw the intern from the internship.

**If the intern has concerns about the mentor, she/he should:**

1. Discuss the concern(s) with the faculty supervisor immediately.
2. When appropriate, the faculty supervisor may:
  - a. discuss the concern(s) with the intern in light of overall internship expectations,
  - b. suggest strategies for the intern to address the concern(s) with the mentor,
  - c. discuss the concerns with the mentor,
  - d. arrange a three/four-way conference that includes the intern, the mentor(s), the site supervisor (when applicable), and the faculty supervisor,
  - e. withdraw the intern from the internship.

**Withdrawal from the Internship**

A procedure exists to withdraw interns from internship. Interns may need to be withdrawn because they are unable or unwilling to meet the requirements, have health problems that interfere with the internship, or experience a family emergency. The faculty supervisor will help the intern move through the withdrawal process. Sometimes unforeseen problems arise and interns may need to be removed because of stress at the site (e.g., the mentor interpreter may have problems other than health or a unique issue may surface regarding interns in the internship placement). Any time a mentor or site supervisor requests that an intern be removed from the internship, the University will respond to that request and, if possible, assist the intern in obtaining another internship placement.

**If the intern, mentor, or site supervisor (when applicable) has concerns about the faculty supervisor:** Call or email the Chair of the Division of Special Education (503-838-8322) [specialeducation@wou.edu](mailto:specialeducation@wou.edu).

**Unresolved Serious Concerns**

On very rare occasions, serious conflict(s) develop between the intern, the mentor, the site supervisor (when applicable), and/or the faculty supervisor that cannot be resolved through standard procedures. In these cases, team members may need to involve on-site administrators, the Chair of the Division of Special Education, and/or other parties. Interns, mentors, faculty supervisors, and site supervisors (when applicable) should contact the Chair of the Division of Special Education for guidance if any unresolved serious concerns develop.

***Special Note: If the intern demonstrates any serious inappropriate behavior (such as insubordination, sexual harassment or physical abuse) contact the faculty supervisor or the Chair of the Special Education Division. The intern will be removed from the internship immediately.***

Internship placements are designed to provide a positive learning experience for all team members. The majority of internship experiences are effective and successful. We appreciate your participation in this important part of our students' education. We welcome your comments on any aspect of the internship process (e.g., the internship planning, Field Study Manual, advisement, or reporting process). If you have any

questions, concerns or would like to discuss the internship program please feel free to contact us.

The following sections include expectations of each member of the internship experience and forms documenting progress during the internship. Before the internship begins, an Internship Contract (see next page) should be completed along with an estimation of the number of hours the intern will complete during the internship (see page 9). The intern, mentor, and faculty supervisor will complete periodic checks two to three times during the internship. Dates will be provided on the course syllabus.

# INTERNSHIP CONTRACT

## Internship Team

**Student** \_\_\_\_\_ Telephone: \_\_\_\_\_

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

Email: \_\_\_\_\_

**Internship Site** \_\_\_\_\_ Telephone: \_\_\_\_\_

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

**Mentor** \_\_\_\_\_ Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

**Site Supervisor** \_\_\_\_\_ Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

**Faculty Supervisor** \_\_\_\_\_ Telephone: \_\_\_\_\_

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

Email: \_\_\_\_\_

## Dates

Internship Start Date: \_\_\_\_\_ Internship End Date: \_\_\_\_\_

Work Sample Submission/Observation Deadlines:

Week 3 (date) \_\_\_\_\_ Week 6 (date) \_\_\_\_\_ Week 9 (date) \_\_\_\_\_

Faculty Feedback By:

Week 4 (date) \_\_\_\_\_ Week 7 (date) \_\_\_\_\_ Week 10 (date) \_\_\_\_\_

## Signatures

**Student:** \_\_\_\_\_ Date: \_\_\_\_\_

**Mentor:** \_\_\_\_\_ Date: \_\_\_\_\_

**Site Supervisor (if applicable):** \_\_\_\_\_ Date: \_\_\_\_\_

**Faculty Supervisor:** \_\_\_\_\_ Date: \_\_\_\_\_

## PRE-INTERNSHIP CONTRACT ESTIMATED HOURS

Please estimate the number of hours that will be spent on each activity over the course of the internship.

Activities	Number of Hours
Seminar	15
Orientation	
Preparation	
Observation	
Interpreting W/ Support	
Interpreting W/ Supervision	
Internship Site Meetings	
Professional Study (20 hour maximum)	
Professional Development	
Volunteer Experience	
Social Events (10 hr. maximum)	
Other:	
Other:	
Other:	
Other:	
<b>Total Internship Hours</b>	<b>350</b>

## DEFINITIONS OF INTERNSHIP ACTIVITIES

1. **Seminar:** Interns will meet with faculty supervisors for discussion and processing of internship experiences. These five-hour seminars will be scheduled during the internship term.
2. **Orientation:** Interns will learn about site routines and regulations, staff and consumers, policies, procedures, and philosophies.
3. **Preparation:** Interns should arrive at the site prepared to interpret. Preparation activities may include reading work ahead of time, visiting the site where interpreted events will be held, attending staff meetings, previewing videotapes, and working with the mentor or other personnel.
4. **Observation:** The intern will watch the mentor and/or other interpreters provide services in the work setting(s).
5. **Interpreting With Support:** When appropriate, the intern will provide interpreting services for short and manageable time periods of time, and/or the intern will interpret with the aid of the mentor or other interpreters.
6. **Interpreting With Supervision:** When appropriate, the intern will team with the mentor or other interpreters to provide interpreting services, and/or the intern will provide independent interpreting services.
7. **Internship Site Meetings:** These meetings may include staff meetings, interpreter meetings, and meetings with the mentor.
8. **Professional Study:** These activities may include study for the NIC written exam, reading books on interpreting or professionalism, improving English and/or ASL fluency, and practicing with video/audiotapes independently. (20 hours maximum)
9. **Professional Development:** Interns may attend seminars, workshops, and/or conferences.
10. **Volunteer Experience:** Interns may volunteer outside of internship for religious meetings, community events, and Deaf or Deaf-Blind camps. Please clear these activities with the faculty supervisor.
11. **Social Events:** Interns may join others for ASL practice, Deaf Community events, and events at OSD. (10 hours maximum)
12. **Other:** Any activity that does not fall under a defined category and is deemed appropriate by the faculty supervisor. These activities should be specified clearly.

## **INTERNSHIP ROLES AND RESPONSIBILITIES: FACULTY SUPERVISOR**

The faculty supervisor is the representative from Western Oregon University who is responsible for information, support, and assistance in monitoring the interpreting intern's progress throughout the internship. The faculty supervisor is responsible for holding the intern accountable for meeting all course requirements. The faculty supervisor will work with the intern, the mentor, and site supervisor (when applicable) to document the proficiencies required by Western's College of Education and ASL/English Interpreting Program.

Toward that end, the faculty supervisor will:

1. Communicate with the intern and on-site personnel via telephone, electronic messaging, seminars, observations, meetings, one-on-one sessions, and written reports;
2. Monitor the intern as she/he moves through required internship activities including the paperwork and reports required to document that the intern has met all course requirements;
3. Schedule a minimum of three work sample submissions and/or live observations and document feedback results. For work sample submissions and/or observations, the faculty supervisor will:
  - a) provide feedback;
  - b) confer with the intern, mentor, and/or site supervisor (when applicable);
  - c) offer suggestions and guidance to the interpreter intern and other site personnel;
  - d) problem-solve any internship-related issues should they arise;
  - e) complete evaluation survey and letters of recommendation at the end of the term;
4. Work with the intern, the mentor, and the site supervisor (when appropriate) at any time to modify the internship, working toward a more successful internship experience;
5. Arrange for two, three, and/or four-way meetings as necessary, throughout the internship;
6. Assist in writing any necessary intern improvement plans including expectations, timelines, and methods for evaluation of progress;
7. Arrange for alternative internship sites when necessary;
8. Help the intern withdraw from the internship if necessary;
9. Complete all feedback and progress reports;
10. Determine a final internship grade based upon reports, communications, observations, and grade recommendations submitted by the intern, mentor, and site supervisor (when applicable).

## SCORED INTERN PROGRESS REPORT FACULTY SUPERVISOR PERSPECTIVE

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor: \_\_\_\_\_ Faculty Supervisor: \_\_\_\_\_

The following scoring form will assist in monitoring the intern's progress. The faculty supervisor will fill this out three times during the internship and provide a copy for the intern to place in his/her Internship Notebook. This should be filled out after each observation.

It is not possible to address all the specific issues all of the time. We suggest that you score the bulleted and bolded criteria and then use the lettered criteria as a guide for more specific comments. Intern, mentor, and faculty supervisor will be asked to complete this form, so feel free to use this as a guide for working together.

Scoring Scale:

**(6) Exemplary-** Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem solving approaches and solutions. Work at this level would be expected from **a professional interpreter**.

**(5) Strong-** Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and problem-solving strategies. Work at this level would be expected from **a professional interpreter**.

**(4) Proficient-** Work at this level meets the standard. It is strong, solid work that has more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and problem-solving strategies and reflects considerable care and commitment.

**(3) Developing-** Work at this level shows basic, but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.

**(2) Beginning-** Work at this level is often superficial, fragmented, or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.

**(1) Exploring-** Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

## Disposition Outcomes Evaluation Criteria & Scoring

Intern Name: \_\_\_\_\_ Progress Check #1 #2 #3(circle one)

Rating by:	Intern	Mentor	Faculty Supervisor (circle one)
<b>Interacts constructively:</b>	<p><b>with peers/colleagues, administrators, site supervisors, staff, mentor, and parents (when applicable).</b> Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ Shows consideration and respect for the thoughts and feelings of others</li> <li>▪ Demonstrates effective verbal, non-verbal, and signed communication skills</li> <li>▪ Demonstrates flexibility with others</li> <li>▪ Solicits suggestions and feedback from mentor and faculty supervisor</li> <li>▪ Actively listens and responds to others</li> <li>▪ Exhibits self-confidence and enthusiasm for interpreting</li> <li>▪ Exhibits energy, drive, and determination to become a professional interpreter</li> </ul>		
<b>Displays honesty and integrity:</b>	<p>Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ Maintains confidentiality with respect to assignment-related information</li> <li>▪ Elicits trust and respect from peers, mentor, and supervisors</li> <li>▪ In completing internship assignments, produces original work and credits sources when appropriate</li> <li>▪ Maintains neutrality and objectivity</li> </ul>		
<b>Is respectful of cultural patterns and expectations operating within the scope of the assignment:</b>	<p>Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ When questions or concerns arise, communicates with mentor, faculty supervisor, and site supervisor</li> <li>▪ Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others</li> <li>▪ Establishes good rapport with consumers and colleagues</li> <li>▪ Seeks to address the varied signing needs of consumers</li> <li>▪ Regularly re-assesses his/her commitment to the profession</li> <li>▪ Reflects upon and evaluates effectiveness as an interpreter, and seeks to improve skills</li> <li>▪ Receives feedback in a positive manner and makes necessary adjustments</li> </ul>		
<b>Is aware of and acts according to institution policies and practices:</b>	<p>Examples to judge above:</p> <ul style="list-style-type: none"> <li>▪ Has obtained and read institution policy manual</li> <li>▪ Adheres to rules and policies of the setting</li> <li>▪ Is dependable, conscientious, and punctual</li> <li>▪ Arrives on-time or early</li> <li>▪ Represents WOU as a positive pre-professional interpreter and intern</li> <li>▪ Completes assigned tasks in a timely manner</li> <li>▪ Reflects on performance and attitudes as an interpreter</li> </ul>		
<b>Meets work schedule demands:</b>	<p>Examples to judge above:</p> <ul style="list-style-type: none"> <li>▪ Is prepared for daily activities</li> <li>▪ Meets and consults with mentor each week to debrief</li> <li>▪ Meets and consults with faculty supervisor on assigned dates</li> <li>▪ Consults mentor and/or faculty supervisor immediately as challenges or difficulties arise</li> </ul>		
<b>Attire:</b>	<p>Professional demeanor including posture, mannerisms, eye gaze and non-verbal communication. Appropriate attire for the given situation (contrasting, solid color as well as range of formality)</p>		
<b>Comments:</b>			

**Meaning Transfer  
Evaluation Criteria & Scoring**

**Intern Name:** \_\_\_\_\_ **Progress Check #1 #2 #3(circle one)**

**Rating by:**     **Intern**                    **Mentor**                    **Faculty Supervisor (circle one)**

<b>Understanding of function and purpose of interpretation (meaning transfer):</b>	Interpretation (meaning transfer) work clearly represents the goal of the speaker. Interpreter consistently takes accountability for his/her own work when necessary/appropriate.		
<b>Meaning Based Work:</b>	Main points and details conveyed, conveys implicit meaning when necessary/appropriate, and frames culturally rich ideas when necessary/appropriate.		
<b>Interpreting Process:</b>	Moves through lexical, phrasal, and sentential levels as necessary. There is evidence of textual processing throughout the work.		
<b>Target Language Composition:</b>	<b>English</b>	<b>ASL</b>	
	<ul style="list-style-type: none"> <li>• Production of accurate and natural English (grammar, syntax, prosodic markers, etc)</li> <li>• Complete sentences</li> <li>• Appropriate use and amount of fillers</li> <li>• English Discourse, cohesion and transition strategies</li> <li>• Register reflects that of the signer in the given context</li> <li>• Appropriate vocal variety, volume, pace and emphasis</li> <li>• Accurate and clear pronunciation and articulation</li> <li>• Conveys affect, style, mood and manner that appropriately reflects that of the signer</li> </ul>	<ul style="list-style-type: none"> <li>• Production of accurate and natural ASL (grammar, syntax, prosodic markers, etc)</li> <li>• Complete utterances</li> <li>• ASL discourse, cohesion and transition strategies</li> <li>• Appropriate use of boundary markers (sign markers, pausing, pacing, head nods, eye squints, etc)</li> <li>• Register reflects that of English speaker in the given context</li> <li>• Appropriate sign execution, clarity and emphasis</li> <li>• Conveys affect, style, mood and manner that appropriately reflects that of the English speaker</li> <li>• Appropriate incorporation of essential ASL features including finger spelling, numbers, classifiers, spatial agreement, constructed dialogue, NMS, negation, and eye gaze</li> </ul>	
<b>Quality of the Interpretation:</b>	Interpretation provided for consumers in the interaction was meaning based and consumer driven. Consumers would have been able to get their business accomplished with little to no hindrance from the interpretation.		

**Comments:**

## **INTERNSHIP ROLES AND RESPONSIBILITIES: INTERN**

Western Oregon University interns should be entering the interpreting experience prepared to interpret in that setting when appropriate, to handle daily responsibilities in a professional manner, and to contribute to the internship team.

### **Intern responsibilities include, but are not limited to the following:**

1. During the observation and/or orientation phases, interns will complete the Generic Demand-Control Schema Observation Form. For any new assignment, interns will complete a new form. Forms will be made available by the instructor.
2. Interns will attend regularly scheduled internship hours agreed upon by the mentor, site supervisor (when applicable), and intern. These hours should follow the schedule and workweek calendar of the mentor's regular day. The total number of hours should approximate a full-time workweek for a ten-week period (for a total of 350 hours). Interns are not expected to interpret for all of this time; other internship-related activities and responsibilities are included in the total number of hours.
3. Interns will participate in all internship-related activities as agreed upon by the intern, mentor, site supervisor (when applicable), and faculty supervisor.
4. Interns will treat the internship placement as a professional assignment. Interns will:
  - a. report prepared and on time,
  - b. appear neat, clean and appropriately dressed,
  - c. behave in an ethical and professional manner,
  - d. notify appropriate people of any necessary absences,
  - e. follow the policies, standards, regulations, and expectations of on-site personnel,
  - f. demonstrate a commitment to the full interpreting experience.
5. Interns will provide the highest quality interpreting service possible.
6. Interns will provide other internship-related duties as appropriate.
7. Interns will behave ethically and make professional decisions.
8. Interns will work cooperatively, demonstrate professional work habits and maintain positive professional relationships with on-site personnel and consumers.
9. Interns will participate in discussion and feedback sessions with the mentor, site supervisor (when applicable), faculty supervisor, and other appropriate internship personnel.
10. Interns will communicate regularly with faculty supervisors, mentors and site supervisors (when applicable) via telephone, electronic messaging, seminars, observations, meetings, one-on-one sessions, and written reports. The intern is responsible for obtaining, completing, and turning in internship reports and work samples in a timely manner. Internship reports may be completed by both the intern and the mentor or by the intern alone. However, the intern's reports are available to mentors.
11. Interns will participate in three seminars arranged by the faculty supervisor(s).
12. Interns who are not covered by health and/or accident insurance or worker's compensation are advised to secure other individual or group health and/or accident insurance policies.

## WEEKLY PROGRESS REPORT

This form is to be used to plan weekly goals and to monitor and record progress toward those goals. Goals will reflect the three phases of the internship and will change as the internship progresses.

In the early phase of the internship, goals will focus on policies, procedures, and philosophies of the internship site. Later in the internship, goals will be set in light of self-analysis and feedback from the mentor, faculty supervisor, and site supervisor (when applicable).

Interns will set and describe weekly goals, design at least 2 practice exercises to help reach each goal, and record/describe their own results/progress for each goal/practice exercise. The number of goals per week will vary depending upon the individual intern. Weekly Progress Reports should be completed for each of the ten weeks of internship.

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor: \_\_\_\_\_

Week of (dates) \_\_\_\_\_

Goal(s)	Practice Exercises	Results/Progress

**Comments:**

## RECORD OF CUMULATIVE INTERNSHIP HOURS

Week Number:	1	2	3	4	5	6	7	8	9	10
Seminar										
Orientation										
Preparation										
Observation										
Interpreting W/ Support										
Interpreting W/ Supervision										
Internship Site Meetings										
Professional Study										
Professional Development										
Volunteer Experience										
Social Events (10 hr. max)										
Other:										
Other:										
Other:										
Other:										
Total Weekly Hours										
Total Internship Hours	350									

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor and/or  
Site Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## RECORD OF WEEKLY INTERNSHIP HOURS

Week of (dates):	M	T	W	Th	F	S	Su	Total
Seminar								
Orientation								
Preparation								
Observation								
Interpreting W/ Support								
Interpreting W/ Supervision								
Internship Site Meetings								
Professional Study (20 hr. max.)								
Professional Development								
Volunteer Experience								
Social Events (10 hr. max.)								
Other:								
Other:								
Other:								
Other:								
Total Weekly Hours								

**Intern Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## SCORED INTERN PROGRESS REPORT INTERN PERSPECTIVE

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor: \_\_\_\_\_ Faculty Supervisor: \_\_\_\_\_

The following scoring form will assist you in monitoring your progress. Please fill this out three times during your internship and return in your Internship Notebook as specified in the course syllabus Tentative Schedule.

It is not possible to address all the specific issues all of the time. We suggest that you score the bulleted and bolded criteria and then use the lettered criteria as a guide for more specific comments. Intern, mentor, and faculty supervisor will be asked to complete this form, so feel free to use this as a guide for working together.

Scoring Scale:

**(6) Exemplary-** Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem solving approaches and solutions. Work at this level would be expected from a professional interpreter.

**(5) Strong-** Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and problem-solving strategies. Work at this level would be expected from a professional interpreter.

**(4) Proficient-** Work at this level meets the standard. It is strong, solid work that has more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and problem-solving strategies and reflects considerable care and commitment.

**(3) Developing-** Work at this level shows basic, but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.

**(2) Beginning-** Work at this level is often superficial, fragmented, or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.

**(1) Exploring-** Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

**Disposition Outcomes  
Evaluation Criteria & Scoring**

**Intern Name:** \_\_\_\_\_ **Progress Check #1 #2 #3(circle one)**

Rating by:	Intern	Mentor	Faculty Supervisor (circle one)
<b>Interacts constructively:</b>	<p><b>with peers/colleagues, administrators, site supervisors, staff, mentor, and parents (when applicable).</b> Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ Shows consideration and respect for the thoughts and feelings of others</li> <li>▪ Demonstrates effective verbal, non-verbal, and signed communication skills</li> <li>▪ Demonstrates flexibility with others</li> <li>▪ Solicits suggestions and feedback from mentor and faculty supervisor</li> <li>▪ Actively listens and responds to others</li> <li>▪ Exhibits self-confidence and enthusiasm for interpreting</li> <li>▪ Exhibits energy, drive, and determination to become a professional interpreter</li> </ul>		
<b>Displays honesty and integrity:</b>	<p>Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ Maintains confidentiality with respect to assignment-related information</li> <li>▪ Elicits trust and respect from peers, mentor, and supervisors</li> <li>▪ In completing internship assignments, produces original work and credits sources when appropriate</li> <li>▪ Maintains neutrality and objectivity</li> </ul>		
<b>Is respectful of cultural patterns and expectations operating within the scope of the assignment:</b>	<p>Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ When questions or concerns arise, communicates with mentor, faculty supervisor, and site supervisor</li> <li>▪ Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others</li> <li>▪ Establishes good rapport with consumers and colleagues</li> <li>▪ Seeks to address the varied signing needs of consumers</li> <li>▪ Regularly re-assesses his/her commitment to the profession</li> <li>▪ Reflects upon and evaluates effectiveness as an interpreter, and seeks to improve skills</li> <li>▪ Receives feedback in a positive manner and makes necessary adjustments</li> </ul>		
<b>Is aware of and acts according to institution policies and practices:</b>	<p>Examples to judge above:</p> <ul style="list-style-type: none"> <li>▪ Has obtained and read institution policy manual</li> <li>▪ Adheres to rules and policies of the setting</li> <li>▪ Is dependable, conscientious, and punctual</li> <li>▪ Arrives on-time or early</li> <li>▪ Represents WOU as a positive pre-professional interpreter and intern</li> <li>▪ Completes assigned tasks in a timely manner</li> <li>▪ Reflects on performance and attitudes as an interpreter</li> </ul>		
<b>Meets work schedule demands:</b>	<p>Examples to judge above:</p> <ul style="list-style-type: none"> <li>▪ Is prepared for daily activities</li> <li>▪ Meets and consults with mentor each week to debrief</li> <li>▪ Meets and consults with faculty supervisor on assigned dates</li> <li>▪ Consults mentor and/or faculty supervisor immediately as challenges or difficulties arise</li> </ul>		
<b>Attire:</b>	<p>Professional demeanor including posture, mannerisms, eye gaze and non-verbal communication. Appropriate attire for the given situation (contrasting, solid color as well as range of formality)</p>		
<b>Comments:</b>			

**Meaning Transfer  
Evaluation Criteria & Scoring**

**Intern Name:** \_\_\_\_\_ **Progress Check #1 #2 #3(circle one)**

**Rating by:**     **Intern**                    **Mentor**                    **Faculty Supervisor (circle one)**

<b>Understanding of function and purpose of interpretation (meaning transfer):</b>	Interpretation (meaning transfer) work clearly represents the goal of the speaker. Interpreter consistently takes accountability for his/her own work when necessary/appropriate.		
<b>Meaning Based Work:</b>	Main points and details conveyed, conveys implicit meaning when necessary/appropriate, and frames culturally rich ideas when necessary/appropriate.		
<b>Interpreting Process:</b>	Moves through lexical, phrasal, and sentential levels as necessary. There is evidence of textual processing throughout the work.		
<b>Target Language Composition:</b>	<b>English</b>	<b>ASL</b>	
	<ul style="list-style-type: none"> <li>• Production of accurate and natural English (grammar, syntax, prosodic markers, etc)</li> <li>• Complete sentences</li> <li>• Appropriate use and amount of fillers</li> <li>• English Discourse, cohesion and transition strategies</li> <li>• Register reflects that of the signer in the given context</li> <li>• Appropriate vocal variety, volume, pace and emphasis</li> <li>• Accurate and clear pronunciation and articulation</li> <li>• Conveys affect, style, mood and manner that appropriately reflects that of the signer</li> </ul>	<ul style="list-style-type: none"> <li>• Production of accurate and natural ASL (grammar, syntax, prosodic markers, etc)</li> <li>• Complete utterances</li> <li>• ASL discourse, cohesion and transition strategies</li> <li>• Appropriate use of boundary markers (sign markers, pausing, pacing, head nods, eye squints, etc)</li> <li>• Register reflects that of English speaker in the given context</li> <li>• Appropriate sign execution, clarity and emphasis</li> <li>• Conveys affect, style, mood and manner that appropriately reflects that of the English speaker</li> <li>• Appropriate incorporation of essential ASL features including finger spelling, numbers, classifiers, spatial agreement, constructed dialogue, NMS, negation, and eye gaze</li> </ul>	
<b>Quality of the Interpretation:</b>	Interpretation provided for consumers in the interaction was meaning based and consumer driven. Consumers would have been able to get their business accomplished with little to no hindrance from the interpretation.		

**Comments:**

## INTERNSHIP GRADE PROCESS INTERN

In recommending a grade, the intern should re-read Western Oregon University's Field Study Manual, review all internship documents, and reflect upon her/his performance during the internship.

### **Grading Guidelines**

Students who exhibit **Proficient Performance** should receive a **A**. Work at this level meets the standard. It is strong, solid work that has more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and problem-solving strategies and reflects considerable care and commitment.

Students who exhibit **Developing Performance** should receive a **B**. Work at this level shows basic, but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.

Students who exhibit **Beginning Performance** should receive a **C**. Work at this level is often superficial, fragmented, or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.

Students who exhibit **Exploring Performance** should receive a **D**. Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

Any student performing at less than **Exploring** should receive a failing grade or **F**.

A grade of **Incomplete or I** may be assigned when the quality of work is satisfactory, but an essential requirement of the internship has not been completed for reasons acceptable to the faculty supervisor.

**INTERNSHIP GRADE RECOMMENDATION  
INTERN**

Name of Intern: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Name of Site supervisor (if applicable): \_\_\_\_\_

=====

Course Number: INT 410: Internship

Recommended Grade: \_\_\_\_\_ (A-F, I)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student

Comments: (optional)

## **INTERNSHIP ROLES AND RESPONSIBILITIES: MENTORS AND/OR SITE SUPERVISORS**

The College of Education at Western Oregon University is committed to providing interpreter interns with the highest quality field experiences. Toward that end, we hope that the internship site will:

1. Identify a site supervisor who is willing to coordinate the internship (in some cases, the site supervisor also serves as the mentor).
2. Identify an appropriate mentor who has professional interpreting skills and a willingness to share her/his expertise with an intern. We suggest that the mentor have the following qualifications and characteristics:
  - Several years of experience working as an interpreter,
  - Progressive in her/his mentorship practices,
  - Viewed as a leader by others in the field or sites,
  - Views mentoring as an opportunity for her/his own continued professional growth.

We encourage the mentor to:

1. Develop and implement an internship plan with the intern.
2. Work with the intern to complete the internship reports. (All reports and correspondences may be submitted via email, fax, or the U.S. Postal Service.) Input from the mentor is vital to the development of internship goals and activities. In some situations, because of time or schedules, the intern will complete the internship reports without input from the mentor. The intern's completed reports may be made available to the mentor, and both the intern and the mentor sign the report. Interns may also share on-going journals for communications with their mentors.
3. Serve as a model for professional interpreting behavior.
4. Provide direct supervision and be available for regular discussions concerning the intern's interpreting performance and professional behavior and will work with the intern to problem-solve internship-related issues. We hope that the interpreter mentor is willing to let the intern take reasonable risks in the interpreting experience and will provide frequent oral and written feedback in a variety of interpreting and professional situations. (At no time should a deaf, hearing, or hard of hearing consumer's services be compromised as a result of an internship.)
5. Complete the Scored Intern Progress Report Form at least twice during the internship. These forms should be completed in time for the seminar meetings the intern will attend on Western's campus. The dates are listed in the Course Schedule.
6. Recommend a final internship grade for the intern. The final internship due date is listed in the Course Schedule.

## **SCORED INTERN PROGRESS REPORT MENTOR AND/OR SITE SUPERVISOR PERSPECTIVE**

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor: \_\_\_\_\_ Faculty Supervisor: \_\_\_\_\_

The following scoring form will assist you in monitoring the intern's progress. Please fill this out three times during the internship and return it to the faculty supervisor following the dates in the course syllabus Tentative Schedule.

It is not possible to address all the specific issues all of the time. We suggest that you score the bulleted and bolded criteria and then use the lettered criteria as a guide for more specific comments. The intern, mentor, and faculty supervisor will be asked to complete this form, so feel free to use this as a guide for working together.

Scoring Scale:

**(6) Exemplary-** Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem solving approaches and solutions. Work at this level would be expected from a professional interpreter.

**(5) Strong-** Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and problem-solving strategies. Work at this level would be expected from a professional interpreter.

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**(1) Exploring-** Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

**Disposition Outcomes  
Evaluation Criteria & Scoring**

**Intern Name:** \_\_\_\_\_ **Progress Check #1 #2 #3(circle one)**

<b>Rating by:</b>	<b>Intern</b>	<b>Mentor</b>	<b>Faculty Supervisor (circle one)</b>
<b>Interacts constructively:</b>	<p><b>with peers/colleagues, administrators, site supervisors, staff, mentor, and parents (when applicable).</b>            Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ Shows consideration and respect for the thoughts and feelings of others</li> <li>▪ Demonstrates effective verbal, non-verbal, and signed communication skills</li> <li>▪ Demonstrates flexibility with others</li> <li>▪ Solicits suggestions and feedback from mentor and faculty supervisor</li> <li>▪ Actively listens and responds to others</li> <li>▪ Exhibits self-confidence and enthusiasm for interpreting</li> <li>▪ Exhibits energy, drive, and determination to become a professional interpreter</li> </ul>		
<b>Displays honesty and integrity:</b>	<p>Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ Maintains confidentiality with respect to assignment-related information</li> <li>▪ Elicits trust and respect from peers, mentor, and supervisors</li> <li>▪ In completing internship assignments, produces original work and credits sources when appropriate</li> <li>▪ Maintains neutrality and objectivity</li> </ul>		
<b>Is respectful of cultural patterns and expectations operating within the scope of the assignment:</b>	<p>Examples to judge:</p> <ul style="list-style-type: none"> <li>▪ When questions or concerns arise, communicates with mentor, faculty supervisor, and site supervisor</li> <li>▪ Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others</li> <li>▪ Establishes good rapport with consumers and colleagues</li> <li>▪ Seeks to address the varied signing needs of consumers</li> <li>▪ Regularly re-assesses his/her commitment to the profession</li> <li>▪ Reflects upon and evaluates effectiveness as an interpreter, and seeks to improve skills</li> <li>▪ Receives feedback in a positive manner and makes necessary adjustments</li> </ul>		
<b>Is aware of and acts according to institution policies and practices:</b>	<p>Examples to judge above:</p> <ul style="list-style-type: none"> <li>▪ Has obtained and read institution policy manual</li> <li>▪ Adheres to rules and policies of the setting</li> <li>▪ Is dependable, conscientious, and punctual</li> <li>▪ Arrives on-time or early</li> <li>▪ Represents WOU as a positive pre-professional interpreter and intern</li> <li>▪ Completes assigned tasks in a timely manner</li> <li>▪ Reflects on performance and attitudes as an interpreter</li> </ul>		
<b>Meets work schedule demands:</b>	<p>Examples to judge above:</p> <ul style="list-style-type: none"> <li>▪ Is prepared for daily activities</li> <li>▪ Meets and consults with mentor each week to debrief</li> <li>▪ Meets and consults with faculty supervisor on assigned dates</li> <li>▪ Consults mentor and/or faculty supervisor immediately as challenges or difficulties arise</li> </ul>		
<b>Attire:</b>	<p>Professional demeanor including posture, mannerisms, eye gaze and non-verbal communication. Appropriate attire for the given situation (contrasting, solid color as well as range of formality)</p>		
<b>Comments:</b>			

**Meaning Transfer  
Evaluation Criteria & Scoring**

Intern Name: \_\_\_\_\_ Progress Check #1 #2 #3(circle one)

Rating by:    Intern            Mentor            Faculty Supervisor (circle one)

<b>Understanding of function and purpose of interpretation (meaning transfer):</b>	Interpretation (meaning transfer) work clearly represents the goal of the speaker. Interpreter consistently takes accountability for his/her own work when necessary/appropriate.	
<b>Meaning Based Work:</b>	Main points and details conveyed, conveys implicit meaning when necessary/appropriate, and frames culturally rich ideas when necessary/appropriate.	
<b>Interpreting Process:</b>	Moves through lexical, phrasal, and sentential levels as necessary. There is evidence of textual processing throughout the work.	
<b>Target Language Composition:</b>	<b>English</b>	<b>ASL</b>
	<ul style="list-style-type: none"> <li>• Production of accurate and natural English (grammar, syntax, prosodic markers, etc)</li> <li>• Complete sentences</li> <li>• Appropriate use and amount of fillers</li> <li>• English Discourse, cohesion and transition strategies</li> <li>• Register reflects that of the signer in the given context</li> <li>• Appropriate vocal variety, volume, pace and emphasis</li> <li>• Accurate and clear pronunciation and articulation</li> <li>• Conveys affect, style, mood and manner that appropriately reflects that of the signer</li> </ul>	<ul style="list-style-type: none"> <li>• Production of accurate and natural ASL (grammar, syntax, prosodic markers, etc)</li> <li>• Complete utterances</li> <li>• ASL discourse, cohesion and transition strategies</li> <li>• Appropriate use of boundary markers (sign markers, pausing, pacing, head nods, eye squints, etc)</li> <li>• Register reflects that of English speaker in the given context</li> <li>• Appropriate sign execution, clarity and emphasis</li> <li>• Conveys affect, style, mood and manner that appropriately reflects that of the English speaker</li> <li>• Appropriate incorporation of essential ASL features including finger spelling, numbers, classifiers, spatial agreement, constructed dialogue, NMS, negation, and eye gaze</li> </ul>
<b>Quality of the Interpretation:</b>	Interpretation provided for consumers in the interaction was meaning based and consumer driven. Consumers would have been able to get their business accomplished with little to no hindrance from the interpretation.	
<b>Comments:</b>		

## **INTERNSHIP GRADE PROCESS MENTOR AND/OR SITE SUPERVISOR**

In recommending a grade for the student intern, mentors and/or site supervisors may want to re-read Western Oregon University's Field Study Manual. Mentors and site supervisors are encouraged to review all internship documents and reflect upon the intern's performance during the internship.

### **Grading Guidelines**

Students who exhibit **Proficient Performance** should receive a **A**. Work at this level meets the standard. It is strong, solid work that has more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and problem-solving strategies and reflects considerable care and commitment.

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A grade of **Incomplete or I** may be assigned when the quality of work is satisfactory, but an essential requirement of the internship has not been completed for reasons acceptable to the faculty supervisor.

**INTERNSHIP GRADE RECOMMENDATION  
MENTOR AND/OR SITE SUPERVISOR**

Name of Intern: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Name of Mentor: \_\_\_\_\_

Name of Site supervisor (if applicable): \_\_\_\_\_

=====

Course Number: INT 410: Internship

Recommended Grade: \_\_\_\_\_ (A-F, I)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor and/or Site Supervisor

Comments: (optional)