

INTR 254

Deaf-Blind Interpreting

3 Credits

Community College of Baltimore County
Common Course Outline

Description

INTR 254 – Deaf-Blind Interpreting: is a course that prepares interpreting students to work with DeafBlind individuals. Students will learn interpreting strategies based on vision abilities, communication, guiding skills, and different etiologies of deaf-blindness with DeafBlind individuals. Additionally, the course will review support services roles such as Co-Navigator (CN) and Communication Facilitator (CF). Topics that will be discussed include cultural sensitivity, historical perspectives of the DeafBlind population, ethical and role considerations, and adaptative interpreting skills related to close-vision, tactile, and ProTactile methods.

Pre-requisites: INTR 116; INTR 211; INTR 220 with passing 'B'

Overall Course Objectives

Upon completion of this course, students will be able to:

1. discuss the overview of DeafBlind population and their communication needs;
2. explore and discuss the history of DeafBlind Interpreting;
3. describe basic sensory inputs and etiologies of vision loss and deafness;
4. utilize touch for communication, information, and expressions of emotions;
5. discuss the role of touch for communication and how it is prioritized as an access point for DeafBlind individual;
6. demonstrate turn-taking exchange for starting, maintaining, and ending interactions when DeafBlind interpreting;
7. identify the indicators of a DeafBlind individual's processing time;
8. identify the difference between tactile, haptics and ProTactile communication methods;
9. demonstrate ability to incorporate environmental information using existing interpreting models to support language, communication and mutual attention;
10. demonstrate use of Sighted Guide techniques;
11. apply the Registry of Interpreter for the Deaf's Code of Professional Conducts/Ethics and Standard Practice Paper on DeafBlind Interpreting; and
12. demonstrate successful DeafBlind interpreting using Mirroring (copy-sign), and Environmental Cues.

Major Topics

- I. Introduction to DeafBlind Interpreting
- II. Overview of the DeafBlind Community
- III. DeafBlind's Seven Senses and Etiologies of Deaf with vision losses
- IV. Role of Touch as an Access Point for DeafBlind Individuals
- V. Modifications to the Interpreting Modes
 - a. Turn-Taking Exchanges and Tracking

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For more information, see your professor's syllabus.

- b. Processing time indicator of DeafBlind's communication
- c. Adaptations of consecutive/simultaneous interpreting for DeafBlind
- d. Adaptations to visual-spatial signs towards touch and tactile-centered approach
- VI. Environmental and Ergonomic Modifications
 - a. Method of Tactile Sign Language, ProTactile ASL, and Low-Vision Interpreting
 - b. Incorporate visual environmental cues into Tactile and ProTactile method.
 - c. Determine Seating, Lighting and Background
 - d. The Importance of Personal Hygiene, Self-Care and Self-Reflection
- VII. Sighted Guide Techniques
 - a. Co-Navigator
 - b. Communication Facilitator
 - c. Environmental Cues
- VIII. Ethical Decision-Making Skills
 - a. Registry of Interpreters for the Deaf's Standard Practice Paper on DeafBlind Interpreting
 - b. Impact of DeafBlindness on Self, Community and World View concepts
- IX. DeafBlind Interpreting Skills
 - a. Consecutive Interpreting
 - b. Simultaneous Interpreting
 - c. Mirroring
 - d. Tactile
 - e. ProTactile

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- three DeafBlind interpreting samples
- two Experiential Learning activities
- one interview with a DeafBlind individual and either write a 2-page reflection paper or sign a 3 to 5 minute video presentation.

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course is taught in English and American Sign Language with extensive use of audio and video recording equipment. Students must have access to a webcam and computer for homework assignments. Also, students should plan to be flexible and attend off-site live interpreting at DeafBlind venues (meetings, trainings, DeafBlind Camps).

Date Revised: 5/7/2024

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