



ACSA Conference
22–24 May 2018

Supervision for Sign Language Interpreters

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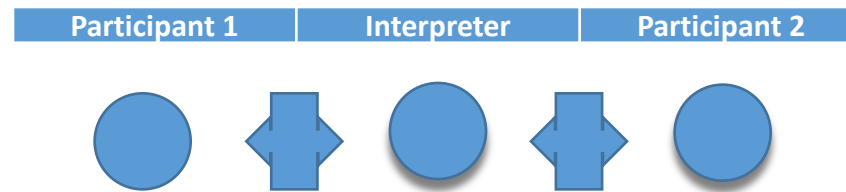
The Identified Demands on Interpreters

What demands?

- Social Services, Education, Conference, Police, Medical, Political, Legal, Mental health, Employment, Court, Theatre, Religion, Community, Media, Training and more!



The Process of Interpreting



Translators – No active participants, the luxury of time and walking away.

Interpreters – reliving that trauma in their own minds.

= more focus on the health and well-being of interpreters to prevent burnout.

Spoken Language Interpreters and Vicarious Trauma

Much of the literature related to interpreters and vicarious trauma focuses on spoken language interpreters working with:

- **Refugees and asylum seekers who experience trauma** (Akinsulure-Smith, 2007; Engstrom, Roth & Hollis, 2010; Splevins, Cohen, Joseph, Murray, & Bowley, 2010; Berthold & Fischman, 2014; Hernandez-Wolfe, Killian, Engstrom & David Gangsei, 2015)
- **Interpreters working in mental health and other healthcare settings** (Lor, 2002; Anderson, Saakvitne & Pearlman 2011; Hsieh & Nicodemus, 2015)
- **Public service interpreters** (Lai, Heydon & Mulayim, 2015)

Sign Language Interpreters and Vicarious Trauma

- A smaller body of research focusing on the field of SLIs has explored:
- Vicarious trauma (Andert & Trites, 2014; Macdonald, 2015)
- Client empathy (Harvey, 2003)
- Boundaries (Whynot, 2012)
- Healthcare settings (Bontempo & Malcolm, 2012)

The Possible Care Strategies Identified

- Self-discovered coping strategies. (Macdonald 2015)
- Many ‘diminish or eschew their empathic response in order to assume their role as non-interfering professionals’. (Anderson 2011)
- The code of professional conduct ‘may contribute a layer of complexity to interpreters’. Harvey (2003)



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- Support & Preparation – bookers and users.
- Training - training health professionals to use interpreters = increased readiness to work alongside them. Stolk et al., (1998)
- Professional Stance - ‘interpreter must adopt a non-dominant, pass-through stance that simulates, as closely as possible, a trusting, two-way communication between clinician and client. Engstrom, Roth, & Hollis (2010).
- Debriefing - aim of processing any vicarious or secondary trauma experienced.
- Supervision - ‘talking about one’s work for the express purpose of professional development and work improvement clearly is consistent with the highest ethical standards’. Dean and Pollard (2009)

‘Interpreters who perceive that their only option for managing troubling experiences is to do so in isolation face greater risk of developing occupational-stress reactions’. (Anderson 2011)

Awareness of a possible role conflict between interpreter and a therapist (Engstrom et al. 2010) should be made explicit as the relationship between the Deaf person and the interpreter develops.

Supervision groups provide an ‘increased positive perception of being part of a productive and supportive professional network, as well as having a variety of strategies for self-care and self-management’. (Anderson 2011)

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The Emergence of Supervision in the UK



Ali
Hetherington

Qualified SLI
& Professional
Supervisor



Cathy
Davey

Senior Accredited
Counsellor/Psychotherapist
& Accredited Supervisor
with the British Association
for Counsellors and
Psychotherapy



2013

360supervision.co.uk

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Interpreters undertaking the Diploma

- Two years post qualification as an SLI.
- Two cohort have successfully completed the Diploma in Supervision with 360Supervision = 12 practicing supervisors.
- Theory and extensive practice through experiential exercises and skills practice with individuals, small groups and large groups.
- Demonstration of learning, understanding and experience of supervising interpreters is demonstrated through the use of peer, tutor and and external moderator.
- Students are qualified to supervise SLIs and practitioners from other professions. (Davey & Hetherington, 2018)

Criteria

- Participation in six three-day residential blocks (120 teaching hours)
- Offer a min. 15 hours supervision within their own, or an allied, profession
- Access their own regular supervision with a qualified supervisor
- Read and reflection between taught modules
- Submit assignments:
 - Contract Essay (1,500 words)
 - Philosophy of Supervision Essay (2,000-3,000 words)
 - Undertake a Presentation
 - Case Study, including a 10-minute transcript and process analysis (3,000-3,500 words)
 - Learning Portfolio

Future?

- A website to advertise services.
- Raising awareness among the SLI community on the importance of supervision via SLI membership associations such as **ASLI** (Association of Sign Language Interpreters), **VLP** (Visual Language Professionals), **SASLI** (Scottish Association of Sign Language Interpreters) **EFSLI** (European Forum of Sign Language Interpreters) and **WASLI** (World Association of Sign Language Interpreters).
- Dedicated page on the ASLI website which explains the various types of supervision and the benefits they can offer (<https://www.asli.org.uk/guidance/supervision-2>)
- Presentations at conferences.

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Questions?



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www.facebook.com/paul.michaels.391



www.bslinterpreter.biz



Soon appearing on:
www.labyrinth supervision.com

References

- Akinsulure-Smith, 2007; Engstrom, Roth & Hollis, 2010; Splevins, Cohen, Joseph, Murray, & Bowley, 2010; Berthold & Fischman, 2014; Hernandez-Wolfe, Killian, Engstrom & David Gangsei, 2015; Lor, 2002; Anderson, Saakvitne & Pearlman 2011; Hsieh & Nicodemus, 2015; Lai, Heydon & Mulayim, 2015; Andert & Trites, 2014; Macdonald, 2015; Harvey, 2003; Whynot, 2012; Bontempo & Malcolm, 2012; Macdonald 2015; Anderson 2011; Harvey, 2003; Stolk et al., 1998; Engstrom, Roth, & Hollis 2010; Dean and Pollard, 2009;