

Nebraska Apprentice License Technical Assistance Document

Purpose Statement

The purpose of the Nebraska Apprentice License Technical Assistance Document is to inform and guide apprentice licensees in making ethical decisions before, during, and after interpreted situations. This in turn protects all consumers in interpreted situations.

Decision Making Process

As apprentice licensees in possibly unpredictable situations, it is imperative to use critical thinking skills in making context-based decisions.

Following the Demand-Control Schema from Robyn Dean and Robert Pollard, the items listed below are meant to guide apprentice licensees in making critical reasoning decisions. Licensees are encouraged to apply elements from environmental, interpersonal, paralinguistic, and intrapersonal categories to each stage of interpreted situations.

Before accepting an assignment:

- Ability to maintain confidentiality
- Availability of supervision and support
- Clients' communication preferences
- Communication control and turn-taking
- Compatibility of interpreter's receptive and expressive skills with(in) the setting
- Dynamic nature and intensity of the assignment
- Identify any conflicts of interest
- Liability concerns
- Power and authority dynamics
- Safety concerns for all individuals
- Technical vocabulary or jargon required

During an assignment:

- Ability to recognize cognitive and/or physical disruptions that impede effective interpreting
- Ability to manage shifting demands
- Availability of support
- Removing yourself from assignments appropriately, professionally
- Sight lines and seating

After an assignment:

- Debrief with mentors
- If desired, complete a Demand-Control inventory for self-reflection (**see Appendix A for an example**)
- Journal

Nebraska Apprentice License Technical Assistance Document

Interpreting Assignments

Title 96, Rules and Regulations Relating to Sign Language Interpreters, Section 003.01D states:

In accordance with the NAD-RID Code of Professional Conduct, apprentice license holders will practice in settings where the outcomes do not have potentially serious ramifications for any parties involved. **At the end of each 12-month period, license holders must submit a record, on a form supplied by the Commission, of interpreting service hours provided in Nebraska. (See Appendix B)**

Apprentice Licensees are encouraged to accept assignments that require less complex cognitive, environmental, interpersonal, paralinguistic, and intrapersonal demands. Knowing that any interpreting situation can quickly change, the following guidance is general in nature and not an all-inclusive list.

The following settings are indicative of those an apprentice licensee may potentially accept based on the individual's personal experience and background knowledge:

- Community education
- Government benefits/services
- Group sessions
- Non-technical medical examinations
- One-on-one situations in which communication can be interrupted occasionally for clarification such as VRS, social activities, recreational programs, tutoring, etc.
- On-the-job training
- Team interpreted settings with a fully licensed interpreter/mentor
- Vocational training
- Workshops

Apprentice Licensees should **decline** assignments that require higher cognitive, environmental, interpersonal, paralinguistic, and intrapersonal demands based upon their personal experience, background knowledge, and capabilities. Therefore, it is recommended that Apprentice Licensees **decline** the following assignments:

- X Financial
- X Legal
- X Mental health
- X Most educational
- X Most government
- X Most medical

Nebraska Apprentice License Technical Assistance Document

Mentoring

It is recommended that Apprentice Licensees work with a Deaf Mentor and/or an Interpreting Mentor and debrief following assignments. Guidance, feedback, and suggestions should be discussed in mentoring meetings to assist the licensee in working toward their national certification.

Continuing Education

Title 96, Rules and Regulations Relating to Sign Language Interpreters, Section 003.04A2, states:

All persons holding an Apprentice license must:

- a) Complete 1.2 CEUs (12 clock hours) of approved continuing education, of which 0.3 CEUs (3 clock hours) must be related to interpreter ethics, during each 12-month period of the 3-year license cycle. The Commission has final approval of all continuing education activities.

License holders must:

- i) Ensure that the continuing education activity is approved by the Commission or by any RID Sponsor and continuing education activities must include:
 - (a) The title of the approved activity; and
 - (b) The date(s) of the activity; and
 - (c) The number of continuing education hours awarded for the activity.
- ii) Maintain certificates of attendance or records of credit from continuing education activities; and
- iii) At the end of each 12-month period, submit to the Commission documentation of the continuing education hours. (See Appendix C)**

b) If documentation of required continuing education hours is not submitted within 30 days after the end of each 12-month period, the Apprentice license will be revoked with no opportunity for appeal.

Nebraska Apprentice License Technical Assistance Document

Grievance Procedures

Apprentice Licensees are subject to investigating reports of conduct constituting a violation of Neb. Rev. Stat. §20-150 to §20-159, §71-4728 to §71-4732 or any regulation in Title 96, Rules and Regulations Relating to Sign Language Interpreters, Sections 003.07, 003.08 and 003.09.

Title 96, Rules and Regulations Relating to Sign Language Interpreters can be found at the Nebraska Commission for the Deaf and Hard of Hearing (NCDHH) website: <https://ncdhh.nebraska.gov/licensing>.

Demand-Control Inventory for Self-Reflection

Type of Assignment:		Location:	
Goal:			
Pre-assignment Controls	Environmental Demands	Interpersonal Demands	Post-assignment Controls
	Paralinguistic Demands	Intrapersonal Demands	
During the Assignment Controls			

