Interpreter
Procedural Manual

Accessibility @ Conestoga
February 28, 2018
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Conestoga College is committed to providing a safe and accessible environment for students with disabilities. Accommodating disabilities at the College is a shared responsibility between students, faculty and administration. The supports and services provided by Accessibility @ Conestoga will allow students to pursue their College education in a way that respects their dignity, encourages independence in their academic pursuits, and promotes full participation in the college community.

Accommodations and services will enable the student to participate in everyday activities. They are based on the unique needs of the student and the course requirements, and are intended to:

- Reduce or remove barriers to learning;
- Enable students with disabilities to demonstrate their mastery of the course content;
- Level the playing field for students with disabilities while maintaining the academic standards and objectives of the course and the College.

Conestoga College recognizes that Sign Language Interpreters (SLI) play an important role in the successful accommodations of student(s). Conestoga College adheres to guidelines put in place by the College Community on Disability Issues (CCDI).

See disabilityissues.ca/english to review the resources.

Acknowledgments:

Development of this manual was made possible by research and writings of participants from Conestoga College, the College Committee on Disability Issues (CCDI), and Association of Visual Language Interpreters of Canada (AVLIC). Special thanks go to partnering colleges: Mohawk College, George Brown College, St. Clair College, Algonquin College and St. Lawrence College.
Ethics, Academic Integrity and Confidentiality

All interpreters are expected to adhere to the Association of Visual Language Interpreters of Canada (AVLIC) Code of Ethics and follow the Guidelines for Professional Conduct (Appendix A). Respect for the dignity of the student as an independent learner should be a paramount consideration at all times.

Interpreters will uphold Conestoga College’s Academic Integrity Policy, which states that academic integrity is expected and required of all Conestoga students. Students are responsible and accountable for personally upholding that integrity and for maintaining control of their own work at all times so that breaches of this policy are less likely to occur. Academic dishonesty will not be tolerated and students found guilty in any way will be disciplined in accordance with this policy. This policy applies to all students, full-time or part-time and all clients of Conestoga College. See the student guide or conestogac.on.ca for further elaboration on the policy.

- The student, not the interpreter, has the right to make informed choices and give consent. It is the role of the interpreter to support the student making his or her own decisions.
- When interpreters socialize with students/professors outside of the classroom, the interpreter should keep in mind the application of the code. The interpreter should never participate directly in class or group discussions.
- All information about interpreting assignments is confidential, regardless of how insignificant it may seem. The only information that can be shared would include course/class information to prepare a substitute interpreter or to enlighten the Resource Coordinator of information pertaining to conflicts, difficulties or absences.
- Interpreters should communicate concerns directly to the student. For guidance, contact the Resource Coordinator and the Advisor as needed.
Appendix A

AVLIC Code of Ethics, July 2000

The purpose of the Code of Ethics is to provide interpreters with a guide to ensure they are delivering a quality service to all parties involved. Adherence to the AVLIC values is necessary to achieve a national standard.

1. Professional accountability: Accepting responsibility for professional decisions and actions.
   1.1 Confidentiality
   1.2 Professional Conduct
   1.3 Scope of Practice
   1.4 Integrity

2. Professional competence: Committing to provide quality professional service throughout one’s practice.
   2.1 Qualifications of Practice
   2.2 Faithfulness of Interpretation

   3.1 Non-Discrimination
   3.2 Communication
   3.3 Deaf Interpreters

4. Integrity in professional relationships: Dealing honestly and fairly with consumers and colleagues.
   4.1 Professional Relationships
   4.2 Impartiality
   4.3 Respect for Colleagues
   4.4 Support for Professional Associations

5. Integrity in business practices: Dealing honestly and ethically in all business practices.
   5.1 Business Practices
   5.2 Accurate Representation of Credentials
   5.3 Reimbursement for Services

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Interpreter Qualifications

The following list highlights the preferred criteria for an interpreter to be considered as a service provider with Accessibility @ Conestoga.

- Active member of AVLIC/OASLI required. A copy of annual membership will be required.
- Demonstrated knowledge and adherence of AVLIC Code of Ethics.
- Graduate from a recognized 3-year interpreter education program. A copy of transcripts and documentation will be required.
- Enhance knowledge through educational opportunities that are relevant to their professional practice.
- Demonstrated competency in educational interpreting, preferably in post-secondary education.

Professional Requirements

- Demonstrate high degree of flexibility, maturity, patience and professionalism.
- Work as part of a team, maintaining good interpersonal relations with student, teamer and instructor.
- Become familiar and comfortable with course content and materials.
- Actively engage in upgrading interpreter skills.
- Interpreters may discuss “sign choices” with other college interpreters, if the discussion does not involve sharing confidential or identifying information.
- Be willing to interpret all college related communication to and for students and faculty as needed.
- The interpreter shall not censor, interject personal opinions, counsel or speak for the student.
- Contact with the student should always be in a public area. The interpreter should not contract independent work with the student outside the college, while in acceptance of the college assignment.
- Transportation should never be provided to or accepted from the student.
- The interpreter is expected to sign a confidentiality agreement annually and to maintain the strictest confidentiality and professional conduct when involved with any activity, student, faculty or administration at Conestoga College.
Service Provision Guidelines

Accessibility @ Conestoga contracts out interpreting services to qualified interpreters. Candidates who wish to be considered for the list of qualified interpreters are asked to submit a professional portfolio, including a resume with current listing of relevant experience and required certifications. After a submission is reviewed, candidates who meet eligibility criteria will be asked to participate in an interview with the Resource Coordinator. If expectations are met for both, the interpreter will be notified of their acceptance and placed on the qualified Conestoga College Interpreters’ Roster.

Role & Responsibilities:
The purpose of the interpreter services is to provide ASL-English interpretation for Deaf, deaf or hard-of-hearing persons in the classroom settings, meetings, workshops, and other similar environments where an interpreter may be required. An interpreter may work variable or flexible hours to correspond to student(s) schedules. As part of the role an interpreter will:

- Attend classes and related assignment events occurring in the scheduled programs hours.
- Deliver service in the communication style preferred by the student.
- Provide an introduction at the beginning of the initial class in order to clarify the interpreter’s role to faculty and student(s).
- It is the student’s responsibility to report their absences, missed classes etc. to the interpreter and inform the Resource Coordinator. The interpreter will report their absences to the student and to the Resource Coordinator.
- It is the interpreter’s responsibility to discuss, with the Resource Coordinator, the provision of two (2) interpreters when required for shorter classes with heavy content when the faculty is not willing to take a break.
- Not including regular and extended class schedules, the interpreter must have all student related and other assignments pre-approved by the Resource Coordinator. It is the student’s responsibility to first request further services with their Advisor and Resource Coordinator, but may only ask the interpreter. Please check with Resource Coordinator before your accept or proceed with any non-scheduled request(s).
- Obtain lecture information, handouts, and other course material to help familiarize you with the information and specialized vocabulary. The Resource Coordinator will arrange for access to Conestoga’s Learning Management System (eConestoga) for the courses which you support student(s). The strictest confidentiality is expected when accessing this system for information that is only used on an as needed basis.
- Inform the Resource Coordinator if there are changes to the student’s schedule.
• Communication regarding regular and changed assignments may need to be communicated within a short-period of time. Interpreters are asked to have access to the internet to allow them to check their mail each day before their work day begins.
• There will be times when interpreting services are asked to cover for on-campus extra – curricular events or for external community work. As these requests come in, the Resource Coordinator will contact suitable and available interpreters to fill the assignment.

Team Interpreting

Due to the duration or intensity, some classes require two interpreters. In such situations, both service providers are to act as a team, rotating responsibilities at pre-arranged intervals, and providing support and feedback to each other. Interpreters will service at all times as either primary or support. They will both be equally available for all aspects of the assignment.

Both team members are expected to arrive prior to the assignment and to stay until the end of the designated or dismissed time. Any arrangements to the contrary will be outlined by or discussed with the Resource Coordinator in advance.

• For assignments over two hours, every attempt will be made by the Resource Coordinator to retain two interpreters.
• Teamers will be used for classes over 2 hours in length except for lab and shop settings where there is a high proportion of independent student work.
• Only one interpreter needs to be present on test days, pre-determination will be made as to whether the team members will alternate or one member will take all tests.

In emergency situations where one interpreter fails to show up for scheduled hours, the attending interpreter will call the Resource Coordinator during business hours to see if another interpreter is available. If no other interpreter is available, the attending interpreter will make a decision on proceeding with the assignment based on the following factors:

• Fatigue and risk of injury
• Length of time required
• The type and format of information requiring interpreting (i.e. very technical)
• If the student can get notes from a classmate or from the instructor.

If the interpreter decides to continue, he or she should have a discussion with the faculty and student to prioritize information to be interpreted and negotiate any extra breaks.
Attendance/Cancellations

- Interpreters will be prepared to work when the class begins.
- Interpreters will wait 20 minutes for classes of one hour in length or 30 minutes for classes over one hour for the student to arrive.
- Interpreters can bill for time booked if a student does not arrive and has not provided adequate notice. The interpreter shall remain available to the student throughout the time assigned.
- If the scheduled student is a no show for any reason, the interpreter should inform the Resource Coordinator and check if needed elsewhere. The interpreter is asked to be available for any Conestoga College need during the time booked. If the interpreter finds other work other than at Conestoga, and is not available when needed, cancellation billing from the interpreter will not be accepted.
- The student is asked to contact the interpreter as soon as they know they will be absent, 48 hours’ notice is ideal. Interpreters are expected to check email regularly.
- Interpreters will not be compensated for a cancelled assignment with 48 hours’ notice.
- Any requests from the student for additional services need prior approval from the Resource Coordinator and Advisor.
- If classes are cancelled by the college 48 hours ahead, the interpreter cannot bill for that assignment.
- Contracts may be cancelled with ten (10) working days’ notice without financial consequences.

Inclement Weather: If the weather appears hazardous, please check the college website www.conestogac.on.ca or college switchboard for campus closures. When classes are cancelled the day of due to inclement weather, interpreters will be compensated.

Substitution

In the event of absence, the interpreters are responsible for finding a qualified replacement from the Conestoga College approved list. The student and the Resource Coordinator must be notified of the absence, preferably two full working days in advance. Once a replacement has been found, the interpreter is expected to complete a Substitution Form (Appendix C) and email a copy to the substitute and the Resource Coordinator. Interpreters will be provided annually with a current contact list of Conestoga College Interpreters.
Appearance

Interpreters should dress in a professional manner appropriate for the college environment and program. Attire should match the level of formality that the student is using as part of a presentation team. Jewelry and clothing should not be distracting.

Interpreters must wear course specific safety equipment i.e. safety shoes, glasses when required and must follow relevant safety procedures. Cost of equipment will be the interpreter’s responsibility.

Cell Phones and Personal Business

Responding to personal calls or texts during an assignment is not permitted. Service providers should take care of personal business at times other than when on assignment. Cellular phones with audible rings or beeps should be turned off. It is not acceptable to read books, newspapers, do personal writing or emails during class or while working with the student at other times.

First Class

Interpreters should arrive fifteen minutes early on the first day of class to discuss seating/lighting with the Deaf and Hard of Hearing student and the instructor. A copy of Students Who Are Deaf or Hard or Hearing – Best Practices for Accommodations (Appendix B) and Information for Students for Students Who Use Interpreters (Appendix C) is distributed to each professor before class begins. The purpose of these handouts is to identify the roles and responsibilities of the student, professor and interpreter.

- Identify or clarify the student’s language preference, seating arrangement, and preferred style of delivery of service and take the time to establish a rapport with the student.
- Determine the best physical arrangements. Consider effective viewing of the instructor, interpreter, fellow students and the whiteboard/visual aids. Be aware of window glare and avoid busy backgrounds.
Preparing for Classes

It is the responsibility of the interpreter to request and collect outlines, materials and handouts to familiarize themselves with the materials provided throughout the semester. Accessibility @ Conestoga can assist by contacting publishers for copies of textbooks. Interpreters should use standardized signs for technical and specialized vocabulary and communicate such information to the other interpreters. Research signs for concepts and vocabulary which are content specific and discuss with the student. The student should be the primary source for sign choices.

Tests/Exams

In order to maintain academic integrity, interpreters cannot proctor students during tests or exams. In most cases, one interpreter should be sufficient when providing clarification of exam questions. If the interpreter feels a team approach is necessary he/she should consult with the Resource Coordinator prior to the exam. The interpreting team can determine which interpreter will work with the student during exams. It is important to note that during exams, the interpreter will translate the written English test/exam questions into ASL.

- If the student has an accommodation to write tests/exams outside the classroom setting it must be done with a proctor present.
- In a small group setting, the interpreter is available if needed. Any questions by the student are directed to the proctor. All conversation involves the proctor.
- If the student requires the questions to be read for interpretation, or require a private room, a one on one proctor must be booked in advance of the test. The student is responsible for booking their tests.
Health & Safety Issues

Conestoga College values the health and safety of students, staff/service providers and visitors and is committed to providing a safe and healthy environment free from injury and occupational illness.

- After each hour of service a minimum of a ten minute break must be taken. The interpreter should arrange breaks with the faculty prior to commencement of classes. If there is difficulty in ensuring a ten-minute break, the interpreter should discuss the issue with the Resource Coordinator.
- The college does not encourage “hands in the air” that exceed 5 hours per day or 24 hours per week. Frequent breaks are required and need to be taken.
- Warm up exercises are encouraged. Interpreters should physically prepare themselves in order to minimize mental and physical fatigue and avoid repetitive strain injuries.
- Contact a Security officer at your campus should an injury occur during working hours.
- Health & Safety training may be required annually, depending on course content and college policy. An online training through the College Health and Safety Department will be made available to interpreters through Accessibility @ Conestoga. Maximum payment of 2 hours will be allotted for the training.
- Interpreters must wear course specific safety equipment (i.e. safety shoes, glasses) when required and must follow relevant safety procedures. Cost of equipment will be the interpreter’s responsibility.

Meetings

Interpreters may request extra time for student group work, tutoring sessions and meetings with the Resource Coordinator, Advisor, Instructor and/or the student.

- These meetings are usually brief and will only be compensated if the meeting is 15 minutes or longer if scheduled during date and time already booked with student. The 2 hour minimum would apply to meetings booked outside of regular scheduled times with the student.
- The student should keep their Advisor informed of any additional/ necessary meetings or group work.
- Interpreter meetings may be requested or held periodically, when schedules permit.
Orientation/Training

- New interpreters will receive an orientation to Conestoga College.
- Pertinent policies and procedures of the college will be reviewed.

Evaluation Process

Feedback will be requested by the Resource Coordinator from the student and the interpreters once a semester either verbally or in writing.

A meeting may be convened between the interpreter, the student, the Resource Coordinator and Accessibility Advisor when services are not meeting the needs of the student.

Conflict Resolution

For difficulties that may arise in class the student should attempt to resolve the conflict by:

1. Speaking with the interpreter as soon as possible if there are any difficulties with understanding the interpreter’s signing.
2. Meeting with his/her Accessibility Advisor if the student is still dissatisfied after the meeting with the interpreter.
3. Requesting another interpreter if the match is not a good one. The Resource Coordinator will require reasonable time to resource another interpreter.
4. Arrange a meeting with the Operations Manager of Student Success Services should the situation still be unresolved.

If the interpreter experiences difficulties with the assignment:

1. Address concerns with the student or instructor involved.
2. Arrange a meeting with the Resource Coordinator if still unresolved.
3. Arrange a meeting with the Operations Manager if further action is required.

If the interpreter realizes they lack the skills or required level of comprehension for the course, the interpreter should notify the Resource Coordinator immediately to find a replacement.
Interpreter Letter of Agreement

Each semester interpreters that are hired for a regular assignment will receive a Letter of Agreement. The Letter of Agreement includes the hours of work and any special arrangements. It is signed by the interpreter and returned to the Resource Coordinator for signature.

- Payment includes interpreting time only. Travel, preparation time, parking and safety equipment are the responsibility of the interpreter.
- The rate of pay is established following provincial guidelines. Tier system at CC.
  - Tier 1 $40.00/hour - Graduates of a recognized 3 year interpreter program with > 5 years interpreting experience
  - Tier 2 $45.00/hour - Graduates of a recognized 3 year post-secondary interpreter training program with 5 to 10 year interpreting experience
  - Tier 3 $50.00/hour - COI certified or 10+ years interpreting experience
- A minimum of 2 hours will be paid on a given day with additional time paid on a per hour basis, rounded up to the nearest half hour.
- Interpreters contracted by Conestoga College for the entire duration of a semester will be given 10 working days’ notice of cancellation. The terms and continuation of the appointment is not guaranteed.

Invoicing

- Interpreters will prepare invoices for submission to the Resource Coordinator. Invoices can be emailed to the Resource Coordinator.
- These invoices will indicate the total hours worked, the student’s name, course date and time.
- “Net terms payable upon receipt” should also be included or the college accounts payable department will wait 30 days before processing the payment.

The Resource Coordinator will submit approved invoices bi-weekly to the Operations Manager who will authorize and forward to accounts payable.
AVLIC Code of Ethics & Guidelines of Professional Conduct

1. Association of Visual Language Interpreters of Canada

The Association of Visual Language Interpreters of Canada (AVLIC) expects its members to maintain high standards of professional conduct in their capacity and identity as an interpreter. Members are required to abide by the Code of Ethics and follow the Guidelines for Professional Conduct as a condition of membership in the organization.

This document articulates ethical principles, values, and standards of conduct to guide all members of AVLIC in their pursuit of professional practice. It is intended to provide directions to interpreters for ethical and professional decision-making in their day-to-day work. The Code of Ethics and Guidelines for Professional Conduct is the mechanism by which the public is protected in the delivery of service.

2. Values Underlying the Code of Ethics and Guidelines for Professional Conduct

AVLIC values:

1. **Professional accountability**: Accepting responsibility for professional decisions and actions.
2. **Professional competence**: Committing to provide quality professional service throughout one’s practice.
3. **Non-discrimination**: Approaching professional service with respect and cultural sensitivity.
4. **Integrity in professional relationships**: Dealing honestly and fairly with consumers and colleagues.
5. **Integrity in business practices**: Dealing honestly and ethically in all business practices.

Members are to understand that each of these core values and accompanying sections are to be considered when making ethical and professional decisions in their capacity and identity as an interpreter. These values are of equal weight and importance.

1.0 Professional Accountability

Interpreters accept responsibility for all professional decisions made and actions taken.

1.1 Confidentiality
1.1.1 Member will respect the privacy of consumers and hold in confidence all information obtained in the course of professional service. Members may be released from this obligation only with their consumers’ authorization or when ordered by law.

1.1.2 Where necessary, a member may exchange pertinent information with a colleague in order to provide consistent quality of service. This will be done in a manner that protects the information and the consumers.

1.1.3 Members need to be aware that other professional codes of conduct may impact upon their work. In such circumstances, members will make appropriate professional decisions and conduct themselves in a manner befitting the setting and the profession.

1.2 Professional Conduct

1.2.1 Members will hold the needs of consumers primary when making professional decisions.

1.2.2 Members shall recognize that all work undertaken by them on an individual basis, whether pro bono or paid, will ultimately reflect the integrity of themselves and of the profession.

1.2.3 Members shall conduct themselves in a professional manner at all times. They shall not badger or coerce individuals or agencies to use their professional services.

1.2.4 Members shall take into account the limitations of their abilities, knowledge and the resources available to them prior to accepting work. They will remove themselves from a given setting when they realize an inability to provide professional service.

1.2.5 Member must be aware of personal circumstances or conflict of interest that might interfere with their effectiveness. They will refrain from conduct that can lead to substandard performance and/or harm to anyone including themselves and consumers.

1.2.6 Members are accountable to AVLIC and to their local chapter affiliate for their professional and ethical conduct. Further, members are responsible to discuss and resolve, in a professional and ethical conduct. Further, members are responsible to discuss and resolve, in a professional manner, issues arising from breaches of ethical or professional conduct on the part of individual colleagues after they are observed. In the case where these breaches are potentially harmful to others or chronic, and attempts to resolve the
issue have not been successful, such conduct should be reported to AVLIC and/or their local chapter affiliate in a manner directed by the appropriate grievance procedure.

1.3 Scope of Practice

1.3.1 Members will refrain from using their professional role to perform other functions that lie beyond the scope of an interpreting assignment and the parameters of their professional duties. They will not counsel, advise, or interject personal opinions.

1.3.2 When functioning as part of a professional team (e.g. education, legal, medical, and mental health settings) it is understood that members will limit their expertise to interpretation. In such settings it may be appropriate for members to comment on the overall effectiveness of communication, the interpreting process and to suggest appropriate resources and referrals. This should be done only within the context of the professional team.

1.4 Integrity of Service

Members will demonstrate sound professional judgement and accept responsibility for their decisions. Members will make every attempt to avoid situations that constitute a real or perceived conflict of interest. Members will ensure there is full disclosure to all parties should their ancillary interest be seen as a real perceived conflict of interest.

2.0 Professional Competence

Interpreters provide the highest possible quality of service through all aspects of their professional practice.

2.1 Qualifications to Practice

Members will possess the knowledge and skills to support accurate and appropriate interpretation. It is recognized that members work in a range of settings and with a variety of consumers. This demands that members be adept at meeting the linguistic needs of consumers, the cultural dynamics of each situation, and the spirit and content of the discourse.
2.2 Faithfulness of Interpretation

Every interpretation shall be faithful to and render exactly the message of the source text. A faithful interpretation should not be confused with a literal interpretation. The fidelity of an interpretation includes an adaptation to make the form, the tone, and the deeper meaning of the source text felt in the target language and culture.

2.3 Accountability for Professional Competence

2.3.1 Members will accept full responsibility for the quality of their own work and will refrain from making inaccurate statements regarding their competence, education, experience or certification.

2.3.2 Members are responsible for properly preparing themselves for the work contracted.

2.3.3 Members will accept contracts for work only after determining they have the appropriate qualifications and can remain neutral throughout the assignment.

2.4 Ongoing Professional Development

2.4.1 Members will incorporate current theoretical and applied knowledge, enhance that knowledge through continuing education throughout their professional careers and will strive for AVLIC certification.

2.4.2 Members will aim to be self-directed learners, pursuing educational opportunities which are relevant to their professional practice. This could include but is not limited to peer review, collegial consultation, mentoring and regular feedback regarding specific areas of skill development.

3.0 Non-Discrimination

Interpreters approach professional services with respect and cultural sensitivity towards all participants.

3.1 Non-discrimination

Members will respect the individuality, the right to self-determination, and the autonomy of the people with whom they work. They will not discriminate based on ethnicity, gender, age, disability, sexual orientation, religion, personal beliefs and practises, social status or any other factor.

3.2 Communication Preferences

Members will respect and use the form of communication preferred by those deaf and hard of hearing consumers for whom they provide service.
Appendix A ...

3.3 Deaf Interpreters

The services of a Deaf Interpreter may be required when working with individuals who use regional sign dialects, non-standard signs, foreign sign languages, and those with emerging language use. They may also be used with individuals who have disabling conditions that impact on communication. Members will recognize the need for a Deaf interpreter and will ensure their inclusion as a part of the professional interpreting team.

4.0 Integrity in Professional Relationships

Interpreters deal honestly and fairly with consumers and colleagues while establishing and maintaining professional boundaries.

4.1 Professional Relationships

Members shall understand the difference between professional and social interactions. They will establish and maintain appropriate boundaries between themselves and consumers. Members will assume responsibility to ensure relationships with all parties involved are reasonable, fair and professional.

4.2 Impartiality

4.2.1 Members shall remain neutral, impartial, and objective. They will refrain from altering a message for political, religious, moral, or philosophical reasons, or any other biased or subjective consideration.

4.2.2 Should a member not be able to put aside personal biases or reactions which threaten impartiality, the member will examine options available to them. This may include not accepting the work or withdrawing their services from the assignment or contract.

4.3 Respect for Colleagues

4.3.1 Members will act toward colleagues in a spirit of mutual cooperation, treating and portraying then to others with respect, courtesy, fairness and good faith, etc.

4.3.2 Members have a professional obligation to assist and encourage new interpreting practitioners in the profession.

4.3.3 Members shall not abuse the good faith of other members or be guilty of a breach of trust or the use of unfair tactics.
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4.4 Support for Professional Associations

Members shall support AVLIC, its affiliates, and other organizations representing the profession and the Deaf community.

5.0 Integrity in Business Practices

Interpreters establish and maintain professional boundaries with consumers and colleagues in a manner that is honest and fair.

5.1 Business Practices

5.1.1 Members will refrain from any unfair competition with their colleagues, including but not limited to: (a) engaging in comparative advertising (b) willfully undercutting; or (c) artificially inflating fees during times when market demand exceeds supply.

5.1.2 Members will conduct themselves in all phases of the interpreting situation in a manner befitting the profession, including negotiating work and contracts, obtaining suitable preparation material, and choice of attire and professional demeanor.

5.1.3 Members will honour professional commitments made when accepting work, and will follow through on their obligations. Members may not unilaterally terminate work or a contract unless they have fair and reasonable grounds to do so.

5.1.4 Members shall take reasonable care of material and/or property given to them by a consumer and may not lend such or use it for purposes other than those for which it was entrusted to them.

5.2 Accurate Representation of Credentials

5.2.1 Members shall not by any means engage in, nor allow the use of, statements that are false, misleading, incomplete, or likely to mislead consumers or members of the public.

5.2.2 Members will refrain from making inaccurate statements regarding their competence, education, experience or certification. Only members certified by AVLIC (COI) may use the term “certified” in printed, electronic, signed or oral transmission. This may include, but is not limited to, interpreter directories, business cards and forms, promotional materials, resumes or publications they have authored.
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5.3 Reimbursement for Services

5.3.1 Members will bill only for services provided. Members will negotiate fees, including cancelation policies, preferably in writing or contract from before service is provided. Members will be sensitive to professional and community norms when establishing fees for services.

5.3.2 Members may also provide bartered or pro bono service in situations where the profession of interpreting and the livelihood of other practitioners will not be threatened.

Ratified at the AVLIC July 2000 AGM

References Consulted

Code of Ethics for Psychiatric Nurses Association of Canada. (February, 1998)
Camosum College Guidelines for Instructors, Victoria, B.C. (1997)
Code of Ethics: Society of Translators and Interpreters of British Columbia. (Fall, 1998)
Code of Ethics for the National Association of Social Workers, (revised 1990)
Students Who Are Deaf or Hard of Hearing – Best Practices for Accommodations

AT THE BEGINNING OF EACH SEMESTER, Sign Language Interpreters or Computerized Note Takers will arrive to class a few minutes early and discretely introduce themselves and explain their role in the classroom.

SIGN LANGUAGE INTERPRETERS will position themselves close to the instructor, the board and/or multi-media equipment to provide the clearest line of sight and enhance learning for students who are Deaf or hard of hearing. An interpreter is responsible for interpreting English into American Sign Language and vice versa. Due to the interpreting process, responses and questions from students who are Deaf or hard of hearing may have a slight delay.

COMPUTERIZED NOTE TAKERS will position themselves near the front of the class and may require access to an electrical outlet. The role of a note taker is to electronically document all verbal communication during scheduled class and program hours. The student may choose to sit with the note taker and read off their screen. The note taker will provide electronic copies of the notes within 24 hrs. of each class to the identified student only.

General Considerations for Students Accessing This Service

COMMUNICATION Make eye contact and speak directly to students that are Deaf or hard of hearing as you would any other student. The interpreter is simply there to facilitate the conversation.

ACCESS TO LEARNING MATERIALS It is important that interpreters and note takers have access to learning materials ahead of time to allow them time to prepare so they can convey the message clearly.

ALLOW FOR BREAKS Interpreting and note taking are mentally and physically strenuous tasks. Service providers require a 10 minute break every 50 minutes. These breaks need to be integrated into each class so Deaf and hard of hearing students do not miss any information.

CLOSED CAPTION POLICY Ensure that all videos being shown in the classroom or on eConestoga are closed captioned. Always turn the captioning on. To get media captioned contact Jennevieve Orio-Bebel ext.2808
Appendix C

Information for Students Who Use Interpreters

☐ Meet with the interpreter prior to the start of classes to ensure a good interpreting match. At the meeting you can become familiar with the interpreter’s signing skills and his/her comprehension.

☐ Meet with the interpreter regularly to discuss the signs and format of notes used in the class, for technical words/concepts for your course and how you want to communicate in class.

☐ You can access an interpreter for meetings and other student services by contacting the Resource Coordinator at least 3 days in advance to schedule the meeting.

☐ Indicate when you do not understand the interpreter.

☐ If you are unable to attend a class you need to contact your interpreter by email as soon as possible and inform your Accessibility Advisor.

☐ If you are late for class, the interpreter will wait for 20 minutes for a 1 hour class or 30 minutes for more than a 1 hour class before leaving the campus. If possible, contact your interpreter to let them know that you are going to be late.

☐ The interpreter will interpret the professor’s lecture AND student discussions that are obtrusive or noticeable to others in the class. If you wish your conversations to be private let it be known, otherwise he/she will interpret your comments.

☐ Personal conversations with the interpreter should not interrupt your class work and should take place outside of the class.

☐ If you do not understand a question, approach the instructor for clarification as an interpreter does not elaborate.

☐ Inform your Accessibility Advisor and your interpreter via email immediately when changes occur in the schedule (e.g. change of room, time, day, etc.).

☐ The interpreter will try to accommodate your preference of where to stand/sit in class, but must be able to hear or see what is going on. The location must not interfere with ongoing class activity.

☐ Complete a feedback form once a semester on the services of your interpreter/note taker(s) and return to the Resource Coordinator.

☐ As an adult learner, you are responsible for your education. You must make sure that the services you are receiving are right for you. If you are dissatisfied with an interpreter, it is important that you communicate the reasons for your dissatisfaction to your Accessibility Advisor. If an interpreter is not the right match for your learning needs you may request another. A minimum of two weeks will be required for the Resource Coordinator to find a replacement.

Adapted from CCDI Provincial Guidelines for the provision of interpreter, intervener and computerized note taking services June 1999 (revised June 2000)