

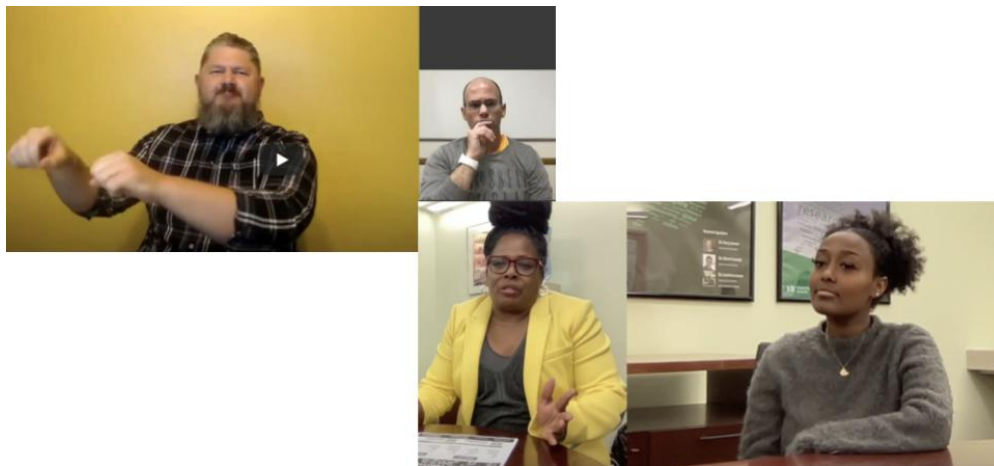
STEPPING STONES

FOR NOVICE INTERPRETERS

- Are you looking to elevate the level of your interpreting skills?
- Are you wanting to assess the impact your interpreting has on the impression of deaf people in job interviews?
- Are you interested in building your skills to help expand work opportunities for deaf people?

Check out this free online course on building capacity for reflective self-assessment. It is the sixth offering in Stepping Stones for Novice Interpreters, a self-directed track from the CATIE Center's Dive In project.

Interpreting for Job Interviews.



Description

In this course, we will explore the varying structures of job interviews (e.g., one-on-one, panel, video), their characteristics, participants, and strategies to prepare for and perform interpreting work in this setting. Similar to other settings, interpreting job interviews has a real life impact on all involved. As interpreters, we influence the impression that the applicant leaves with the hiring manager and, thus, their likelihood for hire, as well as the perception the applicant may have of the job for which they are applying. Recognizing power, privilege, and systemic structure, this course aims to support interpreters' (hearing, hard of hearing, and Deaf Interpreters) readiness for this work.

The expected time commitment for this course is approximately 10-12 hours of engaging with the material, planning and self-assessment, and engaging in discussions on the learning platform, and an additional 8 hours

engaged in skill-development focused practice.

Learning Objectives

Participants completing this course will:

- Describe characteristics of job interviews.
- Describe methods used to prepare for interpreting a job interview in varying settings.
- Explore language choices and decision-making in the job interview.
- Explore interpreting for job interviews that occur via video.
- Identify areas for improvement in your interpreting of job interviews
- Report back on effective strategies as well as challenges related to interpreting for job interviews

The course is designed to be completed over 6 weeks, at your own pace and takes at least 15 hours to complete. Each module will have a specific focus and include opportunities for application and reflection. The course registration will be available from May 2- June 30, 2023.

A Note on CEUs

Because our grant is focused on novice interpreters working toward certification, CEUs are not offered. Interpreters interested in CEUs can initiate a PINRA with an [RID approved sponsor](#).

For a PINRA application, you need the following information:

- **Flyer for the course:** Available for Download to include with your PINRA application.
- **CEUs to request:** 1.0 CEUs in Professional Studies
- **Workshop Description and Agenda:** Available as Google Doc. You can download this page to include with your PINRA application.
- **Documentation of Learning:** This course will take at least 10 hours to complete and you will receive a certificate of completion at the end that you can share with your sponsor. Additionally, if your sponsor requires reflections on what you have learned, you can copy your reflections from the course to share with them.
- **Dates of Activity:** You can choose to start the activity any time before June 30, 2023. When you complete it is up to you, but there will not be any facilitation after June 30, 2023.

[CLICK HERE TO REGISTER](#)

Final day to register is June 30, 2023. This will be offered again in 2024.

The registration form will provide you a link to enroll in a free Canvas course. It will also ask for optional demographic information which will be helpful for the CATIE Center in evaluating the effectiveness of these resources for supporting the diversity of novice interpreters who are entering the interpreting field.

About Stepping Stones for Novice Interpreters

This course is [part of a series](#) developed by the Dive In project of the CATIE Center at St. Catherine University. Each module will have a facilitator from the CATIE Center who monitors a Support Forum. The activities are designed so that you can do them asynchronously. Though possible to do independently, we encourage you to either join as a group and work through the material together – or use the introduction forum to seek out others in the course who might work with you in the discussions. Collaborative learning can be a really important tool in professional development.