

PALO ALTO COLLEGE DISABILITY SUPPORT SERVICES INFORMATION FOR INTERPRETERS

Interpreting at PAC

Palo Alto College provides a student centered learning environment. We at Disability Support Services (DSS) are committed to providing the best interpreters possible for our students. We support the Code of Ethics. We endeavor to create an atmosphere where interpreters can stay in role and perform their job duties in a comfortable professional manner.

Incentives to Work at PAC

- Relatively easy parking
- Block scheduling
- Night/weekend pay differential for agency interpreters
- Paid for student no-shows if you are already on campus
- Prep time opportunities & materials
- Textbook loan to interpreters for prep time
- Team interpreting with most classes
- Repetitive Motion Injury (RMI) prevention strategies
- Orientation to the interpreting process provided to faculty, staff, and students
- Friendly instructors
- Beautiful campus
- Comfortable atmosphere

The Application Process

Part-time applicants should fill out an Interpreter Application form on-line at ACCD PeopleLink. If hired, please bring proof of certification and social security card. Interpreters may be asked to demonstrate their skills at the time of the interview. Those interested in full-time employment should watch for job announcements on PeopleLink and follow the requirements for the ACCD application process.

Code of Ethics/Code of Conduct

Interpreters are expected to abide by the RID Code of Conduct as applicable to the post-secondary educational environment.

Confidentiality

Confidentiality is taken very seriously at PAC. Interpreters may be asked to share classroom accommodations information with the identified Disability Support Services personnel on a "need to know" basis. Interpreters are encouraged to speak with the appropriate Disability Support Services staff for clarity on how we practice confidentiality. Inappropriate relationships should not develop with students that would compromise confidentiality or the role of the interpreter. .

Team Interpreting

Team interpreting is two or more interpreters working together on an assignment, switching every 20-30 minutes. Teaming prevents injuring due to constant interpreting for too long a period of time and provides support for each other ensuring the message is accurately conveyed. We will provide team interpreting where ever appropriate, especially when interpreting more than an hour and fifteen minutes and when class assignments are back to back.

Translation Prep Time

Accurate interpretation requires preparation. Interpreters are welcome to use the resources (text books, videos, etc.) of the Disability Support Services; however, some may not be removed from the office. Please document your preparation activities on the Prep Time Log. Disability Support Services informs each interpreter how much prep time is approved for each class on an individual basis. Note all prep time on your time sheet as appropriate.

What We Expect of Interpreters

Check in at Disability Support Services regularly for changes & info

Interpreters are encouraged to stop by the office and check out the Interpreting/Deaf/HH information in the DSS Office. Also, if the instructor makes changes in the class schedule, please let us know.

Punctuality and Attendance

Interpreters are expected to be on time or call Disability Support Services with enough time available to locate a sub. Be aware that it takes approximately 10-15 minutes to park, sign in at Disability Support Services and walk to class. In some situations you may need to allow 15 minutes after the class for this "in transit" time to an off campus assignment. Ask in DSS for more details.

If you are ill or delayed

Interpreters are expected to call in as soon as s/he knows they will not be able to interpret the class.

Verification of Hours worked and time sheets

Interpreters are expected to keep accurate time sheets, prep time logs, sign in/out as appropriate...etc.

Wait Time

Interpreters are expected to wait outside the classroom for the student to show up. On the first day check inside and outside of the classroom for the student. Please wear your own or a PAC Interpreter name tag so you are easy to identify. Wait at least 5 minutes for every 30 minutes of class time...10 min. for a 50 min class, 15 min. for a 1:15 class, and 30 minutes for a 3 hr. class. Please use common sense and give the student the benefit of the doubt. If the student is a no-show, please return to Disability Support Services for re-assignment.

No Show Students

Interpreters are expected to return to Disability Support Services if the student is a no-show. Depending on contracts and ACCD policy, compensation may be available even if the student is a no-show, especially if the interpreter is willing to do interpreting related office work or additional prep work.

Please Don't Make Interpreting Appointments With Students

Interpreters are expected to refer the student to Disability Support Services when s/he asks to schedule additional interpreting services. DSS keeps track of budgets, statistics, and policies etc. that require all scheduling to occur through Disability Support Services if we will be charged for the service. PAC will not pay for interpreting assignments scheduled between the interpreter and student exclusively.

Team Interpreting

Team interpreting is two or more interpreters working together on an assignment, switching every 20-30 minutes. Make sure to have "The Conversation" to discuss with you teammate how you will switch, where to sit, how much lag time you use, how you want to be given info you may have missed that your team understood.

Language to Use

Interpreters are expected to match the student's comprehension. However, students are also expected to do their homework and come to class prepared. Oral interpreters should mouth verbatim what the instructor says. Sign support may be more conceptual.

Staying in Role

Interpreters are expected to stay in role and let Disability Support Services know when instructors/deaf/hh/hearing students or the situation persist in trying to pull the interpreter out of roll.

Colors to Wear

Interpreters are expected to wear solid colors that contrast to their skin color. College students may watch interpreters for a half day or more. Proper colors help to reduce eye strain. If you are unsure, ask in Disability Support Services.

Captioned Videos

Interpreters may remind instructors that if the video is not captioned, to provide a script to the D/HH student, or allow the interpreter to preview the tape before s/he has to interpret it in class, so the interpreter can be as accurate as possible. Instructors have to make sure and request a TV/VCR set up that has closed captioning display capability.

What We Expect of Students

Attend class or call and cancel interpreting services

Students are expected to go to class or call and cancel interpreting services if they are not going to class for any reason.

Do not develop dependence or inappropriate relationships with interpreters

Students are expected to behave responsibly and be independent.

Be respectful of interpreters

Students are expected to be respectful of interpreters because good interpreters are hard to find.


Get their own notetakers

Students are expected to ask a classmate to be a peer notetaker. If they need assistance finding a notetaker, they should ask the instructor.

Ask questions and be a self advocate

Students are expected to advocate for themselves. If they need assistance they should contact Disability Support Services or a PAC counselor.

Interpreting Code of Ethics

The  **Registry of Interpreters** for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide interpreters, transliterators, in addition to, hearing and deaf consumers. Underlying these principles is the desire to ensure for all persons the right to communicate. This Code of Conduct applies to all members of the Registry of Interpreters for the Deaf, Inc. and to all certified non-members.

The tenets of the RID **Code of Professional Conduct** are to be viewed holistically and as a guide to professional behavior.

- Interpreters adhere to standards of confidential communication.
- Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
- Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
- Interpreters demonstrate respect for consumers.
- Interpreters demonstrate respect for colleagues, interns, and students of the profession.
- Interpreters maintain ethical business practices.
- Interpreters engage in professional development.

DSS Office Hours

Monday - Friday 8:00 am - 5:00 pm; Room #139, GE building; Fax: 210-486-3021

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