

Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

Resources

Dean, R.K., & Pollard, R.Q. (2013). *The demand control schema: Interpreting as a practice profession*. CreateSpace. See also <http://demandcontrolschema.com>

Dean, R. & Pollard, R. (n.d.). *Introduction to demand control theory*. [Videos]. Retrieved from <http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos>

National Consortium of Interpreter Education Centers. (2014). Reflections on cultural & religious diversity by Forestal, E. Retrieved from <https://vimeo.com/104121347> [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2014). *Reflections on cultural & religious diversity by Peterkin, L.G.* [Video]. Retrieved from <https://vimeo.com/104122971>

National Consortium of Interpreter Education Centers. (2012). *Deaf interpreter institute: Introduction and generalist competencies*. [Includes video clip]. Retrieved from <http://www.diinstitute.org/di-competencies/introduction-generalist-competencies/>

National Multicultural Interpreter Project. (2000). *Cultural and linguistic diversity series: Life experiences of Donnette Reins, American Indian, Muskogee Nation*. [ASL with English voiceover]. El Paso, TX: El Paso Community College. Retrieved from <http://ncrtm.ed.gov/>. Instructional supplement retrieved from <http://ncrtm.ed.gov/>. *This curriculum contains resources from The National Clearinghouse of Rehabilitation Training Materials (NCRTM)*.



Module 2

Unit 5