Bridge Communications
Getting Your Message Across

Workshop Series

It's the How, Not the What
Preparing for the NIC Interview

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Name _____   Date _____

Introduction

*T*he NAD-RID National Interpreter Certification (NIC) exam is a new testing paradigm. Many candidates are unfamiliar with new testing procedures, and are unsure what to expect during the actual exam. This can heighten anxiety, preventing candidates from representing themselves as well as possible.

This workshop will introduce participants to the interview portion of the NIC exam, providing guidance through the practice DVD, and instruction on procedure and methods for responding to ethical scenarios. The interview rating rubric will be discussed in detail, and a formulaic method for responding will be presented. Candidates will know what issues to cover and how to address them when responding. While no test content will be shared or discussed, candidates will be able to feel comfortable with testing procedures, and confident about being able to accurately represent themselves.

Topics we will cover

    __ *Philosophy of the new exam*

    __ *An overview of the NIC interview format (you will know what to expect)*

    __ *The NIC rating rubric in depth (you will know what to address)*

    __ *A formula with modeling of how to respond to ethical scenarios*
        (you will know how to respond)

    __ *View the NIC Practice DVD*

    __ *Systematic practice responding to ethical scenarios according to the rating rubric*

Goals versus Objectives [1]

Goals are general directions, somewhat nebulous in that they are not specific enough to be easily measured. A good example is the signature line of the Star Trek television series: *To boldly go where no one has gone before.* How do you know whether that particular goal has been successfully accomplished? Once you've gone somewhere, you've been there, and there are still other places to go since the universe is infinite and has no end. Goal contains the word *go*, a word with no end.

In contrast, objectives are specific and measurable. They are concise and specific. Think of the word *object*: it's tangible, actual, and finite.

Certification: A worthy goal?

What is your goal as an interpreter? Is it certification, or overall competency as a practitioner? A prevalent belief in our field is of certification as the ultimate goal, the end-all and be-all. Historically, RID certification has been seen as an almost unattainable goal save for a few truly gifted professionals. As a result, practitioners who hold certification are often believed to be qualified for just about any situation.

There are flaws with both of these beliefs. When interpreters set their total sights on getting certified, what is left once that certification is obtained? Some believe once they are certified, they have reached the pinnacle of success and have nothing left to learn or obtain. These are often the same interpreters whose self-awareness around their skill limitations or boundaries is lacking; they often think being certified means they can interpret in any situation.

As the National Interpreter Certification (NIC) exam is a generalist exam (like the RID and NAD exams before it), care still needs to be exercised by practitioners with regard to the assignments they accept. The Code of Professional Conduct is clear in this matter.

> **2.0 Professionalism**
> **Tenet:** Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
> **Guiding Principle:** … Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs.

Interpreters obtaining NIC certification have demonstrated the minimum skills necessary for generalist practice in the field of ASL/English interpreting. Obtaining NIC Advanced or Master means interpreters have demonstrated proficiency beyond the generalist minimum standards, but in no way implies those interpreters are able to work in any setting they wish.

Moreover, certification provides a snapshot of an interpreter's work. Performance during any certification exam reflects the work as it was on a specific day and time; it is not necessarily a testament to the practitioner's overall body of work.

[1] Miyamoto, 2002

How do we look at ethics?

Codified in 1965, the guidelines for interpreters have historically taken a deontological approach to ethical decision making. This approach was a right-or-wrong, black-or-white adherence to rules, specifically the eight tenets set forth in the 1979 revision of the RID Code of Ethics (Cokely 2000, Dean & Pollard 2006).

In contrast, a teleological approach to ethical decision making focuses not on rules, but on outcomes (Deaf & Pollard 2006). Through this approach, decisions are made based on evaluating their likely consequences and the implications of those consequences on the overall goal of the situation. Ethics are not derived from a list of tenets, but rather are decisions made in light of a present situation. Dean & Pollard's Demand-Control Schema (2001, 2004, 2006, 2008) provides an excellent framework for understanding teleological approaches to ethical decision making.

Testing considerations

Along with the RID Code of Ethics, prior RID testing instruments also emphasized a deontological approach to ethics and evaluated practitioners on their ability to follow the letter of the law. The NIC Interview exam, in contrast, incorporates a teleological approach, requiring candidates think through and state various perspectives of involved parties and potential consequences of the interpreter's decisions and actions in a given scenario.

The format and process of the prior and current tests also differ: past testing instruments evaluated ethics through written testing with multiple choice questions. In one version of the RID written exam, candidates watched video vignettes featuring interpreters in various situations, and then responded to questions about ethical breaches the interpreters had committed. One potential issue with this arose when the testing candidate didn't believe any ethical violation had occurred, but was forced to try and guess what "the right answer" was, or the specific response RID was looking for.

The NIC test has no one "right" answer to any situation. Dean & Pollard (2004) illustrate that ethical decisions fall on a continuum of behavior from actions that are more liberal (i.e. active, creative, or assertive) to those that are more conservative (i.e. reserved or cautious). Just as other practice professions (i.e. medicine, law, counseling, etc.) look at ethics as a range of possible choices, so interpreters are now realizing that there may be multiple right, appropriate, and acceptable decisions to any given situation.

Dean, R., Pollard, R. 2004. A Practice-Profession Model of Ethical Reasoning. RID VIEWS, 21(9), p. 27-29.

Too liberal
Therefore ineffective
and/or unethical

Liberal   Conservative

Too conservative
Therefore ineffective
and/or unethical

When you arrive for your test, you will meet the Local Test Administrator (LTA). The LTA will have the exam room prepared for you and give you some forms to fill out. The TV and DVD player will be ready along with your stimulus materials. The NIC has two stimulus sets (A & B). One will be assigned to you; unlike the CI and CT tests, you do not choose your stimulus materials for the NIC. You do have the choice of whether you want to take the Interview or Performance portion of the exam first, and there is a break between the two portions.

You will need to determine whether you prefer to sit or stand for the duration of each portion of the test. The LTA will then set the video camera on you. Once the camera has been set, it cannot be reset until that portion of the exam is complete.

The Interview portion of the exam begins with a brief introduction and explanation of the format. Once that is complete, you will be introduced to the five (5) test "interviewers." Since the exam is delivered on DVD (as opposed to being live), the ethical scenarios are presented in ASL by interviewers on the disk.

You may view each of the interviewers introducing themselves in ASL to determine the person with whom you feel most comfortable. Once a selection has been made and confirmed, that interviewer will present all five of the ethical scenarios.

You are then presented with five (5) ethical scenarios in the interview portion of the test. The interviewer you have chosen will appear on screen and and present a scenario in ASL to you. Regardless which interviewer you choose, the same five scenarios are presented. If you don't fully understand the scenario as it's presented, don't panic: an English transcript of the scenario follows the signed presentation, and will remain on the screen for 30 seconds. Read the text whether you understood the signed scenario.

You are allowed to have pencil and paper with you during the exam. You may take notes as you view each scenario. The LTA will provide you with the paper and retrieve it from you once testing is complete. Contact the LTA prior to your testing date to request paper.

Address the camera when responding. Responses may be given in ASL, contact sign, or simultaneous communication (simcom). You may respond with or without voice, but you must sign. This allows Deaf raters access to your responses. Raters are only evaluating your ethical decision-making process in this portion of the exam, not your signing skills.

You have up to five minutes to respond to each ethical scenario. A digital timer prompt is displayed on the screen. It will show you the time remaining in one-minute increments, 30 seconds, and then count down from 10 seconds. At 10 seconds the timer also begins to emit a loud beeping sound to warn that time is almost up. If this happens, remain calm and continue responding to the scenario until you are finished, or the timer runs out.

If an answer doesn't require the full five minutes, simply press Enter on the DVD remote to advance to the next scenario. Once the time has elapsed, the DVD will automatically advance to the next scenario.

The DVD is password-protected (locked) so you can't accidentally navigate to the wrong area on the disk. For that reason, you don't need to be afraid of hitting the wrong button on the remote.

The practice DVD instructs you to address three points in your answers:
• Identify the conflict.
• What would you do?
• Why?

The rating rubric, however, cites a different third point from the DVD: Consequences of a decision or solution. When responding to the ethical scenarios, it is important to cover the following three points:

• Identification of the problem(s) or conflict(s)
• Construction of a decision or solution
• Consequences of a decision or solution

Conflict
Decision
Consequences

Goals and Objectives Revisited

Assuming *competency* is your goal, certification simply becomes an objective—a milestone on the path to competency. The test loses its power as the total measure of your worth as a practitioner and takes its rightful place as a measure of the knowledge and skills you posses at the time you take the exam.

The NIC attempts to mirror real-world situations in both the interview ethical scenarios as well as the performance vignettes. Candidates are provided with access to each of the participants in the setting as well as preparatory materials—a luxury not always given in the real world of interpreting. In essence the test is just another day on the job. Anecdotally, a number of candidates have reported that approaching the test from this "just another day on the job" mind-set has greatly alleviated their anxiety about the test.

General Strategies

Study and preparation

As with any test, the better prepared you are, the better you are able to do. While ethical decision making skills, fluency in ASL and English, and proficiency in interpreting are all expected, knowing what to expect from the test allows you to better represent yourself. RID has produced the NIC Practice DVD, which is an excellent practice resource. It can be ordered directly from RID, and members even receive a discount on their purchase!

> ## www.rid.org
> Click the *Education & Certification* tab

RID also has a wealth of information on its website, *www.rid.org*. Copies of the test outline, suggested reference materials, performance criteria, and examination rubric anchors can all be downloaded as Adobe Reader documents (.pdf). If you're planning to sit for the NIC exam, it is imperative you obtain, go over, and understand these materials in order to do well on the test.

Additionally, attending NIC preparation workshops, studying with people who have successfully taken the NIC exam, and participating in NIC study groups are all beneficial ways to ready yourself for the test.

Affirmations

Affirmations are short statements, said aloud, that transform thought to reality. Literally "to assert" from the Latin *affirmare*, these statements take thoughts—not very solid—and make them more firm through repetition (McWilliams 1991). Shad Helmstetter outlines a step-by-step method for effective affirmations in his book *What to Say When You Talk to Yourself*.

Relaxation breathing

"Take a deep breath," the old saying goes. Deep breathing or diaphragm breathing has been shown to have significant positive effects on both the body and mind.

What will I do to prepare myself to take the NIC?
Take a few minutes to think about and record some specific actions you will take to prepare yourself for the NIC exam. Once you've written down some ideas, share your plan with another participant.

Interview Strategies
Responding to scenarios
A general tip is that talking more (on point, of course) is better. The more you talk, the more areas you can cover. Don't, however, give your answer, realize you have several minutes remaining, and fill the time with chatter.

COBRA: A way to respond to scenarios
1. *Contemplate* the scenario
2. *Organize* your ideas
3. *Breathe*
4. *Respond / Answer*

Addressing the domains
As we've discussed, during the test you will be presented with the following questions:

   1) What is the conflict?
   2) What would you do?
   3) Why?

Instead of addressing "Why?" the Interview Examination Rubric Anchors lists *Consequences of a decision or solution* as the third domain to be addressed. Incorporate your discussion of *Why?* into the second domain: *Construction of a decision or solution*.

Mnemonic Devices
Bring a PEPSI with you
Not a product placement, Karin Huff—an interpreter in northern California—has come up with a useful mnemonic device for addressing the domains: PEPSI.

P

E

P

S

I

Take a SIDE
Kelly Murphy of Minnesota suggests taking a SIDE, not only to help make a decision but also to remember the points to address.

S

I

D

E

Topic, Comment Structures

Many have found it helpful to actually list each point in the three domains as they respond to the scenario. This approach can help you organize your thoughts thereby allowing you to present your response more succinctly. It also assists the raters in scoring your response as your arguments are presented in a more linear manner (Lucas 2006).

example (topics in italics):

NUMBER ONE, CONFLICT.
CONFLICT WHAT? State the conflict between the situation and the code
PERSPECTIVES.
DEAF PERSPECTIVE, [body shift] state the perspectives.
HEARING PERSPECTIVE, [body shift] state the perspectives.
Continue for each of the involved parties.

MOVE-DOWN-ONE.
NUMBER TWO, DECISION.
PERSPECTIVES.
DEAF PERSPECTIVE, [body shift] state the perspectives.
HEARING PERSPECTIVE, [body shift] state the perspectives.
Continue for each of the involved parties.
I DECIDE. State your decision.
WHY? Cite your past & present practices and resources.

MOVE-DOWN-ONE.
NUMBER THREE, CONSEQUENCE.
SHORT T-E-R-M, State the short-term consequences.
LONG T-E-R-M, State the long-term consequences.
Be sure to include cultural, political, and/or sociological implications.

Overarching description

Exhibits integrity, confidence, critical thinking, and focus in analysis of the problem(s) and solution(s).

**Domain #1
Identification of
problem or conflict**

The candidate's response will describe clearly and comprehensively the problem or conflict between the situation and the interpreter code of ethics, policies, procedures, and/or laws as applicable.

The candidate's response will provide a substantial discussion of perspectives of involved parties.

Domain #2
Construction of a
decision or solution

The candidate's response will provide a substantial discussion of perspectives of involved parties.

The candidate's response will present a successful solution(s) using, as applicable, (1) reasoning as influenced by past and present practices and (2) resources.

Domain #3
Consequences of a
decision or solution

The candidate's response will contain sufficient discussion of both the short-term and long-term effects that might include cultural, political, and/or sociological implications.

	Rating I	Rating II	Rating III	Rating IV
Overarching description	Exhibits a rigid or incorrect analysis of the problem(s) and/or solution(s).	Exhibits superficial and one-dimensional analysis of the problem(s) and/or solution(s).	Exhibits a thoughtful and positive approach to the problem(s) and solution(s).	Exhibits integrity, confidence, critical thinking, and focus in analysis of the problem(s) and solution(s).
Domain #1 Identification of problem or conflict	The candidate's response might lack identification of problem or conflict between the situation and the interpreter code of ethics, policies, procedures, and/or laws, as applicable. The candidate's response might provide insufficient discussion of a single perspective.	The candidate's response might identify the problem or conflict between the situation and the interpreter code of ethics, policies, procedures, and/or laws as applicable. The candidate's response might provide a discussion of a single perspective with minimal expansion.	The candidate's response will identify and sufficiently describe the problem or conflict between the situation and the interpreter code of ethics, policies, procedures, and/or laws as applicable. The candidate's response will provide a sufficient discussion of at least two perspectives including, if applicable, the D/deaf consumer's perspective.	The candidate's response will describe clearly and comprehensively the problem or conflict between the situation and the interpreter code of ethics, policies, procedures, and/or laws as applicable. The candidate's response will provide a substantial discussion of perspectives of involved parties.
Domain #2 Construction of a decision or solution	The candidate's response might contain a single perspective (e.g. D/deaf or hearing consumer, interpreter, system). The candidate's response might lack a reasonable solution. The candidate's response might contain a solution that is incorrect, inflexible, and/or irrelevant.	The candidate's response might contain a single perspective (e.g. D/deaf or hearing consumer, interpreter, system) with minimal expansion. The candidate's response might present an ineffective solution, or present an effective solution with no explanation.	The candidate's response will contain sufficient discussion of at least two perspectives including, if applicable, the D/deaf consumer's perspective. The candidate's response will present an effective solution(s) to the problem with sufficient explanation.	The candidate's response will provide a substantial discussion of perspectives of involved parties. The candidate's response will present a successful solution(s) using, as applicable, (1) reasoning as influenced by past and present practices and (2) resources.
Domain #3 Consequences of a decision or solution	The candidate's response might lack discussion of the potential consequences.	The candidate's response might contain minimal discussion of potential consequences.	The candidate's response will contain sufficient discussion of the short-term effects.	The candidate's response will contain sufficient discussion of both the short-term and long-term effects that might include cultural, political, and/or sociological implications.

Scope

The National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID) uphold high standards of professionalism and ethical conduct for interpreters. Embodied in this Code of Professional Conduct (formerly known as the Code of Ethics) are seven tenets setting forth guiding principles, followed by illustrative behaviors.

The tenets of this Code of Professional Conduct are to be viewed holistically and as a guide to professional behavior. This document provides assistance in complying with the code. The guiding principles offer the basis upon which the tenets are articulated. The illustrative behaviors are not exhaustive, but are indicative of the conduct that may either conform to or violate a specific tenet or the code as a whole.

When in doubt, the reader should refer to the explicit language of the tenet. If further clarification is needed, questions may be directed to the national office of the Registry of Interpreters for the Deaf, Inc. This Code of Professional Conduct is sufficient to encompass interpreter roles and responsibilities in every type of situation (e.g., educational, legal, medical). A separate code for each area of interpreting is neither necessary nor advisable.

Philosophy

The American Deaf community represents a cultural and linguistic group having the inalienable right to full and equal communication and to participation in all aspects of society. Members of the American Deaf community have the right to informed choice and the highest quality interpreting services. Recognition of the communication rights of America's women, men, and children who are deaf is the foundation of the tenets, principles, and behaviors set forth in this Code of Professional Conduct.

Voting Protocol

This Code of Professional Conduct was presented through mail referendum to certified interpreters who are members in good standing with the Registry of Interpreters for the Deaf, Inc. and the National Association of the Deaf. The vote was to adopt or to reject.

Adoption of this Code of Professional Conduct

Interpreters who are members in good standing with the Registry of Interpreters for the Deaf, Inc. and the National Association of the Deaf voted to adopt this Code of Professional Conduct, effective July 1, 2005. This Code of Professional Conduct is a working document that is expected to change over time. The aforementioned members may be called upon to vote, as may be needed from time to time, on the tenets of the code.

The guiding principles and the illustrative behaviors may change periodically to meet the needs and requirements of the RID Ethical Practices System. These sections of the Code of Professional Conduct will not require a vote of the members. However, members are encouraged to recommend changes for future updates.

Function of the Guiding Principles

It is the obligation of every interpreter to exercise judgment, employ critical thinking, apply the benefits of practical experience, and reflect on past actions in the practice of their profession. The guiding principles in this document represent the concepts of confidentiality, linguistic and professional competence, impartiality, professional growth and development, ethical business practices, and the rights of participants in interpreted situations to informed choice. The driving force behind the guiding principles is the notion that the interpreter will do no harm.

When applying these principles to their conduct, interpreters remember that their choices are governed by a "reasonable interpreter" standard. This standard represents the hypothetical interpreter who is appropriately educated, informed, capable, aware of professional standards, and fair-minded.

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

Applicability
A. This Code of Professional Conduct applies to certified and associate members of the Registry of Interpreters for the Deaf, Inc., Certified members of the National Association of the Deaf, interns, and students of the profession.

B. Federal, state or other statutes or regulations may supersede this Code of Professional Conduct. When there is a conflict between this code and local, state, or federal laws and regulations, the interpreter obeys the rule of law.

C. This Code of Professional Conduct applies to interpreted situations that are performed either face-to- face or remotely.

Definitions
For the purpose of this document, the following terms are used:

Colleagues: Other interpreters.

Conflict of Interest: A conflict between the private interests (personal, financial, or professional) and the official or professional responsibilities of an interpreter in a position of trust, whether actual or perceived, deriving from a specific interpreting situation.

Consumers: Individuals and entities who are part of the interpreted situation. This includes individuals who are deaf, deaf-blind, hard of hearing, and hearing.

1.0 CONFIDENTIALITY
Tenet: Interpreters adhere to standards of confidential communication.

Guiding Principle: Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

Illustrative Behavior - Interpreters:
1.1 Share assignment-related information only on a confidential and "as-needed" basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).

1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).

1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

2.0 PROFESSIONALISM
Tenet: Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

Guiding Principle: Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

Illustrative Behavior - Interpreters:
2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.

2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.

2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.

2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).

2.5 Refrain from providing counsel, advice, or personal opinions.

2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

3.0 CONDUCT
Tenet: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

Guiding Principle: Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

Illustrative Behavior - Interpreters:
3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.

3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.

3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.

3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.

3.5 Conduct and present themselves in an unobtrusive manner and exercise care in choice of attire.

3.6 Refrain from the use of mind-altering substances before or during the performance of duties.

3.7 Disclose to parties involved any actual or perceived conflicts of interest.

3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.

3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.

3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

4.0 RESPECT FOR CONSUMERS
Tenet: Interpreters demonstrate respect for consumers.

Guiding Principle: Interpreters are expected to honor consumer preferences in selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

Illustrative Behavior - Interpreters:
4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).

4.2 Approach consumers with a professional demeanor at all times.

4.3 Obtain the consent of consumers before bringing an intern to an assignment.

4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

5.0 RESPECT FOR COLLEAGUES
Tenet: Interpreters demonstrate respect for colleagues, interns and students of the profession.

Guiding Principle: Interpreters are expected to collaborate with colleagues to foster the delivery of effective

interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

Illustrative Behavior - Interpreters:
5.1 Maintain civility toward colleagues, interns, and students.

5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.

5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.

5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.

5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

6.0 BUSINESS PRACTICES
Tenet: Interpreters maintain ethical business practices.

Guiding Principle: Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

Illustrative Behavior - Interpreters:
6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.

6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.

6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.

6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.

6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.

6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.

6.7 Render pro bono services in a fair and reasonable manner.

6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

7.0 PROFESSIONAL DEVELOPMENT
Tenet: Interpreters engage in professional development.

Guiding Principle: Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

Illustrative Behavior - Interpreters:
7.1 Increase knowledge and strengthen skills through activities such as:
   • pursuing higher education;
   • attending workshops and conferences;
   • seeking mentoring and supervision opportunities;
   • participating in community events; and
   • engaging in independent studies.

7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

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Resources

- *Bridge Communications*
  www.cofda.com • 612.229.8377

- *Dawn Sign Press*
  www.dawnsignpress.com • 800.549.5350

- *DigiTerp Communications*
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