



Discuss the concept of advocacy and how this impacts Deaf interpreters.

1. What is advocacy?
2. Is advocacy part of the Deaf interpreter's work?
3. Do you want to be a Deaf interpreter or an advocate?
4. The Deaf and DeafBlind communities are small. What other roles do you have as a professional or as a community member (e.g., in organizations, clubs, or agencies)? How might your role/s affect your work as a Deaf interpreter?

Module 1

Unit 5

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

National Consortium of Interpreter Education Centers. (2012). *Advocating for yourself and others. In Deaf self advocacy training curriculum toolkit (2nd edition), Trainer version.* Boston, MA: NCIEC.

Registry of Interpreters for the Deaf (1997). *Standard practice paper: Multiple roles of in interpreting.* Retrieved from <http://rid.org/about-interpreting/standard-practice-papers/> [Curriculum Resource]

Registry of Interpreters for the Deaf (2007). *Standard practice paper: Professional sign language interpreting.* Retrieved from <http://rid.org/about-interpreting/standard-practice-papers/>

Registry of Interpreters for the Deaf (1997). *Standard practice paper: Use of a certified Deaf interpreter.* Retrieved from <http://rid.org/about-interpreting/standard-practice-papers/>