



**THE DEMAND CONTROL SCHEMA:
INTERPRETING AS A PRACTICE PROFESSION**

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KEY CONCEPTS

DEMANDS OF INTERPRETING

CHAPTER

1

- Facilitating communication is more complex than the term might initially convey.
- Interpreters will face demands in their work which come from four demand categories: environmental, interpersonal, paralinguistic, and intrapersonal.
- An individual's thought world impacts their communication and therefore the work of the interpreter.
- Intrapersonal demands, if unknown or unidentified, can compromise an interpreter's neutrality.

CONTROLS OF INTERPRETING

CHAPTER

2

- Controls are best understood as nouns not verbs.
- Among other controls, age, gender, and ethnicity also can be understood as controls for interpreters.
- Different interpreters will bring different controls to the EIPI demands of a job, which will create different demand control interactions and outcomes.

DC-S RUBRIC

CHAPTER

3

- The DC-S Rubric sets detailed standards for conducting a thorough situational analysis in accordance with the demand control schema.
- Some scales of the DC-S Rubric hold more weight than others (scales 1, 2, 3, and 9) because they are fundamentally important in a DC-S analysis.
- Identifying salient aspects of demands and controls are different skills and require time to develop.

EIPI CATEGORIES

CHAPTER

4

- Taxonomies, while artificial, help us understand and discuss important phenomena.
- All the other demand categories flow from the environmental category.
- The goal of the environment should impact decision-making in interpreting.
- Interpersonal demands make up the bulk of interpreters' work.

D-C INTERACTIONS

CHAPTER

5

- The interaction of demands and controls is a helpful way to understand and discuss worker effectiveness and worker health.
- Demands are a function of the job, regardless of the interpreter; the interactions of controls with demands will be different for each interpreter.
- Interpreting, like all practice professions, requires skills and knowledge beyond the technical skills that also are required for work effectiveness.
- There are usually many control options an interpreter could employ – from liberal to conservative ones – that would be ethical and effective in a given situation.
- Interpreters, like all practice professionals, run the risk of harmful and unethical behavior that is either too liberal or too conservative for a given situation.
- Choosing from among the many “right answers” is a skill that all practice professionals must develop over time; how that is developed is discussed in later chapters of this textbook.

TELEOLOGY AND PRACTICE VALUES

CHAPTER

6

- Teleology and deontology are both valid ethical decision-making approaches but they are very different in how they express and apply values.
- Teleology stresses the weighing of decision consequences against values whereas deontology stresses adherence to values-based rules.
- Practice professions view ethics teleologically because of their common focus on practice consequences.



Chapter 6 (Continued) - TELEOLOGY & PRACTICE VALUES

- A code of ethics is a way that professions express their values.
- The role of conduit or the valuation of invisibility in interpreting are better framed as reflecting the values of autonomy, agency, and self-determinacy.
- There are other practice values that interpreting professionals employ in decision-making which need greater identification and exploration.
- Role must always be understood within the context of responsibility.

CHAPTER 7 DEMAND CONSTELLATIONS

- Main demands are almost always interpersonal demands (what happened and what was said/signed) and require a response from the interpreter even if it is to do nothing.
- Concurrent demands influence the main demand in important ways and flesh out the entire situational context.
- Demand constellations is a construct that can be used to structure “it depends” dialogues in interpreter education, which improves learning.
- When demand constellations cannot be built slowly in the classroom, understanding the full context for a given decision can often happen through reflective practice.

CHAPTER 8 CONSEQUENCES

- Positive consequences of control decisions are those that are intended and negative consequences are those that are naturally forfeited as a result.
- Common mistakes in articulating positive and negative consequences include equating them with good or bad outcomes, success or failure of the control, and consumers’ reactions.
- Control decisions can have more than one positive and/or negative consequence.
- Consequences can lead to resolution or resulting demands.
- Resulting demands can emerge as a consequence of the interpreter’s controls or because of negative consequences related to choices that must be made between incommensurate practice values.
- Responsibility is defined as “staying with your actions” and being willing to continuously respond (employ controls) to resulting demands.

CHAPTER 9 DIALOGIC WORK ANALYSIS

- The dialogic work concept puts all the DC-S pieces together to create an ethical and effective practice sequence involving demand-control-consequence-resulting demand (DCCRD).
- Reflective practice helps interpreters in their application of DC-S constructs, arrive at important answers to practical questions about controls (work decisions), and apply practice values in a DCCRD manner.
- A goal of DC-S is to structure these reflective practice discussions amongst colleagues so that decision-making can be improved in future work.

CHAPTER 10 THE REFLECTIVE PRACTICE OF SUPERVISION

- The goal of this textbook is to provide the interpreting profession with constructs that allow for effective dialogue about interpreting work.
- Reflective practices employed by many professions go by different names but can be distilled to talking about work for the purposes of improvement.
- There are barriers to overcome before reflective practices are widely used in interpreting, including what it means to be confidential.
- Supervision is a type of reflective practice and, in part, involves the technique of case conferencing. All techniques and practices of supervision, whether individual or group, are designed to assure quality service.

At long last, a comprehensive overview and discussion of the demand-control schema (DC-S) and its application to interpreting! I am keenly aware of how much this text will benefit student learning and synthesis of the multi-faceted applications of DC-S to the work of interpreting practitioners. This textbook is a must for every interpreter education program and every interpreter educator.

I am impressed with the logic and organization of the text. Each chapter begins with a listing of the key concepts that will be addressed which I found very useful in moving from chapter to chapter as I searched for specific topics.

The breadth and depth of subject matter addressed is comprehensive. The content is clear and well-written. The range of interpreting practice examples offers clear and meaningful illustration of the concepts being addressed. This too contributes to the readability of the text and makes it fully accessible to both scholars and teachers. The practical, student-centered activities included at the end of each chapter guide students in the application of DC-S to their own contexts and experiences. And, the additional resources interspersed in the text ensure that both scholars and teachers can explore the implications of DC-S for the work of interpreters beyond the limits of the textbook itself.

This text is an important and exciting contribution to advancing the fields of interpreting and interpreter education! Bravo and thank you Robyn Dean and Robert Pollard!

Anna Witter-Merithew, M.Ed.

*Director,
University of Northern Colorado-- MARIE Center*

It's great to have this textbook for introducing DC-S to interpreters in Japan and other Asian countries who still do not know how to review or to discuss the work they are doing. It really helps to have a comprehensive explanation of DC-S in a single book with concrete examples which are applicable to interpreting situations in Japan as well as in other countries. This textbook provides the reader with all the answers to elements of DC-S that many have only had partial exposure to.

Machiko Takagi

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This greatly anticipated text by Dean and Pollard is the first book-length treatment of their groundbreaking demand control schema (DC-S). The volume is thoughtful, articulate and well-organized, drawing on the collective wisdom of Dean and Pollard and illuminating their extensive body of innovative work. The DC-S framework is presented in an aesthetically pleasing, highly user-friendly manner. The book provides a definitive roadmap for students, practitioners and interpreter educators and provides a comprehensive and coherent structure for engaging in reflective interpreting practice. The critical thinking activities and case scenarios for analysis that are peppered throughout the text are written in a lively, accessible style, and help to embed the readers' understanding of DC-S, guaranteeing this book's position on the required reading list of interpreter education programs world-wide. Stimulating and original, Dean and Pollard's textbook is an invaluable contribution to the field, offering a deeper and more profound understanding of interpreting as a practice profession.

Karen Bontempo, Ph.D.

Macquarie University, Australia

This long-awaited textbook synthesizes the work of the authors over many years, where they have evolved their demand control schema through research and consultations with interpreting practitioners and educators. The DC-S framework is widely applied by practitioners and educators alike, and this textbook provides a convenient and well-written overview of all aspects of the schema, with practical applications in the workplace and classroom, through discussion of dialogic work analysis and approaches to supervision, and suggested teaching activities and reflective practice guidance. For people already familiar with the DC-S, this book will become a much loved and invaluable resource; for those who are exposed to the schema for the first time, they will be inspired by the engaging and clear writing style. Once you have begun to apply DC-S to your interpreting practice or teaching, there is no going back.

Jemina Napier, Ph.D.

*Chair of Intercultural Communication
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AUTHORS



Robyn K. Dean



Robert Q Pollard, Jr

It was in 1995 that Robyn K. Dean and Robert Q Pollard presented their first public lecture on what would eventually blossom into the demand control schema. Subsequently, through 22 co-authored publications, nine DC-S related research and training grants, and scores of lectures and workshops, the milestone represented by this textbook has been achieved. Dean and Pollard's distinct yet complimentary talents have been instrumental in driving this work forward and achieving the international acclaim it has garnered, not only for DC-S itself but for recognition that interpreting is a "practice profession." Ms. Dean, a faculty member in the Department of Psychiatry at the University of Rochester (UR) School of Medicine, continues her research and teaching activities internationally. Dr. Pollard, Professor of Psychiatry at UR, founded and heads its Deaf Wellness Center.

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