

An Exploration of American Sign Language/English Interpreters' Roles and Responsibilities in the Conservation Corps

By
Alison D. Phelan

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**St. Catherine University
St. Paul, Minnesota**

MAISCE Faculty Advisor: Erica Alley

Committee Members: Doug Bowen-Bailey

Date

Signature of Program Director

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“...to be lost is to be fully present, and to be fully present is to be capable of being in uncertainty and mystery. And one does not get lost but loses oneself, with the implication that it is a conscious choice, a chosen surrender...” ~Rebecca Solnit

To everyone that supported this graduate school and research journey, thank you for your patience and love.

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ABSTRACT

Outdoors interpreting is an often-overlooked specialty of the interpreting field. The conservation corps has been around in the United States since the 1930s and has become more inclusive since its conception as a federal work program. Currently, eight conservation corps have advertised inclusive programs for Deaf and Hard of Hearing youth and adults. These programs typically provide American Sign Language/English interpreters to stay and work alongside the crew on various conservation projects. Interpreters in this setting typically have multiple roles including Crew Leader and Crew Member in addition to interpreting responsibilities when needed. Due to the dynamic nature of the dual role interpreter, this research sought to further explore the complexities of conservation corps interpreters. To do so, an action research method was used as well as qualitative data collection and analysis to explore what a conservation corps interpreter's roles and responsibilities include. After collecting information from surveys and interviews, patterns emerged regarding boundaries, trust, accountability, and the need for structural support for interpreters. This information will be helpful for conservation corps to better understand what dual role employees are managing in the field, and for interpreters in the conservation corps to better understand their work.

CHAPTER 1: INTRODUCTION

Dual roles, while discouraged in the field of interpreting, can be inevitable. When someone is faced with a dual and conflicting role, their values, background, and perspective on best practices are challenged. One such setting where a dual role is common practice is with the conservation corps. To meet the goals of the environment, setting, and conservation corps, it is imperative to recognize the uniqueness of the setting and embrace the overlapping responsibilities. Conservation corps interpreters are a historically un-researched subsection of the field of interpreting with no prior research on the subject. This research aims to start a conversation about what an interpreter in the conservation corps setting looks like, what responsibilities are at hand, and how the role and responsibilities are managed.

Conservation Corps

In the United States, the Civilian Conservation Corps (CCC) was established in 1932 as a New Deal federal work program established during the Great Depression as well as the nation's first conservation corps (Stone, 2010). Aimed at recruiting young unmarried men, this program's intention was for young people to gain work experience and earn money to send home to their families. The CCC provided food, wages, and work experience in a variety of areas including carpentry, trail building, stone masonry, and engineering, skills which are still taught in modern conservation corps (National Park Service, 2015). After ten years, the program dissolved due to budgetary restrictions; since 1942, the status of the conservation corps has changed significantly, going through various changes and ultimately existing today as a multitude of independent organizations. These organizations exist throughout the United States, serving in both backcountry, wilderness, and urban environments and currently operate as either state-operated,

private, or non-profit organizations (California Conservation Corps, n.d; Montana Conservation Corps, n.d; Northwest Youth Corps, n.d).

A typical conservation corps experience includes being placed with a crew and being sent to various locations to do a variety of projects. A crew typically consists of Crew Leaders and Crew Members. Crew Leaders manage the crew, taking care of the paperwork, enforcing rules, conflict resolution, meal planning, medication management, planning activities, teaching skills, using specialized tools, and essentially anything that makes the crew run smoothly and effectively. Crew Members work on the crew and are expected to follow policies and rules set by the organization. Crews live in a variety of settings, depending on the specific organization, and many camp for the duration of their contract.

The length of time spent on a crew depends on the individual organization and can be anywhere from 2 weeks to 3 or more months, depending on contracts and projects, among other factors. The projects that conservation crews undertake also depend on the organization and those that seek out and hire conservation crews. Some examples of projects undertaken by

Table 1

Conservation corps organizations with advertised programs for Deaf and Hard of Hearing individuals, as of May 2021

CorpsThat
Conservation Corps Minnesota and Iowa
Middle Rio Grande Conservation Corps
Northwest Youth Corps
Rocky Mountain Youth Corps

Southeast Conservation Corps
Vermont Youth Conservation Corps
Wisconsin Conservation Corps
Chesapeake Conservation Corps

conservation crews

include invasive

species removal, river

cleanup, trail building,

and trail maintenance.

Going back to the origins of the conservation corps, some projects include restoring buildings and structures built by the CCC in the 1930s (@wiscorps, 2018). These projects often require the use of specialized tools and skills that tend to be taught on the job.

Currently, there are nine conservation corps in the United States that have advertised inclusion crews for Deaf and Hard of Hearing individuals (see Table 1). Typically, in ASL Crews, a member of the crew is hired as an interpreter as well as either a Crew Leader or a Crew Member. These crews are often comprised of people that know ASL, depending on the crew and general interest crews can be comprised of a mix of Deaf, Hard of Hearing, and hearing people at various points in their language journey. Deaf and Hard of Hearing individuals are hired at all levels of the crew, both as Crew Leaders and Crew Members. The amount of need from an interpreter varies depending on the make-up of the crew. When the responsibilities of interpreting intersect with the responsibilities of working on a crew, the ability to manage these factors and expectations can become weighty.

Interpreting

ASL/English Interpreters exist in a wide variety of spaces and fields as they are needed. Just as interpreting in healthcare and legal settings requires specialized knowledge and information, so does outdoors interpreting. Within outdoors interpreting lies interpreting in a conservation corps environment. Conservation corps interpreting, like other interpreting specialties, requires specialized knowledge, vocabulary, and behaviors specific to the setting. The dual roles and multiple responsibilities that the interpreter is expected to tend to can feel difficult or frustrating, as both the Crew Leader/Interpreter or Crew Member/Interpreter positions are dynamic and complex. Currently, no prior research on conservation corps interpreters exists. Closely aligned with the nature of conservation corps interpreting is the topic of dual roles and designated interpreting.

Generally, interpreters are advised against having dual roles, often called *dual and conflicting roles*. The Registry for Interpreters of the Deaf's Code of Professional Conduct

(CPC) advises that interpreters “avoid performing dual or conflicting roles in interdisciplinary (e.g., educational or mental health teams) or other settings” as well as avoiding conflicts of interest (RID, 2005). The values in place that drive this recommendation are message accuracy and trust. Interpreters are advised to provide accurate and unbiased interpretations, which can be compromised in instances where someone is experiencing a conflict of interest or conflicts within the dual role. However, Metzger (1999) acknowledges that interpreters are people are not void of bias; interpreting without bias, while seen as an ideal, is not probable. There will always be a semblance of bias involved, therefore it is up to the interpreters to manage their biases on a case-by-case basis. One way to manage these biases is to avoid dual and conflicting roles where one’s biases and interpreting work can become closely intertwined and difficult to separate.

Designated Interpreters (DI) are very closely related to that of a conservation corps interpreter. The nature of a DI’s work occurs when an interpreter works almost exclusively with one person over a period of time, similar to the conservation corps interpreter being with the crew for a designated amount of time. The Deaf Professional-Designated Interpreter Model developed by Hauser and Hauser (2008) highlights the unique relationship between those involved and the unique relationship between trust and vulnerability that supports these relationships. Agan’s (2019) research on Designated Interpreters found that there is no standard practice for a DI regarding the perception of role and best practices. Ultimately, instances in which Deaf Professionals and Designated Interpreters work together require time, vulnerability, trust, and flexibility in order to be successful.

Statement of the Problem

Within the field of ASL/English interpreting, outdoors interpreting is an often overlooked and seldom researched topic. Within outdoor interpreting lies conservation corps interpreters,

who typically work as dual-role practitioners in a unique environment with distinct challenges. Conservation corps, as a concept, have been around in the United States since 1933. There is no historical data on how long Deaf and Hard of Hearing inclusive crews have been running, although alumnae from these crews can attest to such crews running since the 1980's. While Deaf and Hard of Hearing conservation crews have been running for approximately 40 years, there is virtually no research regarding this environment or interpreting in the conservation corps. Research on conservation corps, other than historical accounts from the original Civilian Conservation Corps that ran from 1933-1943, is also few and far between, with existing research focusing on alumnae and the conservation corps' impacts on alumnae's personal growth and mindset (Duerden, Edwards, Lizzo, 2015; Smith, 2013). Academic information regarding conservation corps is slim, with even less information on Deaf and Hard of Hearing inclusive crews. One way to start understanding these specialized crews is to take a look at the dimensions of the work and responsibilities of ASL/English interpreters in the conservation corps.

CHAPTER 2: REVIEW OF THE LITERATURE

To gain an increased understanding of the dual role of interpreters in the conservation corps, one must understand a variety of topics that piece together the forces at play. First, understanding the interpreters' decision-making strategies will provide light on the processes and values interacting concurrently within many interpreting situations, followed by a review of the literature relating to designated interpreters. Next, conservation corps will be reviewed to give a clear concept of its purpose nationally and review the Deaf and Hard of Hearing-specific corps that currently exist. This will be followed by a discussion on leadership and working within a

group setting. By reviewing the literature relating to these topics, the stage will be set to investigate further the roles and responsibilities of dual role interpreters in a conservation corps.

Decision Making for Interpreters

ASL/English interpreters are continuously making decisions throughout the interpreting process (e.g., physical placement, language use, social interactions). Interpreters have many tools to guide the decision-making process in order to account for decisions relating to linguistic, behavioral, and interpersonal demands that often emerge in an interpreted situation (Dean & Pollard, 2013). Some of the tools and frameworks that help interpreters understand and further dissect the decision-making process include codes of conduct for interpreters, decision-making theory, and examples of decision making in the case of designated interpreters.

Codes of Conduct provide interpreters an underlying structure for identifying values and behaviors to bring forth while interpreting. Three codes of conduct that are used for interpreters in North America are the Registry of Interpreters for the Deaf (RID)/National Association for the Deaf (NAD) Code of Professional Conduct (2005), the Association of Visual Language Interpreter of Canada (AVLIC) Code of Ethics and Guidelines for Professional Conduct (2000), and the National Council on Interpreting in Health Care's (NCIHC) National Code of Ethics for Interpreters in Healthcare.

Values are at the core of decision-making and impact every stage in the process. The ethical codes established by RID/NAD, AVLIC, and NCIHC all act as guidelines for interpreters and are not to be viewed as a set of rules that apply to every situation. NCIHC (2004) expresses this sentiment as such:

These abstract principles cannot answer the questions that arise out of the intersections of different people and unique circumstances. Professionals have to evaluate the consequences of each course of action they might take and ultimately make a choice. A code of ethics provides the professional with those ideals and values they need to consider in making those choices so that the purpose of their profession is furthered and its integrity maintained (p.22).

Understanding that ethical codes are meant to guide the decision-making process, rather than dictate it, helps interpreters make informed decisions on a case-by-case basis. Having ethical values and acting upon those values aids in decision-making.

Integrity in decision-making ensures that interpreters' decisions are made ethically and fairly, rather than with intent for personal or affiliate gain. Acting with integrity enables interpreters to look at each situation individually and accept responsibility for their decision-making process. This concept of integrity is mentioned explicitly by both AVLIC and NCIHC and is alluded to by RID/NAD through descriptive language and recommendations. AVLIC identifies two of the five underlying values as "integrity in professional relationships" and "integrity in business practices," respectively. At the same time, NCIHC mentions the importance of keeping and maintaining integrity of the interpreting work. The RID/NAD doesn't explicitly name integrity but discusses the importance of accuracy, honoring others' preferences, and supporting the complete interpreted interaction, which all relate to integrity and behaving ethically.

Values found in all three documents aim to encourage interpreters to promote best practices, address the needs of everyone present, and avoid conflicts of interest, while respecting the autonomy of everyone present, including the interpreter. Both the RID/NAD and AVLIC advise against interpreters having more than one role, also called a secondary role, in any setting. The goal with this is that conflicting roles and rules can impact an interpretation and potentially cause conflict. When the goal of an interpretation is communication access, the consumers' needs take precedence over that of the interpreter's personal stake.

When navigating a decision making process, identifying the type of decision being used is significant. Two frameworks that Dean and Pollard (2014) identify to help guide decision making are deontological and teleological ethics. Deontological or duty-based ethics frames decision making as following rules. In this framework, there is a strong sense of right and wrong. Teleological, or ends-based, ethics instead focuses on the intended consequences. Dean & Pollard (2014) discuss deontology's historical use in the interpreting field and the impracticality of using hard fast rules for a practice profession.

We argue that a teleological approach to decision making and a corresponding code of ethics that emphasizes values and principles associated with optimal practice outcomes (rather than dictating or prohibiting specific behaviors) are the preferred means for teaching and evaluating interpreting decisions, that is, a decision-making approach that is fitting to a practice profession (p.159).

Interpreting requires context-based decision-making that varies depending on the day and decision; therefore, using a more dynamic decision-making approach is a better fit.

Role and Responsibility

Perception of the interpreter's role and responsibilities varies between participants in an interpreted situation. Studies focusing on the perception of role in a K-12 environment show that both deaf students and Hearing teachers and staff have different perceptions of what interpreters do. Berge & Ytterhus' (2015) study showed that Deaf and hearing students perceived interpreters as language facilitators for both classroom conversations and lessons, while Fitzmaurice's (2018) study focused on the factors that play into Hearing administrators' perceptions. Fitzmaurice's research determined that factors such as how the interpreter's role was explained upon an initial introduction, interpreter's status within the school environment, and how urban or rural the school setting was impacting how the administration and staff viewed interpreters and what they do. What seems to be missing from these studies is a complete perception of what interpreters do, including cultural mediation and overall communication.

While those adjacent to an interpreter's work may not be able to agree on what an interpreter does or what their role and responsibilities entail, the interpreting field has developed two theories that clarify how interpreters conduct themselves and produce their work. Both Demand-Control Schema (Dean & Pollard, 2013) and Role Space (Llewellyn-Jones & Lee, 2014) stem from decision making and explore how an interpreter adapts to various demands on their work. Demand-Control Schema gives interpreters a framework at which to understand the issue being faced, understand why it is an issue, determine responses, or controls, for the issue, and consider potential consequences (Dean & Pollard, 2014). This decision-making model allows interpreters to consider all options and consequences before making a decision and encourages interpreters to work on a case-by-case basis. As practice professionals, interpreters

seldom make the same decisions repeatedly, meaning that having a process to work through for decision making is imperative. Demand-Control Schema gives interpreters a framework at which to understand the issue being faced, understand why it is an issue, determine responses, or controls, for the issue, and consider potential consequences (Dean & Pollard, 2014). This decision-making model allows interpreters to consider all options and consequences before making a decision and encourages interpreters to work on a case-by-case basis. As practice professionals, interpreters seldom make the same decisions repeatedly, meaning that having a process to work through for decision making is imperative.

Llewellyn-Jones & Lee (2014) provides the framework of Role-Space to better understand the complexities of how interpreters present themselves at any time in any interpreted situation. Role-Space theory places decision making into a 3-D model, putting decision making on three axes: participant alignment, interaction management, and presentation of self. Through this model, interpreters are encouraged to think more broadly about what a role is and understand that “roles are not static constructs that an individual wears as if they were articles of clothing” (p.15), and explore decision making as a more fluid process. When interpreters are given the freedom and framework to explore how their decisions interact along the three axes, they can have a deeper understanding of how varied the decision-making process is. Using this model, interpreters can understand that each decision aligns themselves in a different space on each axis, making for a more complex, dynamic, and inclusive decision-making process. Devaux (2017) discusses the use of Role-Space in court interpreting and argues that the interpreter’s perception of self heavily influences and determines where they stand on the role-space axis. This shows the real-world application of the role-space theory and how it can benefit decision making.

Bowen-Bailey (2014) discusses the intersection and overlapping Role-Space and Demand Control Schema. While making decisions, interpreters can align themselves within the praxis of role-space and understand that each axis of alignment has the conservative to liberal continuum of decision making. This overlap of decision-making theories further explores values-based and ends-based decision-making strategies that can benefit interpreters (see Figure 1).

By using a 3D model that includes both Role-Space and Demand-Control Schema, the interpreter can be viewed as a participant who can make conservative and liberal decisions that align along any of the axes of management, creating a more holistic approach to decision making.

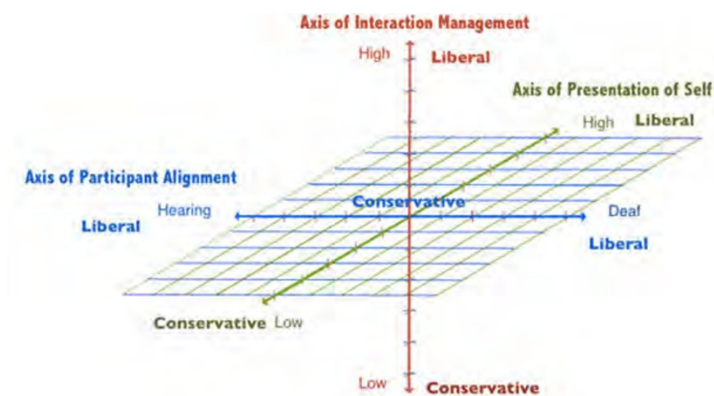


Figure 1: Visual representation of Llewellyn-Jones & Lee's Role-Space Model as depicted by Bowen-Bailey (2004)

Designated Interpreters

The term Designated Interpreters (DI) is relatively new to the field of interpreting, as it was introduced in 2008 by Hauser, Fitch, and Hauser. While there is no formal definition for a DI, a summation of this unique position and environment is that they are interpreters that work closely, often exclusively, with one Deaf professional in the workplace for an extended period of time. Designated Interpreters differ from other interpreters because those not working as a DI tend to work with a variety of people in an equal variety of settings and do not typically have the same relationships with the Deaf and Hearing consumers or environmental information (e.g.,

technical jargon, social roles, access to information) (Hauser & Hauser, 2008). The Deaf Professional-Designated Interpreter Model (2008) discusses the unique relationship, particularly regarding trust and vulnerability, between the DI and Deaf professional.

The designated interpreter must walk a very fine line between being an integral, natural part of the environment and not being the deaf professional's representative but, rather, realizing that it is the deaf professional's position to represent herself or himself" (p.9).

This unique relationship between professionals requires mutual trust, respect, and a growth mindset. The interpreter must adapt to the familiar situation and accept that they will have more participant alignment towards the Deaf Professional and have bias after working with the same people after some time, which has been historically advised against in the field of interpreting. However, as Metzger (1999) suggests, neutrality is a myth, and interpreters are never entirely neutral due to the innateness of bias that humans hold. Instead, interpreters can manage bias by sliding along the Role-Space axis of participant alignment. Likewise, the Deaf professional must also have an understanding of the interpreting process, interpreting ethics, and know the interpreter well enough to work together successfully (Hauser & Hauser, 2008).

The work between Deaf Professionals and Designated Interpreters is nuanced and requires a great deal of training. Agan's (2018) work focuses on DIs in the medical environment. Agan's research found no standard practice or agreement on how DIs should act; most participants had different views on behavior, role, and best practices. After coming to this conclusion, Agan suggests that more Deaf stakeholder perspectives should be included in future research and that more research and emphasis on the trust factor of Deaf Professional and

Designated Interpreter situations. The context in which DI's work, including the significant amount of time spent in the same environment, working with the same people, specialized technology, and balancing the role of participant and interpreter mirrors an interpreter in a conservation corps setting.

Conservation Corps

The Civilian Conservation Corps (CCC) was the United States' first conservation corps¹, founded in 1933. A federal program put in place as part of President Franklin Delano Roosevelt's New Deal to provide work for young, unmarried men during the Great Depression (1922-1933), the CCC was one of the first New Deal programs. Conservation work aims to preserve and maintain natural resources and public lands for others to use and enjoy nature. As a federal program, CCC members performed tasks such as reforestation, building infrastructure for parks, fighting forest fires, and maintaining trails (The Civilian Conservation Corps, 2009). The CCC officially ended in 1942 as the US entered World War II, and its model was the inspiration for the Student Conservation Association (SCA), whose focus was on sending college students to volunteer in national parks and forests (CorpsNetwork, n.d). The model created by the SCA was used to create legislation that formed two other programs, the Youth Conservation Corps (YCC) and the Young Adult Conservation Corps (YACC). The YCC focused on youth-based summer camps operated by the Department of the Interior and the Department of Agriculture, while the YACC focused on year-round employment and education for young adults. These programs ended in 1981 due to budget restrictions. Lack of funds available for conservation corps is still

¹ In this context, conservation corps will not be used as a proper noun and will not be capitalized as such. This is meant to identify and reiterate that there is not a single governing body for the conservation corps that currently exist in the United States, rather there are many independent corps that share the same history and foundations.

an issue in the various corps around the country and is cited as the main reason for the lack of research on conservation corps (Pagliarani & Botti, 2011).

State-run conservation corps began in 1971, starting with the California Conservation Corps. Since then, most conservation corps are either state-run or operate as a non-profit organization. According to the CorpsNetwork (2019), there are currently 133 conservation corps programs throughout the United States currently carrying on the legacy of the CCC. Those that choose to apply for a conservation corps job tend to do so for various reasons such as love for the outdoors, summer work, and travel opportunities. Regardless of the reason for joining, those that partake in a conservation corps tend to have fundamental experiences and look back on their time in a positive light. Alumni from these programs typically say that their experiences in a conservation corps positively impacted their lives and added to personal growth and motivation (Duerden, Edwards, Lizzo, 2015; Smith, 2013).

Since its inception in 1933, conservation crews have made much progress regarding the diversity of crew members. During the CCC, crews were mostly unmarried white men, with approximately 10% of crew members being Black. Crews were segregated, and Black crew members were paid less than White crew members while doing the same work. Modern conservation corps have more diversity regarding gender, identity, and language. A study in 2018 showed that approximately half of the corps members identify as people of color, 30% of members are low-income, and 43% of corps members are women (Traverse, 2020).

Of the 133 conservation corps in the United States, nine currently have ASL Inclusion Crews geared towards Deaf and Hard of Hearing². This means that 0.068% of conservation corps are intentionally inclusive towards those that are Deaf and Hard of Hearing; by no means does this mean that the remaining 126 conservation corps are not inclusive or have never had someone

² “Deaf and Hard of Hearing” is the phrase used by the various conservation corps with ASL Crews.

who identifies as Deaf or Hard of Hearing in their organization. Conservation corps with ASL Crews include Chesapeake Conservation Corps, CorpsThat, Conservation Corps of Minnesota and Iowa, Middle Rio Grande Conservation Corps, Northwest Youth Corps, Southeast Youth Corps, Vermont Youth Corps, and the Wisconsin Conservation Corps (CorpsThat, n.d). The goal for these programs is for Deaf and Hard of Hearing individuals to be in an inclusive and accessible environment while doing conservation corps work and meeting individual personal growth goals and development. ASL Crews can consist of Deaf and Hard of Hearing individuals, interpreters, people who know ASL, and individuals who don't know ASL.

Research and data on interpreters in the conservation corps is virtually none. This review only identified one study that discusses general accessibility for Deaf and Hard of Hearing visitors to the National Parks. This study focuses on access to naturalist interpretation and printed materials, only mentioning ASL Interpreters as a resource used for access in addition to technology (Hansen, Ernst & Washburn, 2017). From this study, it is evident that more research is needed to better understand accessibility in the outdoors.

Dual role

A dual role refers to someone who has two job titles and a larger set of responsibilities attached to their work when compared to someone with one job title. This review was not able to find any literature related to dual role ASL/English Interpreters, which could be due to a few factors such as dual, or secondary, roles being advised against in the RID/NAD Code of Professional Conduct and possible conflicts of interest it may cause. Literature on dual roles has been found in the medical and office setting, which provides more insight into how other professionals manage having more responsibilities and job titles.

In the medical field, dual role spoken language interpreters have been the subject of research. Mueller, Roussos, Hill, Salas, Villarreal, Baird, & Hovell (2011) highlights those that work clerical positions and serve as on-call interpreters when needed. This study primarily focuses on language skill and reducing potential risk or harm if the interpreter is not proficient or comfortable interpreting medical terminology. Discussion on managing both roles and the resulting responsibilities included that when the clerk or receptionist takes on the role of interpreter, they physically leave the workstation and can focus on interpreting in a patient room. Participants in this study said that they find their work as clerks and interpreters separate and unrelated to each other, and that they use their bilingual status in their daily life already so transitioning to the interpreter role isn't significant.

A study conducted by Bridge & Baxter (2009) focused on the interpersonal relationships between those that worked together as colleagues and were friends outside of work. This study identified dual roles as a situation in which one person has more than one role attributed to their scope of work while identifying those who are friends and coworkers have added stress in the workplace due to formalities required by the environment as existing with two roles. These dual role coworkers and friends struggled with politeness and formality, as well as perceived power imbalances (e.g., being friends with a manager or boss outside of work) as challenges.

Power

Power dynamics, and communication across power dynamics can be difficult. Kucherenko (2016) discusses difficulties in communicating across power levels, and addresses difficulties in researching this type of communication. Communication, while key in work and personal relationships, can be difficult to pinpoint when intersecting with power differences. However, when people have perceived their power structure to be flat, they tend to have more

trust in each other and have more open and transparent communication (Edenfield, 2017).

Access to the other is important and often difficult when power structure is clear, such as when navigating a large company, but when the differences in power are less, such as a worker-cooperative, or a Co-op, those involved feel that their voices matter more and tend to feel more empowered and act autonomously.

Within the field of interpreting, power and privilege are often discussed. Interpreters have power, and, as cultural and linguistic mediators, have an impact on how interpreted situations play out. Studies have shown that in interpreted situations, the interpreter's perception and acknowledgement of the power dynamics at hand can have an impact on the decisions made while interpreting (Russell & Shaw, 2016). When acknowledging power dynamics, studies have shown that interpreters tend to manage power dynamics in favor of the Deaf stakeholder (Mole, 2018). Mole describes this occurring due to the interpreter identifying the Deaf stakeholder's needs and identity as a cultural and linguistic minority at the forefront of decision making. In this perspective, the interpreter navigates the interpreted interaction with cultural competence and sensitivity. This mode of interpreting aligns with the axis of Participant Alignment in the Role-Space model presented by Llewelyn-Jones and Lee (2014).

Recognizing and addressing the differences between those within a power dynamic is vital in social justice settings as well. The field of leadership studies presents an idea of seeing oneself as mirrors of we in an attempt at reaching unity (Fluker, 2008). When working within power dynamics with leaders of different backgrounds and skills, understanding where everyone is coming from is imperative, as well as recognizing inequities in the environment. Mole (2018) proposes an Emancipatory Interpreting model as a framework to strive for equity when working with oppressed minority groups in which the interpreter's decision-making attempts at promoting

the autonomy of the Deaf stakeholder. This model seeks to identify imbalance, the cause of imbalance, and the recognition of privilege by all parties.

CHAPTER 3: METHODOLOGY

This research study is strongly based on the principles of Action Research (Stringer, 2014). Action Research is set on the foundation of collaboration and ultimately addresses the impact that collective experience and discussion have on advancing a seldom researched topic. Understanding that participants' experiences are vital to the process of understanding the complexities of this dual role supports and enable a richer and in-depth exploration of interpreters in the conservation corps. With the spirit of collective experience and discussion in mind, it is important to acknowledge that exploring conservation corps interpreters should not be limited to one study. More research will be necessary to fully understand and explore how conservation corps interpreters manage their multiple roles and responsibilities. The approved IRB application can be viewed in Appendix A.

This research utilized qualitative data and analysis. Data was gathered through two approaches: survey and interview. First, a recruitment email and survey were distributed to six³ conservation corps: a) Northwest Youth Corps, b) Wisconsin Conservation Corps, c) Southeast Youth Corps, d) Conservation Corps Minnesota and Iowa, and e) CorpsThat (see Appendix B). These conservation corps were asked to distribute a survey link to their alumnae network. Next, at the end of the survey, participants were asked to opt-in for a one-on-one confidential interview with the researcher to further discuss experiences within the conservation corps (see Appendix

³ There are currently nine conservation corps that have ASL Conclusion Crews. The three conservation crews not contacted were identified later in the study by interview participants.

C). Participants for the survey and interview included individuals over the age of 18 who had served in a conservation corps within the past ten years (2009-2019) as either a Hearing interpreter or a Deaf/Hard of Hearing participant. Interview questions for both the survey and interviews can be viewed in Appendices D and E, respectively.

Survey questions were primarily short answer, requiring participants to provide narrative responses regarding their experiences in a conservation corps. After the survey was completed, interviews were conducted in one-hour intervals via Zoom video conference.

Due to the qualitative nature of the data, it is expected for the results and analysis to be thorough, but not conclusive. This is an exploratory study for a group of people in an environment that has not been examined before, therefore it is expected that the findings may not fully encapsulate the experiences of all interpreters that have worked in a dual role capacity in a conservation corps. More research and findings are necessary to gain a broader understanding of the complexities of this environment.

CHAPTER 4: RESULTS AND DISCUSSION OF FINDINGS

Survey Results

A survey was sent to six conservation corps organizations, including the Vermont Conservation Corps, Conservation Corps Minnesota and Iowa, Wisconsin Conservation Corps, Northwest Youth Corps, Southeast Conservation Corps, and CorpsThat. The survey aimed to gather information regarding the experiences of both hearing interpreters and Deaf participants from the conservation corps alumnae.

The survey asked qualitative questions regarding the roles and responsibilities of members of the corps and asked for narratives regarding experiences in the conservation corps for both interpreters and Deaf and Hard of Hearing conservation corps alumnae.

Demographics. The survey drew seven participants, including six hearing and one Deaf or Hard of Hearing⁴, with a combined twenty-two years of experience in various conservation corps (see Figure 2). Four conservation corps are represented: Northwestern Youth Corps, Minnesota Youth Corps, Wisconsin Conservation Corps, and CorpsThat.

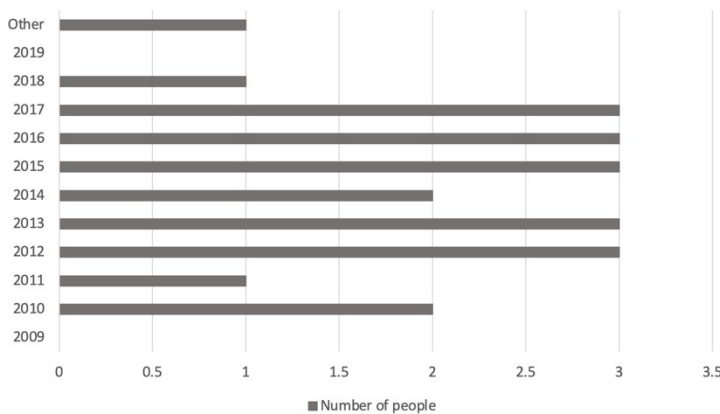


Figure 2 Demographic data of when participants were involved in a conservation corps. This graph shows that many participants spent multiple years in a corps.

Interpreter responses.

The six interpreters who responded to the survey were hired as Crew Leaders/Interpreters and all currently work as professional interpreters in a variety of

settings including healthcare, freelance, VRS, and postsecondary education. When asked to rate their comfort level in managing both roles, the results were inconclusive. Out of six responses, 33% responded as being comfortable, 33% were neutral, and 33% were not comfortable (see Figure 3).

Questions that required a narrative answer yielded rich results and discussion on the roles and responsibilities, conflicts, transitions

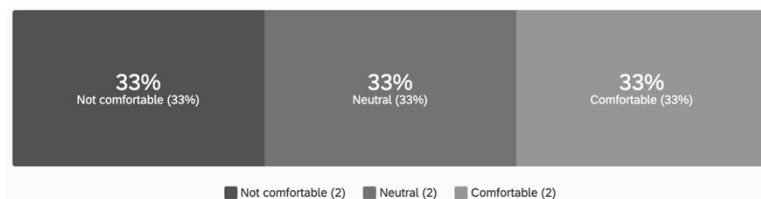


Figure 3: Participant responses to the question "How comfortable were you in managing your responsibilities"

⁴ Participants were not asked to disclose the way in which the deafness.

between responsibilities, and challenges faced throughout their experience in the Corps. When asked to list their responsibilities, participants listed various tasks including crew leading, cooking, driving, tool cleaning, managing chores, making schedules, discipline, managing medication, filling out paperwork, manual labor, and teaching lessons. Of these responsibilities, cooking is the responsibility mentioned the most. Cooking is part of the more extensive system of duties assigned to Crew Leaders; being the cook isn't directly correlated to being the person cooking a meal but relates to the bigger picture and duties involving delegating work and doing other tasks to benefit the overall health and wellness of the crew.

When asked about conflicts, the biggest challenge described was managing the multiple responsibilities of the Crew Leader/Interpreter position and managing personal values such as inclusion, collaboration, autonomy, and efficiency when making decisions. One participant described their dual role position as such.

Having to work with a crew where [half are] DHH and half are hearing put me in a spot to know more about the crew dynamics. It was often easier for me to handle things as opposed to explaining the situation to my co-crew leader and then handle it together.

When efficiency is prioritized over collaboration, the Crew Leader/Interpreter may decide to handle a crew conflict themselves rather than bring their colleagues into the conversation at that moment. These decisions are tough and, as one participant noted, can make one feel that they are in "direct conflict" with their ethics. It is important to note that the value of collaboration means that there is an expectation that the leadership team works collaboratively and will inform each other of these decisions and their outcomes. Participants expanded on this idea in more depth in interviews and spoke of their decision-making process as prioritizing information sharing in a

speedy manner while working on a spike⁵ when everyone on the crew is working on different tasks in various areas.

Participants were also asked to detail how they managed the transitions between Crew Leading and interpreting. Responses varied in approaches to navigating the multiple responsibilities, some said that there was no transition and that they flowed through the roles, accepting their unique position on the crew, while others would manage these interactions with their co-leaders. Two examples of responsibility management are as follows:

When I was a crew leader/interpreter it was more comfortable to [go] between roles.

What made it comfortable was having a co-leader that supported me and understood both roles. I also was very transparent about going between both roles and made it clear to everyone involved in the situation what role I was in, at that moment. Having that clear communication was vital.

This example emphasizes the importance of communicating with others, particularly co-leaders, and using a collaborative decision-making process.

It was sloppy at times. Building trust with the crew was the most important [thing] so they knew if you were ever not interpreting, there was an important reason why or you would absolutely fill them in later. The longer the spike, the better things got but things were often rocky in the beginning when navigating roles and transitions to other roles.

⁵ “*Spike*” is conservation corps slang for where conservation work and is also called a *hitch* or *project site* depending on the conservation corps organization.

The concept of having trust and accountability came up multiple times throughout the interviews as well. As time goes on, and the people on the crew get to know each other better, the transition between roles and managing responsibilities becomes more seamless and collaborative.

When feeling conflicted between multiple responsibilities, participants responded in various ways. Participants mentioned feeling conflicted primarily within their interpreting responsibilities. Five participants responded to this question differently, each of which will be discussed.

Participant 1. Due to the multiple roles and responsibilities, this participant chose to not share much personal information about themselves with others.

Participant 2. This participant compared interpreting responsibilities to their cooking duties, both being time-sensitive in nature. When conflicted, this person chose to delegate their responsibilities, by either deferring to another staff member, asking someone to “cover/support the responsibilities of the other role”, and, when appropriate, ask someone else to interpret.

Participant 3. This participant mentioned interpersonal conflicts regarding interpreting and crew leading. Monitoring signs being used by youth to ensure information accuracy caused some conflicts when the interpreter was solely interpreting. This person mentioned that a specific Deaf youth did not like the interpreter while they were crew leading and would criticize the interpreting. Because the conflict was interpersonal, “it was hard to know if I was being unclear or if she was angry at me and saw this as a way to show that.” The results of interpersonal conflict impact Crew Leading and interpreting as well.

Participant 4. This participant focused on conflicting expectations. They mentioned being “often asked (or not asked, and simply expected) to interpret things like staff meetings and events that as a staff member myself, I needed to participate in but couldn't because I was

interpreting.” Being expected to interpret in these settings meant that the participant couldn’t fully participate or share their thoughts in a staff meeting.

Participant 5. This person discussed feeling conflicted when enforcing rules and interpreting conversations between crew members. Being a disciplinary figure and having values of confidentiality tied with interpreting conflict in this setting as well.

The last question asked of the participants was about power and what power means when navigating multiple responsibilities. Participants mentioned times when power came into play both overtly and covertly. An example of an overt power struggle occurred when disciplining youth crew members. Being responsible for discipline and enforcing rules means that “the role of leader holds power... but at the same time I was their mode to access communication.” Another participant mentioned that their power was evident because of a mutual understanding that if any youth wanted to file a complaint about the interpreter, the complaint would most likely be interpreted by that interpreter. A more discrete instance of power is the information that crew leaders/interpreters have access to. Having a relationship with co-leaders and crew members means that the interpreters knew the group better and could tailor their interpretation to the specific group. One other participant mentioned power differences between Deaf and hearing crew leaders, depending on who was present. When the crew was alone, the Deaf crew leader had more power, because they could better connect with the Deaf youth due to language fluency and trust, but when an outside person, such as a Park Ranger, visited the crew, the power shifted to the Crew Leader/Interpreter, because they had information that the others did not have.

Deaf participant response. One Deaf conservation corps alumnae participated in the survey. This person has been both a Crew Leader and a Crew Member in ASL Inclusion Crews in multiple conservation corps. This person detailed their access to interpreters as constant, with

one organization asking for a volunteer interpreter and the other hiring an interpreter in a Crew Leader/Interpreter position. Viewing the interpreter as a Crew Leader or Crew Member first and interpreter second, this person detailed how the interpreters worked alongside the crew and interpreted when needed. An example of this was when project sponsors would visit crews; in this instance, the interpreter would stop their conservation work and interpret for the guest. Interpretation was also provided by those who didn't have the title of the interpreter. Sometimes people who either knew ASL or were learning ASL would interpret and facilitate communication if the interpreter was busy or needed a break. In the survey response, discussion of other people on the crew interpreting was framed as a fact and closely tied to the goal and value of communication access.

Interview Results

At the end of the survey, participants were asked if they wished to participate in an additional interview. While the interview was offered to all participants, only hearing interpreters expressed interest, and three interviews were conducted via Zoom video conference. All three participants held a Crew Leader/Interpreter position in the same corps, with two of the participants also having the same role in another conservation corps. Boundaries, neutrality, and trust/accountability were identified as patterns found in the interviews.

The role of a Crew Leader/Interpreter is multi-faceted, dynamic, and, at times, overwhelming. Participants detailed many responsibilities, and all referred to these responsibilities as being more closely tied to being a Crew Leader than an interpreter (see Table 2).

All conservation corps operate differently; therefore, the expectations for a Crew Leader

Table 2

depend on the

Responsibilities of a Crew Leader/Interpreter

Parent	Medic	Role Model
Cook	Mentor	Conservation Expert
Disciplinary	Friend	Leader
Educator	Advocate	Language Model

**Note: Terms were chosen based on narrative provided in a survey and interviews*

conservation corps and the population that they serve. All participants interviewed had experienced serving in a Youth Corps, a conservation corps geared for people under 18. In this setting, many of the rules and regulations were specific to youth development and management, including the development and teaching of lessons to educate youth. An example of this includes Northwest Youth Corps' program titled Something Educational Every Day (SEED) in which crew leaders are responsible for developing and teaching an environmental lesson every day. Under this program, Crew Leaders are expected to develop educational lessons and teach the youth every day as part of a larger institutional goal of education.

Boundaries. Boundaries in a conservation corps environment are unique to the multiple responsibilities that interpreters take on in a Crew Leader/Interpreter position. All participants mentioned the impacts of living and caring for a crew for numerous weeks in rural areas and working in the woods as having significant implications on boundaries. All participants worked with youth under the age of 18, so safety and caretaking always came first before interpreting, notably when the leadership team consisted of people who knew ASL and could fully participate with each other, which is why leadership teams with Deaf and signing adults are seen as the ideal leadership team situation. When that direct communication can happen, the crew can run much smoother.

When the interpreter has a defined relationship with the crew and co-crew leaders, the interpreting boundaries become muddled and often unclear. The transition between crew leading and interpreting can be seamless, or clunky, and hard to define. All participants mentioned being in the thick of it and managing boundaries that served the crew's goals and the situation at hand. All participants used a phrase similar to "you're just *in* it, you know" when describing how different aspects of their work were managed and what specifically was expected of them. With

such a complicated and dynamic role comes a sense of not being able to succinctly describe what happens here. Two participants spoke to how difficult it was for them to talk about their decision-making to those who have not worked in this capacity before because decisions are not as cut and dry as one's peers would think.

All participants spoke of decision-making in boundary conflicts as an access issue. If the interpreter is expected to interpret staff meetings in the middle of the woods, hours away from the nearest town, they would interpret the meetings and accept that they couldn't be part of the meetings as a staff person but as an interpreter. The reality of working in a rural environment with limited interpreters available and the time and cost of contracting with outside interpreters impacts the decision-making process significantly. When mentioning this, one participant said that often drawing boundaries based on interpreting industry standards means that someone isn't going to get access. This person mentioned that while they questioned and pondered the ethics of interpreting their staff meeting, one look around the room informed them that setting a hard boundary would mean that their Deaf co-leaders could not have access if they did not interpret. When weighing one's values, controls, and consequences, the impacts resulting from someone not having access becomes weighty, resulting in the interpreter deciding to interpret staff meetings⁶.

Other barriers to using boundaries that might be common in other settings include general support from the corps. Participants who had experience in various roles in the conservation corps both in the field and in managerial positions, connected boundaries and cost. A participant said that self-advocacy and boundary setting often means that the organization needs to spend more money on resources such as hiring team interpreters and planning more training to

⁶ Every interview participant mentioned feeling conflicted regarding staff meetings and ultimately decided to interpret the meetings for various reasons.

accommodate breaks. These boundaries are ultimately a reflection of the level of access that is supported institutionally. If support is not provided instructionally, and access and can be negotiated within the crew through self-advocacy and discussions on boundaries, which participants mentioned as well.

Support/Exploitation. All participants talked about the impacts of institutional support on their wellbeing and the quality of interpreting provided. Those who worked for Conservation Corps Minnesota and Iowa (CCMI) mentioned that such support is built into the corps foundationally. Two participants compared their experiences at CCMI, a corps operating with Deaf/Hard of Hearing crews since the 1980s, to another corps that isn't quite as established. According to the participants, access and support are ingrained into CCMI's operation. Things that interpreters typically have to advocate for, such as breaks and ensuring that interpreters are ready when announcements are being made, are built into the system.

In contrast, other conservation corps that may not have been running Deaf/Hard of Hearing ASL crews don't seem to have these supports institutionalized. In these environments, advocating for support falls onto the Crew Leaders and Crew Members. An example given by a participant involves ice breaker games, many of which are sound-based and generally not inclusive for Deaf and Hard of Hearing participants. At CCMI, these games have been replaced over time with more visual games that meet the same goals as the sound-based ones, while other corps still use sound-based ice breakers that don't fully support participation from all stakeholders. Another example from CCMI includes a contract signed by hearing youth on ASL Inclusion Crews, showing their commitment to learning ASL and using it with their peers and Crew Leaders. This contract is enforced through communication norms such as establishing times throughout the day where everyone is expected to communicate independently without

using an interpreter in order to hold hearing youth accountable. These are just two examples of changes that can be implemented in a conservation corps to make it a more inclusive environment for all participants.

When these supports and accountability are built into the foundation and structure of a conservation corps, ensuring accessibility becomes a responsibility that is shared by the organization as well as the Crew Leaders, rather than just Crew Leaders taking care of it. Crew Leaders being responsible for ensuring access was cited by participants as a factor that leads to burnout. Making access more structural also makes for a more successful work environment; having clear expectations of people signing, silent dinner/days, etc., means more manageable interpreting, work, and life balance.

Without structural support and accountability, the added work that is left to those in the crew can result in feelings of exploitation and burnout. Participants mentioned this while noting that a lack of structural change can be the result of available funds or lack of knowledge. Managing the various roles and responsibilities resulted in the interpreters feeling like they were on-duty all hours of the day, 24/7, with no real break whereas others got to rest in the evenings and take breaks. The constant nature of the work, with lacking support, leads to burnout and feelings of exploitation.

Neutrality. Holding multiple responsibilities and roles makes neutrality incredibly difficult. Generally, interpreters have been trained to remain neutral or impartial to the content and environment they interpret. All participants discussed the idea of neutrality as being impossible in a conservation corps setting due to the nature of the job. This concept of neutrality aligns with Metzger's (1999) critique of the concept of neutrality within the field of interpreting due to the bias that individuals innately hold. With the conservation corps being an immersive

and dynamic environment where the interpreter not only interprets but disciplines, leads, and provides care for the crew, remaining impartial is nearly impossible. When transitioning between interpreting and crew leading, both roles are so intertwined that being neutral does not meet the needs and goals of this specialized environment. One of the overarching goals of conservation corps, generally, is connection, connection with people and the natural world. If the interpreter were to adhere to strict neutrality, they would not be able to have an opportunity to develop interpersonal relationships with others.

Reframing neutrality as the intrapersonal management of one's reactions and involvement with the environment and content is a more pragmatic approach when the conservation corps interpreter is working in an interpreter capacity. All participants mentioned being expected to interpret their own staff meetings and manage their own biases and feelings about the content to provide access. One participant noted that they would have enjoyed taking part in staff meetings and be involved with that process but understood that at that moment, they had a stronger connection to their interpreting responsibilities. The barrier that prevented the interpreters from refusing to interpret these meetings and setting a distinct boundary was the immediate consequence of no one interpreting at all. The possibility that someone would not be given access in this situation was the driving force behind the decision to interpret staff meetings.

Trust/accountability. Trusting and accountability are closely intertwined in the conservation corps. In the field of interpreting, trust is the foundation for effective and successful interactions. The nature of the conservation corps lends itself to crews becoming close and fostering a culture of trust with all involved. When working in a rural environment, outside help and assistance options are limited, so having a trust-based relationship with those on the crew is

vital. All participants mentioned interpreting in settings where they would not have typically interpreted at that time in their careers. Hospital visits, CPR/First Aid training, and tool training are areas in which participants noted that they could not have interpreted otherwise had they not been in a conservation corps environment as the only interpreter available.

As the only interpreter available, enabling an environment that thrives on collaboration is key. Participants noted that having a close relationship with their crew, both Deaf and hearing, fostered a group dynamic that enabled open processing and collaboration between all stakeholders, mostly taking the form of feedback. Feedback was given freely, often during the interpretation and any errors are fixed quickly and judiciously. Others who knew ASL were helpful and monitored the interpretation to ensure that it was accurate and precise.

Trusting one another and holding each person accountable make for a thriving environment and can also help manage boundaries. One participant told a story about feeling physically and mentally exhausted at the end of the day and having a surprise crew leader huddle meeting starting later that night. This person managed this conflict by having a conversation with their Deaf co-leader and expressing that they were exhausted and could attend the meeting but not interpret it. This person asked their co-leader if they could wait to get the information until morning when the interpreter would relay the contents of the previous night's meeting; this agreement was successful. This decision and arrangement would not typically happen outside of the conservation corps, as it is generally frowned upon. However, in this case, the interpreter and their coworker have a trusting relationship and held each other accountable. It is also important to note that while telling this story, the participant said that if their coworker had said no to the offer, they would have interpreted the meeting.

Enjoying the work. Working in the conservation corps is physically and emotionally demanding. Working in a leadership role in addition to doing manual labor adds responsibilities to existing work and interpreting on top of that adds another dimension to this environment. All of the interview participants spoke to the challenges and struggles of being involved in a conservation corps and adding additional responsibilities when interpreting came into play. It is also important to note that participants spoke highly of their time in the conservation corps, and all emphasized the personal and professional growth that they experienced. The conservation corps is tough, but it is worth it. Gaining new life, trade, and interpreting skills while living with other people in the middle of the forest is impactful. According to participants, conservation corps work is high risk, high reward. There is something about being in a small group, living in tents, doing manual labor, and building relationships that makes all of the challenges worth it in the end. As one participant put it:

“You build relationships, and you are just sleeping in a tent and smelling each other, and not showering for a month...it’s just different.”

Discussion

The multiple responsibilities that come along with being a Crew Leader/Interpreter are dynamic and range from caretaking to disciplining to interpreting. Participants’ narratives and experiences from this unique position speak to the complexity of this role and the intersection of ethics, best practices, and prioritizing responsibilities. A common sentiment expressed by participants was internal conflict between one’s understanding of what was expected as a Crew Leader and as an interpreter while meeting the needs of the conservation crew.

In the field of interpreting, having a dual and conflicting role is generally discouraged due to many factors, primarily ensuring clear and accurate communication access between

parties. If the interpreter is to be a trusted source of interpreted information, it is typically best for them to have zero to little stake in the interaction at hand. Due to the nature and needs of a conservation corps environment, having a stake in the interpreted situations is an occupational hazard. Instead of viewing additional responsibilities with apprehension, reframe the situation as an opportunity to create trust and accountability-based relationships with others. This unique position lends itself to more flexibility and utilizing collaborative decision-making with the crew. As interview participants mentioned, when relationships between co-Crew Leaders and Crew Members had a strong sense of trust, managing responsibilities became easier and lead the way to more creative decision-making. With trust-based relationships comes a sense of mutual accountability, as well as being able to have a deeper understanding of the content being interpreted and being able to tailor an interpretation to the needs of the crew.

Interpreters in the conservation corps are constantly navigating their multiple responsibilities and roles prescribed to them. The responsibilities don't seem to end, and all participants mentioned feeling like their responsibilities were being tended to constantly. Navigating multiple responsibilities can be difficult and frustrating; when participants were asked to discuss these experiences, their descriptions often took the form of narratives and examples. To represent the interconnectedness of Crew Leading and Interpreting, the researcher developed a visual representation based on participant responses (see Figure 4).

The outermost sections of the diagram represent instances when the Crew Leader/Interpreter is only tending to responsibilities associated with either Crew Leading or interpreting while the middle section shows where they overlap. The amount of overlap between the two roles is dynamic and can vary

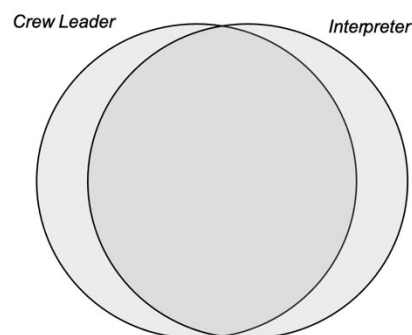


Figure 4: Management of Multiple Responsibilities. This figure shows that most of the responsibilities assigned to the Crew Leader/Interpreter are done simultaneously.

depending on the makeup of the crew, the interpreter's comfort in this environment, and prescribed rules from the conservation corps organization. This diagram is figurative and based on data derived from interviews with dual-role conservation corps interpreters.

One Role at a Time

Instances where the individual is working solely as a Crew Leader or Interpreter are seldom and difficult to navigate. Neither role ever fully leaves the individual and one role cannot be ignored when focusing on the other. When one role is being tended to,

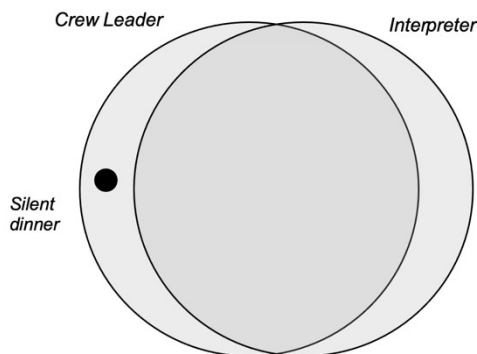


Figure 5: Example of responsibilities relating to the Crew Leader role being tended to.

boundaries must be in place to continue focusing on the work being done at that moment. This can take place as explicitly communicating boundaries and needs at times such as interpreting for a park ranger or at a staff meeting, or during meals. One participant mentioned enforcing a communication norm where some mealtimes were labeled *silent*⁷ and everyone on the crew was left to communicate with each other themselves without relying on the interpreter. This participant mentioned telling hearing crew members “No, you need to sign at dinner...we are *not* talking at dinner, and you need to sign”. At this moment, interpreting responsibilities were suspended for a brief time and the individual was able to tend to their Crew Leading responsibilities for the duration of dinner (see Figure 5). The suspension of one role is able to be successful because of clear communication norms and boundary setting.

Overlapping Responsibilities

⁷ A *silent* meal in this context means communicating as you are able without using spoken English or an interpreter. This can include using sign language, writing back and forth, texting, or using gesture to communicate.

When participants listed the responsibilities that were expected as a Crew Leader/Interpreter, most of the list was more closely tied with the expectations of a Crew Leader (see Table 2). When these responsibilities overlap, the distinction between both roles becomes muddled. Lack of structure regarding communication norms or expectations can make the management of multiple responsibilities difficult.

If there is no distinction between what responsibilities should be tended to at specific times, the dual-role interpreter is constantly trying to decipher what responsibilities need to be prioritized. For example, if someone on a crew discloses to a friend, who was also the crew's interpreter, that they had been partaking in activities that would result in immediate termination, the ethics of interpreting and Crew Leading collide. Interpreters, typically, do not disclose information that has been disclosed to them, while part of the responsibilities of Crew Leading includes keeping the crew safe by following the rules set by the corps. In this situation, the decision of whether or not to report the activity can feel conflicting and the interpreter needs to decide which values and rules to prioritize.

Another example mentioned by participants includes disciplining crew members. If a crew member wants to complain about their crew leader, particularly the interpreter, to someone from the conservation corps, such as a supervisor, who is going to interpret that conversation? Such a conversation does not need to happen face-to-face or through an interpreter, however, if the crew is in a rural environment with a lack of internet connection or phone signal and the only option available is a phone call, the responsibilities of interpreting and Crew Leading become intertwined. In the case that the participant mentioned, they mentioned that the crew members knew that complaints would more

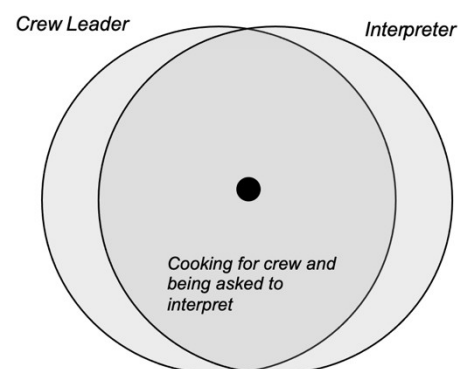


Figure 6: Example of overlapping responsibilities when cooking and being asked to interpret.

than likely have to be interpreted by the Crew Leader and therefore no complaints were filed.

Another example provided by participants included cooking and interpreting. While cooking for the crew, the interpreter may be called to interpret something. At that moment the individual is managing Crew Leading and interpreting responsibilities at the same time (see Figure 6).

Managing both responsibilities at once is difficult, and participants used various tools to navigate such instances. Decisions included asking someone else to take over cooking while they went to interpret, asking those needing interpreting to wait a couple of minutes if the cooking was time-sensitive, asking another person to interpret, and interpreting while cooking. Each of these decisions heavily depended on the context of the crew, material being interpreted, the meal being cooked, and the amount of trust and accountability that the crew had as part of their communication norms.

CHAPTER 5: SUMMARY AND RECOMMENDATION

Working in a conservation corps with multiple roles and responsibilities is a dynamic, challenging, and, ultimately, rewarding experience. Data collected from individuals who have taken on the responsibilities of a dual role reveal many similarities. Survey results showed major patterns regarding feeling challenged when navigating multiple responsibilities and prioritizing Crew Leading responsibilities always while interpreting as needed. Interviews revealed similar data with five major patterns emerging regarding experiences with boundaries, trust, neutrality, support, and enjoying the work. In a conservation corps, the ways in which responsibilities are prioritized and managed depends on the make-up and needs of a crew. Generally, when relationships formed between the Crew Leaders and Crew Members are set on a foundation of

trust, understanding, and accountability within a system that provides the necessary support, the managing of responsibilities becomes smoother and more effective. Participants gave many examples of the benefits of having this type of relationship including the ability to delegate tasks, manage breaks, and establish communication norms. From an organizational level, increasing the conservation corps' support and knowledge of the responsibilities performed by a dual-role employee is vital in fostering a successful environment in which everyone feels supported. To better understand how the individual manages a dual role and the multiple responsibilities that come with it, a graphic was used to show what the overlapping responsibilities look like (see Figure 4).

Recommendations

Based on feedback from participants, recommendations will be focused on interpreters in the field as well as the conservation corps organizations that manage ASL Inclusion corps.

Interpreters. Being open, flexible, and transparent is key when managing the multiple responsibilities and roles in a conservation corps. The ability to recognize the uniqueness of the specialized environment will enable more dynamic and creative decision-making that involves more people. One way to do this is to include co-Crew Leaders in the decision-making process whenever possible, which relates back to having a relationship founded on mutual trust and accountability. Decision-making is not limited to solely the interpreter but to others in leadership as well as stakeholders. If possible, connecting with others in different conservation corps, both current and alumni will provide conservation corps interpreters with a network of resources and experiences to draw from.

Conservation corps. Structural changes can be made at the organizational level to best support communication access on ASL Inclusion Crews. When preparing and organizing for an

ASL Inclusion Crew, is the organization partnering with any Deaf or Hard of Hearing individuals or Deaf-lead organizations to ensure that stakeholders have a seat at the table? Is the structure of the corps inclusive in its language, games, and practices? During data collection, multiple participants applauded Conservation Corps Minnesota and Iowa (CCMI) for making team building games more accessible for DHH crew leaders and crew members, setting standards for having interpreters present whenever in-person announcements are made, structuring breaks into the training schedule, and keeping an open dialogue with those out in the field doing on-the-ground work. Ensuring that support is built into the corps as well as fostering a trust-based relationship with those in the crews will highly benefit the crew's environment.

CHAPTER 6: CONCLUSION

Interpreters working in a dual role capacity in a conservation corps environment hold multiple responsibilities in a dynamic environment. The purpose of this research was to explore and gain a better understanding of the roles, responsibilities, and behaviors of interpreters in the conservation corps. To do so, data was collected through surveys and interviews from individuals who had been involved in a conservation corps, from both a Deaf or Hard of Hearing and hearing interpreter perspective.

During the survey and interviews, participants mentioned that the most challenging aspect of working in the conservation corps was managing two distinct and dynamic roles simultaneously. Survey responses showed evidence that while engaging in a dual role, these practitioners are mindful of power imbalances and the implications of their dual role on other Crew Leaders and Crew Members. The multiple responsibilities that are expected of a Crew

Leader/Interpreter tend to overlap in most situations and can leave the individual feeling conflicted between which role to tend to at any moment. Data collected from interview participants showed five major patterns regarding experiences with boundaries, trust, neutrality, support, and enjoying the work. These patterns are distinctly unique to the Crew Leader/Interpreter position, as all of those that partook in an interview served under this role. A solution identified by all participants in managing challenges was having relationships with co-Crew Leaders and Crew Members that were established on a foundation of trust, empathy, and accountability. These types of relationships enable more dynamic, creative, and collaborative decision making that include more people in the process, making the Crew Leader/Interpreter part of a team as opposed to potentially feeling isolated.

To best support those that work in ASL Inclusion Crews, understanding the dynamics within this environment is vital, particularly because conservation corps work is heavily dependent on the makeup of the crews and their needs. This research is a glimpse into ASL Inclusion Crews and how they operate from an interpreter's perspective. What this research is currently lacking is Deaf stakeholder perspective. One survey participant identified as Deaf or Hard of Hearing, and more perspectives such as this are vital in fully understanding how these crews run as well as how they can improve. Including stakeholder perspectives in future research is vital in building an inclusive understanding of ASL Inclusion Crews.

Ultimately, ASL Inclusion Crews are settings in which individuals come together and work in unique environments. The complexities associated with serving in a dual role are plentiful and can be stressful at times. However, as participants reiterated, working in the conservation corps in a dual role position is an incredibly rewarding experience. ASL Inclusion programs will continue to be offered in conservation corps throughout the country, and

interpreters will continue to navigate these dual roles. By continuing to research and shed more light on these programs, they will be able to continue more successfully and benefit individuals for years to come.

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Appendix A: IRB Application Form

**ST. CATHERINE
UNIVERSITY**

**ST. CATHERINE UNIVERSITY REQUEST FOR APPROVAL
FOR THE USE OF HUMAN SUBJECTS IN RESEARCH APPLICATION**

IRB APPLICATION DOCUMENT CHECKLIST

The items listed below are the application, forms and supporting documents to be uploaded to Mentor IRB for your protocol/application submission. Consent forms and additional supporting documents may be uploaded to separately; see [Mentor IRB Directions](#). For questions, contact the IRB Assistant at 651-690-6204 or irb@stkate.edu.

- IRB Application
- PI Documentation/CITI Training for Investigator(s)*
- PI Documentation/CITI Training for Faculty Adviser (if applicable)*
- Informed consent form
- Child assent form (if applicable)
- Recruiting materials (phone script, fliers, ads, etc)
- Survey/questionnaire(s), focus group or interview questions (if applicable)
- Conflict of interest/financial interest disclosure (if applicable)
- Letter(s) of support (if you are conducting research at another agency, school, etc).

*PI Documentation/CITI Training is the completion report received for fulfilling the required Human Subjects Research education requirements in CITI Program. Each person will need to upload their PI Documentation to their individual Mentor IRB account. Directions are located in Mentor IRB.

IRB RELATED POLICIES:

Listed below as well as throughout the application are St. Catherine policies related to human Subjects research

- IRB Policy: www.stkate.edu/pdfs/irb-human-subject-research-policy.pdf
- Intellectual Property Policy: www.stkate.edu/pdfs/orsp-policy-intellectual-property.pdf
- Research Misconduct Policy: www.stkate.edu/pdfs/orsp-policy-research-misconduct.pdf



ST. CATHERINE
UNIVERSITY

**ST. CATHERINE UNIVERSITY REQUEST FOR APPROVAL
FOR THE USE OF HUMAN SUBJECTS IN RESEARCH APPLICATION**

Complete the following application in its entirety. You may excerpt material from your thesis or grant proposal, but your application should be relatively concise. Consent forms and additional supporting documents may be uploaded to separately; see [Mentor IRB Directions](#). For questions, contact the IRB Assistant at 651-690-6204 or irb@stkate.edu.

Date of application:

Investigator name(s) and credentials (e.g., PhD, RN, etc.): (List all co-investigators)

Project Title:

Department:

Level of Review:

In the Mentor IRB system, you must select the Review Type; selecting Exempt and Expedited will prompt additional questions for you to fill out. The default level of review is Full if not selected. For more information on the levels of review, go to the Mentor IRB Info page: [Determine the Level of Review](#).

Exempt Expedited Full

Has this research been reviewed by another IRB?

Yes No

If YES, you may not need to complete a St Kates IRB application and may be able to use your external IRB application instead. Please include a copy of the letter of approval and approved IRB application from the external IRB with your Mentor IRB submission, or indicate the

status of your application here. Contact the IRB coordinator at IRB@stkate.edu with any questions. Examples: “See attached” or “Pending approval”

N/A

Will this research be reviewed by another IRB?

Yes No

If YES, please indicate your plans for review

N/A

Note: *Cooperative Research is when a research protocol requires approval from outside institutions (e.g., a hospital IRB or other college/university) as well as St. Catherine University. Sometimes it is possible for an IRB to accept an external IRB’s review to reduce duplication of review effort. Contact the IRB coordinator at IRB@stkate.edu if you have questions about cooperative research and how to determine when only one IRB will need to review your IRB application. You can also reference the Cooperative Research Policy Addendum:*

1. RESEARCH SUMMARY: *Complete each section in clear, easy to read language that can be understood by a person unfamiliar with your research and your field.*

a. Purpose of the research: *Provide a clear, concise statement of your purpose.*

The purpose of this research is to gain insight into the work of dual role interpreters in the context of the Conservation Corps.

b. Background: *Provide a concise summary in 1 - 2 brief paragraphs to explain the importance of the research and how it fits with previous research.*

The field of ASL/English interpreting has many subspecialties including medical, legal, mental health, and education. In addition to these well-known areas of interest, outdoor interpreting is in need of consideration. Outdoor interpreting is seldom researched; however, it is slowly gaining traction as a recognized specialty. Within the realm of outdoor interpreting lies the interpreters who work in a conservation corps environment, National Park work, those that take work in the backcountry, and other situations that take place outside. These interpreters often hold two job titles within a corps environment, one as Interpreter and the other as either a Crew Leader or Crew Member and stay with a specific group of people for an extended period, typically ranging from 2 weeks to 3 months.

Current research in the field of interpreting does not directly address dual role interpreters in the conservation corps but encompasses the factors that play into this specific type of work. Research around interpreter role, dual role interpreters, and designated interpreters show that interpreters don’t tend to exist in one particular frame of work (Llewellyn-Jones, Lee, 2014). Additional research explored dual role interpreters and designated interpreters, both topics that correlate with my topic but do not reach the level of specificity to fully envelop the roles and

responsibilities of a dual role interpreter in a conservation corp. Extending the current research to apply to conservation corps interpreters will provide for a richer understanding of how interpreters operate in various settings.

Llewellyn-Jones, P., & Lee, R. G. (2014). *Redefining the role of the community interpreter: The concept of role-space*. Carlton-le-Moorland, Lincoln, Lincolnshire: SLI Press.

- c. Research Methods and Questions:** *Give a general description of the study design and specific methods you will use in your investigation. Specify all of your research questions and/or hypotheses. Reviewers will consider whether the information you are gathering is necessary to answer your research question(s), so this should be clear in your application.*

Research question: What are the dimensions of the work and responsibilities of dual role American Sign Language Interpreters in the conservation corps?

This research relies heavily on the base of action research with the intention that multiple viewpoints and ideas can be discussed at length (Stringer, 2014). Surveys will be sent to both hearing interpreters and deaf/hard of hearing individuals who have participated in a Conservation Corps within the past 10 years. In addition to survey questions exploring experiences in the Conservation Corps (see attached), participants have the option of engaging in a follow-up interview (see attached). The purpose of interviews is to retrieve narrative experiences in addition to those that were shared within the survey. Using a random number generator, three hearing interpreters and three deaf stakeholders will be chosen to partake in an interview.

Participants will need to have worked in a conservation corps a minimum of once in the past ten years and be over 18 years of age. Both interpreter and Deaf/hard of Hearing stakeholders will have completed the survey and opt-in for an interview.

Once the survey data has been collected, I will use qualitative measures to look for common themes. In a similar fashion, once the interviews are complete, I will use that data to identify common themes surrounding social interaction, working within a dual role capacity, and interpersonal boundaries.

- d. Expectations of Participants:** *Give a step by step description of all procedures that you will have participants do. Attach any surveys, tests, instruments, interview questions, data collection forms, etc. that you will use with participants.*

Participants will be sent a link to a survey where they will be asked questions about working in a conservation corps. The final question in the survey will ask if the participants are willing to take part in a recorded interview. If the participant is interested, an additional question will come up asking if I want to use quotes from them, can I use the recorded video with options of "Use my video", "You can use my words but don't use my video", "no, don't use my video or any quotes", and "check with me first" in order to give the most autonomy to participants. This is necessary because the thesis will be presented in American Sign Language, and I value the participants to speak for themselves and want them to have the most control over their image and message. Next, those who expressed interest in an interview will schedule an interview time

with me over Zoom. During the interview, the participants will be asked questions about their experiences in the Conservation Corps. Survey and interview questions are attached in a separate document.

e. **Estimated Time Commitment for Participants:**

1-2	Number of sessions for each participant
30 min for survey and one hour for interview.	Time commitment per session for each participant
30 min for survey-only participants, 90 min for both survey and interview	Total time commitment for each participant

f. **Access to Existing Data:** *If you are analyzing existing data, records, or specimens, explain the source and type, means of access, and permission(s) to use them. If not accessing existing data, indicate "NA"*

N/A

2. **SUBJECTS:** *Provide your best estimates below.*

a. **Age Range of Subjects Included:**

18+

b. **Number:**

(Indicate a range, or maximum, if exceeded, you will need to submit an amendment)

Max 100 Male

Max 100 Female

200 max Total

c. **Target Population:** Describe your target population (the group you will be studying; e.g. seniors, children ages 9-12, healthy adults 18 or over, etc.)

The target population for this study includes ASL/English Interpreters above the age of 18 who have served in a dual role position, including interpreting, in a Conservation Corps setting in the past ten years and deaf and hard of hearing individuals who have participated in a Conservation Corps over the past ten years.

d. **Specific Exclusions:** *If women and/or minorities are to be excluded from the study, a clear rationale should be provided in section "f" below.*

N/A

e. **Special Populations Included:** *Select any special population that will be the focus of your research.*

NOTE: These groups require special consideration by federal regulatory agencies and by the IRB.

- | | |
|---|---|
| <input type="checkbox"/> Minors (under age 18) | <input type="checkbox"/> HIV/AIDS patients |
| <input type="checkbox"/> St. Catherine Employees | <input type="checkbox"/> Economically disadvantaged |
| <input type="checkbox"/> Students | <input type="checkbox"/> Educationally disadvantaged |
| <input type="checkbox"/> Pregnant women | <input type="checkbox"/> Hospital patients or outpatients |
| <input type="checkbox"/> Elderly/aged persons | <input type="checkbox"/> Prisoners |
| <input type="checkbox"/> Cognitively impaired persons | |
| <input checked="" type="checkbox"/> Minority group(s) and/or non-English speakers (<i>please specify</i>) _____ | |
| <input type="checkbox"/> Other Special Characteristics and Special Populations (<i>please specify</i>) _____ | |

f. Provide reasons for targeting or excluding any special populations listed above.

Deaf and Hard of Hearing (DHH) participants receive the services provided by interpreters. As stakeholders, DHH individuals have valuable insights regarding access within a Conservation Corps. Including DHH consumers in the research provides a more inclusive discussion on effective communication within a Conservation Corps regarding interpreting services.

g. Do you have any conflict of interest (financial, personal, employment, dual role) that could affect human subject participation or protection? *Dual role examples: faculty–student (does not apply to action research projects for education students), medical practitioner–patients, supervisor–direct reports, etc.*

Yes No

If Yes, please indicate the steps you will take to minimize any undue influence in your research, recruitment and consent process. You can also reference the university Financial Conflict of Interest policy: <https://www.stkate.edu/pdfs/orsp-policy-fcoi.pdf>

While I worked with the Wisconsin Conservation Corps in 2019, I am no longer affiliated with that organization or any other conservation corps. The research is designed to elicit people's experiences of conservation corps regardless of how that affects perceptions of those corps. Additionally, my research advisor will review my work to look for any bias toward or against a specific organization.

3. RECRUITMENT: LOCATION OF SUBJECTS (Select all that apply) :

St. Catherine University students

School setting (PreK – 12)

Hospital or clinic

**Other Institution
(Specify):**

I will be contacting CorpsThat, a non-profit organization, as well as Wisconsin Conservation Corps, Southeast Conservation Corps, Northwest Youth Corps, Vermont Conservation Corps, and Minnesota Youth Corps.

None of the above (Describe location of subjects):

NOTE: *If subjects are recruited or research is conducted through an agency or institution other than St. Catherine University, submit either written or electronic documentation of approval and/or cooperation. An electronic version should be sent from the email system of that particular institution. The document should include the name of the PI, Title of the approved study, as well as the name and title of the appropriate administrator sending the approval. You should include an abstract/synopsis of your study when asking for approval from an external institution.*

- a. **Recruitment Method:** *Describe how you will recruit your subjects? Attach a copy of any advertisement, flyer, letter, or statement that you will use for recruitment purposes.*

Copy of email message is attached

- b. **Incentives:** *Will the subjects be offered inducements for participation? If yes, explain. Note: Please contact the ORSP office about the use of incentives within your research, as there are important university policies that fall outside of the protection of human subject, orsp@stkate.edu or x6156
Incentive policy link: <https://www.stkate.edu/pdfs/participant-incentives-policy-and-procedures.pdf>*

n/a

4. RISKS AND BENEFITS OF PARTICIPATION

- a. **Select all that apply. Does the research involve:**

Use of private records (medical or educational records)

Possible invasion of privacy of the subjects and/or their family

Manipulation of psychological or social variables

Probing for personal or sensitive information in surveys or interviews

Use of deception

Presentation of materials which subjects might consider offensive, threatening or degrading

Risk of physical injury to subjects

Other risks:

- b. **Risks:** *Briefly describe the risks of participation in your study, if any. Describe the precautions taken to minimize these risks. Please use “no foreseeable risk” rather than no risks.*

There are no anticipated risks to your health or welfare if you participate in this study; however, you will be sharing information regarding your experience as an interpreter in a Conservation Corps. This is considered a minimal risk because the information that you provide can be associated with you. Strict protocols will be in place to maintain the confidentiality of each participant in the survey and the confidentiality of all information shared during the survey and interview.

- c. **Benefits:** *List any anticipated direct benefits to your subjects. If none, state that here and in the consent form.*

1. **Direct Benefits:** *List any anticipated direct benefits to your subjects. If none, state that here and in the consent form.*

Participants may enjoy discussing their experiences in the Conservation Corps.

2. **Other Benefits:** *List any potential benefits of this research to society, including your field of Study.*

This study will support the growing amount of research in the field of ASL/English Interpreting and add to the amount of information available about outdoor interpreting and the interpreter’s role. Additionally, it has the potential to help those that choose to accept a dual role interpreting job in the conservation corps in the future.

- d. **Risk/Benefit Ratio:** *Justify the statement that the potential benefits (including direct and other benefits) of this research study outweigh any probable risks.*

In this study, there are more benefits than risks. Research shows that most of those who have been involved in conservation corps had an overwhelmingly positive experience that guides alumnae in life decisions (Duerden, Edwards, and Lizzo, 2015). An emotional response to the questions and subject matter is more likely to be positive than negative; this coupled with the benefits to the interpreting field makes for a more positive and affirming experience.

Duerden, M., Edwards, M., & Lizzo, R. (2015). Participant impact of the conservation corps experience. *Journal of Outdoor Recreation, Education, and Leadership*, 7(1), 35–47. <https://doi.org/10.7768/1948-5123.1248>

- e. **Deception:** *The use of deception in research poses particular risks and should only be used if necessary to accomplish the research, and when risks are minimized as much as possible. The researcher should not use deception when it would affect the subject's willingness to participate in the study (e.g., physical risks, unpleasant emotional or physical experiences, etc).*

Will you be using deception in your research?

Yes No

If yes, justify why the deceptive techniques are necessary in terms of study's scientific, educational or applied value. Explain what other alternatives were considered that do not use deception and why they would not meet the researcher's objective. Attach a copy of a debriefing statement explaining the deception to participants.

N/A

5. CONFIDENTIALITY OF DATA

- a. **Will your data be anonymous?**

Yes No

**The survey data is anonymous while the interview data will be kept confidential.

(Anonymous data means that the researcher cannot identify subjects from their data, while confidential data means that the researcher can identify a subject's response, but promises not to do so publicly.)

- b. **How will you maintain anonymity/confidentiality of the information obtained from your subjects?**

Interview Example: I will assign pseudonyms to each interview participant. I will de-identify the data, and store the key separate from the recordings and transcripts. I will have the transcriptionist sign a confidentiality statement

I will not ask for names for those that participate in the survey, only demographic information will be requested. For those that partake in the interviews, I will have each participant choose a pseudonym. I will de-identify the data and store the recordings and transcripts in an external hard drive stored in a secure cabinet in my home. The online surveys will be stored in Qualtrics on a password protected account on a password protected computer. Data will be backed up to the cloud as well as the external hard drive.

- c. **Data Storage:** *Where will the data be kept, and who will have access to it during that time? Examples: I will store audio files and electronic files on a password protected computer or cloud (indicate which; please avoid using flash drives as they are the one of the hardest 'tools' to protect and one of the easiest to exploit or lose, it is suggested to encrypt data on the cloud such as use a file password). I will store all paper files in a secure location (a locked filing cabinet) that is accessible only to myself and my advisor.*

Video and audio files will be stored on an external hard drive only accessible to me and my research advisor. The computer used to view and record videos will be password protected and video files will not be stored on this device. All paper noted generated from interviews will be kept in a secured folder in my home.

- d. **Data Destruction:** *How long will it be kept? What is the date when original data will be destroyed? (All studies must specify a date when original data that could be linked back to a subject's identity will be destroyed. Data that is stripped of all identifiers may be kept indefinitely). Example: I will destroy all records from the study within six months of the conclusion of the study but no later than June 2017.*

Data will be kept for 2 years and videos will be destroyed on or before May 2023.

- e. **Availability of Data:** *Will data identifying subjects be made available to anyone other than you or your advisor? If yes, please explain who will receive the data, and justify the need. Example: The data will only be available to me and my advisor.*

The data will only be available to me and my advisor.

- f. **Official Records:** *Will the data become a part of the medical or school record? If yes, explain.*

No.

6. INFORMED CONSENT

- a. **How will you gain consent?** *State what you will say to the subjects to explain your research.*

You have been invited to participate in a web-based survey on your experience in the conservation corps as either an interpreter, deaf participant, or hard of hearing participant. This is an action research project conducted by Alison Phelan, a graduate student at St. Catherine University. It should take approximately 30 minutes to complete.

- b. **Consent Document:** *Attach the consent or assent form or text of oral statement. A template is available in Mentor IRB. Example: "See attached"*

See attached

- c. **Timing of Consent Process:** *Note: In studies with significant risk or volunteer burden, the IRB may require that subjects be given an interim period of 24 hours or more before agreeing to participate in a study*

24 hours To participate in the survey, participants will be asked to complete the consent form immediately before beginning. Interview participants will be emailed the document a minimum of 24 hours before the interview in order for adequate time to view and understand the form.

- d. **Assurance of Participant Understanding:** *How you will assess that the subject understands what they have been asked to do (Note: It is not sufficient to simply ask a yes/no question, such as “do you understand what you are being asked to do?”)*

Prior to the survey, participants will be asked to read and sign the consent form and agree to a statement reading: “I understand the potential risks and benefits of participating in this survey”. Prior to the interview, participants will be read a script and offered the consent form again as a reference. The script will read “Do you understand the potential risks and benefits of participating in this interview? Is there anything I should know before we begin?”

7. **CITI TRAINING** – *Work with your faculty advisor or contact IRB@stkates.edu if you have any questions about whether you should complete additional training modules within CITI. You can also reference the HSR Mandatory Education Policy: <https://www.stkate.edu/pdfs/irb-human-subject-research-education.pdf>*

- a. **Select all the CITI training courses/modules you completed:**

REQUIRED COURSE:

Human Subject Research Training Course – only one course is required

- Human Subject Research - Social & Behavioral Research Investigators**
- Human Subject Research - Education Action Research Program**
- Human Subject Research - Biomedical Research Investigators**

OPTIONAL MODULES:

- Financial Conflict of Interest Course (suggested if you answered YES to Section 2 part g)**
- Avoiding Group Harms - U.S. Research Perspectives (suggested if you checked any special populations in Section 2 part e)**

-
- International Research (suggested for PIs doing research outside of the US that is NOT federally funded)**
- International Studies (suggested for PIs doing research outside of the US that IS federally funded)**
- Cultural Competence in Research (suggested when conducting research across cultures, i.e. with a population that is culturally different from one's own)**
- Internet Based Research (suggested for PIs using internet resources during their research (outside of recruitment) – Skype, survey tools, internet activity monitoring, etc)**
- Other (prisoners, pregnant women, children):**

8. ASSURANCES

By submitting this application, the researcher certifies that:

- **The information furnished concerning the procedures to be taken for the protection of human subjects is correct.**
- **The investigator has read the IRB policies and to the best of his/her knowledge, is complying with Federal regulations and St. Catherine University IRB Policy governing human subjects in research.**
- **The investigator will seek and obtain prior written approval from the IRB for any substantive modification in the proposal, including, but not limited to changes in cooperating investigators, procedures and subject population.**
- **The investigator will promptly report in writing to the IRB any unexpected or otherwise significant adverse events that occur in the course of the study.**
- **The investigator will promptly report in writing to the IRB and to the subjects any significant findings which develop during the course of the study which may affect the risks and benefits to the subjects who participate in the study.**
- **The research will not be initiated until the IRB provides written approval.**
- **The term of approval will be for one year. To extend the study beyond that term, a new application must be submitted.**
- **The research, once approved, is subject to continuing review and approval by the IRB.**

- **The researcher will comply with all requests from the IRB to report on the status of the study and will maintain records of the research according to IRB guidelines.**
- **If these conditions are not met, approval of this research may be suspended.**

Appendix B: Recruitment Email to Conservation Corps

Email to Conservation Corps

Hello!

My name is Alison Phelan and I am a graduate student in St. Catherine University's Masters of Arts in Interpreting Studies and Communication Equity (MAISCE) program. I am an outdoor enthusiast and an NAI certified naturalist interested in researching American Sign Language Interpreters in the outdoors, specifically in the context of Conservation Corps. My research focuses on dual role interpreters in the Conservation Corps and I aim to explore the roles and responsibilities in this context.

This survey is for ASL/English Interpreters above the age of 18 who have served in a dual role position, including interpreting, in a Conservation Corps setting in the past ten years and Deaf and Hard of Hearing individuals who have participated in a Conservation Corps over the past ten years. Specifically, I aim to explore the dual role responsibilities of interpreters in a corps such as an Interpreter/Crew Leader or Interpreter/Crew Member.

I am wondering if you would be willing to share a recruitment email, seen below, with interpreters and Deaf and Hard of Hearing individuals who have worked with your corps in the past. Also, would you mind sharing this information on your social media platforms?

Name of corps is a great asset to conservation work in **insert region here** and your support in sharing an email to alumnae with links to my survey would be very helpful.

Thank you for your time. I appreciate the work that you continuously do.

Respectfully,

Alison Phelan, NIC
Pronouns: she/her
MAISCE student
St. Catherine University '18/'21

Email to Participants

View this message in ASL: https://youtu.be/f73cNg_tUJk

Hello!

My name is Alison Phelan and I am a graduate student in St. Catherine University's Masters of Arts in Interpreting Studies and Communication Equity (MAISCE) program. I am an outdoor enthusiast and an NAI certified naturalist interested in researching American Sign Language

Interpreters in the outdoors, specifically in the context of Conservation Corps.

The reason you are receiving this email today is because you are either an ASL/English Interpreter above the age of 18 who has served in a dual role position, including interpreting, in a Conservation Corps setting in the past ten years, or a Deaf or Hard of Hearing individual who has participated in a Conservation Corps over the past ten years. Below you will find a link to a survey which should take 30 minutes, maximum. At the end of the survey is an option to meet with me for an interview to further talk about your experiences in the Conservation Corps.

Participation is voluntary and will not impact your relationship with any Conservation Corps. If you have any questions about the study, please contact me and I will be happy to respond. My contact information is below.

Link to survey: http://stkate.az1.qualtrics.com/jfe/form/SV_eWpkZI75BxoQh1r

Respectfully,

Alison Phelan, NIC
Pronouns: she/her
MAISCE student
Text/call/FT: 714-862-6453
adphelan@stkate.edu
St. Catherine University '18/'21

Appendix C: Participant Consent Form

Consent Form

An Exploration of American Sign Language/English Interpreters' Roles and Responsibilities in the Conservation Corps

IRB Protocol # 1482

Conducted By: Alison Phelan

Email: adphelan@stkate.edu

Phone: 714-862-6453

You are being asked to participate in a research study. This form provides you with information about the study. The researcher will also describe this study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part. Your participation is entirely voluntary. You can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time and your refusal will not impact current or future relationships with any conservation corps you may be affiliated with. To do so simply tell the researcher that you wish to stop participation. The researcher will provide you with a copy of this consent form for your records.

The purpose of this study is to explore the responsibilities of ASL-English Interpreters in a Conservation Corps environment.

If you agree to be in this study, the researcher will ask you to first complete the following consent form. You will then begin an interview regarding your experience in a Conservation Corps.

Total estimated time to participate in this study is 60 minutes for the interview.

Risks of being in the study: There are no anticipated risks to your health or welfare if you participate in this study; however, you will be sharing information regarding your experience as a stakeholder in a Conservation Corps. This is considered a minimal risk because the information that you provide can be associated with you. Strict protocols will be in place to maintain the anonymity of each participant and the confidentiality of all information shared.

Benefits of being in the study: Participants will benefit in an indirect way because results will benefit the interpreting profession at large. With more information available on this seldom discussed or researched specialty of interpreting, future interpreters in the Conservation Corps will be able to be more knowledgeable. The knowledge that your participation will help future interpreters is a benefit.

Confidentiality and Privacy Protections: The following are about the confidentiality that will be followed with regard to your participation:

Your name and any identifying information will not be used in any presentation or publication that results from the research. Surveys will not ask for your name and pseudonyms will be used for those that partake in an interview. All videos resulting from interviews will be labeled with the pseudonym to ensure that your identity will be protected.

Data resulting from the research may be made available to other researchers in the future for purposes not detailed in this form. If this occurs, the data kept will have no identifying information that could be used to identify you or your involvement in this work. For example, a transcript of the video may be shared, while the video will be deleted.

Because the interviews will be recorded, other measures will be taken to protect your information:

- Videos will be coded with your pseudonym so no one can identify your identity from the saved file
- Video data will be kept on a secure external hard drive kept in a secure location that is only accessible to me
- Videos will be viewed by the researcher directly and not shared with others
- Recordings will be destroyed on or before December 2022, two years after the research is completed
- Any notes taken during or about the video data will be kept in a secure file on an external hard drive

Records from this study will be stored in a safe and confidential manner on an external hard drive that is only accessible to me and the research advisor and will be stored in a secure cabinet in my home. Authorized persons from St. Catherine University and members of the Institutional Review Board have a legal right to review your research records and will follow guidelines to protect your identity and confidentiality.

The records of this study will be stored securely and kept confidential. All publications will exclude any information that will make it possible to identify you as a subject. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.

Contacts and Questions: Please contact me now if you have any questions. If you have questions in the future, want more information on the study, please contact me, Alison Phelan, directly at adphelan@stkate.edu or my research advisor, Erica Alley, at elalley@stkate.edu. My contact information including my name, phone number, and email can be found at the top of this page. The Institutional Review Board can be reached if you have any questions or concerns at irb@stkate.edu. If you have any questions about the study please ask now.

If you have other questions or concerns regarding the study and would like to talk to someone other than the researcher(s), you may also contact Dr. John Schmitt, Chair of the St. Catherine University Institutional Review Board, at (651) 690-7739 or jsschmitt@stkate.edu

You will be given a copy of this information to keep for your records
Statement of Consent:

I have read the above information and have sufficient information to make a decision about participating in this study. I consent to participate in the study.

Signature: _____ Date: _____

Signature of Investigator: _____ Date: _____

Contact information:

Name: _____

Address: _____

Email address: _____

*Note: this information will not be shared with others and will remain in the researcher's secure files

Appendix D: Interview Questions

Interpreter:

- Please describe when and where you worked?
- Tell me about why you decided to interpret in the CC?
- Tell me about your role and responsibilities in the CC?
- Tell me about a conflict you experienced?
- Describe communication access in a conservation corps environment.
- How would you describe boundaries in this environment?
- How is conservation corps interpreting different from other types of interpreting?

Deaf stakeholder:

- Please describe where and when you worked?
- What was your role?
- Why did you want to be in the CC?
- How was your experience with interpreters?
- Did you know that the interpreter was also going to be working with you?
- Tell me about a time when you experienced conflict?
- How would you describe communication in the CC?
- What would an interpreter do in CC, ideally?

Appendix E: Survey

Interpreters

1. When did you participate in a conservation corps?
2. What corps?
3. Please select the option that best fits you:
 - a. Hearing Interpreter
 - b. Deaf/Hard of Hearing Corps Member
4. Were you hired as an interpreter or did you volunteer services?
5. Aside from interpreting, what were your other responsibilities?
6. How comfortable were you in managing your responsibilities?
7. Can you tell me about a challenging experience in your work?
8. What would the transition between responsibilities and roles look like? Was it a comfortable transition?
9. Can you tell me about a time when your roles and responsibilities conflicted?
10. Have you interpreted in other settings? If so, what?
11. Can you tell me about a time that power came into play with either role?
12. How often did power come into play with either role?

Deaf

1. When did you participate in a conservation corps?
2. What corps?
3. Tell me about your roles and responsibilities in the corps?
4. Tell me about interpreting services in the CC?
5. What are your thoughts on interpreters having two roles in the corps?
6. Can you tell me about a time when you experienced any conflict within the corps?
7. How was the interpreter's role described to you?
8. How did you work with the interpreter?
9. How was communication access handled?
10. Is there anything else that you want the researcher to know about the conservation corps?