Ethical Scenarios Practice

From *Decisions? Decisions!* By Janice H. Humphrey

**Situation #1:**

You are interpreting at a Boy Scout meeting that involves Deaf and hearing youngsters. The Deaf father of a hearing Scout is engaged in a conversation with the Boy Scout leader after the meeting. They are discussing transportation to various events. The Deaf father has volunteered to drive the Scouts to and from a campout next weekend.

While interpreting this conversation, you realize that you know who this father is from some other interpreting experiences. You know that he is an alcoholic who has not been attending AA meetings. Other AA members have made comments about his drinking again. You also recollect that this father has had several drunk driving offences in the past.

You are concerned about the safety of the Scouts in general and your nephew who will be attending the camp out, in particular. (pg. 133)

ICE Response:

There are a few problems in this situation. The interpreter is interpreting at a Boy Scout meeting. One of the parents of the Boy Scouts, who is deaf, has volunteered to drive the Scouts to and from the campout next weekend. The interpreter knows the father from other interpreting experiences and knows the father is an alcoholic and has not been attending AA meetings. Others have commented on his drinking and the interpreter knows that the father has had several drunk driving offences in the past. The interpreter is concerned about the safety of the Scouts, in general, and their nephew who will be attending the campout, in particular.

There are some possible solutions for this situation. The interpreter could tell the Scout leader about the father. The interpreter could say nothing to the Scout leader and let the father drive the Scouts. The interpreter could talk to the father privately about his decision. Based on the Code of Professional Conduct (CPC) the interpreter should talk to the father privately about his decision.

This is the best solution because it is supported by the following CPC tenets. 2.5: Refrain from providing counsel, advice, or personal opinion. By talking to the father privately about his decision, the interpreter is avoiding counsel and is empowering the deaf consumer by allowing them to decide for themselves what to do. 3.1: Consult with appropriate persons regarding the interpreting situation to determine issues and adaptations necessary to interpret effectively. The interpreter is concerned about the scouts’ safety, so they talk to the father about his decision to drive. 3.0: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation. The interpreter knows that discussing with the father privately about his decision is the appropriate action to take. 3.3: Avoid performing dual or conflicting roles. The interpreter has conflicting roles being the interpreter and the boyfriend of one of the injured, so she declines the assignment. 4.0: Respect for consumers. The interpreter is trying to respect the deaf consumer by discussing with them privately about their decision to drive the scouts. 4.2: Approach consumers with a professional demeanor at all times. Instead of going behind the deaf consumers back, the interpreter remains professional and discusses with the father himself about the situation.

The short term impacts of this decision are the signers were respected. The non-signers can trust the interpreter. The interpreter respects and empowers the deaf consumer. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are both the signers and non-signers get to and from the campout safely. The interpreter remains professional in their actions. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #2:**

You interpret for a 13-year-old Deaf student at school. You suspect that the boy’s father is physically abusive. You have observed black eyes, large bruises, and broken fingers. John’s behavior when you ask about the injuries and the look in his eyes when his father is present adds to your suspicions. The student is trying out for the school track team. As he is waiting for his turn to run, he mentions that if he doesn’t make the team his father has told him he will break his toes. (pg. 133)

ICE Response:

There are a few problems in this situation. The interpreter is interpreting for a 13-year-old deaf student at school. The interpreter suspects the boy’s father is physically abusive. The student is trying out for the track team and has said that if he doesn’t make the team his father will break his toes.

There are some possible solutions for this situation. The interpreter could tell an adult they trust (the boy’s teacher or principal) about the abuse. The interpreter could offer to interpret for the boy if they want to tell an adult (teacher or principal). The interpreter could let the boy decide what they want to do about the situation. Based on the Code of Professional Conduct (CPC) the interpreter should offer to interpret for the boy if he wants to tell an adult about his abusive father or, if the boy doesn’t do anything, tell an adult the interpreter trusts.

This is the best solution because it is supported by the following CPC tenets. 1.1: Share assignment-related information only on a confidential and as-needed basis. The interpreter knows they must tell an adult about the abuse, so they tell an adult they trust in confidentiality. 2.0: Interpreters possess the professional skills and knowledge required for the specific interpreting situation. The interpreter knows that even though they are not allowed to tell someone things about their consumers, they know that something must be done about the abuse. 2.5: Refrain from providing counsel, advice, or personal opinion. The interpreter offers to interpret for the boy if he wants to tell and adult about his abusive father without offering advice or personal opinion. 3.1: Consult with appropriate persons regarding the interpreting situation to determine issues and adaptions necessary to interpret effectively. If the boy doesn’t tell anyone about the abuse, the interpreter will tell a trusted adult. 4.0: Respect for consumers and 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. The interpreter is trying to respect and empower the deaf consumer by allowing them to take action first and also allow for full interaction and independence of the consumer by supporting them by offering to interpret for them if they want to tell an adult about the abuse. 4.2: Approach consumers with a professional demeanor at all times. The interpreter is trying to be professional and allow the deaf consumer to take action first. 6.3: Promote conditions that are conducive to effective communication. The interpreter offers to interpret for the deaf consumer if they want to tell an adult about the abuse.

The short term impacts of this decision are the signers are given the opportunity to take action for themselves. The non-signers get all the appropriate information. The interpreter encourages the independence of the consumer. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are both the signers and the non-signers can trust the interpreter. The interpreter respects the consumers. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #3:**

You are practicing for a holiday program in the school cafeteria with all grade 5 and 7 students. Some of the students have never seen a signed language interpreter before and they are staring at you as you interpret the instructions being given. One teacher says to the group, “Look at me… not at the interpreter.” Do you interpret the comment even though it is meant only for the hearing students? (pg. 134)

ICE Response:

There are a few problems in this situation. The interpreter is practicing for a holiday program with all grade 5 and 7 students. Some of the students have never seen a sign language interpreter before and are staring at the interpreter during the instructions. One teacher says to look at them and not the interpreter. The interpreter is unsure whether or not they should interpret the teacher’s comment, even though it was meant for the hearing students.

There are a few possible solutions for this situation. The interpreter could not interpret the comment because it was intended for the hearing students. The interpreter could interpret the comment even though it was intended for the hearing students. The interpreter could interpret the comment and explain why the teacher said it and that it was intended for the hearing students, not the deaf students. Based on the Code of Professional Conduct (CPC) the interpreter should interpret the comment and explain why the teacher said it and that it was intended for the hearing students, not the deaf students.

This is the best solution because it is supported by the following CPC tenets. 2.2: Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed. The interpreter knows the comment was meant for the hearing students, but also knows they should interpret everything that is said, no matter who it’s intended for. 2.3: Render the message faithfully. Even though the comment was directed towards the hearing students, the interpreter should interpret all spoken English. 3.0: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation. In this situation the comment made was meant for the hearing students, but the interpreter knows they should interpret the comment because it is appropriate for the deaf students to know what was said. 4.0: Respect for consumers. The deaf consumers deserve to know what was said, even if it doesn’t apply to them. 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. The interpreter is trying to be professional and empower the deaf client by interpreting everything the teachers say. 6.3: Promote conditions that are conducive to effective communication. In order for the deaf consumers to communicate effectively, they need to know everything that the hearing consumers say.

The short term impacts of this decision are the signers understand what the hearing consumers intend. The non-signers know how to work with interpreters. The interpreter is able to work appropriately with the consumers. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are the signers get the full interpretation. The non-signers understand the interpreter’s role. The interpreter empowers the deaf consumers and enables them to know what’s going on. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #4:**

You are working as an interpreter/classroom assistant in a kindergarten class. One day while sitting at a table with four hearing children and one five-year-old Deaf child, one child says to the Deaf student, “You’re stupid! I hate you! You can’t even hear!” (pg. 134)

ICE Response:

There are a few problems in this situation. The interpreter is working as an interpreter and classroom assistant in a kindergarten class. There are four hearing children and one deaf 5-year-old child at a table the interpreter is interpreting for. One of the hearing students says to the deaf student, “You’re stupid! I hate you! You can’t even hear!”

There are some possible solutions for this situation. The interpreter could interpret the comment. The interpreter could offer to interpret for the deaf student if they want to talk to the teacher about what happened. The interpreter could offer to interpret between the two kids if the deaf student wants to say anything back. Based on the Code of Professional Conduct (CPC) the interpreter should interpret the comment and also offer to interpret between the two kids if the deaf student wants to say anything back or if they want to go talk to the teacher about what happened.

This is the best solution because it is supported by the following CPC tenets. 2.1: Provide service delivery regardless of… age… or any other factor and 2.3: Render the message faithfully. Even though they are 5 years old, it’s important for the interpreter to interpret everything that’s said, no matter how hard it may be to interpret it. 2.2: Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed. The interpreter knows it would be best for the deaf consumer to interact with the hearing students, so they inform the deaf consumer of their services if the deaf consumer chooses to act about what was said. 2.5: Refrain from providing counsel, advice, or personal opinions. The interpreter tries to avoid counsel and personal opinion by simply offering their interpreting services if the deaf student chooses to do anything about the situation. 3.0: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation and 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. The interpreter is trying to be professional and empower the deaf client by allowing them to choose for themselves what to do about the situation and not acting or speaking for them. 3.3: Avoid performing dual or conflicting roles. It is not the interpreter’s role to punish the hearing student for what they said to the deaf student. The interpreter is there to interpret for the consumers. 4.0: Respect for consumers and 6.3: Promote conditions that are conducive to effective communication. The interpreter is trying to respect and empower the deaf consumer by allowing them to be independent and interact with the hearing students as they desire. 4.2: Approach consumers with a professional demeanor at all times. Even though the students are 5 years old, the interpreter should not baby them. The interpreter should remain professional as they would with any client.

The short term impacts of this decision are the signers can interact with the non-signers. The non-signers can interact with the signers. The interpreter is able to work appropriately with the consumers. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are the signers know how to interact with the non-signers in the future. The non-signers know the role of the interpreter. The interpreter empowers the deaf consumer and allows them to be independent. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #5:**

You have been interpreting for a particular student for three years. You are quite fond of him. He is a bright, talented kid but has some serious problems at home and is quite neglected. One day, the child protection services apprehend the boy, saying he is not safe at his home. The next day, they contact you and ask if you would be willing to take the child into your home as a foster child—possibly for as long as one year. (pg. 134)

ICE Response:

There are a few problems in this situation. The interpreter has been interpreting for a particular student for three years. The interpreter is quite fond of the student. The deaf student has problems at home and is quite neglected. One day the child protection services apprehend the boy, saying he is not safe at home. The child protection services call the interpreter and ask if they would be willing to take the child into their home as a foster child—possibly for as long as one year.

There are a few possible solutions for this situation. The interpreter could take the child into their home as a foster child and discontinue interpreting for them. The interpreter could tell child protection services no; they need to find someone else. The interpreter could offer other suggestions for potential foster homes. Based on the Code of Professional Conduct (CPC) the interpreter should tell the child protection services no; they need to find someone else and, if possible, offer other suggestions for potential foster homes.

This is the best solution because it is supported by the following CPC tenets. 3.3: Avoid performing dual or conflicting roles. The interpreter should avoid performing conflicting roles as interpreter and as foster parent. 3.7: Disclose to parties involved any actual or perceived conflicts of interest. Being the boy’s interpreter for three years and being quite fond of the student, the interpreter should avoid a conflict of interest of interpreting for the student in school and taking care of him outside of school. The interpreter should inform the child protection services about their perceived conflict of interest. 3.8: Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services. Again, being the boy’s interpreter for three years and being quite fond of the student, the interpreter should avoid a conflict of interest of interpreting for the student in school and taking care of him outside of school. 4.0: Respect for consumers. The interpreter is trying to respect and empower the deaf consumer by not getting involved in their personal life and only being their interpreter. 4.2: Approach consumers with a professional demeanor at all times. The interpreter is trying to remain professional by not getting involved in the deaf consumer’s personal life. 6.3: Promote conditions that are conducive to effective communication. If the interpreter were both the student’s interpreter and foster parent, the interpreter could be getting in the way of effective communication.

The short term impacts of this decision are the signers and non-signers are both able to work appropriately with the interpreter. The interpreter is able to avoid a conflict of interest and conflicting roles. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are the signers and non-signers both understand the interpreter’s role. The interpreter remains professional in their interpreting services. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #6:**

You are interpreting for a six-year-old Deaf student. One day when she comes in from lunch, she want to know what the kids mean when they put their middle finger up and what that word means. (pg. 135)

ICE Response:

There are a few problems in this situation. The interpreter is interpreting for a six-year-old Deaf student. The Deaf student asks the interpreter what the kids mean when they put their middle finger up. The Deaf student wants to know what that word means.

There are a few possible solutions for this situation. The interpreter could tell the student what the kids mean and what the word means. The interpreter could tell the student to ask the teacher. The interpreter could tell the student to ask their parents. Based on the Code of Professional Conduct (CPC) the interpreter should tell the student to ask the teacher or ask their parents when they get home.

This is the best solution because it is supported by the following CPC tenets. 2.2: Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed. The interpreter realizes that she should not be the one teaching the student what the kids mean and what the word means, so she makes a suggestion for the student to ask a more appropriate adult. 3.0: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation. The interpreter knows she should not teach the student what the kids mean or what the word means because of things the student could later tell the teacher or their parents about what the interpreter taught them that day, so they refer the student to their teacher or parents. 4.0: Respect for consumers. The interpreter is trying to respect and empower the deaf consumer by referring them to the teacher and their parents. 4.2: Approach consumers with a professional demeanor at all times. The interpreter is trying to remain professional by not teaching a young child an inappropriate gesture. 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers and 6.3: Promote conditions that are conducive to effective communication. The interpreter is willing to interpret for the student if they want to ask their teacher what the kids mean and what the word means; supporting the full interaction and independence of the deaf consumer.

The short term impacts of this decision are the signers are able to get their question answered. The non-signers are able to work appropriately with the interpreter. The interpreter is able to avoid any mishaps that may have happened due to if they would have taught the student what the kids mean and what the word means. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are the signers get the correct information from the appropriate source. The non-signers know they can trust the interpreter to not teach the deaf student any inappropriate meanings of gestures. The interpreter remains professional in their interpreting services. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #7:**

You’re a 22-year-old interpreter working with grade-12 Deaf students in a mainstreamed high school. One of the deaf students for whom you interpret is quite mature for his age and has been flirting with you, making comments about your hair, body, and clothes. His comments are “positive” but definitely in the category of “come on’s.” The scary thing is that you are attracted to him. (pg. 135)

ICE Response:

There are a few problems in this situation. The interpreter is 22-years old and working with grade-12 Deaf students in a mainstreamed high school. One of the deaf students has been flirting with the interpreter. The interpreter is attracted to him.

There are a few possible solutions for this situation. The interpreter could continue interpreting for the student but not act on their feelings or give in to the comments/flirting. The interpreter could terminate the assignment. The interpreter could contact their agency to find a new assignment. Based on the Code of Professional Conduct (CPC) the interpreter should terminate the assignment and contact their agency to find a new assignment.

This is the best solution because it is supported by the following CPC tenets. 2.2: Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed. The interpreter knows that they are attracted to the deaf student who is flirting with them, and knows they should not act on their feelings nor continue interpreting for the deaf student. 3.0: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation. The interpreter knows they should not be interpreting for any persons they have feelings for because that creates a conflict of interest. 3.1: Consult with appropriate persons regarding the interpreting situation to determine issues and adaptations necessary to interpret effectively. The interpreter consults with their agency about getting a new assignment because the one they have has become a conflict of interest. 3.2: Decline assignments when not competent due to physical, mental, or emotional factors. The interpreter declines the assignment and requests another assignment because they are unable to fulfill the assignment due to mental and emotional factors. 3.7: Disclose to parties involved any actual or perceived conflicts of interest. The interpreter consults with their agency about their conflict of interest. 3.8: Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services. The interpreter is trying to avoid a conflict of interest that may start interfering with the effectiveness of their interpreting. 4.0: Respect for consumers. The interpreter is trying to respect and empower the deaf consumer by not distracting them or encouraging them to flirt with the interpreter. 4.2: Approach consumers with a professional demeanor at all times. The interpreter is trying to remain professional by not giving into the flirtatious vibes of the deaf student and finding a new assignment. 6.2: Honor professional commitments and terminate assignments only when fair and justifiable grounds exist and 6.5: Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting. The interpreter should not be interpreting for someone they have feelings for, especially a student. Also, the interpreter shouldn’t let their personal feelings interfere with the interpreting, so they discontinue their current assignment and request another assignment. 6.3: Promote conditions that are conducive to effective communication. The interpreter’s feelings for the student may get in the way of effective communication, so they terminate their current assignment and request a new assignment in order to promote conditions for effective communication for all the deaf students.

The short term impacts of this decision are the signers are able to get appropriate interpreting services. The non-signers are able to work appropriately with the interpreter. The interpreter is able to avoid a conflict of interest. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are the signers can trust the interpreter. The non-signers can trust the interpreter. The interpreter remains professional in their interpreting services. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #8:**

You have accepted a contract to interpret for a Deaf adult who is going through a six-week course designed to help participants secure employment. The classes have some lecture portions, but are mostly comprised of hands-on activities such as writing a resume, making phone calls to set up mock job interviews, etc. For this reason, one interpreter has been employed to cover five class hours each day.

There are 50 students in total, one of whom is Deaf. The Deaf client has been a stay-at-home mom for almost 20 years and has had very little contact with the hearing community. She is shy and uncertain of herself. From the very first day, she has “clung” to you during breaks, looking to you for emotional support and security.

Now she wants YOU to be her role-play partner rather than teaming with one of the hearing students. (pg. 129)

ICE Response:

There are a few problems in this situation. Only one interpreter has been employed to cover five class hours each day. For the last 20 years the deaf client has had very little contact with the hearing community. The deaf client is shy and uncertain of herself. From the beginning the deaf client has “clung” to the interpreter during breaks, looking to them for emotional support and security. The deaf client wants the interpreter to be her role-play partner rather than teaming with one of the hearing students.

There are some possible solutions for this situation. The interpreter could role-play with the deaf client. The interpreter could encourage the deaf client to work with the hearing students. The interpreter could request a team interpreter so as to not let the deaf client become attached to one interpreter and allow the interpreter a break every once in awhile. Based on the Code of Professional Conduct (CPC) the interpreter should encourage the deaf client to work with the hearing students and request a team interpreter so as to not let the deaf client become attached to one interpreter and to allow the interpreter a break every once in awhile.

This is the best solution because it is supported by the following CPC tenets. 2.2: Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed. The interpreter knows it would be best for the consumer to interact with the hearing students, so they encourage the deaf consumer to do so. 2.4: Request support when needed to fully convey the message. The interpreter requests a team interpreter in order to allow themselves a break every once in awhile to avoid injury and exhaustion. 2.5: Refrain from providing counsel, advice, or personal opinions. The interpreter tries to avoid counsel and personal opinion, but still tries to encourage the deaf client to work with the hearing students by explaining to the deaf client the role of the interpreter and the reason for the class. 3.0: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation and 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. The interpreter is trying to be professional and empower the deaf client to become independent and interact with the hearing students. 3.3: Avoid performing dual or conflicting roles. It is not the interpreter’s role to role-play with the deaf client. The interpreter is there to interpret for the consumers. 4.0: Respect for consumers and 6.3: Promote conditions that are conducive to effective communication. The interpreter is trying to respect and empower the deaf consumer by allowing them to be independent and interact with the hearing students.

The short term impacts of this decision are the signers can interact with the non-signers. The non-signers can interact with the signers. The interpreter is able to work appropriately with the consumers. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are both the signers and the non-signers understand the interpreter’s role. The interpreter empowers the deaf consumer and encourages them to be independent. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #9:**

You are on call to the local hospital for after hour services. One early morning the phone rings. It is the hospital telling you there has been an auto accident and some of the injured are deaf. They need you right away. You jump up, throw on your clothes, and hurry to the hospital. Once you arrive, you realize that the driver of the car is your boyfriend of three years. He is seriously injured… (pg. 131)

ICE Response:

There are some problems in this situation. The interpreter is on call to the local hospital for after-hours services. There has been an auto accident and some of the injured are deaf. When the interpreter arrives at the hospital, they realize that the driver of the car is their boyfriend of three years. The boyfriend is seriously injured.

There are some possible solutions for this situation. The interpreter could interpret for the deaf consumers. The interpreter could decline the assignment. The interpreter could request another interpreter to replace them. The interpreter could interpret until the new interpreter arrives. Based on the Code of Professional Conduct (CPC) the interpreter should decline the assignment, request another interpreter to replace them, but interpret until the new interpreter arrives.

This is the best solution because it is supported by the following CPC tenets. 2.2: Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed and 3.7: Disclose to parties involved any actual or perceived conflicts of interest and 3.8: Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services. The interpreter informs the hospital that they have a conflict of interest and are unable to fulfill the assignment. 2.4: Request support when needed to fully convey the message and 3.1: Consult with appropriate persons regarding the interpreting situation to determine issues and adaptations necessary to interpret effectively. The interpreter tells the hospital they are unable to fulfill the assignment, so they request support and a replacement interpreter. 3.0: Interpreters conduct themselves in a manner appropriate to the specific interpreting situation. The interpreter knows that declining the assignment is the appropriate action to take. 3.2: Decline assignments when not competent due to physical, mental, or emotional factors and 6.5: Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting. The interpreter is unable to interpret for the assignment due to emotional factors, so she declines the assignment. 3.3: Avoid performing dual or conflicting roles. The interpreter has conflicting roles being the interpreter and the boyfriend of one of the injured, so she declines the assignment. 4.0: Respect for consumers and 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. The interpreter is trying to respect the consumers and allow for communication access and equality without letting their feelings interfere with the interpreting services. 6.3: Promote conditions that are conducive to effective communication. The interpreter requests another interpreter to replace them in order for effective communication to occur.

The short term impacts of this decision are both the signers and non-signers receive appropriate interpreting services. The interpreter avoids any interference with communication. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are both the signers and non-signers are able to work with the interpreter appropriately. The interpreter earns the trust of the consumers. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my decision may change based on new or different information, but I will always follow the tenets of the CPC.

**Situation #10:**

You have very strong beliefs against violence in any form. You are a member of several non-violence groups, march annually in anti-violence rallies, and do not allow any members of your family to watch TV programs that incorporate any form of violence, even stepping on spiders or using angry, heated verbal exchanges.

You are an interpreter for a grade-three child. One day when you go to work, you learn that a story that incorporates a number of violent interludes will be the focus of all class activities for the next three weeks. (pg. 135)

ICE Response:

There are a few problems in this situation. The interpreter has very strong beliefs against violence in any form. The interpreter interprets for a grade-three child. The interpreter learns that a story that incorporates a number of violent interludes will be the focus of all class activities for the next three weeks.

There are some possible solutions for this situation. The interpreter could interpret the story. The interpreter could ask to be assigned somewhere else for the next three weeks. The interpreter could contact their agency and request another interpreter to take their place for the next three weeks. Based on the Code of Professional Conduct (CPC) the interpreter should request another interpreter to take their place for the next three weeks and ask to be assigned somewhere else for the next three weeks.

This is the best solution because it is supported by the following CPC tenets. 2.2: Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed. The interpreter realizes that what the class will be discussing for the next three weeks of class goes against their personal beliefs, so they request another interpreter to take their place for three weeks. 2.4: Request support when needed to fully convey the message. The interpreter requests support of another interpreter to replace them for three weeks to fully convey the message of the story with violent interludes that the class will be studying. 3.1: Consult with appropriate persons regarding the interpreting situation to determine issues and adaptations necessary to interpret effectively. The interpreter consults with their agency about the upcoming three weeks and requests to be replaced by another interpreter for three weeks. 3.2: Decline assignments when not competent due to physical, mental, or emotional factors. The interpreter declines the assignment and requests another assignment for three weeks because they are unable to fulfill the assignment due to mental and emotional factors. 3.7: Disclose to parties involved any actual or perceived conflicts of interest. The interpreter consults with their agency about their conflict of interest. 3.8: Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services. The interpreter is trying to avoid a conflict of interest that will interfere with the effectiveness of their interpreting. 4.0: Respect for consumers. The interpreter is trying to respect and empower the deaf consumer by not letting their personal beliefs interfere with their interpreting services. 4.2: Approach consumers with a professional demeanor at all times. The interpreter is trying to remain professional by avoiding a conflict of interest that could interfere with the consumer’s schooling. 6.2: Honor professional commitments and terminate assignments only when fair and justifiable grounds exist and 6.5: Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting. The interpreter does not feel comfortable interpreting for the class for the next three weeks due to what they are going to be studying and doesn’t want her personal beliefs interfering with the interpreting, so she discontinues her current assignment and requests another assignment for the next three weeks.

The short term impacts of this decision are the signers get the full, unbiased interpretation. The non-signers are able to work appropriately with the interpreter. The interpreter is able to avoid a conflict of interest. The interpreting community benefits because the consumers were respected and their best interest was kept in mind.

The long term impacts of this decision are the signers are able to work with a qualified interpreter who is able to interpret what the class is studying for the next three weeks. The non-signers know how to work with interpreters in the future. The interpreter remains professional in their interpreting services. The interpreting community benefits because standard ethical procedures were followed and the CPC was upheld. If I were the interpreter in this situation, my answer may change based on new or different information, but I will always follow the tenets of the CPC.

# Bibliography

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