**UIP Practice Written Exam – answers at the end**

**Page 1:**

Part 1 – Multiple Choice

1. Over the time sign language interpreters have been working, there have been four basic philosophical frames. They are:

A. Helper, Conduit, Mediator, Bi-Bi

B. Aid, Machine, Mediator, Ally

C. Helper, Conduit, Machine, Communication Facilitator

D. Helper, Conduit, Communication Facilitator, Bi-Bi

1. Code switching is

A. Movement from ASL to more English-like signing

B. Changing written English into Morse Code

C. Switching one language into another

D. Changing one form of English into another Code of English

1. What is an acceptable reason to break the Code of Ethics?

A. A 16- year-old girl is pregnant and isn't going to tell her parents.

B. There isn't another interpreter available in town to go to court that day.

C. The judge orders you to testify about an interpreting appointment.

D. There aren't workshops offered by your school district, so you shouldn't have to go to any.

1. The penalties for interpreting without certification in the State of Utah include all of the following EXCEPT:

A. Fines and fees up to S 1850.00

B. Revocation of certification

C. Jail up to 6 months

D. A permanent criminal record

1. Which of the following sign systems uses a conceptually based reason for choosing a sign?

A. CASE

B. SEE 1

C. LOVE

D. MCE

1. Which of the following laws required effective communication be provided by all public entities?

A. ADA

B. 42-142

C. 89-333

D. Rehabilitation Amendments of 1978

**Page 2:**

7. Which of the following is NOT a register style as defined by Joos in 1967?

1. Formal
2. Casual
3. Intimate
4. Innate

8. Many oppressed cultures use humor for all of the following EXCEPT:

1. Relieve the pressure of being oppressed
2. Fight back against the majority
3. Offend the majority groups
4. Turn the tables on the oppressed groups

9. Which of the following is the least likely situation for a level 1 interpreter?

1. High school class
2. Performing arts
3. Staff meeting
4. Parent-teacher conference

10. A person using cued language to communicate with a deaf person is using which process?

1. Interpretation
2. Translation
3. Transliteration
4. Facilitation

11. Which view of deaf people do many doctors and speech pathologists have?

1. Cultural view
2. Minority view
3. Bi-Bi view
4. Pathological view

12. Speaking and signing at the same time

1. Is the easiest way to communicate with a Deaf person
2. Is the only way to give accurate English and ASL
3. Tends to have more accurate English and less accurate ASL
4. Tends to have more accurate ASL and less accurate English

13. In ASL, how is a conditional phrase set up?

1. Always: If/then
2. Always: Then/if
3. Sometimes: If/then
4. Sometimes: Then/if

**Page 3:**

14. Of the following, who is exempt from the requirement to have certification in Utah?

1. A military interpreter
2. A pre-school interpreter
3. A teacher’s aide who knows sign language
4. A person who recently moved to Utah

15. According to the Code of Ethics, you must interpret according to the:

1. Content, spirit, language most readily understood by the consumer
2. Spirit, language most easily produced by the interpreter, Bi-Bi
3. Intent, Spirit, Preference
4. Lexicon, Paralinguistic features, Sociolinguistic model

16. What percentage of Deaf people have non-deaf parents?

1. 10%
2. 50%
3. 75%
4. 90%

17. Which form of interpretation is more accurate?

1. Simultaneous
2. Consecutive
3. Conduit
4. Translation

18. Which of the following would you use to interpret for a Deaf/Blind person who had no residual vision?

1. Tactile
2. Gestuno
3. Sign Supported Speech
4. Oral transliteration

19. What is the main reason for team interpreting?

1. Length of assignment
2. Provide physical relief
3. Provide mental relief
4. Provide support

20. If a Deaf person came to you with a letter in written English and asked you to sign it in American Sign Language, which process would you be doing?

1. Interpreting
2. Translating
3. Transliterating
4. Paraphrasing

**Page 4:**

21. The fact that non-deaf people tend to think that Deaf people would like to be “hearing” is an example of:

1. Reciprocity of perspectives
2. Reciprocity culture
3. Emotional dependence
4. Paternalistic consciousness

22. You are interpreting in a college biology course. There are roughly 250 people in the class. The professor does not take questions during his lecture, but does, at times, allow for questions and answers at the end. He often uses vocabulary that a typical person would not understand, but when he does, he always gives definitions of those terms. Which register should you use as the interpreter?

1. Informal
2. Consultative
3. Formal
4. Frozen

23. The NAD was set up at least partially in reaction to what event?

1. The Conference of Milan in 1880
2. The establishment of RID in 1964
3. Gallaudet College founding in 1864
4. Rubella outbreaks during the 1930’s, 40’s, and 50’s

24. Which of the laws listed below gave Vocational Rehabilitation counselors who worked with deaf clients the authorization to pay for interpreters?

1. The Vocational Rehabilitation Act of 1965
2. The Rehabilitation Act of 1973
3. The Rehabilitation Amendments of 1978
4. The Rehabilitation Act Amendments of 1998

25. In which decade did Sign Language Interpreters begin to organize?

1. 1950’s after the Nuremberg Trials
2. 1960’s with civil rights
3. 1970’s with ADA
4. 1980’s with NAD

26. Who does the Code of Ethics protect?

1. The d/Deaf person
2. The hearing person
3. The interpreter
4. All of the above (the d/Deaf person, hearing person, interpreter)

27. In the Deaf culture, what does the acronym “WFD” stand for?

1. World Federation of the Deaf
2. Wrestling Federation of the Deaf
3. Washington Foundation of the Deaf
4. Women’s Foundation of the Deaf

**Page 5:**

28. Deaf culture has been classified as what kind of culture?

1. Low content
2. High context
3. Medium context
4. No content

29. In ASL, which of the following occurs first in a sentence?

1. Subject
2. Verb
3. Object
4. Time

30. The Code of Ethics was written at least in part as a reaction to which of the following?

1. Law effecting interpreters
2. The incorporation of RID
3. The Helper philosophy
4. Certification testing of interpreters

**Part 2 – Short Answer**

1. What is the main ethical concept in each tenet of the Code of Ethics?

2. Why is interpreting considered a profession rather than a trade?

**Page 6:**

3. What are the state laws that affect the provision of interpreting services in Utah?

4. An interpreter must accept assignments according to skill. In Utah, how do you know if you have the skill to accept an assignment?

5. You are interpreting for a high school. After several weeks, the teacher asks you to run down and make some copies for him. He tells you that the Deaf student won’t miss anything important while you are gone. How would you handle the situation?

**Page 7:**

6. You are at a workshop where there happens to be an interpreter that you can see is not interpreting accurately what is being said. During one of the breaks, you go up and start talking to the Deaf person. They express to you their frustration with the interpreter. They asked for a certified interpreter, but this one is not. The interpreter comes up and tells you they are a friend of the presenter and have had only three sign language classes. The presenter is paying them very well for their time. What would you do about the situation?

7. Why is the label “Interpreter for the Deaf” not an accurate description of what interpreters do? What is a more appropriate label?

8. While you are interpreting, the Deaf person begins using language you are not comfortable with. In fact, you can sense yourself becoming offended. What would you do?

**Page 8:**

9. Describe the difference between deaf people and Deaf people.

10. How is the role of an educational interpreter different than a community interpreter? Does an educational interpreter not have to follow the Code of Ethics as strictly as a community interpreter?

11. What impact has the term “Least Restrictive Environment” had on the Deaf community and interpreters? What law uses that term?

**Page 9:**

12. You are working as a level 2 interpreter in the local high school. One day, the police make a locker search and find weapons in the locker of one of the Deaf students for whom you interpret. The principal calls you to the office and tells you to interpret for the police interrogation. What would you do? Support your answer.

13. You are single and work as an interpreter with 6th grade students. At a school function, you meet the single parent of the Deaf child for whom you interpret. You have an enjoyable chat and agree to meet for coffee later that week to get better acquainted. After two months, you have fallen for this parent and the feeling is mutual. What do you do? Support your answer.

14. What can you do to reduce the possibility of repetitive motion injuries?

**Page 10:**

15. You are interpreting in court and as you are at the lawyer’s table interpreting a private conversation between the Deaf person and his lawyer, you hear someone whispering in the audience. As you listen, you realize this person can see your signs and the signs of the Deaf person and is interpreting the attorney’s conversation with the Deaf person to the people sitting near them. What do you do? Support your answer.

16. You are working with another interpreter for an all day assignment. At one of the breaks, a non-deaf participant comes up to you, the other interpreter, and the Deaf person. He asks what the differences between ASL and Signed English are. The interpreter you are working with answers the question, giving all the correct information, while signing and voicing at the same time. What are the ethical issues in this situation?

**Page 11:**

17. You are interpreting in a college philosophy course. After interpreting this course for about two weeks, you have become increasingly frustrated. You are tired of interpreting for someone who doesn’t pay attention to you, but instead “listens” to the lecture and takes notes. They only look at you about 5% of the time. Since the Deaf person is taking notes, you believe they have enough residual hearing to get along without you; they are after all, not paying attention to you. What do you do?

18. You are interpreting for a 7th grade boy. This day, the teacher passes out the results of the most recent math test. You can see the Deaf student’s paper and he did not do very well on it. He quickly puts it in his backpack so no one can see. After class, the students are all asking each other how they did. Several of them come up to you and ask you how the Deaf student did on the test. What do you do? Support your answer.

**Page 12:**

19. You are chatting with a group of people at the Deaf Center one night. During the conversation, the Deaf man you interpret for at a weekly staff meeting asks to have a private conversation with you. You follow him around the corner where he tells you he was driving to the store and hit someone walking across the street. He didn’t know what to do, so he just took off. He saw the person get up in the rear view mirror, but doesn’t know if the person is hurt or not. He knew you were at the Deaf Center, so he came straight here. What do you do? Support your answer.

20. What are the reasons an interpreter must break the Code of Ethics?

1. In what year was RID organized?

A. 1955

B. 1964

C. 1965

D. 1954

1. During the time sign language interpreters have been working, there have been four basic philosophical frames. They are:

A. Helper, Conduit, Communication Mediator, Bi-Bi

B. Helper, Conduit, Mediator, Ally

C. Helper, Conduit, Machine, Communication Facilitator

D. Helper, Conduit, Communication Facilitator, Bi-Bi

1. A person using Cued language to communicate with a deaf person is using which process?

A. Interpretation

B. Translation

C. Facilitation

D. Transliteration

1. What law expanded the concept of “equal access” to private businesses?

A. Utah Code, Certification of Interpreters

B. Voc. Rehab Act of 1978

C. ADA

D. Rehab Act of 1973

1. If a deaf person came to you with a letter in written English and asked you to sign it in ASL, which process would you employ?

A. Interpretation

B. Sight Translation

C. Transliteration

D. Translation

1. The Code of Ethics was written at least in part as a reaction to which of the following?

A. The Milan Conference

B. The Incorporation of RID

C. Voc. Rehab Act of 1965

D. The Helper Philosophy

1. The focus of the cultural/humanistic view of deaf people is on the

A. Disadvantaged person

B. Person rather than the deafness

C. Overall communication process

D. Effect of the disability

1. The process of transmitting information from a form of English-like signing to spoken English is known as:

A. Transliteration

B. Cueing

C. Interpretation

D. Sight Translation

1. In ASL, comparing formal register with informal register, the informal register is more likely to:

A. Use more fully articulate parameters

B. Have fewer classifiers

C. Use more two-handed signs

D. Use a non-manual marker without a sign

1. The penalties for interpreting without certification in the State of Utah include all of the following EXCEPT:

A. Fines and fees up to $1850.00

B. A permanent criminal record

C. Jail up to 6 months

D. Revocation of Certification

1. Which of the laws listed below gave Vocational Rehabilitation counselors who worked with deaf clients the authorization to pay for interpreters?

A. The Rehabilitation Act of 1973

B. The Vocational Rehabilitation Act of 1965

C. The Rehabilitation Amendments of 1978

D. The Rehabilitation Act Amendments of 1998

1. Which of the following laws required effective communication be provided by all public entities?

A. PL 94-142

B. ADA

C. 89-333

D. Rehabilitation Amendments of 1978

1. Most interpreters find it easier to interpret from their

A. B language into their A language

B. B language into their L2 language

C. L1 language into their A language

D. A language into their B language

1. The NAD was set up at least partially in reaction to what event?

A. The establishment of RID in 1964

B. The Conference of Milan in 1880

C. Rubella outbreaks in the 1930’s, 1940’s, and 1950’s

D. Gallaudet DPN Protests in 1988

1. Which of the sentences below is written in active voice?

A. The Oreo ice-cream was devoured.

B. Connie devoured the Oreo ice-cream.

C. The Oreo ice-cream was devoured by Connie.

D. Connie was devoured by the Oreo ice-cream.

1. Which of the following sign systems breaks signs into non-conceptual parts/syllables?

A. PSE

B. SEE 1

C. SEE 2

D. CASE

1. SimCom – speaking and signing at the same time…

A. Is the easiest way to communicate with a Deaf person.

B. Is the only way to give accurate English and ASL.

C. Tends to have more accurate ASL and less accurate English.

D. Tends to have more accurate English and less accurate ASL.

1. While working, the interpreter is asked by one of the hearing participants how long it took to become an interpreter. Without responding, the interpreter directs this question to the deaf consumer. The interpreter is functioning under the

A. Helper Model

B. Conduit Model

C. Communication facilitator model

D. Bicultural mediator model

1. Which of the following would you use to interpret for a Deaf/Blind person who had no residual vision?

A. Gestuno

B. Oral Transliteration

C. Tactile

D. Sign Supported Speech

1. You are interpreting for your 22-year-old deaf client attending an AA meeting, reciting the Lord’s Prayer. Which register should you use as the interpreter?

A. Frozen

B. Formal

C. Informal

D. Consultative

1. *Paralinguistic features* of communication carry the majority of meetings and include such things as:

A. Frozen register elements of all languages

B. Emergency medical terminology

C. Vocal intonation/sign inflection

D. Difficult vocabulary

1. The intimate register of discourse is characterized by

A. Reliance on information that is stated explicitly

B. Reliance on information that is stated implicitly

C. The use of glances to see who might be eavesdropping

D. Cupping the hand at the side of the mouth

1. Mainstreaming became widespread in the U.S. primarily because of the

A. Enactment of the Civil Rights legislation

B. Passage of Public Law 94-142

C. 1973 Rehabilitation Act

D. American with Disability Act

1. Audism refers to:

A. Stereotyping people based on their ability or inability to hear and speak

B. A desire to learn the language of marginalized groups and the teach their culture in education institutions

C. Preferential treatment given to deaf individuals

D. A parental-type sense of responsibility toward members of the minority group

1. Members of oppressed minority groups often portray the following characteristics:

A. Need for approval from their peer group

B. A sense of powerlessness

C. Violence towards members of the majority group

D. Belief that members of the majority group are child-like and innocent

1. The fact that non-deaf people tend to think that Deaf people would like to be “hearing” is an example of:

A. Paternalistic consciousness

B. Emotional dependence

C. Reciprocity of perspectives

D. Reciprocity of culture

1. Which view of deaf people do many doctors and speech pathologists have?

A. Bi-Bi View

B. Minority View

C. Pathological View

D. Cultural View

1. Approximately what percentage of deaf and hard-of-hearing children have hearing parents?

A. Less than 25%

B. 25-35%

C. 50-60%

D. 85-95%

1. In the Deaf Culture, what does the acronym DPN stand for?

A. Deaf People Needed

B. Deaf President Now

C. Deaf Partners Needed

D. Deaf Power Now

1. Deaf peoples’ objections to mainstreaming include all of the following EXCEPT:

A. Public schools lack of exposure to ASL for Deaf children

B. Adult Deaf role models are rarely hired to work in public schools

C. Lack of qualified interpreters for Deaf children

D. Public schools close proximity to Deaf children’s homes

1. Cultural identity

A. Usually includes more than just one’s culture of origin

B. May include things such as religion, gender, and recreational interests

C. Influences one’s communication

D. All of the above

1. Public Law 94-142 mandates that, to the extent possible, Deaf children should be

A. Educated in residential schools

B. Educated in the least restrictive environment

C. Placed in classes with interpreters

D. Placed in total communication classroom

1. Prejudice, stereotypes, and discrimination grow out of ethnocentrism which refers to:

A. cross-cultural interactions

B. The role the U.S. has played in world history

C. A belief that one’s own culture, norms, and traditions are inherently better than another’s

D. Bilingual Education

1. Which of the following is the best cue that a Deaf client does not comprehend a voice to sign interpretation?

A. Sleeping

B. Lack of facial expressions

C. Agreeing reciprocal head nods

D. Yawning

1. Collectivist cultures:

A. Are centered on the individual rather than the group

B. Make up approximately 10% of world cultures

C. Tend to focus on process rather than product

D. Have identical norms and expectations worldwide

1. Individualist cultures:

A. Place greater value on individual accomplishment rather than the group accomplishment

B. Make up approximately 50% of world cultures

C. Tend to focus on process rather than product

D. Have identical norms and expectations worldwide

1. Which of the following is NOT a certification currently offered by RID?

A. Certified Deaf Interpreter (CDI)

B. Certificate of Transliteration (CT)

C. National Interpreter Certificate

D. Specialist Certificate: Legal {SC:L )

1. Which of the following is the “birthplace” of RID?

A. Gallaudet College

B. Brown State University

C. Ball State College

D. Gallaudet University

1. Which setting is the best setting for a newly certified interpreter?

A. University Electrical Engineering Class

B. Off-Broadway Theater Production

C. Sexual Addiction Therapy Session

D. Elementary Parent Teacher Conference

1. Which of the following statements is NOT true?

A. Interpreters are eternal students

B. Interpreters suffer from vicarious trauma

C. Interpreters are in a position of power

D. Interpreters are neutral

1. You are at a workshop where there happens to be an interpreter that you can see is not interpreting accurately what is being said. During one of the breaks, you go up and start talking to the Deaf person. They express to you their frustration with the interpreter. They asked for a certified interpreter, but this one is not. The interpreter comes up and tells you they are a friend of the presenter and have had only three sign language classes. The presenter is paying them very well for their time. What state law is this “interpreter” violating?

A. IDEA

B. ADA

C. Interpreting Services for the Hearing Impaired Act

D. 94-142

1. What is an acceptable reason to violate tenet 1.0 of the Code of Professional Conduct?

A. 16 year-old girl is pregnant and isn't going to tell her parents

B. There isn't another interpreter available in town to go to court that day

1. The judge orders you to testify about an interpreting assignment
2. There aren't any workshops offered by your school district, so you

should not be required to attend any

1. Which of the following is not a requirement to take the Utah Certification Exam?

A. Be 18 years or older

B. Pay the approved fee

C. Complete a formal training program

D. Be of good moral character

1. Section 504 of the Rehabilitation Act of 1973 includes which of the following provisions?

A. Employers in businesses with more than 50 employees cannot discriminate against the disabled

B. Qualified disabled individuals cannot be discriminated against by programs receiving federal monies

C. Employers must provide rehabilitation services to disabled employees

D. State governments must provide rehabilitation services to disabled job seekers

1. Which group situations would best fit a Novice Level interpreter?

A. Dr. Appointment, Parent-Teacher Conference, Wedding

B. Student-tutor interaction, 5th grade class, Parent-teacher Conference

C. Job Interview, Individual Counseling, 5th grade class

D. Workshop, Dr. Appointment, Student-Tutor Interaction

1. Numbers often pose a problem for ASL/English interpreters because

A. English has only two numbering systems where ASL has just one

B. ASL has no way to represent numbers above 1,000,000,000

C. ASL numbers incorporate additional information (such as age, time, height, etc.)

D. English uses different numbering systems according to the degree of register formality whereas ASL has no register distinctions

1. English marks tense by

A. Using passive voice

B. Changing the pronoun

C. Changing verb forms

D. Using time-specific markers before each verb

1. Pronouns challenge ASL/English interpreters because

A. ASL pronouns are gender specific and English pronouns are gender neutral

B. English pronouns are gender specific and ASL pronouns are number specific

C. ASL does not use pronouns

D. Pronouns are identical in both languages and pose no challenges

1. A “contrasting” expansion in ASL

A. Makes the information delivered more indirect

B. Conforms with one of several ASL numbering systems

C. ls a type of ASL redundancy

D. Presents the negative and positive of an idea or bit of information

1. “Faceting” refers to

A. An ASL reduction

B. A technique of using two or more signed synonyms when conveying a concept in ASL

C. An English expansion

D. A technique of using two or more spoken synonyms when conveying a concept in English

1. Transliteration is
2. Interpreting from a written form of English into ASL
3. The process of taking a message and expressing it in a different form of the same language
4. The process of taking a message and expressing it in the same form of a different language
5. Interpreting from ASL into English or from English to ASL
6. A profession is distinguished by the following 3 essential features:
7. Certification, define scope/related body of knowledge, code of ethics
8. Licensure, code of ethics, certification
9. Defined scope, related body of knowledge, code of ethics
10. Specialization, related body of knowledge
11. Ethics are generally defined as:
12. Morals that govern behavior through gut feelings
13. Achieved status derived from decisions
14. Principles that guide judgement through action
15. Behavioral standards or set of principles that define what is judged appropriate or inappropriate, right or wrong
16. The Code of Professional Conduct
17. Provides guidelines to assist interpreters in making ethical decisions
18. Fosters a standard of behavior
19. Protects interpreters and consumers
20. All of the above
21. As explained in the book, the goal of integrated education for deaf students is
22. To become more like hearing people
23. To understand what it is like to live in a hearing world
24. To become independent, empowered, and integrated with Deaf and hearing peers
25. To gain a sense of what mainstream American culture is
26. What is the primary role of interpreters in educational settings?
27. Teach the student the concepts learned in class
28. Aid the teacher to make sure the students learn the material
29. Make sure the Deaf student is paying attention and understanding the material
30. Provide communication access in the wide range of instructional activities
31. The most important consideration in the environment for a d/Deaf person is:
32. Background noise
33. Temperature
34. Location of the nearest restroom
35. Lighting
36. When deaf individuals code-switch they are shifting:
37. Register
38. Meaning
39. Modality
40. Intent
41. A cultural and linguistic interpretation includes all of the following EXCEPT:
42. Recognizing the language diversity that exists within the Deaf community
43. Facilitating communication in the most effective way possible
44. Determining SL meaning and intent and finding TL equivalents
45. Providing Deaf people with adequate language models
46. Which of the following is LEAST valued in a high-context culture?
47. Interdependence
48. Individuality
49. Shared experience
50. An intuitive approach to decision making
51. When an interpreter is subpoenaed as an expert witness in court, the interpreter’s area of expertise is
52. Cultural and linguistic implications of auditory deafness
53. Sociological aspects of the Deaf community
54. Political implications of deafness
55. Communication issues and cross-cultural mediation
56. When a message is rendered from English to ASL, the most accurate description of the communication process is:
57. Voice to sign transliterating
58. Voice to sign interpreting
59. Simultaneous interpreting
60. Consecutive interpreting
61. A Deaf couple is buying a house and you’re hired to interpreter for their mortgage application. It’s obvious from their expressions that they’re shocked when they learn about all the extra fees involved in getting a mortgage. When the loan officer leaves the room to make a few copies, the Deaf couple asks your opinion if you feel the company’s rates are fair and comparable to other’s rates. You know of another bank offering lower rates with fewer expenses and gladly offer your opinion. Considering the CPC, which of the following tenets did you just violate?
62. 1.0, keep assignment related information confidential
63. 2.5, refrain from providing counsel, advice, or personal opinions
64. 3.3, avoid performing dual or conflicting roles
65. 4.0, demonstrate respect for colleagues, interns, and students of the profession
66. At a company, the deaf employee for whom you’re interpreting keeps interrupting the meeting with inappropriate and hostile remarks. You can clearly see everyone in the room rolling their eyes and whispering about her. The supervisor is unfailingly polite, however, and listens to all her remarks. The deaf woman doesn’t sense her coworkers’ negative reactions behind her. Which of the following demands is most dominant for you in this situation?
67. Environmental
68. Interpersonal (how everyone is interacting with each other and treating their coworker)
69. Paralinguistic
70. Intrapersonal
71. From the scenario mentioned from number 64, which are the most dominant controls you have in this situation?
72. Acknowledgement, self talk, interpretation, direct intervention
73. Self care, follow-up, supervision
74. Experience, education, pre-assignment preparation
75. Interpreter characteristics, age, gender, ethnicity
76. According to Demand-Control Schema, a Demand is classified as all of the following EXCEPT:
77. Requirement of the job
78. An extremely difficult problem that we must solve
79. Are sometimes stressful, sometimes not
80. Rises to a level of significance for us during our work
81. According to Demand-Control Schema, a Control is classified as all of the following EXCEPT:
82. A “decision latitude” available to the employee
83. Any resource or option available to the employee for responding to demands
84. Can be either internal or external
85. An innate sense of power given to interpreters to make decisions
86. While interpreting a history class, the teacher begins to use the terms “colored” and “negroes” to refer to black individuals. The class of all non-black students chuckle and the instructor carries on, but you can’t get yourself past his racist remark. What controls do you have in this situation?
87. Direct intervention, follow-up with teacher, debriefing/venting, interpretation decisions
88. Reading the assignment beforehand, role metaphors, education
89. Venting, direct intervention, continuing education, interpreter characteristics
90. You have no control over this situation
91. From the scenario mentioned in number 68, which are the most dominant demands placed on you as the interpreter?
92. Environmental, paralinguistic
93. Interpersonal, paralinguistic
94. Environmental, interpersonal
95. Paralinguistic, intrapersonal
96. From the scenario mentions in number 68, suppose you chose not to accurately interpret the teacher’s derogatory statements. According to the CPC, which of the following illustrative behaviors of tenet 2 (Professionalism) have you just violated?
97. Provide service of delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor
98. Assess consumer needs and the interpreting situation before and during the assignments and make adjustments as needed
99. Render the message faithfully by conveying the content and spirit of what is being communicated using language most readily understood by the consumers, and correcting errors discreetly and expeditiously
100. Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers’ rights
101. Video Remote Interpreting refers to:
102. Interpreting video phone calls through a VRS provider
103. Interpreting for land line phone calls through a VRS provider
104. Interpreting for individuals via video conferencing equipment when the interpreter can’t physically be there
105. All of the above
106. Video Relay Interpreting refers to:
107. Situations where Deaf individuals are making phone calls to non-deaf individuals
108. Situations where Deaf individuals are receiving interpreting services via video conferencing equipment when an interpreter can’t physically be there in person
109. Interpreting for Hearing individuals over a video phone connection so they can see their Deaf caller face to face
110. All of the above
111. What is the most common type of interpreting employment?
112. Staff interpreter
113. Freelance interpreter
114. K-12 interpreter
115. VRS interpreter
116. Interpreters are responsible for insisting on appropriate working conditions which includes:
117. Taking 10 minute breaks every 20 minutes
118. Taking 20 minute breaks every 60 minutes
119. Taking 10 minute breaks every 50 minutes
120. Taking 20 minutes breaks every 50 minutes
121. A freelance referral agency calls you for a job interpreting for a simple medical appointment. You have recently passed your novice level certificate and feel you don’t have enough experience to do the job. You share your concerns with the agency, but they tell you that you are more than qualified and that they have full faith in your abilities. You reluctantly accept the assignment. When you arrive at the appointment, you realize you are in way over your head and are not able to render the message faithfully. Which tenet of the CPC have you violated?
122. 2.0 Professionalism
123. 4.1 Consider consumer requests or needs regarding language preferences
124. 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors
125. 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers

**UIP Practice Written Exam – Answers**

**Page 1:**

Part 1 – Multiple Choice

1. Over the time sign language interpreters have been working, there have been four basic philosophical frames. They are:

A. Helper, Conduit, Mediator, Bi-Bi

B. Aid, Machine, Mediator, Ally

C. Helper, Conduit, Machine, Communication Facilitator

**D. Helper, Conduit, Communication Facilitator, Bi-Bi**

1. Code switching is

**A. Movement from ASL to more English-like signing**

B. Changing written English into Morse Code

C. Switching one language into another

D. Changing one form of English into another Code of English

1. What is an acceptable reason to break the Code of Ethics?

A. A 16- year-old girl is pregnant and isn't going to tell her parents.

B. There isn't another interpreter available in town to go to court that day.

**C. The judge orders you to testify about an interpreting appointment.**

D. There aren't workshops offered by your school district, so you shouldn't have to go to any.

1. The penalties for interpreting without certification in the State of Utah include all of the following EXCEPT:

A. Fines and fees up to S 1850.00

**B. Revocation of certification**

C. Jail up to 6 months

D. A permanent criminal record

1. Which of the following sign systems uses a conceptually based reason for choosing a sign?

**A. CASE**

B. SEE 1

C. LOVE

D. MCE

1. Which of the following laws required effective communication be provided by all public entities?

**A. ADA**

B. 42-142

C. 89-333

D. Rehabilitation Amendments of 1978

**Page 2:**

7. Which of the following is NOT a register style as defined by Joos in 1967?

1. Formal
2. Casual
3. Intimate
4. **Innate**

8. Many oppressed cultures use humor for all of the following EXCEPT:

1. Relieve the pressure of being oppressed
2. Fight back against the majority
3. **Offend the majority groups**
4. Turn the tables on the oppressed groups

9. Which of the following is the least likely situation for a level 1 interpreter?

1. High school class
2. **Performing arts**
3. Staff meeting
4. Parent-teacher conference

10. A person using cued language to communicate with a deaf person is using which process?

1. Interpretation
2. Translation
3. **Transliteration**
4. Facilitation

11. Which view of deaf people do many doctors and speech pathologists have?

1. Cultural view
2. Minority view
3. Bi-Bi view
4. **Pathological view**

12. Speaking and signing at the same time

1. Is the easiest way to communicate with a Deaf person
2. Is the only way to give accurate English and ASL
3. **Tends to have more accurate English and less accurate ASL**
4. Tends to have more accurate ASL and less accurate English

13. In ASL, how is a conditional phrase set up?

1. **Always: If/then**
2. Always: Then/if
3. Sometimes: If/then
4. Sometimes: Then/if

**Page 3:**

14. Of the following, who is exempt from the requirement to have certification in Utah?

1. A military interpreter
2. A pre-school interpreter
3. **A teacher’s aide who knows sign language**
4. A person who recently moved to Utah

15. According to the Code of Ethics, you must interpret according to the:

1. **Content, spirit, language most readily understood by the consumer**
2. Spirit, language most easily produced by the interpreter, Bi-Bi
3. Intent, Spirit, Preference
4. Lexicon, Paralinguistic features, Sociolinguistic model

16. What percentage of Deaf people have non-deaf parents?

1. 10%
2. 50%
3. 75%
4. **90%**

17. Which form of interpretation is more accurate?

1. Simultaneous
2. **Consecutive**
3. Conduit
4. Translation

18. Which of the following would you use to interpret for a Deaf/Blind person who had no residual vision?

1. **Tactile**
2. Gestuno
3. Sign Supported Speech
4. Oral transliteration

19. What is the main reason for team interpreting?

1. Length of assignment
2. Provide physical relief
3. Provide mental relief
4. **Provide support**

20. If a Deaf person came to you with a letter in written English and asked you to sign it in American Sign Language, which process would you be doing?

1. Interpreting
2. **Translating**
3. Transliterating
4. Paraphrasing

**Page 4:**

21. The fact that non-deaf people tend to think that Deaf people would like to be “hearing” is an example of:

1. **Reciprocity of perspectives**
2. Reciprocity culture
3. Emotional dependence
4. Paternalistic consciousness

22. You are interpreting in a college biology course. There are roughly 250 people in the class. The professor does not take questions during his lecture, but does, at times, allow for questions and answers at the end. He often uses vocabulary that a typical person would not understand, but when he does, he always gives definitions of those terms. Which register should you use as the interpreter?

1. Informal
2. Consultative
3. **Formal**
4. Frozen

23. The NAD was set up at least partially in reaction to what event?

1. **The Conference of Milan in 1880**
2. The establishment of RID in 1964
3. Gallaudet College founding in 1864
4. Rubella outbreaks during the 1930’s, 40’s, and 50’s

24. Which of the laws listed below gave Vocational Rehabilitation counselors who worked with deaf clients the authorization to pay for interpreters?

1. **The Vocational Rehabilitation Act of 1965**
2. The Rehabilitation Act of 1973
3. The Rehabilitation Amendments of 1978
4. The Rehabilitation Act Amendments of 1998

25. In which decade did Sign Language Interpreters begin to organize?

1. 1950’s after the Nuremberg Trials
2. **1960’s with civil rights**
3. 1970’s with ADA
4. 1980’s with NAD

26. Who does the Code of Ethics protect?

1. The d/Deaf person
2. The hearing person
3. The interpreter
4. **All of the above (the d/Deaf person, hearing person, interpreter)**

27. In the Deaf culture, what does the acronym “WFD” stand for?

1. **World Federation of the Deaf**
2. Wrestling Federation of the Deaf
3. Washington Foundation of the Deaf
4. Women’s Foundation of the Deaf

**Page 5:**

28. Deaf culture has been classified as what kind of culture?

1. Low content
2. **High context**
3. Medium context
4. No content

29. In ASL, which of the following occurs first in a sentence?

1. Subject
2. Verb
3. Object
4. **Time**

30. The Code of Ethics was written at least in part as a reaction to which of the following?

1. Law effecting interpreters
2. **The incorporation of RID**
3. The Helper philosophy
4. Certification testing of interpreters

Part 2 – Short Answer

1. What is the main ethical concept in each tenet of the Code of Ethics?

1. Confidentiality

2. Professional skills and knowledge for interpreting situation

3. Appropriate conduct for interpreting situation

4. Demonstrate respect for consumers

5. Demonstrate respect for colleagues, interns, and students of the profession

6. Maintain ethical business practices

7. Engage in professional development

2. Why is interpreting considered a profession rather than a trade?

A profession has required education, standard pay, code of ethics, works with people, requires qualifications/certification.

A trade is hands on training, no educational requirements, no standard pay, works with things more often than people, no code of ethics, may not require licensure/certification.

**Page 6:**

3. What are the state laws that affect the provision of interpreting services in Utah?

Utah Code Title 35A Chapter 13 Part 6 describes the laws governing interpreting services for the Deaf and Hard of Hearing in Utah. Utah law requires that persons providing interpreting services hold a state or national certification. In addition, there are rules that regulate the certification process and continuing education.

“Utah law 53a-26a 1994: Interpreter Services for the Hearing Impaired Act (Interpreter certification)

Utah law 78-24a: Interpreters for Hearing Impaired (court)” (Taken from *Quick and Dirty Packet for ASL Interpreting Test*)

<http://www.utahinterpreterprogram.org/pages/laws_and_policies>

4. An interpreter must accept assignments according to skill. In Utah, how do you know if you have the skill to accept an assignment?

Utah Novice Certification:

State of Utah certification for an individual who has demonstrated entry-level skills, knowledge, and judgement to be able to facilitate communication in a variety of situations, excluding more complex, technical, or specialized situations. Interpreters certified at the Novice level must advance his/her certification within four years.

Utah Master & Professional Certifications:

State of Utah certification for an individual who has demonstrated the skills, knowledge, and judgement to be able to facilitate communication in most any situation, including more complex, technical, or specialized situations. (The Master examination is no longer offered but still recognized).

5. You are interpreting for a high school. After several weeks, the teacher asks you to run down and make some copies for him. He tells you that the Deaf student won’t miss anything important while you are gone. How would you handle the situation?

There are a few problems in this situation. The interpreter is interpreting for a high school. The interpreter is asked by the teacher to run down and make copies for him. The interpreter is told that the student won’t miss anything important while the interpreter is gone.

There are some possible solutions for this situation. The interpreter could run down and make the copies for the teacher. The interpreter could tell the teacher no. The interpreter could explain to the teacher that it is not part of their role to do teacher’s/teacher’s aid work. Based on the Code of Professional Conduct (CPC) the interpreter should tell the teacher no and explain to the teacher that it is not part of their role to do teacher’s/teacher’s aid work.

This is the best solution because it is supported by the following CPC tenets. 3.3: Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings. The interpreter knows that it is not their job to do teacher’s aid work, like making copies, so they inform the teacher of the conflicting roles. 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. The interpreter informs the teacher that it is the interpreter’s responsibility to facilitate for the Deaf student at all times. Also, although the teacher says that the student won’t miss anything important while the interpreter is gone, the student would not be getting the language access that they have the right to. 6.3: Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies. The interpreter informs the teacher that the conditions would not be conducive to effective communication because the interpreter would be absent for a period of time and the Deaf student would miss information being shared.

The short term impacts of this decision are the signers get the communication access and equality they deserve. The non-signers are able to work appropriately with the interpreter. The interpreter is able to avoid 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 can trust the interpreter. 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 CPC.

**Page 7:**

6. You are at a workshop where there happens to be an interpreter that you can see is not interpreting accurately what is being said. During one of the breaks, you go up and start talking to the Deaf person. They express to you their frustration with the interpreter. They asked for a certified interpreter, but this one is not. The interpreter comes up and tells you they are a friend of the presenter and have had only three sign language classes. The presenter is paying them very well for their time. What would you do about the situation?

There are a few problems in this situation. The interpreter is at a workshop where there happens to be an interpreter that they can see is not interpreting accurately what is being said. The interpreter talks to the Deaf person and they express to the interpreter their frustration with the interpreter. The Deaf person asked for a certified interpreter, but the person interpreting is not one. The interpreter comes up and tells the interpreter they are a friend of the presenter and have had only three sign language classes. The presenter is paying the interpreter very well for their time.

There are some possible solutions for this situation. The interpreter could offer to step in and interpret and arrange for payment in a professional manner. The interpreter could report the interpreter for interpreting without being certified. The interpreter could tell the interpreter provided and the presenter that the Deaf consumer is not getting anything out of the presentation because they do not understand the interpreter that has been provided, and that the Deaf person has the right to a certified interpreter. The interpreter could inform the presenter of how they can find a qualified interpreter in the future. Based on the Code of Professional Conduct (CPC) the interpreter should tell the interpreter provided and the presenter that the Deaf consumer is not getting anything out of the presentation because they do not understand the interpreter that has been provided, and that the Deaf person has the right to a certified interpreter. Also, the interpreter should offer to step in and interpret to ensure that the Deaf consumer is getting the information that they came to receive, while arranging for payment in a professional manner, and then afterwards, report the interpreter for interpreting without being certified. The interpreter should also inform the presenter of how they can find a qualified interpreter in the future.

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 noticed that the Deaf consumer was not getting the information from the interpreter provided, and so they offered to step in and interpret. 2.6: Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers’ rights. The interpreter informs the presenter of how they can find a qualified interpreter in the future in order to avoid situations and problems like this. 3.1: Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively and 6.3: Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies. The interpreter consults with the presenter and the interpreter provided about the interpreting situation and how the Deaf consumer is not getting the information from the interpreter provided, and so the interpreter offers to step in and interpret. 4.2: Approach consumers with a professional demeanor at all times. The interpreter approaches the consumer professionally to discuss what is happening with the interpreter provided. 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. The interpreter offers to step in and interpret in order to facilitate communication access and equality and support the full interaction and independence of the consumer. 6.1: Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested. The interpreter, being certified, offers to interpret the rest of the presentation in order for the Deaf consumer to understand the information being given. 6.8: Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner. The interpreter offers to step in and interpret to ensure that the Deaf consumer is getting the information that they came to receive, while arranging for payment in a professional manner.

The short term impacts of this decision are the signers get an accurate interpretation of the information being given. The non-signers are able to work appropriately with the interpreter. The interpreter is able to ensure that the Deaf consumer’s rights are being met. 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 is being presented. 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 CPC.

7. Why is the label “Interpreter for the Deaf” not an accurate description of what interpreters do? What is a more appropriate label?

“Interpreter for the Deaf” is not an accurate description of what interpreters do because they don’t interpret for Deaf people only, they interpret for hearing people also. A more appropriate label would be Sign Language Interpreter.

8. While you are interpreting, the Deaf person begins using language you are not comfortable with. In fact, you can sense yourself becoming offended. What would you do?

There are a few problems in this situation. The interpreter is interpreting when the Deaf person begins using language with which the interpreter is not comfortable using. The interpreter can sense themself becoming offended with the language the Deaf person is using.

There are some possible solutions for this situation. The interpreter could continue to interpreter while trying to put their feelings aside. The interpreter could interrupt the interpretation and ask the Deaf person to use language that the interpreter is comfortable using. The interpreter could decline the assignment and ask to be replaced by another interpreter, but continue interpreting until the other interpreter arrives. Based on the Code of Professional Conduct (CPC) the interpreter should continue to interpret while trying to put their feelings aside, but if the interpreter really can’t do that, then the interpreter should decline the assignment and ask to be replaced by another interpreter, but continue to interpret until the other interpreter arrives.

This is the best solution because it is supported by the following CPC tenets. 2.3: Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously. The interpreter is not technically the one who is using the uncomfortable language, it is the Deaf consumer. The interpreter is just rendering the message. 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. The interpreter knows that the Deaf consumer has the right to use whatever language they choose to use. 2.4: Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language). The interpreter, if unable to interpret the message, requests to be replaced by another interpreter. 6.2: Honor professional commitments and terminate assignments only when fair and justifiable grounds exist and 6.3: Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies and 6.5: Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting. The interpreter has made a professional commitment to be there and interpret for the Deaf consumer and should honor that commitment by putting their feelings aside and rendering the message faithfully. But, if the interpreter cannot do that, then they should decline the assignment and request a replacement interpreter, but interpret until the other interpreter arrives.

The short-term impacts of this decision are the signers are able to say what they want to say without any biased interpreting. 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 consumer wants to say. 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.

**Page 8:**

9. Describe the difference between deaf people and Deaf people.

“Deaf: Used to denote individuals who a have an inability to hear, and function by choice as members of the Deaf community, subscribing to the unique cultural norms, values, and traditions of that group. Also a label of pride and solidarity for those who have similar experiences, use a shared form of communication.

deaf: Used to denote individuals who has an inability to hear and generally sees it as a deficit or an impairment, and does not align themselves with the Deaf community.” (Taken from *Quick and Dirty Packet for ASL Interpreting Test*)

10. How is the role of an educational interpreter different than a community interpreter? Does an educational interpreter not have to follow the Code of Ethics as strictly as a community interpreter?

An educational interpreter and a community interpreter are different, mainly because of the topics they interpret and the settings they are in. An educational interpreter interprets, almost always, in the classroom. A community interpreter may interpret in many different settings, depending on where they are needed. Also, an educational interpreter interprets a lot of history, math, science, language, etc. subjects, whereas the community interpreter has a wide range of subjects, they aren’t limited to, that they may interpret. It doesn’t matter whether the interpreter is an educational interpreter or a community interpreter, both interpreters still need to strictly follow the Code of Ethics. ?????

11. What impact has the term “Least Restrictive Environment” had on the Deaf community and interpreters? What law uses that term?

Public Law 94-142 says that Deaf children should be educated in the least restrictive environment. When Public Law 94-142 was passed, the demand for interpreters in mainstream classrooms increased exponentially.

**Page 9:**

12. You are working as a level 2 interpreter in the local high school. One day, the police make a locker search and find weapons in the locker of one of the Deaf students for whom you interpret. The principal calls you to the office and tells you to interpret for the police interrogation. What would you do? Support your answer.

There are a few problems in this situation. The interpreter is working as a level 2 interpreter in the local high school. The police make a locker search and find weapons in the locker of one of the Deaf students for whom the interpreter interprets. The principal calls the interpreter to the office and tells them to interpret for the police interrogation.

There are some possible solutions for this situation. The interpreter could interpret for the police interrogation. The interpreter could tell the principal no because there is a conflict of interest. The interpreter could request to be replaced by an interpreter who is qualified to do legal interpreting. Based on the Code of Professional Conduct (CPC) the interpreter should tell the principal no because there is a conflict of interest and request to be replaced by an interpreter who is qualified to do legal interpreting.

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 consumers need a qualified interpreter to do the police interrogation, so the interpreter requests to be replaced by a qualified legal interpreter. 2.4: Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language). Legal interpreting is a different skill than educational interpreting. The interpreter should inform the principal that they need to bring in a qualified legal interpreter to do the police interrogation. 3.1: Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively. The interpreter consults with the principal about their conflict of interest and the best option for the consumers. 3.3: Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings. The interpreter is avoiding a conflicting role (educational and legal) by requesting a different, qualified interpreter do the police interrogation. 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. Being the Deaf student’s everyday school interpreter, the interpreter’s feelings could possibly get in the way of the interrogation, therefore the interpreter should tell the principal about their conflict of interest. 6.3: Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies. The interpreter is trying to promote an environment where effective communication can happen, so they request another, qualified interpreter to do the police interrogation to avoid a conflict of interest and allow for effective communication.

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 effectively. 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.

13. You are single and work as an interpreter with 6th grade students. At a school function, you meet the single parent of the Deaf child for whom you interpret. You have an enjoyable chat and agree to meet for coffee later that week to get better acquainted. After two months, you have fallen for this parent and the feeling is mutual. What do you do? Support your answer.

There are a few problems in this situation. The interpreter is single and works as an interpreter with 6th grade students. The interpreter meets the single parent of the Deaf child for whom they interpret at a school function. The interpreter has an enjoyable chat with the single parent and they agree to meet for coffee later that week. The interpreter, after two months, has fallen for the parent and the feeling is mutual.

There are some possible solutions for this situation. The interpreter could continue to interpret for the Deaf student. The interpreter could continue to date the parent of the Deaf student. The interpreter could terminate the assignment and find another interpreting job. Based on the Code of Professional Conduct (CPC) the interpreter should terminate the assignment and find another interpreting job so that they can continue to date the parent of the Deaf student.

This is the best solution because it is supported by the following CPC tenets. 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. Dating the parent of the Deaf student that the interpreter interprets for is a conflict of interest. The interpreter feels that their feelings for the parent may get in the way of their interpreting services, so the interpreter terminates the assignment and finds another interpreting job in order to avoid a conflict of interest. 6.2: Honor professional commitments and terminate assignments only when fair and justifiable grounds exist. The interpreter terminates the assignment because they do not feel comfortable interpreting for a Deaf student and dating the Deaf student’s parent. 6.5: Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting. The interpreter knows that their feelings for the Deaf student’s parent may get in the way of their interpreting, which may make the working conditions nonconductive to interpreting; therefore the interpreter discontinues their assignment.

The short term impacts of this decision are the signers 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 are able to work with a qualified, unbiased interpreter. 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 CPC.

14. What can you do to reduce the possibility of repetitive motion injuries?

* Warm up and stretch before and after an assignment.
* Drink plenty of water.
* Eat healthy and exercise.
* Don’t over-use your hands. Take breaks. Use a team when possible.
* Analyze your sign production and check for proper ergonomics.
* Get adequate rest.
* Use a wax machine to sooth your hands. (Taken from *Quick and Dirty Packet for ASL Interpreting Test)*
* If you feel pain: rest, ice, and/or go see a doctor before it gets worse.

**Page 10:**

15. You are interpreting in court and as you are at the lawyer’s table interpreting a private conversation between the Deaf person and his lawyer, you hear someone whispering in the audience. As you listen, you realize this person can see your signs and the signs of the Deaf person and is interpreting the attorney’s conversation with the Deaf person to the people sitting near them. What do you do? Support your answer.

There are a few problems in this situation. While the interpreter is interpreting a private conversation between the Deaf person and his lawyer in court, the interpreter hears someone whispering in the audience and realizes that the person can see the signing and is interpreting the attorney’s conversation with the Deaf person to the people sitting near them.

There are some possible solutions for this situation. The interpreter could continue to interpret and ignore the person in the audience. The interpreter could inform the Deaf consumer and the lawyer about the situation. The interpreter could inform the judge about the situation and ask if the consumers could converse in private. Based on the Code of Professional Conduct (CPC) the interpreter should inform the Deaf consumer, the lawyer, and the judge about the situation and ask if the consumers could converse in private.

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 6.3: Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies. The interpreter informs the consumers about the situation and asks to move to a more private area or position where the person in the audience can’t see any signing. 3.1: Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively. The interpreter consults with the Deaf consumer, lawyer, and judge about the situation and asks about the possibility of conversing in private.

The short term impacts of this decision are the signers and non-signers are able to converse privately. The interpreter is able to make sure effective communication and confidentiality are upheld. 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 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 CPC.

16. You are working with another interpreter for an all day assignment. At one of the breaks, a non-deaf participant comes up to you, the other interpreter, and the Deaf person. He asks what the differences between ASL and Signed English are. The interpreter you are working with answers the question, giving all the correct information, while signing and voicing at the same time. What are the ethical issues in this situation?

The other interpreter chose to answer the question instead of allowing the Deaf consumer to answer the question or asking the Deaf consumer if they would like to answer the question. (“Facilitate communication access and equality, and support the full interaction and independence of consumers.” (CPC 4.4))

The other interpreter is signing and voicing at the same time, which usually results in less accurate ASL, possibly making it more difficult for the Deaf person to understand what is being said. (“Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.” (CPC 2.3))

**Page 11:**

17. You are interpreting in a college philosophy course. After interpreting this course for about two weeks, you have become increasingly frustrated. You are tired of interpreting for someone who doesn’t pay attention to you, but instead “listens” to the lecture and takes notes. They only look at you about 5% of the time. Since the Deaf person is taking notes, you believe they have enough residual hearing to get along without you; they are after all, not paying attention to you. What do you do?

There are a few problems in this situation. The interpreter is interpreting in a college philosophy course. The interpreter, after interpreting this course for about two weeks, has become increasingly frustrated. The interpreter is tired of interpreting for someone who doesn’t pay attention to them, but instead “listens” to the lecture and takes notes. The Deaf person only looks at the interpreter about 5% of the time. The interpreter feels that since the Deaf person is taking notes, they have enough residual hearing to get along without them; after all, the Deaf person isn’t paying attention to the interpreter.

There are some possible solutions for this situation. The interpreter could stop interpreting whenever the Deaf consumer is not watching or paying attention to them. The interpreter could ask the Deaf consumer if they still want them to interpret. The interpreter could continue to interpret anyway. Based on the Code of Professional Conduct (CPC) the interpreter should continue to interpret anyway.

This is the best solution because it is supported by the following CPC tenets. 2.3: Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously and 6.2: Honor professional commitments and terminate assignments only when fair and justifiable grounds exist. Even if it seems that the Deaf consumer is not watching the interpreter or paying attention to them, the interpreter has been asked to be there interpreting the class and they are getting paid to be there, therefore the interpreter should continue to interpret regardless. 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. Even if the Deaf consumer only looks at the interpreter about 5% of the time, they are still looking at the interpreter some of the time, which means the Deaf consumer needs that language access at least 5% of the time. 7.1: Increase knowledge and strengthen skills… If nothing else, continue to interpret because it’s great practice!

The short term impacts of this decision are the signers get the full interpretation. The non-signers are able to work appropriately with the interpreter. 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 are able to work with a qualified interpreter. 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.

18. You are interpreting for a 7th grade boy. This day, the teacher passes out the results of the most recent math test. You can see the Deaf student’s paper and he did not do very well on it. He quickly puts it in his backpack so no one can see. After class, the students are all asking each other how they did. Several of them come up to you and ask you how the Deaf student did on the test. What do you do? Support your answer.

There are a few problems in this situation. The interpreter is interpreting for a 7th grade boy. The teacher passes out the most recent math test and the interpreter can see the Deaf student’s paper and he didn’t do so well on the test. The Deaf student quickly puts the paper in his backpack so no one can see it. The students, after class, are all asking each other how they did on the test. The interpreter is approached by several students asking how the Deaf student did on the test.

There are some possible solutions for this situation. The interpreter could tell the students how the Deaf student did on the test. The interpreter could tell the students she doesn’t know how the Deaf student did on the test. The interpreter could tell the students to ask the Deaf student, it’s his test, not the interpreter’s. Based on the Code of Professional Conduct (CPC) the interpreter should tell the students to ask the Deaf student, it’s his test, not the interpreter’s.

This is the best solution because it is supported by the following CPC tenets. 4.0: Interpreters demonstrate respect for consumers. The interpreter is respecting the Deaf student by not telling the other student’s his test score and encouraging the Deaf student’s independence. 4.4: Facilitate communication access and equality, and support the full interaction and independence of consumers. It’s the Deaf student’s test, not the interpreter’s. The interpreter should support the independence of the Deaf student and encourage the student’s to interact with the Deaf student, rather than going through the interpreter.

The short term impacts of this decision are the signers are respected. The non-signers are able to work appropriately with the interpreter. 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 can trust the interpreter. 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.

**Page 12:**

19. You are chatting with a group of people at the Deaf Center one night. During the conversation, the Deaf man you interpret for at a weekly staff meeting asks to have a private conversation with you. You follow him around the corner where he tells you he was driving to the store and hit someone walking across the street. He didn’t know what to do, so he just took off. He saw the person get up in the rear view mirror, but doesn’t know if the person is hurt or not. He knew you were at the Deaf Center, so he came straight here. What do you do? Support your answer.

There are a few problems in this situation. The Deaf man the interpreter interprets for at a weekly staff meeting asks to have a private conversation with the interpreter. The Deaf man tells the interpreter he was driving to the store and hit someone walking across the street. The Deaf man didn’t know what to do, so he just took off. The Deaf man saw the person get up in the rear view mirror, but doesn’t know if the person is hurt or not. The Deaf man knew the interpreter was at the Deaf Center, so he went straight there.

Because the interpreter is at the Deaf Center as a community member and not an interpreter, the CPC does not apply to the interpreter in this situation. As a community member, the interpreter should encourage the Deaf man to go back to the scene, see if the person is still there (if they are, see if they are okay), and/or report the incident. If the Deaf man does not take responsibility and own up to his actions, the interpreter, as a community member, has a legal obligation to report the incident themself.

20. What are the reasons an interpreter must break the Code of Ethics?

If they are subpoenaed for court.

1. In what year was RID organized?

A. 1955

**B. 1964**

C. 1965

D. 1954

1. During the time sign language interpreters have been working, there have been four basic philosophical frames. They are:

A. Helper, Conduit, Communication Mediator, Bi-Bi

B. Helper, Conduit, Mediator, Ally

C. Helper, Conduit, Machine, Communication Facilitator

**D. Helper, Conduit, Communication Facilitator, Bi-Bi**

1. A person using Cued language to communicate with a deaf person is using which process?

A. Interpretation

B. Translation

C. Facilitation

**D. Transliteration**

1. What law expanded the concept of “equal access” to private businesses?

A. Utah Code, Certification of Interpreters

B. Voc. Rehab Act of 1978

**C. ADA**

D. Rehab Act of 1973

1. If a deaf person came to you with a letter in written English and asked you to sign it in ASL, which process would you employ?

A. Interpretation

**B. Sight Translation**

C. Transliteration

D. Translation

1. The Code of Ethics was written at least in part as a reaction to which of the following?

A. The Milan Conference

**B. The Incorporation of RID**

C. Voc. Rehab Act of 1965

D. The Helper Philosophy

1. The focus of the cultural/humanistic view of deaf people is on the

A. Disadvantaged person

**B. Person rather than the deafness**

C. Overall communication process

D. Effect of the disability

1. The process of transmitting information from a form of English-like signing to spoken English is known as:

**A. Transliteration**

B. Cueing

C. Interpretation

D. Sight Translation

1. In ASL, comparing formal register with informal register, the informal register is more likely to:

A. Use more fully articulate parameters

B. Have fewer classifiers

C. Use more two-handed signs

**D. Use a non-manual marker without a sign**

1. The penalties for interpreting without certification in the State of Utah include all of the following EXCEPT:

A. Fines and fees up to $1850.00

B. A permanent criminal record

C. Jail up to 6 months

**D. Revocation of Certification**

1. Which of the laws listed below gave Vocational Rehabilitation counselors who worked with deaf clients the authorization to pay for interpreters?

A. The Rehabilitation Act of 1973

**B. The Vocational Rehabilitation Act of 1965 ???**

C. The Rehabilitation Amendments of 1978

D. The Rehabilitation Act Amendments of 1998

1. Which of the following laws required effective communication be provided by all public entities?

A. PL 94-142

**B. ADA**

C. 89-333

D. Rehabilitation Amendments of 1978

1. Most interpreters find it easier to interpret from their

**A. B language into their A language**

B. B language into their L2 language

C. L1 language into their A language

D. A language into their B language

1. The NAD was set up at least partially in reaction to what event?

A. The establishment of RID in 1964

**B. The Conference of Milan in 1880**

C. Rubella outbreaks in the 1930’s, 1940’s, and 1950’s

D. Gallaudet DPN Protests in 1988

1. Which of the sentences below is written in active voice?

A. The Oreo ice-cream was devoured.

**B. Connie devoured the Oreo ice-cream.**

C. The Oreo ice-cream was devoured by Connie.

D. Connie was devoured by the Oreo ice-cream.

1. Which of the following sign systems breaks signs into non-conceptual parts/syllables?

A. PSE

**B. SEE 1**

C. SEE 2

D. CASE

1. Simcom – speaking and signing at the same time…

A. Is the easiest way to communicate with a Deaf person.

B. Is the only way to give accurate English and ASL.

C. Tends to have more accurate ASL and less accurate English.

**D. Tends to have more accurate English and less accurate ASL.**

1. While working, the interpreter is asked by one of the hearing participants how long it took to become an interpreter. Without responding, the interpreter directs this question to the deaf consumer. The interpreter is functioning under the

A. Helper Model

B. Conduit Model

**C. Communication facilitator model**

D. Bicultural mediator model

1. Which of the following would you use to interpret for a Deaf/Blind person who had no residual vision?

A. Gestuno

B. Oral Transliteration

**C. Tactile**

D. Sign Supported Speech

1. You are interpreting for your 22-year-old deaf client attending an AA meeting, reciting the Lord’s Prayer. Which register should you use as the interpreter?

**A. Frozen**

B. Formal

C. Informal

D. Consultative

1. *Paralinguistic features* of communication carry the majority of meetings and include such things as:

A. Frozen register elements of all languages

B. Emergency medical terminology

**C. Vocal intonation/sign inflection**

D. Difficult vocabulary

1. The intimate register of discourse is characterized by

A. Reliance on information that is stated explicitly

**B. Reliance on information that is stated implicitly**

C. The use of glances to see who might be eavesdropping

D. Cupping the hand at the side of the mouth

1. Mainstreaming became widespread in the U.S. primarily because of the

A. Enactment of the Civil Rights legislation

**B. Passage of Public Law 94-142**

C. 1973 Rehabilitation Act

D. American with Disability Act

1. Audism refers to:

**A. Stereotyping people based on their ability or inability to hear and speak**

B. A desire to learn the language of marginalized groups and the teach their culture in education institutions

C. Preferential treatment given to deaf individuals

D. A parental-type sense of responsibility toward members of the minority group

1. Members of oppressed minority groups often portray the following characteristics:

A. Need for approval from their peer group

**B. A sense of powerlessness**

C. Violence towards members of the majority group

D. Belief that members of the majority group are child-like and innocent

1. The fact that non-deaf people tend to think that Deaf people would like to be “hearing” is an example of:

A. Paternalistic consciousness

B. Emotional dependence

**C. Reciprocity of perspectives**

D. Reciprocity of culture

1. Which view of deaf people do many doctors and speech pathologists have?

A. Bi-Bi View

B. Minority View

**C. Pathological View**

D. Cultural View

1. Approximately what percentage of deaf and hard-of-hearing children have hearing parents?

A. Less than 25%

B. 25-35%

C. 50-60%

**D. 85-95%**

1. In the Deaf Culture, what does the acronym DPN stand for?

A. Deaf People Needed

**B. Deaf President Now**

C. Deaf Partners Needed

D. Deaf Power Now

1. Deaf peoples’ objections to mainstreaming include all of the following EXCEPT:

A. Public schools lack of exposure to ASL for Deaf children

B. Adult Deaf role models are rarely hired to work in public schools

C. Lack of qualified interpreters for Deaf children

**D. Public schools close proximity to Deaf children’s homes**

1. Cultural identity

A. Usually includes more than just one’s culture of origin

B. May include things such as religion, gender, and recreational interests

C. Influences one’s communication

**D. All of the above**

1. Public Law 94-142 mandates that, to the extent possible, Deaf children should be

A. Educated in residential schools

**B. Educated in the least restrictive environment**

C. Placed in classes with interpreters

D. Placed in total communication classroom

1. Prejudice, stereotypes, and discrimination grow out of ethnocentrism which refers to:

A. cross-cultural interactions

B. The role the U.S. has played in world history

**C. A belief that one’s own culture, norms, and traditions are inherently better than another’s**

D. Bilingual Education

1. Which of the following is the best cue that a Deaf client does not comprehend a voice to sign interpretation?

A. Sleeping

**B. Lack of facial expressions**

C. Agreeing reciprocal head nods

D. Yawning

1. Collectivist cultures:

A. Are centered on the individual rather than the group

B. Make up approximately 10% of world cultures

**C. Tend to focus on process rather than product**

D. Have identical norms and expectations worldwide

1. Individualist cultures:

**A. Place greater value on individual accomplishment rather than the group accomplishment**

B. Make up approximately 50% of world cultures

C. Tend to focus on process rather than product

D. Have identical norms and expectations worldwide

1. Which of the following is NOT a certification currently offered by RID?

A. Certified Deaf Interpreter (CDI)

**B. Certificate of Transliteration (CT)**

C. National Interpreter Certificate

D. Specialist Certificate: Legal {SC:L )

1. Which of the following is the “birthplace” of RID?

A. Gallaudet College

B. Brown State University

**C. Ball State College**

D. Gallaudet University

1. Which setting is the best setting for a newly certified interpreter?

A. University Electrical Engineering Class

B. Off-Broadway Theater Production

C. Sexual Addiction Therapy Session

**D. Elementary Parent Teacher Conference**

1. Which of the following statements is NOT true?

A. Interpreters are eternal students

B. Interpreters suffer from vicarious trauma

**C. Interpreters are in a position of power**

D. Interpreters are neutral

1. You are at a workshop where there happens to be an interpreter that you can see is not interpreting accurately what is being said. During one of the breaks, you go up and start talking to the Deaf person. They express to you their frustration with the interpreter. They asked for a certified interpreter, but this one is not. The interpreter comes up and tells you they are a friend of the presenter and have had only three sign language classes. The presenter is paying them very well for their time. What state law is this “interpreter” violating?

A. IDEA

B. ADA

**C. Interpreting Services for the Hearing Impaired Act**

D. 94-142

1. What is an acceptable reason to violate tenet 1.0 of the Code of Professional Conduct?

A. 16 year-old girl is pregnant and isn't going to tell her parents

B. There isn't another interpreter available in town to go to court that day

1. **The judge orders you to testify about an interpreting assignment**
2. There aren't any workshops offered by your school district, so you

should not be required to attend any

1. Which of the following is not a requirement to take the Utah Certification Exam?

A. Be 18 years or older

B. Pay the approved fee

C. Complete a formal training program

**D. Be of good moral character**

1. Section 504 of the Rehabilitation Act of 1973 includes which of the following provisions?

A. Employers in businesses with more than 50 employees cannot discriminate against the disabled

**B. Qualified disabled individuals cannot be discriminated against by programs receiving federal monies**

C. Employers must provide rehabilitation services to disabled employees

D. State governments must provide rehabilitation services to disabled job seekers

1. Which group situations would best fit a Novice Level interpreter?

A. Dr. Appointment, Parent-Teacher Conference, Wedding

**B. Student-tutor interaction, 5th grade class, Parent-teacher Conference**

C. Job Interview, Individual Counseling, 5th grade class

D. Workshop, Dr. Appointment, Student-Tutor Interaction

1. Numbers often pose a problem for ASL/English interpreters because

A. English has only two numbering systems where ASL has just one

B. ASL has no way to represent numbers above 1,000,000,000

**C. ASL numbers incorporate additional information (such as age, time, height, etc.)**

D. English uses different numbering systems according to the degree of register formality whereas ASL has no register distinctions

1. English marks tense by

A. Using passive voice

B. Changing the pronoun

**C. Changing verb forms**

D. Using time-specific markers before each verb

1. Pronouns challenge ASL/English interpreters because

A. ASL pronouns are gender specific and English pronouns are gender neutral

**B. English pronouns are gender specific and ASL pronouns are number specific**

C. ASL does not use pronouns

D. Pronouns are identical in both languages and pose no challenges

1. A “contrasting” expansion in ASL

A. Makes the information delivered more indirect

B. Conforms with one of several ASL numbering systems

C. ls a type of ASL redundancy

**D. Presents the negative and positive of an idea or bit of information**

1. “Faceting” refers to

A. An ASL reduction

**B. A technique of using two or more signed synonyms when conveying a concept in ASL**

C. An English expansion

D. A technique of using two or more spoken synonyms when conveying a concept in English

1. Transliteration is
2. Interpreting from a written form of English into ASL
3. **The process of taking a message and expressing it in a different form of the same language**
4. The process of taking a message and expressing it in the same form of a different language
5. Interpreting from ASL into English or from English to ASL
6. A profession is distinguished by the following 3 essential features:
7. **Certification, define scope/related body of knowledge, code of ethics**
8. Licensure, code of ethics, certification
9. Defined scope, related body of knowledge, code of ethics
10. Specialization, related body of knowledge
11. Ethics are generally defined as:
12. Morals that govern behavior through gut feelings
13. Achieved status derived from decisions
14. Principles that guide judgement through action
15. **Behavioral standards or set of principles that define what is judged appropriate or inappropriate, right or wrong**
16. The Code of Professional Conduct
17. Provides guidelines to assist interpreters in making ethical decisions
18. Fosters a standard of behavior
19. Protects interpreters and consumers
20. **All of the above**
21. As explained in the book, the goal of integrated education for deaf students is
22. To become more like hearing people
23. To understand what it is like to live in a hearing world
24. **To become independent, empowered, and integrated with Deaf and hearing peers**
25. To gain a sense of what mainstream American culture is
26. What is the primary role of interpreters in educational settings?
27. Teach the student the concepts learned in class
28. Aid the teacher to make sure the students learn the material
29. Make sure the Deaf student is paying attention and understanding the material
30. **Provide communication access in the wide range of instructional activities**
31. The most important consideration in the environment for a d/Deaf person is:
32. Background noise
33. Temperature
34. Location of the nearest restroom
35. **Lighting**
36. When deaf individuals code-switch they are shifting:
37. Register
38. Meaning
39. **Modality**
40. Intent
41. A cultural and linguistic interpretation includes all of the following EXCEPT:
42. Recognizing the language diversity that exists within the Deaf community
43. Facilitating communication in the most effective way possible
44. Determining SL meaning and intent and finding TL equivalents
45. **Providing Deaf people with adequate language models**
46. Which of the following is LEAST valued in a high-context culture?
47. Interdependence
48. **Individuality**
49. Shared experience
50. An intuitive approach to decision making
51. When an interpreter is subpoenaed as an expert witness in court, the interpreter’s area of expertise is
52. Cultural and linguistic implications of auditory deafness
53. Sociological aspects of the Deaf community
54. Political implications of deafness
55. **Communication issues and cross-cultural mediation**
56. When a message is rendered from English to ASL, the most accurate description of the communication process is:
57. Voice to sign transliterating
58. **Voice to sign interpreting**
59. Simultaneous interpreting
60. Consecutive interpreting
61. A Deaf couple is buying a house and you’re hired to interpreter for their mortgage application. It’s obvious from their expressions that they’re shocked when they learn about all the extra fees involved in getting a mortgage. When the loan officer leaves the room to make a few copies, the Deaf couple asks your opinion if you feel the company’s rates are fair and comparable to other’s rates. You know of another bank offering lower rates with fewer expenses and gladly offer your opinion. Considering the CPC, which of the following tenets did you just violate?
62. 1.0, keep assignment related information confidential
63. **2.5, refrain from providing counsel, advice, or personal opinions**
64. 3.3, avoid performing dual or conflicting roles
65. 4.0, demonstrate respect for colleagues, interns, and students of the profession
66. At a company, the deaf employee for whom you’re interpreting keeps interrupting the meeting with inappropriate and hostile remarks. You can clearly see everyone in the room rolling their eyes and whispering about her. The supervisor is unfailingly polite, however, and listens to all her remarks. The deaf woman doesn’t sense her coworkers’ negative reactions behind her. Which of the following demands is most dominant for you in this situation?
67. Environmental
68. **Interpersonal (how everyone is interacting with each other and treating their coworker)**
69. Paralinguistic
70. Intrapersonal
71. From the scenario mentioned from number 64, which are the most dominant controls you have in this situation?
72. **Acknowledgement, self talk, interpretation, direct intervention**
73. Self care, follow-up, supervision
74. Experience, education, pre-assignment preparation
75. Interpreter characteristics, age, gender, ethnicity
76. According to Demand-Control Schema, a Demand is classified as all of the following EXCEPT:
77. Requirement of the job
78. **An extremely difficult problem that we must solve**
79. Are sometimes stressful, sometimes not
80. Rises to a level of significance for us during our work
81. According to Demand-Control Schema, a Control is classified as all of the following EXCEPT:
82. A “decision latitude” available to the employee
83. Any resource or option available to the employee for responding to demands
84. Can be either internal or external
85. **An innate sense of power given to interpreters to make decisions**
86. While interpreting a history class, the teacher begins to use the terms “colored” and “negroes” to refer to black individuals. The class of all non-black students chuckle and the instructor carries on, but you can’t get yourself past his racist remark. What controls do you have in this situation?
87. **Direct intervention, follow-up with teacher, debriefing/venting, interpretation decisions**
88. Reading the assignment beforehand, role metaphors, education
89. Venting, direct intervention, continuing education, interpreter characteristics
90. You have no control over this situation
91. From the scenario mentioned in number 68, which are the most dominant demands placed on you as the interpreter?
92. Environmental, paralinguistic
93. Interpersonal, paralinguistic
94. Environmental, interpersonal
95. **Paralinguistic, intrapersonal**
96. From the scenario mentions in number 68, suppose you chose not to accurately interpret the teacher’s derogatory statements. According to the CPC, which of the following illustrative behaviors of tenet 2 (Professionalism) have you just violated?
97. Provide service of delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor
98. Assess consumer needs and the interpreting situation before and during the assignments and make adjustments as needed
99. **Render the message faithfully by conveying the content and spirit of what is being communicated using language most readily understood by the consumers, and correcting errors discreetly and expeditiously**
100. Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers’ rights
101. Video Remote Interpreting refers to:
102. Interpreting video phone calls through a VRS provider
103. Interpreting for land line phone calls through a VRS provider
104. **Interpreting for individuals via video conferencing equipment when the interpreter can’t physically be there**
105. All of the above
106. Video Relay Interpreting refers to:
107. Situations where Deaf individuals are making phone calls to non-deaf individuals
108. Situations where Deaf individuals are receiving interpreting services via video conferencing equipment when an interpreter can’t physically be there in person
109. Interpreting for Hearing individuals over a video phone connection so they can see their Deaf caller face to face
110. **All of the above**
111. What is the most common type of interpreting employment?
112. Staff interpreter
113. Freelance interpreter
114. **K-12 interpreter**
115. VRS interpreter
116. Interpreters are responsible for insisting on appropriate working conditions which includes:
117. Taking 10 minute breaks every 20 minutes
118. Taking 20 minute breaks every 60 minutes
119. **Taking 10 minute breaks every 50 minutes**
120. Taking 20 minutes breaks every 50 minutes
121. A freelance referral agency calls you for a job interpreting for a simple medical appointment. You have recently passed your novice level certificate and feel you don’t have enough experience to do the job. You share your concerns with the agency, but they tell you that you are more than qualified and that they have full faith in your abilities. You reluctantly accept the assignment. When you arrive at the appointment, you realize you are in way over your head and are not able to render the message faithfully. Which tenet of the CPC have you violated?
122. **2.0 Professionalism**
123. 4.1 Consider consumer requests or needs regarding language preferences
124. 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors
125. 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers