

Innovations in Distance Mentoring: The Video Outreach Mentorship Program for Interpreters

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Abstract

Since its inception in 1996, The Video Outreach Mentorship Program (VOMP), a distance mentoring program through the Western Region Outreach Center & Consortia, has served interpreters in over three dozen institutions through the Western United States and the Pacific Islands. This paper provides the reader with an overview of the program, a description of its components, and an explanation of its challenges and successes.

Introduction

When charged with the mission of improving access to postsecondary education for students who are deaf and hard of hearing in the western United States, the Western Region Outreach Center & Consortia (WROCC) recognized the demand for quality interpreters in the postsecondary setting. In an effort to aid interpreters seeking to hone their skills, WROCC has developed the Video Outreach Mentorship Program (VOMP). VOMP has been modeled after the highly successful one-on-one classroom mentorship program available to interpreters employed by the National Center on Deafness (NCOD) at California State University, Northridge (CSUN.) The program was developed to serve interpreters at institutions where there exist no established mentorship programs. Meeting the needs of such a diverse population in 16 states and Trust Territories has served to be a challenge.

The Program

Interpreters from postsecondary institutions are linked with mentors trained by WROCC and the CSUN National Center on Deafness. Over a four-month time period and at established intervals, mentees receive feedback and suggested resources for skills improvement from their mentors. Communication between mentor and mentee takes place via videotape, telephone, e-mail, online chat, and surface mail. The VOMP Coordinator helps maintain ongoing communication between the mentor and the mentee and helps ensure timely completion of established milestones throughout the mentorship (see Appendix A).

Upon successful completion of the mentorship, the mentee receives a Certificate of Completion; additionally, both mentors and mentees may receive CEUs through RID's CMP and ACET Independent Study programs. The fee for participation in VOMP is \$150. Each mentee receives a \$75 stipend from WROCC to help defray the cost of participation; the mentee is responsible for paying the remaining \$75 prior to beginning the mentorship. When the VOMP program began, mentees were able to participate free of charge. However, a participation fee was established to maintain a higher commitment level, as well as to discourage mentee attrition. Since the implementation of the participation fee, the mentees' home institutions have frequently paid the mentees' portion. Mentors are paid \$325 per mentorship with the majority of the mentor's payment coming from the WROCC grant funds.

Since its inception in 1996, VOMP has served nearly 60 interpreters at approximately 40 postsecondary institutions within the WROCC region (Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Marinas Islands, Oregon, Utah, Washington, and Wyoming.) Over the past four years, VOMP has undergone many changes as the program has been refined and improved. The purpose of this paper is to explain the program and its components, its strengths and weaknesses, and to provide a framework for how a distance mentorship program can be administered.

Issues in Distance Mentoring

One of the greatest challenges VOMP mentees and mentors face is establishing quality interaction and learning while not in the same time and space. When individuals communicate in person, facial expressions and vocal tones are easily connected and a sense of rapport can be immediately established. To lessen the effects of distance, mentees are provided with a comprehensive biography of their mentor. Additionally, some mentors prepare introductory videotapes in an effort to make the mentee feel more connected.

The program offers a set of 10 stimulus videos from which the mentee selects two lectures. The selected lectures, one sign-to-English and one English-to-sign, are used by the mentee when preparing an interpreting sample. Since the mentee receives the videotape directly, the potential exists for the mentee to view the lectures prior to preparing the interpreting/transliterating sample, thus impacting the validity of the mentee's work. Also inherent in a distance mentorship format, the use of videotaped stimulus materials presupposes an artificial, rather than live classroom setting.

Established goals can be achieved within a four-month time frame; however, it is critical that both the mentee and mentor have a realistic picture of the amount of progress that can be made. One of the realities of distance mentorships is that they do not always progress at the same rate as face-to-face mentorships.

Another challenge VOMP faces is communicating primarily through the written word. Mentors and mentees are provided with a manual containing instructions, forms, and readings. Participants often overlook critical details when

printed in black and white. VOMP continues to revise its printed materials to keep information simple and visually formatted.

Scheduling phone and online appointments sometimes presents frustration for both the mentor and mentee. At times, e-mail systems are down or one party is unable to check e-mail for several days resulting in frustration and delay in accomplishing mentorship goals. Due to the time delay between contacts and discussion on the videotaped sample, the mentors and mentees need to be prepared for delayed gratification. Patience during the unfolding process of a distance mentorship is a must!

Program Philosophy

Initially, VOMP's program designers felt that a distance mentorship was different – that it required a different theoretical approach. Mentoring via distance was thought to require a different set of tools and more ingenuity to effectively reach the mentee. After its first trial, program administrators and mentors realized that the goal was actually to attempt to replicate or mirror as closely as possible the elements of a face-to-face mentorship while understanding the limitations of a distance format. Since mentees come from a variety of experiential backgrounds, from brand-new interpreters to certified, seasoned practitioners, the VOMP program seeks to use a theoretical orientation known as *Mentee-Centered Learning* (Gish, 1997). The process challenges traditional educational practice in that the student or mentee directs the learning, while the mentor follows the mentee's lead. Gish writes, "...this process is not about what you know, but about listening to, and being honestly interested in what your colleague [mentee] knows and/or discovers about her/his interpreting process." (Gish, 1996, p. P-93).

The goal of the mentorship is to produce mentees who are self-regulated rather than other-regulated. Developing the ability to analyze one's own work enables the mentee to continue to grow outside the confines of an established mentorship. Locating mentors and mentees who are open to this type of mentoring where guided-self analysis is used, (Gish, 1994) is not always an easy feat. Many mentor interpreters have been trained under a diagnostic model where they intend to fix and provide direct feedback on the interpreted

product. In the VOMP program, by contrast, the mentor's goal is to ask fruitful questions such as: "What factors led you to that decision? Is that a pattern for you? What can you do to address that issue?" (Gish, 1994).

As part of the initial mentorship packet, each mentee receives an introductory videotape containing several minutes of footage taken directly from the mentor training seminar demonstrating mentoring techniques reflecting the program's philosophy. One of the significant readings (see Appendix C) explains the Gish processing model (Gish, 1996), a goal-to-detail model that has been of great help to interpreters and those who train them.

The Application Process

Recruitment for participation in VOMP occurs in several ways. In the first years of VOMP, specific postsecondary institutions were targeted for recruitment. Letters describing the program were sent to interpreter coordinators at those institutions. Mentees were then referred to the VOMP office after their coordinators informed them of the program's existence. In later years, interested interpreters and interpreter coordinators have contacted the VOMP office indicating an interest in participating.

Mentees apply for participation in VOMP by completing a 2-page application (see Appendix B). The application asks for the mentee's contact information, reasons for wanting to participate, and their background and experience in interpreting and within Deaf community. If an applicant satisfies the requirements for participation (see section *The Mentees*) and if space allows, he/she is admitted. If no space is available, the mentee is placed on a waiting list and offered the opportunity to participate in the next phase of mentorships. Applications are sent out in November and December of each year and are due in January or February. Currently, one phase of mentorships is conducted per year, beginning in the spring.

The Program Coordinator

The VOMP coordinator is responsible for all aspects of the program from recruitment of mentors and mentees to the day-to-day operation. The

position requires the ability to work with detail, write clearly and concisely, interface with interpreters over a large and diverse geographic area, and communicate via phone, e-mail, and surface mail. Because the coordinator's post is broad—involving contact with the VOMP stimulus materials, pairing the mentor/mentee dyads, researching resources for mentors and mentees, dealing with field jargon, etc.—it has proven beneficial for the coordinator to also be an interpreter. The interpreting community is small, however. As a result, the coordinator may function in other venues as employee, team interpreter, colleague, or friend to the mentors and other participants in VOMP. It is therefore important to understand that potential role conflicts may occur as the coordinator deals with problems that arise over the course of the mentorships.

The Mentees

Individuals participating as mentees in the Video Outreach Mentorship Program must:

- Work as an interpreter at a postsecondary institution in one of the states and territories within the WROCC region.
- Commit to the four-month mentorship period during which he/she must complete assigned readings, prepare a videotaped interpreting sample, and communicate regularly with his/her mentor via e-mail, phone, and/or surface mail. Should the mentor and mentee find it necessary for the mentee to complete additional assignments over the course of the mentorship, the mentee must be willing to commit to the additional time required. Generally, the total hours spent over the course of the four months does not exceed twenty (20) hours.
- Have an e-mail address that he/she can access at least one time per week. The e-mail address must be in place prior to the beginning of the mentorship.
- Be accessible by phone.
- Have access to the following equipment at least once during the mentorship: a television, a VCR, and a video camera with microphone.
- Pay the participation fee, or arrange for

his/her institution to pay the fee, prior to beginning the mentorship. The participation fee is \$150; the mentee's portion is \$75.

- Locate someone willing to serve as the liaison between the postsecondary institution where he/she works and the VOMP office (usually the interpreter coordinator or someone in a similar position).
- Possess a strong commitment to skills enhancement and able to organize his/her time in such a way that he/she can meet the time deadlines delineated in the VOMP Timeline (see Appendix A).

The Mentors

Although mentors can be recruited from any geographic area and specialization, due to the nature of the WROCC grant the mentors in VOMP are postsecondary educational interpreters from within the WROCC region. Fortunately there exists a cadre of mentor interpreters at the NCOD from which to recruit for VOMP. In addition, several other mentor interpreters from within the greater WROCC region have been recruited and trained.

In order to participate as a mentor in VOMP, an interpreter must:

- Be employed by the National Center on Deafness (exceptions may be made to this requirement by special request).
- Work at an advanced level (have achieved a minimum of level 5 on the 6-level CSUN/NCOD pay scale).
- Hold RID certification (CI, CT and/or CSC) or possess the NAD/CAD level 4 or 5. (Exceptions may be made to this requirement by special request).
- Be approved by the Coordinator of the Western Region Outreach Center & Consortia.
- Be knowledgeable of the requirements for a successful interpretation, various philosophies/methods of mentoring, and be able to effectively communicate that knowledge using a distance format.
- Strongly desire to help postsecondary educational interpreters develop and improve their skills.

- Possess the self-discipline needed to follow through and complete the mentorship time deadlines established by the VOMP program (see Appendix A).
- Successfully complete the VOMP mentor training.
- Have an established e-mail address and access messages at least once per week.

The Institutional Liaison

Due to the distance aspect of VOMP, it is important for the VOMP office to have a contact person within the mentee's home institution, hence the establishment of the *liaison*. In general, the mentee's interpreter coordinator or DSS coordinator has served in this capacity. The responsibilities of the liaison are as follows:

- Provide the interpreter applying to the VOMP program with a letter of recommendation indicating his/her support for the interpreter's participation as a VOMP mentee.
- Help the mentee obtain e-mail through the employing institution. In addition, the liaison may be called upon to provide the mentee with a way to access his/her e-mail at least once per week throughout the mentorship period.
- Assist the mentee in locating equipment necessary to prepare the videotaped interpreting sample. The following equipment is needed: a television, VCR, and a video camera with a microphone. Additionally, the mentee's campus audiovisual center may be able to provide the mentee a place in which to prepare the interpreting sample.
- Assist the VOMP coordinator in contacting a mentee should the need arise. If, for example, the mentee cannot be contacted for an extended period of time, the VOMP coordinator may contact the liaison for assistance.

The Stimulus Materials

As previously stated, one of the major activities of a VOMP mentorship is the preparation of a

videotaped interpreting sample. Throughout the project the collection of stimulus materials available to the mentees has grown. VOMP has sought to provide a broad range of materials typical to a postsecondary setting. The materials consist of spoken lectures given by CSUN faculty and formal signed presentations given by CSUN students who are deaf.

From the list of available topics (see listing below), the mentee (with the mentor's input) selects one signed and one spoken lecture. The lectures are chosen for their appropriateness to fulfilling the mentee's goals. See figure 1.

Prior to starting the mentorship, each mentor receives a single video containing all available stimulus materials. The video enables the mentor to preview each lecture so that he/she can better aid the mentee in the selection of stimulus tapes.

The "Model Series"

At the conclusion of the second phase of VOMP mentorships, mentees indicated on their evaluations (see Appendix D) a desire to see an "appropriate" interpretation/transliteration of the stimulus materials that they had used when preparing their interpreting samples. To satisfy the mentees' need for a sample translation, a "Model Series" has been developed and made available on loan

to the mentees when they complete their mentorships. In keeping with the VOMP philosophy, and to avoid the mentees developing fears of incompetence or idolization of their mentors, VOMP does not encourage mentors to make a tape of *themselves* interpreting/transliterating the stimulus materials for their mentees. The video series features several models interpreting and/or transliterating the stimulus lectures. The tapes *Model Series I* and *Model Series II* are available to any interested individual for purchase or loan through the PEPNet Resource Center (Web address: <http://prc.csun.edu>; mailing address: PEPNet Resource Center, CSUN, NCOD, 18111 Nordhoff St. Northridge, CA 91330-8267; toll free phone number: 1-888-684-4695.)

Evaluating the Program

At the end of the mentorship, each mentee and mentor completes a VOMP Evaluation Form (see Appendix D). As expected, feedback has been both positive and negative. On the positive side, mentees have stated:

"It was beneficial seeing myself on video in a non-threatening situation."
 "As a very new interpreter, I have many doubts and obstacles to overcome. My mentor was non-judgmental and extremely supportive."

Figure 1.

| Sign-to-English Stimulus Tapes | Subject Area |
|---------------------------------------|----------------------|
| The Friendly Way: Vegetarianism | Sociology |
| Humankind's Impact on the Environment | Environmental Issues |
| Obsessive-Compulsive Disorder | Psychology |
| Socio-Cultural Learning Theory | Cultural Linguistics |
| Volkswagen: The People's Car | History |

| English-to-Sign Stimulus Tapes | Subject Area |
|---------------------------------------|---------------------|
| The Chain of Infection | Health Science |
| Geography 101 | Geography |
| Japanese Women as Agents of Change | Sociology |
| The Myth of Democracy | History |
| Wellness | Health Science |

"I learned a lot about myself. I live in such an isolated area — I have little opportunity to be mentored."

On the negative side, mentees have reported:

"I felt very disconnected from my mentor."

"I wish I had an opportunity to know my mentor before getting down to business."

"I'm not into psycho-babble."

Some mentees have felt very connected to their mentors; others have not. Some mentees have liked the *Mentee-Centered* approach; others have not. Some mentees have felt that it was time well spent; others have not. After reading hundreds of comments, it has become clear that the over-riding characteristic of a successful mentorship has been consistent contact and follow-through by the mentor.

Cost Considerations

VOMP is fully funded by a federal grant; other agencies and institutions desiring to establish a distance mentorship program will need to consider the following expenses:

- Training of mentors (trainer fee, training site fee, materials, equipment, refreshments)
- Mentor costs (mentoring fees, travel to training and periodic meetings, mentor manual, phone charges, postage charges)
- Coordinator (coordinating fee, phone charges, postage charges)
- Stimulus materials (speaker fees, editing of videotapes, copying of videotapes)
- General expenses (postage charges, office supplies, duplicating, Internet access, RID CMP and ACET CEU processing fees)

Looking to the Future

VOMP is a work in progress. VOMP staff members are constantly seeking ways to improve the program and to incorporate innovative technol-

ogy. At the VOMP mentor training held in January 2000, mentors were provided with a larger collection of tools to use while mentoring. Part of the seminar, entitled "Tools of the Trade," involved a "share shop" where participants shared articles, books, videotapes, or other materials used successfully when mentoring and training interpreters.

Additionally, though the program still holds fast to the *Mentee-Centered* philosophy of mentoring, it is understood that there are times when a mentee and mentor choose to deviate from that philosophy and use a more traditional approach to mentoring. By far, the greatest lesson learned is that it is necessary to be flexible.

In November of 1999, Leilani Johnson, the director of the Educational Interpreting Certificate Program (EICP) at Front Range Community College in Westminster, Colorado, met with VOMP staff. The EICP is a certificate program for K-12 interpreters utilizing distance technology in a large portion of its instruction. As a result of those meetings, new technologies will be incorporated into VOMP in future phases. The technologies include:

- Cameras attached to PCs allowing conversants to see, as well as to hear, each other in "real time"
- Individual voicemail boxes allowing mentors and mentees to dial in to an 800 number to input and receive messages
- Video clips imported into e-mail
- VOMP program description, application, and ancillary information made available on the WROCC website

Conclusion

It is hoped that the reader now has a greater understanding of what is involved when setting up and conducting a distance mentorship program. Distance mentoring can be done successfully and serves a great need within the interpreting profession. The handouts distributed at this presentation are available upon request by contacting the presenters at California State University, Northridge or by e-mailing Catherine Tabor, at CATabor@aol.com.

References

Gish, S. (1987). "I understood all the words, but I missed the point": A goal-to-detail/detail-to-goal strategy for text analysis. In M. McIntire (Ed.), *New dimensions in interpreter education - curriculum and instruction*, Silver Spring, MD: RID Publications.

Gish, S. (1994). Interaction guidelines: Some notes on guided self-analysis. Unpublished.

Gish, S. (1996). The interpreting process: Introduction and skills practice. In Minnesota Registry of Interpreters for the Deaf (Ed.), *Self-paced*

modules for educational interpreter skill development (pp. P-52-P-93), Minnesota: MRID.

Gish, S. (1997). *Student-centered mentoring: A workshop by Sandra Gish*, presented at the VOMP Mentor Training Seminar, Northridge, CA.

Regional Interpreter Training Consortium Region IX. (1994a). *Mentorship program reference manual*. Northridge, CA: RITC Region IX.

Regional Interpreter Training Consortium Region IX. (1994b). *Mentorship - a sign of the times. A guide to mentoring in the field of sign language interpretation*. Northridge, CA: RITC Region IX.

Appendix A

Video Outreach Mentorship Program – Sample Timeline

May 2000

| Week of: | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|----------------------------|---|-------------|------------|--------------|------------|------------|------------|
| May 1 - 7 | <ul style="list-style-type: none"> • 5/1/00 Mentee receives VOMP packet (manual, mentor bio & contact information, introductory videotape, log forms, CEU info, evaluation forms). • Mentee is notified that mentor will contact mentee in about 2 weeks. | | | | | | |
| May 8 - 14 | <ul style="list-style-type: none"> • Mentee completes and returns CEU paperwork by stated deadline (if applicable). • Mentee completes readings in mentee manual and awaits contact #1 from mentor | | | | | | |
| May 15 - 21 | <ul style="list-style-type: none"> • 5/15/00 Mentor/mentee contact #1 - Mentor and mentee discuss stimulus materials, prep for interpreting sample. • Mentee selects stimulus lectures and sends order form to VOMP office. • Mentor and mentee set appointment for contact #2. | | | | | | |
| May 22 - 28 May 29 - 31 | <ul style="list-style-type: none"> • (For the next three weeks, the mentee researches the topics of the lectures selected for the interpreting sample. During this time the mentee may have additional contacts with the mentor.) | | | | | | |

June 2000

| Week of: | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|---------------------------|--|-------------|------------|--------------|------------|------------|------------|
| June 1 - 4 June 5 - 11 | <ul style="list-style-type: none"> • 6/8/00 Mentor/mentee contact #2 - Mentor/mentee continue to work on predicting vocabulary and content of stimulus tapes. • VOMP Office sends stimulus tapes and videotaping instructions to mentee | | | | | | |
| June 12 - 18 | <ul style="list-style-type: none"> • Mentee uses this time period to prepare the interpreting sample. | | | | | | |

- June 19 - 25 • Mentee uses this time period, if necessary, to prepare the interpreting sample.
- June 26 - 30 • **6/29/00** Deadline for completion of interpreting sample and for mailing the tape to the VOMP office for duplication.

July 2000

- | Week of: | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|--------------|---|------|-----|-------|-----|-----|-----|
| July 1 - 2 | • Mentee's interpreting sample tape en route to the VOMP office. | | | | | | |
| July 3 - 9 | • 7/7/00 VOMP office receives mentee's interpreting sample, copies it, and mails a copy to both mentor and mentee. | | | | | | |
| July 10 - 16 | • Mentee's interpreting sample en route to mentor and mentee. | | | | | | |
| July 17 - 23 | • 7/21-8/7/00 Mentor receives interpreting sample, views it and makes notes. • Mentee receives copy of interpreting sample and makes notes on areas to discuss with mentor. | | | | | | |
| July 24 - 31 | | | | | | | |

August 2000

- | Week of: | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|----------------|---|------|-----|-------|-----|-----|-----|
| August 1-6 | | | | | | | |
| August 7 - 13 | • 8/7/00 Mentor/mentee contact #3 -Mentor contacts mentee to discuss the mentee's interpreting sample. This will be a lengthy discussion, completed in more than one session. Both mentor and mentee may be seated near a TV with mentee's tape in each VCR in order to allow for referencing of specific points on the tape. This discussion should be done via phone or online chat. • Mentor/mentee set appointment for next contact (approximately one week in the future). | | | | | | |
| August 14 - 20 | • 8/14/00 Mentor/mentee contact #4 - Mentor and mentee complete discussion of mentee's interpreting sample. Mentor/mentee set date for wrap-up appointment. | | | | | | |
| August 21 - 27 | • 8/21/00 Mentor/mentee contact #5 - Mentor and mentee have wrap-up phone call, discuss goals accomplished, identify possible future goals for mentee, etc. | | | | | | |
| August 27 - 31 | • Mentee returns videos, log form, and evaluation form to VOMP office. Mentee keeps his/her interpreting sample video and mentee manual. | | | | | | |

Appendix B

Western Region Outreach Center & Consortia
Video Outreach Mentorship Program
Mentee Application
National Center on Deafness
California State University, Northridge
Chisholm Hall
18111 Nordhoff Street
Northridge, CA 91330-8267

OFFICE USE ONLY
REC'D _____
A__R__ WL#_____
CK REC'D _____

Name of Postsecondary Institution _____

Name _____
Last First Middle Initial

Address _____
Street/P.O. Box City State Zip

Phone: Home () _____ Work () _____
Pager () _____ FAX () _____

E-mail address: _____

Best time to call me is: _____

Educational Background: Please list all postsecondary educational study (i.e., vocational training, community college programs, four-year degree programs, and advanced degree programs).

| Institution Name | Degree Obtained | Year Obtained | Major |
|------------------|-----------------|---------------|-------|
|------------------|-----------------|---------------|-------|

Certification(s): If you are certified, please list the certifying body (RID, NAD, etc.), which certification(s) you possess (For example: CI, CT, NAD Level I - V, State QA & level, etc.), and the year(s) obtained.

Continuing Education Units (CEUs):

If admitted to the Program, do you wish to obtain CEUs through RID's Certification Maintenance Program? ___yes ___no (Note: You must be a member of RID and currently certified by RID to obtain CMP CEUs.)

If admitted to the Program, do you wish to obtain CEUs through RID's ACET Program? ___yes ___no (Note: You must be a member of RID and currently enrolled in the ACET program to receive ACET CEUs.)

Application – Pg. 2

Liaison: Each mentee must find someone willing to serve as the liaison between the postsecondary institution where he/she works and the VOMP office. The liaison is usually the interpreter coordinator. Please provide the name and contact information of your liaison.

| | | | |
|------|-------|--------------|------------|
| Name | Title | Phone number | V/TTY/Both |
|------|-------|--------------|------------|

| | |
|-----------------|----------------|
| Mailing address | E-mail address |
|-----------------|----------------|

Interpreting Experience: Please list the settings in which you have worked (i.e., legal, medical, K-12 educational, postsecondary educational, vocational, religious, rehabilitation/employment, mental health, performing arts, deaf-blind, oral, etc.) and the number of years you have worked in each setting:

Deaf Community Experience: Briefly describe your involvement with the Deaf community.

Briefly explain why you would like to participate in the Video Outreach Mentorship Program.

I understand that if I am selected to participate in the Video Outreach Mentorship Program, I am responsible for paying my portion of the participation fee prior to beginning the mentorship. I further understand that I will be required to obtain an E-mail address prior to beginning the mentorship. I verify that I have at my disposal a video camera with microphone, a VCR, and a monitor. I am aware that I will be required to complete outside readings and assignments over the course of the mentorship and I certify that I am able to allot the time necessary to complete the mentorship-related tasks.

| | |
|-----------|------|
| Signature | Date |
|-----------|------|

Thank you!

This form was adapted from: Regional Interpreter Training Consortium Region IX. (1994b).

Appendix C

Mentee Manual – Table of Contents

- Introduction
 - Clark, T.S. (1994). Mentoring – An Historical Overview. In RITC Region IX (Ed.), *Mentorship: a sign of the times. A guide to mentoring in the field of sign language interpretation*. Northridge, CA: RITC Region IX.
 - Witter-Merithew, A. (1986). *Claiming our destiny, part I*. RID Views, October 1986. Silver Spring, MD.: RID Publications.
 - Witter-Merithew, A. (1986). *Claiming our destiny, part II*. RID Views, November 1986. Silver Spring, MD.: RID Publications.
 - Vidrine, J. (1984). An historical overview of interpreter training programs. In RID, Inc. (Ed.), *New dialogues in interpreter education: proceedings of the fourth national conference of interpreter trainers convention*, Silver Spring, MD: RID Publications.
- Forms
 - Mentorship Log Form
 - Mentorship Evaluation Form (See Appendix D)
 - Readings
 - Gish, S. (1996). The interpreting process: introduction and skills practice. In Minnesota Registry of Interpreters for the Deaf (Eds.), *Self-paced modules for educational interpreter skill development* (pp. P-52-P-77), Minnesota: MRID.
 - Gish, S. (1990). *Ethics and decision making for interpreters in health care settings – a student manual*. Minneapolis, MN: College of St. Catherine, St. Mary's Campus.
- VOMP Timeline
 - See Appendix B.

Appendix D Evaluation for Mentee

Your name (optional) _____

This evaluation is designed to help us to improve our program in the future. Please take a few minutes to complete this form and return it to the VOMP Coordinator at the close of the mentorship. Your comments and feedback as a VOMP participant are greatly appreciated.

Rate the following using a scale of 1 to 5 or N/A - not applicable: 5=very satisfactory, 4=satisfactory, 3=fair, 2=unsatisfactory, 1=very unsatisfactory.

Program Procedures

- 1. Clarity of instructions in mentee mailings and Mentee Manual5 4 3 2 1 N/A
- 2. Usefulness of forms in Mentee Manual.....5 4 3 2 1 N/A
- 3. Usefulness of readings in Mentee Manual.....5 4 3 2 1 N/A

Mentor-Related Comments

- 4. Dependability of mentor in following through on scheduled contacts (phone appointments, e-mail, etc.)5 4 3 2 1 N/A
- 5. Flexibility of mentor in responding to/adjusting to your needs and requests over the course of the mentorship.....5 4 3 2 1 N/A
- 6. Comments/feedback from mentor were helpful/constructive.....5 4 3 2 1 N/A
- 7. Feel that I am more equipped to direct my own professional development as a result of participating in VOMP.....5 4 3 2 1 N/A

Program Effectiveness/Design

- 8. Although program structure utilized distance format, ability to have regular contact with mentor.....5 4 3 2 1 N/A
- 9. Effectiveness of assigned tasks on professional development.....5 4 3 2 1 N/A
- 10. Adequate time to prepare for making interpreting sample.....5 4 3 2 1 N/A
- 11. Overall satisfaction with format of program.....5 4 3 2 1 N/A
- 12. Length of time of mentorship (4 months) was ___too short ___too long ___about right. If you answered "too short" or "too long," how long do you suggest that the mentorship last? _____
- 13. The most effective communication mode between my mentor and I was (e.g., phone, e-mail, videotape, etc.)_____.
Why? _____
- 14. If given the opportunity, would you participate as a VOMP mentee again?
___yes ___no. Why or why not? _____

Evaluation Form – Pg. 2

VOMP Procedures/Program Administration

- 15. Ability to contact VOMP Coordinator with needs.....5 4 3 2 1 N/A
- 16. Adequate assistance in resolving problems.....5 4 3 2 1 N/A
- 17. Ability to locate and use suggested resources over the course of the mentorship..5 4 3 2 1 N/A
- 18. Timeliness in receiving needed materials from the VOMP Office.....5 4 3 2 1 N/A

Additional Comments

- 19. Which component of the mentorship was least beneficial (if any)? _____

- 20. Which component of the mentorship was most beneficial? _____

- 21. If I were in charge of the Video Outreach Mentorship Program I would _____

- 22. General comments (if any)

Thank you for taking the time to complete this evaluation!

This form was adapted from: Regional Interpreter Training Consortium Region IX. (1994b), and the Arizona State University Mentor Program Evaluation Form.