REFLECTIONS FROM INTERNS IN AN INTERPRETER TRAINING PROGRAM (ITP): UNDERSTANDING BEAUTY AND THE BEAST

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IQA MODEL OVERVIEW

- Interactive Qualitative Analysis (IQA)
  - Northcutt and McCoy (2004)
- IQA originated from Total Quality Management (TQM)
- IQA is designed to collect information from members of groups, typically organizations
- IQA lays the groundwork for organizational intervention
- IQA is used to solve problems and to improve processes

- How does this apply to us?
PURPOSE OF STUDY

• To identify the stressors that internship students may experience during their capstone course/internship class.

• To learn more about which stressors students anticipate and/or experience.

• To learn more about which stressors might encumber their internship experience.
PROCEDURE

• Researcher develops the issue statement
  • Allows for reflection
  • Familiarity

• Researcher expresses the issue statement to all participants
  • A few minutes to reflect the phenomena
  • Participants write their responses to the question on index/post-it notes
ACTIVITY IS DONE WITHOUT TALKING

• Participants write down their responses (silent brainstorming)
• One response per sheet
• Participants then peel off the sheet and set aside
QUESTION (ISSUE STATEMENT)

Researcher asks the participants to consider the issue statement quietly for a few minutes.

When you think about the Interpreting Internship class, what comes to mind?
PARTICIPANTS “DUMP” INFORMATION
ONCE THE PARTICIPANTS COMPLETE THE “DUMPING”, THE SHEETS ARE PLACED ON THE WALL
PARTICIPANTS ARE INSTRUCTED TO “CLUMP” THE SHEETS INTO THEMES

- Participants are instructed to refrain from discussion
- Participants move freely and start grouping into themes
- Once the group is satisfied with CLUMPS, they discuss and agree on a theme or name for each clump.
PARTICIPANTS “CLUMP” INFORMATION
PARTICIPANTS GROUP AND LABEL THE AFFINITIES
AFFINITIES FOR INCOMING GROUP “B”

- CERTIFICATION
- BEAST
- BEAUTY
- SKILLS
- TIME
- FACTORS
AFFINITIES

The researcher asks the group about their label for each affinity, which the IQA renames ELEMENTS.

Example:

- **BEAST** - image/perception of what could be a problem during the internship course: fear, exhaustion, feeling incompetent, and emotional breakdowns.
- **BEAUTY** - achieving BEI certification, graduating

(Elements are collected then typed out)
IQA METHODOLOGY

• IQA allows participants to create a vast amount of data
• IQA allows for participants to be involved in the analysis of the data
  • (Dumping, Clumping, Label)
  • Define labels in their own words
  • Affinity Table (their perceptions/ thoughts)
## AFFINITY TABLE (EXAMPLE)

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REFER TO NORTHCUTT & MCCOY (2004) FOR MORE INFORMATION
SYSTEMS INFLUENCE DIAGRAMS

- Systems Influence Diagram (SID)
- The total number of all deltas were arranged in order from + to -. Positive elements represent drivers. Negative numbers represent the outcomes.
INCOMING CLASS “B”
CURRENT CLASS

PROCESS ➔ FRIENDS

PROCESS ➔ TENSION ➔ STRESS ➔ SARCASM

TEAMWORK ➔ REALITY ➔ TIME ➔ ATTITUDE ➔ POSITIVITY

EXHAUSTION ➔ SELF-ANALYSIS
BENEFITS

• The participants create their own data.
• The participants assist in the analysis of the data (affinity table).
• Analysis can be conducted in a short period of time.
• The data collected will assist future internship students, interpreters, mentors, and interpreter educators by bringing awareness of the stressors.
• Once the stressors are identified, strategies to cope with the stressors may be designed and implemented.
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