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## Exploring the Underlying Forces in Interpreter Education in the United States

Chris McGaha

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**Exploring the Underlying Forces in Interpreter Education in the United States**

Chris McGaha

Masters in Interpreting Studies and Communication Equity

St. Catherine University

INTP 6200: Critical Inquiry

Dr. Justin Small

2022

### **Abstract**

In interpreter education programs across the United States, future practitioners are shaped and molded by many factors during their education journey, some explicit and some implicit. Those factors can include the formal curriculum, faculty and staff diversity, and interactions with mentors and peers. The underlying forces or hidden curriculum that often goes unseen can impact a student's educational journey positively or negatively. The impact can vary depending on certain demographic variables of the individual students. The data was analyzed using a system thinking framework and validated that there are underlying forces influencing interpreter student development. The following research briefly examined the frequency and impact of the hidden curriculum using a Likert scale survey for frequency, a ranking scale for impact, and volunteer interviews for student experience. Examining the data more deeply using the demographic variables of race, gender identity, and sexual orientation revealed various experiences depending on the students' demographics. When reaching beneath the surface of the educational journey of interpreter students, this study confirms that the hidden curriculum is present and active. However, more research is necessary to understand better how to identify the hidden curriculum, specifically through student experiences and intersectionality.

*Keywords:* hidden curriculum, interpreter education, system thinking, student experience, underlying forces, student impact, race, gender identity, sexual orientation

### **Acknowledgments**

Most importantly, I want to recognize and acknowledge that the following research is considered through the lens of a white cis-gendered queer man. I am actively unpacking and dismantling my privilege and my white body supremacy to work toward a more anti-racist non-binary approach to my work and world.

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## **Chapter I: Introduction**

Currently, in the field of interpreter education, there is a great deal of discussion and research about how to best prepare students for the profession of interpreting. Much of the current research focuses on language fluency, curriculum, and the cultural aspects of interpreting in the formal sense of education. However, as of this writing, the author has found very little research on the underlying forces (e.g., diversity in teaching faculty, type of language use during class time, or mentors' side conversation about consumers) within the interpreter's educational journey, i.e., the hidden curriculum, and its impact on students within interpreter education programs and their future as practitioners in the field. Having little awareness and minimal understanding of the hidden curriculum allows for potential harm to students, inadequately prepared interpreters, and even disservice to consumers. Because the hidden curriculum can have either a positive or negative impact on students, it is essential for there to be research focused on the occurrence and implications of both the positive and negative forces (hidden curriculum) shaping interpreters within their educational systems.

This study will establish a systems thinking framework when approaching changes within complex systems. Next, the study will focus on the educational system, the role education plays in developing a person for a chosen profession, and the importance of the curriculum in this process. The study will explore four types of curricula with an in-depth exploration of the hidden curriculum. Finally, a discussion of interpreter education and how research and discussions should include the hidden curriculum and its influences on practitioners' social and cultural development in the field of interpreting.



## **Chapter II: Review of the Literature**

### **Systems**

Meadows (2011) defines a system as “an interconnected set of elements that is coherently organized in a way that achieves something” (p. 11). An example of a system could be an entire K-12 school district, a master's program within a higher education setting, or an interpreter education program. Hence, each part of the system plays an influential role in the function and purpose of the system. The parts within the systems can be people, structures, and processes, some seen and unseen, that interact to create the whole (Witter-Merithew and Lancton, 2014). Furthermore, these complex systems make up organizations, social constructs, and institutions worldwide and are interconnected and interdependent (Arnold & Wade, 2015). When considering the complexity of various systems and their intertwining problems (e.g., lack of diversity in teaching staff, student retention, or graduation rates among students of color), a framework of system thinking is required to adequately address problems within a system and create lasting change (Stroh, 2015). Thus, using a systems thinking framework when approaching problems allows for lasting change and provides a shared professional language to act responsibly and collectively (Arnold & Wade, 2015). Systems thinking requires identifying the parts and participants (seen and unseen) within the systems and how they occur and interact to shape the whole system and impact those in the system (Witter-Merithew and Lancton, 2014). It is essential to understand systems and have a framework for examining problems within the system. Stroh (2015) explains that the deeper understanding that professionals and practitioners have about a system will afford a more significant opportunity to influence the behaviors, actions, and interactions of the people, structures, and processes, some seen and unseen, within the system. Stroh (2015) uses the analogy of an iceberg to describe systems and argues how important it is to explore the whole system for the root causes. The Iceberg Tool comprises three

levels of understanding: the events, trends/patterns, and system structures. The events and patterns that are happening, and easily seen, represent the portion of the iceberg above the water. System structures represent the portion of the iceberg below the water's surface and the “why” and “what” that shape the events and patterns. System structures include both tangible and intangible elements (e.g., the formal curriculum as a tangible element and the attitudes of faculty and staff as an intangible element) that shape the events or outcomes of a given system. Stroh (2015) believes that people often look at the individual events or patterns, what is seen on the surface, and provide a solution that is a quick answer. The underlying structure and its interconnected relationships need to be examined and discussed by those within a particular system to find the root cause of complex problems. For example, higher education is a good illustration of a system with many interconnected parts to make the whole. Within the higher education system, one of the structural components includes curricula. Higher education programs curricula (a system component) can impact the events and patterns seen throughout the students' educational journey. As a result, have a direct impact, positive or negative, on the students' educational experience.

### **Educational Systems**

Education is the act of imparting knowledge, acquiring skills, and developing reasoning and judgment with tremendous influence on an individual's identity, thoughts, and actions (Margolis et al., 2001). Therefore, a student's academic growth can be shaped positively or negatively by their experiences (e.g., positive role models, diverse faculty, or oppressive actions) in the educational system (Alsubaie, 2015). Because the student is part of a system, it is essential to look at how the student as a participant interacts within the system. Educational systems play an important role in forming competent and socially conscious practitioners; therefore, all

elements of educational systems should be examined through systems thinking lenses (Hundert, 2015). When addressing changes within higher education, reform often repeats itself with little to no actual change, e.g., focusing on formal curriculum reform only without considering the other systems structures such as the hidden curriculum. It is crucial to explore the multi-layers of impact within educational systems in order for there to be equitable reform with an actual change to the system (Hafferty et al., 2015). Bloom (1995) reiterates the importance of looking at all aspects of education (the system) by stating, "With the focus on curriculum reform, the teaching and learning environment is left as it is, with the result that there is reform without change" (p. 907). Since educational systems have been conduits of colonization through standardization and used as a powerful social system to maintain ideologies of the dominant culture (Fairclough, 2015), social justice reform should start here. An example of colonization through standardization is making written and spoken English the standard language within educational systems in America, subtly pushing White European ideologies throughout a child's educational pipeline. Fairclough emphasizes how the standardization went from explicit to implicit in maintaining power, possibly appearing to reform on the surface, yet still fostering dominant values and norms without actual change. The responsibility to carry the social and cultural reproduction of dominant narratives that higher educational institutions bear demands that all elements of the system structures be explored to ensure equitable transformation happens and leads to true change in the participants and outcomes of the system (Margolis et al., 2001).

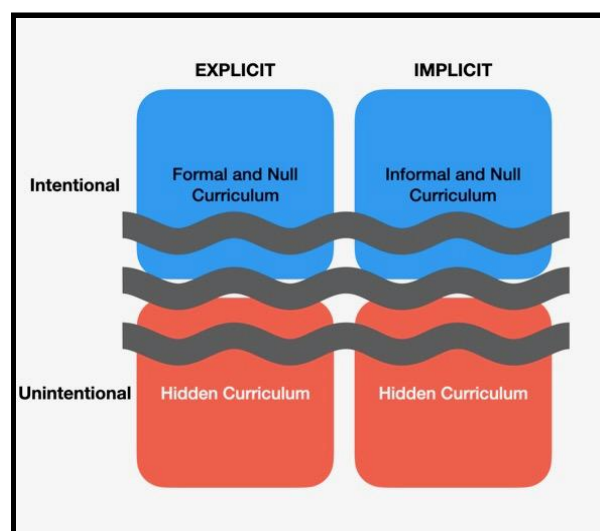
### **Types of Curriculum in Higher Education**

An important element of the system structures in higher education is curricula. For example, curricula can influence and impact the events and patterns of the academic system, having both influence and impact on the events and patterns of the system as a whole (Alsubaie,

2015). Course content can be intentional or unintentional and transmitted in explicit or implicit forms (Villanueva et al., 2020). Alsubaie and Villanueva et al. discuss four types of curriculum that have intentionality and transmissibility in the system: the formal curriculum, the informal curriculum, the null curriculum, and the hidden curriculum (see Figure 1). The formal curriculum is the explicit and intentional communication of course content by faculty and students. The informal curriculum is implicit and intentional and involves learning from interactions within the educational environment. The null curriculum is information that is intentionally not taught as part of the educational process and either stated so explicitly or implicitly. All the above curriculums are seen and acknowledged as part of the system structure known as curricula. In contrast, the hidden curriculum is below the surface, acting as an undercurrent in educational systems. While curricula are one of the current issues in education, the hidden curriculum is a significant component that needs addressing (Alsubaie, 2015). In order to address the hidden curriculum, it must be identified and understood in regards to its frequency of occurrence and impact on students.

**Figure 1**

*Four Types of Curriculum*



## **Hidden Curriculum**

Throughout the research on the hidden curriculum, definitions of the hidden curriculum vary. However, the majority of researchers and authors indicate it is present and does influence the educational journey of students. For this research, the definition of the hidden curriculum will be a combination of underlying forces that can include interpersonal interactions, the organization's structure (both personnel and pedagogy), and the established culture of the institution/program (McGurgan et al., 2015; Torralba et al., 2020, Villanueva et al., 2020). In Margolis' (2001) view, the emphasis is on its hegemonic function of supporting the power of the state. The hegemonic function of the hidden curriculum establishes institutions as both distributors and producers of culture (Apple, 2011). For example, a higher education master's program having all white faculty could perpetuate the ideology of white supremacy in higher academics. It is unintentional yet has significant implications for the system participants and their professional community of practice. The effects of the hidden curriculum can be either positive or negative (Villanueva et al., 2020). An example of a positive experience of the hidden curriculum could be a student in an interpreter training program having both deaf and hearing faculty. In contrast, a negative experience could be having only hearing faculty in the interpreting program. Both of these experiences of the hidden curriculum could impact how the student views deaf and hard of hearing consumers during their work, one being more equitable than the other.

While defining the hidden curriculum is difficult, the hidden curriculum is even more challenging to observe due to the ability to be perceived differently in different contexts by different individuals. McGurgan et al. (2015) describe the hidden curriculum using the analogy of an iceberg (similar to system thinking) when they said, "the hidden curriculum is below the

surface, not easily visualized or measured, but acting as a major force in the learning environment” (p. 2). The formal learning experience is highly visible, like the tip of the iceberg above the water. In contrast, the hidden curriculum, like the more significant portion of the iceberg lurking beneath the water, can be embedded in the educational experience (students' experiences with faculty, mentors, and even the formal curriculum), going unnoticed because of the routinization of the educational journey (Høgda et al., 2021). Aspects of an educational program, like the formal curriculum, or a school's language policy, that become routine and happen without question can hide the hidden curriculum. Therefore, approaching the hidden curriculum with a systems thinking problem-solving structure is needed. Within the system thinking framework, the hidden curriculum would be part of the system structures, the underlying forces shaping the “what” and “why” of the visible events and patterns within a given system. An analysis using system thinking would help uncover the hidden curriculum and the content and connections that give it power.

### **Examples of the Hidden Curriculum**

Some examples of the hidden curriculum are seen in other professions such as health professional education and social care education. Rabow (2014) shares that medical students, from the beginning of medical training, are influenced by underlying forces, or hidden curriculum, through the various interactions they experience with their mentors and peers. For example, medical students influenced by the hidden curriculum from day one are truly being “taught” by the hidden curriculum through their role models (mentors) and peers. Rabow continues to report that student observations and interactions with mentors impact their current learning journey and influence their idea of what medical practitioners do and do not do as professionals. Rabow emphasizes that interpersonal relationships with peers are a core piece of

the hidden curriculum. Because the positive and negative interactions (e.g., peers competing with one another with no regard for each other) with peers communicate deeper intentions of the formal curriculum, leading to either clarity or confusion on how professionals should interact in the practice of medicine.

According to Leong & Ayoo, despite the strides in health professional education, the medical students in the authors' small-group learning sessions still experience the effects of the hidden curriculum (2019). These medical students' values and behaviors are shaped by their negative experiences dealing with race, gender, and wealth differences, which are recognizable forces in the hidden curriculum. Teaching materials in health professional education still do not contain equitable scripts that, while trying to promote diversity and inclusivity, still feed stereotypes about both patients and doctors. For example, when presenting skin conditions to medical students, images of diverse populations' skin color with that condition are not the norm, leaving doctors unable to treat and care for diverse populations equitably, hence a negative impact of the hidden curriculum. Additionally, medical students experience classism when hearing and seeing the more affluent students not weighed down by high tuition or extra expenses involved with their education. This classism aspect of the hidden curriculum implies to future practitioners that to belong to the medical community of practice is equivalent to being financially privileged, leaving those students of marginalized groups "borrowing" to belong (Leong & Ayoo, 2019). These brief examples of the hidden curriculum within health professional education create little to no space for those not in the dominant culture to be heard, seen, or valued, let alone equally educated.

Within social care education, according to Webb et al. 's (2021) study of Black and minority ethnic students<sup>1</sup>, the study confirms the students' experience of the hidden curriculum as seen through their shared experiences. The authors discover four themes relating to the hidden curriculum experienced by the undergraduate students at London University. Those four themes are super visible ethnicity, negative depiction of Black and minority ethnic (see Footnote 1). lived experiences, self-depreciation, and self-confidence. An example of the hidden curriculum within the theme of super visible ethnicity is when students label minority speakers or presenters (i.e., the Black presenter) and not feel the need to label white presenters. The unintentional impact is that speakers or presenters from minority groups (see Footnote 1) are not the social norm; they are the exception. The lack of diversity in speakers or presenters is reflected to the students that the design and ownership of their program are under the control of predominantly White academics, all of which can be internalized differently by Black and minority ethnic students (see Footnote 1) versus white students. In addition to the above examples, Webb et al. (2021) also present another example of the hidden curriculum experienced by social care students under the theme of the negative depiction of Black and minority ethnic (see Footnote 1) lived experiences in the curriculum narratives. When minorities (see Footnote 1) are presented in the curriculum, they are problematized and described as poor and unhealthy. This portrayal of minorities (see Footnote 1) can contribute to negative stereotypes (Webb et al., 2021).

Furthermore, Webb et al.'s (2021) research shares an example related to the theme of linguistic barriers to communication. Webb et al. revealed that Black and minority ethnic students (see Footnote 1) in a particular social care education program did not want to speak out or participate in class for fear that their accent or language choices would be viewed as less than

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<sup>1</sup> Webb et al. used "Black and minority ethnic students" to describe the participants in their study (2021) and are not the identifying demographics used in this research paper. They are only used in reference to the Webb et al. study.



or show that they are not as capable as the white students in class. This aspect of the hidden curriculum is carried over from class to assessments; students shared that they felt unfairly assessed because either English was not their first language or they felt singled out because of their cultural-linguistic background. Given these points and examples, the hidden curriculum occurs in various educational settings, with various impacts on the student and their journey to graduation and work within a profession.

## **Interpreter Education**

### **History**

The roots of interpreter education and the interpreting profession began in the 1800s with the emergence and foundation of Deaf education. The education and training of interpreting practitioners have a rich history influenced by various organizations, federal laws, and community members who were born into the timeline or “fell into it” (Ball, 2013, p.96). These factors and players are vital components of the interpreting profession system. The personal stories and historical events recorded by Ball reveal the rich, vibrant heritage of the profession and gaps, and the need for improvement and transformation. “The future of the field of interpreter education can be informed by patterns in its history” (Ball, 2013, p. 133). With over 100 interpreter training programs throughout the United States, it is vital to include the history and the emerging patterns that show what has influenced the profession currently and what can be done to make an actual change going forward. Ball (2013) effectively documents the key events throughout history and the people of influence in the interpreting profession in her book, such as the planning meeting about workshops for interpreters for the Deaf in 1963 at Ball State Teachers College. Considering the system thinking framework mentioned above, as with any system, the events seen are influenced by patterns, structures, and mental models not easily seen

(Stroh, 2015). Ball's (2013) thorough account reveals twelve repetitive themes that have reemerged throughout the profession's history, with "curriculum, educators' training, program standards/accreditation, screening/evaluation of students, and interpreter certification" being the most frequent (p.138). While the interpreting profession has a rich history and solid foundation, there is still much room for growth and change to create a more equitable education system for interpreters. Examining the hidden curriculum in interpreter education could be a credible step toward further transformation.

### **Hidden Curriculum in Interpreter Education Programs**

Interpreting is a profession that requires specific qualifications (language proficiency, cultural mediation, social-emotional intelligence). The quality of the interpreter reflects the quality of the interpreter's education. Therefore, to develop future practitioners with equitable qualifications, interpreting education programs must investigate and identify the hidden curriculum and its impact on the whole student. Likewise, when Monikowski (2017) interviewed Dr. Theresa B. Smith, the interpreter educator, about the importance of distinguishing between knowledge and values, Dr. Theresa B. Smith indicated that many interpreter education programs focus on knowledge without addressing the students' beliefs and implicit values, which the force of the hidden curriculum can shape. Further, the transmission of biases and the influence on social/cultural development is a vital piece of educating and preparing students to become qualified practitioners. This unintentional transmission of dominant cultural factors (Hundert et al., 1996), such as race, disability, and gender within a classroom or program, cannot only be in contrast to the goal of the formal curriculum but supporting the continuing cycles of oppression within the sign language interpreting profession. Consequently, the hidden curriculum's cultural-related components, such as ideologies and

assumptions about race, disability, and gender, can demonstrate and elicit biases regarding equity and diversity (Kamasak et al., 2020), hence the necessity of identifying and addressing the hidden curriculum within interpreter education programs.

The hidden curriculum is much more effective than the formal curriculum in the learning-teaching process. Therefore, it is not enough to develop and change the formal curriculum in order to provide the teacher candidates with required qualifications. In addition, it is necessary to identify the hidden curriculum and develop it in line with its objectives. (Ipekel & Sahin, 2019)

As demonstrated above, the hidden curriculum is real and present within various education systems and most likely an influential piece of interpreter education programs. Identifying and understanding the influences of the hidden curriculum on students' sense of belonging, self-image, and interactions with others, as well as the depth of impact, may shed light on student outcomes and successful transition into the profession (Webb et al., 2021).

### **Chapter III: Methodology**

#### **Research Design**

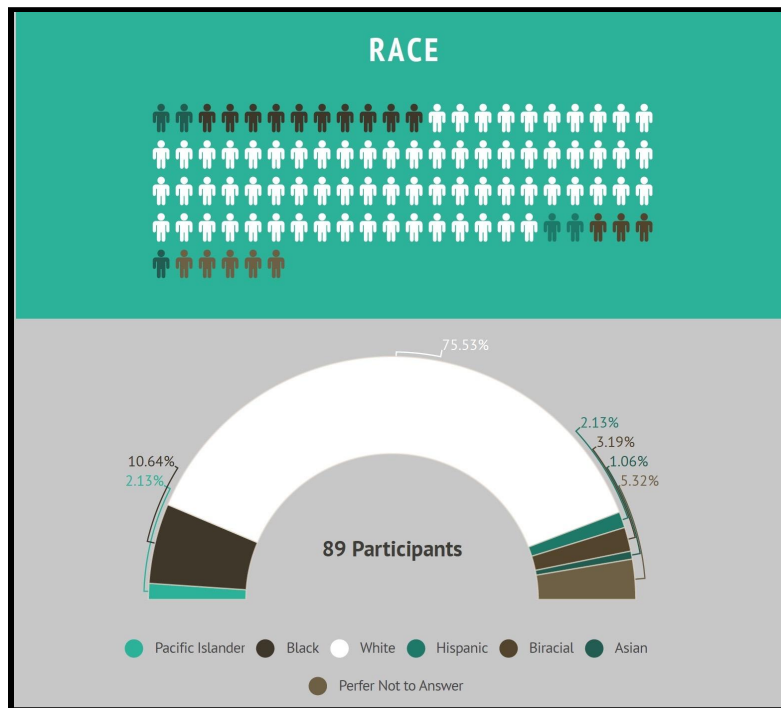
This study aims to take a mixed-method, phenomenological approach to research. A phenomenological study examines the lived experiences of various individuals related to a specific phenomenon (Creswell & Creswell, 2018). This study focused on the phenomena of the underlying forces or hidden curriculum (e.g., lack of diversity in faculty, the primary language used during class time, and mentors' side conversation about consumers) students experienced while attending a four-year interpreter education program (IEP) in the United States of America. The study explored both the frequency and impact of the hidden curriculum on the socio-cultural development of future practitioners using an explanatory sequential design. Following this

research design, the interviews (qualitative data) were used to understand the survey answers (quantitative data) at a more detailed level (Creswell & Creswell, 2018).

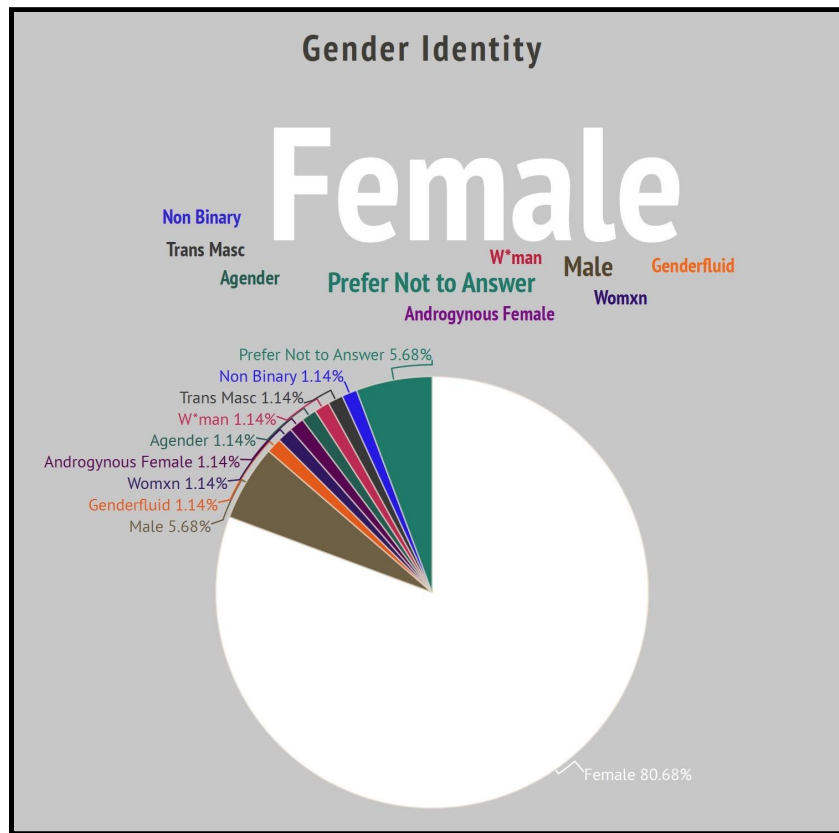
## **Participants**

The target population for the study was current students or recent graduates (within the last five years) of four-year interpreter education programs across the United States. Out of 106 survey participants from across the states, only 89 participants met the criteria and finished the survey. Those 89 participants answered demographic questions and self-identified in the following areas: race, gender identity, and sexual orientation.

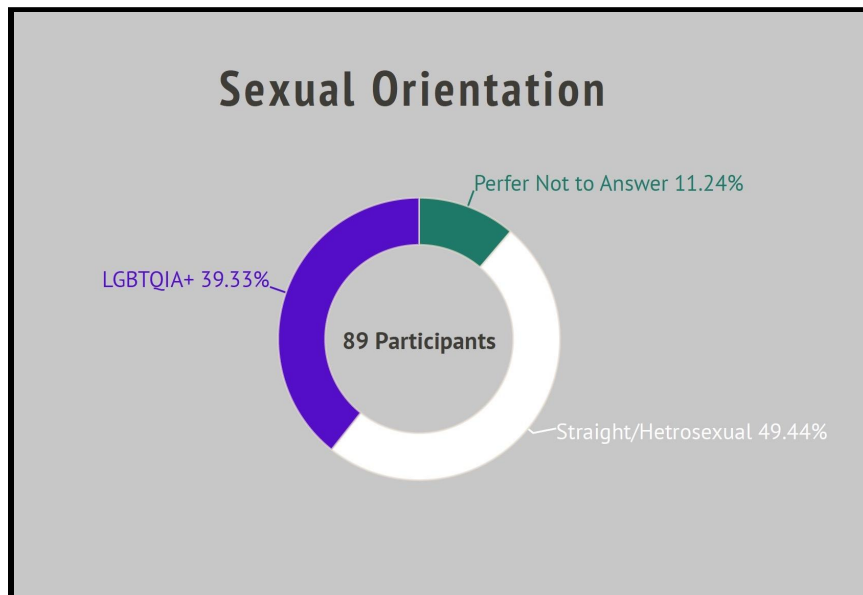
The race demographics for the 89 participants were 75.53% White (71), 10.64% Black (10), 3.19% Biracial (3), 2.13% Pacific Islander (2), 2.13% Hispanic (2), 1.06% Asian (1), and 5.32% Preferred Not to Answer (5) ( See Figure 2: Participant Demographics: Race). The gender identity demographics for the 89 participants were 80.68% Female (71), 5.68% Male (5), 1.14% Agender (1), 1.14% Androgynous Female (1), 1.14% Genderfluid (1), 1.14% Non Binary (1), 1.14% Trans Masc (1), 1.14% Womxn (1), 1.14% W\*man (1), and 5.68% Preferred not to answer (6) ( See Figure 3: Participants Demographics: Gender Identity).The sexual orientation demographics for the 89 participants were 49.44% Straight/Heterosexual (44), 39.33% identified in the LGBTQIA+ (35), and 11.24% Preferred not to answer (10) (see Figure 4: Participants Demographics: Sexual Orientation).

**Figure 2***Participants Demographics: Race*

*Note.* According to the Registry of Interpreters (RID) for the Deaf Annual Report (2019), RID's membership consisted of 14,452 members. Of the 11,004 that answered race demographics questions, 84.7% identified as European American/White. These demographic numbers from RID are similar to the numbers in this study's sample of participants.

**Figure 3***Participants Demographics: Gender Identity*

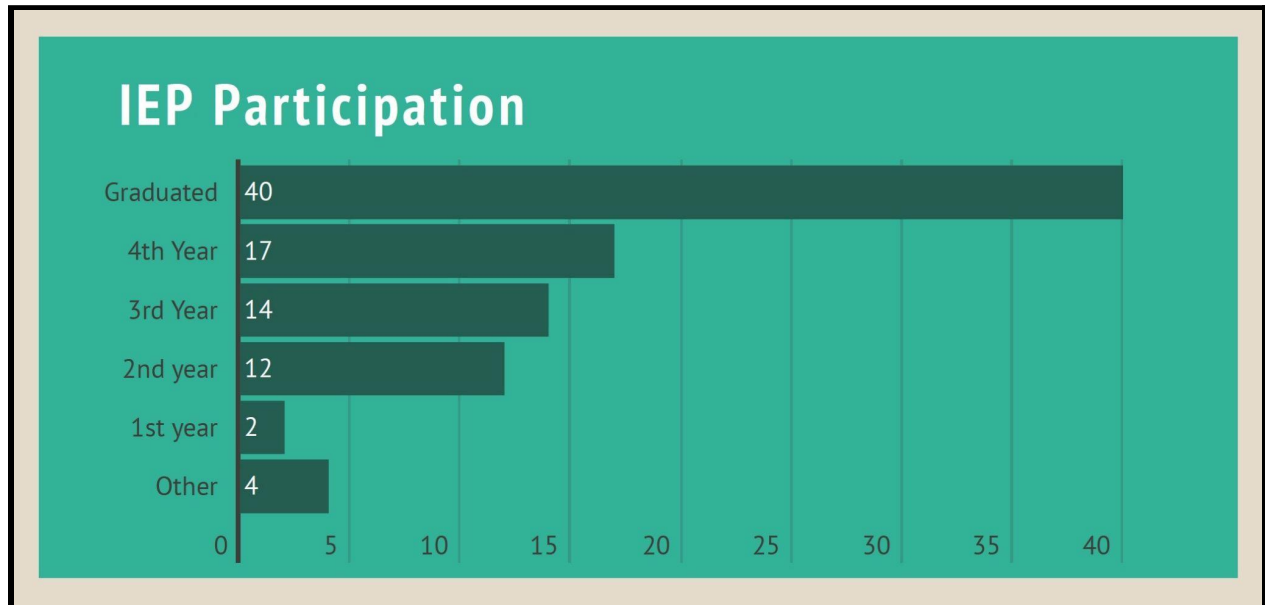
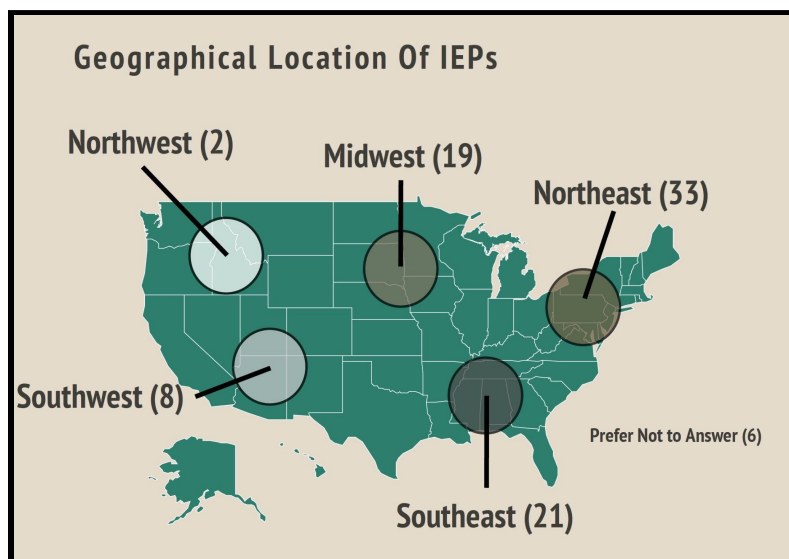
*Note.* According to the Registry of Interpreters (RID) for the Deaf Annual Report (2019), RID's membership consisted of 14,452 members. Of the 11,504 that answered gender-related demographics questions, 84.9% identified as female. These demographic numbers from RID are similar to the numbers in this study's sample of participants.

**Figure 4***Participants Demographics: Sexual Orientation*

*Note.* There were no demographics related to sexual orientation in the Registry of Interpreters for the Deaf (RID) Annual Report (2019).

The survey asked the participants to report what year in the course of study within the IEP or if they had already graduated (within the last five years). Of the 89 participants, 40 had graduated within the last five years, 17 were in their fourth year, 14 were in their third year, 12 were in the second year, 2 were in their first year, and 4 labeled themselves in the other category (See Figure 5: Participants' IEP Participation).

The final description of the participants was related to the geographical location of their IEP. The participants' options were Northwest, Southwest, Midwest, Southeast, Northeast, and Prefer not to answer. Of the 89 participants, 2 were located in the Northwest, 8 were located in the Southwest, 19 were located in the Midwest, 33 were located in the Northeast, 21 were located in the Southeast, and 6 preferred not to answer (See Figure 6: Participants' IEP Geographical Location).

**Figure 5***Participants' IEP Participation***Figure 6***Participants' IEP Geographical Location*



## **Data Collection**

McGurgan (2015) and his research team developed the Hidden Informal Curriculum Assessment Tool (HICAT) for medical students. The HICAT was adapted for interpreter education and used with permission for data collection. The survey was modified and developed in Qualtrics and distributed electronically with an embedded Informed Consent form (see Appendix A) to potential participants through email and social media contexts. The survey consisted of twenty scenarios/experiences that survey participants ranked on a Likert scale of never, occasionally, half the time, usually, always, or not applicable (see Appendix B). Secondly, the survey asked the participants to rank the impact of those twenty scenarios in order of importance from one to twenty on a sliding scale. At the end of the survey, there was an option for participants to volunteer to participate in a one-hour interview by clicking a separate link to a google form that gathered their individual contact information keeping their survey answers and contact information unconnected. Next, five participants were randomly selected using a random number generator and scheduled for an interview via zoom. The interviews were semi-structured with open-ended questions (see Appendix C) about the twenty experiences used in the survey. Each interview was recorded and transcribed using transcription software.

## **Data Analysis**

Data collected from surveys was analyzed using Tesch's Eight Step Coding Process (Creswell & Creswell, 2018, p. 196) to identify major themes related to social and cultural aspects of the hidden curriculum that appear in the interviews. The participants ranked positive and negative hidden curriculum scenarios using a Likert Scale to demonstrate impact. The rankings were used to show the prevalence of specific themes in the hidden curriculum and the frequency of occurrence among the participants during their time in their interpreter education

program. The three major themes that emerged were overall frequency of exposure to the hidden curriculum (positive or negative) among all participants, the effect of various demographic variables (race, gender, and sexual orientation) on the frequency of the experience of the hidden curriculum, and the possible impact on the educational journey of students that experienced the hidden curriculum (positive or negative).

## Chapter IV: Results and Discussion of Findings

### Results

In total, there were 89 participants that met the criteria and completed the survey. The survey asked the participants to estimate the frequencies that they experienced in various scenarios that represented positive and negative aspects of the hidden curriculum. The results from the survey were grouped into 4 categories: Never, Occasionally/Half the time, Usually/Always, and Not Applicable. Table 1 and Table 2 show the overall frequencies of 10 negative scenarios and 10 positive scenarios as experienced and reported by the participants. The survey findings show various experiences of the hidden curriculum by the participants.

**Table 1: Overall Frequency of the Negative Scenarios of Hidden Curriculum**

Hidden Curriculum Scenario-Negative	N	Never	Occasionally-Half the Time	Usually - Always	Not Applicable
I have witnessed discriminatory and oppressive attitudes in learning environments in the interpreter education program.	89	36.9%	38.1%	14.3%	10.7%
I have felt humiliated by an interpreter education program staff or faculty	89	44.0%	40.5%	4.8%	10.7%
I observed judgemental remarks about consumers (hearing or deaf) in the learning environment at my interpreter educational program.	89	23.8%	53.6%	9.5%	13.1%
I felt disadvantaged because of my gender identity	89	76.2%	11.9%	1.2%	10.7%

Hidden Curriculum Scenario-Negative	N	Never	Occasionally-Half the Time	Usually - Always	Not Applicable
I was troubled with the experiences I encountered during my practicums or labs	89	40.5%	34.5%	6.0%	19.0%
I felt disadvantaged in my interpreter education program because of my sexual orientation.	89	79.8%	6.0%	1.1%	13.1%
I was asked to undertake a task I was not confident to perform unsupervised	89	63.1%	17.9%	3.6%	15.5%
I have observed poor interprofessional team work among staff and faculty who work at my interpreter education program.	89	26.2%	47.6%	11.9%	14.3%
I felt disadvantaged because of my ethnicity or race.	89	66.7%	15.5%	4.7%	13.1%
I have encountered interpreting professionals I consider were negative role models	89	21.4%	59.5%	7.2%	11.9%

**Table 2: Overall Frequency of the Positive Scenarios of Hidden Curriculum**

Hidden Curriculum Scenario-Positive	N	Never	Occasionally-Half the Time	Usually - Always	Not Applicable
I have observed high professional standards in my learning environments	89	1.2%	14.2%	67.9%	16.7%
I have observed positive hearing-deaf interactions in my learning environment	89	1.2%	6.0%	76.2%	16.7%
I was inspired to develop my cultural competency and mediation skills	89	1.2%	13.1%	67.8%	17.8%
I have observed professional interpreters dealing with complex situations in a positive manner	89	0%	22.6%	57.1%	20.2%
I felt supported during my practicums and internships	89	4.7%	26.2%	38.1%	31.0%
I have observed consumers being treated as unique individuals	89	0%	9.6%	66.6%	23.8%

Hidden Curriculum Scenario-Positive	N	Never	Occasionally-Half the Time	Usually - Always	Not Applicable
I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program	89	14.3%	42.9%	27.4%	15.5%
I have witnessed staff in my interpreter education program acknowledging their limitations	89	8.3%	28.5%	46.5%	16.7%
I have encountered positive role models in my learning environment	89	1.2%	20.2%	63.1%	15.5%
My learning environment was socially and culturally and linguistically equitable	89	3.6%	33.3%	46.4%	16.7%

The participants were asked to rank the 20 scenarios of the hidden curriculum based on impact to their educational journey. The top four scenarios ranked by the participants are “I have observed consumers being treated as unique individuals” at 40.4%, “I have encountered positive role models in my learning environment” at 32.7%, I was inspired to develop my cultural competency and mediation skills” at 26.9% and “I have witnessed discriminatory and oppressive attitudes in learning environments in the interpreter education program” and “I have encountered interpreting professionals I consider were negative role models” both at 21.2% (See Table 3).

The top three scenarios that most impact participants are positive examples of the hidden curriculum. The other two scenarios are negative examples of the hidden curriculum. The rankings were not based necessarily on the frequency of occurrence but rather on how the scenario impacted or would impact the participant in the educational setting. The impact could be positive or negative depending on the participant's perspective and experience with the said scenario.

**Table 3***Overall Impact Rating of the Hidden Curriculum - Top 4 Scenarios of Impact*

Hidden Curriculum Scenario	Rank	Percentage
I have observed consumers being treated as unique individuals	1	40.4%
I have encountered positive role models in my learning environment	2	32.7%
I was inspired to develop my cultural competency and mediation skills	3	26.9%
I have witnessed discriminatory and oppressive attitudes in learning environments in the interpreter education program.	4	21.2%
I have encountered interpreting professionals I consider were negative role models	4	21.2%

To examine the data further, three positive and three negative scenarios were examined under three different demographic variables to explore the influence on the frequency of experiencing the hidden curriculum. The three negative scenarios are “I felt disadvantaged because of my gender identity”, “I felt disadvantaged because of my ethnicity or race”, and “I have encountered interpreting professionals I consider were negative role models” as seen in Tables 4, 6, and 8. The three positive scenarios are “I have observed high professional standards in my learning environments”, “I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program”, and “I have encountered positive role models in my learning environment” as seen in Tables 5, 7, and 9. Each scenario was examined using the following demographic variables, race (Group 1 and Group 2), gender identity (Group 3 and Group 4) and sexual orientation (Group 5 and Group 6) as seen in tables 4-9.

Under the demographic variable of race, the findings show that participants from Group 1 (those participants that self-identified as Black, Biracial, Pacific Islander, Hispanic and Asian) experienced the negative scenario related to race and gender identity more often than the participants in Group 2 (those participants that self-identified as White). Both Group 1 and Group

2 experienced negative role models at similar rates. (see Table 4). With the positive scenarios, Group 1 participants reported observing diverse faculty and staff more often than Group 2 participants. There is no notable difference between Group 1 participants and Group 2 participants in the other two positive scenarios (seen Table 5).

**Table 4**

*Three Negative Scenarios analyzed by Race*

Hidden Curriculum Scenario-Negative	N	Never	Never	Occasionally-Half the Time	Occasionally-Half the Time	Usually - Always	Usually - Always-	Not Applicable	Not Applicable
Group	2/1	1	2	1	2	1	2	1	2
I felt disadvantaged because of my gender identity	71/18	66.7%	73.2%	16.7%	9.9%	0.0%	1.4%	1.4%	0.0%
I felt disadvantaged because of my ethnicity or race.	71/18	5.5%	73.2%	44.4%	5.6%	22.2%	0.0%	5.6%	7.0%
I have encountered interpreting professionals I consider were negative role models	71/18	16.7%	21.1%	38.9%	55.0%	16.7%	4.2%	5.6%	2.8%

*Note.* Group 1 represents those participants that self-identified as Black, Biracial, Pacific

Islander, Hispanic and Asian. Group 2 represents those participants that self-identified as White.

**Table 5***Three Positive Scenarios analyzed by Race*

Hidden Curriculum Scenario-Positive	N	Never	Never	Occasionally-Half the Time	Occasionally-Half the Time	Usually - Always	Usually - Always	Not Applicable	Not Applicable
Group	2/1	1	2	1	2	1	2	1	2
I have observed high professional standards in my learning environments	71/18	5.6%	0.0%	5.6%	15.5%	72.2%	55.0%	16.7%	9.9%
I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program	71/18	11.1%	14.1%	55.6%	35.2%	16.7%	28.2%	16.7%	7.0%
I have encountered positive role models in my learning environment	71/18	5.6%	0.0%	16.7%	19.7%	61.1%	59.2%	16.7%	9.9%

*Note.* Group 1 represents those participants that self-identified as Black, Biracial, Pacific

Islander, Hispanic and Asian. Group 2 represents those participants that self-identified as White.

Under the demographic variable of gender identity, the findings show that participants in Group 3 ( those participants that self-identified as Male, Agender, Androgynous Female, Genderfluid, Non Binary, Trans Masc, Womxn, and W\*man) (Table 6) experienced all three negative scenarios at a higher frequency than the participants in Group 4 (those participants that self-identified as female) (Table 6). With the three positive scenarios, there is no notable difference between participants in Group 3 and Group 4 (seen Table 7). Both groups of

participants reported experiencing the selected positive scenarios of the hidden curriculum at similar frequencies.

**Table 6**

*Three Negative Scenarios analyzed by Gender Identity*

Hidden Curriculum Scenario-Negative	N	Never	Never	Occasionally-Half the Time	Occasionally-Half the Time	Usually - Always-	Usually - Always-	Not Applicable	Not Applicable
Group	3/4	3	4	3	4	3	4	3	4
I felt disadvantaged because of my gender identity	12/71	75.0%	80.3%	25.0%	11.3%	0.0%	1.4%	8.3%	8.5%
I felt disadvantaged because of my ethnicity or race.	12/71	50.0%	71.8%	16.7%	18.3%	8.3%	4.2%	16.7%	12.7%
I have encountered interpreting professionals I consider were negative role models	12/71	16.7%	18.3%	83.3%	56.3%	8.3%	5.6%	16.7%	12.7%

*Note.* Group 3 represents those participants that self-identified as Male, Agender, Androgynous Female, Genderfluid, Non Binary, Trans Masc, Womxn, and W\*man. Group 4 represents those participants that self-identified as female.



**Table 7***Three Positive Scenarios analyzed by Gender Identity*

Hidden Curriculum Scenario-Positive	N	Never	Never	Occasionally-Half the Time	Occasionally-Half the Time	Usually - Always	Usually - Always	Not Applicable	Not Applicable
Group	3/4	3	4	3	4	3	4	3	4
I have observed high professional standards in my learning environments	12/71	8.3%	0.0%	0.0%	18.3%	83.3%	70.4%	16.7%	11.3%
I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program	12/71	8.3%	16.9%	50.0%	43.7%	33.3%	26.8%	25.0%	9.9%
I have encountered positive role models in my learning environment	12/71	0.0%	0.0%	16.7%	21.1%	58.3%	67.6%	33.3%	7.0%

*Note.* Group 3 represents those participants that self-identified as Male, Gender, Androgynous Female, Genderfluid, Non Binary, Trans Masc, Womxn, and W\*man. Group 4 represents those participants that self-identified as female.

Under the demographic variable of sexual orientation, the findings show that participants in Group 5 ( those participants that self-identified under the LGBTQIA+ umbrella) experienced all three selected negative scenarios at a higher rate than participants not identifying under the LGBTQIA+ umbrella (Group 6) (see Table 8). There is no notable difference between Group 5 participants and Group 6 participants in the three positive scenarios (see Table 9).

**Table 8***Three Negative Scenarios analyzed by Sexual Orientation*

Hidden Curriculum Scenario-Negative	N	Never	Never	Occasionally	Occasionally-Half the Time	Usually - Always	Usually - Always	Not Applicable	Not Applicable
Group	5/6	5	6	5	6	5	6	5	6
I felt disadvantaged because of my gender identity	35/44	77.1%	72.7%	17.1%	9.1%	0.0%	2.3%	5.7%	15.9%
I felt disadvantaged because of my ethnicity or race.	35/44	68.6%	65.9%	17.1%	11.4%	2.9%	4.5%	14.3%	13.6%
I have encountered interpreting professionals I consider were negative role models	35/44	20.0%	18.2%	65.7%	50.0%	11.4%	2.3%	2.9%	15.9%

*Note.* Group 5 represents those participants who self-identified under the LGBTQIA+ umbrella.

Group 6 represents those participants who self-identified as heterosexual/straight.

**Table 9***Three Positive Scenarios analyzed by Sexual Orientation*

Hidden Curriculum Scenario-Positive	N	Never	Never	Occasionally	Occasionally-Half the Time	Usually - Always	Usually - Always	Not Applicable	Not Applicable
Group	5/6	5	6	5	6	5	6	5	6
I have observed high professional standards in my learning environments	35/44	2.9%	0.0%	22.9%	27.3%	57.15	50.0%	17.1%	15.9%
I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program	35/44	11.4%	13.6%	57.1%	36.4%	22.9%	29.5%	17.1%	13.6%
I have encountered positive role models in my learning environment	35/44	2.9%	0.0%	15.9%	20.5%	51.4%	59.1%	17.1%	15.9%

*Note.* Group 5 represents those participants who self-identified under the LGBTQIA+ umbrella.

Group 6 represents those participants who self-identified as heterosexual/straight.

There were 5 participants that also participated in an informal, volunteer, semi-structured interview. The interview transcripts were analyzed for themes related to the twenty scenarios of the hidden curriculum for impact and qualitative data related to participants' experience with the hidden curriculum. Figure 7 shows the main themes that emerged from the interviews and were related to the following hidden curriculum scenarios: “I felt humiliated by an interpreter education program staff or faculty”, “I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program”, “I have witnessed discriminatory



way is 47.9% of all 89 participants. These findings are encouraging in that they offer insight into how students are positively shaped outside of the formal curriculum's scope and sequence. However, the data shows that 32.5% of participants experienced some negative aspect of the hidden curriculum (occasionally/half the time) and 3.6% of participants never experienced positive aspects of the hidden curriculum. These numbers are critical because while they are below 50%, they still reveal there are events that are shaping future interpreters for the negative, whether that's professionally or personally. Being able to recognize the presence and influence of these underlying forces is of utmost importance for the profession and community.

### **Discussion of Findings- Frequency and Demographic Variables**

Interpreter education students are experiencing the hidden curriculum at various frequencies. Depending on the demographic variable, some students may experience more or less of the hidden curriculum during their educational journey. It is important for interpreter educators to recognize these differences among students' experiences as valid and an important part of the training, development and impartation of future interpreters. The data showed a significant difference between students of color and white students when experiencing the hidden curriculum related to race. 73.2% of white students stated never experiencing disadvantages related to race, while 66.6% of students of color did experience disadvantages related to race during their educational journey. The data potentially reveals that a white student and a student of color attending the same program, with the same faculty, and the same curriculum can have a very different experience solely based on their race.

Gender identity and sexual orientation are the other two demographic variables that were compared among participants and the frequency of experiencing the hidden curriculum. While the differences within each of these variables individually is not that striking, a deeper look at the

intersectionality of variables and the frequency of the hidden curriculum could reveal another systemic level of the hidden curriculum. For example, students of color that also identify as LGBTQIA+ may experience the positive and negative aspects of the hidden curriculum differently than a student that identifies with just one demographic variable.

### **Hidden Curriculum Impact on Students Experience**

The hidden curriculum is experienced at different frequencies and can happen more or less depending on the demographic variables. More importantly, when the hidden curriculum is experienced, the impact can have lasting effects on the student both during their training and later as they enter the workforce. From the survey data and the interviews, four hidden curriculum scenarios emerged with significant impact on interpreting students.

The first scenario “I felt humiliated by an interpreter education program staff or faculty” was experienced by 45.5% of participants at some level of frequency (Occasionally- Half the time- usually- always) during their time in their interpreter education program. Humiliation at any level can be traumatic and deeply impactful. One participant shared in their interview of a time they experienced humiliation in their interpreter training program. The student and their classmates were “put in their place” by a faculty member in an attempt to understand their lack of readiness as an interpreting professional. The result of experiencing this aspect of the hidden curriculum was this student and other students leaving the classroom crying and creating lasting wounds such as increased anxiety, lack of trust in program staff, and lower self confidence as a working professional. While this is one story, 45.5% of the participants reported in the survey an experience with humiliation and that is of great concern for those individuals and the profession.

The next scenario, “I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program” is a positive aspect of the hidden

curriculum and was experienced by 70.3% of participants at some level of frequency (Occasionally- Half the time- usually- always) during their time in their interpreter education program. These overall numbers are encouraging and telling of some possible shifts in the profession of interpreting related to diverse leaders and educators. One interview participant reported their program had a diverse (deaf and hearing staff, and racially diverse staff) and supportive staff and that helped to create an amazing positive experience overall. The diverse staff created a learning environment open up to different ideas, shared a broader sense of the work done in interpreting and offered different points of view related to professional ethics. It is important to note that the above participant was a white female, and another interview participant that identified as black fell in the 14.3% that never experienced diverse faculty and staff. The student of color shared that due to the lack of diversity of staff (a positive aspect of hidden curriculum turned negative when not experienced) the impact was feeling stripped of being a CODA (Child of Deaf Adult), being stripped of the student's identity as a Black person, and the student's thought process became whitewashed. The impact for both these students was significant, but drastically different based on the color of their skin and the level of diversity of the interpreter educators working with them.

The next scenario, "I have witnessed discriminatory and oppressive attitudes in the learning environments in the interpreter education program" is a negative aspect of the hidden curriculum and was experienced by 52.4% of participants at some level of frequency (Occasionally- Half the time- usually- always) during their time in their interpreter education program. Discriminatory and oppressive attitudes were reported by an interview participant throughout their educational journey. The impacts of discriminatory and oppressive attitudes on this student of color were reported to be horribly stressful. The student reported due to the

impact on their mental health, they had to seek therapy and eventually come to the conclusion in their last year of the program to possibly drop out of the program and the profession altogether. The student reported that while the program had a formal curriculum related to diversity and inclusion, the staff did not practice it leading to an oppressive learning environment.

The final scenario for discussion, "I have encountered interpreting professionals I consider were negative role models" is a negative aspect of the hidden curriculum and was experienced by 66.7% of participants at some level of frequency (Occasionally- Half the time- usually- always) during their time in their interpreter education program. Interview participants shared experiences where a mentor was not comfortable with a student's sexuality, gender presentation, and identity, even calling the student "it" and by their dead name, instead of using their preferred pronouns and the name they chose after transition. The impact on this student was feeling blacklisted and ignored in group discussions, and a sense of fear going into mentoring situations. The burden of having to make sure that learning spaces were safe was placed on the student due to this negative role model. Another interview participant shared a time they were criticized by a mentor, in front of others (a potential aspect of humiliation) for the student's cultural attire and appearance during an interpreting practicum and called unprofessional. The student of color experienced this aspect of negative role models from a white mentor.

As discussed above, the hidden curriculum can have a positive impact or a negative impact on the interpreting student. The impact can be so great that it not only affects the student during their educational training, but has lasting effects on the student when entering the profession. The frequency of the hidden curriculum is important to understand and address, but



realizing the lasting effects of the impact of the hidden curriculum is extremely important to training future interpreters and transforming the profession.

### **Limitations**

The results of the study represent a small sampling of participants from the interpreting profession and do not provide a direct correlation between the participants' responses and all interpreter education students. Having a greater sample of interpreter education program students would offer a more detailed view of the overall experience of students and the impact on the profession. While the results provide a brief overview and sampling of the frequency and impact of the hidden curriculum and its confirmed presence in interpreter education, doing program specific studies on the hidden curriculum in the format of an action study would give programs more specific results and system related solutions. The study had other limitations, such as the length of the survey, the difficulty of using the impact rating scale, and limited ability to look at intersectionality among participants. Therefore, developing a survey of optimal length allows for more participants to complete the survey. Since student experience is an important factor in assessing the hidden curriculum, doing focus groups and individual interviews would provide more reliable data related to the impact of the curriculum as well as cross section analysis related to intersectionality. Finally, the influence of the hidden curriculum on the author of this research as well as the author's own implicit biases present possible limitations. A solution would be to have a diverse team that represents intersectional identities to lead further studies on the hidden curriculum.

### **Future Research**

The results can be used to begin collective conversations and professional dialogue around the importance of including the aspect of the hidden curriculum in the interpreting students' educational journey. Future research could include specific studies on intersectionality

and the hidden curriculum, comparing interpreter education staff and faculty demographics to the student experience, as well as including more language and cultural specific questions about the hidden curriculum. Another important study would be offering social emotional learning opportunities for both staff and students related to navigating the hidden curriculum and its impacts on self and others. Developing an instrument specific to interpreting education and the hidden curriculum would offer a more consistent look at the events, trends/patterns, and system structures within the interpreter education system.

### **Chapter V: Conclusion**

In conclusion, the interpreting profession is being shaped by the interpreter education programs across the country. Every aspect of these programs play a role in future practitioners and the community that is served by their work. One aspect, the hidden curriculum, ideally would be more positive and more readily experienced by all students equally, but we are humans and the imperfections of humanity will not allow for an interpreter education utopia. Therefore, acknowledging the existence of the hidden curriculum and the depth of its impact is essential to stop vetting and siphoning interpreting students toward the dominant culture. Furthermore, leaders in interpreter education programs move toward resisting the trends and patterns that have historically steered interpreter education, identify tools to better understand the hidden curriculum within the system structures and listen and validate student experiences. Taking these steps would potentially offer a shift toward transformation within the interpreter education system and ultimately the profession.



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## Appendices

Appendix A Informed Consent Form

Appendix B Underlying Forces Survey

Appendix C Volunteer Interview questions

### Appendix A

#### *Informed Consent Form*

#### ST CATHERINE UNIVERSITY

#### Informed Consent for a Research Study

**Study Title: Exploring the Underlying Forces in Interpreter Education Programs in the United States**

**Researcher(s):** Chris McGaha, NIC: Advanced

You are invited to participate in a research study called Exploring the Underlying Forces of Interpreter Education Programs in the United States. The underlying forces or hidden curriculum are the factors outside the formal and informal curriculum influencing the educational journey of students and their development. The study is being conducted by Chris McGaha, NIC: Advanced, a graduate student from the Masters of Interpreting Studies and Communication Equity program at St. Catherine University.

The purpose of this study is to investigate those underlying forces or the hidden curriculum within current four-year interpreter training programs and how that hidden curriculum influences the development of future interpreters and the potentially lasting effects on the profession and the communities involved.

This study is important because it will reveal the positive and negative aspects of the hidden curriculum and the potential impacts on interpreter training. The study could provide insight to interpreter training program administrators and faculty on how to address the hidden curriculum from the top-down within the educational system as a means of developing more socially conscious students and future practitioners. Approximately 50-200 current and former interpreter education program students/graduates will be contacted. Below, you will find answers to the most commonly asked questions about participating in a research study. Please read this entire document and ask any questions you may have before you agree to be in the study.

**Why have I been asked to be in this study?**



You are a current student or graduate of a four-year interpreter training program in the last five years.

**If I decide to participate, what will I be asked to do?**

If you meet the criteria and agree to be in this study, you will be asked to do the following:

- Complete a demographic survey
- Complete a survey to rank the frequency and impact of various experiences you may have encountered during your time in an Interpreter Training Program using multiple-choice questions and a sliding scale.
- If you volunteer, you may be selected to participate in an informal interview over Zoom video conferencing platform (voluntary and your data and identity will be kept separate and confidential on a secure drive that is password protected). There is a separate consent form for the interview if you decide to participate and are selected.

A maximum of 30 minutes to 1 hour of your time would be invested in the demographic survey, frequency survey, and impact rating scale.

**What are the benefits (good things) that may happen if I am in this study?**

While there is no direct benefit to you, you may have the opportunity to consider various experiences related to your time as a student in an interpreter education program and reflect on your time attending the interpreter training program.

**What are the risks that may happen if I am in this study?**

As you reflect on the various experiences you may be triggered emotionally related to the negative experiences during your interpreter education journey.

Participation is voluntary, refusal to participate or subsequent discontinuation of participation will involve no penalty to you, the research subject. Also, if you discontinue the survey midway your responses up to that point will not be retained and will be deleted.

**Resources for support if needed:**

<https://resiliencyresources.com>

[www.healthline.com/health/mental-health/emotional-triggers](http://www.healthline.com/health/mental-health/emotional-triggers)

[www.mediatorsbeyondborders.org/wp-content/uploads/2020/01/managing-your-triggers-toolkit.pdf](http://www.mediatorsbeyondborders.org/wp-content/uploads/2020/01/managing-your-triggers-toolkit.pdf)

[www.calm.com](http://www.calm.com)

**Will I receive any compensation for participating in this study?**

You will not be compensated for participating in this study

**What will you do with the information you get from me and how will you protect my privacy?**

The information that you provide in this study will be collected from the survey and analyzed to show the positive and negative impacts of the hidden curriculum. The survey will be disseminated and stored in Qualtrics and protected by a password. Any assessment, survey, written or recorded data collected will be encrypted and password protected on a university Google Drive account by the principal investigator of this study. Chris McGaha will have access to all data. I expect to finish analyzing the data by May 20, 2021.

Any information that you provide will be kept confidential, which means that you will not be identified or identifiable in any written reports or publications. If it becomes useful to disclose any of your information, I will seek your permission and tell you the persons or agencies to whom the information will be furnished, the nature of the information to be furnished, and the purpose of the disclosure; you will have the right to grant or deny permission for this to happen. If you do not grant permission, the information will remain confidential and will not be released.

Please do not use any names or identifying information to maintain confidentiality.

At the completion of this study, the data that is not identifiable will be utilized for a research publication on the issue of the hidden curriculum in the interpreter education field and could be presented to interpreter education conferences.

**Are there possible changes to the study once it gets started?**

If during the course of this research study there are new insights related to interpreter education that might influence your willingness to continue participating in the study, you will be informed of these insights in an appropriate time frame.

**How can I get more information?**

If you have any questions, you can ask them before you sign this form. You can also feel free to contact me at [jlmcgaha330@stkate.edu](mailto:jlmcgaha330@stkate.edu). If you have other questions or concerns regarding the

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

**Statement of Consent:**

By clicking on the “Begin Survey” button below and submitting your completed survey, you are providing consent for your responses to be used for research purposes.

**Appendix B***Underlying Forces Survey*

Qualtrics Survey Software

**Informed Consent- Exploring the Underlying Forces in Interpreter Education**

Q23.

Please click on the Informed consent form and read it in its entirety:

[Survey Informed Consent Form](#)

I have read the Informed consent form and consent to participate in the study and engage in taking the qualitative survey and have my results used in the above study.

By clicking on the “Begin Survey” button below and submitting your completed survey, you are providing consent for your responses to be used for research purposes.

Begin Survey

I do not wish to participate

**Demographics**

Q28. How do you currently describe your gender identity:

Type below:

Prefer not to answer

Q48. What are your preferred pronouns:

Type below:

Prefer not to answer

Q29. How do you currently describe your ethnicity:

Type below:

Prefer not to answer

Q30. How do you currently describe your race:

Type below:

Prefer not to answer

Q52. How do you currently describe your sexual orientation:

Type below:

Prefer not to answer

Q31. Interpreter Education Program Participation

1st year

2nd Year

3rd Year

4th Year

Graduated

Other

Did not graduate from a program

Q32. If you graduated from an Interpreter Education Program, what year did you graduate?

**Q49. Geographical Location of interpreter education program:**

Northwest USA

Southwest USA

Southeast USA

Northeast USA

Midwest USA

**Q51. Geographical Location where you live and work (or potentially will work):**

Northwest USA

Southwest USA

Southeast USA

Northeast USA

Midwest USA

**Describe how often you may have experienced the following during your time at IEP**

**Q1. I observed judgemental remarks about consumers (hearing or deaf) in the learning environment at my interpreter educational program.**

Never

Occasionally

Half the Time

Usually

Always

Not Applicable

Q2. I felt disadvantaged in my interpreter education program because of my sexual orientation.

Never

Occasionally

Half the time

Usually

Always

Not Applicable

Q3. I felt disadvantaged because of my gender identity

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q4. I have witnessed discriminatory and oppressive attitudes in learning environments in the interpreter education program.

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q5. I have encountered interpreting professionals consider were negative role models Never

Occasionally

Half the time

Usually

Always

Not Applicable

Q6. I have felt humiliated by an interpreter education program staff or faculty

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q7. I felt disadvantaged because of my ethnicity or race.

Never



Occasionally

Half the Time

Usually

Always

Not applicable

Q8. I have observed poor interprofessional team work among staff and faculty who work at my interpreter education program.

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q9. I was asked to undertake a task I was not confident to perform

unsupervised Never

Occasionally

Half the time

Usually

Always

Not applicable

Q10. I was troubled with the experiences I encountered during my practicums

or labs Never

Occasionally

Half the time

Usually

Always

Not applicable

Q11. I have observed high professional standards in my learning environments

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q12. I have observed positive hearing-deaf interactions in my learning environment

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q13. I was inspired to develop my cultural competency and mediation skills.

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q14. I have observed professional interpreters dealing with complex situations in a positive manner

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q15. I felt supported during my practicums and internships

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q16. I have observed consumers being treated as unique individuals Never

Occasionally

Half the time

Usually

Always

Not applicable

Q17. I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program.

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q18. I have witnessed staff in my interpreter education program acknowledging their limitations

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q19. I have encountered positive role models in my learning environment

Never

Occasionally

Half the time

Usually

Always

Not applicable

Q20. My learning environment was socially and culturally and linguistically

equitable Never

Occasionally

Half the time

Usually

Always

Not applicable

Q24. Please rank the below experiences based on their impact on you as a student in an Interpreter Training Program. 1 being the most impactful and 20 being the least impactful.

I observed judgemental remarks about consumers (hearing or deaf) in the learning environment at my interpreter educational program.

I felt disadvantaged in my interpreter education program because of my sexual orientation. I felt disadvantaged because of my gender identity

I have witnessed discriminatory and oppressive attitudes in learning environments in the interpreter education program.

I have encountered interpreting professionals I consider to be negative role models I have felt humiliated by an interpreter education program staff or faculty

I observed judgemental remarks about consumers (hearing or deaf) in the learning



environment at my interpreter educational program.

I have observed poor interprofessional teamwork among staff and faculty who work at my interpreter education program.

I was asked to undertake a task I was not confident to perform unsupervised I was troubled with the experiences I encountered during my practicums or labs

I have observed high professional standards in my learning environments

I have observed positive hearing-deaf interactions in my learning environment I was inspired to develop my cultural competency and mediation skills.

I have observed professional interpreters dealing with complex situations in a positive manner I felt supported during my practicums and internships

I have observed consumers being treated as unique individuals

I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program.

I have witnessed staff in my interpreter education program acknowledging their limitations I have encountered positive role models in my learning environment

My learning environment was socially and culturally and linguistically equitable

Q53. If you would like to participate in an informal interview, please check below:

yes

Maybe

No

Q54. Google Form for Interview - this is a separate form and will be separate from your survey answers to protect any identifying information.

### [Hidden Curriculum- Interview Participation Contact Form](#)

## **Appendix C**

### *Volunteer Interview Questions*

Thank you for your time and interest in this study. The interview will be recorded, but your answers here are not in any way connected to your first survey as you may recall, the request for participants for the interviews was completed using a separate link thereby disconnecting your name from your answers to survey questions.

1. Of these twenty experiences (to be shown on screen and taken straight from the survey- See the list of experiences below), which one is one you might have an experience you would like to share about?
2. How did this experience impact your educational journey to becoming an interpreter?
3. Did any experience in your IEP, challenge the way you think about yourself- as a student, as an interpreter, as a professional?
4. Did any experience in your IEP, cause you to think differently about deaf people?
5. If you could change anything about your IEP experience, what would that be and why?

Experiences to be discussed/referenced during the interview:

I observed judgemental remarks about consumers (hearing or deaf) in the learning environment at my interpreter educational program.

I felt disadvantaged in my interpreter education program because of my sexual orientation. I felt disadvantaged because of my gender identity

I have witnessed discriminatory and oppressive attitudes in learning environments in the interpreter education program.

I have encountered interpreting professionals I consider were negative role models I have felt humiliated by an interpreter education program staff or faculty

I observed judgemental remarks about consumers (hearing or deaf) in the learning environment at my interpreter educational program.

I have observed poor interprofessional teamwork among ITP staff and faculty

I was asked to undertake a task I was not confident to perform unsupervised

I was troubled with the experiences I encountered during my practicums or labs

I have observed high professional standards in my learning environments

I have observed positive hearing-deaf interactions in my learning environment

I was inspired to develop my cultural competency and mediation skills.

I have observed professional interpreters dealing with complex situations in a positive manner

I felt supported during my practicums and internships

I have observed consumers being treated as unique individuals

I have observed diverse faculty and/or staff, both racially and linguistically, within my interpreter education program.

I have witnessed staff acknowledging their limitations

I have encountered positive role models in my learning environment

My learning environment was socially and culturally and linguistically equitable

Recording Permission:

I, \_\_\_\_\_, give the primary investigator, Chris McGaha, the permission to record my interview over Zoom and use the information to gather data for the thesis research project titled: Exploring the Underlying Forces in Interpreter Education Programs

in the United States. The interview was conducted on \_\_\_\_\_(date) and at  
\_\_\_\_\_(time).

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
Signature and date