

Group supervision: a tool for developing professionalism. Growth comes from different perspectives.¹

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In 2016, at the EFSLI in Athens, Prof. Dr. Benner, director from the education for Sign Language interpreters at the Hochschule Landshut and Ms De Beer, met. They engaged in a conversation about how interpreters take care of themselves and how they develop reflective practice skills. Although the Sign Language interpreters in Germany and those in the Netherlands share the same job and a lot of practices, there are some significant differences to detect. One of those is the use of supervision.

In this article we will discuss different aspects of group supervision. We start with an in-depth definition of group supervision and explain its goals and benefits. Then we focus on the background and current state of group supervision in the Netherlands, and we will provide the Dutch code of ethics. In addition, we include a fictional case study and an anonymous factual story as examples of group supervision.

Sign Language interpreters mostly work individually. However, many have indicated that they often struggle with similar issues. Although, the realization that colleagues also cope with challenges is valuable, there is more that can be done such as group supervision. Experience shows that due to group supervision Sign Language interpreters gain more awareness about the impact and importance of their profession. In addition, supervision helps interpreters to understand how their work affects them personally. At the same time, it gives interpreters the possibility to collaboratively find solutions for issues they are confronted with while interpreting. That is why we fully support group supervision and see it as an opportunity to professionalize, to improve self-confidence and to relieve stress.

¹ This article is based on the speech held by Winnie de Beer and Anke Bruns-Heij on March 17th, 2017 at the Fachtagung Supervision und Gebärdensprache at the Fakultät Interdisziplinäre Studien of the Hochschule Landshut, Germany.

The Meaning of Group Supervision

Supervision can be done in different ways such as one to one, which we call personal coaching, or in a group. Regarding Sign Language interpreters, the most common form of supervision in the Netherlands is group supervision. Although personal coaching is available as well, we focus on group supervision in this article.

Group supervision knows a lot of synonyms, for example: counselling, coaching, intervision and supervision. For the purpose of this article, we have chosen the term 'group supervision' as it is the most accurate translation of the original Dutch and German concept ('intervisie' and 'Intervision' respectively).

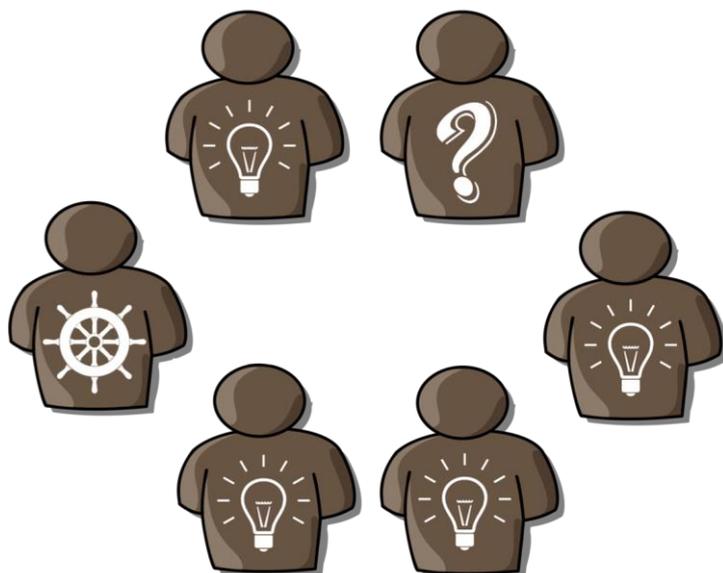


Image 1: Process of group supervision (W. de Beer/M. Steur)

Group supervision is an important tool that Sign Language interpreters can use in order to learn from each other through discussion of their work. But what is group supervision? We will explain it and refer to the image above for visual explanation. Group supervision is implemented for work-related issues. One interpreter, who we will call the contributor (the question mark in the image) brings in a case to her² colleagues that involves some kind of issue or problem. The contributor asks her colleagues (the light bulbs in the image) for help to explore the issue and to give her advice on the questions she has relating to the case. Her colleagues pose their own questions to her, which helps the contributor to sharpen her own questions. This process might result in her reformulating those questions. After analysing the case, the colleagues give their advice, according to their own experience and perspectives. At the end, the contributor summarizes the valuable insights she has acquired.

This process has to be guided by a professional supervisor (the steering wheel in the image) who monitors the process and keeps the discussion at a productive level. In the Netherlands, the supervisor does not necessarily have to be an interpreter, but more important is that the supervisor is qualified and professional. Our own experience tells us that it is not important to have a supervisor who is also an interpreter. Actually, having a supervisor who is not an interpreter may support the process by adding a perspective of people without knowledge of the Deaf culture. You can ask yourself how they might look at the situation. Alternatively, if the supervisor is an interpreter as well, participants may be supported by knowing that the supervisor recognizes the potential struggles during work. Therefore, both kinds of supervisors can add a different kind of perspective to the process of supervision.

Dean and Pollard (2013) are two well-known researchers who developed the Demand Control Schema, which is a model for effective interpretation widely used in the field of Sign Language interpretation. Their book about the Demand Control Schema contains a great way to describe group supervision. Here are some quotes:

² In order to remain gender neutral, we use the pronouns he and she interchangeably. Note that we mean to indicate all individuals who may have an active role in that particular situation.

- “The supervisor is focused on helping the supervisee (who we call the contributor) develop their own judgement about how to handle issues that arise during professional practice.”(145)
- “Consider how the word [supervision] is made up of two components: super and vision. In relation to reflective practice, supervision refers to discussing your work with one or more colleagues, the goal of which is to obtain a “superior vision” – one that you could not have achieved on your own. This superior vision emerges through a structured process wherein your perspective about a work situation is enhanced by the questions and thoughts your colleagues propose about an interpreting case you have presented.”(143)

In other words, group supervision means exploring your issues and questions in combination with learning from each other and sharing different perspectives.

A few examples of issues

-I feel uncomfortable when I interpret in a situation, but it is not clear to me why. What is going on?

-During an assignment I notice that there is a complete lack of understanding from both parties (deaf and hearing), is it my role to intervene?

-I struggle with interpreting English lessons at school. Which interpreting-strategies do I have and which are most helpful interpreting the English lessons?

The Goals and Benefits of Group Supervision

According to Dean and Pollard (2013) the main goals of group supervision are ‘to assure quality services for consumers’ (144) and ‘the development of professional judgement and ethical practice skills.’(148)

Group supervision has many benefits:

- Reflection on your own performance as a Sign Language interpreter can lead to additional insight into your own performance: you evaluate your choices;
- By discovering what your weaknesses are, you are more easily able to be set your boundaries;
- You will be inspired by others;
- You will be challenged to see different perspectives;
- Your self-confidence and your performance will grow.

A great effect of having group supervision is that it allows you to experience stress reduction because you are not alone with these feelings. If you have come across an issue during your work and you cannot talk about it, it may cause stress. Group supervision provides the possibility to share issues and to understand each other. It also provides different possible solutions for a case. This reduction of stress is very important for keeping a healthy mind and preventing any secondary traumatising, both of which have positive effects on your personal and professional functioning.

The History of Group Supervision in the Netherlands

Before we start, it is important to mention that everything about the background of group supervision comes mostly from other interpreters. Therefore, there is not a lot of published information about it. In the early development stage (about 1992), when Sign Language interpreting had become a profession, there used to be regional meetings without a supervisor or any regulation. But we had our code of ethics. Sometimes a group of interpreters decided to meet and talk about their issues or give advice to each other. Interpreters felt the need to share their issues because of the support they then received for coping with the demands at their work.

Oversight of mentioned organisations

Registry of Sign Language interpreters and speech to text reporters (RTGS)

This is the Registry where all Sign Language interpreters and Speech to text reporters has to be registered. Most interpreter services are paid by the government. Deaf and hard of hearing people can gain permission from the government to hire an interpreter. Without registration, the government will not pay the interpreter. Interpreter registration is extended every four years, when an interpreter meets the requirements for permanent education.

The Registry of sworn interpreters and translators (Rbtv)

This is the Dutch Registry of all sworn interpreters and translators, no matter what language they work with. For example by law attorneys, the court, investigation services and the police have to hire sworn interpreters. A few Sign Language interpreters are registered in the Rbtv and the RTGS.

The Dutch Association of Sign Language Interpreters (NBTG)

The national professional association of Dutch Sign Language interpreters.

The Dutch association of deaf and sign language users (Dovenschap)

Dovenschap deals with the interests of deaf and/or sign language users, and provides the cultural and linguistic heritage of the Dutch deaf community.

Since July 2001 the Netherlands has a national Registry of Sign Language interpreters. The registry is called RTGS, the Registry of Sign Language interpreters and speech to text reporters. Originally it was called RTG, but a few years ago the 'S' was added to it to include the speech to text reporters as well.

The Registry was set up to register qualified interpreters and to monitor and promote their professionalism. The registry also has the task of imposing certain requirements on registered interpreters.³ Since the establishment of the registry, there have been some developments, which we will explain to you in the next paragraphs.

In the year 2006 the focus of the RTGS was on a discussion about the quality of the Sign Language interpreters and how this could be ensured. To investigate these topics, the RTGS created a commission, the Commission of Permanent Education. Their goal was to set out a policy for permanent education (P.E.). The commission gave advice on different quality topics and how to ensure them. Some of the advice was about group supervision and how to improve it. The advice was organized in consultation, inter alia, the NBTG, the Dutch Association of Sign Language interpreters and the Association of Deaf interpreter users (Dovenschap).

On February 25th, 2008 the Commission of Permanent Education published their report. Concerning the group supervision they concluded the following findings (p. 18)⁴:

- Without a supervisor we cannot ensure the quality of group supervision.
- Group supervision can contribute to professionalism, because the interpreter gets the chance to reflect with colleagues on their experiences.
- Standards for the quality of group supervision have not yet been determined.

Advice (p. 18):

- A meeting can be guided by a supervisor.
- The supervisor has to be accredited.
- The supervisor cannot be a participant of the group supervision.

³ Statuten Stichting RTGS (articles of association RTGS) version September 18th 2015, <http://www.stichtingrtgs.nl/Portals/0/Downloads/reglement/StatutenRTGS18092015.pdf> (23.08.2017)

⁴ Adviesrapport nascholingscommissie (advisory report Commission of Permanent Education), bottleneck 2.1, advice 5, page 18 http://www.stichtingrtgs.nl/Portals/0/Downloads/rapport_nascholingscommissie.pdf (23.08.2017)

- The supervisor has to be an outsider to guide the process professionally.
- Interpreters can become a supervisor, if they follow a training/education for it.
- A participant can only get PE-points (permanent education) if the meeting meets requirements, which have to be determined.

The foundation of the RTGS accepted this conclusion, and consulted the Dutch Association of Sign Language interpreters and the associations of interpreter users. The Association of Sign Language interpreters was not very pleased since they had the opinion that interpreters are professionals and all are trained in group supervision. Because of that, they did not see the value of an additional supervisor.

Although they did not agree on this subject, the RTGS worked out the policy of group supervision. The RTGS is responsible for objectives to guaranty quality of service for their registered members. Thus they have the responsibility of providing a pool of supervisors under whom the interpreters can undergo group supervision. The new policy about group supervision started October 1st, 2010.

The Current Situation of Group Supervision in the Netherlands

Since 2010, group supervision has been specified in the regulations of the RTGS.

Group supervision is bound to the following rules:

- 3-6 interpreters can participate.
- The supervisor who is leading the meeting has to be accredited by the RTGS.
- The meeting lasts about 2 hours and an interpreter will get a maximum of 0,2 PE points at a time⁵.
- The group chooses their own supervisor and they organize the meeting themselves.
- They also agree on the terms of the way they work and maintain confidentiality.⁶

The supervisor needs to:

- Have at least one year experience as a qualified coach, supervisor or trainer.
- Be a member of a relevant professional association.
- Have attended an information meeting about the profession of Sign Language interpreters/speech to text reporters.⁷

Next to the RTGS, there is also a Registry of sworn interpreters and translators, the RBTV. The RBTV registers interpreters of different languages, not only Sign Language interpreters or speech to text reporters. They have the following rules for group supervision:

- The meetings are supervised by a trained supervisor;
- The meeting is structured and methods are used;
- Before the meeting there is a known learning objective;
- The group consists of min. 5 max. 8 registered interpreters/translators⁸.

⁵ It is mandatory for the interpreters to gain a certain amount of PE-points to stay registered. Group supervision is one of the activities that fit the requirements.

⁶ Reglement Stichting RTGS 9 (regulations RTGS) version December 7th 2015, <http://www.stichtingrtgs.nl/Portals/0/Downloads/reglement/Reglement%20Stichting%20RTGS%20versie%207%20december%202015.pdf> (23.08.2017)

⁷ Website RTGS, list of accredited group supervisors <http://www.stichtingrtgs.nl/Nascholing/Intervisie> (23.08.2017)

⁸ Staatscourant nr. 2303-n1, article 3 (publication by the Dutch government of Dutch laws and regulations) <https://zoek.officielebekendmakingen.nl/stcrt-2015-2303-n1.html?zoekcriteria=%3fzkt%3dUitgebreid%26pst%3dTractatenblad%257Cstaatsblad%257Cstaatscourant%257CGemeenteblad%257Cprovinciaalblad%257CWaterschapsblad%257CbladgemeenschappelijkeRegeling%257CparlementaireDocumenten%26vrt%3dNr.%2b2303-n1%26zkd%3dinDeGeheleText%26dpr%3dAlle%26spd%3d20170627%26epd%3d20170627%26sdt%3dDatumPublicatie%26ap%3d%26pnr%3d1%26rpp%3d10&resultIndex=0&sorttype=1&sortorder=4> (23.08.2017)

⁶ Code of ethics, English version: <http://www.nbtg.nl/sites/default/files/1403%20Code%20of%20Ethics.pdf> (23.08.2017)

Code of Ethics

The Dutch national association of Sign Language interpreters, the NBTG, worked out the code of ethics⁹.

Article 4 Code of silence

1. Already from the first contact the interpreter considers the information about the interpreter assignment as confidential. From the moment of accepting the assignment the interpreter holds a relationship trust with the participants. The interpreter is therefore bound by the code of silence and keeps strict secrecy about what she hears or sees during an interpreter assignment.

Article 5 Collegiate contacts

The Sign Language interpreter:

1. If necessary, supports her fellow interpreters with her own expertise and experience. Gives colleagues feedback, for example during group supervision.
2. Takes into account overall code of silence during collegiate contacts.

As you can see, confidentiality is embedded in our code of ethics. From the first contact, the information about the assignment needs to be treated confidentially. In addition to the confidentiality responsibility, it is also our responsibility to support our colleagues with knowledge and experience as necessary. This is possible through group supervision. During contacts with colleagues, we have the general duty of confidentiality.

So we share important perspectives about confidentiality. The main rules are: if a Sign Language interpreter discusses an issue with colleagues, they share the same code of ethics and thereby they treat it confidentially. If she tells something to her colleague, they both have the same responsibility. Next to that we have rules for what to share and what not. To keep the situation anonymous, we will not share names, places, dates and times.

Dean and Pollard place Sign Language interpreting in the range of professional settings where confidentiality is a core value. They tell us that we are not the only profession with confidentiality. For example, medicine, law and psychology all have the same confidentiality requirement. These professionals are expected to discuss work decisions with their colleagues. In fact, they are even ethically mandated to do so in certain situations (141).

In that way Dean and Pollard also describe how confidentiality has been understood historically among interpreters. The interpreters thought that they must *never* talk about anything related to the interpreting assignments. If we take a look at the word confidentiality, it comes from “to confide”. To confide means to share with someone something in confidence (141).

Dean and Pollard also referred to Hippocrates, who set the standard for confidentiality in the medical profession. He wrote that ‘whatever I shall see or hear that concerns the lives of my patients which is not fitting to be spoken, I will keep forever secret.’ Note the phrase ‘which is not fitting to be spoken’. In other words, if there are things not fitting to be spoken, there must be things that are fitting to be spoken. This is how other practice professions understand confidentiality. This enables them to discuss issues about their work (141).

The Practice of Group Supervision

You have read a lot of theory now. But how do we do exercise group supervision?

Group supervision is an important tool Sign Language interpreters have to learn from each other by exploring and discussing their work. It is applied to a work related issue. And the contributor of that issue asks colleagues to give their advice. After analysing the issue, the colleagues give their advice according to their

own experience and perspective. At the end, the contributor summarizes the valuable insights she has acquired.

Sometimes the process can be more far reaching than just advice. It is also possible that the interpreter gains awareness in underlying thinking and working patterns, her own behaviour and repeated pitfalls. Then it is all about reflection. There is no short-term solution. In that case the contributor leaves with different perspectives to think about. Of course the interpreter who brings in the case is responsible herself for her solution or change of behaviour.

As you can imagine, it can be stressful to bring in a case, especially when the real issue is about emotions and personal fixed settings. Because of that, it is very important to create a secure atmosphere and confidentiality. The more secure participants feel when sharing, the more results a session of group supervision has. One important rule is: everything shared, stays inside the room. Every participant has to agree with that rule.

Group supervision can be useful for almost every work-related issue. However, sometimes an interpreter can feel so vulnerable about bringing in a case, that the interpreter will opt instead for personal coaching (one to one). After that, when the emotions stabilize, the interpreter may feel safe enough to discuss the issue at group supervision.

Supervision groups are mostly permanent groups. This is in order to build rapport with one another. The members meet each other several times a year. Joining or leaving the group is possible.

A case study

We mentioned several times that group supervision works with a specific case. Before we give you a hypothetical case as an example, we ask you to imagine something. Keep in mind 3 to 6 interpreters and a supervisor sitting around a table at the home of one of the interpreters. The 'circle of trust'.¹⁰ In that circumstance the group supervision takes place. One meeting takes approximately two hours.

At the start, the supervisor asks everyone how she feels in this moment and if there are issues which have to be shared before the case study starts. The goal of this is to give everyone the opportunity to be really present in the situation, without a lot of other unrelated issues to think about. The participants agree on who will bring in a case. At most meetings, there are two interpreters who bring in a case.

After that, one interpreter (the contributor, remember the question mark in image 1) starts to share her case. She shares only the information that is necessary. That means no names, places, dates and times! The following case will give an example of how it could look like in a made up case.

The contributor brings in the next case. It is about attitude, about interpreting strategies to do a better job for the interpreter user, about emotions and coping with them.

'I interpret an educational setting at a trade school (auf Deutsch: Fachschule). A 16-year-old Deaf boy is to be educated as carpenter. He is the only Deaf student at his school. He has a lot of trouble with understanding and writing Dutch texts. He is required to complete practical exercises that are explained in written Dutch. His Sign Language is fluent. Here are this student his difficulties. When his teacher explains the exercise and I interpret, the student knows exactly what to do. But when he has to read his practical exercises on his own, he does not know what to do at all. The student sometimes asks me to interpret the Dutch texts, but mostly he tries to do the exercise and hopes it is ok. It seems the teachers and even his mentor from the Deaf Institute (who visit the student for two hours a month) are not aware of what is going on, or they know what is going on and do not do anything. The student has not had any supplemental training to improve his Dutch, although other students have had supplemental training. Why have they had it and the deaf student has not? I also know a sufficient grade in Dutch as school subject is a requirement to

¹⁰ According to an interpreter student who accompanied Mrs Bruns-Heij at work.

pass his exam. I worry about the student his future, and I feel angry about this situation. Every time I see his teacher, I feel irritated. I want to help the student, but I do not know how.'

And here are the questions she asks her colleagues:

- Do I have to take my concerns to the teacher and (or) the mentor from the Deaf Institute?
- Which interpreting strategies can I use which will make it easier for the student to connect Dutch language and Sign Language?
- Are there other things I can do to support the student according to my role as Sign Language interpreter?

Because the contributor 'owns' the case, she will choose her own questions, depending on what is important to her. Sometimes it is about how to attend to the situation. Sometimes the contributor feels upset or uncomfortable by a situation, but she does not know why. In that situation the case will be about examining the reason why she feels that way. Maybe is it superfluous to mention, but answering the questions is not about right or wrong. It is about the process, which gives the opportunity to investigate what is going on in a situation or inside you, and how you can respond to that. As you can imagine, criticism, normative messages about how to attend to intrapersonal demands (it is not your issue!) and unsolicited advice are not helpful.

After presenting the case the next step is that the other participants (remember the light bulbs in image 1) will start questioning the contributor about the case, according to a method that contains certain rules. The method and the rules are very important, because they allow us to avoid a superficial result. They also ensure a secure atmosphere and confidentiality. As mentioned before, the questions can be reformulated during the supervision.

Reformulation is also possible by the contributor when the session ends. The session ends with reflection from the contributor on her own questions and giving back in what the session brought her. Are the results helpfully for her to cope with the questions and to act in the future?

There are several methods for group supervision. During the education to become a Dutch Sign Language interpreter, we all learn to use the 'incident method'. The method has different phases: questioning about facts, questioning about feelings, analysis of the situation, participants give advice and motivate it. The next phase is discussing the advice that has been given. In the end, the contributor tells how she will respond to the issue, after sharing solutions and motivations.

There are 6 rules to make a group-supervision meeting successful¹¹:

1. Ensure a secure atmosphere and confidentiality and every participant has to agree on the terms of it;
2. Be open and self-critical;
3. The interpreter who brings in the case is in the lead;
4. Follow a method;
5. Be there. Not only physically, but also in mind;
6. A professional supervisor should be present.

The Pros and Cons of Group Supervision

Of course group supervision also has its disadvantages. You have to pay a professional group supervisor. And you have to meet somewhere at a scheduled moment. It takes time. Finally, you have to be sure you would like to share your personal questions as interpreter. Sharing can make you feel vulnerable.

Group supervision has several advantages. When you interpret high impact settings, like mental health and legal settings, it is easier to see the need for group supervision, because there is a bigger chance that you will

¹¹ Based on: <http://www.paletonline.nl/nieuwsbrief/nieuwsbriefarchief/2009/nr7-juni/intervisie-eeen-theekransie> (23.08.2017)

experience the stress in your work as negatively impacting your own performance. If you are interpreting more low-key assignments like support scholars or interpreting during a party, you may mistakenly think that group supervision is not needed. Yet even in less stressful assignments, group supervision may be very beneficial in helping you see your blind spots and any ingrained patterns in your work that may not be in the best interest of your customer. Group supervision contributes to the expansion of your interpreting tools in a given setting and provides you the opportunity to make different choices. It sharpens your self-reflection and professionalizes you. Because of that, you can do your work more effectively.

Sharing Insight

As we already told you, in our opinion, group supervision and sharing with colleagues are very important for several reasons. One of those reasons is that it helps us to cope with the stress that interpreting can bring in. Another is that it results in being able to maintain a healthy approach to our interpreting work — even when we interpret in highly complex settings.

We end this article with a real life anonymised story of an experienced Sign Language interpreter, with her permission. She told us in the past she had not shared the influence of her interpreting in mental health and legal settings had on her personal life. The influence increased very slowly, during a couple of years. In the beginning she was not aware of the influence. Later on she was, but she did not share. Because she had no words for what happened to her, she felt embarrassed and she believed she was the only interpreter with issues. But everything changed when she had her back to the wall. This is her story.

'One day I had to interpret a lot of details about a domestic violence situation. As always, I had to make pictures and movies in my head to visualize, which I always need for localisation and role shifting. In my translation I had to shift roles between perpetrator of this violence and the victim. When I finished my job, which went pretty well, I drove home. Then in a split second everything changed. My brain showed me the movies, again and again. I felt in my entire body the things which I just had interpreted. I knew I was in trouble, and I was not able to drive home safely. So, I parked my car. My brain was playing its game well: the movie and my normative thoughts roller-coastered: 'I am a bad interpreter... good ones would not be in such a situation as I am now... I failed...' I had my back to the wall and I knew there was only one way out. In my opinion it was a very high risk way: I had to speak to someone who had also experienced interpreting in such situations. I needed to speak to a colleague. I hesitated about who to call. Finally I chose a colleague who I did not know very well. I was lucky though, because she took the time to listen. I told her my issue. She did not say anything for several seconds after I stopped talking. Then she said just two words: 'me too!!'

I investigated what was happening to me. I interviewed several people who work in difficult situations and asked them how they cope with their work. For example, I talked with a minister who works at a forensic psychiatric institute. To my surprise, what had happened to me has an official name: it is called 'secondary trauma'. In other words, traumatising can be brought on by working with people with traumas. Eventually this can lead to burnout. I started to share my story with other interpreters, also in group supervision. Several colleagues related to my story based on their own experiences. My sharing gave them space to share their own stories. I myself have experienced this and I have also seen that for others, sharing and recognition are very important. They are part of a path which can finally lead to a different, healthier way to cope with our jobs. This is also the reason I am telling my story.

I have learnt to cope with my emotions now. Part of my way of coping is to call a colleague when I need to share, and also to share in group supervision.'

Not every interpreter is at risk for secondary trauma. It depends on the kind of settings they interpret, on their own history and on their character.

We wish every interpreter the opportunity to experience group supervision. But even if an interpreter does not share, no matter the reason, we hope they know that they never walk alone.

The journey to Landshut has been a great experience for us. It gave us the opportunity to zoom in on the topic of group supervision and which developments we have gone through from personal perspective but also from the perspective of requirements to group supervision. During our stay in Landshut we had valuable conversations with the participants of the conference. We would like to thank Prof. Dr. Benner and the whole organizing committee for having us and the wonderful cooperation we have experienced.

Last but not least, if you want to know more or have any questions, you are always welcome to contact us.

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Winnie de Beer, B.A., has eight years of experience as Dutch Sign Language (NGT) interpreter. During these years she has been working in all kinds of settings, for example legal, social work, mental health, sports and business meetings. In June 2012, she qualified as a criminal court interpreter. Her specialization is accredited by the Rbtv, which is the Dutch Registry of sworn interpreters and translators, and by the RTGS, the Dutch Registry of Sign Language Interpreters and speech to text Reporters. In addition Winnie is a board member of the Dutch Association of the Sign Language Interpreters (NBTG), in which she is the Professionalism Coordinator. Throughout her career, Winnie experienced many advantages of group supervision and currently still benefits from it.



Anke Bruns-Heij, B.A., has more than 12 years of experience as Dutch Sign Language interpreter. She is registered by the Rbtv and the RTGS and has experienced a wide variety of settings. Currently, she mainly works in legal, social work, medical and mental health settings. Anke received her certification as criminal court interpreter in 2011 with accreditation from the RTGS (Dutch Registry of Sign Language interpreters and speech to text reporters). For more than 10 years she has been participating in several supervision groups. Next to her work as Sign Language interpreter, Anke is also a qualified life coach for which she has been accredited by the Dutch Registry of Sign Language interpreters and speech to text reporters as group supervisor and as personal coach (1 to 1 coaching).