



INTERNATIONAL MEDICAL
INTERPRETERS ASSOCIATION
Leading the advancement of professional interpreters

FIRST NATIONAL SYMPOSIUM FOR MEDICAL INTERPRETER TRAINERS

June 12, 2010
Rutgers University
New Brunswick, New Jersey
9 – 5:30pm



AGENDA

9:00 - 10:30am	Panel: Diversity of Interpreter Educational Programs
10:30 - 11:00am	The Importance of Internships in a Practice Profession Education
11:00 - 11:30am	Sharpening those training skills? What do you need?
11:30 - 12:30pm	National Certification - What Every Trainer Needs to Know
12:30- 2:00 pm	Lunch in New Brunswick outside Campus
2:00pm – 3:00pm	National Trainers Code of Ethics
3:00pm – 4:00pm	Cognitive Approaches to Interpreter Education
4:00pm – 4:30pm	National Accreditation Process for Interpreter Training Programs
4:30pm – 5:30pm	Closing Remarks and Discussion – Where do we go from here?

“A teacher affects eternity; he can never tell where his influence stops.”

Henry Brooks Adams

A Panel Discussion: Diversity of Interpreter Education

Diane Lolli, Cambridge College / Debora Saldaña, Bridging the Gap / Nancy Esparza, AHEC / Izabel Arocha, M.Ed. IMIA President

Interpreter education has evolved from 1 hour workshops to Bachelor and Masters Programs of Interpretation. Some of these are generalist programs (where one studies to become an interpreter in any setting) while others are specialist programs (where one studies to become a ‘medical’, ‘legal’ or ‘conference’ interpreter). Others are language neutral (instruction is given in local language) vs. Language specific (instruction is given in bilingual format or accommodating various target languages). This panel will discuss the most common types of programs in which interpreter education is taking place. National experts will comprise a panel to describe the primary characteristics, advantages and disadvantages of the different types of interpreter educational programs available to interpreters.



The Importance of Internships in a Practice Profession Education

Diane Lolli, Director, Cambridge College Medical Interpreting Program

The Importance of Internships in a Practice Profession Education will consider both the components that are desirable in formulating a medical interpreter practicum as well as several obstacles to avoid. Some of the topics that will be discussed are:

- enlisting the support of quality internships sites
- complying with college and internship site policies and regulations
- aligning the academic and professional goals of the college and the internship site
- providing mentoring and training to the preceptors
- orienting the intern to the practicum experience
- facilitating debriefing sessions for the intern
- documenting the practicum experience via formal outcome assessment

Participants are encouraged to bring their ideas and concerns to the session as time will be allotted for discussion and questions.

Sharpening those training skills? What do you need?

Rose Long, Director of Bridging the Gap Interpreter Training Program

A Training of Trainers program is an essential pre-requisite for teaching an interpreter training curriculum. Preparing bilingual individuals for the medical interpreting profession or enhancing the skills of those already in the profession requires a thorough knowledge of the curricula content informed by in depth experience in the field of interpreting, awareness and understanding of the various cultures active in the health care encounter, classroom management and communication skills and a high degree of self awareness and cultural competency. A standard Training of Trainers curriculum should be at least 40 hours long and should help prospective trainers understand the trainer's roles and responsibilities, build trainer credibility, and practice facilitation and presentation skills. While preparing the trainer for navigating special challenges in the training environment, the goal of a Training of Trainers is to develop trainer confidence and the ability to replicate the training curricula successfully. This presentation will touch briefly on core skills with time for debrief and development of strategies for meeting challenges in the training environment. This will be a quick refresher session for practicing trainers and a valuable introduction for those considering training in this field.

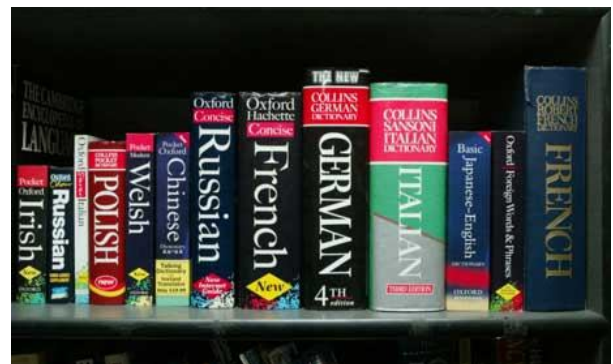
“Nine tenths of education is encouragement.”

Anatole France

National Certification What Every Trainer Needs to Know

Elena Langdon, Secretary, National Board of Certification for Medical Interpreters

National standardized certification for medical interpreters is a necessary step toward ensuring qualified language access to all Limited English Proficiency patients throughout the country. This presentation will outline the long awaited program implemented by the National Board of Certification for Medical Interpreters, including a description of the prerequisites, registration process, credential categories, written and oral exam formats and topics, and suggestions on how to prepare interpreters. Interpreters across the country are taking the exams; come hear what trainers need to know to prepare their students. This presentation will also raise questions into the changes training programs might want to consider in order to better prepare students to pass national certification.



Cognitive Approaches to Interpreter Education

Miguel A. Jiménez-Crespo, PhD, Rutgers University

The current presentation reviews current research on interpreting competence, the set of skills possessed by professional interpreters that is not shared by bilinguals. It will deal with the methods and results from current studies, as well as to provide a framework to

contextualize cognitive processes in interpreting,
interpreter training or interpreting quality evaluation.



National Trainers Code of Ethics – A New Standard

**Anita Coelho Diabate, Vice President,
International Medical Interpreters Association**

Educators have always relied on ethical guidelines to practice their profession. As an educator with a position of power over students, one can find oneself in several ethical dilemmas. Educators also have a set of responsibilities not only to their students, but to their colleagues and the interpreting field at large. The IMIA International Code of Ethics for Interpreter Educators was developed by a number of educators from around the world who met on several occasions in 2007 and 2008 at the IMIA Trainers Monthly Calls. It has undergone several revisions with additional educators and was opened for public review in 2009 for 6 months. It will be officially published at the First Annual Trainers Symposium. This Code of Ethics was designed for all interpreter educators, not solely for medical interpreter educators. It will become a helpful tool for the interpreter educator community regarding their ethical responsibilities towards themselves, students, and the public at large. It will also be an integral component of the National Accreditation Process for Interpreter Training Programs being developed by the International Medical Interpreter Association.

“It is a miracle that curiosity survives formal education.”

Albert Einstein

“Excellence in any profession is attained only by hard and persistent work.”

-- Theodore Martin

National Accreditation Process for Interpreter Training Programs

Izabel S. Arocha, M.Ed., President, International Medical Interpreters Association

The ASL interpreter community has a national interpreter education standard for training programs established by the Commission on Collegiate Interpreter Education. The IMIA has been receiving requests from training programs across the country requesting the development of a National Accreditation Program for the spoken language medical interpreter educational programs. In 2008 the IMIA’s training notices website section was further enhanced to become the country’s only National Medical Interpreter Educational Directory, searchable by state, language, or category. Since then the IMIA has been incentivating training programs across the country to post their programs for the benefit of those seeking information about interpreter training. Categories of training were established and minimal requirements were developed for approval and inclusion in the National Directory. This workshop will describe the work that is being done currently to further develop this program so educators have guidelines at a national level. We need your feedback!



Rutgers University



Closing Remarks and Discussion - Where do we go from here?

The Medical Interpreter Education field has been developing rapidly. Educators need to be informed and updated with the latest practices, standards, and trends in medical interpreting education. Do participants want a Second Annual Symposium? How did this event enrich you? What still needs to be done? Now that we have established a starting ground for national collaboration, what are the next steps? This discussion will attempt to recap the presentations and elicit discussion from the audience as to how we can continue this national dialogue. Have you participated in the monthly IMIA Trainer calls? As participants internalize what was learned we can walk out together knowing that we belong to a larger community of educators that cares and will together improve medical interpreter education wherever we go. Join the National IMIA Trainer Community today...

***We cannot hold a torch to light another's
path without brightening our own.***

Ben Sweetland



National Code of Ethics for Interpreter Educators

1. Competence and Qualifications

Interpreter educators shall only seek, accept, or offer to provide, those educational assignments they are qualified to perform.

2. Transparency

The educator shall disclose all information in a transparent way, not withholding information from students.

3. Professional Development

Interpreter educators shall participate and engage in educational and professional development activities to ensure competence and keep abreast of the evolving field and the latest standards.

4. Intellectual Property

Interpreter educators shall respect intellectual property & authorship of others, and copyright laws, seeking proper authorization and crediting materials as required by law.

5. Confidentiality

Interpreter educators shall assure that confidentiality of health information and student performance is maintained where appropriate.

6. Impartiality

Interpreter educators shall treat students fairly, in an unprejudiced manner, and avoid any actions that could be, or imply appearance of, favoritism or preference for particular students.

7. Professional Boundaries

Interpreter educators shall maintain a professional distance from students, and shall not utilize their position to gain favors from students

8. Conflicts of Interest

Interpreter educators shall disclose to their students their affiliations with organizations they promote, and related conflicts of interest.

9. Professionalism

Interpreter educators shall uphold the public's trust in the interpreting education field.

10. Accuracy

Interpreter educators shall give accurate information to students, based on the published research, recognized standards of practice and code of ethics for medical interpreter, rather than personal opinion based solely on individual experience.

11. Cultural Competence

Interpreter educators shall respect the cultural differences of students and be committed to creating a culturally competent learning environment.

12. Inclusiveness

Interpreter educators shall educate interpreters about all standards and codes for the profession, and promote instructional programs for all language groups, modes and modalities of interpretation to accurately reflect the scope of the profession.

MODERATOR



Hank Dallmann

Hank Dallmann has a M.A in Spanish Translation and Interpreting from Rutgers University, where he has been an instructor since 2005. He teaches medical and community interpreting, medical translation and the required internship component of the T/I program. He was responsible for developing curricula for those courses as well. Currently Hank is the Director of the New Brunswick Community Interpreter Project, part of the Office of Community Health at the Robert Wood Johnson Medical School, where he is an interpreter, translator, interpreter trainer, and a language access consultant. He is also a preceptor for Rutgers' practicums in medical interpreting and translation. He has given many workshops and presentations to healthcare providers and stakeholders of all levels about issues related to language access and culture. He has consistently worked to establish and expand professional interpreting and translation services at the RWJ Medical School, in the local community and throughout the state of New Jersey. Hank is the chair of a local language access workgroup and his current work focuses on laying the foundation for certification of medical interpreters in this state. In 2008 he was selected as the first New Jersey state representative for the IMIA. Hank also works freelance as a licensed trainer in Community Interpreting and Medical Terminology. He has lived and worked in Ecuador and has studied in Merida, Mexico. Contact:

hdallmann@imiaweb.org

SPEAKERS



Izabel S. Arocha, M.Ed.

Izabel S. Arocha, M.Ed. is the President of the International Medical Interpreters Association. She is also Cultural and Linguistic Educator at Cambridge Health Alliance, comprised of 3 community hospitals and 25 health centers. She oversees initiatives to increase the linguistic and cultural capacity and competency of the organization. She is an experienced consultant, trainer and group facilitator with a long history of advocacy for culturally and linguistically diverse patients. Izabel worked as a Medical, Conference, and Court and Federal interpreter for many years prior to establishing her own translation firm, Global Mind, Inc. Her firm worked to develop the 30-language medical interpreter access poster required in all emergency rooms in Massachusetts, which later were adopted throughout the country. As an international presenter on certification and medical interpreting roles and competencies, she has presented her Multidisciplinary Competency Model in Belgium, Australia, Canada, and across the US. She draws on her own cross-cultural upbringing experiences, having been born in Australia and raised in several countries: Belgium, Spain, Japan, Mexico, Serbia, and Brazil). In 2006 she has participated in two National Expert Panels: one on Interpreter Certification and the other in Translation Quality and is a board member of several organizations. She is currently a lecturer of Boston University's one-year Medical and Legal Interpretation program and has developed and is on the faculty of the Mental Health Interpreting Certificate Program at Cambridge College. She holds a Bachelor in Management from Lesley University, a Translation Certificate from University of Cambridge, England, and a Masters in Education from Boston University. She is fluent in Spanish and Portuguese and speaks French well. Contact: iarocha@imiaweb.org

**Diane Lolli**

Diane Lolli is a professional educator with over 40 years experience as an educational consultant in the greater Boston area. Diane presents information to learners on a variety of subjects, specializing in business, special and medical education. In her current role as senior faculty member and Coordinator of the Medical Interpreter Internship Program at Cambridge College, she develops and oversees programs and internship sites, conducts on-site observations of student interns, and provides mentoring training for internship site supervisors as needed. As Director of Education of the MassBay Community College Medical Interpreter Program in Framingham, MA. Diane wrote the curricula for the program and provided instruction in the role of the medical interpreter, anatomy and pathophysiology, and professional development courses. In recent years, Diane has encouraged medical interpreter students to volunteer their interpreting skills in the community by assisting persons with limited English proficiency at such events as New Bostonian's Day, Voter Registration and Election Day for the City of Boston, Operation Poseidon in Cambridge and for organizations such as Boston College, Planned Parenthood, Women of Means, the city of Lawrence, MA, among others. Diane has been a frequent presenter at the IMIA national conferences, and facilitates training sessions with clients, many in the Longwood medical area, and plans programming that fosters awareness of current educational practices and promotes positive employee morale.

lollid@comcast.net

**Elena Langdon**

Elena Langdon is the supervisor of Interpreter and Translation Services at Baystate Medical Center, a 650-bed hospital in Springfield, Massachusetts, where she

manages a staff of 40+ interpreters and translators. She is also the secretary of the National Board of Certification for Medical Interpreters. Elena obtained a Master's degree in Translation Studies from the University of Massachusetts Amherst (UMass) and is ATA-certified in Portuguese>English. She has taught interpreting and translation courses since 2005 at several academic institutions, including UMass and Boston University.

Elena Langdon is currently the supervisor of Interpreter & Translation Services at Baystate Medical Center in Springfield, MA, where she oversees a staff of 45. She is certified by the American Translators Association (ATA) as a Portuguese-to-English translator and has worked as an interpreter throughout Massachusetts. She has an MA in Translation Studies from the University of Massachusetts (UMass) Amherst. Elena has taught interpreting and translation courses since 2005 at several institutions, including UMass Amherst and Boston University. She also wears a few other hats: she is the secretary of the National Board of Certification for Medical Interpreters, administrator of the Portuguese Language Division of the ATA, and chair of the Portuguese Interpreters Division of the International Medical Interpreters Association. Elena's family immigrated to Brazil when she was eight years old, and she had the good fortune of growing up on the island of Florianópolis.

**Miguel A. Jiménez-Crespo, PhD**

Miguel A. Jiménez-Crespo, PhD, currently directs the graduate and undergraduate translation and interpreting program at Rutgers University. He holds a BA and PhD in Translation Studies from the University of Granada, Spain. He has also studied at the University of Glasgow and Moscow State Linguistic University. His research focuses on localization and the translation of digital texts, translation training, corpus-based translation studies and cognitive approaches to translation and interpreting. He has published numerous articles in translation studies journals and is a member of the editorial board of the journals *Entreculturas* and the *Journal of Internationalization and Localization*.



Deborah Saldaña,

“Bridging the Gap” licensed trainer, Debora Saldaña has been working as a freelance legal and medical interpreter in the Philadelphia area for the past 18 years. After earning a Master’s Degree from Villanova University in Spanish Literature, she continued interpreting while working at Philadelphia University (formerly Philadelphia College of Textiles & Science) as an adjunct Spanish and French Professor, and Coordinator of the Language Lab & Cultural Center for 8 years. As Director of Interpreter Development and Training, she teaches “Bridging the Gap” several times a year in the Philadelphia area. She also oversees the practical training of potential Phoenix Language Services interpreters in collaboration with the Children’s Hospital of Philadelphia (after they exit the classroom), a practicum that is completed on-site at CHOP Main Hospital and at various CHOP satellite clinics, with the assistance of the Project Managers who oversee the daily schedule. She is one of the 5 designated evaluators for all on-site interpreters, trainees as well as veterans. And lastly, she oversees the challenging topics covered monthly in Phoenix’s continuing education in-services, for full time and per diem interpreters, held on-site at Children’s Hospital of Philadelphia, which has been running since its inception in 2004.

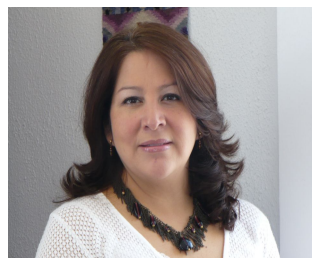


Anita Coelho Diabate

is a Portuguese Medical and Mental Health interpreter with the Cambridge Health Alliance. Anita holds post-secondary certificates in both Medical and Mental Health as a graduate of the Cambridge College Medical

Interpreting Certificate Program and the Mental Health Interpreting Program for practicing medical interpreters. In her role at the Cambridge Health Alliance, she serves as a preceptor for those seeking practicum and has worked in the hospital's internal call center as a dedicated telephone interpreter as well as on the in-patient units fielding both Medical and Mental Health interpreter assisted calls and face-to-face requests for over five years. In addition, she assists the Multilingual Services Department with many quality improvement initiatives. Outside of CHA, Anita offers continuing education workshops for medical interpreters to various training organizations and is a national speaker and an interpreter trainer who develops and presents workshops for AHEC, APA and other organizations.

As Interim Vice President, her responsibilities include developing innovative ways in which to promote Medical Interpretation internationally, incorporating "best practice" orientation and member feedback into new programs for furthering professional interpreter development. As an IMIA Board Director, she is committed to sharing vital information on National Certification for the advancement of Professional Medical Interpreters. Contact: adiabate@imiaweb.org.



Nancy Esparza

Nancy K. Esparza M.Ed. CHES, has worked in the field of Medical Interpreting for more than 16 years, currently serving as the Director of Language Link Language Access Services, a division of Central MA Area Health Education Center. Ms. Esparza’s work has included designing specialized Medical Interpreter curricula in the areas of Mental Health, Health Systems, and Language Coaching. Ms. Esparza has also served as CM AHEC’s Lead Instructor for the Medical Interpreter’s Training program for the past eight years and has also collaborated in the development and implementation of the UMASS Medical School’s MassAHEC Network Medical Interpreter Training Program materials and curriculum. Ms. Esparza also serves as a resource to the University of Massachusetts Medical School regarding multicultural medical

education programming. In addition to her work in the field of medical interpretation, Ms. Esparza participates in initiatives that advocate for health and social justice through work in community building, leadership development, and grassroots advocacy. Ms. Esparza uses her community engagement and public health training to support diverse organizations and communities to achieve systemic change toward the elimination of health disparities such as multicultural end of life care and chronic disease self management.



Rose Long

Rose Long serves concurrently as Cross Cultural Health Care Program's (CCHCP) Deputy Director and Director of *Bridging the Gap* (BTG) Medical Interpreter Training Program. Her strong background as a trainer, community health educator, medical interpreter, translator, and community advocate provide a multi-faceted foundation for her work in the field of culturally and linguistically appropriate services. Rose leads CCHCP's *Bridging the Gap* Medical Interpreter Training and licensing program. She is also a trainer for CCHCP's Cultural Competency training program and recently co-produced *Bridging the Gap - an Interactive Textbook for Medical Interpreters* and CCHCP's Environmental Justice Training Program. Rose's efforts in the field of Medical Interpreter training and CCHCP's Training of Trainers program has resulted in a significant increase in the growth of trained medical interpreters, trainers of CCHCP's Interpreter training program and CCHCP licensed agencies. Rose shares her time and expertise volunteering for the Filipino Community of the greater Northwest, International District Housing Alliance, Pacific Asian Empowerment Program, and is the Treasurer of the International Medical Interpreters Association (IMIA).

*“The IMIA extends a great thank
you in appreciation for the great
contributions of each national
expert speaker at this inaugural
event.”*