

## **Paving the Way to Health Care Access Conference 2021 Workshop Descriptions, Objectives and Bios**

### **Day 1- June 4, 2021**

#### **Keynote presentation 11:15 am to 12:15 am**

#### **TITLE - The Power of Understanding the Unspoken – (0.1 RID CEUs in Professional Studies)**

**Presenter:** Ryan Foley, BS. RID CI/CT

**Abstract:** From the moment we step into view, we communicate powerful messages to strangers, as well as our coworkers, clients, friends, and family. None are more aware of this than professional interpreters. Before we even speak, those around us make assumptions about our trustworthiness, competence, and motives based on our nonverbal behavior. We also make gut-level assessments of those around us, but more often than we realize, we fall prey to our own inability to spot clues that could lead us to valuable insights. Keynote speaker and human behavior expert Ryan Foley will guide you through some key strategies that you can use to take control of your own narrative, positively influence others, and add power to your communication when it counts most. We'll discuss-

- How we all unconsciously broadcast more about our thoughts, opinions, and intentions than we realize.
- How to manage our own nonverbal behaviors to project trustworthiness, competence, and confidence.
- When and how to spot important messages others “leak” unconsciously.
- How to use smart communication strategies to effectively engage, connect with, and mediate in and outside the world of interpreting.

#### **Objectives:**

1. Modify personal nonverbal behaviors to project approachability and competence.
2. Comprehend meaning of common useful nonverbal messages.
3. Analyze nonverbal conversational clues to spot indicators of hidden information.

#### **Bio:**

Ryan Foley is a keynote speaker and human behavior expert who is regularly asked to provide expert body language analysis for political debates and current events for Fox 26 and ABC 13 in Houston, Texas. He is a member of the National Speakers Association and has been an RID CI/CT

certified interpreter for over 15 years. He has also helped develop extensive interpreter training courses and programs and has instructed hundreds of interpreters over the years. Ryan focuses on giving motivated professionals the tools and knowledge they need to enjoy personal success communicating at work, at the negotiating table, and in life's most intimate conversations.  
[www.foylelearning.com](http://www.foylelearning.com).

### **SPONSOR EXHIBIT HALL (12:30 pm – 3:30 pm)**

#### **Session A: (1:15 pm – 2:45 pm)**

#### **TITLE - Deaf ACCESS: Adapting Consent through Community Engagement and State-of-the-Art Simulation – (.15 RID CEU in Professional Studies)**

**Presenter:** Melissa Anderson, Ph.D, MSCI

**Co-presenter:** Alexander Wilkins, Ph.D

**Abstract:** One of the most severely underserved populations in the U.S. health system is the Deaf community – a sociolinguistic minority group that communicates using American Sign Language (ASL). A recent ASL health survey found startling disparities in obesity, domestic violence, and suicide compared to the general population. Further research on these disparities is lacking due, in part, to researchers' use of recruitment, sampling, and data collection procedures that are inaccessible to Deaf ASL users. Another barrier to Deaf people's research engagement is fear and mistrust of the biomedical community. Rather than recognizing Deaf people as a cultural group, doctors and biomedical researchers often follow the medical model of deafness, which aims to cure or fix hearing loss and, historically, has sought to eradicate deafness – an approach considered a form of eugenics among members of the Deaf community. To address these issues of inaccessibility and mistrust, our community-engaged research team utilized a community based participatory approach to identify barriers and facilitators to Deaf community involvement in research and developed a training video regarding delivering culturally and linguistically appropriate informed consent with Deaf research participants using an ASL interpreter. During the proposed presentation, we will summarize our formative findings from Deaf community forums and focus groups, discuss the process of designing and developing the film, and provide a screening of the training film.

#### **Objectives:**

1. Be able to describe the DEAF ACCESS project and the resulting educational video.
2. Demonstrate awareness about using community based participatory research to create educational materials for individuals working with Deaf clients.

3. Gain exposure to the various accessibility issues that Deaf clients experience.

**Bios:**

Melissa L. Anderson, Ph.D., MSCI, is a psychologist at the University of Massachusetts Medical School. She completed graduate school at Gallaudet University, where she studied intimate partner violence and trauma in the Deaf community. At UMass, Melissa provides counseling to Deaf clients recovering from trauma and addiction and conducts community-engaged research on best approaches for working with Deaf clients. She is currently leading a three-year research study to evaluate Signs of Safety, a Deaf-accessible therapy toolkit designed for Deaf clients seeking help for trauma and/or addiction.

Alexander Wilkins, Ph.D., is a Deaf Postdoctoral Fellow in the UMass Medical School Department of Psychiatry, where he is involved with both research and clinical work. He received his degree in clinical psychology from Gallaudet University, where he investigated the assessment approaches that practicing psychologists use when working with d/Deaf and hard of hearing clients. He is the current recipient of a Diversity Supplement Grant funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA). His research interests include improving the assessment process and adapting evidence based clinical treatments for the Deaf and hard of hearing community, especially regarding alcohol use disorder and addiction.

**TITLE - Defining Best Collaboration Practices Between Interpreters and Speech and Language Pathologists - (.15 RID CEU in Professional Studies)**

**Presenter:** Dr. Holly Silvestri

**Co-presenter:** Henriette Langdon

**Abstract:** This presentation will provide an overview of the charge of speech and language pathologists and describe best practices on how interpreters can assist them in completing their tasks when they are unable to communicate with their clients directly due to a language barrier. The latter include interviews with clients and families, assessing the client and assisting in reporting results as well as in implementing therapy. The presentation will also include an explanation of the various role boundaries for the interpreter during these sessions. Specific terminology and essential terms interpreters need to master in order to interpret effectively for speech-language pathology professionals will also be described.

**Objectives:**

1. Participants will be better equipped to deal with essential terminology for speech pathology.
2. Participants will be better equipped to recognize their role in evaluations by speech pathologists of LEP students.

3. Participants will be better equipped to explain their role in speech and language sessions.

**Bios:**

Dr. Holly Silvestri is the Senior Coordinator of Translation, Training, and Curriculum at the National Center for Interpretation at the University of Arizona. She has been an educational interpreter for over 10 years and is also the Chief Executive Officer of Linguistic Connections, LLC. She has taught in the degree program for Spanish translation and interpreting at the University of Arizona. Currently, she is working on a book with other co-authors that is designed as an advanced training textbook and workbook for interpreters in school settings. Her working languages are English, Spanish and French.

Dr. Henriette W. Langdon is Professor Emeita from San José State University in San José, CA where she was a full-time tenured professor in Communicative Disorders and Sciences for 20 years. Her research, publications and presentations have centered on assessment and intervention for bilingual children ages 2 to young adults who may have variety of speech, language and learning challenges, including how to best collaborate with an interpreter/ translator. Dr. Langdon is fluent in English, Spanish, French and Polish and has offered clinical services in those languages.

**TITLE - Eight Years, Nine Lawsuits: Challenge to Change - (.15 RID CEU in Professional Studies)**

**Presenter:** Rosemary Ford

**Co-presenter(s):** Kimberlee Pelkey, Dawn Welshman, Jayne Zedon

**Abstract:** In 2005 a lawsuit was brought forth against a community hospital in New Hampshire stating that the hospital did not provide appropriate communication access for a patient seeking medical care. Over the next several years, many other New Hampshire hospitals faced the same or similar circumstances. The resulting outcome: nine lawsuits over eight years centered around New Hampshire hospitals being unprepared to appropriately accommodate the communication needs of Deaf patients. While the focus of these lawsuits centered around patients who were Deaf, they revealed an even larger problem: health care systems in New Hampshire were unprepared to meet the needs of a growing diverse patient population. The response to this wave would forever change the landscape of how hospitals across the state would work toward the provision of effective communication access for patients and would change the culture of medical systems in New Hampshire. This workshop will be presented from the unique perspective of the staff who found themselves on the front lines – the individuals brought on to implement change at some of these health care systems. The presentation will outline the experiences of the hospitals involved in the legal action and the requirements set forth in response to the lawsuits. It will outline the challenges and triumphs experienced in building, from

the ground up, a multifaceted, systemic change that would improve patient-centered care, reduce risk and establish an alliance between the community and the health care systems. This decade of change would also lead to the beginnings of a positive cultural shift within medical facilities in New Hampshire, a state ranked 47th for diversity among US states.

**Objectives:**

1. Explain how systematic change results in better patient outcomes.
2. Recognize the important role that ongoing training plays in onboarding providers and training staff so that meaningful access is achieved throughout the healthcare encounter.
3. Describe strategies used to improve effective communication in healthcare settings.
4. Identify at least two key resources that support culturally and linguistically competent care.

**Bios:**

Rosemary Ford works as the System Director of Interpreter Services, is a member of Covenant Health since 2010, and overseeing Interpreter Services and Communication Access at 3 acute and 8 post-acute locations. She holds an MBA in Healthcare Administration and is a nationally certified Oral Transliterater and New Hampshire advanced screened/licensed American Sign Language interpreter since 2010. Rosemary has spearheaded the development of the Covenant Health Interpreter Services Department and has created a robust program that utilizes certified/qualified live in-person interpreters, telephone interpreters and video remote interpreters, as well as professional translation services.

Kimberlee Pelkey is a clinically trained social worker and licensed American Sign Language interpreter. She earned her MSW from New York University, with post graduate studies at Gallaudet University. Since 2013, Kim has been the Manager of Language Services and Accessibility at Elliot Health System in Manchester, NH, developing a comprehensive program to deliver effective communication access to a diverse patient population. Prior to her work in health care, Kim provided counseling and advocacy services to Deaf children and families in both NH and NYC. Her career across both fields has inspired a passion to advocate for compassionate, patient-centered care.

Dawn Welshman is the Interpreter Program, ADA/504 Coordinator at Cheshire Medical Center, and a member of Dartmouth-Hitchcock Health, located in Keene New Hampshire. She joined Cheshire Medical Center in 2012 to establish systems that support meaningful access to effective communication. She created the Language Services and Access Department, a department that continues to flourish today. Dawn holds a BS in Sign Language Interpretation from the University of New Hampshire at Manchester and a BA in Business Management from Newbury College. She is a licensed Sign Language Interpreter living in western New Hampshire.

Jayne Zedon is a bilingual/bicultural CODA, Child of Deaf Adults. She is a Nationally Certified American Sign Language Interpreter through RID, Registry of Interpreters for the Deaf, since 2008. She graduated with her B.S in American Sign Language Interpreting from the University of New Hampshire at Manchester in 2007. She currently works at Concord Hospital in Concord, NH as the Language Services & Accessibility Program Administrator since 2008.

### **TITLE - Ethical Challenges for Medical Interpreters - (.15 RID CEU in Professional Studies)**

**Presenter:** Dr. Eric J. Hardt, MD

**Co-presenter:** Dr. Allison Slater

**Abstract:** This workshop will review codes of ethics for professional medical interpreters and physicians with discussion of their evolution over time. Multiple brief examples will be presented involving potential conflict between codes of conduct and ethics for both interpreters and collaborating clinicians. Participants will be encouraged to review their own currently operative codes of conduct and ethics in active work settings with an eye to possible future changes in principles and behaviors. Realistic, practical, and effective means of addressing current types of problems will be addressed.

#### **Objectives:**

1. Participants will become more familiar with the distinctions and interactions between codes of ethics, codes of conduct, and standards of practice.
2. Participants will analyze and appreciate potential similarities and differences between codes of ethics for both professional medical interpreters and for physicians as they have evolved over time.
3. Participants will be better prepared to recognize and address ethical challenges in clinical settings.

#### **Bios:**

Dr. Eric Hardt, MD is a retired Associate Professor at BUSM, graduate Yale '70, Tufts Med '74, and has been certified in Internal Medicine, Oncology, Geriatrics, and Palliative Care. Dr. Hardt's activities in the area of medical interpretation are well known, including research, advocacy, and educational materials for interpreters and clinicians. Dr. Hardt was a founding member of the MMIA/IMIA and of the NCIHC and served as a founding Board Director for the National Board of Certification for Medical Interpreters. For decades he served as Medical Consultant to Interpreter Services at BCH/BMC. In 2019 he joined the Found in Translation Board.

Dr. Allison Slater is a 4th year medical student at UC Irvine School of Medicine, with plans for residency in Family Medicine in 2021. She has been active with the UC Program in Medical Education for the Latino Community (PRIME-LC). In 2019-2020 she earned an MBE (Master of Bioethics) at the Harvard Medical School Center for Bioethics with focus on medical interpretation as capstone. In 2019 she was inducted into the Gold Humanism Honor Society, a national honor society honoring senior medical students, residents, physician teachers, and others recognized for excellence in clinical care, leadership, compassion, and dedication to service.

**TITLE - Freelancing as a Healthcare Interpreter: How to Diversify While Specializing - (.15 RID CEU in General Studies)**

**Presenter:** Gabriela Espinoza Siebach

**Abstract:** The most recent crisis has made our need to grow and adapt ever more apparent. Whether you are new to interpreting or a seasoned interpreter, maintaining a successful career as a freelance healthcare interpreter requires constant effort and adaptation. One of the most difficult challenges we face is the constant change that both plagues and improves our profession. In this presentation, participants will learn strategies to stay abreast of the changes in healthcare interpreting and maintain a successful career as a professional freelance healthcare interpreter.

**Objectives:**

1. Describe three ways in which a healthcare interpreter can maintain a successful career.
2. Apply a strategy to staying abreast of changes in the healthcare interpreting profession.
3. Identify areas that may require effort to maintain or advance a professional career as a healthcare interpreter.

**Bio:**

Gabriela Espinoza Siebach is a Certified Healthcare Interpreter who has accumulated over 10 years of professional experience, and has spearheaded the development of multiple training, mentoring, and assessment programs. She holds a graduate degree from the Middlebury Institute of International Studies. She currently serves on the National Council on Interpreting in Health Care Board of Directors and Chairs the Policy, Education & Research Committee, and participates actively in the Interpreting and Translation in Education Workgroup Job Task Analysis and Ethics & Standards Committees. She works as a freelance community and conference Spanish interpreter, and provides training, coaching, and Language Access consulting services.

**TITLE - Interpreting for a Remote Telehealth visit – Challenges and Ethical Dilemmas Encountered by an Interpreter - (.15 RID CEU in Professional Studies)**

**Presenter:** Bindiya Jha

**Abstract:** Bindiya Jha is an interpreter who interpreted for multiple telehealth visits during COVID-19 pandemic; this session aims to share first-hand experience of this interpreter highlighting the challenges and ethical dilemmas faced during these remote encounters. This session will include a discussion and reflection on ethical dilemmas faced by this interpreter while following interpreters' code of ethics and protocols during remote interpreting in the midst of the pandemic. She will share how she arrived at certain decisions and will brainstorm on how some of these challenges could have been resolved or handled in a better way. The objective of this session is not to provide any concrete recommendations for remote encounters. However, discussion of case examples during this session will make all fellow interpreters more aware of some of the anticipated problems, challenges, dilemmas that they may as well encounter and provide a learning opportunity for all in preparing oneself for such situations.

**Objectives:**

1. Differentiate between in person visits and telehealth remote visits and analyze major components and requirements of these remote visits.
2. Identify challenges and ethical dilemmas faced by an interpreter during these remote sessions in the midst of the pandemic.
3. Explain, assess and reflect on some of the actions taken by this interpreter to follow code of ethics and protocols and brainstorm on how it could have been resolved or handled better.
4. Apply some of the learnings to make oneself aware and prepare for some of the anticipated problems and ethical challenges for such encounters.

**Bio:**

Bindiya Jha believes in language access and equity. She is a community-based healthcare administrator, an advocate, and educator with a focus on healthcare interpreting. She speaks Nepali and is actively involved with the Bhutanese refugee population. She has a Masters in International Development and Social Change from Clark University. She is a freelance CCHI certified Medical Interpreter and a Certified Court Interpreter in Nepali. She is a lead trainer for interpreting program at Found in Translation and also a language coach for Nepali medical interpreter students in various platforms across the state. In all her roles, she has been a passionate advocate for languages of lesser diffusion like Nepali. Bindiya also ventured into remote interpreting way before the pandemic hit and has been reflecting on the sweeping changes in the remote interpreting field with the onset of COVID-19.

**TITLE - Listening and Memory: The Essentials of Interpreter Performance - (.15 RID CEU in Professional Studies)**

**Presenter:** Natasha Curtis, MA, CHI™

**Abstract:** While intuitively most interpreters believe that memory is the most essential factor affecting performance, listening plays an even greater role. Thus, learning how to listen like an interpreter is crucial. Together, the skills of memory and listening can make or break an interpreter's performance. In this interactive session, participants will gain a deepening understanding of how memory and listening affect interpreter performance and, through interactive activities, will explore strategies to maximize their capacity. Additionally, participants will walk away with a list of resources for further development.

**Objectives:**

1. Explore the role of listening in interpreter performance.
2. Explore the role of memory in interpreter performance.
3. Outline strategies for developing these two essential skills.
4. Share and list resources.

**Bio:**

Natasha Curtis is a Language Access Specialist with over 15 years of experience. She is a certified, practicing Spanish Health Care Interpreter (CHI™) and Translator, Licensed IDI Administrator, holds a certificate in Project Management and is a certified Lean Facilitator.

Additionally, she is a trainer with a special interest in supporting the development of interpreters of languages of lesser diffusion, emerging interpreters and heritage speakers.

She was instrumental in the development of the first hospital-based Language Access Program in the Akron area, and has served as a Subject Matter Expert in the development of both court and healthcare interpreter certifications.

**TITLE - Vulnerability and Healing: Supporting Interpreters During COVID-19 - (.15 RID CEU in Professional Studies)**

**Presenter:** Jessica Goldhirsch, LCSW, MSW, MPH

**Co-presenter(s):** Dr. Janet Abrahm, MD and Yilu Ma, MS, MA, CMI

**Abstract:** Over the past three years, a palliative care attending physician and palliative care social worker/interpreter trainer teamed up with the director of interpreter services to provide participatory palliative care education for the interpreters. This education model (curriculum

available) evolved into dialogues between medical interpreters and palliative care physicians, nurse practitioners, social workers, pharmacists and clergy. The relationships among the physician, social worker and interpreters grew stronger and the “dialogues” were adapted to supportive sessions during the first COVID surge. As they resumed their dialogues, they concluded the season with a unique healing workshop which we will share with you.

### **Objectives:**

1. Participants will recognize the value of a dialogue model for medical interpreter training and confidence building.
2. Participants will recognize the often-untapped resources of physicians and social workers as fellow learners and supports.
3. Participants will assess a new and simple techniques for facilitating emotional support within a diverse interpreter services team.

### **Bios:**

Jessica Goldhirsch, LICSW, MSW, MPH is a clinical social worker with the Brigham and Women’s/Dana-Farber Cancer Institute’s inpatient adult palliative care consult service. Ms. Goldhirsch’s interest in and commitment to linguistic and cultural access to health care was realized when she built an interpreter services department in a community hospital, trained clinicians in and wrote policies to address linguistic and cultural access to care. Ms. Goldhirsch transitioned to palliative care after completing her master’s degree in social work. She also designs curricula and delivers continuing education workshops for professional medical interpreters and trains palliative care clinicians to partner with interpreters.

Dr. Janet Abraham is board-certified in Internal Medicine, Hematology, Oncology and Hospice and Palliative Medicine, and Professor of Medicine at Harvard Medical School. She created the first Palliative Care service at Dana-Farber Cancer Institute and Brigham and Women’s Hospital in 2001. Dr. Abraham has over 100 publications, most in the area of palliative care. The 3rd edition of her book, “A Physician’s Guide to Pain and Symptom Management in Cancer Patients”, was published in 2014 by Johns Hopkins University Press.

Yilu Ma, MS, MA, CMI is the Director of the Interpreter Services Department at the Brigham and Women’s Hospital for 11 years. An experienced interpreter himself, he is adjunct professor at Boston University, he teaches interpreting and translation courses. He holds a BA and a post-graduate degree in linguistics from Beijing Foreign Studies University, a MA in international relations from the Fletcher School of Law and Diplomacy, Tufts University, and a MS in computer science. He co-authored and published the New-Age Chinese-English Dictionary in 2000. He is an editor of the Heart & Science, a monthly publication of the Brigham.

**SPONSOR BREAK (2:45 pm – 3:30 pm)**

**Session B: (3:30 pm – 4:30 pm)**

**TITLE - Advocacy: A Contemporary Approach - (0.1 RID CEU in Professional Studies)**

**Presenter:** Xiomara Armas

**Co-presenter:** Gulya Shigabutdinova

**Abstract:** The year 2020 had been “tumultuous” to say the very least, changing paradigms in the world and making history. Particularly, during the first half of 2020, our nation found itself drawn into two crises not just for the pandemic and its implications on minorities health, but also for the “matters of life and breath”. Interpreters, as part of the front-line healthcare workers, were immediately involved in happenings and stories, assisting LEP on assignments. And we realized, once again, that for always we had been witnesses of all types of events, among them, acts of racism and disparities in multiple instances, where we struggle internally between being just a “conduit” and our moral obligation to act as “advocate”. In this presentation we are going to review the results of a NBCMI survey regarding the most controversial role of the Interpreter: The Advocacy role. We will review the Medical Interpreter’s ethical framework and introduce a dialogue towards a “contemporary approach” to the advocacy dilemma.

**Objectives:**

1. Review the results of the NBCMI Interpreter’s advocacy role Survey.
2. Review ethical considerations and framework.
3. Outline the challenges of the advocacy role.
4. Draw implications for actions towards a contemporary approach of the advocacy dilemma to support the growth of the Interpreter’s profession.

**Bios:**

Xiomara Armas is a BBA and NB Certified Spanish Medical Interpreter; she obtained her qualification with Georgia Department of Human Resources and Atlanta Workforce Development Agency in 2004 and started working with Cobb and Douglas county Health department, mental health and law enforcement, as well as freelance with several agencies. She's been working at Children's Healthcare of Atlanta (CHOA) for 16 years as CMI with a deep interest in Family Education for medical conditions; she had been involved in multiple conferences, symposiums, learning days and classes for patients and families as well as Spanish recordings for Orientation videos, procedures and conditions for Hispanics patients and families, all of which earned her the CHOA Golden Apple award – Honorable Mention, for her contributions and extraordinary

accomplishments in Health Education. At the present she is the NBCMI Chair and Co-Chair of the Interpreting Shared Leadership council at Children's Healthcare of Atlanta.

Gulya Shigabutdinova is originally from Orenburg, Russia, Gulya and studied linguistics at Orenburg State University. She has been working as a professional interpreter and translator in the United States for over four years. Gulya is a Certified Medical Interpreter, and a registered court interpreter in New York and New Jersey. She is currently part of a team putting together software solutions for professional interpreters, as well as courses aimed at training and certification. Mrs. Shigabutdinova currently sits on the National Board of Director for Certified Medical Interpreters (NBCMI) to support the certification process and growth of the profession. She also chairs the Conference Committee and supports ad-hoc projects on Data Analysis and Reports visualization.

**TITLE - Case Study: A Medical Interpreting Apprenticeship at Women & Infants Hospital, Providence, RI - (0.1 RID CEU in Professional Studies)**

**Presenter:** Desiree Leclair

**Abstract:** Beginning in 2018, Women & Infants Hospital began working closely with SEIU1199NE, ApprenticeshipRI, the Healthcare Career Advancement Program (HCAP), the SEIU 1199NE Training & Upgrading Fund, and UMass Medical School's AHEC program to implement a 1-year Medical Interpreting Apprenticeship. The program has been designed to upskill a selection of bilingual-Spanish staffers working in clinical and non-clinical positions. Applicants enrolled in a 60-hour Medical Interpreting course and a selection of individuals were invited to participate in 800 hours of on-the-job learning, rotating between the Emergency Department, the Obstetrics & Gynecology Care Center, and the Prenatal Diagnosis Center. This presentation will review the design, development, implementation, and post-program results in order for other providers to learn from our experiences.

**Objectives:**

1. Outline the time and resources needed to successfully develop and design a Medical Interpreter Apprenticeship, including funding, recruitment, scheduling, and curriculum development.
2. Review the partnership dynamics when working with Management and other partners.
3. Discuss about the reporting requirements and data driven outcomes necessary to demonstrate success.
4. List ways for apprentice management and troubleshooting.

**Bio:**

Desiree Leclair is the current RI Director for the 1199NE Training & Upgrading Fund. Since taking on this position in 2018, she has worked closely with Care New England and Women & Infants Hospital, as well as SEIU 1199NE in coordinating a number of apprenticeships. She worked closely with UMass Medical School and other stakeholders to create and manage the Medical Interpreter Apprenticeship, including development of scheduling, department relations, and troubleshooting internal and external issues. Before taking on this position, she worked as a Field Coordinator at the 1199SEIU Training and Upgrading Fund in Massachusetts where she managed Training Fund benefits for healthcare facilities across the state.

**TITLE - Ethics, Conduct, Reputation and Judgment in the Interpreting Profession - (0.1 RID CEU in Professional Studies)**

**Presenter:** Cesar A. Muedas

**Abstract:** We will cover the overlapping areas of fundamentals of ethics, application of codes of conduct, building a solid reputation, and the judgment by others regarding interpreting encounters.

All training materials addressing the core of interpreting services appropriately describe and emphasize ethics and codes of conduct. Simultaneously, the context of an interpreter's performance is supremely important: all participants in the encounter exchange cues, signals or comments connected to the value of the service received, provided and contracted.

The concept of reputation, however, is seldom covered when discussing interpreting services. Indeed, it presents a puzzle: reputation is a portrayal of who one is. However, it is dependent on others. How our performance is evaluated becomes the starting point for communicating, openly or covertly, any judgment connected to our skills and professionalism at large. Additionally, the notion of quality of service has increasingly come to signify the measurement of the worth of an interpreter's performance.

We survey here a number of factors and circumstances that affect all these moving parts. We also offer a number of recommendations that, when applied responsibly and consistently, can help interpreters define a path of confidence and effectiveness grounded on adherence to codes of conduct and continuous improvement towards solid reputation. Finally, this will also be an interactive session as we collect valuable insights from the professional practice of the participants.

**Objectives:**

1. Recognize and diagnose reputation in the interpreting profession.
2. Identify cues, signals and messages about perception of quality during an interpretation encounter.
3. Clarify the method and purpose in the judgment of self and colleagues.
4. Outline a path for continuous improvement in ethics as key component of the profession.

**Bio:**

Cesar Muedas serves as Program Director for interpretation and translation services at the Tennessee Language Center, an agency of the Institute for Public Service at the University of Tennessee. His role of supervisor began in 2014; his experience as interpreter and translator dates back to 1996. Cesar graduated from Yale University with a PhD in Chemistry in 1991 and from Vanderbilt University with an MBA in 1998. Before his tenure in a language service organization, Cesar engaged in research and commercial work in Chemistry, business consulting, marketing, and sales. A native of Peru, he became a US citizen in 2004.

**TITLE - Humor, Jokes, and Sarcasm: Who Has the Last Laugh? - (0.1 RID CEU in Professional Studies)**

**Presenter:** Tamas Farkas

**Abstract:** It is often said that laughter is the best medicine, but LEP patients are often denied the joys of humor because of the challenges involved in interpreting jokes across cultures accurately; this presentation will help interpreters gain the skills necessary to develop strong rapport between the patient and the provider despite the language gap.

**Objectives:**

1. Participants will discuss how to strengthen the patient provider relationship by interpreting the shades of meaning in humor.
2. Participants will leave with tools to help interpret humor across cultures.
3. Participants will recognize skills to explore the culturally sensitive area of humor, jokes, and sarcasm.

**Bio:**

Tamas Farkas is the Director of Language Access Programs for CCHCP: Bridging the Gap medical interpreting training and Connecting to Care: Patient Guide training. Tamas is a linguist, trainer and interpreter, with fluency in five languages. Born in Budapest, Hungary, Tamas moved to the

United States in 1999. He attended the Metropolitan State University of Denver, spending one year abroad in Switzerland studying at the University of Fribourg. After graduating with a B.A. in German and French, he spent a year in San Juan, Puerto Rico learning Spanish. He worked as a medical interpreter before becoming the manager of the Interpreter Network of Spring Institute.

He became a trainer for the Bridging the Gap program in 2016 and has been training Bridging the Gap since then. Tamas also enjoys making art and doing outdoors activities like biking and swimming.

### **TITLE - Medical Interpreting: Challenges and Skills - (0.1 RID CEU in Professional Studies)**

**Presenter:** Maria Schwieter

**Abstract:** Health care organizations often struggle with issues related to communication with patients who have limited English proficiency. Providing quality interpreter services is necessary to comply with regulatory mandates and to provide safe, effective health care. Due to the diversity of situations in the medical field, interpreters need to have a large and unique set of skills in order to provide adequate communication between the provider and the patient.

**Objectives:**

1. Understand and explore why medical interpreters need a unique skill set.
2. Preview the different medical settings and encounters.
3. Discuss the skill sets needed for the diverse medical field.
4. Explore how these skill sets can be achieved.

**Bio:**

Maria Schwieter was raised in La Paz, Bolivia and came to the United States when she was 20 years old. Maria has extensive experience working as a health care provider and as a medical interpreter. She has worked as a critical care nurse, emergency room/ trauma nurse specialist, diabetes educator, CPR, PALS, & ACLS instructor, nursing instructor and mental health counselor. She began working as a medical interpreter and trainer since the year 2000. She holds bachelor's degrees in Nursing and Psychology and a Master of Science in Mental Health Counseling. She became the first trained medical interpreter in northern Indiana and pioneered the concept of having a comprehensive language specific interpreter's class. She was the first person to design and implement a language specific medical interpreter's course in the state of Indiana.

Maria has served on the board of directors and is a member of the Midwest Association of Translators and Interpreters (MATI), International Medical Interpreters Association (IMIA), and the National Council of Interpreters in Health Care (NCIHC). She served as chair of the National

Board of Certified Medical Interpreters (NBCMI). She is a member of the American Translators Association (ATA) and Texas Association of Health Interpreters and Translators (TAHIT) as well. Maria is a Certified Health Care Interpreter (CHI).

**TITLE - Rise of Remote Professionals: How to Prepare Your Organization for Any Future Health Crises - (0.1 RID CEU in General Studies)**

**Presenter:** Kazuki Yamazaki

**Co-presenter:** Manuela Villa

**Abstract:** Effectively transition your organization to a remote interpretation model. User experience training and implementation best practices to provide remote language services.

**Objectives:**

1. List differences between centralized vs. decentralized interpretation models.
2. Working from home: List operational needs for remote interpretation.
3. Identify ways to transitioning onsite interpreters to provide remote services.
4. Review new methods and modes of language service delivery. Digital platforms (Zoom, Microsoft Teams, google meets, etc.).

**Bios:**

Kazuki Yamazaki, Interpreter Manager, has been with Telanguage since 2007. An interpreter himself, Kaz oversees all operations of the Virtual Interpretation Division. His responsibilities include Recruitment, Staffing and Success Rates, Quality Control, and supervision of over 6,000 contractor Interpreters. Additionally, he leads our interpreter certification program. Kaz matches the interpreter's unique skill sets to specific customer accounts. He develops and implements recruitment strategies as well as talent retention plans to ensure access to the best interpreters.

Manuela Villa, Senior Account Manager, brings eight-years of industry experience to Telanguage. She joined in 2007 to drive sales of Healthcare services and to develop repeatable sales process and operations. Manuela has since broadened her focus to client education and product development. She specializes in teaching best practices, implementation and end-user training for clients in Emergency Response, Government, Education, and Healthcare. A frequent presenter and exhibitor at national conferences, she excels in finding innovative solutions for complex business and operational needs. Additionally, she is excited to mentor her peers and work as a community leader on issues of diversity and inclusive access.

## Day 2- June 5, 2021

### Session C: 11:00 am – 12:00 pm

#### **TITLE - HIV 101 - (0.1 RID CEU in Professional Studies)**

#### **Presenter – Thanh Thu Ngo**

**Abstract:** The care of patients with HIV has changed greatly since the virus was first identified in the 1980s, with new treatment options that allow for people infected with HIV to live essentially normal lives. This presentation is aimed at informing interpreter professionals who can help to educate the general patient population about how HIV is transmitted, pre-exposure prophylaxis, and what a diagnosis of HIV in the year 2020/2021 means. Due to advancements in treatment for people infected with HIV, patients are now aging with HIV and this presentation also talks briefly about the main concerns that HIV providers have for this patient population. Overall, the goal is to increase awareness of and to decrease the stigma associated with HIV infection.

#### **Objectives:**

1. List common ways that HIV is transmitted.
2. Identify about how people can protect themselves from being infected with HIV.
3. Explain basics on treatment of HIV.
4. Assess how care of HIV patients have changed over time.

#### **Bio:**

Thanh Thu Ngo is a family medicine doctor by training, currently completing a 1-year HIV fellowship based at the Family Health Center of Worcester.

#### **TITLE - Sales Techniques that will make you a professional interpreter during the new normal - (0.1 RID CEU in Professional Studies)**

#### **Presenter – Jairo Suarez**

**Abstract:** Unlike hard skills, which can be proven and measured, soft skills are intangible and difficult to quantify. Mastering some basic and essential skills will prepare interpreters for change within a rapidly evolving, difficult and more competitive interpreting environment. Soft skills help facilitate communication, increase effectiveness and self-esteem. By ignoring some of these skills, interpreters are limiting their chances of career and personal success.

#### **Objectives:**

1. Apply strategies to overcome obstacles and adapt to change and remain competitive.

2. Identify ways to maintain self-esteem, confidence, energy and positive attitude during difficult times.
3. Make progress towards achieving personal and professional objectives.
4. Learn to effectively communicate with all people, even in difficult situations.

**Bio:**

Jairo Suarez is a Nationally Certified Spanish Interpreter currently working at Boston Children's, Mass General and UMass Hospitals. Jairo is a Language Coach and Interpreter at Center for Health Impact, earned with honors a master's degree in Professional Communications from Clark University in Worcester, MA, an Independent lecturer and corporate trainer specialized in Interpersonal Communication, Customer Service, Time Management and Change Management for multinational and regional companies in 15 countries in Latin America as well as in the U.S. Training style is frequently described as entertaining and effective and has extensive managerial experience at world giants Unilever and Procter & Gamble

**TITLE - The Interpreter Footprint; What We Inherit, What We Leave Behind -(0.1 RID CEU in Professional Studies)**

**Presenter** – Patti Schneider

**Abstract:** This workshop will provide a platform for interpreting practitioners to consider the impact their decisions have on the people they interact with while interpreting and their footprint they leave behind.

**Objectives:**

1. Interpreters will be able to define the terms; collaboration, active collaboration, and passive collaboration.
2. Interpreters will assess their interpreting style through a self-assessment questionnaire.
3. Interpreters will be able to list examples of active collaboration and passive collaboration.

**Bio:**

Patti Schneider is a community trained, Nationally Certified Sign Language Interpreter with 30 years of interpreting experience. She obtained her Certificate in Healthcare Interpreting in 2016 from RIT. For the past 9 years, Patti has worked as a staff interpreter in medical systems for The University of Rochester's Strong Memorial Hospital and The Cleveland Clinic. Currently, Patti is a designated interpreter for Deaf professionals in a public health research lab at The University of Rochester Medical Center.

**TITLE - The Triadic Dance: Intercultural Interpreter (II) Dancing on the Rhythm of Intercultural Agility (IA) in the Age of Artificial Intelligence (AI) - (0.1 RID CEU in Professional Studies)**

**Presenter** – Samira Jubran, Biomed-Engr, MAIS, CHI, TOT

**Abstract:** In healthcare, specifically in a patient-centered multinational multicultural institution, unraveling an individual's cultural identity (self-awareness) and biases are essential for trusting relationships. Transformational adaptation to the ability to navigate linguistic cultural and healthcare concepts across variable power and privilege contributes to the development of the global mindset.

Despite the clinical team's best efforts to engage in culturally sensitive conversations, they are often ill-equipped without an interculturalist interpreter specialist skilled in both patient and providers to pick up on nuances and value tensions when caring for LEP patients from diverse cultures.

This workshop presentation introduces the concept of intercultural mediation consulting within the intercultural agility framework. IA is based on intercultural interactions adaptations and behavioral strategies needed especially in highly complex situations. An Interculturalist interpreter, an essential part of the healthcare team, can adapt to interpret the silence (non-verbal) as well as the lingua.

LEP patients from different cultures suffer disparities in quality of care, safety and health outcomes when compared to patients who are English proficient. These disparities impact patients and families. Communicating cross-cultural goals of care and healthcare engagement can be challenging with the lingua-cultural embedded in institutional concepts. IA is about providing cultural synergy and hence equitable care within the clinical team, including patient and family.

**Objectives:**

1. I see you: Define the expanded interpreter role to an interculturalist interpreter.
2. Raise the bar: Identify the skills needed to improve intercultural communication.
3. Illustrate the difference between cultural competence and cultural humility.
4. Be yourself: Modify and apply intercultural mediation to empower patients and providers to dance!
5. Compose and cultivate the joy.

**Bio:**

Samira Jubran is a Global Equity, Diversity and Inclusion, localization and Intercultural Agility trainer, educator and researcher. Samira Holds a Masters of Intercultural Studies with emphasis

in Education, a BA in Clinical Biomedical Engineering and finishing her second Masters in Arabic Studies from Middlebury.

A pioneer with over 10 years as a professional CHI certified Arabic medical interpreter. Arabic Language and culture subject matter expert with experience in intercultural mediation for healthcare staff and patients. A 40-hour Train the Trainers (TOT) from Cross Cultural Communication, an interculturalist for education, training and research.

**TITLE - A Hidden History of Horrible 'Hiccups': Did you know that a series of mishaps and disasters informed the creation of your standards of practice? - (0.1 RID CEU in Professional Studies)**

**Presenter:** Jessica Goldhirsch, LICSW, MSW, MPH

**Co-presenter:** Jane Crandall Kontrimas, CoreCHI™, M.S.

**Abstract:** Although the Standards of Practice (SoP) are intended to provide major guidelines for interpreters as they navigate challenging encounters, many interpreters have not had in-depth training on the reasoning behind all of standards, including how and why they are useful. Many interpreters' knowledge of the SoP is limited to whatever was covered during their all-too-short introductory course. It may not be uncommon for interpreters to be unfamiliar with the concept of "professional distancing" and how it can reduce their vulnerability to boundary challenges and emotional stress. Most interpreters do not fully understand countertransference or why understanding this concept is crucial to the profession. Often, introductory courses do not offer sufficient time for a thorough exploration of the SoP and the document does not lend itself to private study and the ensuing effective application of the Standards. Storytelling can be an effective and engaging mode of pedagogy especially when the storyteller is sharing information and personal experience to which the listeners can relate. This workshop will use interviewing, facilitated discussion and storytelling to engage the participants and to illustrate some of the important Standards in order to make them accessible, interesting and more easily applicable to the participants' experience. An experienced interpreter who helped to write the SoP will be interviewed by an experienced clinical social worker and interpreter trainer eliciting challenges, failures, vulnerabilities and changes in practice which led not only to some of the content of the Standards, but also to a successful career in medical interpreting. The target audience is interpreters, but administrators and educators are also welcome.

**Objectives:**

1. By the end of this 60-minute session participants will be able to describe several often poorly understood Standards in their own words.

2. By the end of this 60-minute session participants will have new insights into the development of their profession, the reasons behind certain standards, and the value of applying their knowledge of Interpreter Standards to their work.
3. By the end of this 60-minute session participants will have the knowledge needed to practice building professional distancing and a new awareness of their own countertransference

**Bios:**

Jessica Goldhirsch, LICSW, MSW, MPH has been creating curricula and providing education for medical interpreters for twenty years. Jessica grew up in an extended family of immigrants and refugees spread over four continents and speaking seven different languages. Her immersion in the immigrant/refugee experience along with her passion for the emotional needs of the physically ill lead her to careers in child life therapy, human sexuality/AIDS education, patient advocacy, medical interpreter management and training and social work. She is a social worker in palliative care and co-facilitates Dialogues in Palliative Care for Medical Interpreters.

Jane Crandall Kontrimas, CoreCHI™, M.S., Russian Interpreter; Interpreter Training Coordinator; Interpreter Ethics Liaison. In 1985 she co-hosted the first meeting of what became the MMIA (Massachusetts Medical Interpreter Association) -- now called the IMIA (International Medical Interpreter Association). She co-authored the first MMIA Code of Ethics in 1987, chaired the Standards of Practice Committee while the “Standards of Practice for Medical Interpreters” was developed and published in 1995. She chaired the Certification Committee of the MMIA until December 2007. She has served as a CCHI (Certification Commission for Healthcare Interpreters) subject matter expert, and board member for the NCIHC. She continues expressing her passion for the field by training interpreters, medical students, and medical faculty and social workers.

**SPONSOR EXHIBIT HALL (12:15 pm – 3:00 pm)**

**Session D: 1:00 pm – 2:30 pm**

**TITLE - Adapting Our Interpreter Skills & Strategies to Handle Remote Interpreting Challenges Better - (0.15 RID CEU in Professional Studies)**

**Presenter:** Jane Crandall Kontrimas, CoreCHI™, M.S.

**Co-presenters:** Kwei Kwong, CoreCHI™, Juhui Mo, B.A., CHI™, Stephanie Xueshizi Wang, M.A., J.M., CHI™, Andrea Zhu, CHI™, A.S.

**Abstract:** During Covid-19 many face-to-face interpreters suddenly became remote interpreters. Join us to share experiences of challenges we face when interpreting remotely and share

strategies you have found useful. You will have the opportunity to analyze some case studies to identify the challenges to the interpreter and brainstorm approaches for handling them. We will discuss and evaluate strengths and weakness of approaches that interpreters can take to address the challenges in order to improve the outcome. In addition to contributions from the workshop participants, we will consider recommendations drawn from a survey of several of the existing resources in the interpreting field. We will wrap up with the opportunity to formulate your own repertoire of approaches to put into practice.

**Objectives:**

1. Participant will share remote interpreting challenge and strategies they have used with each other.
2. Participants will discuss recommendations drawn from a survey of several of the existing resources in the interpreting field.
3. Participants will analyze and evaluate strengths and weakness of options that interpreters can take to address the challenges to improve the outcome.
4. Participants will develop their own repertoire of approaches to employ when facing common challenges.

**Bios:**

Jane Crandall Kontrimas, CoreCHI™, M.S., Interpreter Training Coordinator, Interpreter Ethics Liaison, has been a Russian Interpreter at Beth Israel Deaconess Medical Center since 1979. In 1985, she and Raquel Cashman hosted the first interpreter meeting that became the MMIA (Massachusetts Medical Interpreter Association), now called the IMIA. She chaired the MMIA Standards of Practice while it developed and published the “Standards of Practice for Medical Interpreters” @ <https://www.imiaweb.org/uploads/pages/102.pdf> . She chaired the MMIA Certification Committee until December 2007. She continues contributing to the field and expressing her passion by training interpreters, and health care providers in many settings.

Kwei Kwong, CoreCHI™, has been a medical Interpreter since 1998. She worked for three years as a part time medical interpreter at Boston Medical Center (BMC), and working at Beth Israel Deaconess Medical Center (BIDMC) since 2001. She contributed to designing the training sessions at BIDMC and has been an active participant.

Juhui Mo, B.A. CHI™, has been a medical interpreter for more than 10 years. She has worked at BIDMC and Lahey clinic and is working at MGH currently. She contributed to designing the training sessions at BIDMC and has been an active participant.

Stephanie Xueshizi Wang, M.A., J.M., CHI™, is a Chinese Mandarin interpreter at BIDMC and has been a CCHI certified healthcare interpreter since 2015. She enjoys being the bridge between

patients and providers. She is currently a student at the Premedical Program at Harvard Extension School.

Andrea Zhu, CHI™, A.S., completed the medical interpreter course with CultureSmart in 2009, has been a Mandarin/Cantonese medical interpreter since 2010 at BIDMC and currently works at MGH, and was a bilingual OB labor coach in 2011. In 2012, she was a CCHI SME (subject matter expert) for the Oral Examination for Mandarin Medical Interpreter Certification. She has actively contributed to the creation of skill-based training at BIDMC, including sight translation, consecutive interpretation and simultaneous interpretation.

**TITLE - A Preview of Basic Genetics Knowledge and Terminology for Healthcare Interpreters - (0.15 RID CEU in Professional Studies)**

**Presenter:** Mateo Rutherford, M.A., CHI™- Spanish

**Abstract:** This presentation would take the interpreter on a journey of deeper understanding of how genetics works from the molecular to organism level with simple explanations, diagrams and analogies. Presenter will have handouts and group exercises to help conceptualize the terminology and science. Come and learn why heterozygosity and homozygosity have nothing to do with the patient's sexual orientation (or does it?), why crossing-over is not about pedestrians vs. drivers or dying, why even a simple genetic error in the cells recycling center can lead to devastating consequences for the patient, and more. This training will provide interpreters with a well-grounded understanding of the basic concepts of human genetics. Interpreters will better be able to understand the hows and whys of any medical appointment involving genetic testing, treatment, counseling. And most important, will give interpreters the tools they need to know what they don't know and how to ask for clarification.

**Objectives:**

1. Describe the basic foundations of human genetics.
2. Identify the basics of molecular biology in human genetics.
3. Assess selective terminology behind complicated (interesting) genetic concepts.

**Bio:**

Mateo Rutherford, M.A., CHI™-Spanish, CCHI's Vice Chair, has worked as Supervisor, Administrative Director, and Systems & Technology Manager for Interpreting Services at UCSF Health since 2012. He has worked as a freelance interpreter since 1987 throughout Latin America, Europe, Asia and the U.S. Mateo was a disease prevention trainer/curriculum developer for the CDC, has presented on topics related to medical interpreting nationally and internationally. Mateo holds a Master's Degree in Biology from the University of California, Berkeley, and a

Master's Degree in Spanish Interpretation & Translation from the Monterey Institute of International Studies. Mateo serves on CHIA's Education Committee.

**TITLE - Being Part of the Healthcare Team While Interpreting Remotely - (0.15 RID CEU in Professional Studies)**

**Presenter** – Cynthia S. Peinado, CMI-Spanish

**Abstract:** As a remote interpreter, we face many challenges. Being part of the healthcare team is one of the biggest challenges. The providers and patients may not know our role and how to work with us, but we must also learn how to work with THEM and become part of the healthcare team without overstepping our professional standards and ethics. This challenge may be difficult to overcome at any given time but with the preparation in this workshop, attendees will walk out with the confidence and tools to make the encounter a success and ensure communication.

**Objectives:**

1. Attendees will explain how to become part of the healthcare team.
2. Attendees will analyze the biomedical culture and how to be competent with medical personnel and LEP.
3. Attendees will be able to apply strategies confidently and effectively communicate with the provider and LEP in order to have a successful encounter.

**Bio:**

Cynthia Peinado's career began more than 25 years ago in a border town public health clinic. She has worked in NICU, Pediatrics, ICU, ED, Mental Health and as an Interpreter Trainer. Her mission for integrating provider services and patient care quality has led her to other roles within Risk Management, Patient Advocacy, Provider & Staff Training and Development. Ms. Peinado now works as a remote and onsite interpreter at Vanderbilt University Medical Center, as well as contract interpreter in other areas of the community. She also provides training and consultation services for health care providers in regulatory compliance and quality improvement.

**TITLE - Interpreting as a Natural Interaction - (0.15 RID CEU in Professional Studies)**

**Presenter:** Marlene Elliott, CI/CT

**Abstract:** Interpreters are often trained to think of their work as translating words and sentences and their duty as faithful representation of those words. Cecilia Wadensjö's seminal research found that community interpreters actually participate in a unique form of dialogue and interpret

interactions – with their duty shifted to the goals of the people involved. Wadensjö’s insights can lead us to a more natural approach to interpreting, examining the functions of utterances (spoken or signed), and allowing us to use the natural language that we possess. This session will explore the application of Wadensjö’s theory to our everyday work and invite interpreters to naturally reorient our priority to the people who do not share a language and their reasons for being in dialogue.

**Objectives:**

1. Interpreters will analyze Wadensjö’s theory and how it can apply to their daily work.
2. Interpreters will recognize the functions of talk and how it can guide interpretations.
3. Interpreters will be able to create templates to guide the natural exchange in typical encounters.

**Bio:**

Marlene Elliott, CI/CT, is a sign language interpreter with over 30 years’ experience. She is a lifelong student of interpreting theory, diagnostic assessment of interpreters, the relationship between hearing interpreters and the deaf world, and Paolo Freire’s Pedagogy of the Oppressed. For the past 8 years she has been designated interpreter for Dr. Wyatte Hall, a deaf researcher on language deprivation. Together they have published and presented on the application of Freire’s work to interpreter education.

**TITLE - The Essentials of Pharmacology: 100+ Prescribed Drugs - (0.15 RID CEU in Professional Studies)**

**Presenter** - Thomas P. Carey Jr., RTT MPH

**Abstract:** The purpose of this workshop is to provide a framework of knowledge that can be acquired within a limited time frame. This workshop is appropriate for those who will be interpreting in an encounter where medications will be administered. Those employed in health care professions now have increased responsibilities for providing the necessary information to patients regarding the safe administration of medications, side effects and interactions. Continuing education is essential in the medical interpreter field and it is imperative to understand what information is being conveyed.

**Objectives:**

1. Classify and identify the top 100 prescribed drugs.
2. Comprehend and identify drugs that affect the human body systems.
3. Recognize common medical abbreviations.

4. Recognize and describe pharmacologic agents.

**Bio:**

Thomas P. Carey, Jr. holds a M.P.H., from the University of Massachusetts; a B.S., from the State University of New York, Upstate Medical Center College of Health-Related Professions; and an A.A.S., from Hudson Valley Community College. He currently holds a Healthcare License in Respiratory Care.

Thomas currently serves as the Program Director of the Respiratory Care Program at Berkshire Community College and has been a Professor of Allied Health at the college for 38 yrs. His teaching experience includes such course as Respiratory Care program courses, Pharmacology, Pathophysiology, Nutrition, Medical Terminology, Anatomy and Physiology 1 and 2 with labs, Chemistry, Microbiology, and the Fundamentals of Human Disease.

**TITLE - Palliative Care and End of Life Interpretation - (0.15 RID CEU in Professional Studies)**

**Presenter** – Jeffrey Zesiger, MD

**Co-presenter:** Tim Moriarty, MPA, CMI, CHI-Spanish

**Abstract:** Staff and contract interpreters in healthcare are thrust into a variety of situations for which there is very little training. End of life discussions occur on a daily basis, but often interpreters have no formal training on what the goals of formal and informal end of life meetings are and how best to assist patients, family members and providers through sometimes multiple, challenging discussions understanding that the patient being discussed will soon come to the end of their life. Interpreters may also be aware of cultural issues that make these sessions challenging but may be unsure how to share this information that could be very helpful with providers. This presentation will provide clear explanations of the difference between palliative care and hospice, and discuss various topics and terminology that may come up in these meetings such as health care proxies, advanced directives, MOLST, DNR, comfort measures only, etc. We will also discuss various aspects of how culture and language inform providers about the best approach to take when communicating with the patient and family.

**Objectives:**

1. Attendees will be better able to demonstrate an understanding of the provider and family goals of end-of-life meetings.
2. Attendees will identify differences and complimentary nature of palliative and hospice care.
3. Attendees will master vocabulary that will assist them to interpret appropriate in end-of-life meetings with family and providers and how best to handle the flow of the discussion.

- Attendees will recognize the importance of raising cultural issues related to end of life to the providers involved in the patient's care.

**Bios:**

Jeffrey Zesiger, MD, graduated from the University of Vermont Medical School, doing his residency at Baystate Medical Center. He holds certifications from the American Board of Internal Medicine in hospice and palliative medicine. Dr. Zesiger currently works in the Geriatrics and Palliative Care Department of Baystate Medical Center.

Tim Moriarty, MPA, CMI, CHI-Spanish, received his degree in Hispanic Studies from Columbia University, and is the manager of the Interpreter & Translation Services for Baystate Health in Springfield, MA. He is a board member of the National Council on Interpreting in Healthcare, is on the National Interpreter Associations Coalition (NIAC), and has over 18 years of experience managing an interpreter and translation services department in a health system with a level I trauma center and approximately 90 ambulatory locations, regional cancer center, children's hospital, etc.

**TITLE - Perfection is the Enemy of the Good: How to Let Go of the Grip of Perfectionism and Be the Best You Can Be - (0.1 RID CEU in General Studies)**

**Presenter** - Malka Yaacobi, DMA, CHI™

**Abstract:** Studies that included nearly 25,000 working-age individuals demonstrated that perfectionism is consistently related to higher burnout levels, workaholism, and depression. It is generally accompanied by black and white thinking, insecurity, anxiety, stress, and procrastination! Perfectionism is not only related to our performance. It is also an unrealistic expectation that people and circumstances around us would be perfect.

In contrast, according to Harvard positive psychologist Tal Ben-Shahar, optimalism is "trying to do the best of things that happen" while "remaining in touch with reality." By recognizing the difference between perfectionism and optimalism, interpreters can develop a positive perspective, stop trying to achieve impossible self-imposed standards, and improve teamwork.

The medical Interpretation profession brings with it many responsibilities, a stressful working environment, and high expectations. Interpreters also witness and give voice to many traumatic situations, such as the effect of acute illness on families, heartbreaking stories during counseling sessions, and even death. All of these factors can ultimately lead to compassion fatigue and burnout. Character strengths are the basic building blocks of a flourishing life. Everyone has a unique profile of strengths that reflect their identity. However, many people do not have an active awareness of their strengths and the power they possess by harnessing them. By

recognizing character strengths in themselves and others, interpreters can develop a positive language and perspective to navigate stressful situations and improve teamwork.

**Objectives:**

1. Describe what negativity bias is and how it increases stress and may lead to burnout and compassion fatigue.
2. Identify tips to deal with perfectionism and convert it into optimalism.
3. Apply strategies on how to lighten up your expectations of colleagues, coworkers and patients.
4. How to identify strengths in yourself and others

**Bio:**

Malka Yaacobi, DMA, CHI™, before becoming an interpreter, Malka earned a DMA from the Eastman School of Music and served as the conductor of the Tufts University Symphony Orchestra. She and the group performed in over 15 countries and offered workshops to thousands of children nationally and internationally. Malka is a Certified Healthcare Interpreter, a Qualified Mindfulness-Based Stress Reduction Teacher, and trained in Internal Family Systems with its founder, Richard Schwartz. She works at the Cambridge Health Alliance as a Spanish Interpreter and leads workshops on Mindfulness-Based Stress Reduction. She is committed to patient advocacy and sharing her passion for Mindfulness and Positive Psychology with the community.

**Keynote presentation 3:00 pm to 4:00 pm**

**TITLE – Interpreting through Trauma. Selfcare and Resilience Among New Zealand Based Interpreters - (0.1 RID CEU in General Studies)**

**Presenter:** Ineke H. M. Crezee

**Abstract:** Aotearoa New Zealand is a country of five million located on the Pacific Rim. It is geographically distant, with Australia as its nearest neighbour, yet it is superdiverse and home to speakers of up to 200 different migrant and refugee languages.

New Zealand has three official languages: Te Reo Maori, New Zealand Sign Language and English. Legislation has provided for the right to an interpreter in legal settings and healthcare settings since 1990 and 1996 respectively. The author has been involved in health interpreter education since 1990 at what was Auckland Institute of Technology - now Auckland University of Technology (AUT). AUT continues to be the only tertiary institution to provide specialized medical interpreter education.

Health interpreter education has involved mixed language student cohorts from the start, with students representing a blend of ages, and professional, cultural and linguistic backgrounds. Over the past three decades, graduates have often reported feeling traumatised by some interpreting assignments, particularly in refugee, police and healthcare settings. Such reports prompted the author to explore the risk of vicarious trauma in refugee and other settings (Crezee, 2013; Crezee et al., 2015) and to start including selfcare in her health interpreting classes. Selfcare involves preparing students for the very real risk of being negatively affected by interpreting assignments, being able to identify the first signs of vicarious trauma, and taking care of themselves during and after interpreting work.

On 15 March 2019, a gunman shot and killed 51 innocent people in two separate mosque shootings in the city of Christchurch, in the South Island. Mass shootings are extremely rare in New Zealand, and the nation was shocked. Interpreters mediated interactions between government agencies, health professionals, survivors and their families, with some victims needing long-term hospital care.

In August 2020, interpreters were again present at the trial of the shooting accused. This keynote will present findings of interviews with some of the interpreters involved in providing language access in the aftermath of the shooting.

2020 was also the year of Covid-19 and in March 2020, Prime Minister Jacinda Ardern ordered “New Zealand’s Team of 5 Million” to go into lockdown. Interpreters were deemed essential workers, and while some were asked to continue interpreting in person at the country's public hospitals, others were asked to work from home, and interpret remotely over the phone. While remote interpreting modes are widely used in other countries, health professionals prefer interpreters to work with them on site. this keynote will also present the findings of interviews with healthcare interpreters: how did they cope with the sense of isolation and insecurity, at a time where they were not allowed to communicate in person with anyone outside of their 'bubble'. How did they cope with the ongoing worry about friends and family overseas?

#### References:

Crezee, I., Jülich, S., & Hayward, M. (2013). Issues for interpreters and professionals working in refugee settings. *Journal of Applied Linguistics and Professional Practice*, 8(3), 253-273.

Crezee, I., Atkinson, D., Pask, R., Au, P. & Wong, S. (2015). Teaching interpreters about selfcare. *International Journal of Interpreter Education*, 7(1), 74-83.

#### Objectives:

1. What can interpreters do to maintain resilience in a situation where they are asked to interpret in potentially traumatizing settings, and how can we support each other as colleagues.

2. What are some of the first signs interpreters may be affected by vicarious trauma (VT) and what can interpreters do to recognize and address signs of VT in the early stages.
3. Do different interpreting assignments affect different interpreters in different ways (intentionally caused trauma vs "force of nature") and how can use this knowledge to maintain resilience and keep ourselves safe?

**Bio:**

Ineke Crezee has been involved in teaching translation and interpreting since 1991 and has written several textbooks on the area. She has won multiple awards for her teaching, including Vice-Chancellor's teaching awards in 2001 and 2012 and a student union award in 2011. In 2020, Ineke was made an Officer of the New Zealand Order of Merit for services to interpreter and translator education. Ineke is New Zealand's first Professor of Translation and Interpreting.

Ineke translated her first novel as a 21-year-old student of translation and has translated a wide range of texts since, including novels, textbooks, course manuals, medical and legal documents. She is co-editor of two international interpreting and translation related journals: the International Journal of Interpreter Education (Conference of Interpreter Trainers, USA) and Translation and Interpreting (University of Western Sydney, Australia).

Ineke has translated a number of novels, nursing and social work textbooks, including several English to Dutch translations of the Nursing Outcomes Classification, and several books on refugee and resettlement.

She has been working as both a health and legal interpreter and translator both in the Netherlands and in New Zealand. Her book, "Introduction to Healthcare for Interpreters and Translators" was released in 2013, and the Spanish adaptation in 2015. A Chinese adaptation was published in 2016; The Korean translation was undertaken by Stella Baek (AUT graduate) and Professor Joon Chol Kwak and published by Hankuk University of Foreign Studies. Japanese and Arabic adaptations were published in 2016, while a Russian iteration is forthcoming and a Turkish-language iteration is in progress.

Ineke is also AUT University Fullbright Campus Advisor.