

Title: Brazil and Portugal: Two Countries Separated by a Common Language

Presenter: Isabel Pinto-Franco

Abstract:

This workshop will explore the cultural differences of two Portuguese-speaking groups and will illustrate the unique interpreting techniques required for each. The presenter will provide a brief overview of the people from the Azores and Minas Gerais. Attendees will learn how family roles, medical conditions, and level of education are vastly different in these two groups and can create interpreting challenges that go beyond different accents and cultures. The acculturation process and its impact on both groups will also be discussed. Audience participation is encouraged to uncover and explore the stereotypes, expectations, and misconceptions one has when facing a different culture. Other topics will include listening skills, fidelity, and de-verbalization.

Objectives:

- To identify the differences in communication when working as an interpreter in Portuguese for two separate Portuguese speaking groups
- To define the cultural differences between Portuguese speaking clients that can impact the communication
- To recognize the differences in communication of the Portuguese speaking groups with listening skills and other activities

Bio:

Isabel Pinto-Franco holds a degree in Modern Languages and Literatures (German and English Studies) from the University of Coimbra (Portugal). She is a staff interpreter at the Cambridge Health Alliance (Cambridge, MA), teaches Interpreting II at Boston University and also works as a translator. Isabel has participated as a panelist as well as a presenter in several interpreting conferences. She is a member of the ATA and holds a CoreCHI certification. She was born and raised in Coimbra, Portugal and has been working as a full time medical interpreter for the past 20 years.

Title: Diagnostic Assessment for Interpreters: Using Division of Energy Theory to Improve Your Work

Presenter: Marlene Elliot

Abstract:

Why do we stay stuck in the same interpreting habits? How can we change long standing patterns? Can interpreters develop a plan for growth that really works? Division of Energy theory provides answers to these questions. This innovative technique for self-analysis gets to the root of how we work – how we divide our energy into various parts of the interpreting task. This process also examines how our interactions with people and situations influence our work while examining the interpreter- centered tasks of listening, processing and producing equivalent renditions of messages. This workshop includes theory, self-examination, reflection and practice techniques.

Objectives:

1. Learn to apply the division of energy theory
2. Enhance listening skills to process and produce equivalent renditions of messages
3. To practice self-examination and reflection techniques

Bio:

Marlene Elliott, CI/CT is a life long learner in ASL, Deaf Culture, and Interpreting. She holds a BA in Cultural Studies from Empire State College, has been interpreting for 26 years, teaching interpreters for 20+ years, and yet she still feels like a beginner. She is dedicated to teaching using Popular Education, a philosophy and methodology that comes out of Latin America and the work of social justice that values life experience and formal education equally. Her academic work includes a one-year research project, multiple national conference presentations, three published papers and the creation of a diagnostic tool for interpreters. She currently works as Designated Interpreter–Research Scholar at the University of Massachusetts Medical School with Dr. Wyatte Hall and Dr. Melissa Anderson.

Title: *“Diversity” for Interpreters: ...if there are laws that govern affirmative action and equal opportunity? Why do we need to pay attention to diversity?*

Presenter: Julia Ortiz

Abstract:

Understanding that cultural background is not the only role player, this workshop brings forth the applicable laws and more. I have been certified by the state of Massachusetts and currently deliver this topic for the MA Department of Transitional Assistance for incoming staff members as part of an Executive Office of Health and Human Services requirement.

Objectives:

Bio:

Julia Ortiz, has worked as a freelance Spanish interpreter and trainer for over 15 years. In addition to uplifting the field of interpreting through training bilingual individuals of diverse cultural and socio-economic backgrounds aspiring to be interpreters, Ms. Ortiz strives to ensure continued professional development for all interpreters. Ms. Ortiz’ professional experience ranges from working as a dual language case manager in the housing sector, to working in the private, government, academic and non-profit sectors. In 2009 Ms. Ortiz joined, a Western Massachusetts acute medical facility as Coordinator of Interpretive Services. In 2012 Ms. Ortiz joined the Massachusetts Executive Office of Health and Human Services’ (EOHHS) Department of Transitional Assistance (DTA) where she currently delivers trainings focused on specific Federal program policies and procedures, diversity, and effective client communications for new and existing staff members. More recently Ms. Ortiz has written a *How to work with Limited English Proficient clients* training for DTA staff members. Ms. Ortiz prides herself on her ability to mentor and inspire others using the motto “Knowledge is Power” (Sir Francis Bacon), believing that having the knowledge supports a person’s ability to make informed decisions. Ms. Ortiz holds both a Medical Interpreting and a Language Coach certificate of training, through the Pioneer Valley Area Health Education Center (AHEC). A high school drop out, Ms. Ortiz holds an associate’s degree in Business Administration, a bachelor’s degree in Human Services, and a Master’s degree in Organizational Management and Leadership.

Title: When There Are No Words: Interpreting and Translating Medical Information When There is No Vocabulary To Do So

Presenter: Imina Nosamiefan

Abstract:

Medical interpreters and translators sometimes encounter difficulties in relaying medical information and conveying concepts when there is no vocabulary or equivalent terminology in their target languages. This problem is more common with specialized subjects like genetics and mental health consultations and with non-Western languages especially languages of limited diffusion. This presentation will examine the incidence of this problem, the measures that have been adopted by practicing medical interpreters and translators in response to the problem, and engage the discussion on formulating a standardized approach to addressing the problem.

Objectives:

1. To understand medical terminology when there is no word equivalent in the target language especially for languages of limited diffusion
2. To recognize the incidence of dealing with the lack of word equivalents and responses currently utilized by practicing medical interpreters
3. To develop a standardized approach to dealing with difficult medical and mental health concepts and terminology

Bio:

Dr. Imina Nosamiefan has been a practicing medical interpreter and interpreter trainer since 2006. He is a physician who practiced medicine in Nigeria, and as a medical missionary in Haiti from 1995 to 2000. He also holds an MSc. degree in Applied Nutrition from Northeastern University, Boston. His hospital based interpreting experience includes Beth Israel Deaconess Medical Center, Massachusetts General Hospital, Brigham and Women's Hospital, Joslin Diabetes Center, Spaulding Hospital, Shriners Hospitals and many others. He has worked in other settings including telephonic, court and immigration proceedings. He has numerous scientific translation credits.

Title: Guided Tour of MedlinePlus Health Information

Abstract:

Come for a guided tour of MedlinePlus (<http://medlineplus.gov>), the National Library of Medicine's website for patients and their families, available in English, Spanish and 40 other languages. MedlinePlus offers reliable, up-to-date health information, anytime, anywhere for free. You can use Medline Plus to learn about the latest treatments, look up information on a drug or supplement, find out the meanings of words or view medical videos or illustrations. You can also get links to the latest medical research on your topic and sign up for updates on health topics that matter to you. It is an excellence source for patient education. We will explore patient education resources relevant for interpreters.

Objectives:

- 1) Learn how to access free, authoritative online health information about the latest treatments, drug/supplements, health news, surgery videos, and patient education materials.
- 2) Discover how to find health information in Spanish and 40 other languages.
- 3) Know how to share online health information from MedlinePlus.

Presenter: Michelle Eberle, Health Literacy Coordinator
National Network of Libraries of Medicine, New England Region

Bio:

Michelle Eberle, MSLIS, fosters collaboration between National Network of Libraries of Medicine members and other organizations to increase access to biomedical resources throughout the New England Region. Michelle facilitates Communities of Interests for Health Literacy and Healthy Communities. She presents and exhibits MedlinePlus and other National Library of Medicine resources throughout the New England Region. Michelle leads the NN/LM NER's Focused Health Information Outreach, an initiative to increase health information equity through access to National Library of Medicine resources for geographic areas in New England.

Title: The Spirit Catches ALL of us; Exploring Refugee Experiences in the Commonwealth

Presenter:

Diane Randolph, MS/MFA

Objectives:

- I. Increased knowledge and awareness of refugee and immigrant populations.
- II. Increased awareness of resettlement process.
- III. Impact of federal language access provisions for low incidence languages.
- IV. Increased awareness of cultural enclaves/where refugees resettle in the Commonwealth and impact of social, educational, medical services.

Abstract:

Each year, countries around the world present opportunities for refugees to become part of the fabric of their countries, states and local communities. Federal provisions in the United States support our nation as being a receiving community for approximately 70,000 newcomers annually. Massachusetts, through the Office for Refugees and Immigrants promotes the full participation and integration of refugees and immigrants in their pathways to self-sufficiency in the Commonwealth.

The purpose of this presentation is to shed light on the countries of origin, the unique experiences many refugees face, and the distribution of resettlement in the Commonwealth as this impacts service availability, access, and highlights linguistically appropriate supports.

Bio:

Diane has enjoyed a 15-year commitment to public service serving in a variety of governmental agencies between Boston and New York City with a focus on ensuring language access to historically underserved populations. Her guiding purpose is to reduce barriers to personhood that are linked to perceived difference due to language, culture, place of origin and disability status.

Diane is the Director of the Community Building Unit of the Massachusetts Office for Refugees and Immigrants which supports the resettlement and post resettlement social adjustment needs of approximately 2,500 refugees annually. Additionally, Diane serves as a Board Director for The Center for Hope and Healing (CHH) in Lowell, MA. CHH is dedicated to the healing and empowerment of survivors of rape and sexual assault through counseling, advocacy and education. Diane's overarching goal is to ensure limited English proficient survivors have culturally and linguistically appropriate services available to them at a time when they need it most.

Diane is the former Culturally and Linguistically Appropriate Services Coordinator for MA Department of Public Health in Boston, and the former Director of Cross Cultural Communications for the New York City Department of Health and Mental Hygiene in Manhattan, NY. She also formerly managed the Medical Interpreter Training Program at the Boston Area Health Education Center. Diane has a B.A. from Simmons College, an MFA from Lesley University, and an MS Tufts University School of Medicine.

Title: Technology and medical education update for Medical Interpreters

Presenter: Jaime Vallejo, MPH

Abstract

Medical interpreters play a pivotal role in the communication between medical providers and Non-English speaking patients. Although the medical interpreter role is widely recognized and respected, interpreters do not always participate in “traditional” medical knowledge training opportunities as their hours and schedules are usually non permissive. Hence, medical interpreters interested in expanding their knowledge of medical topics associated with their area of work often seek information without an appropriate strategy or long term goal.

This presentation aims to provide the participant with useful, up to date tools, strategies and resources on medical information available online as well as in our local community to enhance their professional portfolio.

Short Bio

Jaime Vallejos earned his medical degree at UNAN-LEON Nicaragua and completed a Master of Public Health with a concentration on Public Health Policy from UMass Amherst. He has worked for The University of Massachusetts Medical School (UMMS) since 2007 in the departments of Cardiovascular Medicine and Quantitative Health Sciences on multiple cardiovascular research studies. He is an Adjunct Faculty member of Public Health and Biological Sciences at Mount Wachusett Community College and Quinsigamond Community College. Most recently he has worked for Commonwealth Medicine at UMMS at the Center for Healthcare Policy and Research helping implement the Massachusetts Patient Centered Medical Home Initiative (MA-PCMHI) and the Massachusetts Primary Care Payment Reform (MA-PCPR) and is the current Health Careers Pipeline Program Manager at MassaHEC.

Objectives- At the end of this presentation participants should be able to

1. Have a better understanding of how to create or enhance a professional development strategy
2. Choose appropriate technology tools for obtaining and learning medical information
3. Find online resources for up to date medical information
4. Know how to find available local resources for learning and training opportunities

Title: Medical Interpreters as Access Coordinators: Supporting Patients Beyond the Exam Room

Presenter:

Karen Puca Pinho, Program Manager for Consulting Interpreter Services, and Teuta Kodra, Program Manager for Interpreter Services, both at Family Health Center of Worcester, Inc.

Abstract: Workshop Description:

In community health settings, the rigid role definition for medical interpreters creates an additional barrier for Low-English-Proficiency (LEP) patients to access care and navigate health resources as patients move through insurance enrollment, intake appointments, scheduling, pharmacy, radiology, vision, dental, referrals, hospital transfers, food stamp/WIC and other social service supports. For patients with complex medical conditions, dementia, depression or other disabling conditions, the barriers to care become insurmountable without additional support. The result is disparities in access and health for patients who don't speak English.

Family Health Center of Worcester is leading an effort to restructure the role of the medical interpreter as an access coordinator and member of the care team to better support low-income immigrants, refugees and older adults who are learning English but unable to navigate the health care system independently to achieve full access to care. Medical interpreters are in a unique and trusted position to bridge the gaps for culturally diverse populations to improve access to care, but this requires a change in their scope of practice, role, workflow, scheduling, and workforce preparation. Learn about this new initiative to develop standards of practice for interpreters working in this new role.

Presenter Bios:

Teuta Kodra, M.D. is the Program Manager for all staff Certified Medical Interpreters and Cultural Case Managers at Family Health Center of Worcester. She studied Medicine in Albania and worked as a physician there from 1977 – 1997 in Internal Medicine. Since 2001, after arriving in the United States, she worked as a Medical Interpreter for Family Health Center of Worcester.

Karen Puca-Pinho is the Program Manager for Consulting Interpreter Services and is an Interpreter and Cultural Case Manager for Portuguese speaking patients at Family Health Center of Worcester. She has been serving the community since 2011.

Workshop Learning Objectives:

Upon completion of this workshop, participants will be able to:

1. Describe the role of the medical interpreter and the training and skills required for certification
2. Identify the limitations of this role and the impact on patient care for vulnerable populations
3. Describe the role of the patient navigator and the training and skills required for certification
4. Name at least five differences between the needs of patients seeking continuity care in a community setting vs. a hospital setting
5. Describe the model of Interpreters as Access Coordinators for Low English Proficiency patients, and indicators of improved health outcomes..

Title: Medical Interpretation in Genetic Counseling

Presenter:

Kendra Flores

Abstract:

This workshop focuses on overcoming the challenges medical interpreters may face when providing interpretation during a genetic counseling session. Participants will become familiar with the three branches of genetic counseling, (pediatric, cancer, and prenatal) and gain a working understanding of the principles behind each type of session. This working knowledge will help navigate interpreting complex scientific information that is common in genetic counseling sessions. Furthermore, attention will be given to areas of cultural difference, such as the aspect of patient-choice in healthcare, as well as socio-economic difference, such as suboptimal insurance coverage. Participants will engage in group activities and role playing exercises in order to apply information learned.

Objectives:

By the end of this workshop you should:

- Identify the aspect that pose a challenge to medical interpreters
- Gain experience with the construction of a family tree
- Recognize the basics of pediatric genetic counseling
- Recognize the basics of cancer genetic counseling
- Recognize the basics of prenatal genetic counseling
- Understand the challenges faced by the under-insured
- Understand the lay-man wording of several genetic terms

Bio:

Kendra Flores, MS, CGC, is employed for Department of Pediatrics, Division of Genetics at UMass Memorial Medical Center, 55 Lake Ave North, Worcester MA 01655. She has an MS in Genetic Counseling from Howard University, Washington DC. 2012. Her specialities include genetic counseling within the general genetics, working with high-risk obstetrics and cancer genetics clinics. She hold Massachusetts State License in Genetic Counseling and is a Diplomat for American Board of Genetic Counseling.

Title: *Professional Self-Sufficiency for Interpreters: Economic Strategies That Support Affordable Continued Professional Development.*

Presenter:

Julia Ortiz

Abstract:

This workshop encourages not only the financially challenged but all interpreters to seek and advocate for professional development outside of the traditional box; as well as to familiarize themselves with the benefits of how to maximize and understand what is or can be an applicable professional tax deduction.

Objectives:

Bio:

Julia Ortiz, has worked as a freelance Spanish interpreter and trainer for over 15 years. In addition to uplifting the field of interpreting through training bilingual individuals of diverse cultural and socio-economic backgrounds aspiring to be interpreters, Ms. Ortiz strives to ensure continued professional development for all interpreters. Ms. Ortiz' professional experience ranges from working as a dual language case manager in the housing sector, to working in the private, government, academic and non-profit sectors. In 2009 Ms. Ortiz joined, a Western Massachusetts acute medical facility as Coordinator of Interpretive Services. In 2012 Ms. Ortiz joined the Massachusetts Executive Office of Health and Human Services' (EOHHS) Department of Transitional Assistance (DTA) where she currently delivers trainings focused on specific Federal program policies and procedures, diversity, and effective client communications for new and existing staff members. More recently Ms. Ortiz has written a *How to work with Limited English Proficient clients* training for DTA staff members. Ms. Ortiz prides herself on her ability to mentor and inspire others using the motto "Knowledge is Power" (Sir Francis Bacon), believing that having the knowledge supports a person's ability to make informed decisions. Ms. Ortiz holds both a Medical Interpreting and a Language Coach certificate of training, through the Pioneer Valley Area Health Education Center (AHEC). A high school drop out, Ms. Ortiz holds an associate's degree in Business Administration, a bachelor's degree in Human Services, and a Master's degree in Organizational Management and Leadership.

Title: Anatomy of an Office Visit

Presenter: Lisa Walker, MPAS, PA-C

Abstract:

For interpreters, understanding the context of an interpersonal interaction is as important as understanding the languages being spoken. While most interpreters have experience as patients and are likely to appreciate the goals of a patient seeking care, they typically do not have training as a health care professional. Understanding how health care professionals approach the diagnosis and treatment of disease, patient education, and the goals of a medical encounter will improve the interpreter's ability to facilitate communication and increase confidence in interpreting in the medical setting. In addition to "getting into the head" of a health care professional, this presentation is designed to introduce medical interpreters to the personnel, settings, and situations they are likely to encounter when interpreting in the healthcare setting.

Objectives:

- Describe the roles of various professionals the healthcare system. (WHO)
- Explain the different types of health care encounters where patients and health care professionals meet. (WHEN)
- Give examples of various health care settings and their utilization. (WHERE and WHY)
- Recognize the components and understand the context of a typical health care encounter. (WHAT)
- Describe the process of clinical thinking in the diagnosis and treatment of illness and maintenance of health. (HOW)
- Assess common screening tools used in primary care practices.

Bio:

Lisa Walker, MPAS, PA-C, has her Associate's Degree in Interpreting for the Deaf from Northern Essex Community College and a Master's in Physician Assistant (PA) Studies. She is a practicing PA and educator and is passionate about improving access to health care for members of the Deaf Community by improving communication between Deaf patients and their providers.

Title: Don't Let Idiomatic Expressions Rattle Your Cage: How to deal with the rich and complex nuances of the English language as an interpreter

Presenter: Elena Langdon, MA, CT, CoreCHI

Abstract:

Do you have to *rack your brain* to find an equivalent for idiomatic expressions, euphemisms and puns? Are you *treading water* when it comes to idioms, or do you *cut corners*? This workshop—intended for non-native English speakers—will help you hone your interpreting skills when dealing with these all-too-common issues. The English language is rich and complex, and full of expressions whose meanings, when analyzed as a string of words and plugged into a bilingual dictionary, cannot be deciphered. Healthcare professionals do not speak textbook English, and you need to be prepared to handle whatever they *throw at you* (linguistically speaking, at least). This session will cover the basics of what idioms, puns, idiomatic expressions and euphemisms are, and quickly move into hands-on work: we will examine several common yet tricky expressions, work on suitable translations and even play a few games to maximize your learning. Suggestions for further practice and a list of resources will also be included.

Objectives:

After attending this workshop, participants will:

1. Have a clear understanding of the basic definition of idiomatic expression, pun, idiom and euphemism;
2. Understand the meaning of several specific expressions in English and know how to translate them into their target language(s);
3. Feel more confident when confronted by difficult idiomatic expressions in the future;
4. Know where to find resources for further information about the topic;
5. Know how to continue developing their exposure to and comfort with idiomatic expressions in English.

Bio:

A Brazilian at heart, Elena Langdon has worked as an interpreter and translator for over 14 years. She is certified by the American Translators Association (ATA) as a translator (PT>EN) and by the Certification Commission for Healthcare Interpreters as an interpreter. She holds an MA in Translation Studies from the University of Massachusetts Amherst and has been teaching interpreting and translation since 2005. Elena volunteers on committees for the National Council on Interpreting in Healthcare and the Portuguese Language Division (PLD) of the ATA and has helped organize the New England Translators Association annual conference for the last three years. She is a past administrator and treasurer of the PLD, and was the second chair of the National Board of Certification for Medical Interpreters. Elena recently left a full-time job supervising a group of 50+ medical interpreters at Baystate Medical Center to once again explore the joys and challenges of working for herself.

Title: Culturally and Linguistically Appropriate Services – Advancing Health with CLAS

Presenter:

Jose T. Carneiro, Ed.D., MHS.

Abstract:

The CLAS standards (15) are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organization. In general terms, CLAS standards provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy and other communication needs.

Although adherence is voluntary, many organizations have committed to some or all of the 15 standards which fall under three themes. The first, “Governance, Leadership and Workforce”, emphasizes that the responsibility for CLAS implementation rests at the highest levels of the organizational leadership. The second theme “Communication and Language Assistance” recommends that language assistance should be provided as needed, in a manner appropriate to the organization size, scope, and mission. Health care organizations and providers that receive federal financial assistance without providing free language-assistance services could be in violation of Title VI of the Civil Rights Act of 1964.

The third theme, “Engagement, Continuous Improvement, and Accountability underscores the importance of quality improvement, community engagement and evaluation.

Objectives:

1. Define CLAS
2. Describe the primary purpose of CLAS Standards.
3. Describe the difference between CLAS Mandates, CLAS Guidelines and CLAS

Bio:

Jose T. Carneiro, Ed.D., MPA, has more than 15 years of international senior management and consulting experience in the management and implementation of public health and community development programs in 28 countries including Africa, Europe, The Americas, and the Pacific RIM. As a consultant, he provided technical assistance to foreign governments, institutions and community based organizations on child survival issues, health manpower development, community institutional strengthening, project sustainability, decentralization, social marketing, and ultimately worked on the the design and delivery of training of the Cultural and Linguistically Appropriate Health Services as director of the Office of Minority Health Resource Center.

Title: Health Literacy for Medical Interpreters: Improving Patient/Provider Communication

Presenter:

Mary Philbin, EdM

Abstract:

The interactive workshop will provide evidence-based information on health literacy and explore the impact of low health literacy for patients in general and specifically for non-English speaking patients and patients with Limited English Proficiency.

Learning objective for the workshop include:

- Define Health Literacy,
- Identify the effects of low health literacy on patients and the system of care,
- Define ‘Plain Language/Clear Communication’, and
- Explore the common elements and/or skills of effective communication for low literate patients and Medical Interpreting.

Methods will include:

- Brief didactic presentation
- Participant discussion and
- Hands on exercises

Bio:

Mary Philbin, EdM is the Director of Education and Training for the Massachusetts Area Health Education Center (MassAHEC) Network at the University of Massachusetts Medical School, with responsibility for curriculum development, including cultural competency, communication, health literacy and medical interpreting. She also serves as the Assistant Program Director for the Internal Medicine Residency as well as Director of Faculty Development. She is an Instructor in the Department of Internal Medicine at UMass Medical School. Ms. Philbin was director of the UMass Standardized Patient Program for several years, developing cases, training Standardized Patients, and designing teaching sessions and evaluations for medical students, residents and community-based physicians. Ms. Philbin also served as a consultant to the National Board of Medical Education and the Education Commission for Foreign Medical Graduates.

Title: Medical Interpretation for Eye Care

Presenter:

Daniel Bastian, OD

Abstract:

A visit to the optometrist in the eye clinic is different for everyone. This presentation will include an introduction to the eye anatomy, common exams and testing of the eye, a review of visual disorders as well as diseases of the eye.

Objectives:

- To identify the eye anatomy
- To understand eye exam techniques and testing
- To define disorders of the visual system
- To understand frequently encountered eye diseases

Bio:

Daniel Bastian graduated in 2012 from the New England College of Optometry. After completion of his optometry degree he went onto an Ocular Disease/Primary Care residency with the Worcester and Brockton Veteran Affairs Hospitals. At the 2013 American Academy of Optometry conference in Seattle WA, Daniel received his Fellowship into the Academy for Ocular Disease. Daniel currently is a clinical attending at Lynn Community Health Centers and a clinical faculty member at the New England College of Optometry. When not seeing patients Dan enjoys exercising, watching sports and spending time with his family on Cape Cod.

Title: Shaping Best Practices – Grounding everyday encounters in the Code of Ethics

Presenter: Anabela Nunes, MBA & Carla Polonsky, CMI

Abstract:

Interpreters encounter challenging situations throughout their daily professional life. Through these experiences best practices arise as professional medical interpreters engage with one another in dialogue, discuss the relevant aspects of these encounters, and reflect upon the NCICH Code of Ethics. Though there is no one solution to every dilemma that arises in such encounters, there are basic principles which every interpreter can apply in order to achieve the best outcomes for patients, families and providers. This workshop will be an interactive dialogue in which participants will discuss various interpreting scenarios with the goal of adding skills and strategies to their toolbox.

Objectives:

1. To apply the code of ethics to difficult or complex situations in order to achieve best outcomes
2. To augment best practices for interpreters
3. To develop strategies to educate providers in best practices

Bio:

Anabela Nunes is a talented healthcare administrator with extensive experience in operations management, program design, team building, process improvement and staff development in a leading academic healthcare organization, Massachusetts General Hospital. She is the director of medical interpreter services at the hospital. She has served in various capacities over the years since 2000 in the interpreter services department, including interpreter and translator for Portuguese and Spanish languages. She has also delivered many presentations nationally.

Carla Polonsky is a certified Spanish interpreter since 2013. She has served on staff at MGH as a Spanish interpreter since 2003.