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CERTIFICATION COMMISSION FOR HEALTHCARE INTERPRETERS:  
NATIONAL, ACCREDITED, INCLUSIVE

**Evidence-Based Approach to Medical Interpreter  
Testing and Certification**  
**Margarita Bekker, CoreCHI™**

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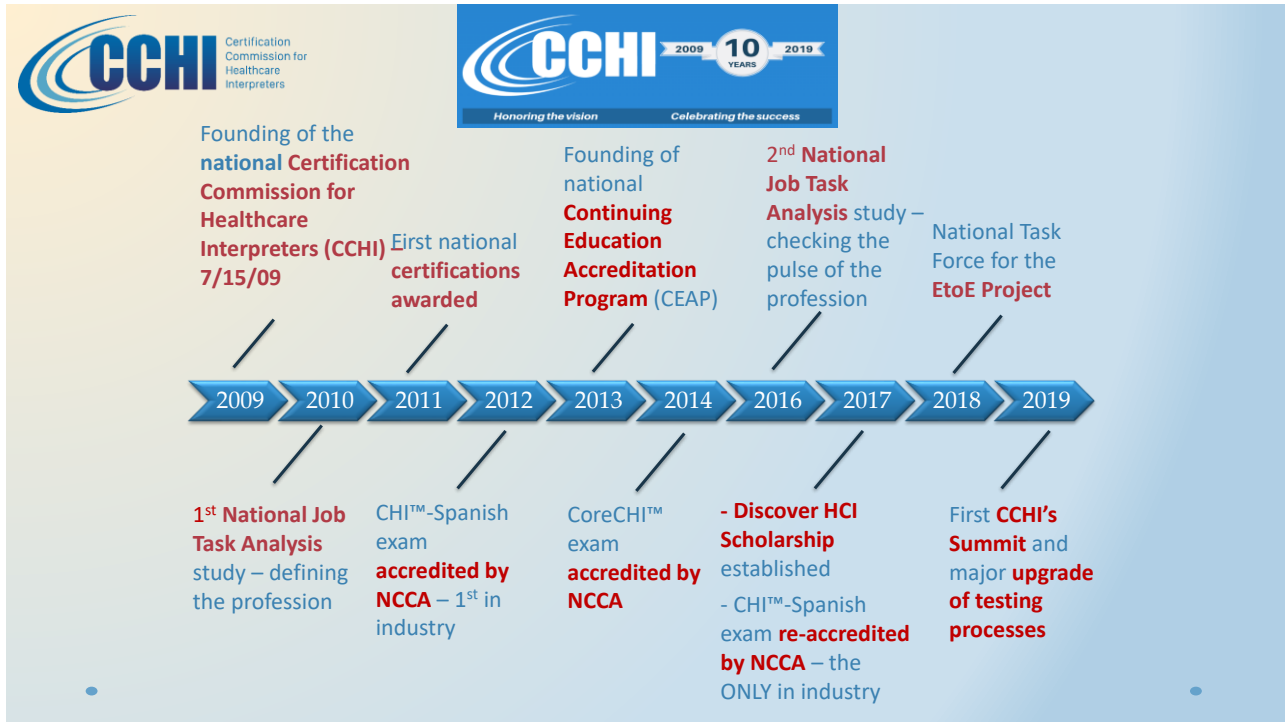
## CCHI's Mission

- National
- Valid
- Credible
- Vendor Neutral

The only interpreter certification program accredited by a third party - National Commission for Certifying Agencies (NCCA)



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**CCHI** Certification Commission for Healthcare Interpreters

## English-to-English (EtoE) Interpreter Skills Test

Interpreter Testing Revolution

<http://cchicertification.org/etoe>

[www.cchicertification.org](http://www.cchicertification.org)

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## Principles of CCHI's certification: Inclusiveness & Fairness



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## National Certifications Offered

### Core Certification Healthcare Interpreter™ (CoreCHI™)

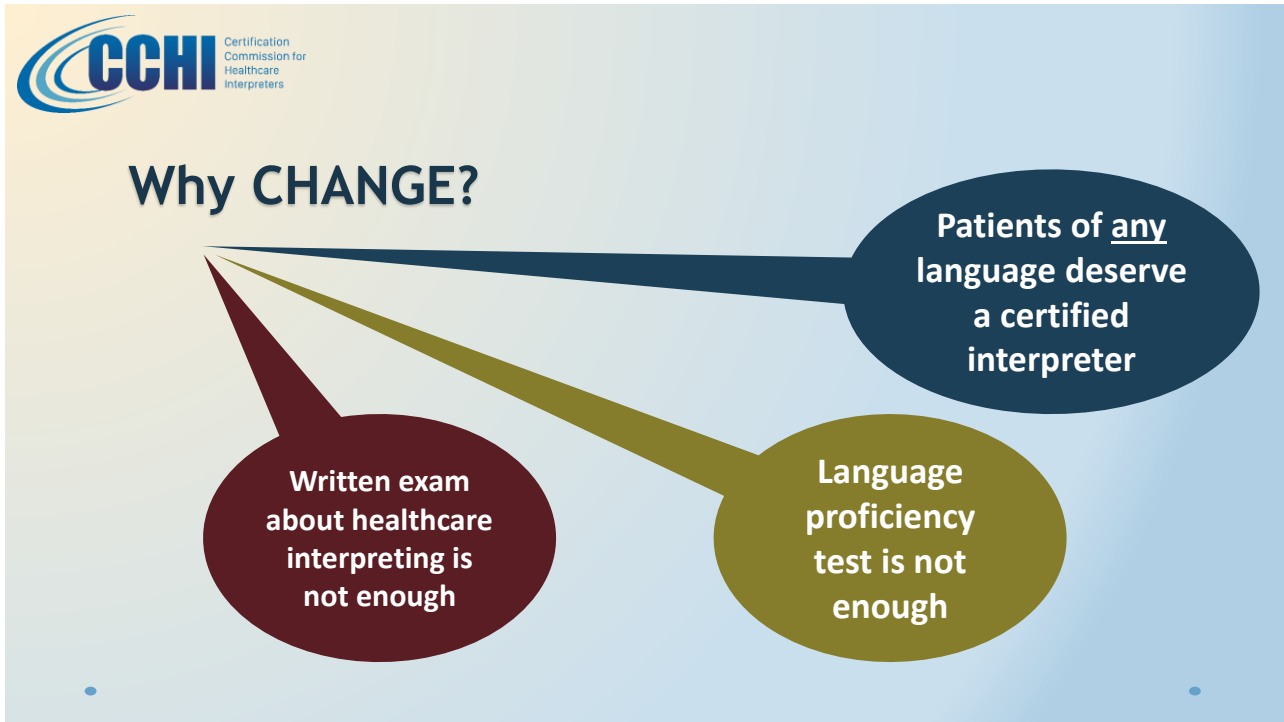
Certification of interpreter **core knowledge** in healthcare interpreting. Available for interpreters of **any language**.

### Certified Healthcare Interpreter™ (CHI™)

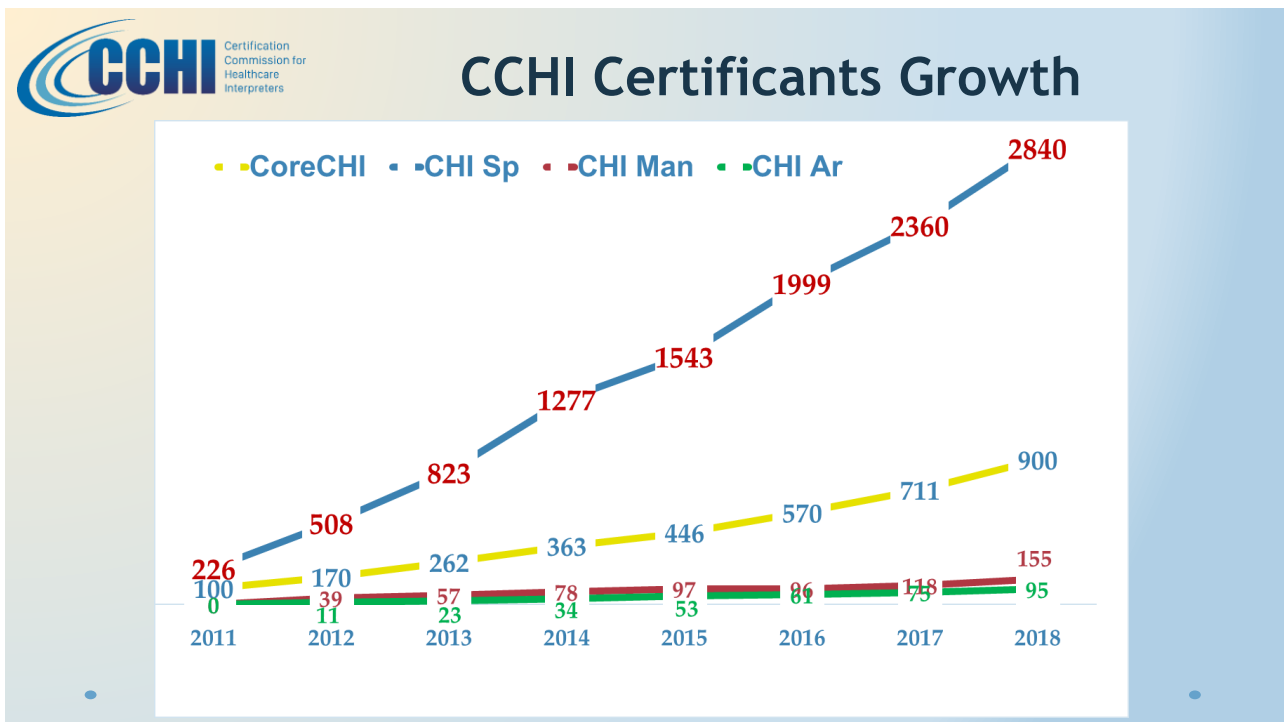
Certification of interpreter **language-specific performance** skills in healthcare interpreting. Currently available in three languages – **Spanish, Arabic, Mandarin**.

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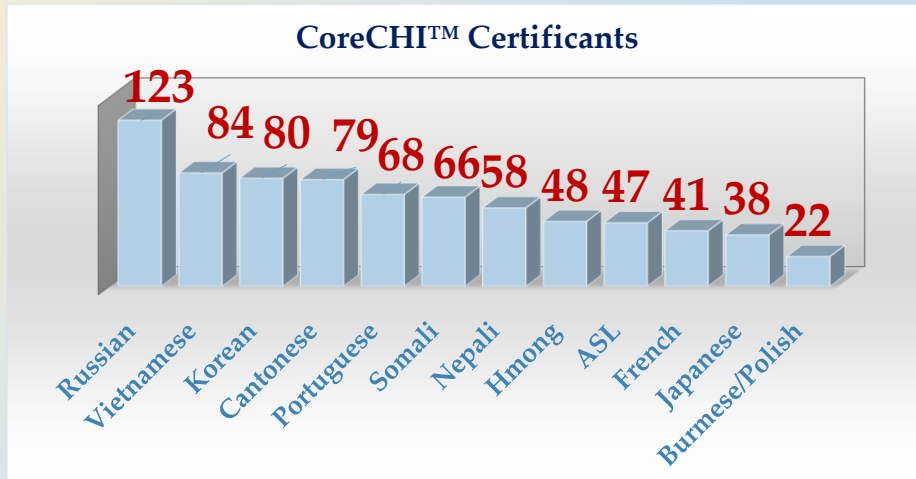
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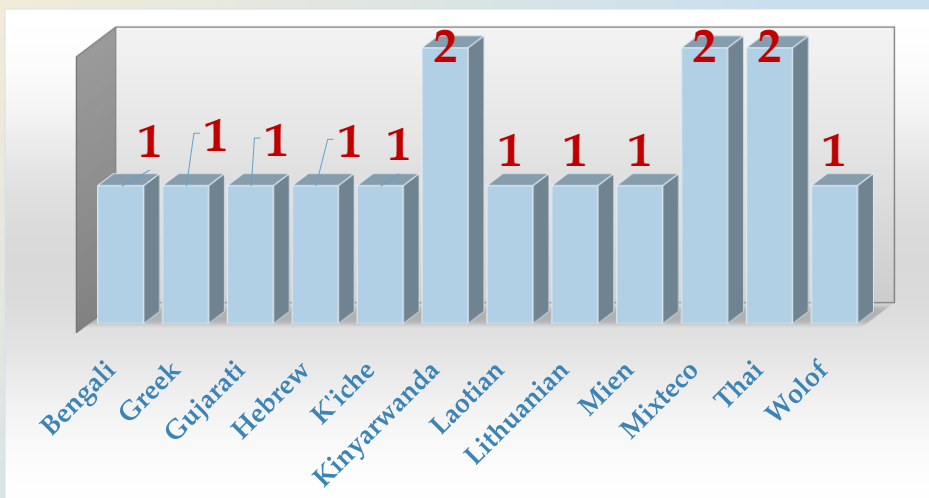
## What languages do 935 CoreCHI™ interpreters represent?



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## What languages do 935 CoreCHI™ interpreters represent?



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## Challenges of testing interpreters of Languages of Limited Diffusion &/or Lesser Demand (LLD)

- **Defining the pool size of potential certificants:**
  - How many certified interpreters in a specific LLD are able to earn their livelihood as a healthcare interpreters? How many certified interpreters in that LLD does the industry need?
- **Absence of educational opportunities in the U.S. for studying and mastering a specific LLD to the level appropriate for interpreting**
- **Lack of written resources in some LLDs and of valid written resources in some LLDs about health, medicine, and provision of health care**
- **Insufficient online presence of some LLD communities**

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## Limitations of language proficiency testing of LLD interpreters

- Ok, they can *speak* Kinyarwanda but can they *interpret*?
- Who are the *raters*? How are their abilities assessed? Could they see themselves as “gate keepers”? How often & how many tests do raters rate?
- How *objective* can *scoring* be if there is only 1 rater per candidate? How is raters’ performance monitored? If there are only 3 raters of an LLD, how relevant their interrater reliability indicator is?
- How does a *language proficiency level correlates to interpreter performance*?
- How are these test developed (how many SMEs, update frequency)? How do they *perform psychometrically*?

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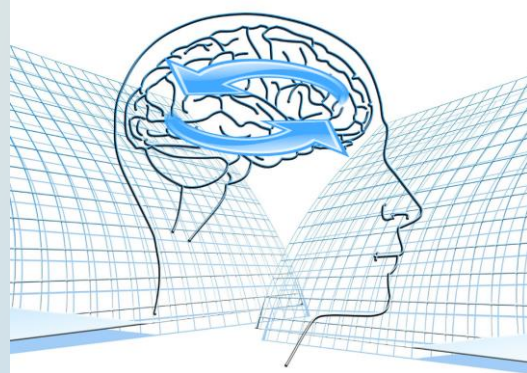




## What if?



Dual-language  
interpreter skills  
test



Monolingual  
interpreter  
skills test

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## What makes a bilingual speaker an interpreter (translator)?



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## We CANNOT rely on ANECdata. We need real DATA



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## EtoE Environmental Scan & National Task Force



**Fall 2017 – focus groups with 40 experts from across the U.S.**




**2018 – National Task Force of 22 experts**

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## Public Reports



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### Assessing Healthcare Interpreting Performance Skills in an English-to-English Format

*Summary of the National Healthcare Interpreting Experts' Focus Group Discussions held by CCHI in the fall of 2017.*

May 2018

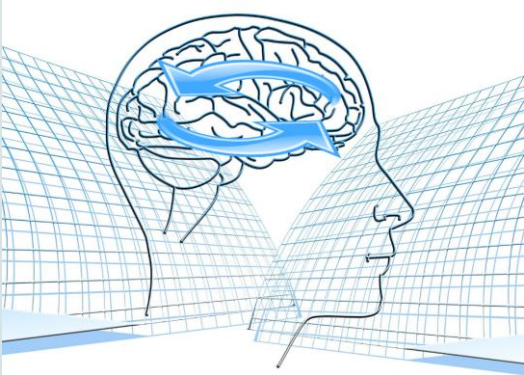
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## What would an English-to-English testing study do?



**Determine:**

- Do interpreters possess **interpreting cognitive skills** that are responsible for a successful **conversion** of meaning from one language into another?
- Can such **interpreting cognitive skills** be measured in a **monolingual** format?

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## How do we plan to do this study?



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## Who would benefit from the EtoE study?

- **Interpreters**, of *all* languages but especially of languages of limited diffusion (LLD)
- **Interpreter trainers and educators**
- **Language services companies**
- **The profession overall, and**
- **Patients and providers**


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# EtoE National Task Force (NTF) Recommendations

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## Criteria for Defining Item Types

- Item assesses a skill or subskill identified in the Job Task Analysis Study as part of the healthcare interpreter's skills.
- Such a skill/subskill can be assessed in English, i.e. in a monolingual format.
- Such a skill/subskill is perceived as critical to the interpreter's performance.
- Such a skill/subskill is expected of an interpreter at the entry level.

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## Cognitive-linguistic skills that may be assessed to a relevant degree in a monolingual format

- Message analysis
- Accurate reformulation of the source speech/text in the same language (fidelity to the message)
- Retaining and recalling information (short-term memory)
- Comprehension of oral speech/written text (in English)
- Active listening/reading
- Anticipatory listening/reading
- Understanding of the concept of 'register'
- Attention-sharing skills
- Fluency (lexical and grammatical) in English (speech production)
- Speech quality in English (pronunciation, prosody, pace/speed)

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## Proposed 9 Types of Items

Item order	Item type	Type
1	Paraphrase	A-to-A
2	Shadowing	A-to-A
3	Cloze, text	T-to-A
4	Finish sentence, audio	A-to-A
5	Equivalence	T-to-A
6	Reading comprehension	T-to-A
7	Listening Comprehension	A-to-A
8	Synonyms	MCQ
9	Memory (length varied)	A-to-A

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## Types of Items:

### 1. Paraphrase

**Candidates listen to an audio recording of a provider's or family member's utterance in English and record their paraphrasing (reformulation) of it in English.**

Instructions to candidates:

Listen to the speaker's message and re-state (paraphrase) it in English using your own words (using synonyms, changing sentence structure, etc.). Your goal is to keep the same meaning of the whole message as much as possible. Do not just repeat what you heard word for word, you must use different English words and/or different word order to convey the same meaning of the message. At the same time, not every word can be changed, so in your answer some words will be the same as in the original. Make sure not to omit or add any information (units of meaning) and *keep the register of the speaker as much as possible.*

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## Types of Items:

### 2. Shadowing

**Candidates listen to an audio recording of a provider's or patient family member's speech and repeats it in English simultaneously.**

Instructions to candidates:

This task is similar to simultaneous interpreting, except you will be doing it in English only. Listen to the English recording and start repeating what you hear in English simultaneously. You must start repeating within the first 10 seconds of starting to play the audio. Try to repeat everything exactly as you hear it (verbatim), without omitting, adding or changing any words.

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## Types of Items:

### 3. “Cloze”

Candidates read a text in English with a gap in it and record, in English, the word or phrase that fills that gap and makes the utterance complete and logical.

This item is not a traditional *Cloze Test* where every 5<sup>th</sup> word is removed.

It is an adaptation, with the focus on semantic and syntactic elements. The item’s “gap” can be more than one word.

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### 3. “Cloze”: Example

#### Instructions to candidates:

The following text has one or more words removed. The removed portion is marked as “...[blank]...”. Think which words or phrase would make the text logical, correct, and complete. Record the missing portion.

#### Example 1.

Unmanaged diabetes can lead to uncontrolled ...[blank]... levels which can damage the body’s organs, including the kidneys.

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### 3. “Cloze”: Example

#### Example 2.

When the thyroid produces too much hormone, the body uses energy faster than it should. When the thyroid doesn't produce enough hormone, ...[blank]... it should.

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### Types of Items: 4. “Finish the sentence”

Candidates listen to an audio recording of an unfinished utterance in English and finish it with a logical ending.

#### Instructions to candidates:

Listen to an unfinished utterance by a provider or patient family member and record the word or phrase that would best complete the utterance. Using your judgement, it may be just one word or a full sentence (it's up to you how long to make your response).

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## Types of Items: 5. Equivalence of medical terminology

Candidates read an English sentence or short passage which contains a key medical term of entry-level difficulty, yet relatively complex, and record how they would re-state (paraphrase) it, possibly using neutral- or lower-register words and terms, in English.

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## Types of Items: 5. Equivalence of medical terminology

### Instructions to candidates:

Read the English passage and record how you would say it in English using other words (i.e., re-state/paraphrase it), keeping the meaning of the original as accurate and complete as possible. Do not repeat the medical term, instead use other words to describe its meaning. You may use neutral or lower register words if needed.

### Example:

Many elderly patients present with circulatory problems. It is really important for them to manage hypertension carefully as it could lead to stroke, renal failure and even myocardial infarction.

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## **Types of Items:**

### **6. Reading comprehension and production of speech in English**

**Candidates read an English text and an open-ended question(s) based on it and record their answer in English.**

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## **Types of Items:**

### **7. Listening comprehension and production of speech in English**

**Candidates listen to an audio recording of a provider's speech in English and record their summary of it.**

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## Types of Items: 8. Synonyms

Candidates reads an English sentence which contains a key high-register medical term and selects out of 4 options (which represent paraphrase of the key term) the option that has the closest meaning.

### Example:

If you have congestive heart failure, your outlook depends on the cause and the severity, your overall health, and other factors, such as your age.

- a) If your heart cannot pump blood as well as it should...
- b) If you have a heart attack...
- c) If you have a heart defect from birth...
- d) If your heart stops pumping blood...

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## Types of Items: 9. Memory Capacity

Candidates listen to an audio recording of a provider's or family member's utterance in English once, and repeat it exactly in English (verbatim) in a consecutive mode. The test form includes several items with incremental difficulty, i.e. longer and more complex sentences.

### Instructions to candidates:

In this section you will repeat in English every word you hear in English. The purpose is to assess your short-term memory capacity. Try to repeat everything exactly as you heard it, without omitting, adding or changing any words. Listen to the English recording. When the speaker is finished speaking, click the "Record" button and repeat what you heard in English, consecutively.

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**Where are we now?  
How can YOU help?**

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**Be ready to help us find participants for testing**

- **We'll need candidates to take both the EtoE exam and oral CHI exam:**
  - 180-200 Spanish
  - 50-60 Arabic
  - 50-60 Mandarin

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A banner for the Certification Commission for Healthcare Interpreters (CCHI). The background is a blue-tinted photograph of a smiling woman. In the top left corner is the CCHI logo. In the top right corner are the links 'GET CERTIFIED' and 'LOGIN' next to a menu icon. Centered on the image is the text 'NATIONAL, VALID, ACCREDITED, INCLUSIVE'. Below the image, on a light blue background, are the contact details: the email 'info@cchicertification.org', and three social media links: Facebook 'CCHIncertainment', Twitter '@CCHlcertify', and LinkedIn 'Certification Commission for Healthcare Interpreters'. At the bottom center is the website 'www.cchicertification.org'.

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