



CCHI 2nd National Healthcare Interpreter Certification Summit
April 6, 2024
All Sessions

Plenary Session: Futurist Thinking Workout

Presenters: Natalya Mytareva, M.A., I.C.E.-CCP, and Yasha Saebi, M.S., CoreCHI-P

Plenary Panel Session: Legislative Future

Panelists: Kathleen Diamond, M.A., Bill Rivers, Ph.D., and Mara Youdelman, J.D., LL.M.

Moderator: Jorge Ungo

Plenary Session: Summit Reflections

Presenters: CCHI Chair Vonessa Costa and CCHI Vice Chair Johanna Parker

Future Roundtable: The Future of Certification (C-8)

Panelists: MB Bekker, CoreCHI-P, Mateo Rutherford-Rojas, M.A., CHI-Spanish, Valerie Huang, M.A., CHI-Mandarin, Natalya Mytareva, M.A., I.C.E.-CCP

As we commemorate 15 years of healthcare interpreter certification and the one year anniversary of the revolutionary CoreCHI-Performance credential, we are pondering what else could be on the horizon for healthcare interpreter certification and for other stakeholders in language access.

In this panel discussion, CCHI current and past commissioners, members of CCHI Test Development Steering Committee, will discuss what the future of credentialing in healthcare language access will look like. This will be a

very interactive session with opportunities for attendees to contribute their insights, shaping the potential trajectory of certification in language access. Gain a deeper understanding of forthcoming developments and actively participate in shaping the future of credentialing in your profession.

Future Roundtable: The Future of Interpreter Ethics (B-8)

Panelists: Giovanna Carriero-Contreras (AAITE), Christina Green (ATA), Jane Crandall Kontrimas (NCIHC), Janis Palma (NAJIT)

Codes of ethics for interpreters and translators have a long history. As far back as the mid-1980's, associations have been guiding their members by establishing codes of ethics that are specific to the type of work their members do or the specializations within the broader field of language services that they represent. As a result, codes of ethics for language professionals tend to vary from one specialty to another, however, many interpreters and translators work across multiple specializations. Some may work in multiple settings like court, schools and healthcare facilities, and in some cases, they may work in one setting like education, but be exposed to a broad range of topics such as education, health care, legal, mental health, and social services.

Currently, language professionals may refer to one or more ethical codes from associations such as the American Translators Association (ATA), the National Council on Interpreting in Health Care (NCIHC), the National Association of Judiciary Interpreters and Translators (NAJIT), the Center for the National Courts and, most recently, the American Association of Interpreters and Translators in Education (AAITE) as well as other local/regional and company-specific codes of ethics. The most recent release of the National Codes and Standards of Practice for Interpreters and Translators in Education by AATIE introduced a different framework for ethical responsibilities than what had been previously published. This has the potential to introduce some challenges for interpreters, trainers and leaders, who work across different specialties.

In this panel discussion, leaders from different associations will discuss the current landscape of ethical responsibilities for interpreters and translators and the challenges that different ethical frameworks may pose for language professionals and the people they serve.

Future Roundtable: The Future of Language Services (A-8)

Panelists: Melina Kolbeck (Children's Health, Dallas), Kristin Quinlan (CLI), Winston Scott, PhD (MasterWord)

This panel will discuss the two major challenges facing delivery of language services and provision of language access in the near future. The first challenge relates to increasing demand for interpreters of low instance languages. The U.S. immigrant and refugee populations continue to grow in diversity across the country while pools of qualified interpreters available to serve them do not expand at the same rate. And the second challenge is technology pressure. Interpreting technology continues to evolve with a rapid shift towards remote healthcare technologies and introduction of AI-assisted solutions to oral communication and interpretation.

Language service companies are tested day after day with meeting the needs of their clients' end-users while managing their internal processes. Health systems need timely and quality interpreting for their limited English proficient patients at competitive pricing. And potential interpreters of low instance languages need standardized

effective training and resources to get ready for the job. Our panelists will share their opinions about approaches to meet these challenges.

Advancing Skills in the Digital Era: A Practical Approach to Technology and Growth in Healthcare Interpreting (A-3)

Presenter: Andrew Dafoe, CHI-Spanish, LA and MS Court Certified Interpreter

"Advancing Skills in the Digital Era: A Practical Approach to Technology and Growth in Healthcare Interpreting" offers a hands-on exploration of the latest remote interpreting technologies and practical strategies for continuous skill development, tailored for healthcare interpreters seeking tangible ways to enhance their professional practice.

"In 'Advancing Skills in the Digital Era,' healthcare interpreters and professionals will delve into the practical application of emerging remote interpreting technologies and the development of essential human skills critical to their field. This session offers a hands-on approach to integrating technology in daily practice, while also focusing on strengthening interpersonal communication and professionalism unique to human interpreters. Participants will be actively involved in identifying their personal areas for growth and setting realistic, actionable goals that encompass both technological adeptness and professional skill enhancement. This pragmatic session aims to equip attendees with the tools and insights necessary for tangible advancements in their interpreting careers."

Learning Objectives:

- Explore Advances in Remote Interpreting Technology: - Participants will learn about key technological advancements in remote interpreting, with examples of current tools and software that enhance interpreting practice in healthcare settings.
- Identify Personal Professional Development Opportunities: - Attendees will be guided to identify specific areas for growth in their interpreting skills and knowledge, focusing on the integration of technology and continuous learning.
- Enhance Communication Skills and Professionalism: - This objective concentrates on improving interpersonal communication and professional behavior in healthcare interpreting, emphasizing the human aspect in a technology-enhanced environment.
- Formulate Practical Career Goals: - Participants will engage in setting one or two SMART goals tailored to their career development, with a focus on incorporating technological advancements and personal skill enhancement.

AIM For Accuracy: Honing Your Consecutive Skills (A-2)

Presenter: Agustín Servin de la Mora, CMI, FCCI

This session offers an opportunity to enhance the accuracy and effectiveness of interpreters working in the consecutive mode.

The primary goal of this presentation is to enhance the accuracy and effectiveness of interpreters working in consecutive mode. This will be achieved through focused instruction on three key areas: attention, note-taking, and memory. By refining these skills, interpreters can improve their ability to capture, retain, and accurately reproduce spoken messages.

Learning Objectives:

- Understand the role of attention: Participants will learn about the importance of focused attention in consecutive interpretation
- Advanced Note-Taking Techniques: This section will delve into practical note-taking strategies tailored for consecutive interpretation.
- Memory Enhancement for Interpreters: The webinar will provide insights into memory techniques specifically beneficial for interpreters.
- Application of skills through practice: Participants will engage in consecutive interpretation exercises of intermediate difficulty.

The Art of Note-Taking: LAB PRACTICE (C-1)

Presenters: Catalina Natalini, M.A., Certified Spanish Court Interpreter, & Maria Perez-Chambers, FCCI

A practical session on how to develop a note-taking practice.

In this session, we will address three fundamental principles of note-taking. We will do this with practice and debrief addressing questions related to these principles.

Learning Objectives:

- Practice note-taking with feedback and suggestions from teachers
- Apply note-taking techniques
- Solidify how to process the incoming information

Deaf and Hard of Hearing Clients: Legal and Ethical Challenges (C-7)

Presenter: Detra Stewart, BS, RRT

This presentation addresses access to medical, mental health, and social services for individuals who are deaf, hard of hearing, and Deaf-Blind. It compares patient assessments, treatment, and prevention strategies of patients with hearing loss to that of the general population.

The ramifications of hearing loss are often misunderstood and underestimated. Under the ADA, local and state agencies must provide equal access and equally effective services to people with disabilities—28 C.F.R. 35.130. Few healthcare institutions provide adequate training regarding effective communication with deaf, hard of hearing, and deaf/blind clients and their families. Few medical, mental health, and social service providers are adequately trained to communicate effectively with patients who are deaf, hard of hearing, and deaf/blind.

Currently, ethical and legal challenges are surfacing when serving people with hearing loss who live in culturally diverse communities where significant numbers of residents do not speak English as their primary language. Research has shown the need to improve medical, mental health, and social services for all Deaf/Hard of hearing groups and that the communication needs of those individuals have been and continue to be neglected. (Ries PW. Prevalence and characteristics of persons with hearing trouble: United States, 1990–91

Nationwide, the simple mistake of "I didn't know" escalates costs into the millions for social service, medical, and mental health facilities. Although this workshop is in lecture format, participants' skill sets are enhanced through observation, demonstration, and role-playing. It addresses misconceptions and the psychosocial impact of hearing loss, various types of sign language, auxiliary aids/services, and pertinent documentation in the medical record. Utilizing this information will improve services to deaf, hard of hearing, and deaf/blind patients and their companions nationwide.

Learning Objectives:

- Discuss common communication misconceptions about communicating with people who have hearing loss,
- List assistive devices and services required to accommodate deaf, hard of hearing, and deaf-blind clients.
- Compare impact of language and culture on client assessments and services

Every Time? Changing Mindsets (A-7)

Presenter: Andy Schwieter, CMI-Spanish

We must change healthcare workers' mindsets so they work with an interpreter every time someone wants to.

Current clinician language access training and education is ineffective. Clinicians continue to "get by" without interpreters or rely on ad-hoc interpreters, even when professional interpreters are readily available. Rather than doing more of the same, we must develop new interventions for clinicians which are psychologically wise. If we could change the mindset of clinicians, perhaps they would call an interpreter every time one is needed.

Learning Objectives:

- Describe the three characteristics of wise interventions
- Discuss the effectiveness of language access training and education for clinicians
- Contribute new ideas to language access training and education for clinicians

The Five Pillars of a Solid Interpreter Team: Ways to Promote Interpreter Engagement (C-3)

Presenter: Dayana Sanchez, CHI-Spanish

This workshop offers medical interpreters the opportunity to discuss ways in which to advocate for better working conditions.

The importance of staying engaged:

Healthcare interpreting is not what it was prior to the pandemic. For those of us who stayed and tended to the ill during COVID, it involved stepping outside our role and helping our community in different ways. For many interpreters, it meant taking the role of a patient liaison to ensure that families could stay in communication with their loved ones, back when visitors were not allowed into the hospital. I nearly lost hope and considered resigning several times, not because of the contagion, but because of the lack of support from hospital leadership, lack of organization amongst physicians and nurses, and little to no communication with my other teammates. This virus

caught us all off guard. In the end, my need as a human to see my community thrive again was far more important than staying COVID-free, so I continued to come in to work despite the risks involved.

Lessons learned:

I have taken my experience and the opportunity to lead an interpreter services program to model the opposite. Today, I advocate for better interpreter working conditions, I continue to raise awareness on the importance of universal precautions and self-care for my team. I have a personal commitment to be the mentor and peer that I really needed back then.

What it takes:

In this workshop, I will discuss ways in which the application of self-care, community, teamwork, kindness and compassion can promote interpreter engagement.

Learning Objectives:

- The participant will learn about the importance of self-care and teamwork.
- The participant will learn different methods of building a sense of community within their professional network.
- The participant will practice how to communicate and respond with kindness and compassion.

From Evidence to Action - How Do Your Providers Rate (on Language Access)? (A-7)

Presenter: David Hunt, J.D.

This presentation will discuss how language access leaders can use assessment tools (like BCT's Provider Cross Cultural Medical Assessment) to evaluate whether providers are complying with language access laws and clinical best practices when treating LEP and Deaf and Hard of Hearing patients.

The best way to improve health care interpreting is to provide senior executives, CMO's, CNO's and legal counsel with direct evidence that providers are not following clinical best practices when treating Limited English Proficient and Deaf and Hard of Hearing patients. BCT Partners has created a proprietary, industry-leading tool called the Provider Cross-Cultural Medical Assessment to do just that.

The Provider Cross-Cultural Medical Assessment is designed to ask and answer two key questions. First, which non-traditional patients are providers best and least prepared to treat? Second, are providers using population-specific, clinical best practices when treating their patients? BCT partnered with legal experts and clinicians from the CDC, WHO, and leading medical schools to create the assessment.

The Provider Cross-Cultural Medical Assessment compares providers' self-assessed ability to treat a wide variety of non-traditional patients against their use of population-specific, clinical best practices when treating Limited English Proficient, Deaf and Hard of Hearing, immigrants, refugees, racial and ethnic minorities, LGBTQ+, and international travelers. In particular, however, the assessment focuses on LEP and Deaf and Hard of Hearing populations.

The Provider Cross-Cultural Medical Assessment has been administered to nine leading hospital systems across nine states (including Texas), creating a national database of thousands of provider responses. This database can

be used to compare hospital systems against hospital systems, hospitals within those systems to each other and physicians and other providers by medical sub-specialty.

Once providers (MD's, APP's, PA's and behavioral health professionals) have completed the ten-minute assessment, they receive an individualized feedback report. That feedback report provides specific advice from clinical experts on how to improve the quality and safety of the care that they provide to specific non-traditional patient populations as well as suggestions about how best to comply with federal language access laws. Overall assessment results can then be used to create a Language Access Audit assessing whether an organization's language access systems, policies and practices comply with federal and state language access laws and clinical best practices.

In this workshop, we will share some of the key findings from our Provider Cross-Cultural Medical Assessment including the following:

- LEP and Deaf and Hard of Hearing patients were two of the four non-traditional patient populations which a national sample of providers were least prepared to treat.
- Primary care physicians (who see LEP and Deaf and Hard of Hearing patients most often) were least prepared to treat them.
- Many providers are not aware of legal requirements and clinical best practices for treating LEP and Deaf and Hard of Hearing patients – and their practice behaviors show it.

Learning Objectives:

- Understand existing clinical best practices and legal requirements for caring for Limited English Proficient patients and how well a national sample of providers' actual practice behaviors compare against these best practices.
- Understand existing clinical best practices and legal requirements for caring for Deaf and Hard of Hearing patients and how well a national sample of providers' actual practice behaviors compare against these best practices.
- Understand how leading hospital systems are using evidence-based data to change provider practice behaviors and improve patient outcomes for LEP and Deaf and Hard of Hearing patients.

Got Interpreters? Improving Language Access Through Enhanced Agency Partnerships (B-7)

Presenter: Lyndsey Newman, MBA, MHA, LSSGB

A Houston Level I Trauma center improves agency engagement in order to improve access to on-site interpreters for patients and families.

Part of the largest medical center in the world, Memorial Hermann Hospital – Texas Medical Center, noticed a decline in availability of on-site interpreters. This impacted how healthcare providers relayed information and in a caring, personalized manner to their LEP patients and families, particularly in areas where sensitive or complex topics were discussed. The leadership team engaged their agency partners to identify the barriers that caused interpreters' lack of interest in accepting jobs for their location. This partnership led to implementing strategies for gathering feedback, improving communication and accountability, and improving both the patient, staff/provider and interpreter experience. The strategies have resulted in an increase in the fulfillment rate with the agency. In the setting of the largest language need, Spanish, the strategies have resulted in interpreters actively seeking out

jobs at this location. Having consistent interpreters on-site has resulted in improved engagement and trust among the staff and providers as well as the department leadership.

Learning Objectives:

- Evaluate the effectiveness of department protocols and staffing fill rate
- Discuss the strategies and tools used to enhance the partnership between client and agency
- Highlight the impact of the strategic plan and how it contributes to long term success in language access

Idiomatic expressions: Excuse me, que dijo? (B-3)

Presenter: Heidi Hobson, CHI-Spanish

This session prepares learners to approach idiomatic expressions in English.

Idiomatic expressions can easily derail the delivery of a message when interpreting, when the meaning of the expression as a unit is unknown. Knowledge of history and culture is required to understand these expressions, and unless known, it will interfere with the accurate delivery of the message.

In this presentation, I will encourage everyone to discover equivalent expressions in each cultural background and language pair, resulting in the correct delivery of the actual message, regardless of the vocabulary utilized during the rendition.

The end result: an empowering reassurance for the interpreter, without hesitation, as the message is accurately conveyed.

Learning Objectives:

- To enable the interpreter to recognize idiomatic expressions as complete units, that require cultural knowledge for comprehension.
- To encourage the interpreter to relearn or discover the equivalent expressions in the target language, to enable effective communication.
- To empower the interpreter to confidently deliver the equivalent statement regardless of the actual words spoken, and therefore deliver the true spirit and content of the message spoken.

I'm Not Just Bilingual, I'm a Professional Interpreter (A-4)

Presenters: Tatiana Cestari, Ph.D., CHI-Spanish, & Danielle Meder, RID-NIC

Plan your path to finding interpreting work using your portfolio and social media presence and exceed expectations in the industry.

The interpreting field continues to grow rapidly, and more robust and thorough training is being developed and needed for all specializations and modalities. However, the training system for interpreters still needs to be standardized across language pairs and the country. So, what can a professional interpreter do to help support professional standards and educate those requesting services? We, interpreters, are the model and hold ourselves and each other accountable. In this presentation, we'll talk about what's expected from interpreters, the various credentials you can have, and how you can stand out in this competitive market. We'll help you plan your path to finding work using your portfolio and social media presence.

Learning objectives:

- To identify expectations of interpreters.
- To identify how to stand out in the marketplace.
- To provide tools to plan your path to finding work based on your portfolio and social media presence.

Insights from the Interpreting SAFE-AI Task Force (C-6)

Presenters: Ludmila Golovine; Christina Green, Court Certified Interpreter, ATA Certified Translator; Timothy Riker M.A., CDI, CLIP-R; Bill Rivers, PhD

Members of the Interpreting Stakeholders Advocating for Fair and Ethical AI in Interpreting (Interpreting SAFE-AI) Task Force present qualitative research gleaned in their two-track December 2023 study.

We present the latest findings of the Interpreting Stakeholders Advocating for Fair and Ethical AI in Interpreting (Interpreting SAFE-AI) Task Force (TF). We provide an overview of TF objectives, initiatives, initial outcomes, and next steps based on an extensive multi-language perception survey and a qualitative study on ASL and AI, led by an independent Deaf Advisory Group.

SAFE-AI was established in June 2023 in response to the burgeoning implementation of generative AI in interpreting. The TF's goal is to formulate, disseminate, and promote guidelines for the ethical and responsible application of AI in interpreting. The TF has sparked a multi-faceted dialogue among a broad spectrum of stakeholders, including technology vendors; requesters and purchasers of interpreting; interpreters; end-users; regulatory bodies; professional associations; and others.

We report on the December 2023 two-track, comprehensive, multi-language perception study, combining 1) a survey including more than 2000 spoken language interpreters, language services companies, technology vendors and others, conducted by CSA Research, and 2) a qualitative study on criteria for creating Deaf-Safe AI for sign language interpreting. These two analyses lay the foundation for a deep, reflective dialogue across the profession, and inform the development of one or more future surveys to delve into policy solutions regarding the profound implications and influence of AI across the interpreting landscape.

Learning Objectives:

- Learn about the work of the Interpreting SAFE-AI Task Force (TF), its constituents, goals, and objectives.
- Learn about TF research on how different stakeholders perceive the role of AI in healthcare interpreting, from the spoken language and Deaf perspectives.
- Engage with TF leaders on the guidelines and guardrails for AI in healthcare interpreting.

Interpreting After Grief and Loss (B-4)

Presenter: Marisa Rueda Will, CHI-Spanish

This workshop will help interpreters learn strategies that will guide them during seasons of grief and loss, in their personal and professional lives.

Death and loss are a part of life. However, interpreting after personal experiences of death and loss makes it difficult for interpreters to focus on their work and stay neutral in situations that trigger memories of their loss.

What can interpreters do when they need to work but they are still mourning a loss in their life?

Throughout this one-hour session, we will explore different types of loss an interpreter may experience. This includes the loss of life and ambiguous losses that are often hard to talk about and understand. Interpreters will learn how to identify feelings and symptoms associated with grief and loss that may be affecting them in their personal and professional lives.

During this workshop, we will also discuss how feelings of grief and loss are normal human responses to death and other difficult circumstances. Medical interpreters will learn strategies to cope with feelings that arise in the middle of interpreting encounters, as well as at other times. These coping skills will give them the tools to improve self-care and have increased concentration when working with LEP patients after difficult personal events.

Learning Objectives:

- Identify different types of loss.
- Understand the meaning of ambiguous loss.
- Recognize the feelings and symptoms associated with grief and loss.
- Learn coping techniques for managing acute and chronic feelings of grief and loss.

Interpreting for Radiation Oncology Encounters (B-5)

Presenter: Erika Saldana, CHI-Spanish

This educational lecture will introduce the medical terminology needed to interpret for radiation oncology encounters.

Radiation Oncology is a complex specialty that is heavily rooted in innovation and research. In this presentation, we will take a dive into the various aspects that makeup this interesting field. We will learn about the type of visits that radiation oncology patients will typically encounter, such as preparing for a CT Simulation. We will learn about the various treatment machines and the types of radiation therapies. Mainly, we will examine the different external and internal beam radiation treatments.

Learning Objectives:

- The learner will know and understand the various types of radiation oncology visits
- The learner will know and understand radiation oncology treatment machines
- The learner will know and understand the different types of radiation therapies

Interpreting is a Performance Art (C-4)

Presenter: Javier Castillo, CHI-Spanish, FCCI, State Court Certified

Learn tips and techniques from the world of acting that will improve your interpreting performance.

In this interactive session, you'll learn how thinking like an actor will help you become a better interpreter. You'll work on the performance aspects of interpretation, to include your preparation, vocal warm-ups, diction exercises, learning your "lines", stage presence and learning how to control the room.

Learning objectives:

- Improve your interpreting performance
- Improve diction and have greater voice control
- Improve your preparation for assignments

Interpreting Slam (A-1)

Presenter: Paul Spacek, M.S., CHI-Spanish, & Paco Martinez, M.A., CHI-Spanish

Facilitators will lead participants in practice interpreting exercises and will provide feedback and guidance for future practice.

Come join us for some impromptu role plays of medical and legal interpreting scenarios. We'll provide and receive constructive feedback and share strategies, all in a supportive environment.

Learning Objectives:

- Reviewing critical thinking skills for interpreters: shadowing, restating, memorizing.
- Practicing critical thinking skills for interpreters with peers.
- Providing feedback using the suggested reflection rubric.
- Fostering networking and peer mentoring among interpreters.

It's All About the Drills! Preparing for Certification the Deliberate Way (B-1)

Presenter: Elena Langdon, M.A., CT

A hands-on session to learn and practice skill-building drills, in preparation for interpreter performance exams.

Taking a performance exam for national certification (or even to secure a job) can be nerve-racking for newbies and experienced interpreters alike. In this workshop you will learn the component skills that go into rendering a message across languages and culture, and how you can improve your chances of acing a performance exam by practicing drills. You will also learn how to follow the principles of deliberate practice. This workshop is relevant to anyone preparing for a CHI, CHI-P, or CMI credential, and for those who need to pass performance exams for an employer. Additionally, the drills will help you improve your interpreting performance in any setting, including schools and the courtroom.

Learning Objectives:

- Participants will become familiar with the component skills that are required for language interpreting
- Participants will practice drills for improving interpreting performance
- Participants will become familiar with deliberate practice

Keeping up With a Caffeinated Cheetah: Coping with Fast Speakers in Simultaneous Interpretation (Parts I and II) (B&C-2)

Presenters: Johanna Parker, M.A., CHI-Spanish, FCCI and Victoria Sormani, CHI-Spanish

In this session, participants will learn and practice coping strategies for simultaneous interpretation of fast speakers.

The scientist who speeds through a technical presentation without looking up from her notes. The student who is so nervous and excited that they barely take a breath. Sound familiar? Keeping up with fast speakers is one of the most common challenges that simultaneous interpreters face.

During this two-hour training, we will analyze the challenges of simultaneously interpreting for different types of fast speakers. We will learn about the cognitive processes happening in simultaneous interpretation to help interpreters decide where to allocate their mental efforts.

We will also work on speech analysis and choosing the best strategies for each structure. These mainly revolve around techniques to manage cognitive load including differentiating between superfluous vs essential information. This understanding is crucial, as it allows interpreters to make split-second decisions that can significantly impact the quality of interpretation.

These strategies apply to all speakers, but they will be even more useful with fast speakers. Therefore, this session is not just about keeping up; it's about mastering the art of delivering a polished and clean rendition, regardless of the speaker's pace.

Attendees will learn these techniques through examples and practice. By the end of this training, interpreters will be equipped with a toolkit of strategies that they can use to deal with challenging speakers and present a polished and clear rendition to their listeners.

Learning Objectives:

- Participants will analyze the challenges of simultaneously interpreting for fast speakers.
- Participants will identify strategies to cope with simultaneous interpretation of fast speakers.
- Participants will implement these strategies in focused practice exercises.

Prioritizing Clinical Encounter by Interpretation Modality (B-7)

Presenter: Melina Kolbeck

This session explains how to prioritize the type of clinical appointment by in-person, video, or phone interpreter.

There is strong evidence that in-person professional interpreters are the preferred choice in the medical field, and underutilized. At Children's Health, we developed an on-demand system to reach in-person staff interpreters. The staff interpreter is self-dispatched and attends to encounters by visit type per the priorities established. Although in-person interpreters are preferred, it would be impossible for them to attend to the Children's Health demands

in a timely manner. Establishing priorities has allowed staff interpreters and the clinical staff to work on a united front following this methodology.

During this session, we will share how the priorities were established and approved by key leaders in the organization. We'll present our 2023 data, which includes the distribution of staff interpreters in inpatient and outpatient settings by encounter type. Additionally, we will provide an overview of Children's audio and video usage.

Learning Objectives:

- Identify different interpretation modalities
- Understand the Children's Health dispatching system for staff interpreters
- Understand the process to create prioritization by interpretation modality.
- Analyze the 2023 data from Children's Health

The Quality Conundrum: Aligning Onsite and On-Demand Remote Healthcare Interpreter Qualifications (B-6)

Presenter: Katharine Allen, M.A.

This session tackles the uneven playing field in healthcare interpreter training, aiming to bridge the skill gap between in-person and remote interpreters and improve stakeholder collaboration to achieve more equitable language access.

Currently, there is a wide gap between the quality and effectiveness of the training and qualifications available to onsite healthcare interpreters as compared to on-demand remote interpreters, yet both are essential for a fully developed and compliant language access plan. Onsite interpreters are trained through short-course and community college certificate programs that provide significant practice, feedback and skill-building components. Afterwards, they often shadow experienced interpreters in real-life sessions to gain on-the-ground experience before interpreting solo. They also work in single geographies where they can become familiarized with local healthcare institutions, programs and LEP communities. On-demand remote interpreters, in contrast, are primarily trained by the language service companies that hire them. They go through programs adapted from onsite courses not designed for the realities of remote interpreting. In addition, most are not US-based and are regularly catapulted into many different locations across the United States. These disparate educational frameworks lead to a disadvantage for remote interpreters and ultimately, to disparities in the quality of interpretation LEP patients and their providers receive. Through interactive discussion and activities, this session will explore existing interpreter training structures, identify key gaps and suggest collaborative strategies with language service companies and providers to bridge the skill gap between on-demand remote and onsite healthcare interpreters.

Learning Objectives:

- By the end of this session, participants will be able to identify and assess the key differences in training and resources between onsite and remote healthcare interpreters.
- By the end of this session, participants will be able to co-develop innovative strategies to equip remote interpreters with the specific skills and knowledge needed for optimal performance in virtual healthcare settings.
- By the end of this session, participants will be able to forge collaborative partnerships between language service companies, healthcare providers, and training institutions to improve the overall quality and equity of training for all healthcare interpreters.

Remediating Situations: Important Tips for Interpreting Success (A-5)

Presenters: Romina Espinosa, M.A., CHI-Spanish

An interactive presentation where participants learn what it is like to interpret in a U.S. hospital.

This presentation is intended for any individual interested in the field of medical interpretation, as well as for new and/or seasoned interpreters working in other areas. During the first section of the presentation, in-house medical interpreter(s) and a supervisor from UC San Diego Health, the only academic health system in San Diego, California, will be sharing the ins and outs of interpreting in a U.S. hospital system and offering tips for success. The second section of the presentation will focus on oopsies and other unexpected situations experienced by UC San Diego Health's in-house medical interpreters. They will explain how they managed to think on their toes during these oopsie moments to find the best immediate solutions.

Learning Objectives:

- Understand the model of in-house interpretation services provided at an American academic health system. Ex: Logistics, time management, problem solving, brainstorming, effective communication, teamwork, emotional intelligence.
- Identify strategies that are suitable and optimal in medical interpreting. Tips from UC San Diego Health interpreters and lived experience that have helped with successful interpreting sessions.
- Apply the ethics of medical interpreting when facing encounters in which challenges come up and the interpreter has to think critically to make immediate decisions. There will be examples presented based on real stories. How would you apply some of the ethical principles (Impartiality, Confidentiality, Respect, Accuracy, Integrity, Cultural Response)?

The Role of the Interpreter in Speech-Language Pathology (C-5)

Presenter: Devin Lukachik, B.A., CHI-Spanish

Devin Lukachik, an English-Spanish interpreter turned Speech-Language Pathologist, talks about how interpreters can work with this often misunderstood health profession.

Speech-Language Pathology is an allied health profession with a wide scope of practice. SLPs operate in a variety of settings, from hospitals and private clinics to skilled nursing facilities and schools. Interpreters play a critical role in assisting SLPs in the assessment, diagnosis, and treatment of language and communication disorders in populations that speak minority languages. This field is often misunderstood and misinterpreted, however, and there is a dire need for interpreter training pertaining to working with SLPs. The linguistic nuances that form the foundation of Speech-Language Pathology mean that interpreters must work with them in profound and unique ways, thus further necessitating professional development opportunities for interpreters that wish to interact with this field.

Learning Objectives:

- Develop an understanding of an SLP's practices and role in healthcare
- Review key vocabulary and jargon used by SLPs

- Discuss how interpreters form a key piece of language interpretation and assessment
- Learn how to interpret syntactic, morphological, and articulatory errors and variations
- Understand how interpreters collaborate with and inform SLPs in observations of linguistic data

Focus Groups: Update & Revise the National Standards of Practice(A,B,C-9)

Facilitators: Lorena Castillo, CHI-Spanish, CMI-Spanish, Credentialed Instructional Designer, and Jane Crandall Kontrimas, M.S., CoreCHI

The National Standards of Practice Work Group (NSoP Work Group) is reviewing and updating the NATIONAL STANDARDS OF PRACTICE for Interpreters in Health Care and will conduct focus groups to gather feedback from interpreters and other stakeholders.

Over the last two decades, the healthcare interpreting field has undergone significant changes. The emergence of new technologies, increased immigration, resulting in a more diverse range of cultures and languages, and advancements in medicine have all contributed to an evolution in our understanding of the responsibilities of healthcare interpreters.

The National Council on Interpreting in Health Care, responding to input from members, has recognized the need to review and update the Standards of Practice for Healthcare Interpreters. The NSoP Work Group is seeking feedback from interpreters, trainers, and other stakeholders to ensure the revision process is informed by diverse perspectives.

We encourage interpreters to re-read the NATIONAL STANDARDS OF PRACTICE for Interpreters in Health Care and the NATIONAL CODE OF ETHICS FOR INTERPRETERS IN HEALTH CARE before attending.

Learning Objectives:

- Participants will learn about NCIHC's efforts to revise the Standards of Practice.
- Participants will gain a deeper understanding of the purpose and value of the Standards of Practice.
- Participants will benefit from the open and constructive discussions with their colleagues as they share their unique perspectives and experiences in the field of interpreting.

Vital Signs: How to Effectively Communicate with Deaf Patients in Healthcare Settings (A-6)

Presenter: Timothy Riker M.A., CDI, CLIP-R

This roundtable discussion will include a Vital Signs film screening and explore the application of community-engaged research to train healthcare providers on how to be culturally sensitive working with diverse patients from the Deaf and Hard of Hearing communities.

The U.S. Deaf community is one of the most underserved disability populations within our nation's healthcare system. Our Deaf-led team produced a film to train healthcare providers to effectively serve diverse Deaf, DeafBlind, and Hard of Hearing patients. The intervention was designed through a two-year collaboration with the Deaf community – community forums, focus groups, and an intervention development team inclusive of Deaf researchers, filmmakers, and laypeople. We completed a pilot randomized controlled trial to test the feasibility,

acceptability, and preliminary efficacy of the intervention. Healthcare providers, medical students, and nursing students were randomized to receive the Vital Signs training film or an “intervention as usual” condition (i.e., standard written guidance on communicating with Deaf patients in healthcare settings). Primary outcomes were provider cultural competence, communication skill, and patient trust, tested via virtual simulation with a Deaf standardized patient.

This roundtable discussion will explore the application of this training film within the healthcare system. Attendees will gain a deeper understanding of community-engaged research and facilitate the film's integration into practice. Utilizing Vital Signs, we aspire to raise awareness of disparities in healthcare access for Deaf patients and provide a tangible solution for providers.

Learning Objectives:

- Provide a source of training that exhibits authentic representation of diverse d/Deaf and hard of hearing healthcare needs and the value of community engaged research.
- Develop strategic plans for dissemination of training intervention film in the healthcare system to be readily accessible as a resource shared by providers, educators, interpreters, and community stakeholders.
- Explore the real-world scalability of the Vital Signs training film in medical schools across the U.S. and possible impact on the interpreting profession.



CCHI 2nd National Healthcare Interpreter Certification Summit April 6, 2024

Master of Ceremonies

Jorge U. Ungo

CCHI Language Access Advocate



For over two decades, Jorge U. Ungo supported healthcare organizations in their efforts to deliver compassionate, culturally competent, patient-centered care to their diverse patient population. During this time he served as a board member on the National Council on Interpreting in Health Care (NCIHC), President of the Texas Association of Healthcare Interpreters and Translators (TAHIT), and a CCHI Commissioner. In 2015, Jorge was recognized by the Texas Association of Healthcare Interpreters and Translators as the Texas Star in Language Access and in 2019, he was recognized by the National Council on Interpreting in Health Care as a Language Access Champion. Born in El Salvador and raised in a bilingual, bicultural home in Texas, Jorge is passionate about uplifting marginalized communities and being a vocal ally for the underserved.

Panelists and Presenters



Katharine Allen, M.A., is a community- and conference-trained interpreter with over three decades of experience interpreting, training, and designing curricula. She is a licensed trainer and co-author for The Indigenous Interpreter®, The Community Interpreter® International, and The Remote Interpreter® textbooks and training programs. She worked for 10 years to raise the profile of interpreting as co-President of InterpretAmerica. Katharine is a founding member of the American Association of Interpreting and Translation in Education (AAITE) and a former president of the California Healthcare Interpreting Association (CHIA). She currently works for Boostlingo as their Language Access Training Specialist and Industry Expert. Katharine has an M.A. in Translation and Interpretation from the Middlebury Institute of International Studies.



M.B. Bekker, CoreCHI-P, originally from Leningrad, Russia, immigrated to the United States in 1989 after completing their nursing education. They pursued further studies in Slavic Languages and Literature at UC Berkeley. As a freelance Russian interpreter, M.B. has worked with diverse groups, including political refugees and musicians. Since 2002, they have been a part of Stanford Health Care, becoming Assistant Manager in 2022, leveraging their healthcare and literary expertise. M.B. is a Bridging the Gap Trainer and served as a Russian Language Coach at City College of San Francisco's HCI program. In 2012, they developed and taught Russian Healthcare Interpreting Courses for York University's Glendon School of Translation. Their leadership includes roles as former President of the California Healthcare Interpreting Association and Chairperson of its Conference Committee, earning the Interpreter of the Year award from CHIA in 2016.



Giovanna Carriero-Contreras has been a noteworthy leader in the language industry space for over 30 years. She is a sought-after industry national and international speaker, trained translator and interpreter, and trainer. She is co-author of The Community Interpreter® International, seasoned trainer and Chair & founding member of the American Association of Interpreters and Translators in Education, member of the SAFE-AI Interpreting Task Force, ASTM F43 Committee on Language Services, ISO T37/SC5 Chief of U.S. Delegation, ATA Education & Pedagogy Committee, ATA Standards Committee, ALC Language Access and Advocacy committees.



Javier Castillo, CHI-Spanish, FCCI, State Court Certified, is president of Castillo Language Services, Inc. in Greenville, N.C. He is an interpreter, translator, consultant, trainer, and internationally recognized speaker. He is a federal and state court certified interpreter, a certified medical interpreter, and a contract interpreter for the U.S. Department of State. Since 2007, Castillo has offered training workshops for court, medical, conference and community interpreters across the world. He is the former President of the Carolina Association of Translators and Interpreters (CATI), former Chair of the National Association of Judiciary Interpreters and Translators (NAJIT), and head of the U.S. Chapter of the International Association of Professional Translators and Interpreters (IAPTI).



Lorena Castillo, CHI-Spanish, CMI-Spanish, Credentialed Instructional Designer - With over 20 years of experience as a trilingual interpreter, Lorena Castillo developed a passion for language and communication at a young age. She learned English and American Sign Language and combined her knowledge and passion for both cultures to interpret for Deaf and Hispanic communities. Lorena's dedication to learning and volunteering is evident in her intermediate proficiency in Italian and Swahili. To validate her skills as a medical interpreter, she completed several trainings, including spoken-language interpreting training, an ASL interpreting fellowship, and medical terminology training. She is also a credentialed (ATD) Master Instructional Designer. Currently, Lorena works as the Instructional Design Manager for AMN Healthcare Language Services and volunteers for the National Council on Interpreting in Health Care Standards & Training Committee (National Standards of Practice Workgroup).



Tatiana Cestari, Ph.D., CHI-Spanish, has 20 years of combined experience as a pharmacist, pharmacologist, researcher, professor, manager, and remote interpreter. Tatiana is passionate about quality, compliance and cultural sensitivity in language access. She serves as the Director of Language Service Advocacy at Martti and is part of the NCIHC's Policy, Education and Research committee; a contributor to the Martti blog; and a co-author of The Remote Interpreter textbook. Tatiana has mentored, developed training, presented at events, published peer-reviewed articles, and lectured at various universities. Tatiana obtained her pharmacy degree and Ph.D. in pharmacology from the Universidad Central de Venezuela.



Vonessa Costa, CoreCHI-P, is the current Chair of CCHI, and works as Sr. Director of Quality & Member Engagement at Paras and Associates/Health Care Interpreter Network since June 2021. Prior to this position, Vonessa directed language access initiatives at Cambridge Health Alliance and was director of the Cross Cultural Communication Institute at CCCS, Inc., where she specialized in interpreter education and provider training in intercultural communication. Vonessa is a CoreCHI-P practitioner credentialed by CCHI. She was secretary of the Forum on the Coordination of Interpreter Services (FOCIS) and a member of the America’s

Essential Hospitals Education Committee. Vonessa is a graduate of the America’s Essential Hospitals Fellows Program, and a 2019 MassAHEC Tony Windsor Award recipient for advocacy in language access and the professionalization of healthcare interpreters.



Andrew Dafoe, CHI-Spanish, LA and MS Court Certified Interpreter - A graduate of Tulane University, Mr. Dafoe received his certificate in Healthcare and Legal Translation and Interpreting from Loyola University New Orleans and became one of the first of 10 Louisiana Supreme Court Certified Spanish Interpreters. He is also a Certified Healthcare Interpreter. He is a founding member of the American Association of Interpreters and Translators in Education (AAITE). He has worked providing direct interpreting and translation to medical providers and consumers throughout the region, but his passion for language access was too great to limit himself to only freelance work. In 2014, after recognizing the need for high quality

language services, he founded TNOLA Languages, which has been steadily growing since. He also co-founded TNOLA Learning, an Interpreter training provider. TNOLA Languages offers comprehensive language services in more than 100 languages to both public and private clients throughout the gulf coast.



Agustín De La Mora, CMI, FCCI, is the president of DE LA MORA Interpreter Training. He was born and raised in Mexico City, Mexico, and has been a professional freelance and staff interpreter for the last 28 years. He is one of the Supervisor Raters for the National Center for State Courts and has been a lead rater for the federal and consortium oral exams for court interpreters. He was the lead interpreter for the Ninth Judicial Circuit for over a decade and served as member of the Project Advisory Committee responsible for the creation of the National Standards for Healthcare Interpreter Training Programs for the NCIHC. He was a member of the Florida Court Interpreter Certification Board and a voting member of the Technical

Committee of the National Consortium for Interpreter Certification. He is a state- and federally-certified court interpreter, as well as a certified medical interpreter. He has been a consultant for the Administrative Offices of the State Courts, conducting orientation seminars

and advanced skills workshops for interpreters in at least 15 states. He has been featured as a speaker and presenter in several national conventions, including those of NAJIT, ATA, IMIA, and NASCA.



Kathleen Diamond, M.A., is a consultant, entrepreneur, and business leader in the language services industry. In 1979, she founded Language Learning Enterprises, Inc. (LLE®), a full-service language company based in Washington, D.C. She is recognized as an early pioneer in Telephone Interpreting, launching LLE-LINK in the 1990s. In 2009, Kathleen negotiated the sale of LLE to CyraCom International, a language services leader in Tucson, AZ. Kathleen volunteers her time advocating for the importance and relevance of language services as a member of the Stakeholder Assembly of Interpreting SAFE-AI and as former Chair, now Member at Large of ASTM F43 Language Services and Products. She represents the

USA through the American National Standards Institute to ISO, the International Standardization Organization for Translation, Interpreting and Related Technology (ISO TC 37/SC5 WG4) and is a Charter Member of the Association of Language Companies (ALC). She is a member in good standing of ATA. In 2018, Kathleen became the Founding Chair of ALC Bridge, an initiative launched to connect language services companies to universities for the purpose of preparing language students for careers in the language industry. She completed a six-year term as a Founding Commissioner on the Certification Commission for Healthcare Interpreters (CCHI) in 2015. She earned her M.A. and B.A. from the University of Florida, and is an alumna of IES Abroad, Nantes, France. She is fluent in both Spanish and French.



Romina Espinosa, M.A., CHI-Spanish (Lima, Peru), is a Spanish<>English interpreter, translator, and creative writer based in San Diego, California. She works as an in-house medical interpreter at UC San Diego Health. As the owner of her small business, Espinosa Interpreting, Ms. Espinosa has been offering language services for direct clients and boutique language agencies since 2017. In the U.S., she is a certified Spanish medical interpreter through the Certification Commission for Healthcare Interpreters (CCHI). In 2023, Romina was elected as the OSTI (Oregon Society of

Translators and Interpreters) Board Treasurer. In her spare time, Romina (a five-time marathoner) enjoys nature runs, selecting fresh produce for a new recipe, and painting with acrylics.



Ludmila Golovine has been an advocate for victims and survivors of human trafficking since the start of her interpreting career. She is a member of the United Against Human Trafficking Coalition and is part of the Coalition survivor services committee, where she participated in creating the Guidelines for the Provision of Interpretation and/or Translation Services for Trafficked Persons and Survivors. She helps

victims and survivors through her support of the Interparliamentary Taskforce on Human Trafficking, World Childhood Foundation, Texas Business Against Trafficking, and Texas Human Trafficking Prevention Task Force. Golovine and MasterWord are committed to providing trauma-informed services and have launched training and tools for language professionals and trauma-informed providers to foster a partnership that creates an environment conducive to healing of survivors. In 2023 MasterWord became the first Vicarious-Trauma-Informed language services company (VT-ORG) in accordance with the guidelines of the US Department of Justice Office for Victims of Crime.



Christina Green, Court Certified Interpreter, ATA Certified Translator, studied Languages at Universidad Central de Venezuela. She is fluent in English, Spanish, Italian, and French, and has conversational skills in Portuguese. She has been an expert witness in legal cases and interpreted for nationally televised live gubernatorial and presidential events. She has devoted her time to various causes, including children with disabilities and international refugees/relocation efforts. She was the President of the Midwest Association of Translators and Interpreters (2012-2014, 2020-2022).

She is on the Board of the American Translators Association (2022-2025) and the Administrator of the ATA Interpreters Division. Christina is a member of the newly created SAFE-AI Task Force to establish and promote best practices for the responsible adoption of AI in interpreting. Christina is a Spanish certified translator by the American Translators Association and was the one of the first certified judicial interpreters in Wisconsin. She is an Authorized Italian Interpreter for the courts.



Heidi Hobson, CHI-Spanish, was born in Guatemala where she learned English. Her father sparked her curiosity for the discovery and application of expressions in other languages as a fun activity. She began interpreting as a volunteer for International Medical Mission Campaigns throughout rural areas of Guatemala and El Salvador, serving as a relay medical interpreter for indigenous and Spanish-speaking patients, awakening her love for languages, interpreting, advocacy, and ethics. She continues to study the English language, to enable her to accurately represent the message, and

loves to discover the nuances of culture and history in all idiomatic expressions.



Valerie Huang, M.A., CHI-Mandarin, CPXP, is a CCHI Commissioner and serves as the Language Services Manager at Nationwide Children's (Columbus, OH). Holding a master's degree in human resource development and having completed the World Language Education licensure program, Valerie has an in-depth understanding of strategic organizational management and workforce development. Her academic background positions her to contribute valuable insights and expertise to the dynamic field of human

resources. Currently pursuing a doctorate in education, Valerie's research focuses on exploring workplace learning and supportive factors, showcasing her commitment to advancing workplace learning strategies. This dedication is reflected in her role as she actively integrates theoretical knowledge with practical contributions. In addition to her academic pursuits, Valerie plays a crucial role in empowering interpreters within the ever-evolving healthcare landscape. She assists them in discerning essential learning strategies for success. Valerie's dedication to combining academic knowledge with practical experience highlights her enthusiasm for establishing influential learning environments and fostering professional development.



David Hunt, J.D., is the Senior Director for Health Equity at BCT Partners. BCT Partners is a national, Black-owned, management consulting and training firm specializing in diversity, equity and inclusion and health equity. Mr. Hunt is a former civil rights attorney and national expert on racial and ethnic disparities, the law of language access, and the emerging issue of global medicine. Hunt leads BCT's national health equity practice and regularly conducts Provider Cross Cultural Medical Assessments and Language Access Audits for leading hospital systems. His clients have included the NCIHC, The Joint Commission, the DHHS Office of Minority Health, the AHA, and many integrated hospital systems and health plans.



Melina Kolbeck, Sr Director of Language Access Services for the Children's Health System of Dallas, has developed an effective system of on-demand services for language access for patients with limited English proficiency, families, and medical providers. Among other projects and innovations, she has also taken part in developing Children's values for Diversity, Inclusion, and Cultural Competency. She has served as Co-Chair of their Health Equity Diversity and Inclusion Commission. Melina is the recipient of the individual Texas Star Award presented by the Texas Association for Healthcare Interpreters and Translators (TAHIT). She has a bachelor's degree in communication science from ITESM in Monterrey, Mexico. She has

22 years of experience in the interpretation and translation field, as a bilingual consultant, and as a public speaker. She has focused her professional career on advocating and implementing healthcare-specific language access services to support LEP families, prioritizing patient safety and experience while adhering to regulatory requirements.



Jane Crandall Kontrimas, M.S., CoreCHI, worked as a staff Russian interpreter, Interpreter Training Coordinator, and Interpreter Ethics Liaison at Beth Israel Deaconess Medical Center, 1979-2024. In 1985, she co-hosted the first meeting of what became the Massachusetts Medical Interpreter Association (MMIA), now called the International Medical Interpreter Association (IMIA). She co-authored the first MMIA Code of Ethics for

interpreters in 1987 and chaired the MMIA 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 subject matter expert at various times beginning in 2016, and as a Director of the National Council on Interpreting in Health Care (NCIHC) from 2018-2020. She currently chairs the Ethics and Standards Work Group of the NCIHC Standards and Training Committee.

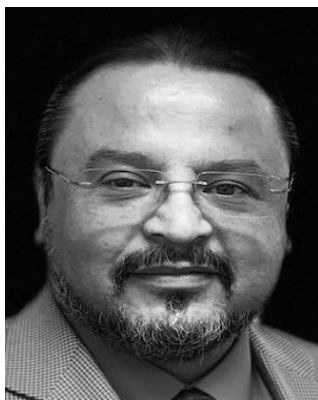


Elena Langdon, M.A., CT, is a certified Portuguese-English translator, conference and community interpreter, and interpreter trainer with over 20 years of experience. She has a Master of Arts in Translation Studies from the University of Massachusetts Amherst and took the first Train the Trainer course at the Middlebury Institute for International Studies at Monterey that was offered for healthcare interpreter trainers. She currently teaches healthcare interpreting in the Master of Arts in Conference Interpreting (MCI) program at Glendon College, York University. Elena delivers workshops around the country and abroad and is recognized as an engaging and approachable speaker. She pulls from experience interpreting and

translating, managing interpreters, and teaching for programs at the University of Chicago, Boston University, UMass Amherst, and Glendon College. A thought leader in the language industry, she volunteered and served on the Board of Directors for the American Translators Association, the New England Translators Association, the National Council on Interpreting in Health Care (NCIHC), and the National Board of Certification for Medical Interpreters. Elena continues to support the production of bimonthly webinars for interpreter trainers for the NCIHC.



Devin Lukachik, B.A., CHI-Spanish, is an interpreter, author, researcher, and student of Speech-Language Pathology at the University of Texas Health Sciences Center in San Antonio.



Francisco Martinez, M.A., CHI-Spanish, born in Mexico City, raised in San Luis Potosí, is a CCHI Commissioner. He joined Children’s Mercy Kansas City as a staff medical interpreter in 2014. His position now is a Medical and Culture Language Coach who works with bilingual residents to ensure that encounters with Spanish speaking families are safe and free of misunderstandings, and to improve residents’ communicative skills, and understanding of Spanish-speaking patients’ cultural beliefs. At the beginning of his

career, Francisco worked in the hospitality industry and ran a school of English as a foreign language (EFL) and a translation/interpretation firm. He did technical translations, conference and business interpreting, and video dubbing for companies such as Cummins Engines, Aceros San Luis, Mexinox, Cigarrera la Moderna, and the Secretaria de Comercio Exterior among others. In the '90s, Francisco worked for Richmond Publishing, the EFL/ESL branch of Santillana Editores, supervised and trained new EFL instructors, taught TOEFL preparation courses at Instituto Angloamericano in Leon, Guanajuato, and was the Academic Chair of Instituto De La Salle de Leon, from kindergarten to high school. In 2001-2013, he was a visiting lecturer of Spanish at Northwest Missouri State University, faculty at their Spanish study-abroad program, and the interim chair of the Foreign Language Program. Francisco is a strong advocate for high quality language access to health care for all, and for the exploration and creation of new roles for the professional, certified healthcare interpreters.



Danielle Meder, RID-NIC, is a nationally certified ASL interpreter with over 16 years of experience as an interpreter and an operations leader in VRS and video remote interpreting. She completed the Certificate in Healthcare Interpreting program at RIT-NTID in 2017. Danielle is a licensed trainer and co-author of *The Remote Interpreter International*, a recently published textbook. Danielle is passionate about advocating for quality and effective language access, supporting the advancement of interpreter training for spoken language interpreters, and supporting the communicative autonomy of all! Currently, Danielle works for Cloudbreak, a healthcare language access solutions provider.



State University (Russia)

Natalya Mytareva, M.A., CoreCHI, ICE-CCP, is a Russian interpreter/translator, CCHI's Executive Director and one of the founding Commissioners. She started her career as instructor of various Russian/English interpretation and translation courses at Volgograd State University (Russia) in 1991. From 2000 to 2013, she was Communications Director at the International Institute of Akron, a non-profit refugee resettlement agency in Ohio. She is the author and instructor of various courses for interpreters of languages of lesser diffusion. Natalya has delivered a variety of presentations for healthcare and social service providers on cultural competence, working with interpreters, and serving newly resettled refugee populations. She holds a combined BA/MA degree from Volgograd

State University (Russia) in Philology and Teaching English as a Foreign Language.



Catalina Natalini, M.A., Certified Spanish Court Interpreter, holds a Master in English Linguistics and Literature from the University of Zurich, Switzerland. She is a Certified Court Interpreter and has interpreted in legal, medical, and school settings from 2004 up to the present. In 2008, she was appointed as interpreter representative to

the Delaware Court Interpreter Advisory Board, where she contributed her expertise to policy discussions and decisions regarding language access issues until 2012. In July 2012, she was appointed as the Delaware State Chair for IMIA. She served in this position until 2016. Ms. Natalini collaborated in the development of the Certificate in Interpretation curriculum for La Salle University, where she taught in the Masters of Translation and Certification from 2006 to 2019. During this time, she also supervised master's projects and internships. She currently continues developing teaching material and teaching interpreters with Magna Voce Interpreter Education.



Lyndsey Newman, MBA, MHA, LSSGB, is the manager for Patient Experience and Interpreter Services at Memorial Hermann – Texas Medical Center. During her near 12-year tenure with Memorial Hermann, she has assumed several responsibilities in project management, process improvement, and employee engagement. Since joining the Interpreter Services department in 2019, Lyndsey has developed protocols to maintain the health and safety of the staff during the COVI-19 pandemic while minimizing impact to operations. In addition, Lyndsey expanded the department in alignment with the growth of the LEP population the hospital serves, improved employee engagement metrics, increased efficiency in the department

protocols, provided staff and patient education to increase language access and awareness, and partnered with key stakeholders to increase agency engagement.



Janis Palma, M.A., M.L.S., is a professional English-Spanish interpreter and translator with over 43 years of experience working as both staff and independent contractor in state and federal courts, as well as for private clients in conferences on a broad spectrum of topics. She holds an M.A. from the Centro de Estudios Avanzados de Puerto Rico y el Caribe and a Master in Legal Studies (MLA) from the Arizona State University (ASU) Sandra Day O'Connor School of Law. She became certified by the U.S. Courts in 1981 and by NAJIT in 2004. Janis Palma has been a volunteer with the National Association of Judiciary Interpreters and Translators (NAJIT) since 1986, is a former Board member and Chair, and was awarded a Life

Membership in 2006. She has taught, written, presented at conferences, and published extensively on subjects related to interpreting, language access, and language rights.



Johanna Parker, M.A., CHI-Spanish, FCCI, holds an M.A. in Translation and Interpretation (Spanish <>English) from the Middlebury Institute of International Studies at Monterey (MIIS) and is a federally certified court interpreter and CCHI Certified Healthcare Interpreter. Johanna is CCHI's Vice Chair. She is a freelance conference interpreter, a contract seminar interpreter for the U.S. Department of State, and Interpreting Lead for String & Can, a

boutique interpreting company. Johanna trains interpreters around the country, is Lead Interpreter for Education and Training at Stanford Health Care, and is an adjunct professor at MIIS, where she teaches community and medical interpreting. She was awarded the California Healthcare Interpreting Association's Trainer of the Year award in 2015.



Maria Perez-Chambers is a Court Interpreter certified by the State of Delaware and the Administrative Office of the U.S. Courts. She successfully completed the Spanish Language Test Battery for the FBI's Language Specialist position and is a graduate of the University of Delaware Conference Interpretation Program. For the past fifteen years, she has developed curriculum for and taught numerous training sessions for prospective and practicing interpreters. Additionally, she has presented on interpreting issues at the Delaware State Bar Association and before the Delaware Judiciary. She held the position of Delaware's Court Interpreter Program Coordinator, and currently develops curriculum and teaches at

Magna Voce Interpreter Education.



Kristin Quinlan joined CLI in 1999, ascending to CEO in 2006. Under Kristin's leadership, CLI isn't just a provider of language services, but an advocate fighting for the greater good of comprehensive language access. She served on the executive board of the Association of Language Companies from 2010 to 2014 and later co-founded ALC's Advocacy and Standards Committee, a coalition that delivers key legislative successes for the language services industry. She later joined the board of directors for the Joint National Committee for Languages, raising public awareness about the vital enterprise. Kristin also served on the board of 7000

Languages, a nonprofit that invigorates endangered languages.



Caroline Remer, M.A., is Vice President of Language Operations at Boostlingo. She received a BA in international relations and Spanish from the Universidad de Deusto in Bilbao, Spain and a Masters in Peace, Conflict and Development Studies from the UNESCO-sponsored Universitat Jaume I in Castellon de la Plana, Spain. Caroline worked in social work serving low-income, Spanish-speaking older adults. She transitioned to Boostlingo in 2018, where she manages a large network of professional remote interpreters, ensuring quality promoting career development and working conditions. An interpreter herself, Caroline loves promoting the interpreter in the patient's care team and in life.



Timothy Riker, M.A., CDI, CLIP-R, is a Member of the Advisory Group (AG) on AI and Sign Language Interpreting. He is a Senior Lecturer in American Sign Language at Brown University and research co-investigator with the DeafYES! Center for Deaf Empowerment and Recovery. Through his Deaf-led team's community-engaged research, Riker has collaborated to develop linguistically and sociopolitically correct methods of inquiry when conducting Deaf qualitative research. The research team leveraged technology so they could analyze sign language data while reducing bias found in traditional methods of inquiry.



Bill Rivers, Ph.D., is Principal at WP Rivers & Associates. A former Russian/English translator and interpreter, Russian teacher, academic researcher and administrator, and for-profit and non-profit executive, he has more than 30 years' experience in language advocacy and capacity at the national level, with significant experience in culture and language for economic development and national security in the Intelligence Community, private and academic sectors, and publications in second and third language acquisition research, proficiency assessment, program evaluation, and language policy development and advocacy. His company is contracted by the ALC for advocacy support.



Marisa Rueda Will, CHI-Spanish, graduated Magna Cum Laude with a bachelor's degree in Spanish from Luther College in 2006. She has been a medical interpreter at a major U.S. medical center for over 18 years. She became a Certified Healthcare Interpreter-Spanish in 2012 and a Licensed Interpreter Trainer through Cross Cultural Communications in 2017. In 2020, she became a Simulation Center Instructor. She is a member of the NCIHC Webinars Work Group and a published author on the ATA Interpreters Division Blog and ATA Chronicle. She has presented at the CHIA and ATA Conferences. Marisa specializes in education through storytelling. She coaches interpreters at all levels to reach their professional goals. Her company, Tica Interpreter Training and Translations, creates education by interpreters for interpreters, based on real patient experiences.



Mateo Rutherford-Rojas, M.A., MATI, CHI-Spanish, is a CCHI Commissioner and worked as a manager in the Interpreting & Translation Services Dept. at UCSF Health for 11 years. He holds a master's degree in Integrative Biology from the University of California Berkeley (UCB) and a master's degree in Spanish Interpretation & Translation from the Monterey Institute of International Studies. He has worked as a freelance Spanish interpreter since 1987 throughout Latin America, Europe, Asia and the United States. He specializes in topics related to the life sciences and technology. His teaching experience, in both Spanish and English, includes molecular biology, disease prevention, document translation, medical and conference interpreting. He has taught at UC

Berkeley; Universidad de Especialidades Espíritu Santo in Guayaquil, Ecuador; City College of San Francisco and under contract with the CDC in Puerto Rico, Honduras and throughout the US. Mateo has also lectured at the Schools of Medicine and Nursing at UCSF on language access and health. Mateo is the immediate past Chair of the CCHI and a Spanish conference interpreter.



Yasha Saebi, M.S., CoreCHI-P, is a translator and interpreter with more than 20 years of experience. She is a CCHI Commissioner since October 2023. She has a BA in translation from Tehran University, a BS in biology/genetics and an MS in forensic science/DNA from George Mason University, and a master's certificate in national security policy studies from Georgetown University. Yasha has worked as a Farsi linguist evaluating proficiency tests and recruiting interviews. She has also worked as an on-site interpreter for Georgetown University Hospital and other

hospitals in the Washington, DC area. She has experience in medical, legal, and government document translation. She is the ATA Science & Technology Division and the ATA Government Division Nominating Committee member and chair, and former ATA Medical Division Administrator. She has been an active member of the Boren Forum (national security alumni students) assisting the Custom and Border Control Agency CBP with linguistic services and helped them with the latest refugees' crisis. She is a member of the IMIA's Medical Terminology Committee and the International Association for Identification.



Erika Saldana, CHI-Spanish, was born and raised in Houston, Texas. The entire scope of her professional career has been focused on finding fulfilling work that utilizes her talents to better serve vulnerable communities. Most of her time in Houston was spent working as an ESL instructor for a non-profit organization. Soon after relocating to the Dallas-Fort Worth area, interpreting found her and has been a part of her life ever since. Currently, she is a Language Interpreter Supervisor at UT Southwestern Medical Center. She has

had the privilege of working as a Spanish medical interpreter and interpreter trainer and has served as preceptor to UT- Arlington interns. Most recently, she completed the Training of Trainers course to become a licensed interpreter trainer.



Dayana Sanchez, CHI-Spanish, is a medical interpreter, trainer and coach. She built her career in telephonic, video and in-person interpreting. Her passion to learn what it takes to be an interpreter has evolved into creating a pathway to an enriching career in healthcare for bilingual individuals. In her current role as a program manager for a safety net hospital, Dayana continues to mentor interpreters and promote language access all while serving one of Chicago's most underserved communities.



Andy Schweiter, CMI-Spanish, leads the language access team at Cincinnati Children's, helping them systematically turn language barriers into opportunities. Andy has worked as a Spanish interpreter since 2006, was certified by the Supreme Court of Ohio in 2013, and was certified by the National Board of Certification for Medical Interpreters in 2015. He co-authored a paper published in Hospital Pediatrics on improving discharge instructions for hospitalized children with limited English proficiency. He currently serves on the board of the National Council on Interpreting in Health Care.



Winston Kent Scott, Ph.D., has conducted research and been deeply engaged with Mayan language communities in Guatemala, the United States, and Canada since 1996. A cultural anthropologist by training, Dr. Scott's work has focused on social and economic impacts of large-scale agriculture in rural Guatemala municipalities, sociolinguistic mobilization within Indigenous communities, and traditional religious systems. He has taught courses on these topics at the University at Albany, SUNY. Dr. Scott has dedicated years working amidst Q'eqchi', Kaqchikel, and K'iche' Mayan language groups in Guatemala and has participated in and taught courses dedicated to these languages. Since 2015, Dr. Scott has been continuously involved in assisting Indigenous Guatemalan immigrants to the United States in receiving access to legal, medical, and educational services in their native languages. Dr. Scott has also volunteered as a project director for programs that are dedicated to assisting

Indigenous Guatemalans to gain access to medical and mental health resources in their native languages for alcohol and substance abuse.



Victoria Sormani, CHI-Spanish, holds a Bachelors in Translation from Universidad del Museo Social Argentino. From 2013-2014, she studied abroad in Paris, focusing on linguistics, English, and French. After graduation, she moved to the United States where she completed a Medical Interpretation certificate at the Southern California School of Interpretation and became certified as a healthcare interpreter through CCHI. Soon after, she started working as a medical interpreter at Stanford Health Care in 2018. Currently, Victoria is a Lead Interpreter at SHC and is a third-year student at Lucille Barnes Escuela de Intérpretes, enrolled in the program of Advanced Consecutive and Simultaneous Interpretation for

Conferences.



Paul Spacek, CHI-Spanish, is the Education and Development Program Manager for Language and Accessibility Services at Children’s Mercy Hospital, where he has worked for 10 years. In his role, Paul serves as a coach, mentor and instructor for interpreting students and new hires, and is also involved in the development and presentation of continuing education classes. Additionally, he designs and presents educational materials for the hospital about how to work with interpreters and provide better care to Limited English Proficient families. Paul has been nationally certified as a medical interpreter through CCHI since 2015. Paul holds a Bachelor’s degree in Spanish from the University of Kansas, a certificate in Medical Interpretation

from Johnson County Community College, and a master’s degree in Adult Learning and Leadership from Kansas State University. Paul has presented previously at the MICATA and NATI conferences.



Detra Stewart, B.S., RRT, is an advocate who specializes in communication compliance involving individuals who are Deaf, Hard of Hearing, Late-Deafened, and Deaf-Blind. She is an RRT (Registered Respiratory Therapist) who has worked in critical care for over 25 years. She has a B.S. degree in Deaf Education, is a certified sign language interpreter, and is an ADA Coordinator. She served as a Deafness Resource Specialist with the Texas Department of Assistive and Rehab Services for 12 years. She was appointed by the governor and served for six years on the Texas Advisory Committee on the Qualifications of Translators and Interpreters in

Healthcare. In addition, Ms. Stewart works as an expert witness in litigation involving accommodations for people with hearing loss, has taken part in Department of Justice

deaf-related mediations, and has developed and offered training resulting from those settlement agreements. Finally, Ms. Stewart is committed to promoting awareness about the needs of individuals with hearing loss by giving Sensitivity/ADA-Americans with Disabilities Act Training to local and state entities, businesses, hospitals, and universities. Ms. Stewart uses her collective expertise and offers continuing education as a presenter at healthcare and other professional conferences.



Mara Youdelman, J.D., LL.M., is Managing Director of Federal Advocacy at the National Health Law Program. She has worked at NHeLP since August 2000 on issues including Medicaid, language access, health equity, and data collection. She also is a current CCHI Commissioner and was one of the founding CCHI Commissioners. Mara works on a range of administrative and legislative policy issues and conducts trainings nationwide on language access and collection of racial, ethnic and primary language data. Mara also directed the National Language Access Advocacy Project, funded by the California Endowment to increase awareness of language access issues at the federal level. In this role, Mara coordinated a national

coalition of stakeholders to develop a consensus-driven agenda to improve policies and funding for quality health care for individuals with limited English proficiency (LEP). She is recognized as a national expert on language access, particularly regarding paying for language services in Medicaid and legal issues. Mara earned her LL.M. in Advocacy from Georgetown University Law Center in 2000, her J.D. from Boston University School of Law in 1996, and her B.A. from Tufts University in 1991.