



National Healthcare Interpreter Continuing Education Accreditation Program (CEAP)



Applicant's Manual

v. December 2017

Certification Commission for Healthcare Interpreters (CCHI)
1725 I St. NW, Suite 300, Washington DC 20006
<http://ceapcchi.org>

©2015-2018, CCHI

Contents

Introduction	2
Definitions	3
1. CCHI’s Continuing Education Accreditation Criteria.....	5
2. CEAP Registration Process.....	9
3. Application Fees	10
4. Online Application Process.....	11
5. Educator and Trainer Qualifications.....	19
6. Accreditation Renewal	20
7. Guidelines for Accrediting a Conference.....	21
8. Guidelines for Accrediting an Online Training.....	26
9. Accreditation Mark and Notations	28
10. Guidelines for Issuing Certificates	29
Appendix A. CCHI Continuing Education Requirements.....	30
Appendix B. Guidelines about Accepted CE Topics	31
Appendix C. Samples of Conference Attendance Record.....	33
Appendix D. Sample Listing in the Online CEAP Registry.....	34
Appendix E. Guidelines about Learning Objectives.....	35

Introduction

CCHI administers the national Continuing Education Accreditation Program (CEAP) to assess, analyze, and accredit continuing education (CE) programs for healthcare interpreters. CEAP is open to all education and training providers who offer courses or instruction which are beyond a beginner-level difficulty and align with any or all of the knowledge domains which define the job of a healthcare interpreter. CCHI accredits various types of continuing education programs that are delivered at any venue – classroom, online, conference sessions, or workshops.

CEAP, aimed at improving the availability and quality of continuing education for healthcare interpreters, helps healthcare interpreters maintain their interpreting competence and prevent professional obsolescence.

CEAP was launched in 2013 with the funding support from a grant from the Kaiser Permanente National Community Benefit Fund at the East Bay Community Foundation.

Benefits of CEAP Accreditation

CCHI accredited continuing education programs are a select community of organizations and individuals that share a commitment to educational rigor, excellence and integrity.

- Accreditation shows a training provider’s commitment to the highest professional standards for healthcare interpreters.
- Accreditation increases a program’s credibility. Healthcare interpreters trust accredited programs to provide high quality continuing education.
- Accreditation gives training providers a competitive edge. A program’s reputation benefits from affiliation with CCHI. Healthcare interpreters need continuing education hours to maintain their CCHI certification credentials, and they seek out organizations that can offer preapproved programs.
- Accreditation increases a program’s visibility. Programs are authorized to use CCHI’s accreditation logo in promotional materials and are listed in CCHI’s national Registry of CE courses.

Confidentiality Obligations

CCHI’s staff, Commissioners, and any representatives involved in the CEAP activities, shall not disclose information that is confidential and proprietary about the training provider and its training programs submitted to CEAP for accreditation. This includes any information that has not been publicly released by the training provider.

Please direct your inquiries and suggestions about CEAP or this *Manual* to info@ceapcchi.org.

Definitions

Accreditation

Accreditation is a process of validating CE courses/programs by evaluation against established standards to ensure their relevance to maintaining a healthcare interpreter certification and a minimal level of educational quality. CEAP applies *CCHI CE Accreditation Criteria* (pp. 5-8 of this *Manual*) as its standards.

Accredited CE course/training program

A continuing education curriculum, submitted for review by the Continuing Education Accreditation Program (CEAP), and found to be beyond a beginner-level difficulty and have demonstrated alignment with the CCHI's six accreditation criteria. Accredited courses are "pre-approved" for a certain amount of fixed continuing education hours which are automatically applied by CCHI when participation in these courses is used by a certificant towards renewing their certification credential.

Beginner course

Entry-level training designed for individuals who wish to acquire the background knowledge and foundational skills that every healthcare interpreter needs in order to function independently in a healthcare encounter. Completing a beginner course is a way to meet CCHI's prerequisite training requirements.

CEAP (Continuing Education Accreditation Program)

The national Continuing Education Accreditation Program (CEAP) is produced and directed by the Certification Commission for Healthcare Interpreters (CCHI). It is charged with assessing, analyzing, and accrediting continuing education programs to meet the needs of CCHI-certified healthcare interpreters. See <http://ceapcchi.org>.

CEAP Application

An online application for accrediting a specific training program, course, or event by a training provider who is registered with CEAP. If approved, accreditation is valid for one year.

CEAP Registry of CE Courses for Healthcare Interpreters

A national online listing of CEAP-accredited continuing education courses, programs and events available at <https://ceapcchi.org/FindAProvider>.

Certificant

An interpreter who has been awarded a CoreCHI™ (Core Certification Healthcare Interpreter™) or CHI™ (Certified Healthcare Interpreter™) certification.

Certification Renewal

A process of submitting proof of compliance with CCHI requirements that results in renewing the credential holder's CoreCHI™ or CHI™ certification without retaking a certification examination. The certification renewal process is completed online via CCHI's Candidate Management System.

Continuing Education (CE) course

A continuing education training program (event, session, workshop, seminar, college course, etc.) of any duration which provides a mechanism for CoreCHI™ and CHI™ certificants to fulfill their responsibility to maintain interpreting skills and competence, and prevent professional obsolescence.

Continuing Education (CE) hour

One hour (60 minutes) of continuing education recognized by the CCHI as such and applicable towards the renewal or maintenance of a CCHI certification. The number of CE hours awarded to any training must be determined by CCHI in its review process. It is not necessarily the duration of the overall training.

Continuing Education (CE) requirements for certification renewal

Requirements that all CoreCHI™ and CHI™ certificants must meet every four (4) years to retain their CCHI certification. These requirements are intended to enhance the continued competence of certification holders.

Performance Based (PB) Training

Training aimed to improve the healthcare interpreter's skills and subskills in the three interpreting modes - consecutive, simultaneous and sight translation. Examples of subskills are note-taking, interventions to clarify meaning or correct interpreter errors, active listening, message analysis, short-term memory, etc. (this is not an exhaustive list).

Registered Training Provider

A training provider who have submitted to CEAP an online registration form. Once a training provider registers, they are listed as "Pending Review and Approval" in the online CEAP Registry until at least one of their CE courses is accredited by CEAP.

Training Provider

For the purposes of CCHI, a training provider is an individual, organization, business or institution providing training that may meet the continuing education needs of CCHI certificants.

1. CCHI's Continuing Education Accreditation Criteria

CCHI's CE Accreditation Criteria are based on CCHI's National Job Task Analysis for Healthcare Interpreters which was conducted to create the national certification examinations and NCIHC's *National Standards for Healthcare Interpreter Training Programs* (www.ncihc.org/standards-for-training-programs).

Criterion 1: Program or session exposes the participant to the essential body of knowledge that serves as the context for the healthcare interpreting profession and aligns with one or more of the knowledge, skills and abilities needed for competent performance of the job of healthcare interpreters.

- 1. Professional Responsibility and Interpreter Ethics**
- 2. Manage the Interpreting Encounter**
- 3. Healthcare Terminology**
- 4. U. S. Healthcare System**
- 5. Cultural Responsiveness**
- 6. Interpret Consecutively**
- 7. Interpret Simultaneously**
- 8. Sight Translate/Translate (Written) Healthcare Documents**
- 9. Demonstrate Near-native Language Proficiency in Working Languages**

Please refer to **CCHI's Examinations Specifications** for details:

- *CoreCHI™ Examination Specifications* at http://www.cchicertification.org/images/pdfs/2017-CoreCHI_Exam_Specs-brochure.pdf
- *CHI™ Examinations Specifications* at http://www.cchicertification.org/images/pdfs/2017_CHI_Exam_Specs.pdf

CCHI encourages accreditation of language-specific and performance based (PB) training programs of any format. (Indicate in the description of your program (a field in the online accreditation application) if it is performance based.)

Criterion 2: Program or session utilizes principles of adult learning and instructional methods appropriate for the program goals, type and venue.

1. Interactive methods:

Instruction is based on interactive techniques when possible that engage participants in ways that challenge them to internalize the content and develop the skills required of an interpreter.

2. Guided practice:

Instruction dedicates time to guided practice, gives participants directed feedback, and monitors their skill development when possible.

3. Participant learning needs:

Instructional methods accommodate different learning styles and the knowledge and skills participants bring with them when possible.

4. Varied teaching methods:

A variety of teaching methods appropriate for the program type and venue are used, and may include the following.

- Presentation methods(Lectures using visual aids and opportunities for interaction; readings, references, and links to resources; guest presenters, such as practitioners or working interpreters; participant presentations; instructor modeling of effective practice; video, film, and vignettes to demonstrate real practice; and storytelling providing real world situations)
- Skill-building exercises(Shadowing, paraphrasing, message analysis exercises, message conversion exercises, error analysis, prediction skills, memory exercises, note-taking exercises, and terminology-building exercises)
- Guided practice of consecutive dialogue interpreting(Behavior rehearsal through role plays—scripted and unscripted, progressive, simulations with invited practitioners or standardized patients, supervised practicum/internship, video/audio self-recording and review)
- Critical thinking analysis for decision-making(Case studies, application of code of ethics to ethical dilemmas/scenarios, guided discussions, sharing of experiences brought by participants)
- Structured feedback(Instructor to learner, peer to peer, self-evaluation, coaching, back interpreting, formative and final assessment)
- Self-directed study(Development of personal glossaries, language conversion practice, homework assignments, report on self-critique of performance or error analysis, observational reports, readings on patient culture and interpreter experiences)
- Observation followed by discussion(Videos, audio recordings; shadowing; field trips)

Criterion 3: Program operates in an open and transparent manner

- 1. Program's description, publications, announcements, and advertising accurately reflect the program of study offered, including information on the following when applicable to the program type and venue:**
 - Application process
 - Admission requirements and methods of assessment
 - Training or course syllabi
 - Criteria for successful completion and methods of assessment
 - Type of attendance documentation provided
 - Tuition and fees
 - Withdrawal and refund policies
 - Instructor/teaching team qualifications
 - Organizational affiliation
- 2. Program provides opportunities for prospective participants to find out about the program in advance.**
- 3. Program maintains records that are accessible to participants and including the following:**
 - Attendance status
 - Grades and assessments, if applicable
 - Type of attendance documentation provided
- 4. Program has an ongoing system for evaluating the effectiveness of the program and making improvements based on the evaluation results (e.g., assessment results, participant feedback, teaching team debriefs, or feedback from employers of the program's participants).**

Criterion 4: Program has an explicit and documented program of study

- 1. The program design**
 - identifies the goals and learning objectives that the program covers provides a scope and sequence of instruction that will meet the program's goals and learning objectives;
 - integrates background knowledge, theory, skill development, and when possible, assessment;
 - provides a participant-to-teacher ratio that aligns with the delivery method and will facilitate the achievement of the stated program goals and learning objectives;
 - provides participants with ready access to applicable course materials; and
 - is based on sound pedagogy and research on the acquisition of the required knowledge and skills.

2. **Each program has a written description that aligns with the program type and delivery method and, where appropriate, includes**
 - learning objectives;
 - content covered;
 - instructional methods used;
 - training materials;
 - expectations of participants;
 - assessment criteria, if applicable; and
 - resources for further study for both knowledge and skill areas.
3. **Practice and reference materials are available in the working languages of the participants when feasible.**
4. **The program includes a practicum/internship when possible based on the program type, objectives, and delivery method.**

Criterion 5: Program is taught by individual instructor(s) or teaching team(s) that have the academic and experiential qualifications and professional background needed to meet program goals and objectives. The ideal characteristics for instructors include:

1. Interpreting experience that brings relevant, real-life examples into the training;
2. Competency in adult education techniques, either through study or a proven track record;
3. Knowledge, skills, and attitudes needed to work effectively in cross-cultural settings and teach to diverse learning and communication styles; and
4. Up to date understanding on developments in adult pedagogy, classroom management, techniques in interpreting pedagogy, and the field of healthcare interpreting.

Criterion 6: Program provides feedback and assessment consistent with the program goals and when appropriate for the program type and venue.

1. The program provides participants with periodic and timely feedback on their progress.
2. At the conclusion of the program, participants' acquisition of the knowledge is assessed, when possible, to determine whether the participant has met the identified exit criteria.

2. CEAP Registration Process

The first step to accrediting continuing education opportunities with CCHI is to register an organization as a training provider. This is done via the **CEAP online Registration form** at <http://ceapcchi.org>. Registration provides access to the CEAP system and visibility to all training providers that intend to complete the accreditation process. Once a training provider registers, they are listed as “Pending Review and Approval” in the national online CEAP Registry of CE courses for healthcare interpreters until they accredit at least one training program.

The screenshot displays the CEAP website interface. At the top, there are navigation links for 'Sign In', 'Dashboard', 'Go to CCHI Website', and 'Home'. The main header features the CEAP logo (Continuing Education Accreditation Program) and the CCHI logo (Certification Commission for Healthcare Interpreters). Below the logos, a navigation bar includes 'Home', 'Guidelines', 'Benefits', 'Fees', and 'Find A Training Provider'. The main content area is titled 'CCHI Accreditation – Quality, Integrity, Visibility' and includes a 'Register With Us' button with a 'Sign In' link. A large blue arrow points from this button to the 'Register' form on the right. The 'Register' form includes a welcome message, instructions, and three input fields: 'User name (email address)', 'Password', and 'Confirm password'. A 'Register' button is located at the bottom of the form.

There are **two registration levels**:

- \$50 registration fee for individual trainers and non-profit associations of interpreters and translators
- \$150 registration fee for corporate training providers (companies or organizations, e.g. hospitals, non-profit agencies.)

Registration fee is a one-time fee. After registration, training providers pay fees for accrediting each individual program.

CEAP accredits a specific CE course, program, workshop, conference, etc., and not a training provider as an organization. Registration as a training provider does not constitute a blanket accreditation of that provider’s courses/programs.

3. Application Fees

CEAP has **six fee levels** for accrediting CE courses/programs. Accreditation fees are calculated per hour, depending on the number of instructional hours of the CE course/program. Instructional hours do not include lunch, other breaks, assessment or administrative comments (e.g. welcome, overview, conclusion, evaluation, etc.).

Level A	1 instructional hour	\$25
Level B	2 – 11 instructional hours course/program	\$21 per hour
Level C	12 – 21 instructional hours course/program	\$19.50 per hour
Level D	22 – 31 instructional hours course/program	\$18 per hour
Level E	32 – 40 instructional hours course/program	\$16.50 per hour
Level F	41 – 65 instructional hours course/program	\$15 per hour

CEAP offers the following **special pricing** (via a special code):

- To **associations of interpreters and translators**, and for **language-specific non-academic programs** - \$15 flat fee per one session of up to 4 hours in duration.
- **Conference accreditation fee** (to associations of interpreters and translators) is based on the number of sessions accredited, at \$15 per session, and the maximum fee per conference is \$200.

To obtain the special pricing code, contact us at info@ceapcchi.org.

Applications can be submitted for review and approval at any time. CEAP will review applications within *up to 30 days* of submission, depending on volume and reviewer capacity. Our usual turnaround processing time is 2 weeks.

Training providers can pay a **rush surcharge of \$100** to have a program reviewed within 7 business days.

CEAP Accreditation is valid for the following terms regardless of the program's frequency:

- **Two (2) years:** Online training modules (including webinars), language-specific training courses (i.e. not English-only or language-neutral), and academic programs (universities, community colleges, state-accredited educational institutions),
- **One (1) year:** all other training programs and conferences.

To maintain accreditation for subsequent years, programs are required to submit a renewal fee and a renewal application. The program renewal fee is 80% of the corresponding level A-F fee. See more in *Chapter 6. Accreditation Renewal* (p. 20 of this *Manual*).

4. Online Application Process

Upon registration, training providers can submit applications for accreditation of CE courses, programs, workshops, conference sessions, etc.

In order to be accredited, a CE course/program must meet *CCHI's Continuing Education Criteria* (see pp. 5-8 of this *Manual*). Applicants should keep in mind the following three most important principles:

1. the training course/program must be of a beyond beginner-level complexity (i.e. it should be a continuing education, not a basic/introductory/preparatory course),
2. the training content should improve or develop skills and/or knowledge of a healthcare interpreter, i.e. align with CCHI's certification examinations content, and
3. only the instructional time of the course/program is counted (the time for all breaks, introductions, assessments, etc. is subtracted from the total time of a course/program); the unit of time is 1 CE hour (=60 minutes).

At this time, CCHI does not accredit (or pre-approve) any introductory courses that interpreters need to qualify for certification, or any courses preparing for certification exams.

CCHI, through CEAP, accredits the following types of CE courses/programs:

- Standalone 1-3-hour training events such as brown bag lunch seminars for staff, workshops, webinars (special requirements – see p. 25-26 of this *Manual*),
- Conference sessions (see more on p. 21-24 of this *Manual*),
- Full-day events (usually 6-8-hour workshops)
- Multi-hour programs
- College courses.

I. When you login to your CEAP account, you will see your Dashboard:

The screenshot shows the CEAP dashboard interface. At the top, there is a navigation bar with links for Home, Guidelines, Benefits, Fees, and Find A Training Provider. Below this, the dashboard is divided into several sections:

- My Profile:** Contains links for View / Edit My Profile, Change Email, and Change Password. A blue callout box with the number '1' points to the 'View / Edit My Profile' link.
- Transaction History:** Contains links for Upcoming Renewals and Past Transactions. A blue callout box with the number '2' points to the 'Upcoming Renewals' link.
- Program Details:** A table with columns for Program Name, Status, Submission Date, Decision Date, Accreditation Date, Renewal Due Date, and Decline Reason. Below the table is an 'Add New Program' button. A blue callout box with the number '3' points to the 'Add New Program' button.

1. In the **“My Profile”** section, there are links to allow you to edit your account information (Profile), to change your email or password. If you forgot your password, please email us at info@ceapcchi.org, and we will send you a temporary password.
2. In the **“Transaction History”** section, there are two important links to:
 - Your accredited programs that are approaching renewal deadline,
 - History of all your payments.
3. In the **“Program Details”** section, you can see the listing of all applications.

II. When you are ready to start an application, press the “Add New Program” button in the **“Program Details”** section at the bottom of the Dashboard.

III. Application consists of 25 questions and document upload field. All of them are mandatory. See *Guidelines for Accrediting a Conference* on p. 21-24 of this *Manual* for more specific instructions related to conferences. If you are applying to accredit an online training, please see *Guidelines of Accrediting an Online Training* on p. 25-26.

1. Program Name

This is a searchable field in the online CEAP Registry of CE Courses. Be as descriptive as possible. Avoid generic titles such as “Medical Terminology.”

2. Program Description

The description will appear in the online CEAP Registry of CE Courses. Please make it as clear to understand for your prospective learners as possible. Don’t forget to include a website where attendees can register. Indicate here if your program is performance based (PB); upon review, CEAP will confirm how many CE hours are accredited as PB hours.

Please include in your description:

- a) type of a training program (in-service, conference, workshop, college course, webinar, online course, home study course, etc., including if it is PB),
- b) target audience,
- c) brief description of the program’s focus,
- d) duration (in hours), and
- e) anticipated annual frequency of the program delivery.

3. Program Goal(s) and Learning Objectives

Please follow the *Guidelines about Training Objectives (Appendix E* on p. 34 of this *Manual)*.

4. Subject Matter, i.e. knowledge domains.

This is a searchable field in the online CEAP Registry of CE Courses.

4. Please select the knowledge domain(s) relevant to healthcare interpreting that best aligns with the content of this program. Check all that apply. Beside the domain(s) selected, list the corresponding topic this program addresses in the popup text box. 

- Managing an Interpreting Encounter 
- Understanding Healthcare Terminology 
- Interacting with Other Healthcare Professionals 
- Preparing for an Interpreting 
- Demonstrating Cultural Responsiveness 
- Interpreting Consecutively 
- Interpreting Simultaneously 
- Sight Translating/Translating(Written) Healthcare Documents 
- Demonstrating Near-native Language Proficiency in Working Languages 

Click on any round "i" icon to see instructions and examples

5. Information about the CE course/program that is available to the public.

5. Please select the applicable program information that is addressed in the program's description, publications, announcements and advertising. We recognize that the type of continuing education being offered will determine the level of program information that is provided.

- Application process
- Admission requirements and methods of assessment
- Training or course syllabi
- Criteria for successful completion and methods of assessment
- Type of certificate or other credential provided
- Tuition and fees
- Withdrawal and refund policies
- Other policies covering such areas as retakes of the final assessment and testout options for specific content areas
- Instructor/teaching team qualifications
- Organizational affiliation

6. Describe how this course was designed and the materials/resources that were used.

All continuing education learning content must be of sound science or professional practice and serve to maintain, develop, or increase the knowledge, skills and professional competence of the healthcare interpreter. Please provide references for materials, e.g. textbooks, publications, studies, in the course/program creation.

The course/program development should follow the principles of curriculum development for adult learners and, when applicable, utilize the best practices of interpreter skill building.

Copyright responsibility: Training provider represents and warrants to CCHI that they are either the owner of any content ('Content') posted under their username and password on the CEAP page. Training provider agrees to pay any royalties or other sums owing to any third party for Content posted by them or under their password and to indemnify and hold harmless CCHI from any claims, costs, or liability incurred as the result of training provider's violation of the third party's terms.

7. Teaching methods.

There are a variety of teaching methods that can be used based on the course/program type and venue. Below is a brief description of several teaching methods. Please check all methods that your program uses.

- Presentation methods (Lectures using visual aids and opportunities for interaction; readings, references, and links to resources; guest presenters, such as practitioners or working interpreters; participant presentations; instructor modeling of effective practice; video, film, and vignettes to demonstrate real practice; and storytelling providing real world situations)
- Skill-building exercises (Shadowing, paraphrasing, message analysis exercises, message conversion exercises, error analysis, prediction skills, memory exercises, note-taking exercises, and terminology-building exercises)
- Guided practice of consecutive dialogue interpreting (Behavior rehearsal through role plays—scripted and unscripted, progressive, simulations with invited practitioners or standardized patients, supervised practicum/internship, video/audio self-recording and review)
- Critical thinking analysis for decision-making (Case studies, application of code of ethics to ethical dilemmas/scenarios, guided discussions, sharing of experiences brought by participants)
- Structured feedback (Instructor to learner, peer to peer, self-evaluation, coaching, back interpreting, formative and final assessment)
- Self-directed study (Development of personal glossaries, language conversion practice, homework assignments, report on self-critique of performance or error analysis, observational reports, readings on patient culture and interpreter experiences)
- Observation followed by discussion (Videos, audio recordings; shadowing; field trips)

8. How are students engaged during this program in ways that challenge them to internalize the content and develop skills that align with the program's learning objectives?

Student engagement opportunities vary based on the program type and delivery method. Explain how students are engaged related to the course/program's learning objectives.

9. What types of feedback, if any, are provided to students during the program? We recognize that the delivery method and type of program being offered will determine the possibility of feedback opportunities.

10. How many hours is this program?

Please list the total hours a participant is engaged in this program (including breaks, lunch, etc.).

11. How many hours of this program are instructional?

Please enter the number of hours during which actual instruction occurs.

- Do not include time during which introductions are made, assessments are given, or breaks occur.
- For online or distance learning courses, list only the average time of a participant's live interaction with the online training module or instructor. See *Chapter 8. Guidelines for Accrediting an Online Training* (p. 25-26 of this *Manual*).
- For college courses, list only contact instruction hours.
- If any time of your program is self-directed study, please provide – in an email to info@ceapcchi.org – explanation of how this time is calculated for an average student.

These instructional hours are the foundation for determining the number of CE hours for which the course/program will be accredited, i.e. this is the maximum number of accredited CE hours. The final number of CE hours is determined by CEAP reviewers and appears in the accredited course/program's listing in the CEAP Registry.

12. Assessment Methodology.

Please describe how the CE course/program measures and documents that students have acquired the knowledge and skill identified in the program's learning objectives.

CEAP strongly encourages training providers to include some type of assessment in CE courses/programs for which accreditation is sought. CEAP reserves the right to deny accreditation to courses/programs that do not have any type of assessment.

13. Documentation of completion.

Please select the corresponding option from the menu. See *Chapters 9, 10* and *Appendix C. Samples of Conference Attendance Record* of this *Manual* for more information.

13. How does the program document that a student has successfully completed this course?

- Attendance verification document
- Certificate of completion
- Program credential
- Other, please describe:

14. Does the program keep attendance records and for how long?

CEAP recommends attendance records be kept for a minimum of 4 years. This will simplify any verification inquiries that a certified healthcare interpreter may have since CCHI's certifications are valid for 4 years.

15. Who is eligible to participate in this program?

Establishing eligibility or screening requirements for enrolling into a CE course/program helps better achieve learning objectives.

E.g. “This course is open only for certified interpreters.” “Participants must have at least 40 hours of previous healthcare interpreting training.” “Participants must complete Course 101 to be eligible to take this course.”

16. Methods of delivery.

This is a searchable field in the online CEAP Registry of CE Courses. Please select all that apply:

- Classroom
- On-site/In-service
- Online
- Conference/Event

17. Language of instruction.

This information appears in the accredited course/program’s listing in the CEAP Registry. CEAP strongly encourages training providers to submit CE courses that are bilingual in nature or are delivered in a non-English language.

To select multiple languages in the online form, hold the CTRL key. If one of the instruction languages is ASL, please include this in the *Description* of the program (Field 2) and select “English” in this field.

18. Language of reference materials.

If the CE course/program instruction is in English, training providers should strive to provide reference or practice materials in their attendees working languages. This is especially important for terminology courses and performance based courses/programs, i.e. programs aimed to improve skills in the three interpreting modes – consecutive, simultaneous and sight translation.

To select multiple languages in the online form, hold the CTRL key.

19. What methods are used to evaluate the effectiveness of this program and make improvements based on the evaluation results?

This could be a survey, suggestion box or any other feedback students or employers can submit for consideration.

20. Program cost.

This is a searchable field in the online CEAP Registry of CE Courses.

21. Instructor type.

21. Who teaches this program?

- Single instructor who teaches every program
- Team of instructors who teach every program together
- Multiple instructors who individually teach the program
- Multiple teams of instructors who teach the program
- Any individual or team who purchases the program syllabus can deliver the program independently
- Other, please describe

22. Please list the full name of the program's current instructor(s).

This information appears in the accredited course/program's listing in the CEAP Registry.

23. Describe the requirements for or qualifications required of the program instructor(s).

Please see *Educator and Trainer Qualifications* chapter below (p. 19 of this *Manual*) for guidance.

24. Bio(s) of instructor(s).

Please see *Educator and Trainer Qualifications* chapter below (p. 19 of this *Manual*) for guidance on what information to include in the bio.

25. How are program instructor(s) recruited, trained, and managed to ensure program consistency and alignment with the program's learning objectives?

Please see *Educator and Trainer Qualifications* chapter below (p. 19 of this *Manual*) for guidance.

26. Upload supporting documentation.

Please upload as many documents as you think are necessary to provide a strong overview of this course. CCHI will use these documents to better understand the course and to confirm the information submitted in this application. CCHI will respect the copyrights of your materials and will not distribute or share your materials beyond application review team.

In order for your application to be reviewed in a most efficient and speedy manner, please upload the following documents (in a pdf, MS Word, jpeg or png format):

- Outline or syllabus of the CE course/program, or a conference program with abstracts and presenters' bios (see more about Conferences on p. 21-24 of this *Manual*);
- Agenda that will allow reviewers to verify the number of instructional hours of the CE course/program;
- Sample course materials that will allow reviewers to verify the continuing education level of complexity (i.e. above beginner);
- Instructor CV or detailed bio that will verify their qualifications (see p. 19 of this *Manual*);

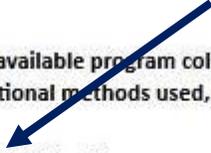
- Methodology of verifying attendance of online courses/programs (see p. 25-26 of this *Manual*).

If you have web links instead of actual files to support your application, please create a pdf file with interactive hyperlinks, and upload that file.

To start the upload, click on the button "Browse." The correctly uploaded document will be displayed in your application the following way:

26. Please upload the program syllabus and available program collateral that describes the program's learning objectives, content covered, instructional methods used, training materials, student expectations, and assessment criteria. 

 2013 Test Content Outline_v2014.pdf



5. Educator and Trainer Qualifications

Qualifications of healthcare interpreter educators and trainers play a crucial role in ensuring high quality of continuing education opportunities. In accordance with Criterion 5 of *CCHI's Continuing Education Criteria* (see p. 8 of this *Manual*), CEAP is looking for a combination of the following characteristics in an instructor's qualifications:

- Competence in adult education techniques, either through study or a proven track record, and understanding of current developments in adult pedagogy, classroom management, etc.;
- Interpreting experience in healthcare settings;
- Competence in techniques of interpreting pedagogy or methods of teaching healthcare-related concepts;
- Knowledge, skills, and attitudes needed to work effectively in cross-cultural settings and teach to diverse learning and communication styles; and
- Up-to-date knowledge of specific subject matter, especially in the fields of healthcare interpreting, interpreting skills development, bilingual terminology, health care, health and healthcare policies, population health, medical and allied healthcare specialties.

Specifically, CEAP requires educators and trainers to have a minimum of 80 hours of training/teaching experience at the time of the accreditation application. Ideally, at least 40 hours of such experience should be in the field of interpreter training. However, for certain healthcare and medical specialty subjects the interpreter training experience is not required.

Applicants must provide proof of educator's and trainer's qualifications with the application.

6. Accreditation Renewal

CEAP Accreditation is valid for the following terms regardless of the program's frequency:

- **Two (2) years:** Online training modules (including webinars), language-specific training courses (i.e. not English-only or language-neutral), and academic programs (universities, community colleges, state-accredited educational institutions),
- **One (1) year:** all other training programs and conferences.

The program renewal fee is 80% of the corresponding level A-F fee. Training provider is not required to renew any program.

The Accreditation Renewal application follows the same pattern as the initial online application and allows the training provider to update the program's name, description, instructors, etc. and upload new supporting documents. However, CEAP reserves the right to change the status of the application from "Renewal" to "Initial" if the changes made to the accredited course/program are substantial. In this instance, the applicant will pay the fee difference of 20%.

Registered training providers are notified via email when their accredited programs are approaching renewal. They can also access the available Renewal application from their Dashboard:

The program can be renewed up to 30 days prior to the accreditation expiration date.

Programs Renewals Due

	Program Name	Date Created	Renewal Due Date
renew now	Spreading Safety, Not Germs: How to Teach Infection Control to Medical Interpreters	9/9/2014	10/12/2016
renew now	Teaching Ethical Decision-Making to Healthcare Interpreters	9/9/2014	10/12/2016
renew now	Remote But Highly Engaged: Training Telephonic & Video Interpreters for Success	10/12/2015	10/15/2016

You can edit or *drop* or renew unchanged the program by clicking on "Renew now" to the left of the title and then clicking on the corresponding button at the very bottom of the application.

[Back to Dashboard](#)

If you want to skip a program from renewing several, uncheck the box “Program selected for Renewal”.

If you do NOT want to renew a program, click the button “Drop Program”.

The screenshot shows a form with the following elements:

- An **Apply** button at the top.
- A section titled ***Program selected for Renewal.** containing a checked checkbox for **Spreading Safety, Not Germs: How to Teach Infection Control to Medical Interpreters**.
- A section titled **Rush Fee - \$100** with a sub-note: *(CCHI will review your application within 60 days. If you need your application reviewed sooner, please select this Rush option and we will review your application within 20 days of submission)*.
- At the bottom, three buttons: **Edit This Program**, **Drop Program**, and **Submit Renewal Application and Proceed to Checkout**.

Annotations include:

- An arrow pointing from the text "Program selected for Renewal" to the checked checkbox.
- An arrow pointing from the text "Drop Program" to the **Drop Program** button.

7. Guidelines for Accrediting a Conference

Organizations seeking accreditation of conferences must follow the same guidelines as other training providers. However, recognizing a specific nature of conferences certain considerations are applied.

The most important premise of CEAP is to accredit individual sessions at conferences and not conferences as a whole event. This is done taking into account the current state of the healthcare interpreting profession when not all conference sessions meet CCHI’s and CEAP’s CE Guidelines.

Conference organizers may submit a separate application for each session *OR* one application for the whole conference. *If submitting one application* for the whole conference, all sessions that organizers consider for CE accreditation must be listed in the *Description* field (#2) of the application.

A session’s content should meet the *Guidelines about the Accepted Topics* (see **Appendix B** in p. 30 of this *Manual*) and be beyond-beginner level of complexity.

The following sessions are, as a rule, not considered relevant for CEAP accreditation:

- keynote addresses unless they focus on an educational, learning objective rather than represent an informational, promotional or inspirational speech
- networking opportunities
- sessions about certification programs
- sessions about the business aspect of interpreting (e.g. marketing, taxes, trade unions, volunteering, etc.).

CCHI offers **special pricing to associations of interpreters and translators for conference accreditation: \$15 per session** (one session is up to 4 hours long), and the maximum fee per conference is \$200. To obtain the special pricing code, contact us at info@ceapcchi.org.

Application for accrediting a conference session

1. Program Name

This is a searchable field in the online CEAP Registry of CE Courses. This is the title of the conference session.

2. Program Description

The description will appear in the online CEAP Registry of CE Courses. Please provide a brief (1-2 sentences) description of the session. Include the name of the conference and, if possible, the date and time of the session. You may also include the website link where attendees can register and the deadline for registration.

If submitting one application for the whole conference, list all the sessions that organizers want to accredit. E.g., the conference has 3 tracks with eight (8) sessions total, and 6 sessions are relevant to the healthcare interpreting, thus, state in the description, “The following 6 sessions are considered CE: 1) XYZ, 2) ABC,...”

3. Program Goal(s) and Learning Objectives

Please follow the *Guidelines about Training Objectives (Appendix E on p. 34 of this Manual)*. It is advisable that you require presenters who submit their proposals for your conference to provide you their objectives. Please make sure that the objectives are achievable within the timeframe and environment of a conference session.

4. Subject Matter, i.e. knowledge domains.

This is a searchable field in the online CEAP Registry of CE Courses. See the screenshot on p. 34 of this *Manual*.

5. Information about the CE course/program that is available to the public.

Select as many options as apply to your whole conference.

6. Describe how this course was designed and the materials/resources that were used.

Describe how conference organizers select presentations for the conference.

7. Teaching methods.

Select a teaching method the presenter will be utilizing most during the conference session. It is advisable that you request presenters who submit their proposals for your conference to list their teaching methods in the proposal.

The most common option for conference sessions is “presentation methods.”

8. How are students engaged?

Enter “Conference session” in this field.

9. What types of feedback, if any, are provided to students during the program?

Enter “Conference session” in this field.

10. How many hours is this program?

Please list the total hours for the conference, i.e. include all conference tracks, keynote, breaks, etc.

11. How many hours of this program are instructional?

If submitting one application per session, please enter the number of hours for this conference session only.

If submitting one application for the whole conference, add the hours of all sessions that organizers want to accredit. E.g., the conference has 3 tracks with eight (8) 90-minute sessions total, and 6 sessions are relevant to the healthcare interpreting, thus, put “6” in this field.

These hours are the foundation for determining the number of CE hours for which the course/program will be accredited for, i.e. this is the maximum number of accredited CE hours. The final number of CE hours is determined by CEAP reviewers and appears in the accredited course/program’s listing in the CEAP Registry.

12. Assessment Methodology.

Enter “Conference session” in this field, unless the session contains an assessment and the presenter provided you a description of the methodology.

13. Documentation of completion.

Please select the corresponding option from the menu. See *Chapters 9, 10* and *Appendix C. Samples of Conference Attendance Record* of this *Manual* for more information.

14. Does the program keep attendance records and for how long?

CEAP recommends attendance records be kept for a minimum of 4 years. This will simplify any verification inquiries that a certified healthcare interpreter may have since CCHI’s certifications are valid for 4 years.

15. Who is eligible to participate in this program?

Enter “Attendee of [name of conference]” in this field.

16. Methods of delivery.

This is a searchable field in the online CEAP Registry of CE Courses. Please select “Conference/Event.”

17. Language of instruction.

This information appears in the accredited course/program’s listing in the CEAP Registry. CEAP strongly encourages training providers to submit CE courses that are bilingual in nature or are delivered in a non-English language.

To select multiple languages in the online form, hold the CTRL key.

18. Language of reference materials.

If the CE course/program instruction is in English, training providers should strive to provide reference or practice materials in their attendees working languages. This is especially important for terminology courses and performance based courses/programs, i.e. programs aimed to improve skills in the three interpreting modes – consecutive, simultaneous and sight translation.

To select multiple languages in the online form, hold the CTRL key.

19. What methods are used to evaluate the effectiveness of this program and make improvements based on the evaluation results?

This could be a session or conference satisfaction/evaluation survey.

20. Program cost.

This is a searchable field in the online CEAP Registry of CE Courses. Select an appropriate option based on the registration fee for the whole conference, unless this session has a separate registration fee.

21. Instructor type.

Select an appropriate option.

22. Please list the full name of the program's current instructor(s).

This information appears in the accredited course/program's listing in the CEAP Registry.

23. Describe the requirements for or qualifications required of the program instructor(s).

Either describe your organization's requirements for conference presenters or state "Conference organizers requirements" and upload the description separately. If your conference sessions were accredited by CEAP in the past, you don't need to upload such a description, and may just state "Conference organizers requirements, previously submitted."

See *Educator and Trainer Qualifications* chapter below (p. 19 of this *Manual*) for guidance.

24. Bio(s) of instructor(s).

Please see *Educator and Trainer Qualifications* chapter below (p. 19 of this *Manual*) for guidance on what information to include in the bio. If you are uploading the bio(s) as part of the conference program, please indicate this in this field.

25. How are program instructor(s) recruited, trained, and managed to ensure program consistency and alignment with the program's learning objectives?

Follow the instructions for #23 above.

26. Upload supporting documentation.

Please upload as many documents as you think are necessary to provide a strong overview of your conference or a specific session.

If you are submitting applications for multiple sessions and have the conference program as the main reference, upload the program only once, and for the other sessions – state “See Conference Program uploaded for session X [name of the session].”

In order for your application to be reviewed in a most efficient and speedy manner, please upload the conference program and any additional documentation (in a pdf, MS Word, jpeg or png format) that includes the following information:

- Name and dates of the conference;
- Conference organizer(s), including their contact information;
- Abstracts and presenters’ bios for all sessions;
- Conference schedule/agenda that will allow reviewers to verify the number of instructional hours of the CE course/program;
- Methodology of verifying attendance if the conference is virtual or allows attendees to join online.

Do not provide a web link to the online description of the conference. If you have web links instead of actual files to support your application, please create a pdf file with interactive hyperlinks, and upload that file.

See #26 on p. 18 of this *Manual* for specific upload instructions.

8. Guidelines for Accrediting an Online Training

CCHI considers online training opportunities for healthcare interpreters of utmost importance and encourages their development. Online training opportunities allow interpreters of rural areas or areas without any on-site training providers to maintain their knowledge and skills and meet the certification renewal requirements.

There are **three main types of online training modules** considered for CEAP accreditation:

- Live webinars
- Recorded webinars or educational video units
- Online training modules of various duration with a progression of educational activities (i.e. distance learning modules):
 - Self-guided
 - Instructor-guided (usually via emails, video or phone conference)
 - Hybrid, i.e. self-guided with instructor’s feedback

Educational Goal(s) and Learning Objectives

Training providers must thoroughly consider how the online method of delivery affects their training goal(s) and learning objectives. Learning objectives must be achievable:

- via the selected online method of delivery, and
- within the indicated instructional time.

Training providers must be able to verify through assessment that their learning objectives are met as well as provide reasonable mechanisms for those who fail the assessment to re-take the training.

Attendance and participation verification

Registered training providers submitting an application to CEAP for an online training must upload documentation of their ability to verify that:

- a specific learner attended this particular online event (include a screenshot or electronic record example)
- such a learner was “present,” attentive during the whole duration of the online event.

Example: Students will not be able to advance to the next part of the lesson if the previous one has not been successfully completed. They will be redirected to the part of the lesson that has not been completed in order to ensure the satisfactory completion of each part of the lesson. Furthermore, each lesson quiz is designed to assess the achievement of the learning objectives. This format helps establish the successful completion of the class and serves as verification of attendance.

Instructional time

To correctly calculate the instructional hours of any online training, exclude any time allotted for self-study, reading, homework, or Q&A time with instructor via e-mail. Only the following time counts as instructional:

- actual duration of a live event (e.g. webinar)
- time needed to view/play back a recorded event without interruption
- time of uninterrupted interaction with an online training module (i.e. “screen time”), excluding any external reading or homework assignments and final quizzes.
- live interaction with instructor/presenter (e.g. Q&A during a webinar, feedback sessions via Skype, Hangouts, GoToMeeting, etc.)

Certificates of attendance and completion

Training providers must provide attendees with a certificate (any electronic format is accepted) in addition to any automations about their registration or attendance.

The certificate of completion is an affidavit that a learner completed successfully a final assessment at the online event and is appropriate for:

- viewing a recorded webinar with an additional assessment component
- viewing an education video unit and successfully completing the final assessment
- finishing all activities of an online distance learning module or viewing an educational video and successfully passing the final assessment.

The certificate of attendance is an affidavit that a learner was present and attentive at the online event and is appropriate for:

- attending a live webinar
- viewing a recorded webinar which does not contain an additional assessment component
- viewing an education video unit but failing completing the final assessment
- finishing all activities of an online distance learning module or viewing an educational video but failing the final assessment.

9. Accreditation Mark and Notations

CEAP's **accreditation mark** is the following trademark:



This mark may only be used with CCHI's prior written permission in connection with the valid accreditation of a CE course, program, workshop or event. Please direct your inquiries at info@ceapcchi.org.

No individual or entity may register, use, or attempt to register or use any marks, domain names, or social media usernames consisting of, in whole or part, any of the trademarks of CEAP. No authorized user of a CEAP trademark may make any changes to the mark.

Upon CCHI's written permission, registered training providers may use CEAP's accreditation mark next to the name of the accredited CE course or program on their promotional materials or certificates.

Training providers may include the following **notations** in certificates that are issued to attendees and promotional materials:

1. For an individual accredited CE course or program:
 - "accredited by CCHI's CEAP for X CE hours, ID #ZZZZZ" **OR**
 - "X CE hours, CEAP ID #ZZZZZ" **OR**
 - "CEAP ID #ZZZZZ"
2. For a conference with accredited sessions:
 - "X sessions accredited by CCHI's CEAP for Y CE hours, ID #ZZZZZ" **OR**
 - "X CE hours, CEAP ID #ZZZZZ" **OR**
 - "CEAP ID #ZZZZZ"

10. Guidelines for Issuing Certificates

CEAP encourages training providers to issue formal certificates to learners whenever is practically possible.

The certificate of completion is an affidavit that a learner completed successfully a final assessment of the training and is appropriate for any courses/programs with such a final assessment component. See more information regarding online training opportunities on p. 25-26 of this *Manual*.

The certificate of attendance is an affidavit that a learner was present and attentive at the training and is appropriate for courses/programs without a final assessment component (e.g. conference sessions or most live webinars) or for learners who failed a final assessment.

When a formal certificate is not issued, training providers must provide to a learner an alternative type of documentation verifying their attendance/completion, e.g. letter/email on a company letterhead, electronic record, official transcript, etc.

Any certificate or alternative document verifying a learner's attendance/completion of the accredited training must be signed by the training provider (electronic methods are accepted) and contain the following information:

- learner's/attendee's name,
- title (topic) or name of the accredited course/program,
- name of the training provider (organization or individual) delivering the course/program,
- date(s) of the course/program,
- number of actual hours attended.

See *Appendix C. Samples of Conference Attendance Record* on p. 32 of this *Manual* for more information pertinent to accreditation of conference sessions. CCHI will not accept handwritten sign-in sheets as proof of attendance.

Appendix A. CCHI Continuing Education Requirements

The CCHI Continuing Education (CE) requirements provide a mechanism for certificants to fulfill their responsibility to maintain interpreting skills, prevent professional obsolescence, and enhance their competence. All certificants, CoreCHI™ and CHI™, are required to satisfy the CE requirements as a condition of continued certification.

The goals of the CE requirements are:

- to assure that certified interpreters keep abreast of the profession's development and maintain their skills at the level achieved at certification, and
- to encourage professional growth and advancement of certified interpreters as the CoreCHI™ and CHI™ certifications are developed for the entry-level interpreters and represent the first step in the healthcare interpreter's professional career.

The CE requirements are:

- Complete 32 actual hours (classroom or contact) of continuing education during the four-year period for which the individual's certification is valid.
- Sixteen (16) hours must be completed in the first two years and sixteen (16) hours in the second two years.
- A minimum of 2 CE hours (out of 16) every two-year cycle must correspond to performance based training.
- Continuing Education must meet the *Guidelines about the Accepted Topics* (see **Appendix B**).

Appendix B. Guidelines about Accepted CE Topics

The following topics are suggestions of educational opportunities that may qualify as continuing education for healthcare interpreters certified by CCHI. Any subjects that do not fall into the recommended categories below will be evaluated by CCHI to determine relevancy for continued professionalism and growth of a certified healthcare interpreter.

1. Manage an Interpreting Encounter

- Monitor one's own competence and limitations by recognizing personal, scheduling, linguistic, and cultural constraints in order to interpret effectively.
- Manage unfamiliar terms and concepts in a manner that maintains transparency and supports effective communication for all parties.
- Manage the flow of communication from the start of the encounter to the end by adhering to professional standards of practice to support effective communication.
- Identifying the most effective interpreting modality for a given healthcare encounter
- Ethical decision-making (including, appropriate protocols, interpreting modes in complex situations, HIPAA and patient safety issues)
- Communication elements, e.g. public speaking, interviewing techniques, mediation, conflict de-escalation/resolution, communication in sensitive interpersonal situations, assertive communication techniques, active listening skills, etc.
- Critical thinking

2. Understand Healthcare Terminology

- Intermediate healthcare terminology in both working languages
- Advanced healthcare terminology in both working languages
- Any healthcare specialty presentation (presentations by healthcare specialists for healthcare or allied professionals which give interpreters the background information and English terminology, e.g. new surgical procedure)

3. Interact with Other Healthcare Professionals

- Healthcare system: innovations, specialties, comparison of the U.S. system with another country, healthcare insurance plans
- U.S. healthcare culture and principles of Western biomedicine
- Patient advocacy
- Laws and regulations pertaining to healthcare interpreting and health care: updates, current issues
- Language access issues, including communication barriers to accessing health care, Title VI Medical and ethical decision-making
- Medical team education and communication
- Protocols and procedures of specialized areas of health care or of facility (e.g. Emergency Department protocols)
- Community outreach by healthcare professionals to non-English-speaking communities and special populations needs
- Working effectively with an interpreter

4. Prepare for an Interpreting Encounter

- Healthcare Interpreter Code of Ethics and Standards of Practice (controversial issues, ethical dilemmas)
- Healthcare interpreter's role and role boundaries: recognizing situations when to decline an assignment

- Safety protocols, personal protective gear, and universal precautions in health care
- The healthcare interpreter profession: New developments, innovations, current issues
- Creating effective professional improvement and development plans for healthcare interpreter
- Methods of researching new terminology and finding appropriate equivalents in a target language
- Memory skills development
- Note-taking techniques
- Interpreter self-care (secondary traumatization, etc.)

5. **Cultural Responsiveness**

- Recognize that individuals have different levels of acculturation and intracultural variation in order to avoid making assumptions that may misrepresent a speaker's meaning.
- Health beliefs and practices of specific populations with a non-English native language
- Spirituality (in the context of health and health care)
- Culture-specific communication etiquette (interpersonal, public vs. private, etc.)
- Serve as a culture mediator by recognizing when there is risk of potential miscommunication and responding appropriately so that each person's own beliefs are expressed.
- Cross-cultural communication skills

6. **Interpret Consecutively**

- Consecutive interpreting skill-building with a specific healthcare specialty focus (e.g. interpreting in Labor and Delivery, during a gastroenterology consult, at a dental appointment, etc.)
- Language-specific skill-building in consecutive interpreting
- Consecutive interpreting skill-building in other settings (administrative hearings, court interpreting, conference interpreting)

7. **Interpret Simultaneously**

- Simultaneous interpreting skill-building with a specific healthcare specialty focus (e.g. interpreting in Emergency Department, during a mental health appointment, etc.)
- Language-specific skill-building in simultaneous interpreting
- Simultaneous interpreting skill-building in other settings (administrative hearings, court interpreting, conference interpreting)

8. **Sight Translate/Translate (Written) Healthcare Documents**

- Sight Translation skill-building with a specific healthcare specialty focus (e.g. patient education documents related to women's health, etc.)
- Sight Translation skill-building with a specific type of document focus (e.g. medical history forms; quasi-legal documents in health care – releases, waivers; grammatical peculiarities of healthcare documents, etc.)
- Language-specific skill-building in sight translation
- Sight Translation interpreting skill-building in other settings (administrative hearings or court interpreting)
- Written Translation skill-building, limited to healthcare, medical, legal, and healthcare/auto insurance subject areas (only 2 hours are accepted)

9. **Demonstrate Near-native Language Proficiency in Working Languages**

- Slang
- Regionalisms
- Idiomatic expressions

Appendix C. Samples of Conference Attendance Record

CEAP accredits individual conference sessions that meet CCHI’s CE criteria rather than a conference on the whole. Therefore it’s important for conference organizers to provide attendees with a way to record which accredited sessions they attended.

Option A. Attendee’s Journal – an insert in the conference package. Each attendee is responsible for collecting individual signatures of presenters.

Conference organizer: Best Conference Organizer

Organizer’s website: www.bestconference.org

Conference name: Best Conference for Healthcare Interpreters

Attendee’s Last, First & Middle Name: _____

	CEAP-accredited Sessions	Date & Time/Duration (e.g. 10:30-11:30 am)	Presenter/organizer signature
1	Terminology	05/23/2015, 10 am – 11:30 am	
2	Consecutive Interpreting	05/24/2015, 1 pm – 2:30 pm	

Option B. Session Sign-in Sheet – Conference organizer must create a file with the **typed list** of attendees (based on the handwritten original sheet with attendees’ signatures) and email it to CCHI (info@ceapcchi.org) within 10 business days of the conference. Handwritten lists are no longer accepted. Conference organizer must keep the original sign-in sheets for a minimum of 4 years.

Sample session attendance file the organizer emails to CEAP:

Conference organizer: Best Conference Organizer

Organizer’s website: www.bestconference.org

Conference name: Best Conference for Healthcare Interpreters

CEAP-accredited session: Sight Translation for Arabic Interpreters Session date & duration: 06/06/15, 1.5 hrs

Organizer’s Signature: _____

The following attendees were present at the session:

1. ABC
2. DEF....

Sample sign-in sheet placed in the room of each accredited session:

Conference organizer: Best Conference Organizer

Organizer’s website: www.bestconference.org

Conference name: Best Conference for Healthcare Interpreters

CEAP-accredited session: Sight Translation for Arabic Interpreters Session date & duration: 06/06/15, 1.5 hrs

Organizer’s or Presenter’s Signature: _____

	Attendee’s Last, First and Middle names	Attendee’s signature
1	Doe, John	
2	Doe, Jane	

Appendix D. Sample Listing in the Online CEAP Registry

The online CEAP Registry of Accredited CE Course is hosted at <http://ceapcchi.org>, under the tab “Find a Training Provider.”

The Registry can also be accessed from CCHI’s main website – www.cchicertification.org – by clicking on the blue button “Find an Accredited Training Provider,” located on the right of any page.

The Registry can be searched by the Organization, Language, Program name, State, Subject matter, Price range and Delivery method. After selecting an option from the drop-down list of any of these search fields, click the button “Filter” to generate the results.

Here is a **sample listing** of a training provider and accredited program:

The diagram illustrates a sample listing from the CEAP Registry. It features three callout boxes with arrows pointing to specific parts of the listing:

- Registered Training Provider, physical & web address:** Points to the CCHI logo and address: 1725 I Street NW, Suite 300, Washington, District of Columbia 2000. A [View Website](#) link is also present.
- Accredited CE Program name:** Points to the program title: **Infection Control and Industrial Safety for Medical Interpreters**.
- Accredited Program's ID:** Points to the Program Id: 01282.
- Accredited CE hours:** Points to the Accredited Hours: 1.5.

The listing details include:

- Price: Under \$100
- Accredited Hours: 1.5
- Program Id: 01282
- Program Description:** Healthcare interpreters have long been considered language workers. While it is true that their expertise lies in communication, medical interpreters must also be considered part of the healthcare workforce. And as healthcare workers, interpreters must acquire the specialized knowledge to be safe members of the healthcare team. This webinar was produced in consultation with the Infection Control specialists in several major Seattle hospitals and covers such topics as healthcare safety protocols, personal protective gear, immunizations for interpreters, protecting the interpreter and the patient from infection, etc.
- Instructors:** Linda Golley
- Languages Offered:** English
- Delivery Methods:** Online
- Subject Matters:** Managing an Interpreting Encounter, Interacting with Other Healthcare Professionals, Preparing for an Interpreting

Appendix E. Guidelines about Learning Objectives

Objectives are statements which describe what the learner is expected to achieve as a result of an educational activity. Objectives direct attention to the learner and the types of behaviors they should exhibit.

Don't confuse learning objectives with the training goal(s). Goals are broad and sometimes difficult to measure. Goals focus on the big and important picture. One goal can have several related objectives.

Each CEAP application must contain **at least two measurable single objectives** ("to understand" or "to learn" are not measurable objectives and compound objectives are not acceptable).

Learning objectives must be:

- relevant to healthcare interpreting
- important for a healthcare interpreter's performance
- attainable and realistic within the learning activity time frame and method of delivery
- measurable
- clearly stated.

List of suggested verbs for writing learning objectives

1. Knowledge verbs	Define List Memorize Name Recall Repeat	4. Analysis verbs	Analyze Compare Differentiate Distinguish Relate
2. Comprehension verbs	Describe Discuss Explain Express Identify Recognize Report Restate Review	5. Synthesis verbs	Compose Construct Plan Create Design Formulate Manage Organize Propose Prepare
3. Application verbs	Apply Demonstrate Employ Illustrate Interpret Translate Practice Perform Use	6. Evaluation verbs	Assess Choose Evaluate Judge Measure Revise Score Select Value