

Children's Healthcare of Atlanta 2022 Interpreter's Virtual Symposium



*A day of learning for Interpreters by Interpreters.
October 1, 2022 10am-6pm EST*

Program & Presenter Outlines

Opening Remarks & Welcome (from Leaders):

- Michele Davis-Martin, Director of Family Support Services
- Alison Arevalo-Amador, Family Services Manager

Presenters:



Language Access for Specialized Populations

By

Debbie Lesser MS, CI/CT, QMHI, CoreCHI™
Director, Language Access Services
Certified Medical Interpreter - ASL

Bio:

Debbie Lesser learned sign language from the Deaf communities in the Northeast and has been a certified sign language interpreter and business owner since 1999. She holds a bachelor's degree in psychology with a focus in crisis intervention and a master's degree in healthcare interpreting. Debbie also holds a certification as a Qualified Mental Health Interpreter (QMHI), CoreCHI and Hub-CMI. In addition to freelance interpreting, she has worked in the video interpreting industry for over 10 years and managed interpreters remotely for most of that time. She gained a deep appreciation for the medical field both as an interpreter and as the Director of ASL services with a national company specializing in healthcare interpreting. Currently, Debbie is the Director of Language Access Services for a large healthcare system in Atlanta, GA, where she does medical interpreting, and manages spoken language and signed language interpreters, as well as vendor and translation services.

Abstract:

Spoken language interpretation and sign language interpretation are two very different professions sharing the same goal; to accurately facilitate communication when a language barrier is present. This workshop will describe some of the major differences between interpreting for patients who are deaf, and those who speak another language. We will discuss lip-reading, deaf culture, family dynamics, healthcare literacy, and why so many deaf patients insist on having an in-person interpreter. This workshop will explore linguistic and cultural diversity among Deaf, hard of hearing, and hearing populations, as well as provide strategies for effective communication.

Learning Objectives:

1. Introduce the myths and misconceptions related to deaf and hard of hearing patients
2. Discuss the unique obstacles to communication and variations in experiences of individuals with hearing loss
3. Identify laws relevant to communication access for individuals with a hearing loss
4. Improve confidence in communicating with individuals who are deaf or hard of hearing

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**Hello, I am Dr. Goofy:
A guide to handle interpretation encounters
with silly providers and staff**

By
Hector Ordoñez
Interpreter Team Lead at Scottish Rite

Bio:

Hector has been a medical interpreter for more than 13 years. He has also been an interpreter for legal, educational, and social fields. He was the director of Amistad y Vida in Columbus OH, a social outreach organization helping the Hispanic community through ESL classes for adults, school tutoring, food pantry, and translation and interpretation help as well.

Hector has also been a guest speaker at different colleges and universities speaking to the students in the subject of cultural and religious diversity among the Latino community. He has worked for many years as a contractor for different hospitals including OhioHealth, Nationwide Children's Hospital, Columbus Neighborhood healthcare, and others. He has also worked with several attorneys and courthouses including immigration courts and USCIS.

Currently, he is the Team lead Interpreter for Scottish Rite Children's Healthcare of Atlanta Hospital and member of the Interpreting and Translating Shared Leadership Council.

Abstract:

Interpreting for goofy and silly provider can be challenging and awkward, especially when the natural character of the interpreter is not this way. During such encounters, our profession demands us to be professional; yet there is always a humorous and human touch to consider in this kind of scenarios. This presentation intends to aid the interpreters to handle encounters properly when the provider is naturally silly or is trying to be funny, review how culture play an important factor in these type of circumstances, and present useful techniques applicable in the medical encounter situation.

Learning Objectives:

1. Define humor, its forms, and uses
2. Provide awareness about cultural perception and sensitivity about humor
3. Identify the intended meaning of jokes during patient/provider encounter
4. Deliver useful techniques applicable during such conditions.

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The Role-Space Model and Interpreting in Pediatric Settings

By
Robert G. Lee, MA, CI/CT

Bio:

Robert G. Lee, MA, CI/CT has been interpreting, teaching, and researching for more than 30 years. He has worked as an American Sign Language/English interpreter as both a freelancer and as a staff interpreter (including at Children's Hospital, Boston). Robert is currently an Associate Academic Specialist in the ASL and Interpreting Education Program at Northeastern University in Boston. Previously, he was Senior Lecturer and Course Leader of the MA and Postgraduate Diploma in British Sign Language/English Interpreting at the University of Central Lancashire (UK). Robert has presented at conferences and workshops for spoken and signed language interpreters in North and South America and across Europe. Robert has written extensively on linguistics and interpreting; he co-authored (with Peter Llewellyn-Jones) the SLI Press book, redefining the Role of the Community Interpreter: The Concept of Role-Space.

Abstract:

This presentation will discuss a reformulation of the concept of the role of interpreters, specifically for those working in pediatric healthcare settings. Peter Llewellyn-Jones and Robert G. Lee developed the role-space model in response to the lack of clarity about how role is characterized, discussed, and explained by interpreters. The core premise of the model is that roles are not things that we HAVE (as represented by metaphors such as 'switching hats' or statements like, 'stepping out of role') but rather roles are what we DO; the behaviors that we enact during interpreted encounters form the role-space that we inhabit. The model consists of three interrelated axes: interaction management, participant alignment, and presentation of self. The model will be outlined and specific applications to pediatric healthcare settings will be provided.

Learning Objectives:

1. Demonstrate an understanding of the role-space model and its theoretical foundations.
2. Explain the three inter-related axes of the role-space model.
3. Apply the components of the role-space model in interpreting in pediatric healthcare settings.

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Use Interpreters or Work with Interpreters? Why it Matters!

By

Cynthia Peinado

Health Care Quality Specialist

Website Translation & Localization

Translator & Certified Spanish Medical Interpreter

Bio:

Ms. Peinado has ample experience in Business Services as well as Language Access, Cultural Competence, Training and Personnel Development. She is also has a Website Translation and Localization Certificate from the program at the Monterey Institute of International Studies, and is currently a Licensed Assisted Care Living Facility Administrator. Her healthcare interest became a career, more than thirty years ago when she enrolled as a community volunteer in a hometown clinic serving mostly low-income families. She then worked as a patient-care team member in hospitals including NICU, Pediatrics, ICU, ER, and Mental Health. Her passion for integrating provider services and patient care quality led her to roles within Risk Management, Patient Advocacy, Provider & Staff Training and Development. Her passion for volunteer work has continued throughout her career and currently includes service as Committee Member, Board and Ambassador Member for local and international volunteer community service organization.

Abstract:

We know how important our work is, what it means to providers, LEPs, and their loved ones. We have the passion to do the work, study the specialties, research the new discoveries in the medical field, to name a few of the things involved in ensuring we are rendering accurately and completely. Not everyone who is around us is aware of the work we put into our everyday tasks, in every session.

Isn't it time we started valuing it ourselves and allowing others to respect our profession? Of course, it is overdue, right? This is what this presentation will cover to elevate ourselves and the profession that we love.

Learning Objectives:

1. Relate the impact of verbal communication and self-worth professionally
2. Identify where and how to find support for our profession
3. Defend our profession professionally

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Interpreting for Spiritual Care

By

Yuliya Speroff

Medical Interpreter Supervisor at Harborview
Medical Center

Russian Interpreter & Interpreter Trainer

Bio:

Yuliya Speroff is a Russian-English CoreCHI™- and WA DSHS-certified medical and social services interpreter. In her current role of a supervisor with Harborview Medical Center in Seattle, Washington, Yuliya supports the work of a team of staff medical interpreters and manages translation projects. She is certified as both an English and a Russian language instructor with more than 10 years of teaching experience. Yuliya's passion for teaching is realized through the work she does for a non-profit organization Americans Against Language Barriers, where she is engaged in curriculum development and training medical interpreters, as well as providing continuing education workshops for medical interpreters. Yuliya is on the board of directors of The California Healthcare Interpreting Association (CHIA) and a member of the National Council on Interpreting in Healthcare (NCIHC) Work Group. Yuliya is the author of the Medical Interpreter Blog, which focuses on providing medical interpreters with resources and information for professional development.

Abstract:

Spiritual Care plays a unique yet essential role in caring for patients, whether the patient practices a particular religion or needs an additional layer of support in the face of a life-changing health event. Even the most experienced interpreters may feel uncertain when interpreting for spiritual care encounters - concerns can range from not being familiar with sacred texts to being able to do a good job when you don't share the patients' beliefs. This presentation will introduce the participants to the work of spiritual care providers, outline specific challenges that interpreters may face when interpreting during spiritual care encounters and discuss strategies for overcoming them.

Learning Objectives:

1. Describe the work Spiritual Care providers perform
2. Discuss challenges interpreters may face when interpreting during spiritual care encounters
3. Perform skill developing exercises