



informatics

Issue 14 Fall 2007

From the President

Fellow MATI members:

Welcome to the Fall newsletter. This is the busiest season for those of us to attend conferences on translation and interpreting. MATI held its Fourth Annual Conference on September 8. Be sure to read the short summary of the conference events in the newsletter. We would like to thank our sponsors, Cross Cultural Interpreting Services of Healthland Alliance, Indy Translations, the Department of World Languages and Cultures at Indiana University Purdue University Indianapolis. We thank Beloit College for hosting our conference, for Dean Lynn Franken's welcoming remarks, and a special thanks to Dr. Oswaldo Voyses of the Beloit College Department of Modern Languages and Literatures for all the preparations for the conference.

MATI members were represented at the NIMIA (Northern Indiana Medical Interpreters Association) on September 29 in South Bend, Indiana. This was their first conference and it was a success, with approximately 45 people attending. Two MATI board members were invited to give presentations and to serve on a panel discussion. Brooke Anderson spoke on Motivational Interviewing, Enrica Ardemagni held a Workshop on Medical Interpreting, and both served on a panel on Court Interpreting. Conferences are not only educational, but beneficial for meeting others in the field, and many who attended this conference were not aware of MATI, so this gave others a chance to know that there is a regional organization and that we support sister organizations like NIMIA. Congratulations on their successful conference.

MATI continues to work on having a presence at other conferences. We will be have tables at the Annual American Translators Association Conference in San Francisco, the Northeastern Center 2007 Latino Summit in Angola, Indiana, the Clarian Health Hispanic/Latino Health Summit in Indianapolis, Indiana, and we will host the ATA table at the Annual Conference of the Modern Language Association in Chicago, Illinois. Thanks to all MATI volunteers who offer their time to help set up, distribute materials and inform others about MATI.

We hope everyone can join in our holiday parties and wish you a happy closing of 2007 and the best for the opening of 2008.

Best regards,

Enrica Ardemagni
MATI President
eardema@iupui.edu

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MATI's Fourth Annual Conference: A Bucolic Setting

As reported by Enrica J. Ardemagni

The MATI Fourth Annual Conference was held on Saturday, September 8, 2007 in the bucolic setting of Beloit College in Beloit, Wisconsin. Enjoying the changing seasons, many MATI and non-MATI members gathered in the Morse-Ingersoll Hall Richardson Auditorium for a day of enlightening presentations on translation and interpreting. The Dean of the College, Dr. Lynn Franken, gave the opening remarks that centered on the historical background and importance of translation.

The morning sessions focused on interpreting. Ms. Isabel "Isa" Framer delivered the Keynote Speech. Ms. Framer, President of the Board of Directors of the National Association of Interpreters and Translators (NAJIT), spoke on *Interpreting Beyond Words: The Profession Becomes of Age*. Her address was pertinent to those beginning in the field of legal interpreting, and Ms. Framer clarified and defined the field of legal interpreting and all the components that fall under this umbrella term. Included within her speech, Ms. Framer spoke of several legal cases involving the use of interpreters and the interpreter's valuable contribution to the judiciary. She also shared an extensive Resource List of research and references in legal interpreting.

Following the keynote, Moira Pujols, charter President of MATI, moderated a Panel Discussion on Interpreting.

MATI's Fourth Annual Conference

Dr. Lilian Jiménez-Ramsey, spoke extensively on telephone interpreting, known also as Over-the-Phone-Interpreting (OPI) and delineated the pros and cons of this form of interpreting. With many years of experience in OPI interpreting, Dr. Jiménez-Ramsey had many helpful tips for those who are considering interpreting through this venue. Ms. Tatiana Batova gave a summary overview of her work as a supervisor in medical interpreting and focused on the vital importance of assuring language access to patients and being able to meet the language needs of the community. Fluent in German, Russian and English, Ms. Batova gave examples of how culture was part and parcel of medical interpreting. Isabel Frammer also joined the panel discussion and gave specific statistics on the numbers of certified interpreters in the United States, and how many of these certified interpreters are working. Overall the group discussed training and education for interpreters, but how retention of interpreters may be due to salaries, working conditions and being hired as a full-time or contract interpreter. All of these issues are repetitive of similar issues being discussed at other conferences on the current status of community interpreters throughout the U.S.

The afternoon sessions focused on technology and translation. Mrs. Linda Marianiello and Franz Vote work together as a husband and wife team, translating mostly from German into English. Recently they entered into the Computer Assisted Translation field and after much research on CAT tools, opted to purchase

Wordfast. Their presentation *A Basic Introduction to Wordfast* was an interactive presentation. By pre-sending information on how to download a Wordfast demonstration, as well as a text to work with, participants were walked through the core components of this software. Since the workshop was scheduled for a short period of time, and due to the interest shown during the workshop, MATI will sponsor a half-day workshop in Chicago before the spring during one of its educational events.

Montserrat Zuckerman gave a rationale for maintaining a terminology database in her presentation: *Terminology Management: An Introduction*. Although translators have access to many dictionaries and glossaries, Ms. Zuckerman stressed the importance of having a quick way to enter terminology that appears in a translator's work as ways of easy access to the terminology through Excel. Excel allows for keeping dictionary-type entries as well as glossaries, and a record of where terminology was found. Thus, any translator who needs to re-visit or update a translation has a quick and complete way of finding terminology and thus ensuring accuracy and consistency in terminology.

All presenters did an excellent job of focusing on what was applicable to the work of translators and interpreters, combining a mixture of theory with practice, thus allowing participants to benefit through learning and actively participating in these presentations.

4th Annual MATI Conference Session: A Basic Introduction to Wordfast

presented by **Linda Marianiello and Franz Vote**

The American Translators Association reported in 2006 that only a small percentage of translators use translation memory (TM) software. Yet an increasing number of agencies give preference to translators who use Trados or another type of TM software.

In response to this trend, we investigated a number of TM products in summer 2006. And Wordfast is the software that we chose, because it works very well on our PCs and Macs, offers excellent and timely tech support, and provides a reasonably priced license which covers all computers in our freelance network. But we also wish to emphasize that we are users of the software and do not represent the company.

For our basic introduction to Wordfast, participants were encouraged to bring along their own laptop computers and to download the free, Wordfast demo at <http://www.wordfast.net> beforehand. The session consisted of a short introduction, a group exercise, and a question-and-answer period.

Linda Marianiello, M. A. and Franz Vote, B. A. are Chicago-based freelance translators of German into English. The couple has been translating full-time in the arts, literature, fashion, and marketing since 2004. For more than 17 years, she has translated and interpreted for international music festivals, conferences, and publishers. They are members of ATA, MATI, and CHICATA.

Linda Marianiello holds a B. A. in liberal arts from Yale University, where she studied music, German and French, and an M. A. in Music with German-language proficiency from CUNY-Brooklyn College. Franz Vote holds a B. A. in German and Piano from California State University at Northridge.

Both partners lived and worked as professional musicians in Germany for over a decade. They met in Munich in 1985, moving to New York City in 1990. Franz Vote was on the conducting staff of the Metropolitan Opera for 11 years and served as Music Director of the Seattle Wagner RING in 2001. Linda has played as soloist, chamber musician, recording artist, and orchestral flutist for 31 years. Faced with a precipitous decline in the arts after September 11, 2001, the couple joined forces to launch a second career in translation.

The Egon Workshops

By Edith Matteson



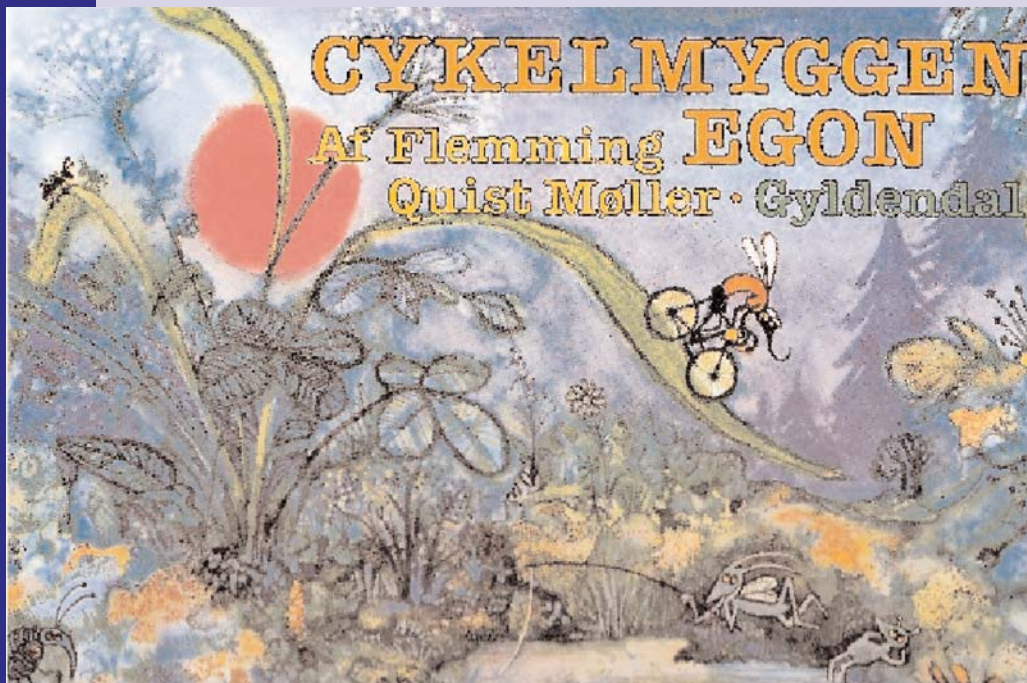
It's hard to know when Egon, the star of Flemming Quist Møller's book, *Cykelmyggen Egon*,¹ first caught my attention, but I know it was during a trip to Denmark, probably in mid-1980s, when I was looking for Danish language books to take home. In the back of my mind was the idea of teaching Danish, and the books might come in handy. I was attracted to the book because its colorful, friendly-looking cover. After all, it had a critter on the front riding a bicycle. You might say that I love bicycles. To tell the truth, I have been fascinated with bicycles ever since I was a kid. Some might even call me a cycling fanatic, but that's just a nasty rumor.

Egon, who made his first appearance in 1967, sat patiently on my shelf until my daughter reached fourth grade. Then he started bugging me to do something. After all, it was 2004. The Disney movie "A Bug's Life"

had recently become a big hit. So I made what I considered to be a slightly wacky proposal to one of my daughter's teachers. The gist of it was an offer to come into the classroom and read the book to some students. I would read it in Danish, a language that none of the students could understand. So I showed the pictures from the book as I was reading it. I even made funny voices so nobody would get too bored. When I was done reading, I left two copies of the book in the classroom and let the teacher take over.

The students were allowed to study the pictures in *Cykelmyggen Egon* and write their own stories. They were given the choice of: 1) trying to recreate Egon's adventures as closely as possible; 2) using the book as a basis for their own story; or 3) completely making up a buggy tale. The teacher and the students went to work, drawing, writing, and rewriting

¹ *Cykelmyggen Egon*, by Flemming Quist Møller. © Flemming Quist Møller, 1967. Gyldendal, Copenhagen, printed in Hungary. ISBN 87-00-84833-6.



about.” Or maybe what they really do is wiggle. While wiggling around in the water they turn into really big mosquitoes and get wings and fly. Well, at least most of them fly. Egon, however, distinguishes himself from all those other mosquitoes because he is a cyclist, and he’s not very interested in all those aerial stunts that

the other mosquitoes do.

their stories. I promised to come back when they were done. Of course, I wanted to hear their stories. I also promised to read my translation of the book. So while the kids were writing, I was polishing up my translation.

The Egon story is a work of fictional fun. Fiction means that that not only are the situations made up, some of the words are made up as well. In this case the author didn’t waste any time. Right on the cover is the made up word “*cykelmyggen*.” Like the other Germanic languages, Danish has a lot of compound words. The Scandinavian languages have the added twist of sticking the definite article right at the end of the word. In this case then, the translator’s first job is to deconstruct the word “*cykelmyggen*.” The first part, “*cykel*” means “bicycle” and the second part, “*myggen*” means “the *myg*” or “the mosquito.” So *Cykelmyggen Egon* becomes “Bicycle Mosquito Egon:” or maybe “Egon the Bicycling Mosquito.”

When you read the book you will learn that mosquitoes begin their lives in the water where they “*vimser rundt*” or “bustle

Egon’s absolute favorite thing to do is to race around on his bicycle. He likes doing a “*hård spurt*” more than anything else. At this point the translator needs to take the audience into consideration. Do elementary school children know the word “spurt?” I thought the word “sprint” would work, because people would think of the runners in the Olympics. So I translated “*hård spurt*” into “hard sprint”. This is where it comes in handy to have a specialist read over your translation. In this case the “specialist” was an elementary school teacher. She said that most grade school aged students would probably not know the word “sprint” so we played around with “hard sprint” and came up with “hard quick ride,” “hard fast ride,” and even “short fast ride” as possible alternatives. Defining sprint/spurt as “racing off on his bike at top speed,” “putting on short bursts of speed,” or simply “racing off at top speed” were other possibilities, but all of them seemed too wordy.

The Egon Workshops

As Egon rides off on his adventures, he stops to take a drink of blood (after all he *is* a mosquito). This gets Egon in trouble, and soon his bicycle is in ruins. Never fear, Egon does not lose his cool. He merely takes a job as a delivery mosquito. Soon he is riding a funny looking bicycle of a type that many Americans may never have seen. What is that thing on the back called, that “*cyklens lad*”? Perhaps “box” will do, the “box on the back of the bicycle.”

Once the delivery job ends, Egon goes off to see the world. Egon’s friends: “*vinkede da han med store skridt gik ud i verden.*” Or, in English, they “waved while he, with big steps, went out into the world.” Since we usually wave goodbye in English, the word goodbye was added to the translation. Egon literally went out into the world “with big steps,” but “taking big steps,” sounded better. Often English will use the “ing” form that other languages do not have. So in the translation Egon’s friends “waved goodbye as Egon walked out into the world taking big steps.”

Of course, I don’t want to give away the entire plot here, but I will tell you that Egon ends up in a circus. He starts out as an “*altmuligtmand*” which literally means an “everything possible man.” It is tempting to use the literal translation, but because it sounds a bit wordy, I am advised to opt for “handyman.” But once a cyclist, always a cyclist. During an evening walk Egon spies a bicycle and “*som et lyn*,” or “like a stroke of lightning” or “like lightning” he picks up the bicycle and does what he does best... Good thing I had a teacher read this, she remembered that we say “As quick as lightning.” On the last page of the book, the word “*vild*” appears twice, so I used “crazy” once and “wild” the other time. Teachers like variety in vocabulary, especially



Egon with his bicycle in ruins, from the book *Cykelmyggen Egon*

when the vocabulary terms are already familiar to the students.

After several weeks I returned to the classroom with my translation. I was anxious to hear what had become of Egon in the meantime. As it turns out, some students turned him into a fly, others a bee, one a termite, and another a turtle. Oh yeah, some authors even turned Egon into a mosquito. Sometimes Egon went incognito under a different name. In one case he even ran away from home. Egon usually ended up at the circus at some point in his adventures. But never fear these stories have happy outcomes.

At the end of the school year the teacher took a survey. The students indicated that the Egon workshop had been their favorite project from that year. So I got invited back for more workshops in 2005 and 2007. With each session the students put more and more effort into their writing. Some wrote elaborate tales that were several pages long while others wrote less but put more effort into their drawings. All the drawings from the first two workshops were hand-made. But during the third workshop the students had a choice of using hand-



2004 Egon workshop

made, computer generated, or a mixture of the two types of art. Many of them even mixed the two forms in the same drawings.

The Egon workshop was an experiment. In our school system many students do not study a foreign language before they reach the seventh or eighth grade. The question was: Would a group of grade school students listen and pay attention to someone reading a story to them in a language they didn't understand? What kinds of questions would they ask afterwards? Would the experience spark their interest in other languages? Judging from the discussion that followed the initial reading of the book in Danish, the answer was yes to these questions. The discussion was about everything from: Where is Denmark? to the difference between translation and interpretation. One boy even made a comment along the lines of: "Danish sounds a lot like the way they talk in Scotland." That remark provided an opportunity to talk about language families.

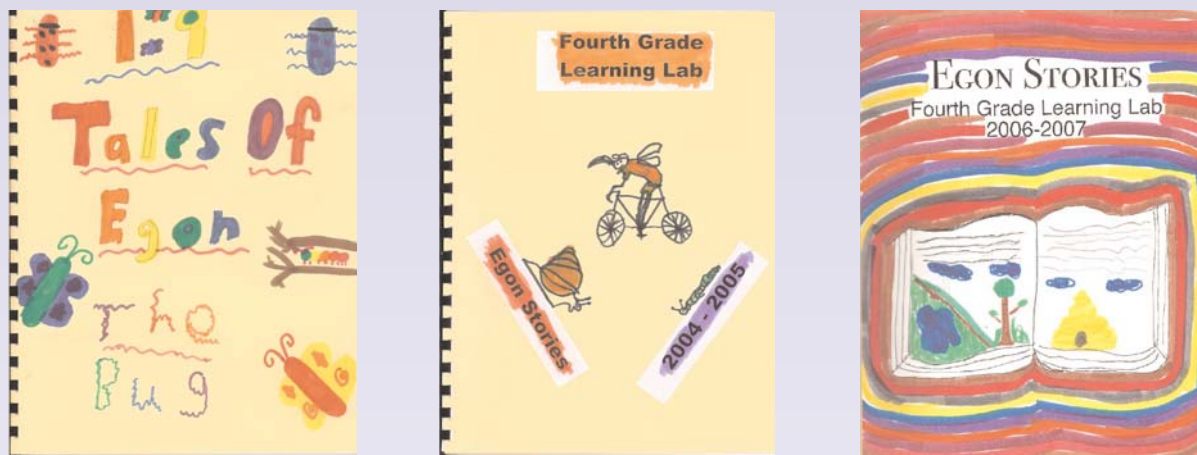
After the young authors read their sto-

ries at the end of each workshop, they listened intently as I read the translation of *Cykelmyggen Egon*. Then the discussion focused on the differences and similarities between the stories they wrote and Flemming Quist Møller's original work. Comments included: "It was a lot shorter than my story." and "I forgot how short the book was." In their enthusiasm about being able to write what they wanted and not what they were told, the students happily took off on flights of imagination.

Egon has been busy recently. In 2006 he appeared in a new book where he meets a dancing mosquito named Dagmar. And in a 2007 book, Egon and Dagmar went on to have a whole series of adventures.² As a cyclist, I was glad to learn that Egon acquired a bicycle helmet in the midst of his more recent adventures. And, I am happy to report, that he started wearing the helmet immediately. Egon and Dagmar are currently starring in an animated movie, which is a big hit in Denmark. So, when I do the next Egon workshop during the 2008-2009 school year, I will be able to choose between using *Cykelmyggen Egon* and one of the newer books.

² The book about the Egon and his friend Dagmar is: *Cykelmyggen og Dansemyggen*. © Flemming Quist Møller and Gyldendal, 2005. Printed in Denmark, 2006. ISBN: 87-02-04236-3. The book about Egon and Dagmar and the story behind the movie is *Cykelmyggen og Dansemyggen på Eventyr: Filmens Historie*. ©Flemming Quist Møller and Gyldendal, 2007. Drawings from the animated movie: "Cykelmyggen og Dansemyggen" © Dansk Tegnefilm 2 ApS, 2007. Graphics rights, Marianne Bisballe. The book was printed in Denmark, 2007. ISBN: 978-87-02-05945-8.

I hope that this article will inspire others to try their own writer's workshops using a favorite "foreign language" story. The ingredients for a successful workshop are: 1) a fun book or story (ideally one that the students have not heard before and that is well illustrated), that is not in the native language of the students participating in the workshop; 2) a teacher who is willing to put in a lot of hard work to help the students write their stories; and 3) a group of imaginative students. Both innovation and creativity are welcome ingredients to this type of workshop.



A book cover from each of the workshops

Each Egon workshop has been unique. The stories from each workshop were collected into a book. The covers of each book were different because each student designed their own cover. One year the stories appeared in alphabetical order according to the names of the author. In another year, the stories were organized so that the student's own story was at the front of the book. When I received my copy of the book from each workshop, I had the students autograph the cover.

One decision I made as a result of the workshops was to dub Egon a "cyclesquito." At one point in the book Egon declares that he is not a mosquito. He says: "*Jeg er ikke nogen myg. . . Jeg er en cykelmyg.*" or "I am not a mosquito, I am a cyclesquito." On hearing this, a boy in one of the workshops muttered "cyclesquito," "cyclesquito" over and over. Then he asked how to spell the term so he could dedicate his book to "cyclesquito." Perhaps a publisher will decide to put Egon's story out in English. Then maybe you will be able to read about "Cyclesquito Egon" or "Egon the Cyclesquito." But in the meantime, you will have to learn Danish to find out what really happens to *Cykelmyggen Egon*. Then maybe you will write your own story.

³ All translations in this article, including ©"cyclesquito" are by Edith Matteson. Drawings from the book, *Cykelmyggen Egon* are reprinted with permission.

Edith Mattheson has a B.A. in Spanish from the U. of Nebraska in Lincoln and an M.A. in Scandinavian Studies from the U. of Wisconsin-Madison. She is ATA certified from Danish into English and holds a Diploma in Translation from the Institute of Linguists in London. Edith is former chair and founder of the Nordic Division of the ATA and has been working as a translator of Danish, Norwegian, and Swedish into English since 1989. She specializes in the translation of medical, chemical, and pharmaceutical documents, but has also translated documents on subjects including immigration history, WWII, dyeing fabric, knife making, and even a couple of books for children, including *Cykelmyggen Egon* (the translations of the children's books have not been published).

National Council on Interpreting in Health Care

Mission

The National Council on Interpreting in Health Care is a multidisciplinary organization based in the United States whose mission is to promote culturally competent professional health care interpreting as a means to support equal access to health care for individuals with limited English proficiency.

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NCIHC and National Medical Interpreter Certification

What has the NCIHC done so far?

In 2004, with the support of the US Office of Minority Health, the NCIHC developed and published the National Code of Ethics for Interpreters in Health Care. In this document, the NCIHC identified three steps that needed to occur at the national level in order to standardize expectations and raise the quality of health care interpreting. These steps were: 1) to create and build support for a national Code of Ethics; 2) to develop nationally accepted Standards of Practice; and 3) to create a national certification process.

Immediately following the work on the Code of Ethics, funding was secured from The California Endowment and The Commonwealth Fund to complete the second step in standardizing the health care interpreter profession - the development of national standards of practice. In 2005, after extensive public input from stakeholders around the country, the National Standards of Practice for Interpreters in Health Care were published. These documents have been endorsed or supported by over 140 stakeholder groups, including interpreter associations, governmental agencies, language companies, accreditation organizations, professional medical associations, and health care institutions.

As the NCIHC engaged in the development of the National Code of Ethics and Standards of Practice, it became evident that in order to create a level playing field for national certification the quality of interpreter training and education had to be addressed. Consequently, the NCIHC added an additional step prior to national certification - the development of national standards for health care interpreter training.

Acknowledging the increasing pressure at the state and national level for certification, the NCIHC began to seek funding to simultaneously address the development of standards for interpreter training and certification.

Building on initial conversations held at the 2005 MMIA conference, the NCIHC took the following actions:

- ♦ organized forums to initiate a dialogue on the complexities of a national certification process at conferences in Seattle, Boston and San Jose;
- ♦ sought funding to organize additional open forums as well as expert panels to be held around the country to identify the key questions and next steps for national certification. Several funders have expressed great interest in this work and we expect to be able to secure funding in the next few months;
- ♦ began to seek funding to simultaneously develop national standards for interpreter training, a step that we believe is a critical pre-requisite to any national certification process.

What are the principles that guide the development of national certification?

The following principles outline the spirit in which all the work of the NCIHC, including discussions around certification, has and should be grounded. They ensure that such discussions and any resulting certification will be conducted in a fair, equitable, inclusive, and transparent manner.

- ♦ *Certification as a complex undertaking*
The NCIHC believes that the development of a national certification process goes beyond the creation of a test. We believe that certification is a complex process in any field but especially so in a field in which the content is steeped in difficult linguistic and cultural issues. While we wholeheartedly agree to the need for scientifically rigorous assessment methodologies, we still have much to learn about creating an equitable and fair process that will allow all competent interpreters, regardless of background, to be able to demonstrate the knowledge and skills they possess as interpreters, and that will not

result in high numbers of good interpreters failing simply because of a certification tool's inability to adequately assess knowledge and skills across cultural and linguistic differences.

- ♦ *Inclusiveness and consensus building*
The NCIHC believes that any effort to develop national standards or assessment must be a collaborative, consensus-driven process in which all stakeholders have the opportunity to participate. In order to address the complexities of certification in a respectful manner and to ensure the transparency of the development process, we will need to find a variety of ways to include the voices of as many stakeholders as possible, especially those who do not have the opportunity to participate in large national meetings.
- ♦ *Neutral leadership*
The emerging health care interpreting field incorporates many stakeholders: patients, interpreters, health care institutions, advocates, interpreter associations, language companies, non-profits and for-profits. It is imperative that the national dialogue be led by a neutral party whose primary interest is the well-being of those in need of interpreting services. Each entity involved must make known the nature of its interest in certification, including potential conflicts of interest and/or benefits that it may accrue as a result of the work. In order for a national certification process to be credible, care must be taken to avoid even the appearance that any vested interest has unduly influenced the development process.

What questions need to be answered?

The NCIHC feels that a national dialogue to build consensus around national certification must address the following key questions:

- ❖ What have we learned from health care inter-

preter assessment/certification efforts undertaken at local levels in the US as well as in other countries?

- ❖ What have we learned from existing certification processes such as for sign language and court interpreters?
- ❖ Is there a research agenda in which we need to engage prior to developing national certification?
- ❖ What are the potential benefits as well as downsides of national certification?
- ❖ Who would potentially benefit from national certification and how?
- ❖ What conditions and resources need to be in place nationally?
- ❖ Where would be a logical "home" for a national certification for healthcare interpreters?
- ❖ What are the challenges in developing a reliable and valid certification process, including a methodologically sound instrument and grader reliability?

By addressing these questions and others that will continue to arise, the NCIHC intends to provide leadership in creating a national roadmap for certification with the involvement and buy-in of stakeholders in the field. It is our ultimate goal to arrive at a well-conceived certification process that is research-based, valid and reliable while remain-

ing respectful of the many cultural and linguistic groups represented in this profession.

What are our next steps?

The NCIHC is actively engaged in moving the dialogue around certification forward. Specifically, we have

- ◆ have submitted a grant proposal for funding to engage as many stakeholders as possible in a focused national dialogue. Through expert panel meetings, local forums and other vehicles, we hope to build consensus around the complex questions surrounding the idea of national certification;
- ◆ have participated in the Minnesota Interpreting Stakeholder Group expert panel meeting June 13-15;
- ◆ have held 13 national forums at conferences in California, Boston, Seattle, South Carolina, Nebraska and Texas. As well as the NCIHC Membership Conference in Chicago.
- ◆ are taking a leadership role in forming a national committee that will be responsible for moving this agenda forward.

May 1, 2007

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Welcome new MATI members:

Marwan Abu-Rezeq
Gema Aparicio
Barbara Linn Fletcher
Ellen Frens
Bill Hargis
Tayyaba Kahn
Alice M. Larson

Nicole Lopresti
Karyn Reese
Carmen Romero González
Karin Ruschke
Cecilia Tenorio
Ann Van Dixhorn

From the NCIHC: New Report Will Highlight National Views on Certification for Health Care Interpreters

The National Council on Interpreting in Health Care (NCIHC) will soon release a much awaited report describing the diverse views of stakeholders from across the United States regarding the certification of health care interpreters.

Amid the growing clamor for national certification for health care interpreters as a means to improve the quality of health care services for patients with limited English proficiency, the report will reveal the complexities of developing a credible and technically sound certification process.

Commissioned by the NCIHC, the report will showcase the results of 12 forums with 460 participants representing 31 states that were held across the nation throughout the past year. The purpose of the forums was to gather and compile input from various stakeholders regarding their views on certification. The participants who voiced their opinions through the forums ranged from health care interpreters (71%) to interpreting service managers (16%), as well as health care administrators and providers (8%).

“This is the topic of most concern in the field right now, and the forums were a chance to hear directly from many stakeholders and initiate a dialogue about the issues around certification,” explained Joy Connell, NCIHC board co-chair.

“There appears to be a direct link between the concepts of certification and quality among forum participants”, commented Beltran-Avery, author of the report. “However, the report also reveals the many interrelated elements and decision points involved in undertaking a certification development process that is inclusive, thoughtful, systemic, comprehensive, and, most importantly, culturally and linguistically respectful.”

The report will lay out some of the key conditions that forum participants believe are important to ensure credibility and success of the process. “Clearly stakeholder buy-in and support are key, along with the availability of the training and educational programs needed to prepare for taking any kind of test. The other critical piece is having an independent neutral body to steer the process in order to make sure that it is one that is collaborative and inclusive,” Connell pointed out.

A free copy of the report can be requested via email (joyconnell55@aol.com). More information, including National Standards of Practice for Interpreters in Health Care and other working papers on related topics, are available at <http://www.ncihc.org>.

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Newsletter Submission Guidelines

We encourage our members to actively contribute to inforMATIon. We ask that you submit items of interest in the fields of translation, interpretation, and languages. Below is a list of submission types we accept:

- ◆ comments on issues within the profession
- ◆ letters to the editor
- ◆ biographies
- ◆ book reviews
- ◆ Q&A
- ◆ summaries of monthly meetings
- ◆ announcements such as awards, job opportunities, weddings
- ◆ announcements of events relating to the profession

Maximum length for features is 2500 words. Photographs and graphics in the form of .gif or .jpeg are also accepted.

Submission deadlines:

- ◆ April 1 for the Spring issue
- ◆ July 1 for the Summer issue
- ◆ October 1 for the Fall issue
- ◆ January 5 for the Winter issue.

Microsoft Word files may be sent as e-mail attachments, with clearly labeled e-mail subjects. File extensions (*.rtf or *.doc) should be added to short file names. Do not send files with *.exe extensions. Please add a title and author's name inside the word file-please do not put it only in the e-mail. Add 3-4 lines of biographical information at the end of the article.

Submit articles to the Editor at matiemail@gmail.com. The editor reserves the right to edit each article.

