

# SHARPENING OUR TOOLS: A Symposium for Interpreter Trainers



**January 26, 2024**  
(Friday)  
9:00 AM – 5:00 PM  
US Central

&

**January 27, 2024**  
(Saturday)  
9:00 AM – 4:30 PM  
US Central

# SHARPENING OUR TOOLS: A SYMPOSIUM FOR INTERPRETER TRAINERS

Hosted by the Home for Trainers Webinar Workgroup of  
the National Council on Interpreting in Healthcare

This is a 2-day virtual symposium. Attendance is via Zoom Events platform. Registration will open in November 2023. Registration closes 72 hours before event begins or as soon as the maximum of 180 registrants is reached.



## Day 1: Friday, 26 January 2024

Times listed below are for US Central Time Zone

Tip: Use a free online time zone converter to see the times for your location.

US Central		US Central	
9:00-9:15	Welcome & Opening Remarks	1:00-3:30	<b>Décalage Is Not a Dirty Word: Teaching Simultaneous Interpreting to Healthcare Interpreters</b> (offered both days) Elena Langdon, MA
9:15-10:15	Keynote Address <b>Rising to the Challenge - How Do We Ensure Effective Next Gen Interpreter Training?</b> Katharine Allen, MA	<i>continued</i>	<b>Integrating research on Discourse Analysis and Interactional Management into Interpreting Training: Lessons from the Mental Healthcare Context</b> (offered both days) Natalia Rodriguez-Vicente, PhD
10:15-10:30	Break		<b>Navigating Difficult Content and Contexts: Teaching Students to Interpret during Emotional Encounters</b> (offered Friday only) Indira Sultanić, PhD, CHI-Spanish
10:30-12:00	Moderated Roundtable <b>The Intersection of Theory, Research, and Practice</b> Rachel E. Herring, PhD (moderator) Claudia Angelelli, PhD Christopher Mellinger, PhD Elisabet Tiselius, PhD Melissa Wallace, PhD		<b>Teaching translation for community/public service settings</b> (offered both days) Mustapha Taibi, PhD
12:00-1:00	Lunch		
1:00-3:30	<b>Interactive Workshops</b> (choose ONE when registering; maximum of 30 participants per workshop):		
<i>continues into next column</i>	<b>Professional values and the ethics behind “it depends...”</b> (offered both days) Robyn K. Dean, CI/CT, PhD	3:30-4:00	Break
	<b>Engaging Interpreting Learners in an Online Environment</b> (offered Friday only) Laurence Jay-Rayon Ibrahim Aibo, PhD, & Cristiano Mazzei, MA	4:00-5:00	Happy Hour / Networking / Door Prizes



## Day 2: Saturday, 27 January 2024

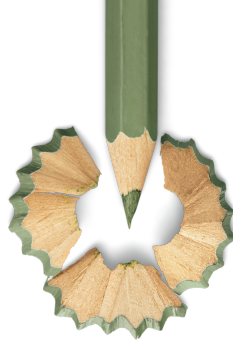
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US Central 9:00-9:15	Welcome & Opening Remarks	US Central 1:00-3:30 continued	<b>Professional values and the ethics behind “it depends...”</b> (offered both days) <i>Robyn K. Dean, CI/CT, PhD</i>
9:15-10:45	Moderated Roundtable: <b>Reflecting on the Past, Present, and Future of Interpreter Training</b> Laurie Swabey, PhD (moderator) Yasmin Alkashef, PhD María Paz Beltrán Avery, PhD Eileen Forestal, PhD Johanna Parker, MA, CHI-Spanish, USCCI Cynthia E. Roat, MPH		<b>“So, how’d it go?”: A workshop on feedback conversations</b> (offered Saturday only) <i>Rachel E. Herring, PhD</i>  <b>Décalage Is Not a Dirty Word: Teaching Simultaneous Interpreting to Healthcare Interpreters</b> (offered both days) <i>Elena Langdon, MA</i>
10:45-11:00	Break		
11:00-12:00	Networking & Themed Discussion Rooms <i>(participants may come and go from rooms at will, participating in open discussions and networking)</i> <b>Themes include:</b> <ul style="list-style-type: none"><li>continued conversations inspired by symposium sessions</li><li>affinity groups for trainers working in specific contexts</li><li>technology, artificial intelligence, and the profession</li><li>mutual support via sharing of resources &amp; training content</li><li>activism/advocacy</li></ul>		<b>Integrating research on Discourse Analysis and Interactional Management into Interpreting Training: Lessons from the Mental Healthcare Context</b> (offered both days) <i>Natalia Rodríguez-Vicente, PhD</i>  <b>Teaching translation for community/public service settings</b> (offered both days) <i>Mustapha Taibi, PhD</i>
12:00-1:00	Lunch		
1:00-3:30 <i>continues into next column</i>	<b>Interactive Workshops</b> (choose ONE when registering; maximum of 30 participants per workshop)  <b>Creating an Ideal Learning Climate: Lessons from Medical Education</b> <i>(offered Saturday only)</i> <i>Amanda M. David, MA, BE: III &amp; Medical, RID CI &amp; CT, CoreCHI-P and Sherine Salib, MD, MRCP, FACP</i>	3:30-3:45	Break
		3:45-4:30	Closing Session / Door Prizes

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## Keynote:

### Rising to the Challenge - How Do We Ensure Effective Next Gen Interpreter Training?

*Katharine Allen, MA*

#### Description:

Whenever the way humans communicate undergoes profound change, interpreting changes too. Healthcare and community interpreting came of age during the first wave of the digital revolution, and our training tools developed along with it. Now we are faced with a second wave of disruption, the advent of machine learning and AI. How will our profession respond? How can we keep the foundational educational expertise our profession has developed over the past 40 years and carry it into the future? How do we help our current generation of interpreters stay relevant and up to date, and how do we keep evolving our training to ensure the next generation of interpreters has the tools it needs to succeed? Join us during our keynote session to get a comprehensive overview of the state of interpreter training and what is needed to meet this singular moment in our profession.

#### Objectives:

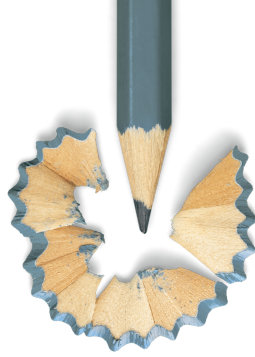
- Describe how trainers can use their unique position in the field to maintain current standards while helping interpreters expand their skillset to account for the impact of new technologies.
- Identify 2-3 key actions trainers can take to evolve their own skillset to effectively train the next generation.
- Describe 2-3 collaborative pathways to reduce the silo-ization in our field and ensure that the current and next generation of trainers are empowered to meet the challenges new technology brings.

#### Bio:

**Katharine Allen** is a community and conference-trained interpreter with over three decades of experience interpreting, training, and designing curricula. She is a licensed trainer and co-author for *The Indigenous Interpreter®*, *The Community Interpreter® International*, and *The Remote Interpreter®* textbooks and training programs. She worked for 10 years to raise the profile of interpreting as co-President of InterpretAmerica.



Katharine is a founding member of the American Association of Interpreting and Translation in Education (AAITE). Katharine has been an instructor for the Glendon College Masters in Conference Interpreting and the UMASS Amherst Translation and Interpreting Certificate program. She recently joined Boostlingo as their Language Access Training Specialist. Katharine has an MA in Translation and Interpretation from the Middlebury Institute of International Studies.



## Friday Roundtable

In this moderated round table, participants will discuss the intersections of theory, research, practice, and training. Time will be reserved to address comments/questions from the audience.

### **Rachel E. Herring, PhD (moderator)**

Rachel E. Herring holds an M.A. in Translation and Interpreting (English/Spanish) from the Monterey Institute of International Studies, a Masters of Advanced Studies in Interpreter Training from the University of Geneva, and a PhD in Interpreting from the University of Geneva. She is currently Director of the Translation and Interpreting Program at Century College (Minnesota) and a per diem staff interpreter at Children's Minnesota. She tweets @herring\_r\_e and blueskys at @reherring.



### **Claudia Angelelli, PhD**

Professor Claudia V. Angelelli is Chair in Multilingualism and Communication at Heriot-Watt University, UK; Emeritus Professor of Spanish Linguistics at San Diego State University, US; and Visiting Professor at Beijing University of Foreign Studies, China. Her research sits at the intersection of Sociolinguistics, Applied Linguistics and Translation and Interpreting Studies. She holds a Ph.D. from Stanford University, US; a Masters in Applied Linguistics/Teaching Foreign Languages: Spanish (and two PG Certificates TESOL/Language Program Administration with an emphasis in Teacher Education and Supervision) from MIIS (Middlebury Institute of International Studies at Monterey US); and a Bachelor of Arts in Legal Translation and Comparative Law from the Universidad Católica Argentina. She is the



sole author of *Medical Interpreting and Cross-cultural Communication* (Cambridge University Press), *Revisiting the Role of the Interpreter* (John Benjamins) and *Medical Interpreting Explained* (Routledge). Prof. Angelelli is co-editor of *Researching Translation and Interpreting Studies* (2015 w/Baer), *Testing and Assessment in Translation and Interpreting Studies* (2009 w/Jacobson). Prof. Angelelli designed the first empirically-driven language proficiency and interpreter readiness tests for The California Endowment and *Hablamos Juntos* (Robert Wood Johnson Foundation). She is Past President of the American Translation and Interpreting Studies Association and has served as Director of the American Translators Association for 6 years. She served as world leader for ISO 13611: Standards on Community Interpreting and co-authored *The California Standards for Health Care Interpreters. Ethical Principles, Protocols, and Guidance on Interpreter Roles and Interventions*. Prof. Angelelli has extensive experience as freelancer and consultant in translation and community interpreting.

**Christopher Mellinger, PhD**

Christopher D. Mellinger is Associate Professor of Spanish Interpreting and Translation Studies in the Department of Languages and Culture Studies and is affiliate faculty for the Latin American Studies program at The University of North Carolina at Charlotte. Dr. Mellinger holds a Ph.D. in Translation Studies from Kent State University. He also holds certificates in Spanish-English interpreting and Spanish Translation/Localization Management from Wake Forest University. He is the co-editor of the journal *Translation and Interpreting Studies*, co-author of *Quantitative Research Methods in Translation and Interpreting Studies* (Routledge), co-editor of *Translating Texts: An Introductory Coursebook on Translation and Text Formation* (Routledge), and editor of the forthcoming *Routledge Handbook of Interpreting and Cognition*. In addition to his teaching at UNCC, Dr. Mellinger has experience teaching translation, interpreting, computer-assisted translation, and localization at the graduate and undergraduate levels. He is a state-certified court interpreter.

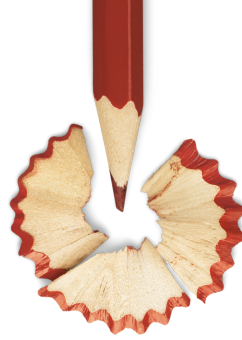
**Melissa Wallace, PhD**

Melissa Wallace received her Ph.D. in translation and interpreting studies from the Universidad de Alicante, Spain. She is an Associate Professor at the University of Texas at San Antonio, where she directs the graduate certificate program in translation and interpreting studies. A certified court interpreter and certified healthcare interpreter, she is currently serving her second term as appointed member of the Licensed Court Interpreter Advisory Board of the Judicial Branch Certification Commission for the Supreme Court of Texas. She was an active member of the Home for Trainers Webinars Work Group at the National Council on Interpreting in Health Care (NCIHC) for seven years and currently serves on the board of the Society for the Study of Translation and Interpretation (SSTI), the non-profit educational and research foundation of the National Association of Judicial Interpreters and Translators (NAJIT). Her research focuses on indicators of aptitude on court interpreter certification exams, accreditation exam models, and ethics and non-professional interpreting and translation in legal and public services. Wallace carried out research on court interpreting certification models in Finland in 2016 as the Fulbright-University of Tampere Scholar.

**Elisabet Tiselius, PhD**

Elisabet Tiselius, PhD, associate professor at Stockholm University, teaches public service and conference interpreting. Member of AIIIC, accredited to the EU, Swedish state authorized public service interpreter, and the current president of the European Society for Translation Studies. Tiselius heads Stockholm Process Research in Interpreting and Translation group (SPRINT). Funded by the Swedish research council (VR 2016-01118). She is affiliated to the MC2lab (University of Bologna, Forlì), member of the TREC-network's management committee. Also affiliated to Karolinska Institutet, and the Western Norway University of Applied Sciences (leader of a work-package of a Norwegian research council funded project (DEPICT)). Tweets @tulkur. <https://www.su.se/english/profiles/elti7007-1.193682>





## Saturday Roundtable

In this moderated round table, participants will reflect on the past, present, and future of interpreter training. Time will be reserved to address comments/questions from the audience.

### Laurie Swabey, PhD (moderator)

Laurie Swabey is Professor of Interpreting at St. Catherine University and Director of the CATIE Center. She holds a PhD from the University of Minnesota in Linguistics and her research interests include interpreting pedagogy and healthcare interpreting. Publications include co-edited volumes *Advances in Interpreting Research* (John Benjamins) and *Educating Healthcare Interpreters* (Gallaudet University Press). In addition to several book chapters, she has also published in a variety of journals including *Interpreting: International Journal of Research and Practice*, *Translation and Interpreting Studies*, *Journal of Healthcare Quality*, *Journal of Interpreting*, and *International Journal of Interpreter Education*. She has presented her research at numerous conferences, nationally and internationally, and has served on national boards including the National Council on Interpreting in Healthcare (NCIHC), Certification Commission for Healthcare Interpreters (CCHI), Conference of Interpreter Trainers (CIT), and the American Translation and Interpreting Studies Association (ATISA).



### Yasmin Alkashef, PhD

Yasmin Alkashef, CT is a certified Arabic-English translator, a certified court interpreter and a conference interpreter with more than 17+ years of experience between the Middle East and the USA. She has an MA in translation studies and PhD in interpreting studies from Ain Shams University, Cairo, Egypt. She taught translation and interpreting at Ain Shams University and the American University in Cairo. She currently teaches interpreting at NYU Online MS in Translation and Interpreting and UMass Amherst Online Certificate in Translation and Interpreting. Alkashef is a director on the ATA board and the assistant administrator of the Arabic Language Division. Her interests include interpreting, interpreter training, professional development and cultural consultancy.



**María Paz Beltrán Avery, PhD**

María-Paz Beltrán Avery began her work in healthcare interpreting over 25 years ago when she directed a federally-funded project to develop a college level certificate program to prepare Bilingual adults as healthcare interpreters. Through this project, she collaborated with the Massachusetts Medical Interpreters Association (MMIA) to develop standards of practice for the profession. Published in 1996, the Medical Interpreting Standards of Practice were adopted by the MMIA as its official standards of practice and has continued to be used by healthcare professionals around the world. As a member of the National Council on Interpreting in Health Care (NCIHC), she has written a number of position papers including one on the role of the health care interpreter. As a member of the Standards, Training, and Certification Committee (STC) of the NCIHC, she was involved in the development of the National Code of Ethics for Interpreters in Health Care and was the primary author of the accompanying document "Understanding the National Code of Ethics for Interpreters in Health Care." Through the STC, she was also involved in developing the National Standards of Practice for Interpreters in Health Care and the National Standards for Healthcare Interpreter Training Programs. She participated in early discussions and pilot projects focusing on the assessment of healthcare interpreting skills that eventually led to the creation of a certification process for healthcare interpreters. She has presented her work on medical interpreting at conferences, both national and international. In 2015, she received NCIHC's Language Access Champion Award.



**Eileen Forestal, PhD, RSC**

Eileen Forestal, Ph.D., RSC, Forestal retired after 36 years as Coordinator/ Senior Professor of ASL-English Interpreting Programs at a college in New Jersey June 2015. She was a visiting professor at University of Southern Maine 2016-2017. She is currently an adjunct instructor at Montclair State University as well as at few other universities. Certified as a Deaf interpreter with RSC since 1979, and still interprets primarily in legal and medical settings. She is also a national and international educator. Forestal has published widely, including "Deaf interpreters: Exploring their processes of interpreting" in Deaf interpreters at work: International insights in Gallaudet University Press (2014), "Emerging Professionals: Deaf Interpreters and Their Views and Experiences on Training" in Interpreting and Interpreter Education: Directions for Research and Practice, Oxford University (2005), and "Deaf perspectives in interpretation research: A critical element long overdue" in Selected papers from the 2014 International Symposium on Signed Language Interpretation and Translation Research, Gallaudet University Press, 2015). Her recent publications as a co-author are "Effective Practices for Establishing Mentoring Programs" (2006); "Response: A Paradigmatic Shift in Effective Mentoring Practices"; "Response: A Paradigmatic Shift in Effective Mentoring Practices" (2022), and "Deaf Translation: Socio-Cultural Perspective" (2018); "Response: Deaf Translation: Pedagogical Perspectives" in Signed Language Interpreting Pedagogy Insights and Innovations from the Conference of Interpreter Trainers (2022), "Lessons from American Sign Language-English Interpreting" in Publications of the Modern Language Association of America (2023). Eileen is a proud recipient of Street Leverage's National Treasure 2018 Award and CIT/RID's 2018 Mary Stotler Award.





**Johanna Parker, MA, CHI-Spanish, USCCI**

Johanna Parker holds an M.A. in Translation and Interpretation (Spanish <>English) from the Middlebury Institute of International Studies at Monterey (MIIS) and is a federally and California certified court interpreter and CCHI Certified Healthcare Interpreter™-Spanish. She is a freelance conference interpreter, a contract seminar interpreter for the U.S. Department of State, and Interpreting Lead for String & Can, a boutique interpreting company. Johanna trains interpreters around the country, is Lead Interpreter for Education & Training at Stanford Health Care, and is an adjunct professor at MIIS, where she teaches community and medical interpreting. Johanna is the Vice-Chair of CCHI was awarded the California Healthcare Interpreting Association's Trainer of the Year award in 2015.



**Cynthia E. Roat, MPH**

Cynthia E. Roat is an interpreter trainer and international consultant on language access in health care and patient navigation. A native of upstate New York, she a decade working in rural areas of Latin America before moving to Seattle to earn her Masters degree in International Public Health from the University of Washington. Ms. Roat entered the interpreting world in 1992 and quickly became certified by Washington State as a medical and social-service Spanish-English interpreter. Her interest in systems change, however, led her into teaching interpreters, trainers and medical providers the basics of interpreting practice and consulting with healthcare administrators around the country on how to improve their language access programs. In the mid-2010s, Ms. Roat spent three years at Seattle Children's Hospital, managing their unique Bilingual Patient Navigator program, before returning to her national consulting work. Over the past three decades, Ms. Roat has made significant contributions, both in the U.S. and abroad, in many areas of language access. She is the author of a wide array of key resources in the field and the primary



developer of the original version of Bridging the Gap, for many years the country's most widely offered training for health care interpreters. Her most recent book, Healthcare Interpreting in Small Bites, is being adopted as an ancillary text in many interpreter training programs. Ms. Roat has consulted for a variety of large medical centers and healthcare systems. Always concerned about building grassroots capacity, Ms. Roat has been a mentor to interpreters, trainers and Language Access Coordinators around the U.S. She is a founding member of the National Council on Interpreting in Health Care (NCIHC), where she currently serves on the board, a founding member of the Washington State Coalition on Language Access (WASCLA), and a former board member of the Northwest Translators and Interpreters Society (NOTIS) where she organized regular interpreter training workshops through Community Interpreter Division. She is known nationally as an engaging speaker, a knowledgeable resource, and an energetic advocate for language access in general. [cindy.roat@alumni.williams.edu](mailto:cindy.roat@alumni.williams.edu) <http://www.cindyroat.com>





## Workshops:

(listed alphabetically by presenter last name)

### **Creating an Ideal Learning Climate: Lessons from Medical Education** (Saturday only)

*Amanda M. David, MA, BEI: III & Medical, RID CI & CT, CoreCHI-P and Sherine Salib, MD, MRCP, FACP*

Using concepts from both medical and interpreter education, this interactive workshop will discuss different aspects of the learning climate. Trainers will review topics such as setting expectations, creating individualized learner goals, and engaging multi-learner teams. There will be opportunities for participants to practice these different approaches in small group breakouts.

#### **Objectives:**

- Review laws that apply to learning environments in healthcare settings
- Identify at least three discreet aspects of the learning climate
- Compare different strategies for engaging learner curiosity

#### **Bios:**

**Sherine Salib** serves as the Co-Associate Chair of Medical Education, Associate Chair of Faculty Development, as well as Undergraduate Medical Education Director in the Department of Internal Medicine at Dell Medical School. She is a Professor of Medicine, and works both in the inpatient and outpatient settings, where she teaches residents and medical students. She graduated in 1993 from the University of Bristol Medical School, went on to become a Member of the Royal College of Physicians of London in 1996, and played a central role in building the curricula and school policies for Dell Med. Salib serves on several national committees, including being elected as Council member of the Alliance of Academic Internal Medicine (AAIM), and prior to that, serving on the national AAIM Program Planning Committee and the



AAIM-CDIM USMLE Workgroup. Additionally, she serves as Chair of the Dell Med Undergraduate Medical Education Curriculum Committee. Salib's peer-reviewed publications include articles describing innovative educational endeavors, workshops, and curricula, including being a featured expert for a NEJM Group Open Forum, as well being featured as a content expert in the American College of Physicians' (ACP) IMPower project— ACP's national Resident Communication and Resources Initiative. Additionally, she has served as an invited speaker at a national level, including presentations and workshops at Yale and UPenn. Salib's work has been recognized with many educational awards, including induction into the Dell Med Academy of Distinguished Educators, the Shine Academy of Distinguished Educators, induction into the national Gold Humanism Honor Society, as well as receiving the 2022 Leonard Tow Humanism in Medicine Award. She is the recipient of the inaugural Internal Medicine Outstanding Educator of the Year Award and the UTMB "Top Doc" award, amongst others.

**Amanda David** is a native of southwest Louisiana. After graduating from McNeese State University in Lake Charles, LA, she completed coursework in the Interpreter Training Programs at Collin County Community College and Houston Community College, both in Texas. She holds a Master of Arts in Interpreting Studies and Communication Equity from St. Catherine University. Amanda specializes in conference interpreting, scientific/technical interpreting, and interpreting for d/Deaf professionals in healthcare settings. She is a staff interpreter at Dell Medical School at the University of Texas, and lives between Austin, TX, and South Louisiana.



## **Professional values and the ethics behind “it depends...”** (Friday & Saturday)

*Robyn K. Dean, CI/CT, PhD*

Interpreters who work in community settings face ethically complex situations every day. Unfortunately, the profession has not been consistent in how it guides and supports interpreters in making the right decisions. Most ethical codes in the interpreting profession frame ethical ideals as rules, such as, “interpreters always...” and “interpreters never...”. Yet, how often is the phrase, “it depends on the situation...” uttered by interpreters? To add to the confusion, interpreters hear from trainers and colleagues that interpreters are just, “conduits” or should be “invisible”. Or, interpreters hear the exact opposite: interpreters are “advocates” or they are “members of the team”. Neither a list of rules nor a series of metaphors can effectively advance ethical thought and ethical action in a practice profession. Instead, interpreters need to learn to think and behave teleologically, or to make decisions based on the most favorable outcome. What is needed instead is a set of professional values and the skills needed to effectively apply those values in a particular context. A values-based framework effectively accounts for the complex work of interpreters do – in a manner that parallels other practice professions. This workshop addresses the concerns of the current ethical dialogue in the field and instead offers interpreting practitioners a values-based teleological process for effectively analyzing each assignment for contextual factors and decision consequences..

### **Objectives:**

- Identify the concerns for current ethical material and discourse in interpreting
- Define a practice profession and a teleologic approach to decision-making
- Outline the values to be considered in decision-making in various community settings

### **Bio:**

Robyn has been a nationally certified signed language interpreter for over thirty years with particular service in the field of healthcare. Her scholarship in decision-making and ethics in community interpreting is recognized internationally. Robyn has over twenty publications, all of which focus on the theoretical and pedagogical frameworks used to advance the practice of community interpreters. She is currently an Assistant Professor at the Rochester Institute of Technology, where she is the lead instructor on the institute’s postgraduate degree in healthcare interpretation.



Workshops continued

## **“So, how’d it go?”: A workshop on feedback conversations** (Saturday only)

*Rachel E. Herring, PhD*

Feedback plays an important role in skill acquisition and the development of professional-level performance. Feedback conversations are thus a regular occurrence in any kind of interpreter training or performance assessment. In this interactive workshop, participants will learn about feedback as part of the learning process, explore the characteristics of (in)effective feedback, and have the opportunity to role-play feedback conversations related to interpreting performance. The workshop is appropriate for anyone whose work involves assessing and providing feedback on interpreting performance, including mentors, coaches, supervisors, and workshop facilitators as well as trainers leading both non-academic and academic courses.

### **Objectives:**

- describe the role of feedback in learning and skill acquisition
- describe characteristics of effective and ineffective feedback
- discuss their own strengths and areas for growth with regard to feedback conversations

### **Bio:**

Rachel E. Herring holds an M.A. in Translation and Interpreting (English/Spanish) from the Monterey Institute of International Studies, a Masters of Advanced Studies in Interpreter Training from the University of Geneva, and a PhD in Interpreting from the University of Geneva. She is currently Director of the Translation and Interpreting Program at Century College (Minnesota) and a per diem staff interpreter at Children's Minnesota. She tweets @herring\_r\_e and blueskys at @reherring.



## Engaging Interpreting Learners in an Online Environment (Friday only)

Laurence Jay-Rayon Ibrahim Aibo, PhD, & Cristiano Mazzei, MA

In 2021, recognizing the growing, urgent need for Translation and Interpreting (T & I) online courses and lack of resources specific to T & I pedagogy from the instructors' perspective, the presenters decided to write a practical handbook for trainers working in online settings, based on their years of teaching multilingual and multicultural T & I online courses and for various audiences (The Routledge Guide to Teaching Translation and Interpreting Online, 2022). The workshop will focus on best practices that are specific to T & I online courses, framed by a process-oriented and skill-building pedagogy, with reflection and self-assessment at the center of the learning process. The presenters will also discuss rubrics and assessments.

### Objectives:

- Discuss tools that can be applied to online learning and reflective practice.
- Identify learning objectives for interpreting exercises.
- Describe assessments aligned with specific learning objectives.
- Design rubrics for a range of interpreting skill-building activities.

### Bios:

#### Laurence Jay-Rayon Ibrahim Aibo

(M.A. in translation and Ph.D. in translation studies from Université de Montréal) translates from English and German into European and Canadian French, is a certified translator in Quebec and certified healthcare interpreter in the United States. Dr. Ibrahim Aibo has been translating, teaching, and interpreting in the Americas, Europe, and Africa for the past 30 years, and teaching translation online since 2013. She is a translator and interpreter trainer with various universities and organizations in the U.S. and Canada and has trained hundreds of interpreters in educational settings. She is the Director of the



Colony in Crisis in Haitian Creole Translation Project, author of The Politics of Translating Sound Motifs in African Fiction (Benjamins, 2020) and co-author of The Routledge Guide to Teaching Translation and Interpreting Online (Routledge, 2022).

#### Cristiano Mazzei

(B.A. Unibero University; M.A. University of Massachusetts Amherst) is Director of Online Education for the College of Humanities and Fine Arts and Director of the Online Certificate in Professional Translation and Interpreting at UMass Amherst. Before pursuing his graduate studies in the U.S., Mazzei worked as a business translator and interpreter for more than 20 years in his native Brazil, holding positions as staff, freelance, and business owner. He has vast experience teaching and training translators and interpreters in the US, both in workshop and university settings. He is a certified court interpreter by the National Center for State Courts, certified translator and interpreter for the state of São Paulo, Brazil, in Portuguese and English, and co-author of The Routledge Guide to Teaching Translation and Interpreting Online (Routledge, 2022). Cristiano also organizes the webinar series Faculty and Community Seminar on Interpreting Studies and Practice at UMass Amherst, which is available for free to all participants.



## **Décalage Is Not a Dirty Word: Teaching Simultaneous Interpreting to Healthcare Interpreters** (Friday and Saturday)

*Elena Langdon, MA*

Simultaneous interpreting is needed and performed regularly in community and healthcare settings, and one of the national certifying entities for healthcare interpreters tests for it. However, trainers do not always include it in their offerings and sometimes interpreters are ill equipped or hesitant to use it in a medical context. This session will address these gaps on why and how to teach simultaneous interpreting to healthcare (and other community) interpreters, and is structured with them in mind, presenting 1) the reasoning and context of training interpreters in this mode, and 2) the techniques and tools for doing so. The presenter will discuss a bit of theoretical underpinnings, best practices for simultaneous, a decision-making tool for when to use it, practical ways to incorporate it into classroom-based and remote education, and how to provide constructive feedback. Current technological options will be heavily featured – no need for tape decks or audio labs!

### **Objectives:**

- Understand the reasoning and context for teaching simultaneous interpreting to healthcare interpreters
- Present students with the best practices and a decision-making tree for using simultaneous in healthcare settings
- Provide constructive feedback to students who are learning simultaneous
- Employ current technological tools in their classroom-based and remote courses

### **Bio:**

A Brazilian at heart, Elena Langdon has worked as an interpreter and translator since 2000. She is certified by the American Translators Association as a translator (Portuguese into English) and by the Certification Commission for Healthcare Interpreters as a Core Certification Healthcare Interpreter. She holds a Master's in Translation Studies and has been teaching interpreting and translation since 2005. Elena was chairperson of the National Board of Certification for Medical Interpreters and currently helps produce webinars for interpreter trainers for the National Council on Interpreting in Health Care. She recently became director of the MasterWord Institute, the training and assessments division of MasterWord Services, a top woman-led language services company founded 30 years ago.



## **Integrating research on Discourse Analysis and Interactional Management into Interpreting Training: Lessons from the Mental Healthcare Context**

(Friday and Saturday)

*Natalia Rodriguez-Vicente, PhD*

In this seminar, participants will delve into the complexities of interpreting encounters involving vulnerable users, drawing on the foundational theoretical stance of interactional pragmatics, applicable across the wider fields of Discourse Analysis (DA) and Interactional Management. From a DA perspective, participants will learn about how interactional pragmatics can be a tool to examine how language is used to negotiate meaning, establish rapport, manage turn-taking, and express social identities during interactions. From an Interactional Management perspective, participants will learn how interactional pragmatics can offer a framework for identifying techniques to manage conversation flow, address communication breakdowns, and foster balanced interactions between parties.

In this seminar, these notions will be brought together to analyze real-life interactions set in the fields of psychological medicine and psychiatry, and participants will be encouraged to extrapolate the learning beyond the mental health field. Throughout the seminar, the facilitator will present research findings that illuminate the tensions and ethical dilemmas interpreters may face in sensitive encounters. To unpack such dilemmas, discussions will enable participants to reflect on their current interpreting and decision-making abilities, with the aim of thinking of ways in which such abilities can be further refined, guided by the evidence presented.

### **Objectives:**

- Exploring the significance of interactional pragmatics in maintaining effective communication flow in interpreter-mediated interactions involving vulnerable users
- Identifying the tensions and challenges faced by interpreters in mental healthcare contexts and how research-based techniques can address these challenges in other interpreting settings.

- Gaining awareness of best practices and strategies for incorporating research on discourse analysis and interactional management into existing interpreting training programs.

### **Bio:**

Dr. Natalia Rodríguez-Vicente is a lecturer in Translation and Interpreting studies at the University of Essex where she teaches courses on conference and public service interpreting. Her research interests lie in the intersection of language, culture and mental healthcare provision, with an emphasis on inter-disciplinary working dynamics between interpreters and health & social care service providers. Her latest work has also focused on the emotional impact of interpreters working in mental health contexts. Her doctoral research, on language mediation in Psychological Medicine which applies frameworks from interactional pragmatics to the analysis of interpreted-mediated authentic interactions, won the international CIUTI Award 2021 for the most outstanding PhD thesis, completed at Heriot-Watt University in Edinburgh. Natalia is currently a member of the INForMHAA research project, a transdisciplinary study on interpreter-mediated Mental Health Act assessments. Due to her involvement in this project, she has delivered evidence-based training to practitioners and offered policy recommendations to relevant UK regulatory bodies.



## **Navigating Difficult Content and Contexts: Teaching Students to Interpret during Emotional Encounters** (Friday only)

*Indira Sultanić, PhD, CHI-Spanish*

Interpreting traumatic events, or emotional content, can be challenging for a seasoned interpreter. So, how do we then begin to prepare our students to enter any situation, especially those where emotions might be heightened, or where both the content and the context may elicit or trigger a trauma-response from the interpreter? Being able to provide the service that the interpreter is hired to do, and maintain the integrity of the narrative with minimal impact of vicarious trauma, often proves to be a tall order. This workshop is designed to offer specific strategies for helping interpreting students navigate both the difficult content and contexts. It begins by providing an overview of the challenges of interpreting traumatic narratives. Then, drawing on existing modules and research on interpreting traumatic content, offers ways in which trauma and difficult content can be introduced into training modules designed for novice interpreters. It then provides specific strategies for minimizing the impact of, and coping with exposure to such content. Finally, it concludes with key elements for interpreter preparation to work in and with emotional encounters.

### **Objectives:**

- Have a greater understanding of the difficulties novice interpreters might encounter when faced with traumatic content and contexts
- Learn pre-, mid-, and post-session strategies to help novice interpreters cope with, and mitigate the effects of exposure to traumatic events
- Have a foundational scaffolding for developing a training module on interpreting traumatic content

### **Bio:**

Dr. Indira Sultanić is an Assistant Professor of Spanish Translation and Interpreting Studies in the School of World Studies at Virginia Commonwealth University. She is a Certified Healthcare Interpreter™-Spanish, and has over 15 years of professional experience in the language industry as a project manager, translator, interpreter, and language consultant. Dr. Sultanić has authored articles and book chapters on medical interpreter education and training, interpreting for vulnerable populations and unaccompanied refugee children in the U.S., remote interpreting in pediatric therapy setting, and simultaneous interpreting in healthcare. Additionally, she was a translation and interpreting subject matter expert and contributing author on a state-wide research project entitled “Ensuring Language Access Equity in Virginia Government Services” with the VCU Research Institute for Social Equity (RISE) which addresses the needs of Limited English Proficient individuals and People with Disabilities (PWD) in the Commonwealth. Her teaching expertise includes healthcare, community, and legal interpreting, as well as translation. As a passionate advocate for language diversity, equity, and inclusion, in addition to her work as an educator of interpreters and translators, Dr. Sultanić has developed trainings and workshops for trainers of interpreters as well as current and aspiring healthcare providers, and staff, on best practices for delivering culturally and linguistically appropriate interpreter-mediated care. Her professional contributions include serving on the board and as vice president of the California Healthcare Interpreting Association (CHIA), and being an active member of several professional organizations, and committees.





Workshops continued

## Teaching translation for community/public service settings

(Friday and Saturday)

*Mustapha Taibi, PhD*

This workshop will focus on the development of translation skills for community/public service translators. We will outline the specificity and requirements of community/public service translation and propose pedagogical approaches and strategies to train future community/public service translators.

### Objectives:

- Demonstrate knowledge of the distinctive features of community/public service translation;
- Demonstrate knowledge of the skills required to translate in community/public service settings;
- Be able to identify and use appropriate teaching methods and learning resources.

### Bio:

Mustapha Taibi is an associate professor in interpreting and translation at Western Sydney University, the leader of the International Community Translation Research Group and editor of *Translation & Interpreting: The International Journal of Translation and Interpreting Research*. Among the books he has published: *Community Translation* (2016), *New Insights into Arabic Translation and Interpreting* (2016), *Translating for the Community* (2018), *Multicultural Health Translation, Interpreting and Communication* (with Meng Ji and Ineke Crezee, 2019) and *Translating Cultures: An Introduction for Translators, Interpreters and Mediators* (with David Katan, 2021).

