

Fourth National Conference on Quality Health Care for Culturally Diverse Populations

PEER TO PEER SESSION	INTERPRETER TRAINING PROGRAMS	PROFILE
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College/University Name	Central Community College	Year Established	Fall 2004
Department/School		No Graduates	
Program Title		Length of Program	
City/State		(Credits)	12
Program Director	Dr. Eric Jones		

Business Case

Central community College is a publicly funded institution offering degrees in less than the baccalaureate level.

Program Structure

Certificate	The program is designed to lead to an associate of applied science degree. The degree
Skills	program is designed to lead into transfer programs for persons wishing to continue their
Practice Use	course work.
Coaches	Central community college provides developmental and ESL courses for persons
Practicum	needing more background skills.
Entry Test	
Language Screening	
Post-Test	

Skills Taught			
	Hours		Hours
Biomedicine as culture	In development	Medical terminology	In development
Code of ethics	In development	Basic medical terminology	In development
Communication skills	In development	Standards of practice	In development
Cultural issues	In development	Universal precautions	In development
Ethical issues	In development	Interpreter role	In development
Other - Explain			

List Courses Offered		List Health Partners

How Health Partners support the program?

Provide class space	YES	I	NO	Provided start up funds	YES	I	NO
Pay all course fees	YES	I	NO	Pay for attendance	YES	I	NO
Pay partial course fees	YES	I	NO	Offer internships	YES	I	NO

Other - Explain

1. Describe how the program was formed, by whom.
It is a joint program by Central community College and the CN-AHEC.
2. Describe your student base and how they are screen and tested for entry.
Students are admitted under the standard admissions program for the college.

PEER TO PEER SESSION	INTERPRETER TRAINING PROGRAMS PROFILE
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L&ISA is used by the project to work with students and course work in interpreter program is provided the CN-AHEC other necessary course work is provide by CCC.

3. Describe how the program helps students.

The program provides a ladder for individuals wishing to improve their life. The educational opportunities provide developmental and career guidance

4. Describe unique characteristic and key features.

Central Community College was founded on a philosophy of adult education. Its curriculum is delivered in units and self study opportunities and provides most of it curriculum in a format of self-study. This format combined with cohort and distance delivery technology provides a unique delivery mode for rural and sparse population areas.

CONTACT INFORMATION

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PEER TO PEER SESSION	INTERPRETER TRAINING PROGRAMS PROFILE
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College/University Name	University of Massachusetts Medical School	Year Established	1999
Department/School	Office of Community Programs, Commonwealth Medicine	No Graduates	678
Program Title	Statewide Medical Interpreter Training Program		
City/State	Worcester, Massachusetts	Length of Program (Credits)	54 hour training program
Program Director	Lisa Morris, Director Cross Cultural Initiatives		

Business Case

Funding comes from the University of Massachusetts Medical School in collaboration with the Executive Office of Health and Human Service's Mass Health (Medicaid) agency.

Program Structure

Certificate Skills Practice Use Coaches Practicum Entry Test Language Screening	The goal of the Statewide Medical Interpreting Program is to improve the medical interpreting competency skills of bilingual staff working in acute care hospitals, community health centers, group practices and other health care facilities that serve Medicaid members. The training program uses the expertise of the statewide Area Health Education Centers (AHEC's) to deliver these trainings. The curriculum incorporates competency skills trainings in medical terminology, interpreter code of ethics, cross-cultural communication skills, and interpreting in special situations involving the mental health setting, domestic violence, the pediatric encounter, HIV/AIDS, death and dying. Role playing and medical terminology is incorporated into each session. A three- hour practicum at a health care facility under the supervision of a trained interpreter is required in order to receive a certificate of completion. The successful completion of a language and interpreter skills pre-assessment tool, which includes the evaluation of both oral and written skills, is required as part of the entrance criteria. A post- assessment test is also administered on the last day of the course, in order to determine the level of competency skills acquired by the participant and over all program success.
Post-Test	

Skills Taught

	Hours		Hours
Biomedicine as culture	3	Medical terminology	15
Code of ethics	3	Basic medical terminology	8
Communication skills	6	Standards of practice	2
Cultural issues	3	Universal precautions	3
Ethical issues	3	Interpreter role	8
Other - Explain			

List Courses Offered

Guest speakers present on special topics: the interpreter code of ethics, cross-cultural communication and culture, interpreting in the pediatric encounter, mental health setting, domestic violence situations, HIV/AIDS issues, Death and Dying, Greek and Latin roots.

List Health Partners

- Executive Office of Human Services, MassHealth Services (Medicaid)
- University of Massachusetts Medical School, Mass Health Access Program (MAP)
- Massachusetts Statewide Area Health Education Centers (AHEC's)
- Medicare Providers and affiliated providers of MassHealth Services
- Massachusetts Medical Interpreters Association (MMIA)

PEER TO PEER SESSION	<h1 style="margin: 0;">INTERPRETER TRAINING PROGRAMS</h1> <p style="text-align: right; margin: 0;">PROFILE</p>
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How Health Partners support the program?

Provide class space	YES	Provided start up funds	YES
Pay all course fees	NO	Pay for attendance	NO
Pay partial course fees	NO	Offer internships	YES, for practicum
Other - Explain			

1. Describe how the program was formed, by whom.

The Division of Medical Assistance (DMA, Massachusetts's Medicaid agency), and the MassHealth Access Program (MAP) at the University of Massachusetts Medical School delivered the first statewide medical interpreter training program in the spring of 1999. The training program was a continuation of ongoing planning that was initiated during fiscal year 1998-99. Under the leadership of MAP, based at the Office of Community Programs at the medical school, 18 medical interpreter training programs were delivered using the expertise and skills of the Area Health Education Centers (AHEC's). The AHEC's under the auspices of the Office of Community Programs at the Medical School had been providing medical interpreter training programs to health and human service providers since 1992. The goal of the new collaborative program was to provide training programs to bilingual staff and volunteers working as interpreters for limited English speaking members of MassHealth, as well as to increase the access of DMA contracted providers to medical interpreters. Contracted providers included hospitals, health centers, and group practices from all over the state. Each AHEC responded to an RFP that was jointly written by MAP/OCP and DMA staff. The RFP called for each AHEC to work with key stakeholders from health care facilities in the planning and development of the training programs. Stakeholders also played an important role in identifying and recruiting potential trainees, selecting curriculum options, and providing space where applicable. The AHEC's were responsible for planning and implementing all aspects of the training program.

2. Describe your student base and how they are screened and tested for entry:

Participants are recruited primarily from DMA contracted provider organizations that serve MassHealth members such as hospitals, community health centers, and group practices. Each AHEC has a group of stakeholder organizations that assist with recruitment efforts and planning activities. Other health providers that have contractual agreements with nursing homes, VNA's, etc. who have MassHealth members also assist in referring participants to the program. Candidates must successfully complete the language and interpreting skills pre-assessment test, which includes the evaluation of both the oral and written language skills in English as well as the target language, as well as basic knowledge of anatomy and medical terminology. Preference is given to those who are currently working in the healthcare field.

3. Describe how the program helps students.

The program helps bilingual staff and volunteers working as interpreters for limited English speaking MassHealth members to acquire comprehensive skills as medical interpreters. It gives participants additional competency skills in cultural awareness and delivery of health care, in detailed medical terminology, and specialized knowledge of interpreting in the pediatric encounter, the mental health setting, in emergency situations, and in situations of domestic abuse, death and dying. The use of role-playing in every session, as well as the practicum experience serve to give students a good deal of practical hands on experience. The participatory trainings prepare students for more accurate medical interpreting within the standards of practice developed by the Massachusetts Medical Interpreters Association.

4. Describe unique characteristics and key features:

The program uniqueness lies in its direct link to the community of healthcare workers all over the state of Massachusetts who most need to be trained as medical interpreters precisely because they work with their target LEP populations. The program is so much more than theoretical coursework for medical interpreters, because it addresses the needs of every candidate, using in the most practical and hands on approaches to learning. The program is also unique in its collaboration between the state university medical school (University of Massachusetts Medical School), the state Medicaid agency and the AHEC's (Area Health Education Centers).

CONTACT INFORMATION

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PEER TO PEER SESSION	<h1 style="margin: 0;">INTERPRETER TRAINING PROGRAMS</h1> <p style="text-align: right; margin: 0;">PROFILE</p>
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College/University Name	University of Tennessee Health Science Center	Year Established	August, 2004
Department/School	College of Allied Health Sciences Healthcare Interpreter Training Program	No Graduates	NA
Program Title	Healthcare Interpreter Training Program		Each course will meet for 6 weeks for 3 hours each
City/State	Memphis, TN		week for a total of 54 contact hours.
Program Director	Dr. Marian Levy	Length of Program (Credits)	

Business Case

The majority of its financial support is expected to come from tuition fees and related activities. The College of Allied Health Sciences is very committed to make this program a viable and sustainable initiative through aggressive marketing and expansion to sites statewide.

Program Structure

- Certificate Skills Practice Use Coaches Practicum Entry Test Language Screening**
 - Participants must complete the four levels of LIS&A, participate in an interview with the instructor and complete basic medical terminology (offered by The Med) in order to be accepted into the program.
 - Class time aims to maximize the learning process by providing as much “hands-on” opportunities as possible.
 - The instructor and language coach are facilitators in this process.
 - Language coach assesses progress on a weekly basis and develops a language support program for each individual class member.
 - An exit interview and practical test will assess competency in the medical interpretation field.
- Post-Test**
 - A certificate is earned after successful completion of the program

Skills Taught		Hours	Hours
Biomedicine as culture	3	Medical terminology	3
Code of ethics	6	Basic medical terminology	0
Communication skills	9	Standards of practice	6
Cultural issues	9	Universal precautions	3
Ethical issues	6	Interpreter role	9
Other - Explain		Note: Basic medical terminology is a pre-requisite.	

List Courses Offered	List Health Partners
Interpreting in Health Care I	The Regional Medical Center @ Memphis
Interpreting in Health Care II	
Fieldwork in Health Care Interpreting	

How Health Partners support the program?

Provide class space	YES		NO		Provided start up funds	YES		NO
Pay all course fees	YES		NO		Pay for attendance	YES		NO
Pay partial course fees	YES		NO		Offer internships	YES		NO
Other – by making it a requirement.								

PEER TO PEER SESSION	INTERPRETER TRAINING PROGRAMS PROFILE
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1. Describe how the program was formed, by whom.

The Regional Medical Center at Memphis partnered with The University of Tennessee Health Science Center to provide the Health Care Interpreter Training Program—designed to serve as a “national standardization approach for increasing linguistic and cultural capacity” for health care providers. Hablamos Juntos has served as the catalyst by providing technical assistance, training, and a curriculum to promote a knowledge base and the particular skills necessary for cultural competence, sensitivity, and intercultural communication.

The University of Tennessee Health Science Center at Memphis offers a number of strong features that demonstrate its potential to provide exemplary and sustainable health care interpreter training. These include:

- Its role as an academic health institution.
- Experienced infrastructure to provide continuing education in health programs;
- Established relationships with all the major health care institutions in the area;
- Telemedicine capability to enable state and nationwide training;
- Experience, knowledge, and with the local Latino community;
- An exceptionally qualified instructor who has demonstrated expertise in teaching and the knowledge and skills necessary for effective linguistic and cultural interpretation;
- The flexibility to offer the interpreter training program at any location in the community.

2. Describe your student base and how they are screen and tested for entry.

The first cohort of students is comprised of current Med employees who serve as either dedicated Interpreters and dual role employees or other individuals who must utilize their Spanish in the healthcare work environment. They are screened through a personal interview process and tested by use of the computerized Language and Interpreter Skills Assessment (L&ISA). L&ISA has four level of Assessment measuring expertise in reading, comprehension, speaking and enunciation.

3. Describe how the program helps students.

Although the course is in its first semester of implementation, it is evident that it is helping students to develop a professional support network, which is having a positive impact in attitudes as well as collaboration in the work environment. The course is already bringing clarity to the role of medical interpreters at The Med thus improving working relationships between interpreters and health care providers.

4. Describe unique characteristic and key features.

We believe that our partnership with the University of Tennessee Health Science Center provides an unprecedented opportunity to directly impact the professional development of individual medical interpreters and also to shape the regional and statewide dialogue on standardization.

CONTACT INFORMATION

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PEER TO PEER SESSION	<h1 style="margin: 0;">INTERPRETER TRAINING PROGRAMS</h1> <p style="text-align: right; margin: 0;">PROFILE</p>
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College/University Name	City College of San Francisco	Year Established	1998
Department/School	Health Science	No Graduates	230, approximate
Program Title	Healthcare Interpreter Certificate Program	Length of Program (Credits)	1 academic year (15 units)
City/State	San Francisco CA		
Program Director	Nora Goodfriend-Koven MPH		

Business Case

Primarily from Community College educational funding. Kaiser Permanente provided seed money and continues to provide considerable in-kind support. There have been a couple of grants which have assisted in program development.

Program Structure

Certificate Skills Practice Use Coaches Practicum Entry Test Language Screening Post-Test	There is a certificate of completion issued to students who pass all 3 required courses at a C or better. Skills practice is an integral part of the program, and is done primarily through role play. We have a role play manual which students use to practice both in and out of the classroom. Language coaches are provided approximately 20 hours per semester. We have coaches in Spanish, Cantonese, Mandarin, Russian and other languages as needed. Students are screened for proficiency in English and their language pair, but not tested. The final exam includes both a written examination and a role-play examination.
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Skills Taught

	Hours		Hours
Biomedicine as culture	2	Medical terminology	30
Code of ethics	10	Basic medical terminology	80
Communication skills	80	Standards of practice	80
Cultural issues	30	Universal precautions	3
Ethical issues	20	Interpreter role	60
Other - Explain			

List Courses Offered

Health 80
Health 81
Health 82

List Health Partners

Kaiser Permanente, National Diversity Office

How Health Partners support the program?

Provide class space	YES	I	NO	Provided start up funds	YES	I	NO
Pay all course fees	YES	I	NO	Pay for attendance	YES	I	NO
Pay partial course fees	YES	I	NO	Offer internships	YES	I	NO
Other - Explain				Developed materials			

PEER TO PEER SESSION	INTERPRETER TRAINING PROGRAMS PROFILE
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1. Describe how the program was formed, by whom.

Program was founded by Gayle Tang RN MSN from Kaiser, and Terry Hall MPH who was the chair of the Health Science Department, responding to Gayle's concerns of lack of formal training for the interpreters she saw in clinical settings.

2. Describe your student base and how they are screen and tested for entry.

Students come from all over the San Francisco Bay Area. Some are already interpreters who seek our certification to show their formal training and competency. Others have never interpreted and are seeking a new vocation. Still others are bilingual staff in clinical settings who wish to improve their interpreting ability.

Screening is an oral interview or exercise by the language coach, in the language of service and English. Students are ranked from 1 to 5. Students who are at a "3" or above in one language and a "4" or above in the other language are eligible to be accepted into the program.

3. Describe how the program helps students.

The program provides comprehensive instruction, training and field experience. Students are eligible for financial aide, health services, and other support services available at the college.

4. Describe unique characteristic and key features.

The program is easily accessible to students and affordable since it is housed in a community college.

CONTACT INFORMATION

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Fourth National Conference on Quality Health Care for Culturally Diverse Populations

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College/University Name	Clemson University	Year Established	It was founded in 1889.
Department/School	Languages	No Graduates	Just beginning
Program Title	Language and International Health (L&IH)	Length of Program (Credits)	4 academic years 120 credit hours
City/State	Clemson, SC		
Program Director	Dr. Clementina R. Adams		

Business Case

Our operating budget comes from the two colleges involved, the College of Architecture, Arts, and Humanities (AAH) and the college of Health, Education, and Human Development) and (HEHD)

Program Structure

Certificate Skills Practice Use Coaches Practicum The final degree is a BS in Language and International Health. A total of 120 required courses are part of the curriculum. There are two concentrations: "Community Development" and "Health Systems." Courses and labs are part of the offerings in Languages and Health, as well as Business and Marketing, in addition to the required general education courses. There will also be a variety of class guests from the health and nursing department as well as from health care providers in the area.

Entry Test Language Screening There is a practicum that will be done abroad. In addition they will have local practice in clinics and hospitals in the area.

Post-Test The entry test used is the Spanish SCCOL placement test, for the language part. During the junior year students are required to take an exit exam, which can be repeated at the senior year, in order to graduate with the required level of Spanish skills. For the health part they also have an Exit Exam which students are required to take at the end of their senior year.

		Skills Taught	
		Hours	Hours
	Biomedicine as culture	8	Medical terminology
	Code of ethics	3	Basic medical terminology
	Communication skills	15	Standards of practice
	Cultural issues	9	Universal precautions
	Ethical issues	3	Interpreter role
Other	Explain (See attach.)		

List Courses Offered	List Health Partners
Span 415: "Spanish for Health Professionals"	The Joseph F. Sullivan Center Mobil Clinic
Span 418: "Technical Spanish for Health Management Professionals"	DHEC Greenville Hospital system
Span 419: "Health and the Hispanic community"	Walhalla Health Clinic
Health 480L "Community Health Promotion"	
Health 490: "Research and Evaluation Strategies for Public Health"	
Health 380: "Epidemiology"	
Health 470: "International Health"	
Many others not included in this list. See attachment!	

PEER TO PEER SESSION	<h1 style="margin: 0;">INTERPRETER TRAINING PROGRAMS</h1> <p style="text-align: right; margin: 0;">PROFILE</p>
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How Health Partners support the program?

Provide class space	YES	I	NO	X	Provided start up funds	YES	I	NO	X
Pay all course fees	YES	I	NO	X	Pay for attendance	YES	I	NO	X
Pay partial course fees	YES	I	NO	X	Offer internships	YES	I	NO	?
					Joseph F. Sullivan Center				
					Mobile clinic, Walhalla				
					Health Center,				
					Greenville Hosp. System				

-
1. Describe how the program was formed, by whom.
I started the development of this program about three years ago. I formed a team with representatives from both colleges, the Sullivan Center, and the Nursing Department. The program proposal went through the regular university approval process and then went to CHE and finally to SACS for final approval. It was finally approved last semester, during spring 2004.
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2. Describe your student base and how they are screen and tested for entry.
Our students usually come from high schools in the area and from other states as far north as Maine and Wisconsin, as well as a variety of international students from all over the world. Right now we are using the SCCOL Spanish Placement Test for Languages in order to place students at the right entry point to continue developing in the language.
-
3. Describe how the program helps students.
- a. Provides students with the opportunity to function as health interpreters for patients, health care providers, pharmaceutical companies and other health industries.
 - b. Prepares students to work in community centers as well as international and multicultural centers.
 - c. Prepares students to work as consultants in designing efficient health systems.
-
4. Describe unique characteristic and key features.
- a. Enough time involved in the study of health and language to gain an acceptable proficiency in both health and languages.
 - b. Opportunity for Service Learning Activities addressed to the Hispanic community.
 - c. Opens students' perception of the world having to interact in the culture where the language is spoken.
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PEER TO PEER SESSION	<h1 style="margin: 0;">INTERPRETER TRAINING PROGRAMS</h1> <p style="text-align: right; margin: 0;">PROFILE</p>
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College/University Name	Samford University	Year Established	2004
Department/School	Samford After Sundown	No Graduates	0
Program Title	Healthcare Interpreter Training (HIT) Certificate Program	Length of Program	Non-credit
City/State	Birmingham, AL	(Credits)	
Program Director	Katie Crenshaw, J.D., M.S.Ed.		

Business Case

The costs associated with the Healthcare Interpreter Training Certificate program are offset by student registration fees and financial sponsorship from En Español, through its Hablamos Juntos Alabama project.

Program Structure (Describe how the program is structured. Address these features.)

- Certificate Skills Students earn Certificates of Completion and continuing education units upon successful completion of this non-credit, professional development program.
- Practice Use Curriculum was adapted from a recognized program at the City College of San Francisco.
- Coaches Practicum Students gain practical skills in interpreting, cultural competency, and medical-specific language.
- Entry Test Language Screening Language coaches are called in on an individual basis to help students with specific problem areas. Many students continue to study and practice their second languages in outside courses.
- Post-Test Students are required to complete a minimum of twenty (20) interpreting experiences at least fifteen (15) minutes in length.
- The HIT program is open to the general public without restriction with three exceptions. Qualified applicants must show: 1) a high school diploma or equivalency; 2) a commitment to the length of the entire program; and 3) fluency in both English and Spanish.
- Applicants' fluency is assessed by both written submissions and oral interviews.
- Students' progress is evaluated at intervals throughout the program.

Skills Taught

	Hours		Hours
Biomedicine as culture	6	Medical terminology	40
Code of ethics	6	Basic medical terminology	20
Communication skills	30	Standards of practice	30
Cultural issues	30	Universal precautions	10
Ethical issues	20	Interpreter role	20
Other - Explain		(US Healthcare System—Use & Navigation)	20

List Courses Offered

The HIT program is seen as an entirety. The topics covered are not divided into courses, as credit-bearing programs might be.

List Health Partners

Cooper Green Hospital
Children's Hospital
Jefferson County Department of Health

How Health Partners support the program?

Provide class space	<u>TBD</u>	Provided start up funds	YES	I	<u>NO</u>
Pay all course fees	<u>In Some Cases</u>	Pay for attendance	<u>In Some Cases</u>		
Pay partial course fees	<u>In Some Cases</u>	Offer internships	<u>TBD</u>		
Other - Explain					

PEER TO PEER SESSION	INTERPRETER TRAINING PROGRAMS PROFILE
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1. Describe how the program was formed, by whom.

The HIT program was developed in partnership between Samford University and Hablamos Juntos Alabama, a grant project operated by a local Latino advocacy organization called En Español. One of Hablamos Juntos' primary objectives was to establish a relationship with an educational institution to develop a college-level interpreter training program. The mission of Samford University is to nurture persons, offering learning experiences and relationships in a Christian community, so that each participant may develop personal empowerment, academic and career competency, social and civic responsibility, and ethical and spiritual strength, and continuously to improve the effectiveness of the community. The HIT program fits nicely into the university's mission, and Samford After Sundown is proud to serve the needs of the growing Latino population in the Birmingham metropolitan area by nurturing those that would work to bridge the communication divide between limited English proficient patients and healthcare providers.

2. Describe your student base and how they are screened and tested for entry.

Being non-credit in nature, the HIT program is open to public without entrance restrictions with three exceptions. First, applicants must indicate that they have earned a high school diploma or equivalent as a demonstration of their ability to work at the college level. Secondly, applicants must be able to participate in the entire length of the program so that the cohort does not dissolve through attrition. Finally, and most importantly given that this program is not a language program, applicants must be fluent in both English and Spanish. Comprehension and written production of both languages is assessed by requiring that the applicants respond to three essay questions, one in their native language and one in their second language. Verbal production of the languages is assessed using brief phone interviews comprised of informal questions related to the applicants' interest in the program and professional goals.

3. Describe how the program helps students.

This program helps students develop the knowledge, skills and abilities necessary to interpret professionally in clinical settings. Through traditional classroom instruction, role plays, and simulations, students gain understanding of the roles and responsibilities of the interpreter, medical terminology, cultural competency, and interpreting skills. Through the experiential piece, students are provided opportunities to put these lessons into action in a variety of medical settings and in a variety of organizations. It is Samford's hope that these interpreting internships lead to relationships between students and healthcare providers that could lead to employment upon completion of the program. Therefore, in addition to the inherent value of the learning that takes place, the HIT program provides a means of professional development for those desiring to use their bilingual abilities in this manner, while also standing as a source of support to the emerging profession of medical interpreting.

4. Describe unique characteristics and key features.

As a non-credit unit, Samford After Sundown has great flexibility in developing programs that meet the professional development needs of the community. Because it is not bound by institutional requirements of degree programs, Samford After Sundown is able to schedule HIT class meetings in the evenings and on weekends to accommodate working adults, to price the registration fees to simply cover costs, and to bring the program to the Birmingham community quickly and efficiently. The program also features an instructional team of four professionals with experience in interpreting and cross-cultural healthcare, allowing for variance in perspective and strength in presenting academic material.

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