



MEDICAL INTERPRETING TRAINING SCHOOL

Strengthening your skills at your own convenience

www.medicalinterpretingtraingschool.com

Introduction

MITS is an online e-learning system created in a user-friendly multimedia environment that provides health care interpreters the opportunity to strengthen their interpreting skills by developing a self-learning plan through application of practice and self-assessment.

Each class is carefully designed to sharpen the interpreter's competency and mastery of the medical interpreting field. It concurrently provides guidance for the self-identification of knowledge gaps and learning needs.

MITS provides health care interpreters access to high quality training regardless of the geographical limitations. It also provides flexibility to those working professionals who can't attend scheduled traditional classes.

Introduction continued...

Our student-center teaching approach allows interpreters to address their learning needs at the own pace and convenience. At the same time, it helps develop their self-discipline and technological skills.

Our online classes maintain the same rigor and academic standards of conventional classes. Moreover, our curriculum enables interpreters to take full advantage of every minute of learning engagement.

Our Goals:

- To promote the ethical practice of medical interpreting by strictly adhering to the Standards of Practice for healthcare interpreters.
- To empower practitioners to be recognized as professionals through excellence in the performance of their duties.
- To address the demand of accessible high quality medical interpreting training
- To keep apace of pedagogy methods and changes, so they can be reflected in our updates

Mission:

Our mission is built upon the commitment to provide insightful and effective training for those striving to achieve higher standards of linguistic and cultural competence

Overview

The Medical Interpreting Training School online classes have been strategically organized into specific medical specialties and topics in order to allow students to select subjects that are relevant to their needs and interest.

Each class has been designed and developed to be taken by both Spanish and non-Spanish interpreter-students.

For the students' convenience, the non-Spanish classes are nested in their own part of the website. All audio materials, sight translation documents, simultaneous exercises, instructions and learning objectives are the exact same as those in Spanish. The only exceptions are that the consecutive interpreting exercise is English only; Spanish model renditions are not presented and the sequences of instructions may vary.

Overview cont'd:

Such designed approach does not make this class easier for the non-Spanish students; to the contrary, it enables students to apply their research skills more thoroughly and extensively. In this way, non-Spanish interpreter students can focus on their specific language needs without listening, skipping or forwarding audio material that is not germane to their interpreting language. This pedagogical approach provides students with a more efficient and enjoyable experience, while addressing the need of quality and accessible training for interpreters whose language is other than Spanish.

Organization

MIT offers students the opportunity to choose the specific medical subject that best meets their needs and interest.

- Nephrology
- Psychiatry
- Endocrinology
- Cardiology*
- Oncology*
- End of Life*
- Liver Transplant*
- SPRIE (*standards of practice, roles of an interpreter and ethics*)*
- Urology*
- Orthopedics*

* Classes will be available

Once a subject has been selected, students will have the opportunity to review the clear learning objectives, class syllabus and scope of sequence of the class before purchasing.

Overview of each class

Once students purchase the class of their choice, they'll gain instant access to the class recordings materials and documents in standard PDF format.

Each class has an introduction section where students will be presented with the outline of the class, sequence of the curriculum, objectives and what's expected of them.

Class Objectives:

- To introduce students to simulated medical encounters where they'll have an opportunity to practice terminology pertaining to labs, tests, diagnoses, pharmacology and surgery used in a specific medical specialty.

Overview of each class cont'd:

- To expose the student to realistic and challenging medical situations in the three main interpreting modes while interpreting idioms, colloquialisms, slang and other language nuances.
- To reinforce the application of the Code of Ethics and Standards of Practice for Interpreters in Health Care.

Each class is divided into 3 lessons:

- Sight translation
- Simultaneous interpreting
- Consecutive interpreting

Overview of each class cont'd:

Each lesson is further divided in 10 different parts, which cover instructions, lectures, recorded exercises, model renditions, reviews, rehearsals, glossary-building, self-assessments and quizzes. At the end of each lesson, students will need to take self-paced quiz, which collects information about the metrics of their performances and results of their self-assessments.

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

Outline of lessons

Students will be thoroughly guided by the instructor step-by-step with the following instructions:

Part One: *Instructions* on the equipment to be used, how to navigate the lesson and expectations from students.

Part Two: Mini lecture on specific interpreting skills to apply and focus at the time of the exercise rendition, and reinforcement on the application of The Standards of Practice.

Part Three: Downloading, printing hard copy, and reading of exercise documents (i.e. Sight Translation documents, Simultaneous and Consecutive scripts).

Outline of lessons cont'd:

Part Four: Instructions and guidelines on rendering and self-recording of their interpretation.

Part Five: Instructions on the method to implement for the self-assessment of their rendition.

Part Six: Instructions on how to continue assessing their rendition using the suggested model interpretation provided by MITS.

Part Seven: Listening to the suggested model interpretation of the exercise and error analysis.

Outline of lessons cont'd:

Part Eight: Instructions on how to build their own glossary and research of unfamiliar terms.

Part Nine: Instructions on how to rehearse and self-record a second rendition.

Part Ten: Instructions on how to reassess the exercise, analyze persistent errors, handle data obtained and lesson quiz.

* The order or sequence of instructions may vary depending on the interpreting mode lesson (i.e. sight translation, simultaneous or consecutive).

Finalization of each class

At the end of the class, students will have to take a final quiz that has a passing score of 70%. If students are unsuccessful in passing the final quiz, they will have the opportunity to review any or all lessons and retake it. This quiz is based on all the content and learning objectives covered in the three lessons. They will find a “finalize class” section where they will be instructed about the final quiz and how to immediately access their Certificate of Completion. Students will also be prompted to provide feedback to evaluate the effectiveness of the program in order to make improvements.

Statistical analysis

The effectiveness of the MITS lessons can be seen from a recent trial study with certified medical interpreters that ranged from 1 year to 10 years experience. Specifically, data collected from 10 medical interpreters who took each lesson demonstrated the following statistics:

- The Sight Translation Lesson was successfully completed on average of 64 minutes (+/- 7 min)
- The Simultaneous Lesson in 53 minutes (+/-8 min)
- The Consecutive Lesson was completed in 131 minutes (+/-10 min)

On average, a class was successfully completed in 4 hours and 12 minutes (+/- 8 min). Note that time to set up equipment, printing, or breaks were not included in the final time.

Interpreters also reported that the level of content ranged from intermediate to advanced.

Policies

We believe that our products are of exceptional value, and that our clients will be completely satisfied with the content, reliability and service we provide. Therefore, we offer a 30-Day Money Back Guarantee - no questions asked. To be eligible for a return, customers mustn't have accessed the Final Quiz and/or the Certificate of Completion.

The materials located on the Site, including, without limitation, the text, graphics, and all other audible, visual, and downloadable materials, as well as the selection, organization, coordination, compilation, and overall look and feel of the Site (collectively, the "Content") are the property of MITS. Therefore, MITS warrants its exclusive ownership and all rights.

For more information about our other policies and conditions, please refer to our Terms of Use on our webpage.

About the Author

David McCoy-Galicia was born and raised in Guatemala City, Guatemala, where he attended bilingual and bi-national schools. He later pursued a career in Linguistics at the University of San Carlos in Guatemala and graduated as an EFL (English as a Foreign Language) instructor in 1993.

David taught EFL at the most prominent English schools in his native country, which included a position at Instituto Guatemalteco Americano (IGA), where he was promoted to be a member of the Testing Department. His responsibilities in this position included the development and implementation of English exams for all the course levels and programs offered at this institution.

During his teaching career, David participated as a teacher-trainer and speaker at the annual EFL national conventions and was presented with several recognitions and awards, such as Teacher and Trainer of the Year in 1997 and 1999.

About the Author cont'd:

In 2000, he relocated to the Los Angeles area to continue to teach and pursue a career in translation and interpretation. He worked as an ESL instructor for The Los Angeles Leadership Academy and as a private instructor for company personnel while formally obtaining his interpreting academic background at the Southern California School of Interpretation.

Since 2009, David has worked in one of the most prestigious and comprehensive hospitals in the United States, Cedars-Sinai Medical Center Los Angeles. While at Cedars, he's conducted thousands of medical interpretations in many medical fields such as psychiatry, organ transplants, palliative care, genetics, surgery and neurology. Working from the neonatal through geriatrics has given him the practical and expert-level-knowledge in many different clinical and cross-cultural settings. In addition, he provides interpreter services at medical treatment appointment and medical legal exams in the worker's compensation cases.

About the Author cont'd:

Furthermore, David has successfully achieved his medical interpreting certifications, which have been awarded by The Commission for Healthcare Interpreters, and The National Board of Certification for Medical Interpreters.

Building on his solid teaching background and extensive medical interpreting expertise, David has created Medical Interpreting Training School (MITS): an online school exclusively dedicated to the teaching of health care interpreting.

David McCoy-Galicia, CMI, CHI™

Director of Medical Interpreting Training School

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Summary

Today, we are humble and proud to present MITS for your consideration; a web-based medical interpreting training school created by the vision and determination of David McCoy-Galicia. MITS is a dynamic company exclusively dedicated to the health care interpreting training. Our efforts are based on the intention to contribute to the prosperity and recognition of the medical interpreting profession.

We feel privileged to have the support and collaboration of highly accomplished medical interpreters, nurses, doctors and teachers who have contributed their time, energy and expertise. Moreover, their reviewing, advising and recording of study materials were vital to the bringing of this project to fruition.

Lastly, we are confident that the many working hours and dedication of MITS reflects its goals and objectives and that they meet those of yours.