Question: Why have Dr. Lizbeth Mendoza coach/instruct me to pass a National Medical Interpreter Exam?

✓ She has been doing this professionally for many years, nearly full time both locally and online
✓ She’s familiar with both the NBMCHI and the CCHI Exams
✓ She’s been working as an active Interpreter locally here in Colorado as a CMI in Spanish/English
✓ She’s a fully bilingual Physician!
✓ Nationally and Internationally known and respected education leader for Certification standards
✓ Engaging instruction that promotes problem solving learning, not rote memorization

Dates for Review Classes: TBA
Space is limited!
Call 303-485-5200 to sign up and pay or go to www.oneworldtranslation.com

Biography:

Lizbeth Mendoza, MD, CMI-Spanish. Dr. Mendoza is originally from Mexico City, and currently a resident of Lafayette, CO. She received her M.D. from the National Autonomous University of Mexico, and her National Certification as a Certified Medical Interpreter (CMI-Spanish) by the National Board of Certification for Medical Interpreters (NBCMI). Over the course of 20 years she has participated in different areas of Medicine including research, academics, edition and development of medical content, bilingual health care services, Spanish translation services, freelance medical interpreting services, and medical interpreters training.

As a freelance Certified Medical Interpreter (CMI-Spanish) based in Colorado, she offers services for hospitals located in Lafayette, Boulder, Longmont, and Louisville. As the developer of BVMCI, Dr. Mendoza offers online and onsite training and development for medical interpreters of all levels of education and expertise. Her experience as an onsite trainer for medical interpreters include conferences and workshops at the International Medical Interpreters Association Annual and Monthly Meetings (Harvard, Maryland, Houston, Denver, Colorado Springs), CTA Annual Conferences (National Center of Atmospheric Research, Boulder, CO), and the Florida Institute of Interpretation and Translation (Orlando).

She is an active member of the International Medical Interpreters Association (where she contributes as Vice-chair of the IMIA Colorado Chapter), the Colorado Association of Professional Interpreters (CAPI), and the Colorado Translators Association (CTA). Dr. Mendoza is a strong advocate for professionalism, continuing education and excellence in any healthcare practice, as well as of student-centered learning approaches, patient-centered practices, collaborative learning environments, and the Problem Based Learning methodology at any level of training or education.

To learn more about her perspective on medical interpreters’ education and professionalism, read her award winning essay below:

Why Medical Interpreter Education is Key to Professionalization

By: Dr. Lizbeth N. Mendoza, CMI, MD

Professionalization is important for Medical Interpreters to achieve recognition, credibility and respect from the community they serve, other healthcare professionals, and in general from society, which will derive in better work conditions, growth opportunities, and economic return. Without any
doubt the most important reason is the safety of the patients. Epstein and Hundert (2002) provided a practical yet comprehensive definition relevant to our discussion:

"Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served."

Becoming a Professional in Healthcare is a commitment that arises from genuine interest in helping others, with altruism, dedication, respect, and empathy. Medical Interpreters may get lost in the overwhelming amount of different types of knowledge and skills they require in order to successfully approach the multitude of challenges that they face: intellectual, emotional, ethical, cultural, administrative, economic, and legal, among other struggles. This concern about how much there is to learn in order to be competent is valid and much needed because, as participants in the healthcare sector, we all know that carelessness, ignorance, and misunderstandings may compromise not only our job, but most importantly the patient’s satisfaction, well-being, health, or even, life.

In order to successfully assimilate all this body of knowledge, Medical Interpreters need spaces and times dedicated specifically to reflecting on their role; instances of how to place their concepts in context; safe opportunities to put their skills to the test; forums exclusively dedicated to facilitating the acknowledgement, elaboration, analysis, exchange, and organization of facts, ideas, goals and values. This is exactly what Education provides.

It is through education that professionals acquire a solid framework upon which to build higher levels of understanding of their endeavor, therefore becoming competent and proficient in what they do. Through the systematic examination of the myriad skills and knowledge required to provide professional services, interpreters will develop successful strategies and make well founded decisions before, during and after each encounter. By exchanging experiences in the field and reflecting on the ramifications of a given behavior, they will progress in modeling responsible conduct. By being more and better educated about their affairs, Medical Interpreters grow in the confidence that they are qualified members of the healthcare team, dignifying their career and empowering themselves.

Finally, the availability of a body of knowledge, ethical codes, standards of practice, certification procedures, research, and strong professional associations like IMIA, calls out for a community of Medical Interpreters with a strong background in their line of work, who not only are providing excellent services and are in tune with the status quo of the profession, but can also contribute to the growth, advancement, and strengthening of this field, generating new approaches and recommendations, educating the community and the new generations of practitioners about this invaluable healthcare profession.

Reference:

Epstein RM, Hundert EM. Defining and assessing professional competence. JAMA 2002;