ICAPS – Model 2 – Sample – Medical Interpreting

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| Component | Description |
| Adult Education | All of our teachers are Standards Proficient in either ESL or ABE; the three teachers who will be the primary instructors for the course have all eithercompleted or are working on the Career Navigator or Transitions Specialist pathways.We will cover adult education and literacy on Mondays,workforce training on Tuesdays and Thursdays, and workforce preparation on Wednesdays, with a team of teachers. The students will also have options of supplemental support classes which will either focus on literacy or workforce preparation.  |
| Workplace Skills | Our program views workforce preparedness as a set of skills and behaviors necessary for any job. Instructors set expectations and model important workforce preparedness skills. Students create email accounts for the class, which they are required to check daily for updates, announcements and to schedule appointments with instructors and volunteers. Students are expected to sign in daily, simulating the ‘clock in/out’ experience at a job. Instructors model empathy, punctuality, active listening and positive attitude. Additionally, workforce preparation activities may include, but are not limited to:1. Introduction to Common Workforce Vocabulary - All classes include teacher led vocabulary exercises that introduce common work-force terminology such as, what full-time and part-time work is, what some typical employer benefits are (medical insurance, dental insurance, paid-vacation, and sick-time), and how employees are usually paid (weekly or bi-weekly, by check or direct deposit). A sample paystub is distributed for students to examine and answer questions related to the vocabulary discussed such as: How many hours did the person work? Was there any overtime pay? Were there deductions for medical or dental benefits? How much was taken out in taxes? What was the pay period? Was the person paid with a check, or by direct deposit? Group discussions on vocabulary include any questions about these concepts, and reflections on how the US labor policies compare to practices in their countries.
2. Examination of Employer Expectations and Discussions on How to Be a Good Worker - Students review concepts related to time and attendance and then work in teams to roll play how to call in sick and/or request time off. Handouts that highlight qualities of a good worker (dependable, punctual, honest, helpful, reliable, etc.) are distributed, and students work together to discuss what qualities and skills they possess that make them a good worker. The concept of teamwork is explored with a variety of group activities including picture/vocabulary matching, completing worksheets together, and discussing teamwork as it relates to sports as a comparison to working together to complete a goal/task.
3. Preparation for Interviews and Job Applications - Students brainstorm things they think are important in a job interview and review as a group. The teacher then shares photos as examples of appropriate clothing for interviews and best practices for physical appearance (good hygiene and grooming). Body language is also demonstrated as well as the concept of “first impressions.” Students watch several short interview videos and work together to discuss what was good vs what was bad. All students receive a Handout that includes common interview questions and answers and students take turns role playing interviews using best practices taught in class. Students also review a typical job application and discuss how to complete it appropriately using the resume they create in class.
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| Workforce Training | We will be using a combination of a training program operated by the private sector (in this case, Cross Cultural Interpreting Services), job readiness training, and adult education and literacy activities, including English language acquisition and integrated education and training. |
| Team-Teaching | This class will be held Monday-Thursday, for 2.5 hours at a time. We will offer a morning cohort and an evening cohort. This program will be team taught. Mondays will focus on ESL curriculum and will be led by one of our experienced ESL teachers. Tuesdays and Thursdays will focus on guiding students through the online certificate work, which will be facilitated by one of our experienced instructors who has already completed the online training. Wednesdays will focus on vocational training, softskills, and workforce preparation and it will be led by our transitions specialist. The interpreting course specifically includes: a textbook, videos, lectures, quizzes, and live practice sessions. The main shared learning gain is helping the student complete their certificate work. The teachers will meet biweekly to discuss strategy for the course. |
| Credentials | Cross Cultural Interpreting Services (CCIS) of Heartland Alliance has an outstanding reputation for interpreting training! Since its establishment in 1996, CCIS has trained over 1,000 professionals in the intricacies of interpreting—and a high proportion of these trainees have gone on to enjoy successful careers as medical interpreters. Our classes help to develop the skills necessary to provide professional interpreting services in various settings. The program is accredited by the International Medical Interpreters Association. |
| Transition and Support Services | Our transitions specialist meets one-on-one with all of our students to discuss whether they are interested in creating a college and/or career readiness goal plan. The transitions specialist offers a menu of services we can help the student with, including but not limited to, test preparation (GED, TEOFL, etc.), transcript evaluations, resume building and interview preparation, enrollment in citizenship classes, placement in bridge programs, connections to external vocational bridge programs, internship placements, specialized tutoring, and more. Our transitions specialist, teachers, employment specialists, and volunteer coordinators ensure that we can assist students to map and then reach their college and/or career goals, whether their goals align with our current bridge programs or are more specialized. Some of our students do not have a college or career background in their home countries, and we are able to start at the beginning of the process with them. Other students were working professionals in their home countries and would like to return to their original careers. Our strength lies in our flexibility. We are able to meet our students where they are and help them forge their own pathways, no matter what their goals may be. |