

INTRODUCTION

- The presence of language barriers further accentuates healthcare disparities for under-represented populations.
- When caring for patients with non-English language preference (NELP), healthcare providers must engage in cultural competence, and understand language barriers and the role of qualified medical interpreters.
- All medical students will encounter language barriers in a clinical setting, and it is imperative that future generations of physicians are comfortable and competent working with medical interpreters.

METHODS

Learning session: Clinical Arts & Sciences (CAS) in-person session for first-year medical students. All encouraged to participate in this study.

1st hour: Interactive presentation covering multiple topics such as local language preferences and interpreter services, legal requirements, and correct practices.

2nd hour: 3 smaller group learning spaces where students role-played as providers with guidance from standardized patients and qualified medical interpreters.

Statistical Analysis:

- Pre-, Post-survey: Evaluation of session effectiveness, student baseline knowledge on healthcare language barriers and services.
- Qualitative analysis and Mann Whitney U Test utilized for survey analysis.

RESEARCH QUESTION

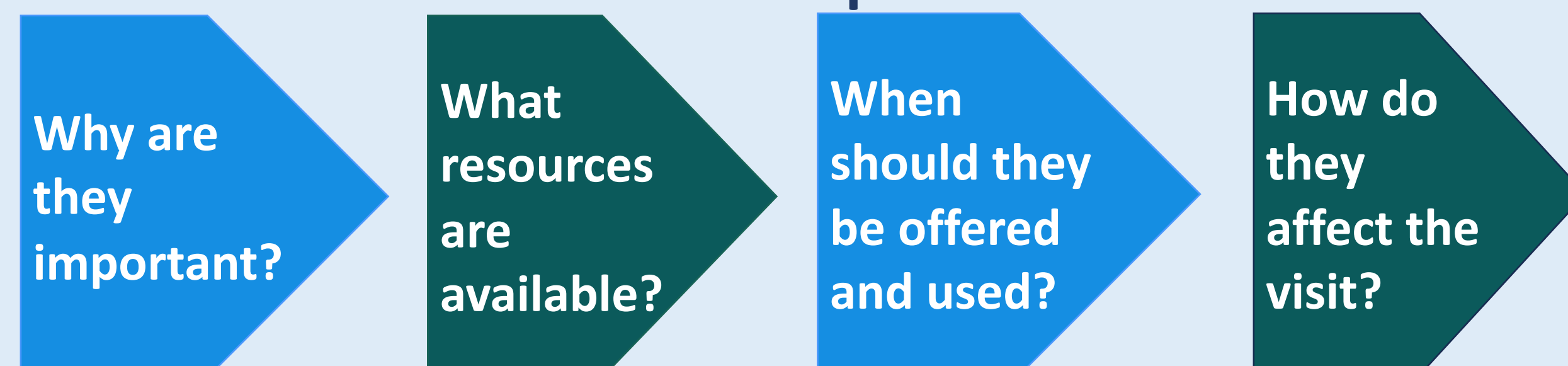
What is the impact of an interactive Clinical Arts & Sciences (CAS) workshop on medical students' understanding of community language barriers, health implications, and usage of resources such as medical interpreters?

What languages does New Haven County speak?

- New Haven County Population ≈ 850,000
- Residents who speak a Language other than English at Home ≈ 170,000 (20%)
- Residents with Limited English Proficiency ≈ 60,000 (7%)
- 30% of Bobcat Community Healthcare Alliance (student-run free health screening street health outreach) patients are Spanish-Speakers

Interactive Presentation Outline

- Pictionary-style game
- Guidelines for Medical Interpreter Services:



- Interpreters vs. Translators
- Title VI of the Civil Rights Act of 1964 & ACA

Learning Objectives

- Increase knowledge of language resources available
- Discuss the subjective impact of language barriers in a healthcare setting, including anecdotal experience from the perspective of professional interpreters
- Recognize the value of professional interpretation services and the effect of ad hoc interpreters (family, friends, staff)
- Acknowledge sociocultural barriers and importance of cultural competence as it pertains to patients with NELP
- Describe the role of the medical interpreter
- Develop skills and confidence in utilizing professional interpretation services in a healthcare setting

Quantitative Analysis

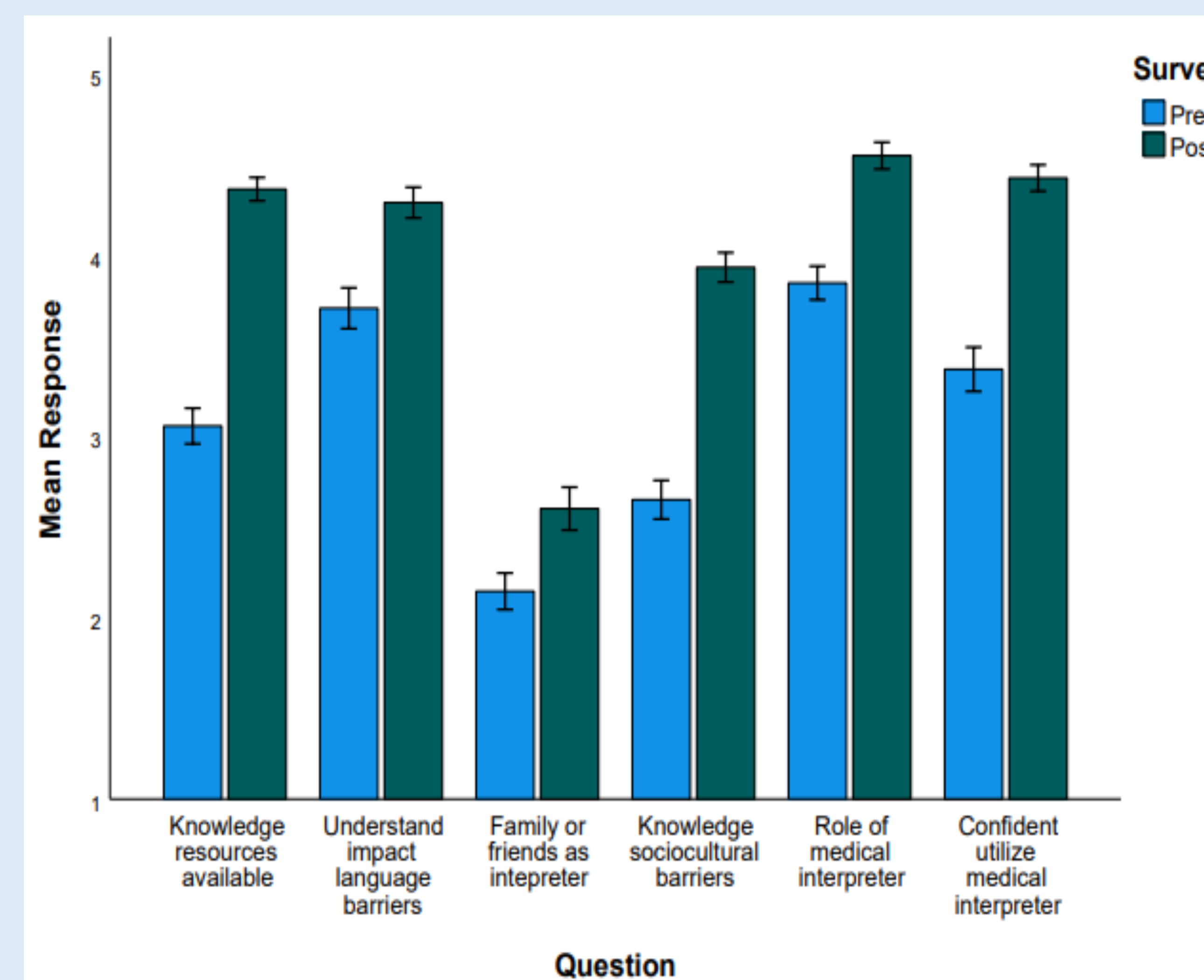


Figure 1: Pre-, post-survey mean responses (1-5), least comfortable to most comfortable, regarding general learning session themes. All revealed statistically significant increases in student confidence and understanding in utilizing interpreter services, (p-values between <math><0.001</math> and 0.006), (n=81). 45% of students indicated speaking more than one language.

Thematic Analysis

- Feedback was requested on the survey via open answer format.
- 14% (6/42) mentioned applying these skills during clinical encounters.

"I can apply knowledge of how to use and interact with patient and interpreters, aware of nuances of challenges"

"I can confidently know what steps to take to offer equitable and proper care despite language barriers"

"I will feel far more comfortable using an interpreter for the first time thanks to this session"

CONCLUSIONS

- This session, demonstrates a significant improvement in student understanding regarding the importance and proper application of qualified medical interpreting services.
- The success of this session underscores the benefits of incorporating language barrier training in medical curriculum to address our growing disparity for patients with non-English language preference.

FUTURE DIRECTIONS

- Continuously improve this learning session through feedback.
- Develop further workshops that may be potentially used at other institutions as well.
- Advocate for equitable care for patients with non-English language preference.

REFERENCES



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