Preparing Students to Use Interpreters in Caring for LEP patients

March 3, 2017

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“To have another language is to possess a second soul.”

Charlemagne
Figure 2. English-Speaking Ability for the Top Ten Languages: 2011
(Population 5 years and over who spoke a language other than English at home)

Source: U.S. Census Bureau, 2011 American Community Survey.
Figure 5.
Percentage Of People 5 Years and Over Who Spoke a Language
Other Than English At Home: 2011

Note: Metropolitan and Micropolitan Statistical Areas defined by the Office of Management and Budget as of December 2009.
Source: U.S. Census Bureau, 2011 American Community Survey.
Learning Objectives

1. Compare and contrast strategies for teaching student pharmacists how to use medical interpreters.

2. Describe assessment methods for measuring students’ knowledge and skills to effectively use interpreters.

3. Examine methods for providing feedback to student pharmacists regarding use of interpreters in experiential learning settings.
ACPE Standards 2016

- Standard 13: APPE Curriculum
  - Key Elements:
    - 13.2 – Diverse populations: APPEs expose students to diverse patient populations as related to age, gender, race/ethnicity, socioeconomic factors
- Guidance document
  - 13f. APPE activities
    - Interacting face-to-face with a diverse population of patients
    - Providing pharmacist-delivered education and care to patients of diverse cultural, economic, geographic, or disease state-related backgrounds

CAPE Outcomes

- Domain 2: Essentials for Practice and Care
  - 2.1: Caregiver, Patient-centered care
  - 2.3: Promoter, Health and wellness

- Domain 3: Approach to Practice and Care
  - 3.2: Educator
  - 3.3: Advocate, Patient advocacy
  - 3.5: Includer, Cultural sensitivity
  - 3.6: Communicator, Communication
ACCP Task Force on Cultural Competency

- White Paper
- Instructional strategies and Resources
  - Videos on interpreter use
- Suggested learning objectives
  - Identify patients who would benefit from an interpreter
  - Work efficiently with an interpreter

*Pharmacotherapy* 2013;33(12):e347–e367
Educating About Interpreter Use

- Providers underuse professional interpreters
- Providers who have received training are more likely to utilize interpretation services

*Medical Teacher* 2015; 37(5): 422-427
Audience Response

Where do you include working with medical interpreters in the curriculum (prior to APPE)?

a) Skills based lab course
b) Elective course
c) A different place
d) Multiple courses
e) I’m not sure
Audience Response

How much class time is devoted to working with medical interpreters for the required didactic PharmD curriculum?

a) Approximately 1 day (1 hour)
b) Approximately 1 week (2-3 hours)
c) Approximately 2 weeks (4-6 hours)
d) Approximately 1 month
e) I’m not sure
My Example: Drake University

- PharmD curriculum contains various topics on cultural sensitivity across program
- Interpreter-related topics
  - Third professional year (P3)
  - Skills-based lab course
  - Half of 50-minute lecture
- IPPE and APPE

Am J Pharm Educ 2012; 76(2):27
Medical Student Preparedness

- Study from Harvard Medical School
- Surveyed self-perceived preparedness to care for LEP patients (n=416)
- Strongest independent predictors of student preparedness = self-perceived skill level in working with interpreters and students’ race/ethnicity

*BMC Medical Education 2011;11:26*
Medical Spanish
Audience Response

Do you have a Medical Spanish course at your college or university?

a) Yes
b) No
c) We are in the process of planning to start one soon
d) I’m not sure
Medical Spanish: Summary

- Survey of Medical Spanish Curriculum in US Medical Schools (n=110)
  - Most were electives
  - Teaching modalities
    - Didactic instruction (90%)
    - Role play (69%)
    - Immersion activities (43%)
  - Need to assess language proficiency

Pharmacy Spanish-Related Initiatives

- Agenda for future research

- Butler University (5 elective courses)
  - *Am J Pharm Educ* 2011; 75(1):4

- UNC / Spanish Module in Lab Course
  - *Am J Pharm Educ* 2012; 76(4):70

- Concordia / Elective Medical Spanish
  - *Curr Pharm Teach Learn*; online Feb 6, 2017
Curricular Content
Curricular Content

- Recommendations for medical schools:
  - Highlight disparities and frame the issues
  - Teach students to screen all patients for LEP
  - Review legal landscape of regulating language access for LEP populations
  - Teach students to avoid ad hoc interpreters
  - Provide real-world experiences abroad or locally to facilitate cultural competency and language fluency
Curricular Content

- Role of language barriers in health disparities
- Means of overcoming language barriers
- How to work with interpreters
- Identifying and fixing problems in interpreted encounters
- Appropriate and safe use of one’s own limited non-English language skills

J Gen Intern Med 2010; 25(suppl 2): 189-193
Curricular Content

- Giving instructions to an untrained interpreter
- Accessing a language line to use telephone interpreters
- Certified Medical Interpreters
  - Requirements and course work
- Consequences of errors in interpreting
Curricular Content

- Stanford School of Medicine: Working with Professional Interpreters (19 min)
  - [https://www.youtube.com/watch?v=Uhzcl2JDi48](https://www.youtube.com/watch?v=Uhzcl2JDi48)
  - Contains introduction and two video scenarios
What other content areas have you included when teaching student pharmacists how to work with medical interpreters?
Teaching Strategies
Audience Response

At what point in time during the PharmD curriculum do you include medical interpreter topics?

a) First year (P1)

b) Second year (P2)

c) Third year (P3)

d) Fourth year (P4)
E-Learning Module

Three patient-physician-interpreter video vignettes (10-15 min)

- Patient and physician same; interpreter changed (family, untrained staff, professional)
- Students answered two questions after each vignette
- Completed prior to 2-hour practical

Medical Teacher 2015; 37(5): 422-427
Third-Year Medical Students

- *Cross-Cultural Communication: Using an Interpreter*
- Incorporated into Patients, Doctors, and Communities Course

**Goals**
- Understand principles of communicating with culturally diverse patients
- Practice skills of using an interpreter

*Med Educ Online 2009; 14:12*
Third-Year Medical Students

- **Year 1**
  - 1 hour: health beliefs, complexities of communication
  - 1 hour: “do’s and don’ts” of using interpreters

- **Year 2**
  - 1 hour: same as Year 1
  - 1 hour: student practice with interpreters

- **Year 3**
  - 2 hours: video interviews of patient/physician using telephone interpreter at hospital
Third-Year Medical Students

- Assessment
  - Perceived self-efficacy
  - Measured pre-session and 7 weeks post-session
  - Course evaluations positive; accomplishing session objectives
Culturally Effective Health Care Curriculum (CEHC)

- Incorporated curriculum into a core pediatric clerkship for 3rd year medical students

- Three units
  - Recognize culture of medicine can clash with culture of patient
  - Apply CEHC in direct patient care
  - Negotiate for culturally competent care
Culturally Effective Health Care Curriculum

- Instructional methods
  - Lectures, role playing, students’ real-time patient cases
  - Students attended rounds with transcultural nurse (interpreter & mediating health care needs)
  - Faculty training
Goal: The graduate will describe how communication/language difficulties impact patient care

<table>
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<tr>
<th>Objective</th>
<th>Unit Content</th>
<th>Strategies</th>
<th>Evaluation Methods</th>
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<tr>
<td>When given a patient, the student will demonstrate the knowledge and skill to participate in an appropriate medical interpreter/patient encounter.</td>
<td>Appropriate use of medical interpreters</td>
<td><strong>Explanation:</strong>&lt;br&gt;Lecture and role-play&lt;br&gt;&lt;br&gt;<strong>Demonstration:</strong>&lt;br&gt;Rounds with Transcultural Nurse. Demonstrate the appropriate use of medical interpreter.&lt;br&gt;&lt;br&gt;<strong>Practice:</strong>&lt;br&gt;Describe appropriate or inappropriate use of medical interpreter in 1 patient encounter.</td>
<td>OSCE</td>
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Culturally Effective Health Care Curriculum

- Evaluation methods
  - Knowledge written tests
  - Self-reporting survey
  - OSCE

- Results
  - Need foundational concepts, but incorporate into practice in clinical experiences
PharmD Elective Course

- University of California San Francisco
- Variety of cultural competency topics covered in 8-hour, elective course
- “Working effectively with LEP patients”
  - Memory pairs exercise, class discussion
  - *Communicating Effectively Through an Interpreter* video
- Student self-reported perceptions

*Ann Pharmacother* 2004;38:781-6
2nd Year PharmD Students

- University of Toledo
- Combination of lectures, labs and experiential assignment
- Viewed two videos:
  - *Communicating Effectively through an Interpreter* (28 min)
  - *Effective Communication with Latinos: Discussing Reproductive Health Issues*

*Am J Pharm Educ 2010; 74(8): 150*
Una Vida Sana! (A Health Life)

- Interprofessional service-learning outreach project at VCU
- Developed in collaboration with community partners
- 45 health care providers → 225 hours
- 4 stations
  - Registration, health screenings, consultation, health education
- Many said first time working with interpreter
- Authentic experience to positively impact community

Curr Pharm Teach Learn 2014; 6:577-584
Assessment Methods
Audience Response

How do you assess student learning related to working effectively with medical interpreters?

a) Knowledge-based pre-post tests
b) Self-perceived efficacy
c) Role play activities
d) We don’t assess them specifically
Evaluating Students

- Standardized patients
- Pre-post test (primarily knowledge)
- Student perceived efficacy
- Focus groups to learn about students’ clinical experiences
- Measuring actual performance in communicating with patients
Experiential Learning
What do APPE students do?

- APPE students at Midwestern University
- When interacting with non-English speaking patients
  - Used trained interpreter
  - Became the interpreter
  - Tried to learn new language

*Am J Pharm Educ* 2014; 78(2): 31
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* How comfortable were you providing culturally competent care.
Providing Feedback in Experiential Settings

- Variety of variables impact feedback on learning
- Use of rubrics facilitates feedback
- Making more time available for feedback provider to build relationship with student
- Encouraging, specific, elaborate, frequent feedback
- Student’s self-esteem
Conclusions

- Combination of creating awareness + practical experience most effective
- Assessment methods draw primarily on self-perceived efficacy
- Opportunities to share pharmacy examples in the literature
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