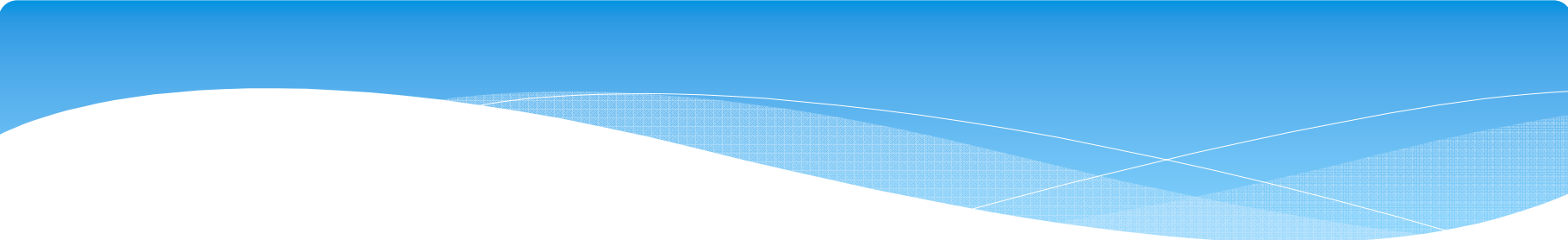


# Hablo Español

Loyola Bilingual Medical Student Certification  
Katherine O'Rourke & Erin Stratta

Title VI of the Civil Rights Act requires that language services be available to persons with limited English proficiency in order to ensure safe access to needed health care services.



\* "Ineffective communication between patients and providers can result in misdiagnosis, inappropriate treatment or medication errors. When a provider cannot communicate effectively about a disease or treatment, or when a patient cannot describe their illness, they lack the basic connection needed to result in appropriate care. Appropriate communication is necessary for ensuring quality and safety in health care."

- Amy Wilson-Stronks, The Joint Commission.

"Improving Patient-Provider Communication" U.S. Department of Health and Human Services (HHS) Office for Civil Rights. Available at: <http://www.jointcommission.org/PatientSafety/HLC/>

# Stritch's Response

## Peer Led Medical Spanish Program



# Spanish Bilingual Medical Student Certification

Patient safety





# Certification Model



Bilingual Hospital Staff Member

Cultural Competency

Clinical Assessment & Counseling



# Certification Model

Qualified Bilingual Staff

Clinician Cultural  
Linguistic Assessment



Standardized Patient Exercise

# Qualified Bilingual Staff

## Scores: Pass Level 2

Level 1: objective score 70 % and higher and subjective score 3 and higher in sections I and II

Level 2: objective score 70 % and higher and subjective score of 4 in all sections

Sections	Objective scores in %	Average Subjective scores
Section I	100	4
Section II	88	4
Section IV	93	4
Section VI	80	4
Section VII	91	4

## Comments on Candidate Performance:

### A. Vocabulary

- Medical Vocabulary: Candidate uses medical vocabulary accurately.
- General Vocabulary: Candidate uses general vocabulary accurately.

**B. Comments on Pronunciation:** Errors do not interfere with understanding and do not affect meaning.

**C. Comments on Grammar:** Generally accurate use of gender, number, sentence structure, and subject-verb agreement. Grammar errors distract but do not affect meaning.

**D. Comments on Conduit Role:** Rare changes, additions and/ or omissions between the intended /original meaning and the message conveyed. High level of performance within the required context.

**E. Comments on Conveying the Meaning:** Language usage is rarely awkward, meaning is always conveyed.

**F. Comments on Fluidity in Language Transition:** Effortless control/flow. Seamless ability to transition between languages. Rare requests for repetition and/ or clarification. Rare hesitations and pauses.

**G. Recommendation for Improvement:** The candidate should continue practicing the target language to minimize/eliminate grammatical errors.



# Clinician Cultural and Linguistic Assessment

## Objective Test Section

Section I	No Score
Section II	85 %
Section IV	84 %
<b>Total Objective Test Score % =</b> (Passing Test Score 80%)	<b>84 %</b>

### Comments on Candidate Performance:

#### A. Vocabulary

- Candidate uses medical vocabulary (or describes terms) proficiently and competently.
- Candidate uses general vocabulary (or describes terms) proficiently and competently.

**B. Discourse Competence :** Candidate uses language functions (explaining, persuading, and calming) with competence.

**C. Comments on Customer Service:** Candidate demonstrates proficient customer service. Extra assistance and clarification to patients (ex: clarification of symptoms, procedures, etc.) is often provided.

**D. Comments on Fluency:** Candidate demonstrates a proficient level of fluency. Minor grammatical errors, hesitations, changes, or omissions may occur; however, this does not affect the intended message.

**E. Comments on Pronunciation:** Candidate demonstrates proficiency in pronunciation, intonation, and word stress. Errors do not affect the intended message.

**F. Comments on Cultural Proficiency:** Candidate demonstrates a proficient level of cultural competency. The candidate's communication skills clearly indicate the ability to identify with the linguistic level of patients (register) with respect of the patient's culture in the medical setting.

**G. Recommendation for Improvement:** The candidate needs to work towards eliminating hesitation (pauses) to improve communication proficiency.

# Standardized Patient Exam



# Pilot Year Outcomes



# Pilot year Outcomes

“Overall, I think that the certification is a great idea since it gave me more confidence in my Spanish-speaking capabilities, provided useful feedback in methods to improve my Spanish, and will allow me to convey to residencies that I can use Spanish in the clinical setting.”



# Pilot year Outcomes

“I also it is helpful to define what level of Spanish a student is so that physicians can trust the job the student is doing for the safety of the patient.”





# Pilot Year Outcomes

“I really appreciated the feedback regarding more cultural approaches to Spanish-speaking patients. This is different than how we are taught regarding professionalism in our approach to English-speaking patients.”



# Educational Application

- \* ID Badges and Transcripts
- \* Clinical Rotations
- \* International Rotations
- \* Preceptors and Mentors
- \* Residency Choices



# Future

- \* National Certification goal

