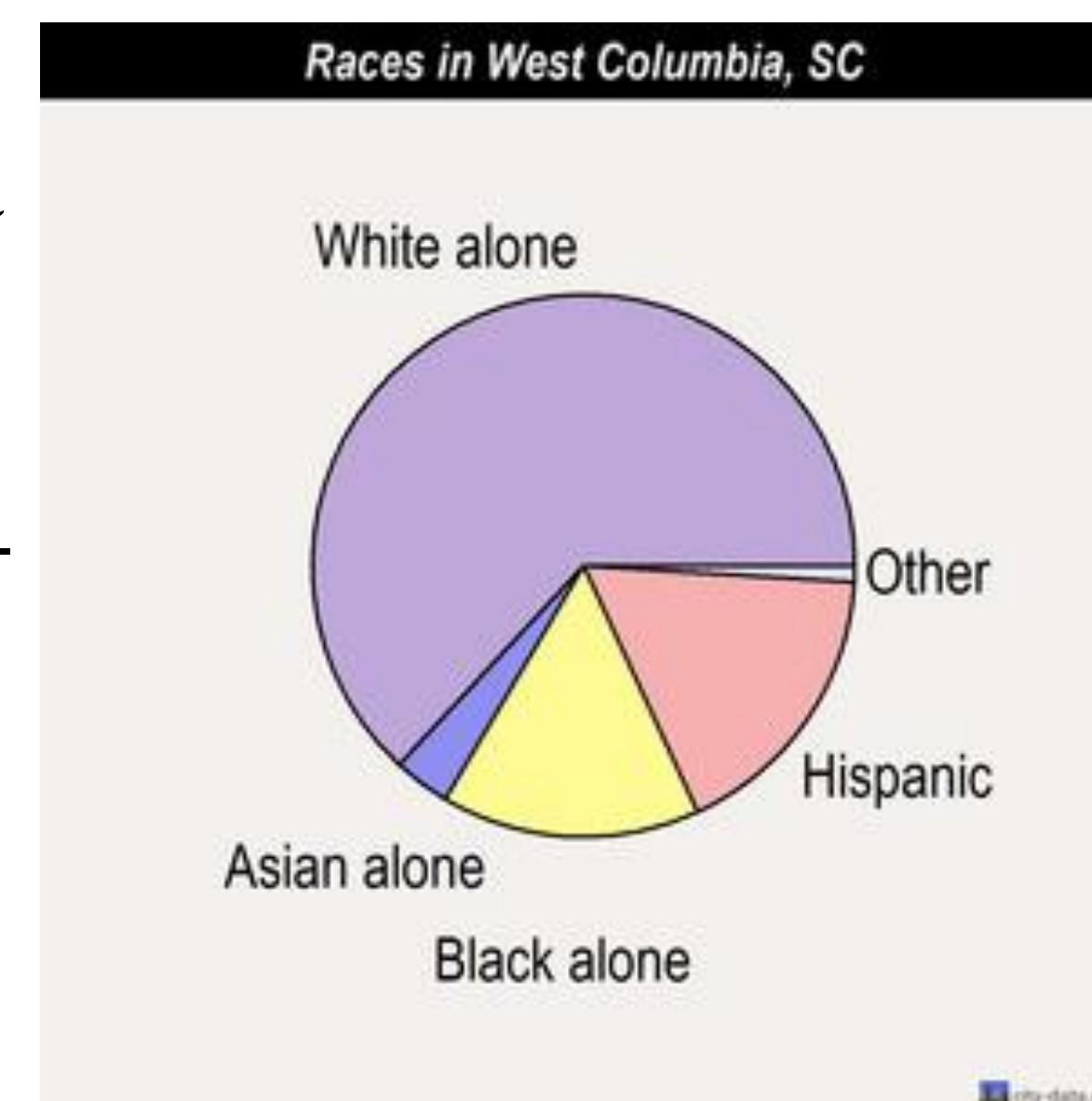




Background

A significant portion of the growing Hispanic population in the Columbia, South Carolina area identify Spanish as their language of preference, with varying degrees of English proficiency. While organizations exist to provide free or low-cost resources and services to individuals, the volunteers are often unprepared accommodate Spanish speakers. Patients with limited English proficiency are at risk of not receiving appropriate healthcare.



Source: city-data.com

Purpose

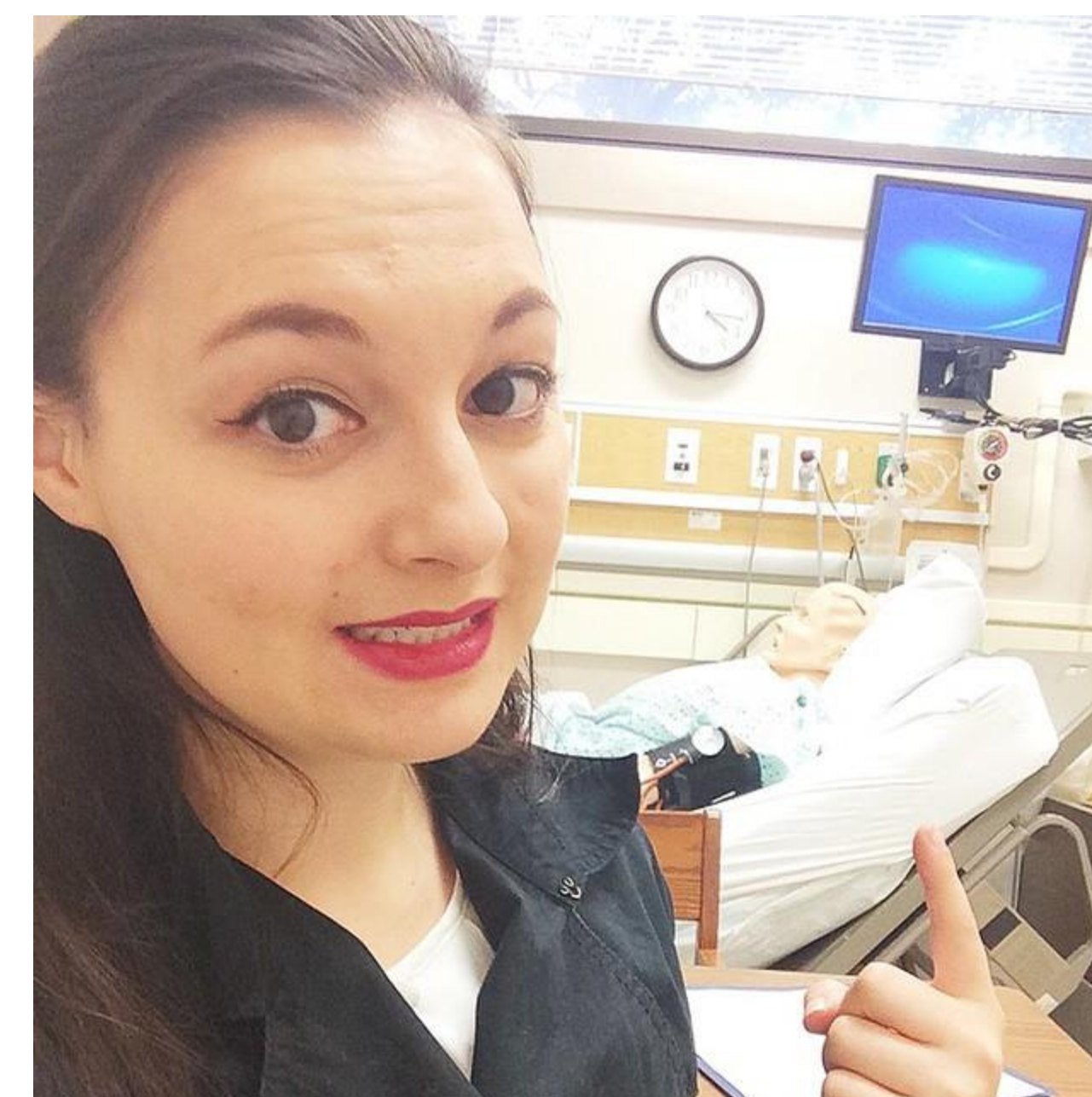
The purpose of this role-playing workshop was to introduce University of South Carolina pre-healthcare and Spanish language students to interpreter-mediated health care encounters.

Project Design

Participants included: 1) pre-healthcare students (“providers”), 2) students enrolled in USC Spanish classes (“clients”), and 3) student volunteer interpreters from the Good Samaritan Clinic (“interpreters”).

Phase 1: “Interpreters” met with “clients” to determine personal information, medical history, and symptoms.

Phase 2: After reviewing this information, “providers” conducted an interpreter-mediated interview and formulated a diagnostic differential.



Abigail Snyder, a volunteer client, practices her scenario's reactions prior to the interview

Project Implementation

6 client role-playing scenarios conducted in Spanish

- Back pain/concussion from fall
- Strep throat with amoxicillin/penicillin allergy
- Hypochondriac/aggressive demeanor
- Dehydration/loss of consciousness
- Gastroenteritis
- Pediatric Ear Infection



Participants observed interviews from the media control room.

Analysis

In a debriefing meeting at the end of the workshop, the participants compared the interpreters' notes from both workshop phases to identify points of clarification, improvement, and success. Interpreters and healthcare providers identified separate key aspects of interpretation and client care.

- **Self-modulation:** Identifying and clarifying any unknown words or phrases
- **Reaction to aggression:** Remaining calm and prompting further explanation when working with stubborn individuals
- **Personalization:** Reacting to information and proposing any necessary follow-up questions for the specific client
- **Prioritizing questions:** Recording the most pertinent information about a client in the least amount of time

Discussion

“Developing a set of pre-established questions allowed me to focus more on the client’s reactions and body language rather than the file in front of me” – Bailey Lewis, volunteer

At the conclusion of the debriefing meeting, the participants developed the “first five questions” they felt were necessary to interact effectively and accurately with patients with limited English proficiency, as well as possible Spanish interpretations of these questions. This questions included:

- Personal identifying information (name, DOB)
- Allergies and pertinent reactions
- Main reason for visiting the clinic
- Last time the client visited the clinic
- Medication list

Workshop participants who volunteer at the Good Samaritan Clinic self-reported an increased level of client care and confidence after participating in a workshop.

This project’s continuation will be incorporated into Amigos del Buen Samaritano’s by-laws, a USC organization dedicated to the services of the Good Samaritan Clinic. The organization will use the workshop scenarios to educate and train potential clinic interpreters.

Acknowledgements:

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