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TUFH 2020 Abstracts

Title	Bridging the language gap in medicine: Quality improvement for interpreter services at JayDoc Free Clinic
Type	Oral Presentation <i>Building the Capacity of Future Leaders in a Socially Accountable World</i>
Presenting Author	Shilpika Bajpai
Co-Authors	Skyler Trieu, Erin Corriveau, Maria Alonso-Luaces
Country	United States
Abstract N^o	TUFH64
Content	<p>JayDoc Free Clinic is run by students at the University of Kansas School of Medicine (KUSoM). Many patients seen at clinic have limited English proficiency (LEP) and are helped by volunteer medical interpreters. Formal training for working with interpreters has not previously been part of JayDoc's student volunteer orientation. Methods: An intervention was created that emphasized education in interpreter standards of practice, effective use of interpreter services, and culturally competent communication. The presentation was made to all incoming JayDoc volunteers (first-year medical students, MS1). Post-presentation, a voluntary online survey was distributed to assess perceived improvement in effective and appropriate interpreter partnerships and in cultural communication. Responses were stratified to analyze the impact of the educational intervention on the MS1 group in comparison to the MS2 group that did not receive the intervention. Results: 105 students responded to the survey (MS1: 52, MS2: 53). MS2s had a significantly higher average number of interpreter-facilitated patient encounters (MS2: 6.3774, MS1: 2.5385; p-value = 0.0012*). MS1s had a significantly higher average of perceived importance of interpreter training when compared to MS2s (MS2: 4.5560, MS1: 4.8077; p-value = 0.0312*). All other survey parameters of best-practices when using an interpreter and cultural competency were ranked as important by both MS1s and MS2s, without a significant difference between the responses of the two groups. Conclusion: An educational intervention focused on interpreter-provider partnerships and cultural competency resulted in improved student confidence in working with interpreters to treat patients with LEP.</p>