



# Furthering medical Spanish education through a fourth year elective focused on community engagement

## Presenter

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# Problem Statement

- Lack of physician-patient language concordance is an important source of health disparities among Latino patients, highlighting the need to incorporate medical Spanish training in undergraduate medical education.<sup>1</sup>

# Study Design

- In November 2021 through January 2022, a fourth year special elective rotation focused on patient care in Spanish was created and piloted by two fourth year medical students. In academic year 2022-2023, fourth year students in the MAESTRO program are given the opportunity to complete this special elective.
- Components include: time working in a community clinic, shadowing hospital interpreters, and dedicated time with a Spanish-speaking clinician in the student's specialty of choice.
- Completion of durable work product: op-ed or informational patient materials and a brief reflection on lessons learned during the rotation.

# Evaluation Plan & Conclusion

- *Results or Evaluation plan:* Students who participate in the elective will be asked to complete pre and post course surveys looking at knowledge, attitudes, and skills in medical Spanish and care of Spanish-speaking patients.
- *Summary:* We anticipate that most students will find this experience to be a meaningful educational tool in their medical Spanish training and expect that the surveys administered will reflect increased knowledge and skills in medical Spanish.

# Questions for Discussion

- *Are pre and post surveys 4 weeks apart sufficient? Would repeated measurements to observe a sustained effect be helpful and/or meaningful?*
- *Qualitative data in the form of end of rotation reflections will also be collected. Any suggestions for how to best analyze this data?*

# References

- Ortega P, Perez N, Robles B, Turmelle Y, Acosta D. Teaching medical Spanish to improve population health: Evidence for incorporating language education and assessment in U.S. medical schools. *Health Equity*. 2019;3.1: 557-566.