



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

Presenter

Samuel Rafla, B.A., Medical Student

Collaborating Authors

Kristen A. Dodenhoff, B.A., Medical Student, Joseph N. Pena, M.S., Medical Student, Tiffany M. Shin, M.D., Assistant Professor, Dept of Pediatrics

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.¹

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.