

## **ENRH 141: Spanish Interpreter Apprenticeship Program II (SIAP II)**

### **Elective Description**

**Course Directors:** Reynaldo Olivo, Michael Pannell, Jonathan Rodriguez, Karen Shore, Zachary Thomas

**Faculty Sponsor:** Noberto Rodriguez-Baez, MD (Pediatrics)

#### **Coordinators in the Office of Talent Management:**

Hugo Castellanos

Patient interpreting, Language Services Manager  
Office of Talent Management

#### **Requirements:**

Minimum participants for course to be conducted: 5

Maximum number of students per course: 15

#### **Rationale**

Throughout hospitals and clinics in the United States, Spanish has become an essential tool for communicating with patients. Studies show that Spanish-speaking patients are more satisfied with their care when their provider either speaks Spanish or has an accompanying, appropriately trained interpreter (1, 2). On the other hand, many medical students and physicians lack adequate training in the Spanish language and in the appropriate use of interpretation services, despite the motivation to improve their skills (3). These points resonate at UT Southwestern, with students working at the Parkland Hospital System and volunteering in outside clinics such as the student-run Monday Clinic. Many UT Southwestern students speak Spanish at an advanced level but recognize the need to expand their Spanish-language medical vocabulary and to develop bilingual communication skills unique to clinical settings. The SIAP I class works to prepare students for effective communication with Limited English Proficiency (LEP) patients through developing basic skills in medical interpreting in Spanish. The SIAP II course directors will work closely with the Language Services Department of Parkland to coordinate shadowing experiences between medical students and professional Spanish-language interpreters. In this way, students will garner a deep understanding of the inherent challenges and intrinsic importance of medical interpreting.

#### **Objectives**

- To shadow medical interpreters in order to learn directly from professional interpreters about the profession of medical interpreting and to foster an understanding of the training, skills, ethics, and cultural competencies needed to provide adequate interpreting services.
- To practice medical interpretation for patients and providers at Parkland under the supervision of an interpreter mentor, and to receive feedback from the mentor.
- To further students' knowledge through opportunities to participate in training activities designed by Parkland Language Support Services for its interpreters.
- To expose students to novel Spanish vocabulary, both medical and colloquial.
- To strengthen students' ease and comfort in working with medical interpreters.

### **Format**

Students must complete at least 10 hours of one-on-one shadowing with Parkland Spanish language medical interpreters providing in-person, consecutive interpreting for patients and providers. The course directors will work alongside the Language Services Department at Parkland Hospital to set-up shadowing experiences over the semester. Participation in SIAP I or Spanish fluency is a prerequisite for SIAP II. We will also require that students write a short reflection essay and provide feedback through a REDCap survey at completion of the course to receive credit.

### **Eligibility**

The Spanish Interpreter Apprenticeship Program II is designed as a pre-clinical elective for medical students with *advanced* Spanish proficiency. Graduates of the SIAP I elective and fluent Spanish speakers will be eligible to enroll.

### **Orientation Session and Tour**

An orientation meeting will be held at the beginning of the course to give students a short tour of the Office of Patient Relations and Language Support Services on the 1st floor of New Parkland Hospital. This meeting will familiarize students with the area where they will meet their interpreter mentors.

### **Student Evaluation**

Grading will be Pass/Fail. Students must complete 10 hours of shadowing and a short reflection essay to be reviewed by the Course Directors. For the reflection essay, students will write a 3-page reflection essay (in English) followed by as a list of vocabulary (with definitions and/or descriptions) new to the student. Students must also fill out the end-of-course evaluation.

### **Course Evaluation**

Students will receive an evaluation at the end of the course. The evaluation will ask the students to reflect on their interpreter mentors and their mentorship strategies, and evaluate the content and presentation of each didactic and practical portion of the course on a scale of 1 (poor) to 5 (excellent). Questions concerning mentors and mentorship will be submitted to a survey by the Office of Talent Management. The Office of Talent Management will also review the anonymous results of this survey in order to identify areas for improvement in its own training program.

### **References**

1. Fernandez A, Schillinger D, Grumbach K, Rosenthal A, Stewart AL, Wang F, Perez-Stable EJ. Physician language ability and cultural competence. An exploratory study of communication with Spanish-speaking patients. *J Gen Intern Med*. 2004 Feb;19(2):167-74.
2. Lee LJ, Batal HA, Maselli JH, Kutner JS. Effect of Spanish interpretation method on patient satisfaction in an urban walk-in clinic. *J Gen Intern Med*. 2002 Aug;17(8):641-5.
3. Yawman D, McIntosh S, Fernandez D, Auinger P, Allan M, Weitzman M. The use of Spanish by medical students and residents at one university hospital. *Acad Med*. 2006 May;81(5):468-73.