



2021 Pilot Study Report Medical Students' Reflections

Designated Emphasis in Medical Spanish

The designated emphasis considers learners' baseline Spanish language skills, sets goals to improve oral and written language in medical contexts, and improves communication and knowledge gaps to navigate care for Spanish-speaking patients.



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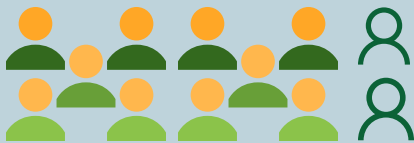
<https://ume.ucr.edu/hablamos>

PROGRAM MISSION

HABLAMoS (Hispanic And Bilingual Ambulatory Medical Studies), is a 4-year language learning program that includes classroom instruction and experiential learning opportunities in Spanish-speaking clinics, communities, and families in Southern California and Spanish-speaking countries.

PILOT STUDY OBJECTIVE AND METHODS

The pilot study used two focus groups to hold conversations with medical students and obtain feedback on interview guides and survey questions in preparation for a larger, longitudinal cohort study.



7 medical students participated



The focus groups also elicited information on the experiences and challenges of language learning during medical school and recommendations for program improvement.

PILOT STUDY FINDINGS

Medical students have had overall great experience during the HABLAMoS program.

LEARNING OUTCOMES



Medical students improved their Spanish conversational skills, Spanish language learning in clinical training, and increased knowledge of cultural competency.

PROGRAM ACTIVITY

The grammar lessons, OSCEs, online learning modules via CANOPY Medical Spanish online, and scholarly selective were very useful.

MAIN CHALLENGES OR DIFFICULTIES

Grammar lessons were rigorous and time intensive especially for second years preparing for US Medical Licensing (STEP 1).

"Having the grammar lessons helped me advance. So even though it was grueling."

"It can be quite rigorous in the beginning especially the grammar lessons. Almost all of it's in Spanish."

AREAS OF IMPROVEMENT

Grammar lessons and integration into curriculum.

"I think fourth year(s) having one of the rotations be a Spanish-speaking primary care rotation, (would be) a valuable integration."

RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Integrating the HABLAMoS program with other medical school curriculum such as LACE practice improvement projects.

"I'm so happy I was able to do the Coachella Valley COVID-19 elective in my fourth year. And that I integrated HABLAMoS into my rotations."



2021 Pilot Study Report Faculty & Resident Reflections

Designated Emphasis in Medical Spanish

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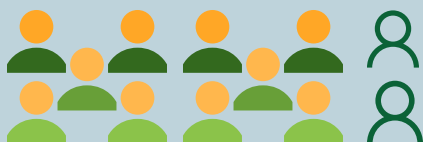
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PROGRAM MISSION

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PILOT STUDY OBJECTIVE AND METHODS

The pilot study involved a focus group with faculty and residents to test interview guides and survey questions for a larger study to identify faculty and residents language needs and future curriculum development.



5 participants



Focus groups obtained information on the Spanish-language needs of clinical faculty and residents and obtained feedback on improvements to interview guides and survey questions.

PILOT STUDY FINDINGS

Faculty and residents indicated a strong need for medical Spanish language learning.

BENEFITS OF LEARNING MEDICAL SPANISH

Improve delivery of care provided to Spanish-speaking patients. Understanding Spanish and the their patients' culture are key for increasing confidence, trust, and rapport in the patient-physician relationship.

"Things are lost in translation when I use interpreters . . . giving the important conversations, I feel like I would be providing better care for my patients and they would have more confidence in me as well."

CHARACTERISTICS OF PROGRAMING FOR FACULTY AND RESIDENTS

- Have simulations, comparable to OSCEs for medical students, to learn new vocabulary and improve confidence in speaking Spanish in a professional setting.
- Hold sessions online or virtually to accommodate time constraints of working professionals.

CHALLENGES OR DIFFICULTIES

The main challenges are the lack of time to practice Spanish in a medical settings.

Faculty and residents expressed high motivations to enroll in the HABLAMoS program to help them have stronger ties with their patients. They want to learn the language and their patients' cultures and the values. These symbolic aspects were seen as key sources to improve the relationship with Spanish-speaking patients with limited English proficiency.