Evidence Based Practice: Spanish Language and Cultural Immersion Using Simulation for BSN Students to Improve Outcomes. Our first cohort, 2019

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Objectives

- Discuss project and background. Identify learning experiences that encourage language skills and cultural awareness for local and global application.
- Identify best practice in teaching Spanish and culture to healthcare students
- Discuss development of “mini immersion” in Spanish culture, language and clinical skills
- Discuss research opportunities
Project:

• Develop nursing-centric, interactive, culturally and linguistically appropriate simulation experience designed to introduce students to the Spanish-speaking healthcare environment.

• Support global and international education initiatives of Augusta University and the USG.

• Increase participation in global health study abroad experiences
Background: Significance

• Nationwide, demographic changes require nurses to be prepared to practice in diverse settings:

• Immersion experiences:
  – Prepare students to practice in increasingly diverse healthcare settings & enhance global perspective (Edmunds, 2010).
  – Prepare students to live and contribute in an increasingly global society (Carpenter, 2012).
  – Impacts cultural competence and increases confidence and self-efficacy derived from interacting with another culture (Kolbry, 2016).
Background: Students

• BSN program offers limited exposure to Spanish language/culture.
• Most students have limited Spanish speaking skills.
• Study Abroad participants at AU College of Nursing:
  – Pre-travel:
    • Provided with “helpful Spanish phrases” prior to traveling, with limited improvement.
  – Post-travel:
    • Express frustration with inability to adequately communicate with patients.
    • Students “wish they had better Spanish skills”.
    • Relied on others to communicate for them.
Best Practice: What the Literature Says

- Assume no past Spanish exposure
- Some CON offer Medical Spanish
- Present clinically relevant vocabulary
- Spanish medical terminology
- Few as 12 hours instruction show ↑ in ability to communicate
- Demonstrate “functionally bilingual” by performing simple exam
- Cultural immersion with simulation shown to improve understanding
- Synchronous learning: face to face for immersion
- Full immersion with “Spanish-only” clinical simulation

Planning

1. Look for places to include language and culture in curriculum
2. Assess what is available at your school
3. Gather resources
4. Launch a pilot/intro program
5. Learn with your students
Resources

- Identified appropriate tools: texts, pocket guides, existing simulation scenarios
- Identified available resources: Simulation lab, Spanish department, bilingual faculty
- Develop a simulation scenario focusing on Spanish language and clinical skills
- Planned timeline: 2018-2019-2020
  - Develop teaching plan
  - Senior BSN students
  - Pre-nursing students
Resources for nurses

- An Introduction to Spanish for Health Care Workers
  
  Communication and Culture, Fourth Edition
  
  Robert O. Chase and Clarisa B. Medina de Chase

- Spanish for Nurses Pocket Guide
  
  Donna Polverini  Arthur Natella
Mini-immersion Simulation

- Use Spanish speakers to portray patients.
- Utilize SimChart to develop simulated scenario.
- Prior to simulation, students commit to practice materials, use Duolingo (recommended daily for up to two months), and pre-plan in SimChart.
- Simulation includes history taking and physical exam with a Spanish speaker patient.
- Students use only Spanish during the simulation. Peer coaching allowed.
- Best practice: perform physical exam and skill with basic instructions given in Spanish.
Diagnosis

Add Diagnosis  Saved Diagnosis

- Papanicolaou (Pap) smear
- Wellness exam

Add New
AN INTRODUCTION TO SPANISH FOR HEALTH CARE WORKERS
What does this mean for me?

- Experience the world of our patients
- Negotiate unfamiliar cultures
- Suspend beliefs and postpone judgment
- Explore the world
- Personal satisfaction
Spanish for Healthcare Workers
What the law says: Joint Commission

■ July 18, 2016, the nondiscrimination provision of the ACA, which prohibits discrimination in healthcare or health coverage on the basis of:
  ■ Race, color, national origin, immigration status, English language proficiency.
  ■ Limits the use of child, adult family members, and friends to serve as medical interpreters.
  ■ Requires documented support for top 15 languages in US.
  ■ Requires all notifications, including interpreter support, to be in the native language of Limited English Proficient (LEP) patients.
Culture: Where do I look?
Who do I talk to?

- What about gender?

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<td>El bebe</td>
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Student impact:

First cohort 2019: 25% increase in number of students

Student feedback was positive
  - Simulation opportunity for immersion
  - Language confidence
  - Prepared for encounter
Potential research opportunities

- The student experience
- Questions for inquiry
Faculty participation

- Interest in Faculty participation
- Requirements to travel for Faculty
References


Dedicated to nurses who are educators and explorers, negotiating unfamiliar cultures and developing skills to guide patients to better health.