

Capstone for Impact Submission | GY2020

Project Title: Advanced Medical Spanish - A Medical Student Initiative to Develop a Clinical Vignette-Based Spanish Curriculum

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Advisor Names(s): Caren Stalburg

Branch: Procedures Based Care

Path of Excellence: Scholarship of Learning and Teaching

If this project can be continued by another UMMS student, please include your contact information or any other details you would like to share here:

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Summary:

As the United States' Hispanic population increases, their ability to receive language-concordant care from Spanish speaking providers grows in importance and becomes a necessary focus during medical school training.

Methodology:

In 2017, the medical student authors at the University of Michigan Medical School developed a case-based medical Spanish discussion group for advanced and native speaking medical students. Spanish speaking faculty were recruited to lead clinical vignette-based sessions. The sessions were conducted in Spanish with faculty members acting as the patient. Students conducted a typical patient interview and gave oral patient presentations, on which feedback was provided. Pre- and post-course surveys were administered to the students to assess their confidence in completing various communication skills in Spanish.

Results:

Two years of combined survey results indicated that, after completing the course, medical students felt more confident in nearly all communication skills assessed.

Conclusion:

At medical institutions where medical Spanish courses do not currently exist for advanced Spanish speakers, a student-created course is a viable option and has the potential to increase student confidence. This medical Spanish curriculum can be used as a guideline for the implementation of similar programs at other institutions.

Reflection/Impact Statement:

You may use the following questions to guide your reflection:

1. How did the process of conducting this research confront any limitations of your prior thinking?
2. Who could potentially benefit from this CFI project over different timescales and how?
3. What actions will you take afterwards to continue the momentum of this project, and maximise the likelihood of the identified benefits being achieved?
4. What advice would you give to another student completing their CFI?

Creating this project helped to illuminate all the roadblocks in place to implementing curricular changes. Even while working outside of the formalized curriculum and avoiding concerns such as cost and placing it throughout the day among scheduled curriculum, we faced difficulties. We had to recruit faculty members to volunteer their time after hours and had to find ways to combat dwindling student numbers as the semester went on as student responsibilities increased. The Advanced Medical Spanish class continues and is managed through LANAMA (Latin American Native American Medical Association), and hopefully it will be held by LANAMA or otherwise sponsored and managed by the university into the indefinite future. If the class is able to continue it could benefit future Spanish speaking Michigan Medicine physicians as well as their Spanish-speaking patients. We have had many meetings with the newest Medical Spanish Director for LANAMA and have archived our planning documents into an MBox to help with future iterations of the class. I would advise future Michigan medical students to think carefully about long-term viability of your project and think 1-2 years in the future for how and who will maintain your project.