

Are Academic Institution teaching their students about the National Standards for Culturally Linguistic Appropriate Services?

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Demographics of US

- The US Census Bureau reported in 2010 that the demographics have been steadily changing:
- White persons comprise 72.4% of the population, followed by Hispanics or Latino at 16.3%;
- Blacks 12.6%; Asian 4.8%; Native Hawaiian and Other Pacific Islanders, 0.2%. [1]
- Non- English speakers is increasing with Hispanics being the fastest growing population. [2]

Office of Civil Rights

- The Office of Civil Rights (OCR) issued guidance that addresses the needs of persons with limited English proficiency (LEP), Title VI of the Civil Rights Act of 1964: Policy Guidance on the Prohibition Against National Origin Discrimination As It Affects Persons with Limited English Proficiency

Cultural and Linguistic Competence

- "Implies ability by healthcare providers and organizations to understand and respond effectively to the cultural and linguistic needs brought by patients to healthcare setting". [2]

Studies about cultural competency

- Khanna et al*
 - Training of healthcare providers and administrators through a 4 hour workshop which focused on knowledge and skills development [3]
 - improvement in their knowledge related to the presence of systemic discrimination that patients from various racial and ethnic backgrounds encounter and the role of patient-provider communication

Objective

- To assess changes and attitudes and application of Cultural and Linguistic Appropriateness Services (CLAS) in an academic healthcare setting over a 5 year period (2006 to 2011).

Methods

- Non-randomized, cross sectional study of students and faculty at the Georgia Health Sciences University (GHSU)
- Survey used in 2006 was reformatted and modified
 - utilized a multiple choice format using a Likert scale and created using Zoomerang software

Methods (cont.)

- To reach all participants simultaneously, campus email addresses were used
- Participants were given 30 days to complete the survey- reminder sent 2 weeks after issue date
- Survey was anonymous and results were compiled by the Office of Evaluation Services

Data Analysis

- Descriptive statistics for demographic and professional characteristics of respondents were computed to examine knowledge and experience with CLAS.
- Conducted-comparative analysis of the five items for surveys 2006 and 2011.

Data Analysis (cont.)

- Linear-by-linear association chi-squared test used to determine significant differences in the linear trends between responses of the 2 surveys.
- Analyses were conducted using PASW Statistics version 19 for windows (SPSS).
- All tests were 2 tailed with differences considered significance if $P < 0.05$.

Results

- 525 participated in the 2011 survey -of those 333 were completed (have actual contact with patients)
- 75.2% of respondents were female
- 73.5% were white
- 11.1% were Black
- 3.7% Hispanic

Results (cont.)

- 63% of respondents reported they had previously received CLAS education
- In both 2006 and 2011, when asked how they would like to be educated about CLAS- respondents favored the use of web-based interactive courses: 31.2 % in 2006 and 55.1% in 2011

Results (cont.)

- Comparison of the 5 items between the 2006 and 2011 surveys showed notable differences in 3 of the 5 items

Table I

Survey Item		CLAS 2006	CLAS 2011	P value*
Patients have a complete and accurate communication and/or comprehension with my Spanish-speaking ability	Strongly agree	3.4%	8.4%	.001
	Agree	6.5%	7.9%	
	Neutral	11.7%	13.6%	
	Disagree	21.4%	27.2%	
	Strongly disagree	56.9%	42.9%	

Table I (cont.)

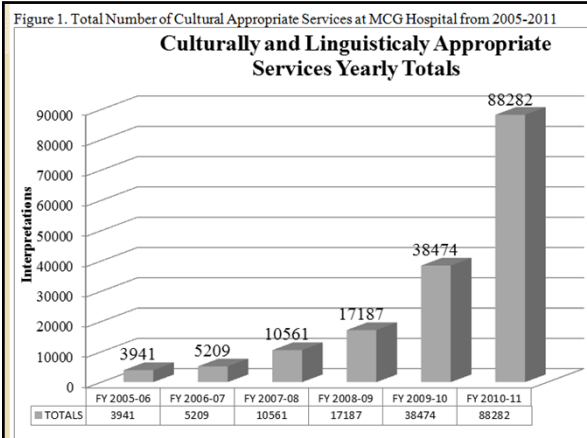
Survey Item		CLAS 2006	CLAS 2011	P value*
I know how to work with medical interpreters.	Strongly agree	16.5%	24.9%	<.0005
	Agree	31.3%	51.9%	
	Neutral	19.7%	13.3%	
	Disagree	17.1%	7.5%	
	Strongly disagree	15.3%	2.4%	

Table I (cont.)

Survey Item		CLAS 2006	CLAS 2011	P value*
I use medical interpreters when I have a Spanish-speaking patient.	Strongly agree	25.5%	35.4%	<.0005
	Agree	35.6%	36.9%	
	Neutral	15.3%	9.0%	
	Disagree	10.0%	14.2%	
	Strongly disagree	13.6%	4.5%	

Discussion

- Results obtained through the 2011 survey demonstrated a successful outcome when several GHSU academic programs included CLAS as part of their curriculum.
- The GHSU- MCG Health Department of Culturally and Linguistically Appropriate Services has synergistically contributed to the effort by offering CLAS modules to health professionals (faculty and students).



Discussion

Table 2. Number of Full Time Interpreters and Volunteers at the CLAS Department.

Year	Full Time Interpreter	Volunteer Interpreter	Total
2005	3	0	3
2006	3	0	3
2007	3.8	0	3.8
2008	3.8	0	3.8
2009	4.8	0	4.8
2010	4.8	0	4.8
2011	4.8	6	10.8
2012	4.8	8	12.8

Conclusions

- Hospitals and healthcare providers are aware of the need for medical interpreters in their practices.
- Due to the expense associated with hiring them, many rely on ad hoc interpreters or use bilingual staff that has not been properly trained to serve as medical interpreters.

References

1. U.S. Census Bureau. State and County QuickFacts. 2012 [cited 2012 March 3]; Available from: <http://quickfacts.census.gov/qfd/states/00000.html>.
2. The Office of Minority Health. National Standards on Culturally and Linguistically Appropriate Services (CLAS). [cited 2012 March 3]; Available from: <http://www.omhrc.gov/clas/po.htm>.
3. Khanna, S.K., M. Cheyney, and M. Engle, Cultural competency in health care: evaluating the outcomes of a cultural competency training among health care professionals. Journal of the National Medical Association, 2010. 101(9): p. 886.