
Providing Safe and Effective Care for Patients with Limited English Proficiency

Classroom Session 2: Guidelines for Working with Interpreters

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Class Overview

- ◆ Presentation (15 min)
 - ◆ Review Guidelines for Working with Interpreters
 - ◆ Clarifying questions
- ◆ Demonstrations by course instructors – briefing, debriefing, & responding to patient who refuses interpreter (5 min)
- ◆ Simulation Exercise (1 hr, 20 min)
- ◆ Large Group Wrap-up (15 min)
- ◆ Explanation of online assignment (5 min)



Learning Objectives

Module 2 Learning Goal

- ◆ Work effectively with interpreters and other care team members to ensure safe, high-quality care for patients with limited English proficiency.

Learning Objectives

1. Apply basic principles of effective patient-centered interprofessional team communication when working with patients with LEP.
2. Practice skills working effectively with professional interpreters in person.
3. Reflect on the experience and challenges of working with patients with limited English proficiency.



Preparation: Before Seeing the Patient

- ◆ Briefing
- ◆ Encourage team members, including interpreter, to speak up



During the Encounter

- ◆ Positioning:
 - ◆ Patient
 - ◆ Provider(s)
 - ◆ Interpreter



During the Encounter (continued)

- ◆ Dialogue
 - Pace
 - Avoid jargon
 - Feedback
 - Message clarification
 - Cultural clarification
- ◆ Non verbal communication
 - Avoid hand signals
 - Expression and posture



After Seeing the Patient

- ◆ Debriefing
 - Communication process
 - Clarification
 - Speak privately with interpreter
- ◆ Documentation



Demonstrations by Course Instructor

- ◆ Briefing with interpreter before the interaction with the patient
- ◆ Debriefing with interpreter after the interaction with the patient
- ◆ Managing a situation in which the patient is reluctant to meet with an interpreter



Simulation Exercise

- ◆ Patient scenario involving working with a professional interpreter
- ◆ Practice interviewing patients with interpreters based on the *Guidelines for Working with Interpreters*



Simulation Exercise (Cont.)

Step	Interview Patient	Timing
Student 1	Briefing with interpreter & History of Present Illness Reflect on your experience interviewing the patient	5 min. 5 min.
Student 2	Past Medical History Reflect on your experience interviewing the patient	5 min. 5 min.
Student 3	Social History Reflect on your experience interviewing the patient	5 min. 5 min.
Student 4	Family History & Medications Reflect on your experience interviewing the patient	5 min. 5 min.



Simulation Exercise: Team Discussion

- ◆ How did your team do with conducting the patient interview according to the *Guidelines for Working with Interpreters*?
- ◆ How well were the concepts of communication, team collaboration, and patient-centeredness addressed during the briefing and interaction with the patient?
- ◆ What were the barriers to good communication, team collaboration, and patient-centered care? What worked well?



Large Group Wrap-Up

- ◆ Student reflections
- ◆ Experiences of interpreters
- ◆ Feedback from patient simulators



Online Assignment

- ◆ Each student submits a brief scenario of an encounter with a patient with Limited English Proficiency in which a professional interpreter was not present.
- ◆ As a team, choose one of the scenarios to bring to the next class for an in-class activity.

