Language Concordance in Diabetes Self-Management Care: From observation to intervention

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Language concordance = provider and patient speak the same (non-English) language

Observational studies on language concordance among patients with type 2 diabetes mellitus (T2D)

• Improve quality of patient-physician interaction (Schenker, Karter, Schillinger et al 2010)

• LEP patients with LC physicians had similar odds of poor glycemic control as Latino English speakers and those with non-LC physicians had greater odds of poor glycemic control (Fernandez, Schillinger, Warton et al 2010)

• LEP patients who switched from a non-LC PCP to an LC PCP showed significant net improvement in glycemic and LDL control (Parker, Fernandez, Moffet et al 2017)
Making the leap from observation to intervention
Current state of the field

A national survey of medical Spanish in U.S. medical schools found that 75% of medical schools surveyed offered or planned to offer medical Spanish courses (Morales, Rodriguez, Singh et al 2015). Even so, there was no uniformity as to the nature of the offering, the faculty teaching or its place in the curriculum.

No similar studies have been conducted involving Colleges of Nursing.

An analysis of textbooks for medical Spanish found that all textbooks target conversational skills at novice to intermediate levels of proficiency (Hardin 2012)
Instructional philosophy

Medical Spanish curriculum is predicated on the discourse model of the medical interview.

Curricular emphases thus include:

• Question formation
• History taking
• Formal commands
• Medical terminology
Limitations

Medical Spanish curriculum remains physician-centric and focused on acute care. As such, it does not cover the linguistic skills needed to effectively engage in chronic care.

From the medical interview to the motivational interview
Intervention

We developed a course on Chronic Care Counseling for Latinx Patients

The course was fit into two graduate level nursing programs – Master level program at OSU and Doctoral level program at UA

The course was team-taught by a linguist and a College of Nursing faculty member
Purpose of the course

To fill a void in medical Spanish by focusing on advanced practice nurses and nurse practitioners (Bloom, Timmerman & Sands 2006)

To introduce key aspects of diabetes self-management and justify the need for nurse-led chronic care counseling

To develop motivational interviewing skills

To provide linguistic resources to successfully deploy motivational interviewing skills in Spanish
Course Objectives

1. **Apply** fundamental elements of clinical conversations
2. **Utilize** patient-centered communication and **articulate** how this type of communication facilitates culturally sensitive healthcare
3. **Apply** knowledge of Latino health practices and cultural beliefs relevant to chronic care
4. **Explain** the cultural beliefs and social structures that affect Latinx health status in the US, especially those concerning T2D diagnosis and care
5. **Engage** in clinical conversations in Spanish demonstrating patient-centered care and communication with instructor assistance when needed
6. **Proficiently conduct** a motivational interview with a standardized patient in Spanish
Diabetes Self-management

- T2D pathology
- Basic concepts of nutritional counseling
- Promotion of physical activity among sedentary adults
- Pharmacological interventions, medication adherence and glucose self-monitoring
- T2D and depressive symptoms
Motivational Interviewing

- The spirit of MI
- MI Processes (Engaging, Focusing, Evoking, Dancing with Discord)
- MI Skills (OARS)
- Theory of behavioral change
Spanish language resources

- Rapport-building strategies (forms of address, showing interest, eliciting stories)
- Appropriate metaphors to talk about T2D
- MI Skills in Spanish
Rapport Building

Tú vs. Usted
Señora vs. Señorita
Señor/Señora vs Don/Doña
Appropriate metaphors

La glucosa (o el azúcar) como gasolina para el cuerpo.

La insulina como una llave que permite que el cuerpo use la glucosa/
MI Skills in Spanish

- Question formation in Spanish

**Yes/No questions**
- ¿Ha dejado de comer tortillas de harina?

**WH questions**
- ¿Cuántas tortillas come en cada comida?

**Open Questions**
- Coménteme sobre su consumo de tortillas
MI Skills

- Affirmation

**Praise**
- Me alegra mucho
- Estoy contento con el progreso
- Estoy orgulloso de ti

**Affirmation**
- Hizo un gran esfuerzo
- Tuvo buena intención aunque el resultado no era el esperado
- Gracias por compartir sus desafíos y frustraciones
Summarizing

- **Cumulative summary**
  - Enumerate the elements mentioned in the conversation
  - So you told me you want to eat more vegetables, walk for 20 minutes a day and monitor glucose every morning

- **Linking summary**
  - Summarize what the patient said and connect it to some element of the conversation already introduced
  - It has been difficult for him to reduce the amount of tortillas he eats at dinner due to them being available. This is similar to what I discussed with you about tamales during the holiday season.

- **Transitional summary**
  - The summary serves to close a segment of the conversation or the entire conversation
  - You said that food presents a constant challenge due to the availability at home. What are some of the challenges related to exercise?
MI Skills

- Identifying stages of change
- Tense/mood/aspect and change talk

Precontemplation and Contemplation
- Conditional
  - ¿Cómo sería su situación si ...
  - ¿Qué apoyo necesitarías para ...

Preparation
- Periphrastic and lexical future
  - ¿Qué resultado esperas ...
  - ¿Cómo vas a superar ...

Action and Maintenance
- Present and Present Perfect
  - ¿Qué factores le permiten ...
  - ¿Cómo te ha apoyado ...
Learning Activities

Analysis: The student identifies and analyzes linguistic resources used in MI.

Role Play: Students role play MI in Spanish using a script.

Voice Thread: Students react to a verbal stimulus using MI techniques.

Simulation: Students interact with a standardized patient using MI skills.