

## **GME Spanish Language/Healthcare Disparities Distinction Track (SLHCD DT) 2023-2024**

The GME SLHCD DT, sponsored by The University of Arizona College of Medicine-Tucson Office of Diversity, Equity & Inclusion (ODEI), announces the call for the FY24 cohort.

We are proud to solicit your application to be a member of **The Spanish Language/Healthcare Disparities Distinction Track**. This 2-year program focuses on strengthening the Spanish speaking skills of residents/fellows, enabling them to provide enhanced care to their Spanish-speaking patients as well educate their fellow residents in cultural humility and healthcare disparities through special forums and grand rounds. Components of the program include:

1. Medical Spanish classes:

- a. Hour-long facilitated meetings with Spanish language instructor held twice per month for intermediate to advanced Spanish speakers. Curriculum is systems-based and utilizes digital and online materials as well as participant led presentations.
  - i. **Participants will be required to attend all classes unless on an out-of-town rotation, on night service, vacation, sick or at risk of a duty hour violation.**
- b. **Participants are expected to participate in both the Health Care Disparity Forums (Year 1) and the Health Equity Grand Rounds (Year 2).**
- c. Opportunity to become CCLA Certified Bilingual Providers by taking the ALTA Clinician Cultural and Linguistic Assessment (CCLA) one time at no cost to the participant upon approval from Distinction Track Spanish Language faculty. All participants are expected to take the exam within 1 month of the instructor's recommendation.

2. Forums and Grand Rounds:

- a. **Health Care Disparities Forums** – the Year 1 cohort of Distinction Track residents host a forum for a wide audience including faculty, residents, students, and staff on a healthcare disparity topic affecting our patient population. These quarterly forums take a variety of formats, including speakers, panels, relevant movies, small group discussion, etc. **Participants are required to co-facilitate one forum during Year 1.**
- b. **Health Equity Grand Rounds** – the Year 2 cohort will facilitate a Departmental Grand Rounds focused on a patient case in which a healthcare disparity/inequity/bias may have affected the outcome of patient care. This presentation is accompanied by a brief presentation and a moderated discussion of behavioral changes that will impact provider case management and improve patient care. **Participants are required to identify a faculty advisor and co-facilitate one HE Grand Rounds during Year 2.**

- c. Opportunity to volunteer at a local medical facility that primarily provides care to Spanish speaking patients. **Every participant is expected to volunteer twice at the designated facility.**
3. Access to Canopy: A self-paced medical Spanish online training modules, which are shown to improve medical Spanish ability in medical students and other medical professionals.
4. Rotations: Involvement in local off-site elective rotation opportunities with Spanish speaking preceptors and patient population are encouraged.
5. Shadowing: Experiences for undergraduate, graduate, or medical students are available.

**Eligibility**: Any resident in good standing and with two years of training remaining in their residency program is encouraged to apply. All applicants will be evaluated on their Spanish language proficiency. **Successful** participants will be evaluated and rated mid-intermediate to high proficiency.

**Spanish Proficiency Guidelines for Speaking**:

Novice: Language consists primarily of short and sometimes incomplete sentences in the present and may be hesitant or inaccurate. Conversation is restricted to a few predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs.

Intermediate: Language expresses personal meaning, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Ability to use past tense.

Advanced: Language demonstrates the ability to narrate and describe in the major time frames of past, present, and future by providing a full account. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. Intended message is conveyed without misrepresentation or confusion.

At the conclusion, each successful participant will receive a certificate affirming his or her participation in the GME SLHCD DT as well as CCLA certification if they have successfully completed their exam.

**Key Dates**:

- a. Application period 04/17/2023 – 05/12/2023
- b. Spanish Proficiency Testing TBD
- c. Notification of accepted participants during 2<sup>nd</sup> week of June

**Contact**: Christina Renteria [crenteria@arizona.edu](mailto:crenteria@arizona.edu)

**Due to ODEI by 05/12/2023**  
(submit electronically to [crenteria@arizona.edu](mailto:crenteria@arizona.edu))

**APPLICATION**  
**The University of Arizona College of Medicine-Tucson**

**I am applying to: SLHCD DT**

**Name:**  
**PGY Level:**  
**Residency Program:**  
**Preferred Email Address:**

Please share why you wish to participate in the SLHCD Distinction Track.

Please briefly describe any experiences including coursework, rotations, or other endeavors that would make you an excellent candidate for this Distinction Track.

Curricular requirements of the track include active participation in monthly Spanish language coursework, forums and participation in volunteer experiences. Do you foresee any problem in completing any of these elements? If yes, please explain.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please have your Program Director respond to the following statement:**

\_\_\_\_\_, is a PGY \_\_\_\_\_ resident in good standing in the \_\_\_\_\_ program.  
I do not have any concerns regarding the resident's professionalism, timeliness or communication.  
I support his/her participation in the Spanish Language and Health Care Disparities Distinction Track.

Program Director Signature \_\_\_\_\_ Date \_\_\_\_\_