

Central Washington Family Medicine Residency Program's Language Instruction and Dedicated Education of Residents for the Latinx Community (LIDERES-LC) Curriculum

Description of the LIDERES-LC Longitudinal Experience:

LIDERES-LC is designed to ultimately recruit and train resident physicians with a desire to serve underserved Latinx patients with limited English proficiency (LEP) by improving their cultural and linguistic competency. LIDERES-LC will provide a specialized curriculum that includes:

- Longitudinal Spanish language instruction
- Additional continuity clinic serving predominantly Latinx patients
- Focused didactics covering cultural and linguistic considerations when working with Latinx patients
- Community engagement projects focused on serving Latinx populations.
- Incorporation of additional electives focused on providing language and culture immersion with service based learning for the Latinx community

It is our goal at CWFMR that when our enrolled resident trainees graduate from the LIDERES-LC track, they will become healthcare "LIDERES" or leaders, who are dedicated to lifelong advocacy for our Latinx community through their delivery of culturally and linguistically appropriate care to meet the healthcare needs Spanish-speaking individuals with LEP.

Aims of the LIDERES-LC Track Program:

1. Provide training focused on resident understanding and use of the Spanish language through participation in language immersion programs and other language learning tools
2. Provide clinical rotations in community-based settings for residents to care for individuals with LEP

3. Teach patient advocacy, by helping residents understand the socio-economic struggles of their Latinx patients with LEP and provide residents with a community connection to learn more ways to support their patients in navigating our healthcare system.
4. Develop and implement strategic partnerships with community-based organizations that provide interprofessional services to further train CWFm residents and other primary care trainees of our community to better care for Latinx individuals with LEP.

Longitudinal Spanish Language Instruction:

During the second year of residency, dedicated time for language learning will be included as 1 half day a week during outpatient rotations. In both the second and third years, residents will participate in structured Spanish language sessions both in-person and through virtual learning. Components of the Language fluency curriculum will include the following:

- Spanish Language pre-test to determine the resident's baseline fluency level
- Spanish post-test upon graduation to determine changes in fluency during the program
- Online medical language programs
- In-person group session to practice the language in a safe environment
- On-site work with Spanish-English Interpreter during rural continuity clinics who will provide regular feedback to residents regarding individual gaps in fluency

Additional Continuity Clinic:

LIDERES-LC residents will be provided an additional continuity clinic at a rural site which will better expose them to Latinx communities with LEP.

- Residents in their second year will have a total of 4 half days during their outpatient rotations at a rural continuity clinic site with a LIDERES-LC preceptor.
- Residents in their third year of training will have a total of 8 half days during their outpatient rotations at a rural continuity clinic site with a LIDERES-LC preceptor.

LIDERES-LC Didactics Sessions:

The LIDERES-LC didactics sessions are for both second and third years residents occurring during outpatient rotations twice a month for approximately 3 hours. The LIDERES-LC didactics is in addition to the standard CWFm didactics. The main focus of these additional didactics sessions is to provide structured education regarding key public health topics for Latinx patients, assist residents in learning Latinx culture, allow for patient panel management sessions, and provide

additional resident exposure to Latinx community members and agencies. These lectures will be on-site at our CWFMR clinic with occasional off-site sessions located within the community.

LIDERES-LC didactics will also be opened up to a larger audience to allow for other interested providers and community members to participate depending on the speaker, topic, or activity.

Activities will include:

- Lectures and discussions covering the history of the local area, social determinants of health specific to the Latinx communities of Central Washington, and cultural considerations when working with Latinx patients with LEP.
- Structured feedback on LIDERES-LC program components
- Resident presentations on community projects and health topics
- Patient panel sessions to provide community feedback to residents and faculty
- Guest speaker lectures from local agencies dedicated to serving Latinx communities with LEP.
- Participation in pre-planned community events
- Patient panel rounds for high risk Latinx patients with the CWFMR social work coordinator.

Community Engagement Projects:

LIDERES-LC residents are expected to complete at least one longitudinal community engagement project through the course of their second and third year of residency. These projects can be performed solo or with other CWFMR residents. Residents will also receive support from LIDERES-LC faculty regarding opportunities for the project, report write up and any additional work the resident would like to pursue in relation to the project (for example a needs assessment, program plan, grant proposal, MOU with a local agency). Dedicated time will be given as one half day a week in the resident's third year to assure ample time for participation and completion by graduation but the project may start any time during residency.

The project must fit the following criteria:

1. The target population must include Latinx community members with LEP
2. Be based on a community needs assessment or in partnership with an existing local agency according to their mission and vision

3. Be service based where the resident is actively engaged on-site with the community- for example: providing handouts, teaching, attending events/meetings, interacting with members of the community
4. Can be clinic or community based but the project must correlate to individual health outcomes and/or social determinants of health
5. In the last quarter of the resident's third year, the resident must write up a report on their project and provide a presentation. The report will include:
 - The public health problem in the community for which the endeavor/project was chosen
 - The background information on the problem and the target community
 - The aims and objectives of the endeavor/project
 - How the endeavor/project was carried out (implementation)
 - How the success of the endeavor is being measured to ensure the aims and objectives have been met (evaluation)
 - The plan for sustainability of the project
 - The long term expected health outcomes for the target population

LIDERES-LC Additional Electives:

LIDERES-LC residents will be required to choose two additional electives related to the LIDERES-LC mission and values as part of their residency experience in either their second or third year. These can be electives designed by the resident or a "selective" existing within the residency program. Of note however, international elective funding is not covered by grant funding used for the LIDERES-LC program and residents must use their given CME funding for international endeavors.

LIDERES-LC Participation Evaluation:

1) Resident evaluations will be based on completion of the following components in order to graduate apart from their regular residency graduation requirements:

- Completion of pre and post Spanish language testing (fluency scoring is not part of resident evaluation but does help the program shape its future language curriculum)
- Completion on online language curriculum with certificates of completion
- Attendance to LIDERES-LC didactic sessions, language sessions and completed log of community service hours (must have 80% attendance with no unexcused absences during outpatient rotations)

- Submitted report and presentation of community engagement project (LIDERES-LC faculty reserve the right to return the report for further edits in adherence with project criteria before submission is counted)
- Completion of additional LIDERES-LC continuity clinics
- Completion of 2 LIDERES-LC focused electives during residency (LIDERES-LC electives include local and international options)
- Submission of all required resident feedback surveys and rotation evaluation for the LIDERES-LC program
- Attendance to the LIDERES-LC orientation
- Evaluation letters from any local LIDERES-LC or community project partner agencies the resident worked with
- Faculty evaluations of LIDERES-LC rotations and continuity clinic

2) Residents who are unable to complete any of the above criteria must meet with the Residency Program Director and LIDERES-LC Director to discuss make-up sessions or an alternative graduation plan.