
Grace Peterson Nursing Research Colloquium

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A Needs Assessment for Development of an Interpreter Services Educational Tool for CRNAs

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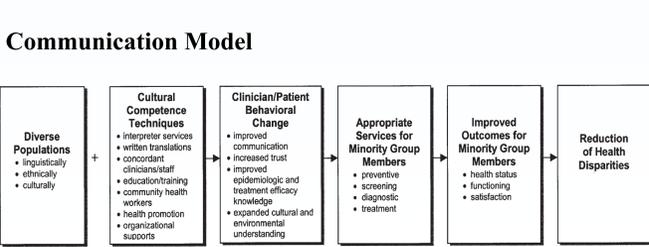
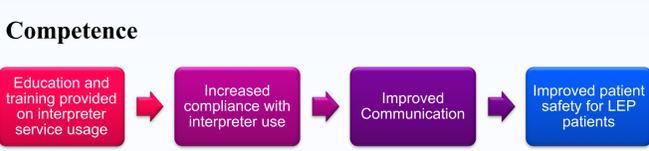
Background

- **U.S. population is more diversified**
 - Decline in Caucasian population
 - Rise in Hispanic, Asian, and African American populations
- **291 million people in the U.S.**
 - 60.5 million speak a language other than English within their home
 - 15.4% do not speak English well and 7% do not speak English at all
- **322 languages spoken in the U.S.**
 - Spanish is the second most common language spoken in the U.S.
- Despite evidence of provider misuse of interpreter services and the resultant adverse outcomes that can and have occurred, few studies have assessed or addressed the gaps in knowledge and attitudes of certified registered nurse anesthetists (CRNAs) towards interpreter service usage when providing care for and consenting limited English proficient (LEP) patients

Purpose

- Purpose Statement**
- Identify CRNA knowledge and attitudes toward interpreter service usage for limited English proficient (LEP) patients
 - Development of a competency educational tool to increase CRNA knowledge and consistency with appropriate interpreter service usage for improved safety and quality of care of LEP patients
- Clinical Questions**
- In what areas does a lack of knowledge by CRNAs exist for how and when to access interpreter services?
 - What are CRNA attitudes towards use of interpreter services for limited English proficient patients?

Conceptual Framework



Methods

- Research Design**
- A descriptive, online survey research design
- Sample**
- A purposive sample of 100 English-speaking CRNAs from the Illinois Association of Nurse Anesthetists (IANA)
 - Inclusion Criteria:
 - English-speaking CRNAs licensed in the state of Illinois with current active practice.
 - Exclusion criteria:
 - Student registered nurse anesthetists (SRNAs), non-English speaking and non-practicing CRNAs
- Instruments**
- A survey contained the following four parts:
- Demographics
 - CRNA knowledge of appropriate interpreter use
 - Attitudes toward utilization of interpreter services
 - Continuing education needs for interpreter service usage
- Data Analysis**
- The sociodemographic characteristics of the study sample were described using descriptive statistics.
 - Survey data were summarized using frequencies, means, percentages, and standard deviations.
 - Descriptive, *t* test and correlational statistics were used to analyze data using the International Business Machines (IBM) SPSS version 23

Results

Description of Sample
 92 IANA members (7.9%) participated, 66.3% female, 89.1% White/Caucasian, 35.9% 21+ years of experience, 39.1% Urban practice setting

Variables	Frequency (N)	Values
Gender		
Male	61	30.4%
Female	31	63.5%
Age		
20-39 yrs old	25	27.5%
40-49 yrs old	25	27.5%
50 yrs or older	41	45.0%
Ethnicity		
White/Caucasian	82	89.1%
Black, African American	5	5.4%
Asian or Pacific Islander	3	3.3%
Hispanic, Latino or Spanish	2	2.2%
Years Practicing as CRNA		
Less than 2 years	17	18.5%
3-10 years	22	23.9%
11-20 years	20	21.7%
21+ years	33	35.9%
Practice Setting		
Urban	36	39.1%
Rural	15	16.3%
Academic/Teaching hospital	21	22.8%
Non-Academic/Non-Teaching Hospital	10	10.9%
Ambulatory Surgical Care/Other	10	10.9%

Results (continued)

- Knowledge Assessment**
- Participants had a significant lack of knowledge in ALL areas
 - Laws
 - Type of interpreter: Professional vs. non-professional
 - A significant linear relationship
 - Females have greater knowledge regarding interpreter service use vs. males ($p = 0.001$)

Knowledge Questions	Correct	Incorrect
Which of the following guarantees limited English proficient (LEP) patients/ legal rights to interpreter services?	32.6% (n=30)	67.4% (n=62)
When is it appropriate to use a friend or family member as an interpreter for an LEP patient?	38% (n=35)	62% (n=57)
Who can be used as an interpreter for an LEP patient if he/she declines a professional interpreter and requests an alternative individual?	7.6% (n=7)	92.4% (n=85)
All of the following situations require an interpreter for an LEP patient EXCEPT...	61% (n=55)	39% (n=37)
All of the following statements are true regarding LEP patients compared to English proficient patients EXCEPT...	42% (n=39)	58% (n=53)

- Attitudes Assessment**
- 5 out of 7 questions answered positively
 - Open to learning more about appropriate interpreter service usage
 - 2 questions suggesting more education needed
 - Insufficient cultural competency training
 - Reliance on personal foreign language skills
- Overall: Increased knowledge may improve compliance with interpreter use**

Attitudes Questions	Disagreed/strongly disagreed	Agreed/strongly agreed
I do NOT receive sufficient cultural competency training that includes information about interpreter service usage at my primary place of practice	33% (n=30)	67% (n=62)
I prefer to use family members or medical personnel to interpret for LEP patients because it is more convenient	65% (n=60)	35% (n=32)
It is appropriate to rely on my own foreign language skills to interpret for an LEP patient if I feel I am competent	43% (n=39)	57% (n=53)
There is no difference between using a professionally trained interpreter and a fluent speaking family member or fluent hospital staff member to interpret for and LEP patient	61% (n=56)	39% (n=36)
I do NOT know how to access a professional interpreter when necessary	57% (n=52)	43% (n=40)
If time constraints exist, it is appropriate for me to rely on my own limited foreign language skills to interpret for an LEP patient	60% (n=55)	40% (n=45)
I prefer to use family members or medical personnel to interpret for LEP patients because I am dissatisfied with interpreter service availability at my primary place of practice	67% (n=62)	33% (n=30)

Limitations

- Kuder Richardson 20 score of 0.051 for the knowledge section
- SRNAs & anesthesiologists not included
- Generalization of findings to CRNAs

Conclusion

- The results of this study found that CRNAs are significantly lacking in knowledge in all the areas that were assessed.
- Assessment of the attitudes of CRNAs toward interpreter services demonstrated positive responses suggesting that CRNAs are opened to increased learning.
- The results of the survey indicate that many respondents do not receive continuing education and support a need for continuing education on interpreter service use for CRNAs.
- 5 components should be included in a cultural competency: Laws, who can be used as interpreters, patient situations for use, adverse events for LEP patients & how to access interpreter services.