

Section B



A Guide to Information in Section B

RESOURCES TO COMMUNICATE ACROSS LANGUAGE BARRIERS

This section offers resources to help health care providers identify the linguistic needs of their Limited English Proficient (LEP) patients and strategies to meet their communication needs.

Research indicates that LEP patients face linguistic barriers when accessing health care services. These barriers have a negative impact on patient satisfaction and knowledge of diagnosis and treatment. Patients with linguistic barriers are less likely to seek treatment and preventive services. This leads to poor health outcomes and longer hospital stays.

This section contains useful tips and ready-to-use tools to help remove the linguistic barriers and improve the linguistic competence of health care providers. The tools are intended to assist health care providers in delivering appropriate and effective linguistic services, which leads to:

- Increased patient health knowledge and compliance with treatment
- Decreased problems with patient-provider encounters and increased patient satisfaction
- Increased **appropriate** utilization of health care services by patients
- Potential reduction in liability from medical errors

The following materials are available in this section:

Tips for Communicating Across Language Barriers	Suggestions to help identify and document language needs.
10 Tips for Working with Interpreters	Suggestions to maximize the effectiveness of an interpreter.
Tips for Locating Interpreter Services	Information to know when locating interpreter services.
Telephonic Interpreting Companies	Sample list of organizations that provide interpreter services.
Language Identification Flashcards	Tool to identify patient languages.
Common Signs in Multiple Languages (English-Spanish-Vietnamese-Chinese)	Simple signs that can be enlarged and posted in your facility.
Common Sentences in Multiple Languages (English-Spanish-Vietnamese-Chinese)	Simple phrases that can be used to communicate with LEP patients while waiting for an interpreter.
Employee Language Skills Self-Assessment Tool	Self-assessment tool to capture the language capability of bilingual health care providers.



TIPS FOR COMMUNICATING ACROSS LANGUAGE BARRIERS

Limited English Proficient (LEP) patients are faced with language barriers that undermine their ability to understand information given by healthcare providers as well as instructions on prescriptions and medication bottles, appointment slips, medical education brochures, doctor's directions, and consent forms. They experience more difficulty (than other patients) processing information necessary to care for themselves and others.

Tips to Identify a Patient's Preferred Language

- Ask the patient for their preferred spoken and written language.
- Display a poster of common languages spoken by patients; ask them to point to their language of preference.
- Post information relative to the availability of interpreter services.
- Make available and encourage patients to carry "I speak..." or "Language ID" cards.
(Note: Many phone interpreter companies provide language posters and cards at no charge.)

Tips to Document Patient Language Needs

- For all Limited English Proficient (LEP) patients, document preferred language in paper and/or electronic medical records.
- Post color stickers on the patient's chart to flag when an interpreter is needed.
(e.g. Orange =Spanish, Yellow=Vietnamese, Green=Russian).

Tips to Assessing which Type of Interpreter to Use

- Telephone interpreter services are easily accessed and available for short conversations or unusual language requests.
- Face-to-face interpreters provide the best communication for sensitive, legal or long communications.
- Trained bilingual staff provide consistent patient interactions for a large number of patients.
- For reliable patient communication, avoid using minors and family members.

Tips to Overcome Language Barriers

- | | |
|---|--|
| • Use simple words; avoid jargon and acronyms. | • Use pictures, demonstrations, video or audiotapes to increase understanding. |
| • Limit/avoid technical language. | • Give information in small chunks and verify comprehension before going on. |
| • Speak slowly (don't shout). | • Always confirm patient's understanding of the information - patient's logic may be different from yours. |
| • Articulate words completely. | |
| • Repeat important information. | |
| • Provide educational material in the languages your patients read. | |



10 TIPS FOR WORKING WITH INTERPRETERS

1. Choose an interpreter who meets the needs of the patient, considering age, sex and background.

A patient might be reluctant to disclose personal and sensitive information, for example, in front of an interpreter of a different sex.

2. Hold a brief introductory discussion with the interpreter.

If it is your first time working with a professional interpreter, briefly meet with the interpreter first to agree on basic interpretation protocols. Let the interpreter brief the patient on the interpreter's role.

3. Allow enough time for the interpreted sessions.

Remember that an interpreted conversation requires more time. What can be said in a few words in one language may require a lengthy paraphrase in another.

4. Speak in a normal voice, clearly, and not too fast or too loudly.

It is usually easier for the interpreter to understand speech produced at normal speed and with normal rhythms, than artificially slow speech.

5. Avoid acronyms, jargon, and technical terms.

Avoid idioms, technical words, or cultural references that might be difficult to translate. Some concepts may be easy for the interpreter to understand but extremely difficult to translate (i.e. positive test results).

6. Face the patient and talk to the patient directly. Be brief, explicit and basic.

Remember that you are communicating with the patient through an interpreter. Pause after a full thought for the interpretation to be accurate and complete. If you speak too long, the interpreter may not remember and miss what was said.

7. Don't ask or say anything that you don't want the patient to hear.

Expect everything you say to be interpreted, and everything the patient and their family says.

8. Be patient and avoid interrupting during interpretation.

Allow the interpreter as much time as necessary to ask questions, for repeats, and for clarification. Be prepared to repeat yourself in different words if your message is not understood. Professional interpreters do not translate word-for-word but rather concept-by-concept. Also remember that English is a direct language, and may need to be relayed into complex grammar and a different communication pattern.

9. Be sensitive to appropriate communication standards.

Different cultures have different protocols to discuss sensitive topics and to address physicians. Many ideas taken for granted in America do not exist in the patient's culture and may need detailed explanation in another language. Take advantage of your interpreter's insight and let the interpreter be your "Cultural Broker."

10. Read body language in the cultural context.

Watch the patient's eyes, facial expression, or body language when you speak and when the interpreter speaks. Look for signs of comprehension, confusion, agreement, or disagreement.

***Note:** When working with interpreters, reassure the patient that the information will be kept confidential.*



TIPS FOR LOCATING INTERPRETER SERVICES

First, assess the oral linguistic needs of your Limited English Proficient (LEP) patients. Second, assess the services available to meet these needs.

Assess the language capability of your staff (*See Employee Language Skills Self-Assessment*)

- Keep a list of available bilingual staff who can assist with LEP patients on-site.

Assess services available through patient health plans

- Ask all health plans you work with if and when they provide interpreter services, including American Sign Language interpreters, as a covered benefit for their members.
- Identify the policies and procedures in place to access interpreter services for each plan you work with.
- Keep an updated list of specific telephone numbers and health plan contacts for language services.
- Ask the agency providing the interpreter for their training standards and methods of assessing interpreter quality.
- Don't forget to inquire about Telecommunication Device for the Deaf (TDD) services for the hard of hearing/deaf.

If services are covered, identify the appropriate contact and request the health plan's process to access services.

- Determine if face-to-face and/or telephone interpreters are covered.
- If face-to-face interpreters are covered, have the following information ready before requesting the interpreter: gender, age, language needed, date/time of appointment, type of visit, and office specialty.
 - *Remember to follow all HIPAA regulations when transmitting any patient-identifiable information to parties outside your office.*
- If telephone interpreters are covered, relay the pertinent patient information which will help the interpreter better serve the needs of the patient and the provider.

If interpreter services are NOT covered by the patient's health plan, **find other resources** to meet the linguistic needs of your LEP patients.

- Use trained/capable internal staff.
- Contract with a telephonic interpreting company. (*See Telephonic Interpreting Companies.*) It is recommended that you assess the quality of the services provided by these vendors.
- Check for services available through Community Based Organizations. Some provide free face-to-face interpreter services for the community or they may offer low fees.
- Depending on the linguistic needs of your LEP population, you may have to consider hiring a professional interpreter.
- For further information, you may contact the National Council on Interpretation in Health Care, the Society of American Interpreters, the Translators & Interpreters Guild, the American Translators Association, or any local Health Care Interpreters association in your area.



TELEPHONIC INTERPRETING COMPANIES

Price per Minute: Prices may range from \$1.25 to \$4.50 per minute. Some companies charge different rates depending on the language requested. Other companies charge the same rate regardless of language. Most rates are negotiable depending on volume.

Start-up Costs: There might be a \$150 set-up charge and a \$50 monthly service fee, but often these costs are waived.

Staff Training: On-site and teleconferencing training on how to use telephonic interpretation is available.

Connection Time: Connection times range from 30 to 60 seconds.

Other Services: All companies have training materials, custom reports and equipment available. Some have dual handset telephones available.

<p><i>This list is intended to give you a sample of vendors that offer telephone interpretation services, and is not an endorsement or a recommendation.</i></p> <p><i>You should conduct your own research to assess the quality of the services provided by these vendors.</i></p>		Industry Specialization	Standards for Interpreters <i>Screening/Evaluation Process, Training of Interpreters</i>	Location
	CyraCom International 800-713-4950	Medical	Completion of the CyraCom Interpreter Qualification Process	7330 N. Oracle Rd. Tucson, AZ 85704 Phone 800-713-4950 / Fax 520-745-9022
	Interpreting Services International, Inc. (ISI) 818-753-9584	Medical	Completion of the ISI Interpreter Training and Assessment Program (ITAP)	6180 Laurel Canyon Blvd. North Hollywood, CA 91606 Phone 818-753-9181 / Fax 818-753-9617
	Language Line Services (LLS) 800-752-0093	All industries	Completion of the Language Line Medical Certification Program	One Lower Ragsdale Dr. Monterey, CA 93940 Phone 800-752-0093 / Fax 800-821-9040
	Network Omni Services 800-543-4244	All industries	Not specified	1329 E. Thousand Oaks Blvd., 2 nd Floor Thousand Oaks, CA 91362 Phone 800-543-4244 / Fax 805-446-6693
	Pacific Interpreters 800-311-1232	Medical	<ul style="list-style-type: none"> • 2 yrs of college education • Formal training as interpreter • Professional certification • Active membership in a professional organization 	One SW Columbia, Ste. 1950 Portland, OR 97258 Phone 800-311-1232 / Fax 503-223-1336
	Tele-Interpreters 877-835-3468	Medical Legal Insurance	Primarily recruit from interpretation schools	447 W. Burchett St., 2 nd Floor Glendale, CA 91203 Phone 877-835-3468 / Fax 818-543-6781



Language Identification Flashcards

The sheets in this tool can be used to assist the office staff or physician in identifying the language that your patient is speaking. Pass the sheets to the patient and point to the English statement. Motion to the patient to read the other languages and to point to the language that the patient prefers. (Conservative gestures can communicate this.) Record the patient's language preference in their medical record.

The Language Identification Flashcards were developed by the U.S. Census Department and can be used to identify most languages that are spoken in the United States.



LANGUAGE IDENTIFICATION FLASHCARD

☐

املاً هذا المربع اذا كنت تقرأ أو تتحدث العربية.

Arabic

☐

Խնդրում ենք նշում կատարեք այս քառակուսում,
եթե խոսում կամ կարդում եք հայերեն:

Armenian

☐

যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।

Bengali

☐

សូមបញ្ជាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។

Cambodian

☐

Matka i kahhon komu un taitai pat un sang i Chamorro.

Chamorro

☐

如果您具有中文閱讀和會話能力，請在本空格內標上X記號。

Chinese

☐

Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.

Creole

☐

Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.

Croatian (Serbo-Croatian)

☐

Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.

Czech

☐

Kruis dit vakje aan als u Nederlands kunt lezen of spreken.

Dutch

☐

Mark this box if you read or speak English.

English

☐

اگر خواندن ونوشتن فارسی بدرهستين، اين مربع را علامت بگذاريد.

Farsi

<input type="checkbox"/>	Cocher ici si vous lisez ou parlez le français.	French
<input type="checkbox"/>	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	German
<input type="checkbox"/>	Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.	Greek
<input type="checkbox"/>	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस गोले पर चिह्न लगाएँ।	Hindi
<input type="checkbox"/>	Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	Hmong
<input type="checkbox"/>	Jelölje meg ezt a kockát, ha megérti vagy beszél a magyar nyelvet.	Hungarian
<input type="checkbox"/>	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	Ilocano
<input type="checkbox"/>	Marchi questa casella se legge o parla italiano.	Italian
<input type="checkbox"/>	日本語を読んだり、話せる場合はここに印を付けてください。	Japanese
<input type="checkbox"/>	한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	Korean
<input type="checkbox"/>	ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກົດພາສາລາວ.	Laotian
<input type="checkbox"/>	Zaznacz tę kratkę jeżeli czyta Pan/Pani lub mówi po polsku.	Polish
<input type="checkbox"/>	Assinale este quadrado se voce lê ou fala Português.	Portuguese

<input type="checkbox"/>	Însemnați această căsuță dacă citiți sau vorbiți Românește.	Romanian
<input type="checkbox"/>	Пометьте этот квадратик, если вы читаете или говорите по-русски.	Russian
<input type="checkbox"/>	Maka pe fa'ailoga le pusa lea pe afai e te faitau pe tusitusi i le gagana Samoa.	Samoaan
<input type="checkbox"/>	Обележите овај квадратик уколико читате или говорите српски језик.	Serbian (Serbo-Croatian)
<input type="checkbox"/>	Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	Slovak
<input type="checkbox"/>	Marque esta casilla si lee o habla español.	Spanish
<input type="checkbox"/>	Markahan ang kahon na ito kung ikaw ay nagsasalita o nagbabasa ng Tagalog.	Tagalog
<input type="checkbox"/>	ให้กาเครื่องหมายลงในช่องดำผ่านอ่านหรือพูดภาษาไทย.	Thai
<input type="checkbox"/>	Faka'ilonga'i 'ae puha ko'eni kapau 'oku te lau pe lea 'ae lea fakatonga.	Tongan
<input type="checkbox"/>	Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	Ukrainian
<input type="checkbox"/>	اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانہ میں نشان لگائیں.	Urdu
<input type="checkbox"/>	Xin đánh dấu vào ô này nếu quý biết đọc và nói được Việt Ngữ.	Vietnamese
<input type="checkbox"/>	צייכנט דעם קעסטל אויב איר שרייבט אדער ליינט אידיש.	Yiddish



COMMON SIGNS IN MULTIPLE LANGUAGES (ENGLISH-SPANISH-VIETNAMESE-CHINESE)

You may use this tool to mark special areas in your office to help your Limited English Proficient (LEP) patients. It is suggested that you laminate each sign and post it.

English		Welcome
Español	<i>Spanish</i>	Bienvenido/a
Tiếng Việt	<i>Vietnamese</i>	Hân hạnh tiếp đón quý vị
中文	<i>Chinese</i>	歡迎

English		Registration
Español	<i>Spanish</i>	Oficina de Registro
Tiếng Việt	<i>Vietnamese</i>	Quầy tiếp khách
中文	<i>Chinese</i>	登記處

English		Cashier
Español	<i>Spanish</i>	Cajera
Tiếng Việt	<i>Vietnamese</i>	Quầy trả tiền
中文	<i>Chinese</i>	收銀部

English		Enter
Español	<i>Spanish</i>	Entrada
Tiếng Việt	<i>Vietnamese</i>	Lối vào
中文	<i>Chinese</i>	入口

English		Exit
Español	<i>Spanish</i>	Salida
Tiếng Việt	<i>Vietnamese</i>	Lối ra
中文	<i>Chinese</i>	出口

English		Restroom
Español	<i>Spanish</i>	Baños
Tiếng Việt	<i>Vietnamese</i>	Phòng vệ sinh
中文	<i>Chinese</i>	洗手間



COMMON SENTENCES IN MULTIPLE LANGUAGES (ENGLISH-SPANISH-VIETNAMESE-CHINESE)

This tool is designed for office staff to assist in basic entry-level communication with Limited English Proficient (LEP) patients. Point to the sentence you wish to communicate and your LEP patient may read it in his/her language of preference. The patient can then point to the next message.

English	Spanish / Español	Vietnamese / Tiếng Việt	Chinese / 中文
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 Point to a sentence	 Señale una frase	 Xin chỉ vào câu	 指向句子
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<i>Instructions</i>	<i>Instrucciones</i>	<i>Chỉ Dẫn</i>	<i>指示</i>
<p><i>We can use these cards to help us understand each other. Point to the sentence you want to communicate. If needed, later we will call an interpreter.</i></p>	<p><i>Podemos utilizar estas tarjetas para entendernos. Señale la frase que desea comunicar. Si necesita, después llamaremos a un intérprete.</i></p>	<p><i>Chúng ta có thể dùng những thẻ này để giúp chúng ta hiểu nhau. Xin chỉ vào câu đúng nghĩa quý vị muốn nói. Chúng tôi sẽ nhờ một thông dịch viên đến giúp nếu chúng ta cần nói nhiều hơn.</i></p>	<p><i>這卡可以幫助大家更明白對方。請指向您想溝通的句子，如有需要，稍後我們可以為您安排傳譯員。</i></p>

English	Spanish / Español	Vietnamese / Tiếng Việt	Chinese / 中文
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👉 Point to a sentence 👉 Señale una frase 👉 Xin chỉ vào câu 👉 p 指向句子

<i>Courtesy statements</i>	<i>Frases de cortesía</i>	<i>Từ ngữ lịch sự</i>	<i>禮貌敘述</i>
Please wait.	Por favor espere (un momento).	Xin vui lòng chờ.	請等等
Thank you.	Gracias.	Cám ơn.	多謝
One moment, please.	Un momento, por favor.	Xin đợi một chút.	請等一會

👉 Point to a sentence 👉 Señale una frase 👉 Xin chỉ vào câu 👉 p 指向句子

<i>Patient may say....</i>	<i>El paciente puede decir...</i>	<i>Bệnh nhân có thể nói...</i>	<i>病人可能會說...</i>
My name is...	Mi nombre es ...	Tôi tên là...	我的名字是...
I need an interpreter.	Necesito un intérprete.	Chúng tôi cần thông dịch viên.	我需要一位傳譯員...
I came to see the doctor, because...	Vine a ver al doctor porque ...	Tôi muốn gặp bác sĩ vì...	我來見醫生是因為...
I don't understand.	No entiendo.	Tôi không hiểu.	我不明白

English	Spanish / Español	Vietnamese / Tiếng Việt	Chinese / 中文
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👉 Point to a sentence

👉 Señale una frase

👉 Xin chỉ vào câu

👉 p 指向句子

<i>Patient may say...</i>	<i>El paciente puede decir...</i>	<i>Bệnh nhân có thể nói...</i>	<i>病人可能會說...</i>
Please hurry. It is urgent.	Por favor apúrese. Es urgente.	Vui lòng nhanh lên. Tôi có chuyện khẩn cấp.	請盡快，這是非常緊急。
Where is the bathroom?	Dónde queda el baño?	Phòng vệ sinh ở đâu?	洗手間在那裏？
How much do I owe you?	Cuánto le debo?	Tôi cần phải trả bao nhiêu tiền?	我欠您多少錢？
Is it possible to have an interpreter?	Es posible tener un intérprete?	Có thể nhờ một thông dịch viên đến giúp chúng ta không?	可否找一位傳譯員？

👉 Point to a sentence

👉 Señale una frase

👉 Xin chỉ vào câu

👉 指向句子

<i>Staff may ask or say...</i>	<i>El personal del médico le puede decir...</i>	<i>Nhân viên có thể hỏi hoặc nói...</i>	<i>職員可能會問或說。。。</i>
How may I help you?	¿En qué puedo ayudarle?	Tôi có thể giúp được gì?	我怎樣可以幫您呢？
I don't understand. Please wait.	No entiendo. Por favor espere.	Tôi không hiểu. Xin đợi một chút.	我不明白，請等等。
What language do you prefer?	¿Qué idioma prefiere?	Quý vị thích dùng ngôn ngữ nào?	您喜歡用什麼語言呢： <ul style="list-style-type: none"> • Cantonese 廣東話 • Mandarin 國語
We will call an interpreter.	Vamos a llamar a un intérprete.	Chúng tôi sẽ gọi thông dịch viên	我們會找一位傳譯員。
An interpreter is coming.	Ya viene un intérprete.	Sẽ có một thông dịch viên đến giúp chúng ta.	傳譯員就快到。

English	Spanish / Español	Vietnamese / Tiếng Việt	Chinese / 中文
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☞ Point to a sentence

☞ Señale una frase

☞ Xin chỉ vào câu

☞ p 指向句子

<i>Staff may ask or say...</i>	<i>El personal del médico le puede decir...</i>	<i>Nhân viên có thể hỏi hoặc nói...</i>	<i>職員可能會問或說。。。</i>
What is your name?	¿Cuál es su nombre?	Quý vị tên gì?	您叫什麼名字？
Who is the patient?	¿Quién es el paciente?	Ai là bệnh nhân?	誰是病人？
Please write <u>the patient's</u> :	Por favor escriba, acerca <u>del paciente</u> :	Xin viết lý lịch của <u>bệnh nhân</u> :	請寫出病人的:
Name	Nombre	Tên	姓名
Address	Dirección	Địa Chỉ	地址
Telephone number	Número de teléfono	Số Điện Thoại	電話號碼
Identification number	Número de identificación	Số ID	醫療卡號碼
Birth date:	Fecha de nacimiento:	Ngày Sinh:	出生日期:
Month/Day/Year	Mes/Día/Año	Tháng/Ngày/Năm	月/日/年
<i>Now, fill out these forms, please</i>	<i>Ahora, por favor conteste estas formas.</i>	<i>Bây giờ xin điền những đơn này.</i>	<i>現在，請填寫這表格</i>



COMMON SENTENCES IN MULTIPLE LANGUAGES (ENGLISH-SPANISH-FRENCH CREOLE)

This tool is designed for office staff to assist in basic entry-level communication with Limited English Proficient (LEP) patients. Point to the sentence you wish to communicate and your LEP patient may read it in his/her language of preference. The patient can then point to the next message.

English	Spanish / Español	Creole/ Kreyòl
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☞ Point to a sentence

☞ Señale una frase

☞ Lonje dwèt ou sou yon fraz

<i>Instructions</i>	<i>Instrucciones</i>	<i>Esplikasyon</i>
<p><i>We can use these cards to help us understand each other. Point to the sentence you want to communicate. If needed, later we will call an interpreter.</i></p>	<p><i>Podemos utilizar estas tarjetas para entendernos. Señale la frase que desea comunicar. Si necesita, después llamaremos a un intérprete.</i></p>	<p><i>Nou kapab sèvi ak kat sa yo pou ede nou youn konprann lòt. Lonje dwèt ou sou sa ou vle di a. Si nou bezwen yon entèprèt, n ap voye chache youn apre.</i></p>



COMMON SENTENCES IN MULTIPLE LANGUAGES (ENGLISH-SPANISH-FRENCH CREOLE)

English	Spanish / Español	Creole/ Kreyòl
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☞ Point to a sentence

☞ Señale una frase

☞ Lonje dwèt ou sou yon fraz

<i>Courtesy statements</i>	<i>Frases de cortesía</i>	<i>Pawòl pou Koutwazi</i>
Please wait.	Por favor espere (un momento).	Tanpri, tann (yon moman)
Thank you.	Gracias.	Mèsi.
One moment, please.	Un momento, por favor.	Tann yon moman, tanpri.
<i>Patient may say....</i>	<i>El paciente puede decir...</i>	<i>Pasyan an kapab di</i>
My name is.....	Mi nombre es	Non mwen se...
I need an interpreter.	Necesito un intérprete.	Mwen bezwen yon enlèpt
I came to see the doctor, because	Vine a ver al doctor porque	Mwen vin wè doktè a, paske...
I don't understand.	No entiendo.	Mwen pa konprann.
Please hurry. It is urgent.	Por favor apúrese. Es urgente.	Tanpri fè vit. Sa ijant.
Where is the bathroom?	Dónde queda el baño?	Kote twa la yo?
How much do I owe you?	Cuánto le debo?	Konbyen pou mwen peye?
Is it possible to have an interpreter?	Es posible tener un intérprete?	ske mwen ka gen yon enlèpt?



COMMON SENTENCES IN MULTIPLE LANGUAGES (ENGLISH-SPANISH-FRENCH CREOLE)

English	Spanish / Español	Creole/ Kreyòl
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☞ Point to a sentence

☞ Señale una frase

☞ Lonje dwèt ou sou yon fraz

<i>Staff may ask or say....</i>	<i>El personal del médico le puede decir...</i>	<i>Anplwaye medikal la kapab di oubyen mande...</i>
Please hold. I will be right back	Por favor espere un momento. Ya regreso.	Tanpri, tann yon moman. M ap tounen touswit.
How may I help you?	¿En qué puedo ayudarle?	Kisa mwen ka f pou ou?
I don't understand. Please wait.	No entiendo. Por favor espere.	Mwen pa konprann. Tanpri, tann yon moman.
What language do you prefer?	¿Qué idioma prefiere?	Ki lang ou pito?
We will call an interpreter.	Vamos a llamar a un intérprete.	Nou pral rele yon enpèrt.
An interpreter is coming.	Ya viene un intérprete.	Gen yon enpèrt ki nan wout.
What is your name?	¿Cuál es su nombre?	Kouman ou rele?
Who is the patient?	¿Quién es el paciente?	Ki moun ki pasyan an?



COMMON SENTENCES IN MULTIPLE LANGUAGES (ENGLISH-SPANISH-FRENCH CREOLE)

English	Spanish / Español	Creole/ Kreyòl
---------	-------------------	----------------

☞ Point to a sentence

☞ Señale una frase

☞ Lonje dwèt ou sou yon fraz

<i>Staff may ask or say....</i>	<i>El personal del médico le puede decir...</i>	<i>Anplwaye medikal la kapab di oubyen mande...</i>
Please write <u>the patient's</u> :	Por favor escriba, acerca <u>del paciente</u> :	Tanpri, ekri enfòmasyon sa yo <u>pou pasyan an</u> :
Name	Nombre	Non
Address	Dirección	Adrès
Telephone number	Número de teléfono	Nimewo telefòn
Identification number	Número de identificación	Nimewo didantite
Birth date:	Fecha de nacimiento:	Dat nesans:
Month / Day / Year	Mes / Día / Año	Mwa / Jou / Ane

<i>Now, fill out these forms, please</i>	<i>Ahora, por favor conteste estas formas.</i>	<i>Kounye a, ekri enfòmasyon yo mande nan papyè sa yo.</i>
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EMPLOYEE LANGUAGE SKILLS SELF-ASSESSMENT TOOL

Dear Physician:

The attached self-assessment tool can assist you in identifying language skills and resources existing in your health care setting. This simple tool will provide a basic and subjective idea of the bilingual capabilities of your staff.

We recommend that you distribute the tool to **all your clinical and non-clinical employees using their non-English language skills in the workplace.** The information collected may be used as a first step to improve communication with your diverse patient base.

You may wish to write an introductory note along the following lines:

“We are committed to maintaining our readiness to serve the needs of our patients. Many of our employees could use their skills in languages other than English.

We are compiling information about resources available within our work force. Please complete and return this survey to <department/contact> no later than <date>.

This survey will not affect your performance evaluation. It is just a way for us to improve our customer service, and to make you part of such efforts.

Thank you for your assistance.”

Once bilingual staff have been identified, **they should be referred to professional assessment agencies** to evaluate the level of proficiency. There are many sources that will help you assess the bilingual capacity of staff.

Depending on their level of confirmed fluency, your practice would be able to make use of this added value to help your practice better communicate with your patients in the client’s language of preference.



Employee Language Skills Self Assessment Key

Key	Spoken Language
(1)	Satisfies elementary needs and minimum courtesy requirements. Able to understand and respond to 2-3 word entry-level questions. May require slow speech and repetition.
(2)	Meets basic conversational needs. Able to understand and respond to simple questions. Can handle casual conversation about work, school, and family. Has difficulty with vocabulary and grammar.
(3)	Able to speak the language with sufficient accuracy and vocabulary to have effective formal and informal conversations on most familiar topics related to health care.
(4)	Able to use the language fluently and accurately on all levels related to work needs. Can understand and participate in any conversation within the range of his/her experience with a high degree of fluency and precision of vocabulary. Unaffected by rate of speech.
(5)	Speaks proficiently equivalent to that of an educated native speaker. Has complete fluency in the language such that speech in all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural preferences. Usually has received formal education in target language.

Key	Reading
(1)	No functional ability to read. Able to understand and read only a few key words.
(2)	Limited to simple vocabulary and sentence structure.
(3)	Understands conventional topics, non-technical terms and health care terms.
(4)	Understands materials that contain idioms and specialized terminology; understands a broad range of literature.
(5)	Understands sophisticated materials, including those related to academic, medical and technical vocabulary.

Key	Writing
(1)	No functional ability to write the language and is only able to write single elementary words.
(2)	Able to write simple sentences. Requires major editing.
(3)	Writes on conventional and simple health care topics with few errors in spelling and structure. Requires minor editing.
(4)	Writes on academic, technical, and most health care and medical topics with few errors in structure and spelling.
(5)	Writes proficiently equivalent to that of an educated native speaker/writer. Writes with idiomatic ease of expression and feeling for the style of language. Proficient in medical, healthcare, academic and technical vocabulary.



Employee Language Skills Self-Assessment

Thank you for participating in this survey process. **This survey is for staff who currently use their skills in languages other than English to communicate with our patients.** Be assured that this survey will not affect your performance evaluation. This is a way for us to identify our linguistic strengths, determine training opportunities, improve our customer service and include you in our diversity efforts.

Employee Name: _____ Department: _____ Work hours: ☐ 8am –5pm
☐ 9am –6 pm
☐ other _____

- Directions:**
- (1) Write any/all language(s) or dialects you know.
 - (2) Indicate how fluently you speak, read and/or write in that language. (see attached key)
 - (3) Specify if you currently use this language regularly in your job.

EXAMPLE

Language	Dialect, region...	Speaking	Reading	Writing	do you speak...	do you read	do you write
Spanish	Mexico	1 ② 3 4 5	1 2 ③ 4 5	① 2 3 4 5	Yes No	Yes No	Yes No

Language	Dialect, region, or country	Fluency: see attached key (circle)	As part of your job, do you use this language to speak with patients? (Circle)	As part of your job, do you read this language? (Circle)	As part of your job, do you write this language? (Circle)
		Speaking	Reading	Writing	
1.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Yes No Yes No Yes No
2.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Yes No Yes No Yes No
3.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Yes No Yes No Yes No
4.		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Yes No Yes No Yes No

Are you willing to take language skills assessment tests and quality training?

☐ Yes ☐ No