

## Language-Appropriate Healthcare and Medical Language Education Collection

### Submission Do's and Don'ts

The *MedEdPORTAL* [Language-Appropriate Healthcare and Medical Language Education Collection](#) is seeking generalizable, innovative, and high-quality educational resources to meet the aims described in the Table below. To assist potential authors in developing successful submissions, we have created a list of suggested do's (example submission concepts that are likely to meet the aims of the call and journal criteria) and don'ts (example submission concepts that only partially address the call's aims or journal criteria and are therefore unlikely to result in successful submissions without major modifications). Please note that this Table is a non-exhaustive list and the editorial decision is at the discretion of the editorial team.

If questions remain after carefully reviewing the information about the call, please direct your inquiries about potential submissions to the *MedEdPORTAL* Language-Appropriate Healthcare and Medical Language Education Collection to the Collection Editors: Dr. Pilar Ortega, MD, MGM ([portega1@uic.edu](mailto:portega1@uic.edu)) and Dr. Débora H. Silva MD, FAAP, MEd ([debora.silva@upr.edu](mailto:debora.silva@upr.edu)).

**Table.** Examples of Submissions That Do and Don't Meet the Language-Appropriate Healthcare and Medical Language Education Collection Aims or *MedEdPORTAL* Journal Criteria

Aim 1	Teach language-concordant clinical and communication skills relevant to specific populations with non-English language preferences.	
	Do	Don't
	Simulation exercise to teach medical students with advanced Polish-language skills how to disclose a medical error to a Polish-speaking patient.	A lecture on how to disclose medical errors translated into Polish.
	Objective Structured Clinical Examination to assess residents' competence in language-concordant communication with Spanish-speaking parents in an outpatient pediatric clinic.	The complete medical Spanish curriculum of a residency program.
	A language-appropriate workshop to train community health promoters to educate Korean women on the need for mammography and pap smears.	A slide presentation about women preventive health services translated from English to Korean.
	A workshop for dentists and dental trainees whose dominant language is Spanish to improve language-concordant patient-centered informed consent.	A review of best practices for translating procedural consent forms into non-dominant languages.

	<p style="text-align: center;"><b>Collection Publication Examples</b> (Access complete list: <a href="https://www.mededportal.org/language">https://www.mededportal.org/language</a>)</p> <p>Ortega P, López-Hinojosa I, Park YS, Girotti JA. Medical Spanish Musculoskeletal and Dermatologic Educational Module. <i>MedEdPORTAL</i>. 2021;17:11071. <a href="https://doi.org/10.15766/mep_2374-8265.11071">https://doi.org/10.15766/mep_2374-8265.11071</a></p> <p>Alzate-Duque L, Sánchez JP, Marti SRM, Rosado-Rivera D, Sánchez NF. HIV Pre-exposure Prophylaxis Education for Clinicians Caring for Spanish-Speaking Men Who Have Sex With Men (MSM). <i>MedEdPORTAL</i>. 2021;17:11110. <a href="https://doi.org/10.15766/mep_2374-8265.11110">https://doi.org/10.15766/mep_2374-8265.11110</a></p> <p>Sarsour NY, Hammoud MM. Integration of Arab and Muslim Health Education Into a Medical School Curriculum. <i>MedEdPORTAL</i>. 2021;17:11188. <a href="https://doi.org/10.15766/mep_2374-8265.11188">https://doi.org/10.15766/mep_2374-8265.11188</a></p> <p>Ortega P, González C, López-Hinojosa I, Park YS, Girotti JA. Medical Spanish Endocrinology Educational Module. <i>MedEdPORTAL</i>. 2022;18:11226. <a href="https://doi.org/10.15766/mep_2374-8265.11226">https://doi.org/10.15766/mep_2374-8265.11226</a></p> <p>Almanzar A, Martinez D, Vega E, Lopez M, Hodes-Villamar L, Sánchez JP. COVID-19 Education for Health Professionals Caring for Spanish-Speaking Patients. <i>MedEdPORTAL</i>. 2022;18:11240. <a href="https://doi.org/10.15766/mep_2374-8265.11240">https://doi.org/10.15766/mep_2374-8265.11240</a></p>	
<b>Aim 2</b>	<b>Teach clinical strategies to effectively communicate with patients who have conditions affecting sensory or cognitive function.</b>	
	<b>Do</b>	<b>Don't</b>
	A video and role-playing exercise to teach clinical interviewing using American Sign Language to improve communication with patients who are deaf or hard-of-hearing.	A description of an American Sign Language elective.
	A clinical skills module and standardized patient encounter to teach residents how to provide effective medication instructions for patients who are blind or visually impaired.	A self-directed reading about how to communicate with blind patients.
	An interactive workshop to help trainees recognize when and how to employ visual communication techniques (e.g., infographics, drawings, comics) when explaining a diagnosis to a patient and/or caregivers.	A comic telling the story of the lived experience of a person who was diagnosed with an autism spectrum disorder.
	<p style="text-align: center;"><b>Collection Publication Examples</b></p> <p>Spengler E, Schechter M, Pina P, Rhim HJH. You Can Teach Every Patient: A Health Literacy and Clear Communication Curriculum for Pediatric Clerkship Students. <i>MedEdPORTAL</i>. 2021;17:11086. <a href="https://doi.org/10.15766/mep_2374-8265.11086">https://doi.org/10.15766/mep_2374-8265.11086</a></p>	

<b>Aim 3</b>	<b>Teach knowledge and clinical skills needed to access and collaborate with medical interpreters and other health care team members who can enhance language-appropriate care.</b>	
	<b>Do</b>	<b>Don't</b>
	The use of standardized patients to train faculty on how to teach and assess medical history-taking during interpreter-mediated clinical encounters.	A description of a guide for using professional interpreters.
	An interprofessional workshop to teach the healthcare team (doctors, nurses, dieticians, promotoras de salud, pharmacists, and trainees) about language-appropriate diabetes management for Hispanic/Latinx patients with mixed/multilingual Spanish and English language needs.	Effectiveness evaluation of diabetes management patient information pamphlets translated into Spanish.
	An interactive module to improve language-appropriate shared-decision making during family-centered rounds with Mandarin-speaking patients.	A lecture on shared decision-making translated to Mandarin.
	A module to teach and assess medical students with beginner language skills in Arabic to conduct basic greetings, respectfully build rapport, and effectively work with medical interpreters when caring for Arabic-speaking patients.	A medical Arabic module for students with beginner language skills that claims unrealistic language learning goals and/or does not address working with interpreters.
<b>Collection Publication Examples</b>		
<p>Nageswara Rao A, Warad D, Rodriguez V. Cross-Cultural Care Training for Pediatric Hematology/Oncology Fellows. <i>MedEdPORTAL</i>. 2017;13:10543. <a href="https://doi.org/10.15766/mep_2374-8265.10543">https://doi.org/10.15766/mep_2374-8265.10543</a></p> <p>Pinto Taylor E, Mulenios A, Chatterjee A, Talwalkar JS. Partnering With Interpreter Services: Standardized Patient Cases to Improve Communication With Limited English Proficiency Patients. <i>MedEdPORTAL</i>. 2019;15:10826. <a href="https://doi.org/10.15766/mep_2374-8265.10826">https://doi.org/10.15766/mep_2374-8265.10826</a></p> <p>Zdradzinski MJ, Backster A, Heron S, White M, Laubscher D, Siegelman JN. A Novel Simulation to Assess Residents' Utilization of a Medical Interpreter. <i>MedEdPORTAL</i>. 2019;15:10853. <a href="https://doi.org/10.15766/mep_2374-8265.10853">https://doi.org/10.15766/mep_2374-8265.10853</a></p> <p>Woll A, Quick KK, Mazzei C, Selameab T, Miller JL. Working With Interpreters as a Team in Health Care (WITH Care) Curriculum Tool Kit for Oral Health Professions. <i>MedEdPORTAL</i>. 2020;16:10894. <a href="https://doi.org/10.15766/mep_2374-8265.10894">https://doi.org/10.15766/mep_2374-8265.10894</a></p> <p>Jones J, Rice K, Cueto V, Mojica CDV, Stawitcke M, Salem S, Talley E, Blankenburg R. Increasing Health Care Workers' Proficiency With Using Professional Medical Interpretation: A Workshop. <i>MedEdPORTAL</i>. 2020;16:11017. <a href="https://doi.org/10.15766/mep_2374-8265.11017">https://doi.org/10.15766/mep_2374-8265.11017</a></p>		