

Health
Disparities and
Cultural
Competence



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Health Disparities and Cultural Competence

George Reyes is a 62-year-old male who came to the United States 12 years ago from Mexico with his son and daughter.

His lives alone but his daughter typically accompanies him to his clinic appointments. He owns his own brick laying company. He works full-time and is often out on job sites working during the day.



Health Disparities and Cultural Competence

- He is regularly seen at the All Access Health Clinic for a variety of health concerns. He has chronic hypertension and chronic back pain related to a fall he experienced ten years ago.
- Today he is accompanied by his daughter, daughter-in-law and four grandchildren.
- English is the second language for the adult family members. Mr. Reyes' granddaughter Elaiyah is 12 years old and is translating for the family.

Fura is EST
except for grand daughter

Health Disparities and Cultural Competence

- Through his granddaughter's translation, Mr. Reyes reports he is in the clinic today because his eye hurts. It is red and has yellow drainage.
- He says he has been working a lot, it's very hot outside. He is very tired and always thirsty. He notices that his pants seem to be getting too big.



Health Disparities and Cultural Competence

- It's a very busy clinic day and the nurse is behind.
- ~~Rather than calling the language line, the nurse chooses to continue to use Mr. Reyes' granddaughter as a translator.~~
- The nurse completes her assessment, including VS
 - P=76
 - T=37.0 (98.6 F)
 - R=20
 - ~~BP=140/90~~
 - Wt:180.5 lbs., (81.9 kg)
 - Ht=5'7"
- Given the language barrier and the chaos with all of the family present ~~the nurse does not ask~~ Mr. Reyes about his ~~fatigue~~. She does not ~~review his current medications~~ with the family. She also does not ask about the ~~management of high blood pressure~~.
- According to the documentation from his last visit he is prescribed ~~Lisinopril 10 mg once daily~~ by mouth for his high blood pressure.

↳ need reconciliation

↳ use translation services.

Health Disparities and Cultural Competence

- The physician diagnoses Mr. Reyes with bacterial conjunctivitis (pink eye).
- Mr. Reyes is prescribed Gentamicin sulfate antibiotic eye drops:
 - ~~Two drops to left eye twice daily for ten days.~~
- The nurse hands the prescription to the granddaughter and asks her to tell her grandfather to put two drops in his left eye twice daily! The nurse asks if he understands.
- Mr. Reyes nods his head and the family leaves the clinic.

Health Disparities and Cultural Competence

- What type of health disparity has Mr. Reyes experienced?

- Education,
language and literacy disparity.

Health Disparities and Cultural Competence

- What factors contributed to Mr. Reyes not receiving the standard of care?

- Language barrier and literacy issue.

- no translation services provided

Health Disparities and Cultural Competence

- What additional assessments should have been completed at this visit?

- ask intake assessment for fatigue and polydipsia
- the client need medication reconciliation
- Blood sugar assessment needed \approx A1C
- Oxygenation assessment needed
- Nutritional assessment need
- Compare wt - from last value
- Complete metabolic Panel need (CMP)
- CBC need (CBC)

Health Disparities and Cultural Competence

- What additional education could have been completed at this time?
 - Education about diabetes
 - Explanation about medication compliance
 - Encourage rest periods throughout the day.
 - Report any changes with eyes
 - Information handout in client's primary language
 - Education about lens failure

Health Disparities and Cultural Competence

- Mr. Reyes returns to the clinic ~~one week later~~. He is accompanied by his daughter and four grandchildren.
- He said his eye is ~~red again and has yellow drainage~~.
- You are the nurse this weekend. You assess Mr. Reyes and take his VS.
 - **P:** 68
 - **T:** 37.0 (98.6 F)
 - **R:** 19
 - **BP:** 130/90[!]
 - **Weight:** 180 lbs. (81.6 kg)
 - **Height:** 5'7"
- You recognize the adult members of the family do not speak English and decide to call the ~~language line~~.

Health Disparities and Cultural Competence

- You call the ~~translation hotline~~ the clinic uses for translation services.
- You ~~complete your history~~ using the translation services.
- You learn that Mr. Reyes ~~always "feels" thirsty~~. You review his 24 hour food history. He reports his ~~appetite has not decreased~~. ~~He keeps eating but noticed his clothes are too big for him~~
- He ~~wasn't sure how to take the eye drops~~. He was putting two drops in both eyes twice daily. He quit using the eye drop three days ago because his eye wasn't red anymore.
- He says he takes ~~his medication for his blood pressure~~ when he "feels" like his ~~blood pressure is high~~.
- You ~~compare his weight to previous visits and note he has lost almost 20 pounds over the past six months~~.
- need more
in depth assessment

Health Disparities and Cultural Competence

- **Objective Data**

- **General Appearance:** Resting in chair, talking to family, no acute distress noted.
- **RESP:** Not Assessed
- **CARDIAC:** Skin pink, warm and dry to touch. Capillary refill <3 seconds.
- **NEURO:** Alert & oriented to person/place/time/situation.
- **GI:** Not Assessed
- **GU:** Not Assessed
- **SKIN:** Left eye is red with purulent drainage. No discharge noted to right eye. No other lesions noted. Lips moist.

Communication

- You prepare to brief the Dr. Smith to see the patient.
- What information is significant from Mr. Reyes history and assessment?
- What information is important for you to share with the physician?
- Practice SBAR

S - ID of pt, language, eye symptoms, taking med tx incorrectly.
B - include VS, ~~cool status~~, list of meds, med rec, r. - po
A - no appetite ^{w+} changes, review lab orders,
R - eye still red w/ yellow drainage.

Health Disparities and Cultural Competence

- Dr. Smith is concerned Mr. Reyes may have Type 2 Diabetes Mellitus.
- You take his ESBS. It is 290 mg/dL.
- You have collected appropriate lab to confirm the possible diagnosis of Type II Diabetes.
- The physician has prescribed Glyburide.
- You explain how to use the medication. Utilizing the translator, you allow Mr. Reyes to repeat the instructions back to you.
- You have assisted in scheduling an appointment for Mr. Reyes to meet with an endocrinologist to confirm the diagnosis. You have also ensure he has an appointment with a diabetic educator and a dietician the following week.
- Mr. Reyes scheduled to come back next week.

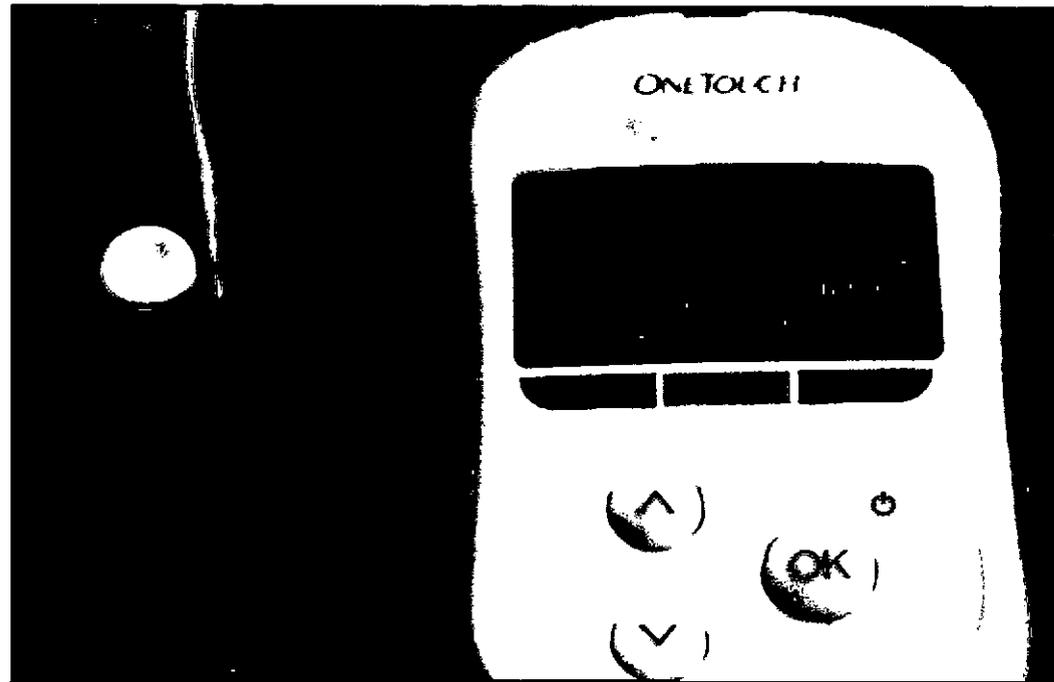


Understandable Explanations

- Educatt Pt on reliable sources
- P_i

Understandable Explanations

- How would you explain Finger Stick Blood Sugar to Mr. Reyes?
 - Show a video that is in Mr Reyes language.
 - Show Mr. Reyes the procedure w/ the help of translation



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- Where to lance the finger
- Steps on how to use the Blg meter
- Teach how to read the Blg meter
- Teach how to track Blg
- Dispose the needles properly

Communication

- How do you choose a translator?

- Choose the translator that speaks the client's language.
- ~~Choose the translator w/ proper credentials.~~

Communication

What are the key characteristics for an interpreter to possess?

- Medical terminology
- Good listener
- Friendly
- ~~Intuitive~~ practice: confidentiality
- Professional
- ~~practical~~
- Interpersonal

Communication

- What are the disadvantages of using a family member as an interpreter?

- ~~not medically trained~~
- not accurate translation

Communication

- What strategies can you use to work with an interpreter?
 - Acknowledge them
 - Give them time frame
 - Tell them the plan.
 - Give them what is pt. assessment
 - Share contact-information
 - Be mindful of their time.

feedback

- In healthcare, you will encounter situations that require you to communicate important information to other members of the healthcare team.
- ~~How would you recommend following up with the first nurse?~~

Communicating With Peers

feedback

Communicating With Peers

- How would you recommend following up with the first nurse?
 - C-I am concerned.
 - U-I am uncomfortable.
 - S-This is a safety issue.
 - <https://www.ahrq.gov/professionals/quality-patient-safety/hais/tools/ambulatory-surgery/sections/implementation/training-tools/custom.html>
- Practice with a classmate.

feedback

- What additional actions are appropriate?

Communicating
With Peers

References

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THE END

A FILM BY JONAS MEYER