

# Breaking the Language Barriers in the Delivery Room

Kristin Fabey BSN, RN

Abby Gruver BSN, RN

*Lehigh Valley Health Network, Abby.Gruver@lvhn.org*

Kelly Haberern BSN, RN

*Lehigh Valley Health Network, Kelly\_K.Haberern@lvhn.org*

Kaitlyn Jurewicz BSN, RN

*Lehigh Valley Health Network, Kaitlyn.Jurewicz@lvhn.org*

Toiya Stello ADN, RN

*Lehigh Valley Health Network, Toiya.Stello@lvhn.org*

Follow this and additional works at: <https://scholarlyworks.lvhn.org/patient-care-services-nursing>

---

## Published In/Presented At

Fabey, K. Gruver, A. Haberern, K. Jurewicz, K. Stello, T. (2018, August 2). *Breaking the Language Barriers in the Delivery Room*. Poster presented at: LVHN Vizient/AACN Nurse Residency Program Graduation, Lehigh Valley Health Network, Allentown, PA.

This Poster is brought to you for free and open access by LVHN Scholarly Works. It has been accepted for inclusion in LVHN Scholarly Works by an authorized administrator. For more information, please contact [LibraryServices@lvhn.org](mailto:LibraryServices@lvhn.org).



# Breaking the Language Barriers in the Delivery Room

Kristin Fabey, BSN, RN, Abby Gruver, BSN, RN, Kelly Haberern, BSN, RN, Kaitlyn Jurewicz, BSN, RN, Toiya Stello, ADN, RN

Lehigh Valley Health Network, Allentown, Pennsylvania

## Background/Triggers

- Non-English speaking patients
- Limited access to interpretation services
  - Current resources: ODI (interpreter through iPad video chat), live interpreters, blue phones, bilingual staff
    - Resources not ideal during delivery
- Busy Delivery room
  - Loud environment (equipment, conversations, etc.)
  - Support persons, RNs, doctors, technical partner, NICU staff

## Purpose/PICO

### Project Purpose:

The purpose of this project is to enhance nurse/patient communication in all delivery rooms, thus improving patient safety and satisfaction.

### PICO Question:

In pregnant women during the pushing process of labor, how would having a multilingual education tool in all delivery rooms enhance effective nurse/patient communication, compared to not having one?

**P-** Labor & Delivery nurses

**I-** Multilingual education tool (communication board of graphics paired with common phrases used during the pushing process of labor in English/Arabic, English/Spanish, and English/Vietnamese).

**C-** Not having practical tools readily available.

**O-** Nurses perception of effective communication in the delivery room with non-English speaking patients.

## Evidence

- “Lack of interpreter services or culturally/ linguistically appropriate health education materials is associated with patient dissatisfaction, poor communication and compliance, and ineffective or lower quality care” (Betancourt, Green, Carrillo, & Ananeh-Firempong, 2003).
- “...studies demonstrated that cultural competence training of healthcare providers was significantly associated with increased patient satisfaction” (Govere, L. & Govere, E., 2016).
- “Language barriers in any country or setting, can negatively affect nurses’ ability to communicate effectively with their patients and thereby have a negatively impact on provision of appropriate, timely, safe and effective care to meet patient’s needs” (Azam & Watson, 2017).
- The evidence found indicates that training staff to be culturally competent and using educational tools to communicate effectively, will increase patient satisfaction.

## Implementation

- Pre-project survey
  - Surveyed 30 out of 59 labor and delivery nurses; how comfortable they felt caring for non-English speaking patients, what resources they used, their availability and effectiveness.
    - 53% of the nurses felt uncomfortable/somewhat uncomfortable when caring for non-English speaking patients.
- With the help of Interpreter Services, revealed the top 3 non-English speaking population of patients at LVHN-CC
  - Spanish
  - Arabic
  - Vietnamese
- Work with interpreter and education services to create a multilingual and picture communication board
  - Common phrases and pictures in the above languages to utilize during the pushing process

## Implementation Continued

- RNs use communication boards with the patients
- Post-project survey
  - Survey RNs who utilized communication board to determine if new tool is effective- in process

## Outcomes

- To be determined after next steps

## Next Steps

- RN’s to utilize the multilingual education tool in all delivery rooms with non-English speaking patients.
- Post project survey
- Determine effectiveness of multilingual educational tool through analyzing post project surveys from RN’s
- Recommend further action based on results

## References

- Azam Ali, P., & Watson, R. (2017). Language Barriers and their impact of Provision of Care to patients with limited English Proficiency: Nurses Perspective. *Journal of clinical nursing*.
- Betancourt, J. R., Green, A. R., Carrillo, J. E., & Owusu Ananeh-Firempong, I. I. (2003). Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public health reports*, 118 (4), 293-302. <http://journals.sagepub.com/doi/pdf/10.1093/phr/118.4.293>
- Govere, L., & Govere, E. M. (2016). How effective is cultural competence training of healthcare providers on improving patient satisfaction of minority groups? A systematic review of literature. *Worldviews on Evidence-Based Nursing*, 13(6), 402-410.

© 2014 Lehigh Valley Health Network