

TITLE: Interpreting Medication Labels: Launching An Interprofessional, Grassroots Advocacy Campaign for Health Equity

AUTHOR(S): Kristen Beiers-Jones, Cheryl Coon, Marius Ibuye, Matthew Ngo, Brian Park, Margot Presley, Maysa Shakibinia-Shirazi

PRESENTER(S): Kristen Beiers-Jones, Maysa Shakibinia-Shirazi

STUDENT SUBMISSION: No

TOPIC/TARGET AUDIENCE: Public health professionals, Primary care providers, Educators, Researchers, Community health workers, Non-profit/community-based organizations focused on health equity, Legislative advocates

ABSTRACT: Fifteen percent of Oregonians speak a language other than English at home, while an estimated 228,200 Oregonians have limited English proficiency (LEP), accounting for 6.3% of the state's population. Research demonstrates that language barriers in healthcare are associated with negative health impacts, including worse outcomes, access, and patient satisfaction for adult and pediatric populations. These barriers are compounded further in pharmacies, as over half provide little to no interpretation for prescriptions, leading to increased adverse drug events and poorer adherence. Fortunately, patient-centered and multilingual medication labels have demonstrated increased patient understanding of prescription instructions.

In response to local LEP communities experiencing adverse events due to non-interpreted medication labels, population health nursing students working with refugees and immigrants organized an interprofessional, cross-generation coalition of community, healthcare and academic partners to collaborate on a grassroots, statewide legislative advocacy effort to mandate interpreted labels. This group will outline how community organizing skills were used to identify a community-based health equity problem, build an interprofessional core team, and harness research action meetings to cut large-scale problems to actionable legislation for the 2019 session. Key lessons: Engaging learners in community-based social justice work and interprofessional teams; updates of the ongoing legislative advocacy efforts.

OBJECTIVE(S): List at least 3 negative health impacts experienced by patients and community members with limited English proficiency, including through lived experiences identified in case reports.

Describe how community organizing principles can be implemented to identify issues impacting the community, create an interprofessional team, and develop a legislative campaign.

Identify strategies for health professional educators to incorporate health equity organizing into their curriculum.

Identify the key components of legislation that could support mandating interpreted medication labels.

PRIMARY CONTACT INFORMATION:

beiersjo@ohsu.edu, Oregon Health Science University School of Nursing