

# Improving Quality & Safety for Diverse Populations: An Innovative Interprofessional Curriculum

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12:00 – 1:00PM ET

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# Improving Quality & Safety for Diverse Populations: An Innovative Interprofessional Curriculum

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# Acknowledgements

- ◆ Project advisory board
  - HMS & MGH IHP faculty
  - MGH Interpreter Services
- ◆ MGH IHP faculty & staff
- ◆ DSC senior leadership & project staff
- ◆ Josiah Macy Jr. Foundation

# Overview

- ◆ Background on Safety and Patients with Limited English Proficiency (LEP)
- ◆ Goals of Interprofessional Curriculum
- ◆ Curriculum Development & Design
- ◆ Pilot Testing
- ◆ Evaluation
- ◆ Next Steps

# Over 55 Million U.S. residents speak a language other than English at home

- ◆ 20% of U.S. population
- ◆ Up from 14% in 1990 and 18% in 2000
- ◆ 1/2 have difficulty speaking English



Source: United States Census Bureau 2007 American Community Survey

# Safety for Patients with LEP

- ◆ Adverse events affect patients with LEP more frequently and severely than English speaking patients
- ◆ Patients with LEP are more likely to experience medical errors due to communication problems
- ◆ Patients with LEP are more likely to suffer physical harm when errors occur (49.1% vs. 29.5%).

Source: Divi C, Koss RG, Schmaltz SP, Loeb JM. Language proficiency and adverse events in US hospitals: a pilot study. *Int J Qual Health Care*. Apr 2007;19(2):60-67. Epub 2007. June 2012

# Need for a Training Curriculum

- ◆ Formalized training for health professions students to care for linguistically diverse populations is not consistent.
- ◆ At Harvard Medical School, 80% of medical students reported feeling inadequately prepared to care for patients with LEP.
- ◆ Health professions students will benefit from training on how to provide team based care for patients with limited English proficiency.

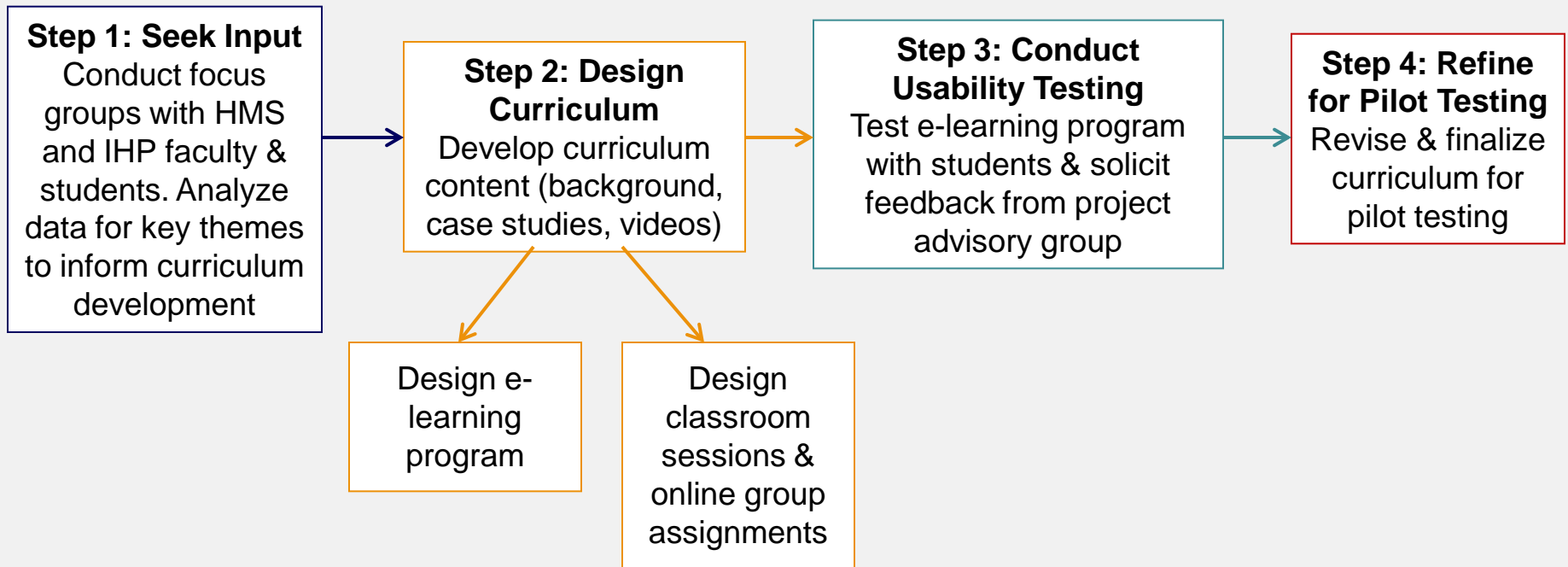
# Interprofessional Curriculum

## Learning Goals

- ◆ Understand the evidence for disparities and high rate of medical errors, particularly for patients with LEP
- ◆ Work effectively with interpreters and other care team members to ensure safe, high quality care for patients with LEP
- ◆ Explore how systems of care can be improved to ensure quality and safety for patients with LEP in a team environment

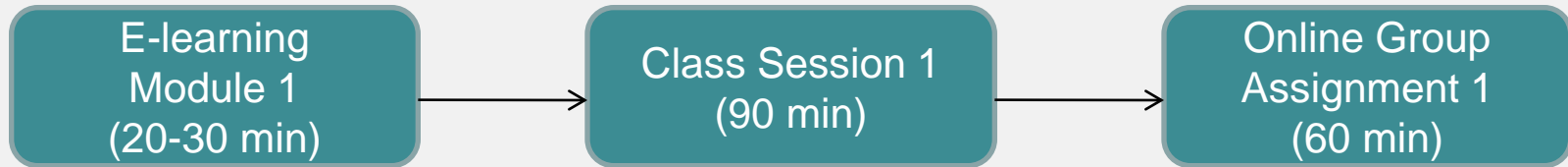


# Steps for Curriculum Development

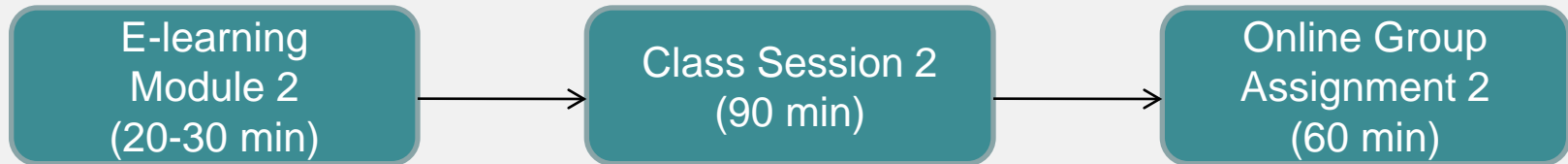


# Curriculum Map

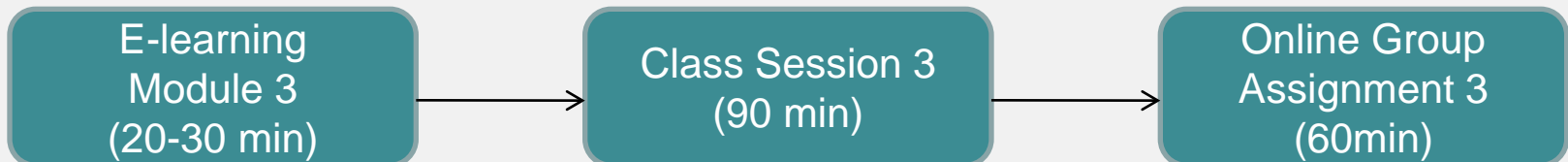
Module 1 Learning Goal: Understand the evidence for disparities and high rate of medical errors, particularly for patients with limited English proficiency (LEP).



Module 2 Learning Goal: Work effectively with interpreters and other care team members to ensure safe, high quality care for patients with limited English proficiency.



Module 3 Learning Goal: Explore the ways that systems of care can be improved to ensure quality and safety for patients with limited English proficiency in a team environment.



# E-learning Program

Menu Voice Over Text

- ▼ Module 1
  - Module 1 Learning Goal
  - Number of Medical Errors
  - Real Examples
  - Case Study 1
  - Percentage of Patients with LEP th...
  - The Basics of Patient Safety
  - Key Principles of Patient Safety
  - Video Case Vignette
  - Short Answer Response
  - Module 1 Summary


Module 1

References | Frequently Asked Questions | Attachments

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## Providing Safe and Effective Care for Patients with Limited English Proficiency


### Module 1: The Evidence for Disparities and the High Rate of Medical Errors for Patients with Limited English Proficiency




Please take a moment to make sure that your sound has been turned on for this module.

[Click Here to Begin the Module](#)

*This interactive e-learning program was made possible by a grant from the Macy Foundation and was created by the Disparities Solutions Center at Massachusetts General Hospital (MGH) in collaboration with the MGH Institute of Health Professions.*





# E-learning Program

Menu Notes


▼ Module 2

- Module 2 Learning Goal
- Definitions and Medical Context
- Ensuring Effective Team Communication...
- Empowering the Patient
- The Role of the Interpreter
- Importance of Working with Profes...
- Guidelines for Working with Interpr...
- Video Case Vignette: Justine Chilse...
- Navigating the Practical Challenges...
- Beyond the Ideal
- Successfully Working with a Profes...
- Module 2 Summary

Module 2

References Frequently Asked Questions Attachments

## Ensuring Effective Team Communication




Click on each of the boxes for more information.

You will need this information in order to complete the next exercise.

References:

1. The Agency for Healthcare Research and Quality's [TeamSTEPPS®: Enhancing Safety for Patients With Limited English Proficiency Module](#)
2. Photos stills taken from [TeamSTEPPS®: Limited English Proficiency Safety Videos](#)



◀ PREV NEXT ▶

# E-learning Program

Menu Notes

▼ Module 2

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Module 2



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A 36 year-old Salvadoran woman presents to the emergency department (ED) with dysuria (burning with urination). She is found to have a fever and some flank tenderness. The nurse practitioner (NP) in the ED speaks very little Spanish. A professional (in-person) interpreter will be available in 50 minutes. The hospital has no telephonic interpreter service but one of the receptionists speaks fluent Spanish. What actions should she take?

- (A) Wait for a professional interpreter before continuing with her care
- (B) Ask the receptionist to interpret until the professional interpreter arrives
- (C) Proceed with care using her own Spanish skills
- (D) Ask the patient whether she would prefer to call a bilingual family member

Click for Quiz Feedback



# Classes & Online Assignments

- ◆ Classroom sessions build on content delivered in the e-learning program and create an interprofessional learning environment for to explore issues related to patient safety and care for patients with LEP
- ◆ Sessions include:
  - Case-based scenarios & role plays with interpreters
  - Small and large group discussions
  - Video cases and reflective questions
- ◆ Group assignments completed via online discussion boards

# Pilot Testing the Curriculum

- ◆ July 2013: Pilot tested with interprofessional group
  - 8 HMS students, rising 3<sup>rd</sup> & 4<sup>th</sup> year
  - 8 MGH IHP advanced practice nursing students, rising 2<sup>nd</sup> & 3<sup>rd</sup> year
- ◆ Advisory group observed pilot testing and provided feedback on curriculum overall
  - Three HMS faculty
  - Three IHP faculty
  - Director of MGH Interpreter Services

# Student Demographics

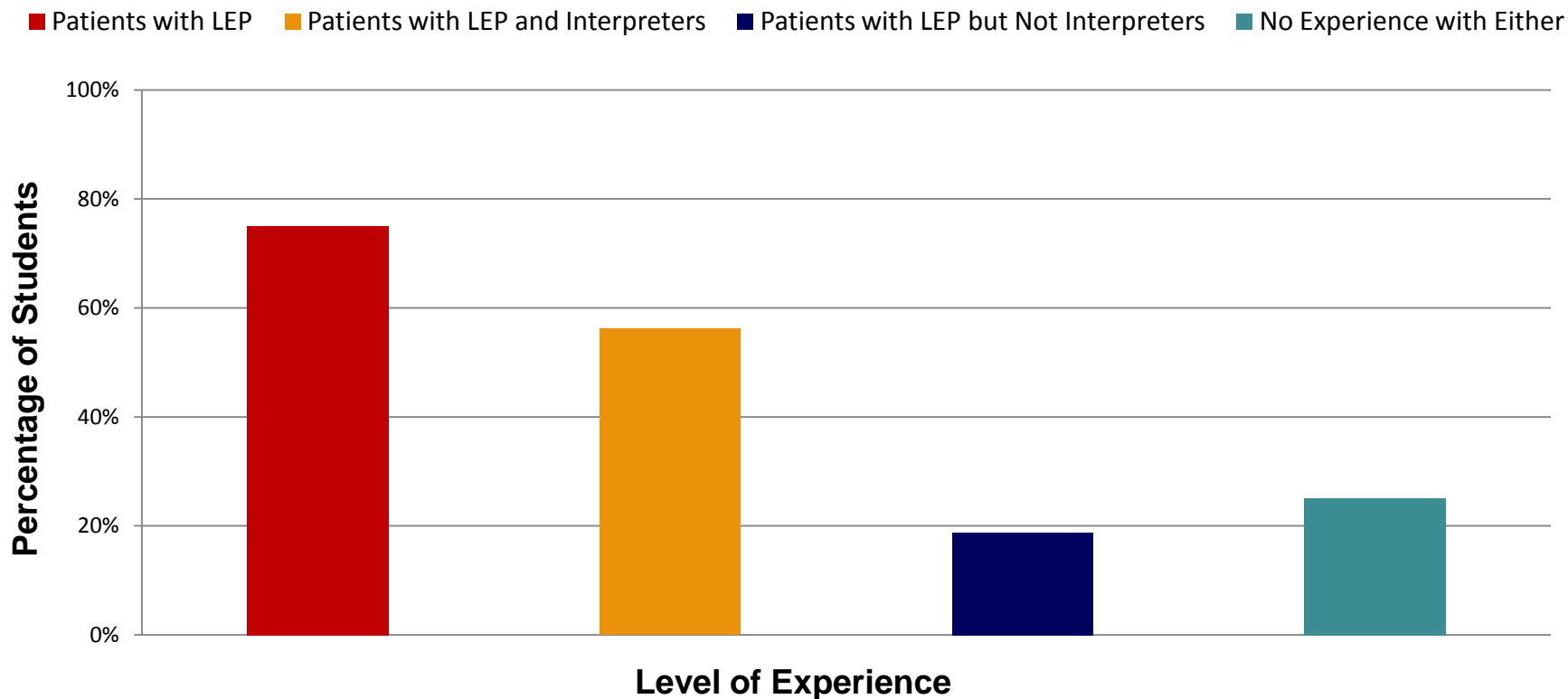
N=16 (8 medical & 8 nursing students)

Race/Ethnicity	
White	56%
Asian	38%
Black or African American	6%
Other	--
Hispanic or Latino	--
Gender	
Female	75%
Male	25%



# Students with Prior Experience Working with Patients with LEP and Interpreters

## Experience Working with Patients with LEP and Interpreters



# Lessons on Curriculum Roll-out

- ◆ Recruitment and key messages to students
- ◆ Logistics
- ◆ Design

# Curriculum Evaluation

## ◆ Students

- End-of-course evaluation survey
- Pre-Post Test (knowledge, attitudes, skills)
- Two interprofessional student focus groups

## ◆ Advisory Group

- End-of-course evaluation survey
- One interprofessional focus group

# Evaluation Survey Results

## Average Overall Course Ratings

1-5 Likert Scale, with 1 being the least positive and 5 being the most positive response

	<b>Faculty (N=7)</b>	<b>Students (N=16)</b>
<b>Overall Learning Experience</b>	4.5	4.3
<b>E-Learning Modules</b>	4.3	4.0
<b>Classroom Sessions</b>	4.5	4.4
<b>Online Assignments</b>	4.4	3.2

# Evaluation Survey Results

## Student Ratings: Course Effectiveness & Relevance

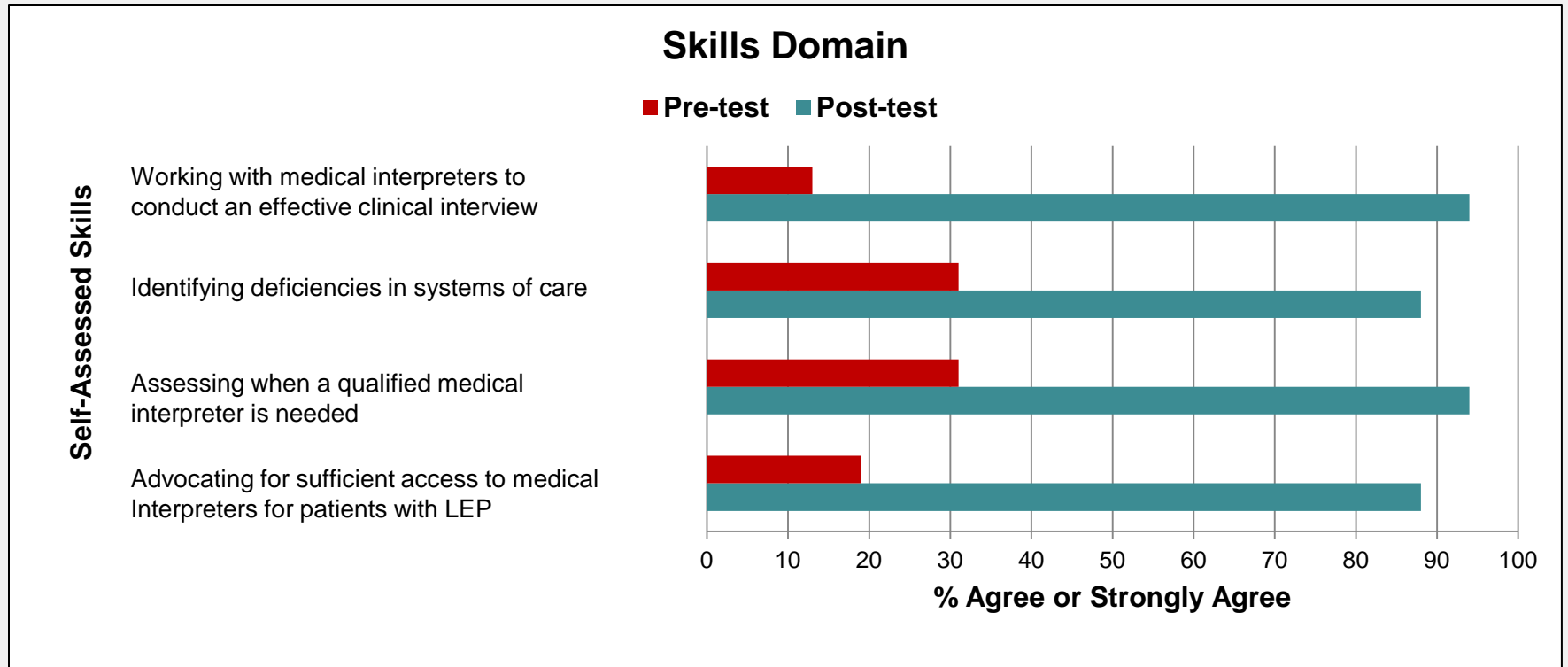
% of students who Agree or Strongly Agree

	<b>Students (N=16)</b>
<b>The course provides useful information on providing safe care for patients with LEP</b>	100%
<b>It was helpful to learn in an interprofessional environment</b>	93%
<b>I would recommend this course to other medical/nursing students</b>	93%
<b>This should be a required course for all medical/nursing students</b>	87%

# Pre-Post Test Results

- ◆ **Attitudes:** At least a 19% change in the desired direction on six out of twelve 5-point Likert scale questions
- ◆ **Knowledge:** At least a 19% improvement on four out of twelve multiple-choice, case-based questions. Pre-test scores for knowledge-related questions were high, resulting in a ceiling effect
- ◆ **Skills:** At least a 48% change in the desired direction on all four 5-point Likert scale questions

# Pre-Post Test Results: Skills Domain



# Course Effectiveness

*I loved the online modules, and...I learned a lot by having such a diverse group of people present: seasoned faculty, med students, professional interpreters, nursing students, etc. The discussions were excellent, and I learned so much by hearing the case studies and trying to communicate myself through interpreters. – Student*



# Interprofessional Education

*I think team-based interprofessional learning is a powerful venue for the topic and will be helpful to these medical and nursing students as they mature and look back on the experience. – Faculty advisor*

# Changing Systems of Care

*I think [making systems-level changes] will be easier once we have longevity in a particular setting and we sort of have the respect of our colleagues to enact some of those changes or get more into leadership roles. But I think I'm aware enough now to sort of know how we can introduce systems changes, like flagging patients. – Student*

# Curriculum Revisions

- ◆ Increased classroom sessions to 2 hours
- ◆ Online assignments more focused and linked to classroom activities
- ◆ Discussion of nursing and medical students' roles & education, as well as interpreters' schedule
- ◆ Simplified simulation activity with guidance for conducting patient interview
- ◆ Skill-building for students to advocate for
  - Safer care for patients with LEP in their clinical settings
  - Improving systems of care for patients with LEP

# Conclusions

- ◆ Safe and effective care for patients with LEP is an excellent topic for interprofessional education
- ◆ Interprofessional students value interacting with each other in person
- ◆ Including interpreters at these early stages as part of the care team is essential and very effective
- ◆ Our interprofessional project team mirrored many of the strengths and challenges of IPE

# Conclusions

- ◆ Students need structured practice in the basics of working effectively with interpreters
- ◆ Our students were already experienced and interested in language barriers. Need to reach students who are not yet “bought-in”
- ◆ Students have a role to play in improving quality and safety for patients with LEP, but practicing health care providers must also be engaged. Curriculum can be adapted for practicing physicians and nurses.

# Next Steps

- ◆ Exploring opportunities for integrating the program into the HMS and MGH IHP curricula
- ◆ Planning to offer e-learning for nurses and physicians at MGH
- ◆ Disseminating curriculum and facilitator's guide nationally
- ◆ Implementing Gold Foundation Professorship to explore the “hidden curriculum” with this pilot student group

Please help us improve our web seminars by completing a brief evaluation of today's event.

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Thank you for your participation!

[www.MGHDisparitiesSolutions.org](http://www.MGHDisparitiesSolutions.org)