Background

Objective
To design and pilot test an interprofessional curriculum for medical and nursing students on providing safe, effective care for patients with limited English proficiency (LEP).

Introduction
- 9% of US residents have difficulty speaking English, and there was an 80% increase in residents with LEP between 1990 and 2010.
- Patients with LEP are more likely to suffer adverse events than English-speaking patients.
- Adverse events result in more serious consequences, including physical harm, for patients with LEP.
- Health professions students report feeling inadequately prepared to care for patients with LEP.

Curriculum Map

Methods

Implementation
- The curriculum was implemented with an interprofessional group of Harvard Medical students (N=8) and MGH Institute of Health Professions nursing students (N=8) in July 2013.
- Faculty advisors (N=7) participated through direct observation and by facilitating small group discussions.
- The classroom sessions and group assignments reinforced content delivered in the e-learning program and provided an interprofessional learning environment to explore key issues.

Evaluation
- 28 item pre/post-test to assess knowledge, skills, and attitudes related to key concepts of safety and interprofessional care for patients with LEP.
- End-of-course faculty and student evaluation surveys.
- Interprofessional focus groups (3) with students and faculty advisors.

Quantitative Results

Faculty & Student Evaluation Surveys

Student Pre-Post Test
- Students showed at least a 19% change in the desired direction on six out of twelve 5-point Likert scale questions in the attitudes domain.
- Students showed at least a 19% improvement on four out of twelve multiple-choice, case-based questions in the knowledge domain. Pre-test scores for most knowledge-related questions were high, resulting in a ceiling effect.
- Students showed at least a 48% change in the desired direction on all four 5-point Likert scale questions in the skills domain.

Conclusion
- The blended learning approach combining e-learning with in-class sessions and online activities offers an innovative approach to IPE.
- Students placed a high value on formal training related to caring for patients with LEP in a team-based environment.

References

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