
Providing Safe and Effective Care for Patients with Limited English Proficiency

Classroom Session 1: Introduction to Interprofessional Education

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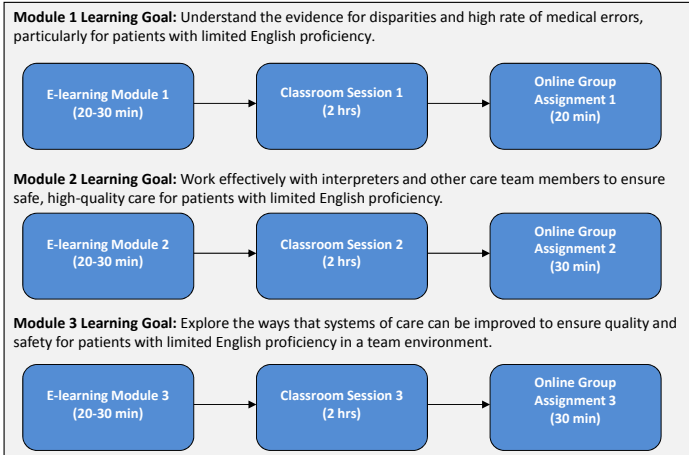


Class Overview

- ◆ Introductions (15 min)
- ◆ PowerPoint (15 min)
- ◆ Interprofessional Icebreaker (30 min)
- ◆ Reflective Exercise (20 min)
- ◆ Video Case Study and Team Exercise (30 min)
- ◆ Wrap up (5 min)
- ◆ Explanation of Online Assignment (5 min)



Curriculum Map



Learning Objectives

Module 1 Learning Goal

- ◆ Understand the evidence for disparities and high rate of medical errors, particularly for patients with limited English proficiency.

Module 1 Learning Objectives

1. Recognize gaps in knowledge and skills regarding safe care for patients with LEP
2. Recognize value of interprofessional collaboration, communication, and teamwork to improve safety for patients with LEP
3. Describe core competencies for interprofessional collaboration
4. Develop interprofessional team-based strategies for working effectively with medical interpreters to prevent adverse events for patients with LEP



Why Safety for Patients with LEP?

- ◆ Higher rate of medical errors
- ◆ Effective intervention (interpretation)
- ◆ Need to change culture within health care organizations



Interprofessional Education

“When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.”



Interprofessional Team-Based Care

- ◆ Intentionally created
- ◆ Small work groups
- ◆ Collective identity
- ◆ Shared responsibility
- ◆ Particular group of patients



Core Competencies for Interprofessional Collaborative Practice

- ◆ Collaboration
- ◆ Communication
- ◆ Values and ethics



Interprofessional Icebreaker

Students:

- ◆ Describe the training and education you receive as a medical or nursing student. How does your training differ from your colleagues in the other profession?
- ◆ Describe your experience (if any) working with interpreters. This can be professional interpreters or ad hoc interpreters (e.g., patient's family/friend or staff who speak the language but have not been trained as medical interpreters).

Interpreters:

- ◆ Describe your day-to-day work. What is a typical day like for you? How do you get assigned to interpret for a patient? What is your schedule like?



Reflective Exercise: Hospital in Laos



The above photo is courtesy of Trip Advisor < <http://media-cdn.tripadvisor.com/media/photo-s/01/58/97/d4/local-hospital.jpg> >.



Reflective Exercise: Hospital in Laos



The above photo is courtesy of Jim Harris from We Help War Victims <http://www.wehelpwarvictims.org/2010/02/lao-hospitals-depend-on-families-to-provide-patient-care/>>.



Video Case Study & Team Exercise

[TeamSTEPPS “Opportunity” Video](#)



Wrap Up

- ◆ Key take-home messages from today's class
- ◆ Additional questions, comments, or observations?

