

“Missing Persons” in Interprofessional Education

Opportunities to Integrate
Non-clinical Trainees

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**equity research
and innovation center**
at the Yale School of Medicine

Outline



1. Make the case for interprofessional education (IPE)
2. Our experience with IPE + health equity
3. Looking for partnerships across the bridge
4. Little successes; existing challenges
5. Q & A

A Real Story



Small teams of first year medical, nurse practitioner and PA students participate weekly in a longitudinal clinical experience to practice clinical skills and to learn together about interprofessional teamwork. One of those teams was placed at a clinic with a large proportion of Spanish speaking patients.

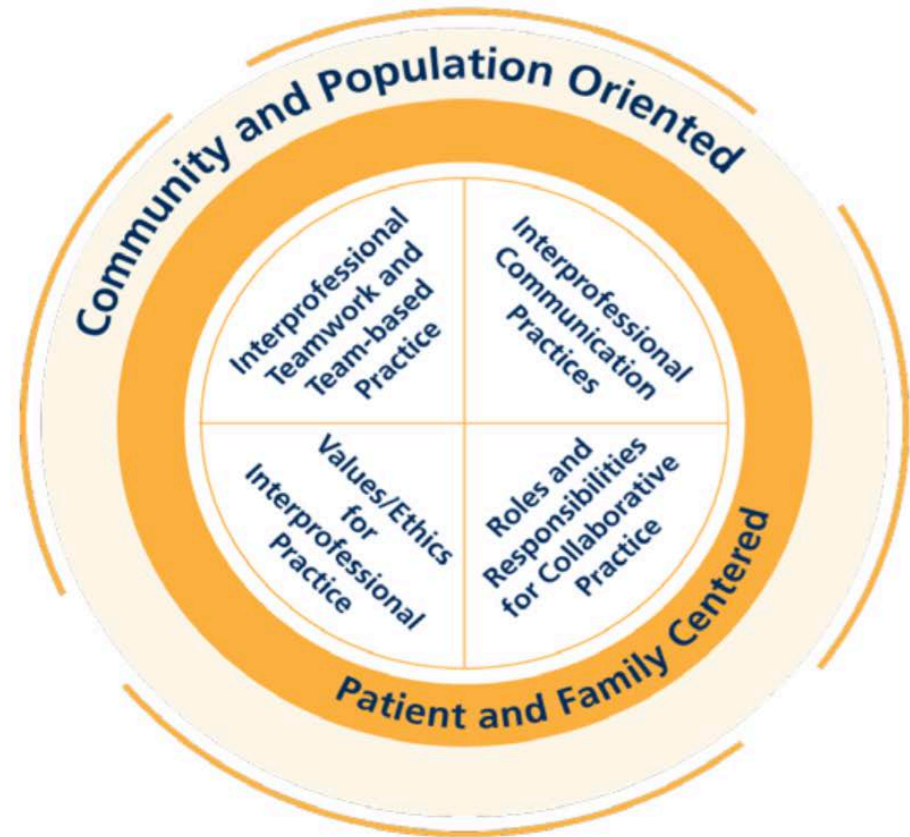
After a couple of months, students are surprised that there are “no translators on site and the social worker, dietician, and other staff do not speak Spanish.” Students report “besides a couple staff members who know some words in Spanish and brochures in Spanish, there are no other resources.”

“Our team is concerned about the quality of care at the site.”

Interprofessional Education (IPE)



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



The Learning Continuum pre-licensure through practice trajectory

Offer a Framework for Analysis



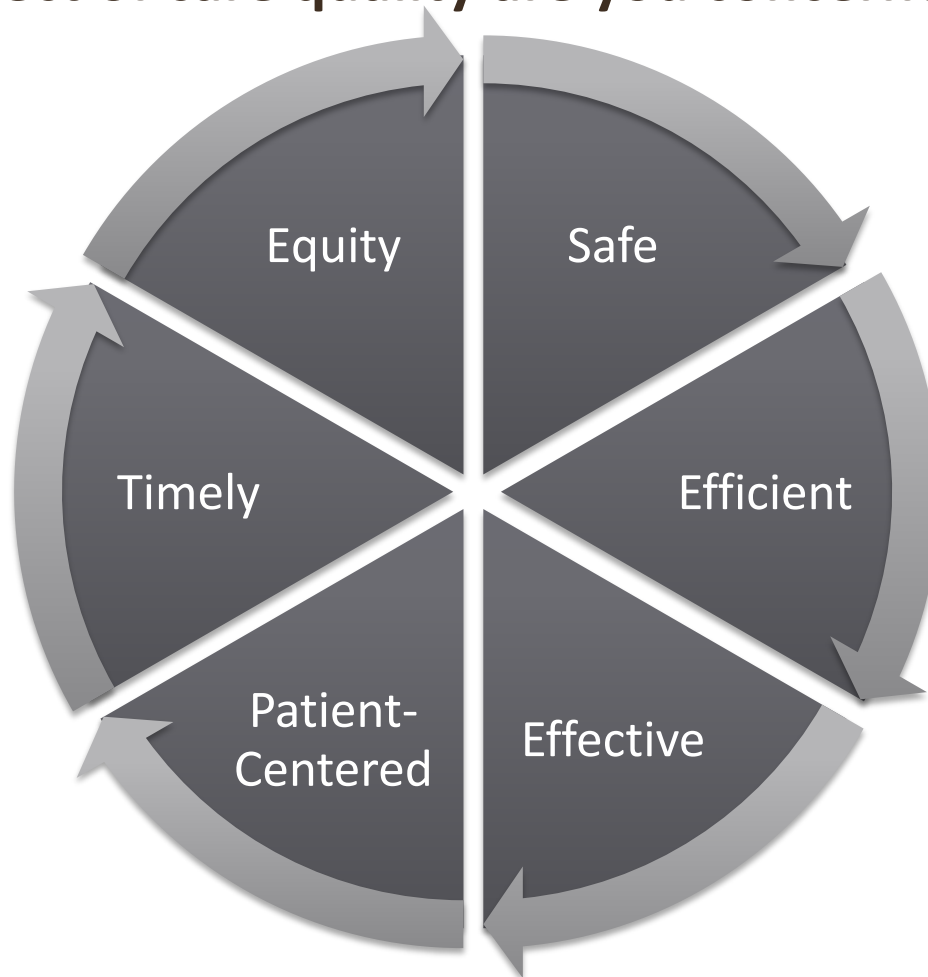
- **What aspect of care quality are you concerned about?**



Offer a Framework for Analysis



- **What aspect of care quality are you concerned about?**



Teachable Moments in our IPE program



- Recognize how social determinants of health (SDOH) influence patients navigation of healthcare complex systems
- Explain rapid changing societal demographics ->increased proportion of patients with Limited English Proficiency
- Learn how and why medical interpreters are needed to complement current clinical care team capacities

Learning from Patients and Role Experts



1. Discuss patient preferences and needs
2. Invest time into the relationships with other health care workers
3. Develop effective interprofessional communication skills
4. Advance interprofessional skills within and beyond team boundaries

Medical Interpreters Role in Care



Medical Interpreters Role in Care



Engage interprofessional teams in quality improvement efforts

Engage interprofessional teams in learning from others

Engage interprofessional teams in self directed learning

Engage interprofessional teams in reflective practice

ENGAGE

EXPLORE

COLLABORATE

Medical Interpreters Role in Care



Medical interpreters serve complimentary roles and enhance linguistic and cultural sensitivity of healthcare teams.

Working effectively with medical interpreters improves quality and safety.

We are unaware of IPE models for professional socialization of health profession students and medical interpreters trainees.

Opportunity to Expand IPE conceptualization:

“Missing Persons in IPE”:
Where are the medical interpreters?



IPE Relies on Partnerships



**Equity Research and
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**The Yale School
of Medicine**

Yale-GCC Community Interpreter Program



Yale-GCC Community Interpreter Program



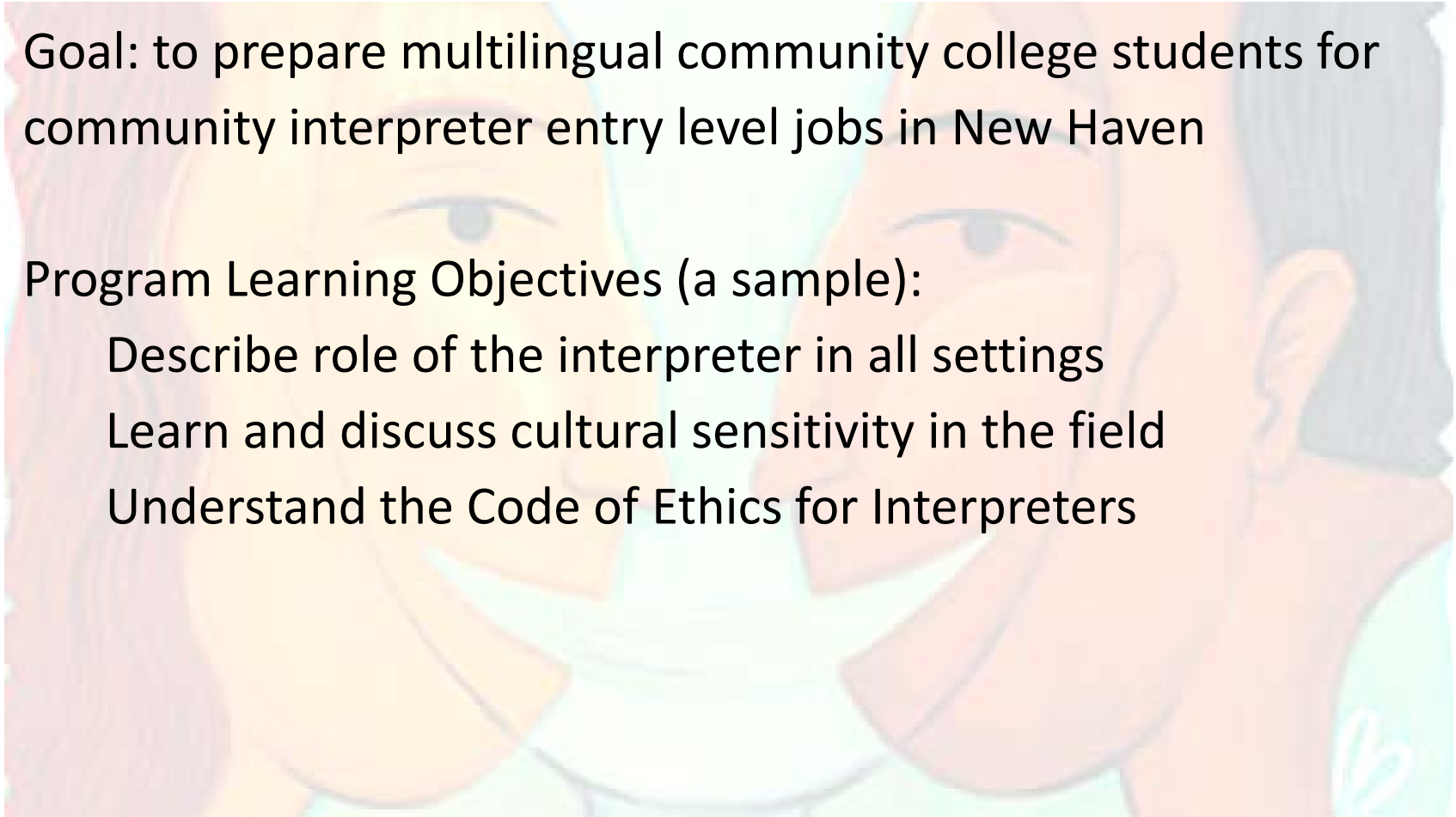
Goal: to prepare multilingual community college students for community interpreter entry level jobs in New Haven

Program Learning Objectives (a sample):

- Describe role of the interpreter in all settings

- Learn and discuss cultural sensitivity in the field

- Understand the Code of Ethics for Interpreters





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Understand the Code of Ethics for Interpreters

Demonstrate effective interpretation skills → OSCE

→ Practicum



Phase I: Didactic Pilot

- 18 students started
- Average age: 40 years old
- Language: Spanish (83%), French (11%), Pashto (5%)
- Skill-based Assessment with Standardized Actors (88%)

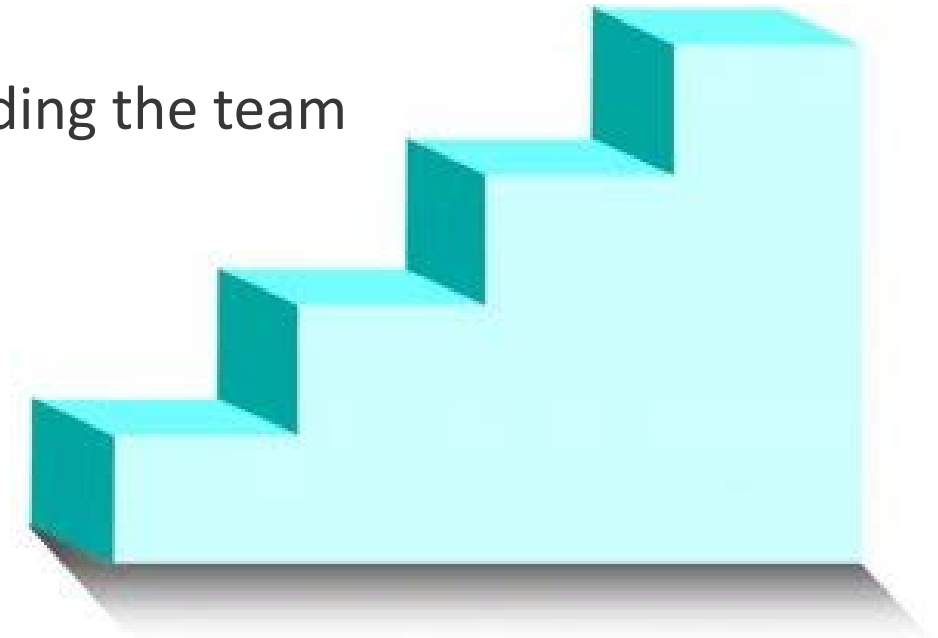
Phase II: Experiential Pilot

- Pilot Internship at **YNHH** Spring-Summer'16: Up to 6 trainees
- Balance employer capacity with need
- Identify and Train Coaches: Certified M.I.
- 60 hours in 6 weeks

Key Steps in Building our Partnership



- Identifying institutional values and interests
- Identifying strengths of our institutions and programs
- Finding common ground
- Defining the tasks and building the team
- Ongoing communication



Little Successes and Ongoing Efforts



Innovative models for IPE

Health profession trainees

+

Medical Interpreter trainees

Served as standardized providers in medical interpreter providers

Facilitated session in immigration health
Recruited to volunteer at student free run clinic

Our hope is that trainees learn together in longitudinal clinical experience

Challenges Ahead



Operational Differences

Competing Priorities/Obligations

Historical group tensions

Funding



Summary



- Health professional students are observing inequity during IPE immersion
- Opportunities exist for learning with, from, and about others, including non clinical roles
- Incentives and challenges exist to provide IPE opportunities through partnerships between institutions
- Added value of non clinical trainees in IPE models can help bridge the gap in teaching about health equity

Questions to the audience (for later)



1. What are the opportunities for interprofessional education engaging traditional and non-traditional partners?
2. Who needs to be involved in a non-traditional IPE program in order for the best learning outcomes to be achieved?
3. How can health professional and non clinical trainees work together to optimize their learning experience?

References



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Questions?

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