



Learner Driven: M1 Peer Led Medical Spanish

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Learners' Identified Needs:

1. Chicago has a growing number of Latino patients with "Limited English Proficiency"
2. Medical students have a demonstrated interest in receiving medical Spanish training
3. Surveyed M1 students to determine interest in teaching and/or learning medical Spanish.
4. No formal medical Spanish classes or programs exist at many medical schools

Implementation:

1. Medical Students with advanced Spanish-speaking skills began weekly peer led classes
2. Four levels of classes were offered to address learners varied levels of proficiency
3. Peer leaders designed Spanish curriculum to parallel required coursework; layered learning was intended to enhance recall in both content areas as well as both languages
4. (attendance rate / level of participation) indicating a strong commitment to the program and its intended outcomes

Teaching & Learning Experience:

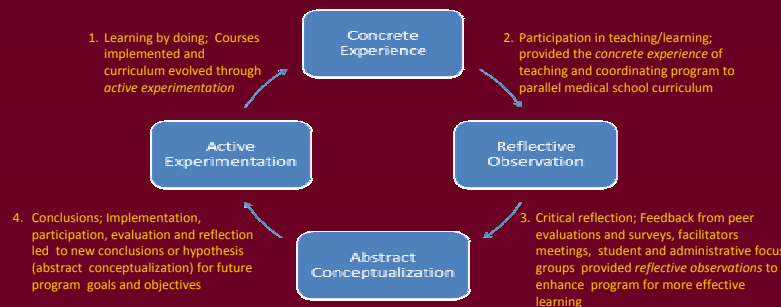
1. Peer leaders tested and refined instructional design, teaching skills, and assessment techniques
2. Application and evaluation of students' learning was provided through a Standardized Patient experience with Spanish-speaking patients approximately 6 months after starting classes.
3. Each learning experience motivated individuals to continue to enhance skills and to participate actively in the formation of their curriculum
4. Enhanced competencies in professionalism, communication and lifelong learning



From Theory to Practice . . .

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In reflecting on the first year of peer led medical Spanish, the authors identified with the experiential learning cycle of *Kolb's Model* (see below) as the framework in which the implementation of courses and curriculum development occurred:



Reflections:

1. Participants surveyed twice during the year; 71% of first-year students responded by providing feedback on peer teaching, motivation for learning, content, application, program strengths and weaknesses
2. Three focus groups were held with (1) students, (2) school administrators, and (3) Interpreter services to assess current program and to discuss future goals and objectives
3. Components of the program that were deemed important based on the coordinator's experience and student feedback:
 - Integration with medical school curriculum
 - A safe learning environment; peers participating as both teachers and learners were better able to identify learner needs
 - Cultural competency training
 - Opportunities to interact with individuals from the Latino community and to shadow medical interpreters
 - Connecting students with physician mentors and preceptors who work with Latino populations locally and internationally
 - Formal training to enhance teaching
 - Formal acknowledgement of proficiency
 - Elective credit for teachers

Outcomes:

1. Program currently includes 150 M1/M2 students
2. 18 peer teachers are enrolled in a Medical Spanish
3. Teaching course recently approved as an elective by SSOM provided a foundation for the program's continuation
4. Sustainability is achieved through the volunteer peer-teacher program, which successfully operates without a budget
5. Faculty, administration, and campus centers (Teaching & Learning Center, Center for Service & Global Health, Clinical Skills Center) continue to support the program and lend vital resources such as classrooms, teacher training, research support, and program guidance
6. Model can be applied to future endeavors in program and/or curricular planning

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