Diversity and Multiculturalism in Health Professions Education

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Aging

Health Ethnicity

ETHNO-
GERIATRICS

Transcultural Health

Multi-ethnic health care teams

Cross-cultural health care communication

Health

Ethnogerontology

Geriatrics

(History) (Class)
Objectives

- Know the domains of cross cultural communication
- Know some teaching approaches, and materials
Challenges to Cross-cultural Education

- **Leadership and faculty attitudes**
  - the biomedical or disease-focused model of care
  - cross cultural issues are peripheral to clinical decision-making

- **Crowded curricula**

- **Trainee attitudes**
  - assumption that they are a-cultural
  - Low level of knowledge and skills about aging and multiculturalism
Challenges to Cross-cultural Education

- Complexity of clinical decision-making
  - stressful – time pressure
  - multi-tasking required

- Multiple levels of cultural competence
  - the health professional-patient relationship
  - the health system
  - the community

- Evaluation is necessary but complex
Attitudes of Health Professionals
Cross cultural education is relevant because health care is delivered in a cultural context
Relevant Cultural Constructs

• The culture of the patient
• The culture of the professions-nursing, social work, medicine
• The institutional culture of the workplace
• The corporate culture of the controlling financing entity.
Sensitivity About Stereotyping

- Stereotyping takes multiple forms
  - assuming members of a group are the same
  - assuming persons think, want, and value what we think, want, and value..............let us not treat persons as we want to be treated but as they want to be treated.
Relevance of Group Identities

- Each individual’s identity is partly determined by group affiliation: gender, ethnicity, religion, etc.
- Preservation of these identities for many is a matter of self esteem
- Group identity partly determines how others view us and interact with us

Cox, Taylor. Cultural Diversity in Organizations. 1993
Methods of Cross-cultural Education
Conceptual Issues

- Culture implies shared values, attitudes…
- Culture is not synonymous with ethnicity.
- Competing philosophies of education
  - emphasis on discrete cultural groups
  - emphasis on the process
Goals of Cross-cultural Education

- **Goal**
  - learn skills that will allow the practitioner to view each person as an individual, but in a cultural context

- **Objectives of sessions**
  - awareness of the importance of culture
  - skills in negotiating cross-cultural interactions
Content Areas Relevant to Practitioners

- Self awareness
- Meaning of racism, race, ethnicity, culture
- World view
- Causation models
- Spirituality
- Complementary alternative medicine
- Help-seeking behavior (community and family)
- Language and health literacy
- Social and economic factors
Educational Methods

- Integrate content or establish discrete courses
- Large group exercises
  - Lectures
  - Panels
  - Films
- Small group discussions
  - Cases
  - Standardized patients
- Community based experiences
  - Direct clinical care
  - Public health experiences
Large Group Exercises-Past

- Overview lecture on Cultural aspects of health care
- Community health forum
- Spirituality panel
- Complementary medicine lecture and panel
- Health literacy lecture
- Films-racism in health AAFP
Large Group Exercises-Current

- Lecture on racism
- Overview lecture on Cultural aspects of health care
- Presentations of three views of the meaning of race, ethnicity, and culture
- Spirituality lecture and case discussions
- Working with interpreters-film
- Films- “Worlds Apart”
- Health systems presentations from two health centers
- “Unequal Treatment” lecture on disparities
Small Group Exercises

- Tour of the community
- Introduction to cross cultural issues (five sessions)
  - integrated into the doctor-patient relationship course
  - student and faculty preceptors
  - selected themes - self awareness, language and interpreters, trust, complementary medicine, spirituality
  - negotiating with patients
Examples

- Self-awareness exercises
  - survey of experiences
  - family of Origin Genograms in small groups
  - pie charts in small groups
Example

- Non-verbal communication exercise
  - Discussion of diversity and its importance
  - Video tapes played without sound
  - Discussion of interpretations and basis for interpretations
  - Video played with sound
  - Subsequent discussion of interpretations
  - Discussion of what could or should have happened
Guidelines for Negotiating with Patients

- LEARN
- RESPECT
- ETHNIC
Community-based Exercises

- Home visitation program
- Longitudinal patient visitation experience
- Community field trip
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Evaluation and Outcomes

- Student journals each session
- Papers on topics related to diversity
- Formal and informal feedback by class representatives
- Questionnaires: what did you like, what did you learn?
- Faculty feedback
- Standardized patients
Lessons Learned

- Be prepared for resistance..have a thick skin
  - It’s stereotyping
  - It’s not fundamental to clinical decision-making
- The first step: establish why cross cultural education is important?
- The second step: Self awareness
Lessons Learned

- Prior to clinical experiences, students find case examples complex or unbelievable.
- Faculty education is critical.
- Cross-cultural education is a work in progress, but multiple approaches will work.
References and Materials

- Full Curricula
  - UCSF: Culture and communication in health care, a curriculum….
  - TACCT: Tool for assessing cultural competence training: a project initially privately funded, now adopted by the AAMC
References and Materials

- **Monographs and articles**
  - Doorway Thoughts-American Geriatrics Society
  - Ham and Sloan: Cased Based Primary Care Geriatrics, chapters on Ethnic and Cultural Aspects of Geriatrics (4th and 5th editions). Jerry Johnson
  - Generations, J Amer Soc Aging (fall 2002)

- **Web based materials in aging**
  - Stanford
WEBSITE FOR ETHNOGERIATRIC CURRICULUM

STANFORD.EDU/GROUP/ETHNOGER
Other Ethnogeriatric Education Resources

- ETHNIC(S) Mnemonic (Fred Kobylarz)
- Alzheimer’s Assoc. Diversity Toolbox
  www.alz.org/ResourceCenter/Diversity

Stanford GEC
- Online Modules
  Ethnogeriatric IQ Communication
- Working Papers
  Cohort Analysis
- Literature Reviews
- Discipline Curricula