Cross Cultural Aspects of Primary Care: Cases and Cautions

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Objectives

- Appreciate a conceptual framework for cross cultural communication
- State several domains or content areas of cross cultural communication
- Refer to a variety of approaches, materials, and tools applicable to teaching about cross cultural interactions
Challenges

- Definitions of culture, race and ethnicity are variable

- Conceptual framework for cross cultural education:
  - A. Problem solving with immigrants
  - B. Belief that cultural competence will resolve health disparities and racism: (e.g. response to the Abington Hospital Case). see Gregg J. Losing Culture on the Way to Competence.
    - Stereotyping
    - Diversion from other societal issues
Culture Matters

- Each individual’s identity is partly determined by group affiliation: gender, ethnicity, religion....
- 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
Tasks

- toolbox quiz by Gardenswartz
Toolbox Quiz Questions
Exemplary Cases
Case 1

- 86 y.o. woman with a large family, caring for adult children and grandchildren who are neglectful and abusive, missing appointments.

- Principal sources of conflict?
  - Share medical student thoughts
Case 2

- Metastatic gastric cancer in a 74 yo woman, whose daughter believes she can cure her mother’s cancer and is opposed to morphine.
- Principal source of conflict?
Case 3

- Depression in a 75 y.o. man who is convinced is illness is caused by a hex.
- Principal source of conflict.
Cases 4 and 5

- Woman with multiple admissions for CHF subsequent to markedly elevated BP who does not believe her faith is a substitute for medications.
- Daughter who believes her faith will result in improvement in the condition of her father with stage 7, advanced dementia.
- Principal sources of conflict?
Fundamentals of Negotiation
What is Culture?

- Acquired and **shared** attitudes, values and beliefs or “unwritten rules of behavior: core values and practices, often unwritten, that individuals use

- Caveats
  - “Culture is not a fixed, knowable entity that guides individuals’ behaviors in linear ways” Culture is not a neat, bounded whole and individuals belong to multiple cultures. *(see Gregg J. Losing Culture on the Way to Competence: the use and misuse of culture in medical education. Acad Med 2006: 81: 542-547).*
Conceptual Framework

- Emphasis on the illness and its context:
    - Explore the meaning of illness
    - Conduct a social context “review of systems”
    - Negotiate management

- Kleinman’s questions: Eisenberg et al. Culture, illness, and care: clinical lessons from anthropologic and cross cultural research. 1978
Domains that Present Challenges in Cross-cultural Interactions

- Self awareness
- World view
- Causation or explanatory models
- Spirituality
- Complementary alternative medicine
- Help-seeking behavior (community and family)
- Language and health literacy
- Historical, social and economic factors
Negotiating with Patients and Families
Kleinman’s Questions

- 1 What caused it?
- 2 Why now?
- 3 How it affects you?
- 4 How severe is it?
- 5 What treatment?
- 6 What results expected?
- 7 What is chief problem?
- 8 What do you fear most?
- 9 What duration?
Mnemonics That Build on a Mimic
Kleinman

- LEARN
- BELIEF
- RESPECT
- ETHNIC and ETHNICS
- BATHE
- ADHERE
- Others
Summary

- Culture matters: differences are common and germane.
- The process of inquiry, rather than knowing a set of facts about a group, is fundamental.
- Critical domains can direct the process.
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

- 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
- Bigby, J. Cross Cultural Medicine, ACP 2003
- Betancourt JR. Cross cultural medical education: conceptual approaches and frameworks for evaluation Academic Medicine. 2003; 78: 560
Other Resources for Teaching

- Stanford: stanford.edu/group/ethnoger
- HRSA website: cultural and linguistic competence education: www.hrsa.gov/culturalcompetence/curriculumguide
- The California Endowment website
- Kaiser Foundation website
- Manager’s electronic resource center (ERC) a cultural competence quiz produced by Management Sciences for Health