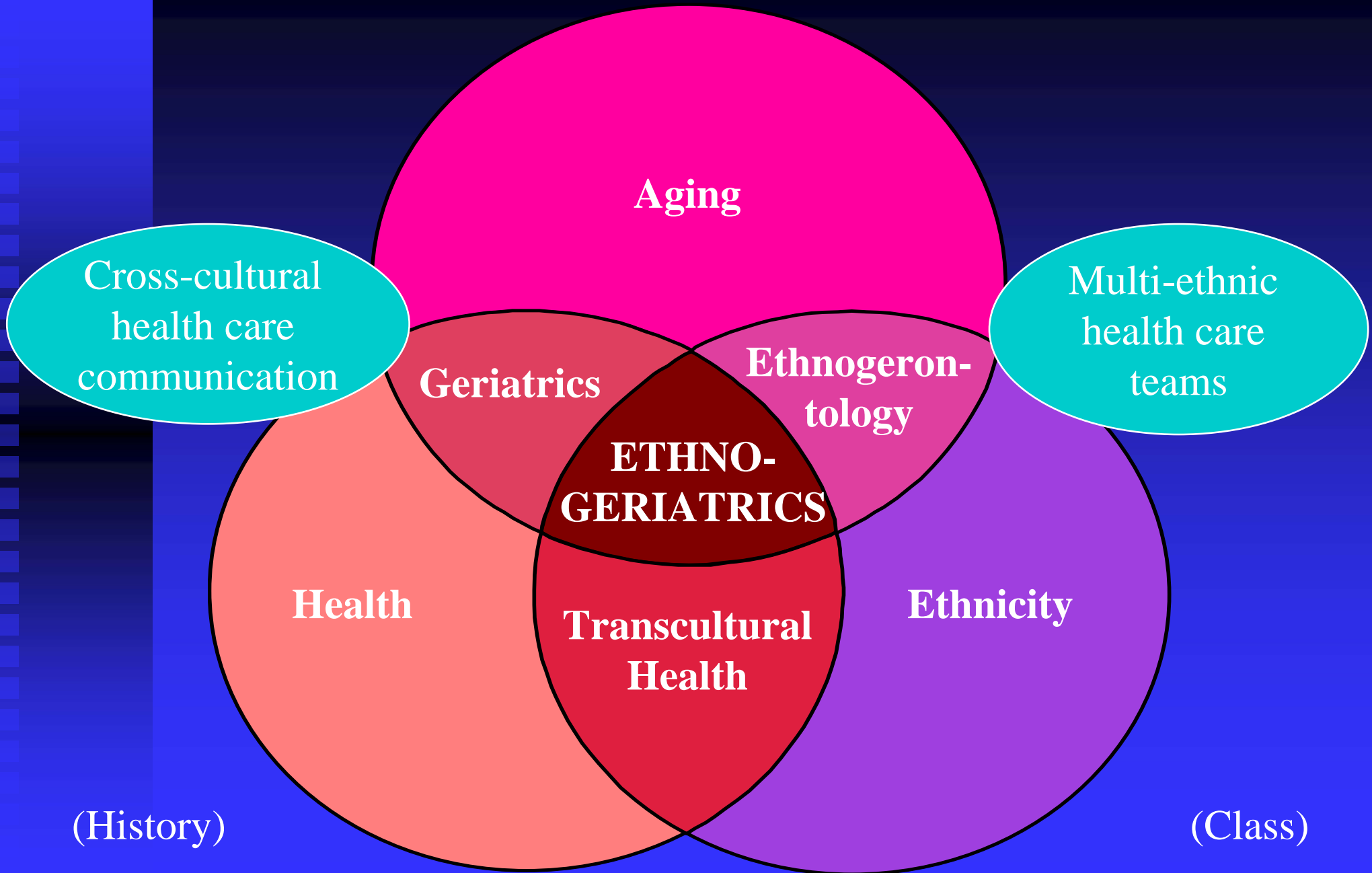


# Diversity and Multiculturalism in Health Professions Education

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# 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....
- Preservation of these identities for many is a matter of self esteem
- Group identity partly determines how others view us and interact with us

# 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

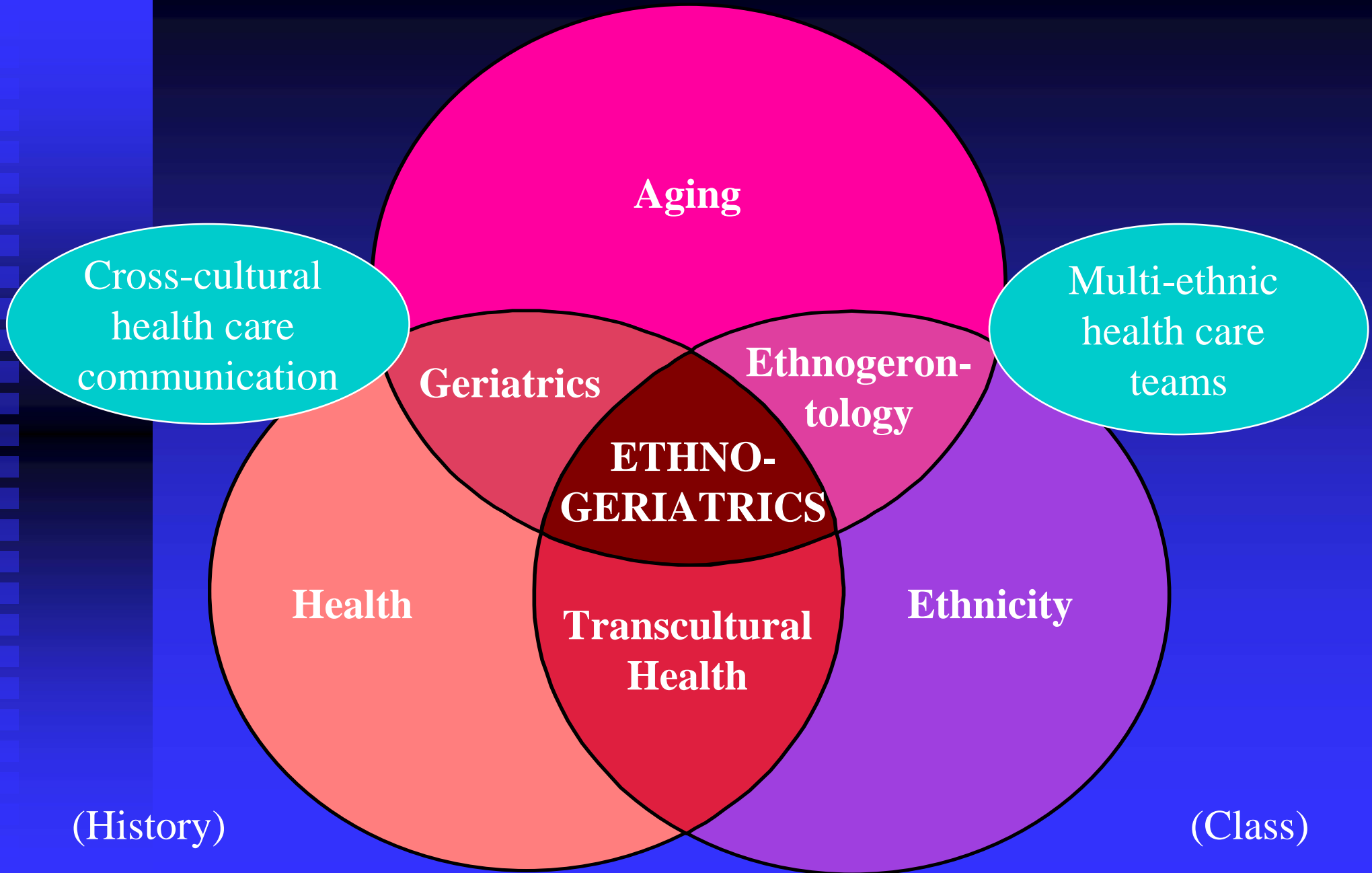
- Non-verbal communication exercise
  - ◆ Discussion of diversity and its importance
  - ◆ Video tapes played without sound
  - ◆ Discussion of interpretations and basis for interpretations
  - ◆ Video played with sound
  - ◆ Subsequent discussion of interpretations
  - ◆ Discussion of what could or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

# Guidelines for Negotiating with Patients

- LEARN
- Carillo et al. Cross cultural primary care: a patient based approach. *Annal Int Med* 130:829, 1999.
- RESPECT
- ETHNIC

# Community-based Exercises

- Home visitation program
- Longitudinal patient visitation experience
- Community field trip



# 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 (4<sup>th</sup> and 5<sup>th</sup> editions). Jerry Johnson
- ◆ Generations, J Amer Soc Aging (fall 2002)

## ■ Web based materials in aging

- ◆ Stanford

WEBSITE FOR  
ETHNOGERIATRIC CURRICULUM

[STANFORD.EDU/GROUP/ETHNOGER](http://STANFORD.EDU/GROUP/ETHNOGER)

# Other Ethnogeriatric Education Resources

- *ETHNIC(S) Mnemonic*  
(Fred Kobylarz)

- *Alzheimer's Assoc.*  
*Diversity Toolbox*

[www.alz.org/ResourceCenter/Diversity](http://www.alz.org/ResourceCenter/Diversity)

## Stanford GEC

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