

Building Cross-Cultural Communication and Cultural Care Skills Into the Curriculum

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Learning Objectives

At the completion of this activity, participants will be able to:

1. Discuss how utilizing a patient care focus is essential in building cross-cultural communication and cultural care skills into the pharmacy curriculum
2. Establish how skills lab and/or communication courses specifically can assist in the implementation and integration of these tenets into the curriculum

ACPE Standards Include

- Cultural sensitivity as an approach to practice and care
 - “...recognize social determinants of health to diminish disparities and inequities in access to quality care.”
- Cultural awareness
 - Exploration of the potential impact of cultural values, beliefs, and practices on patient care outcomes.

Patient-Centered Care

- “Providing care that is respectful of and responsive to individual patient preferences, needs, and values and ensuring that patient values guide all clinical decisions”

What Does Cross-Cultural Communication Consider?

- Culture
- Communication
- Language

Factors That Impact Cultural Communication

- Personal identity
- Personal experience
- Exposure
- Environment
- Health Values
- Beliefs
- Behaviors

Things to Consider

- Systemic issues
- Societal issues
 - Bias
- Social determinants of health
 - Economic stability
 - Education access and quality
 - Health care access and quality
 - Neighborhood and built environment
 - Social and community context

Tools

- Calgary-Cambridge Reference Observation Guides for healthcare communication
 - Aids in defining curriculum and organizing teaching
 - Move away from strictly learner-centered and opportunistic
 - Makes feedback more systematic
- Health Belief Attitudes Survey
- Implicit Association Test

Health Belief Attitudes Survey (HBAS)

- Tool used to measure cultural competency in 4 domains
 1. Opinion: Importance of assessing patients' perspectives and opinions
 2. Belief: Importance of determining patients' beliefs for history taking and treatment
 3. Context: Importance of assessing patients' psychosocial and cultural contexts
 4. Quality: Importance of knowing the patients' perspective for providing good healthcare

From A Patient Care Lens

- Cultural humility
- Cross-cultural communication allows
 - Patients to have a more open conversation
 - Provider understanding

Cultural Humility

- Incorporates self-evaluation and critique, addresses and redresses power imbalances, and develops mutually beneficial partnerships through a lens of humility
- Implements self-reflection and awareness as a method to address biases and improves communication.
- Allow for improved cross-cultural communication and provide the framework to care for anyone from any culture
- No distinct endpoint

When Can It Be Implemented?

- Throughout the curriculum, from the beginning
- Practiced within didactic and experiential
- Skills lab
- Communication courses

How can it be implemented?

- Teach students to ask culturally-related questions
- Be aware of local cultures

Potential Activities

- Cases
- In class activities
- Objective structured clinical examinations

Cases

- Lower stakes examples
- Inclusive of cultural components/considerations
- Example: Public Health Casebook (see reference slide for student access)

In Class Activities

- Communication game
 - Communicate a range of items to a partner by drawing, but without speaking or using letters or numbers.
 - Forces participants to create a novel communication system
- Role playing

Patient Interactions - OSCEs

- Role playing
- Utilization of standardized patients

Benefits	Drawbacks
<ul style="list-style-type: none">- Allows for students to interact with people- More realistic	<ul style="list-style-type: none">- Is it a true representation/depiction?- Do you have a diverse pool of participants?- How realistic is it if you are using volunteers

- What are you doing at your institution?
- What can you do at your institution?

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