

**Teaching Cultural Competency and Cross Cultural Communication Skills:**  
*An Innovative Curriculum for Third Year Medical Students*



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Debra Howenstine, M.D.  
 Zorina Piña-Hauan, R.N.,  
 F.N.P.

*There is an increasing awareness of the importance of cultural issues in medical education.*



- Institute of Medicine Report on Healthcare Disparities (Unequal Treatment)
- Healthy People 2010
- Association of American Medical Colleges
  - Guidelines for Cultural Competence Education for Medical Students
- American Medical Association
  - Cultural Competence Compendium
- Physician Toolkit: To Implement Cross-cultural Clinical Practice Guidelines for Medicaid Practitioners



*University Of Missouri-Columbia School of Medicine*

- **First Year:**
  - Lecture on Cultural Diversity
  - Lecture on Healthcare Disparities
  - Lecture on Health Literacy
  - Introduction to Patient Care Small Group Exercises
  - Cultural basis for some of the problem based learning cases
- **Third Year:**
  - Family Medicine Clerkship Curriculum



### *Family Medicine Clerkship Cross-Cultural Curriculum*

- Family Medicine Clerkship is a required 8 week rotation for third year medical students
- Cross cultural curriculum initially funded in 2002 by a 3 yr HRSA grant

### *Initial Cross-Cultural Curriculum:*

- Two one hour seminars
  - #1 Emerging Populations
  - #2 Cross-Cultural Communication
- One hour role playing exercise with a standardized patient-interpreter and use of the language line

### *Initial Cross-Cultural Curriculum:*

- Grant funded three faculty for 10-15% FTE
- First year developed curriculum and piloted role playing



### *Goals for the Curriculum:*

- Define "culture" in a broader sense than ethnicity/religion/language
- Help providers recognize their own cultural perspective
- Dispel misconceptions
- Emphasize nonverbal as well as verbal communication

*Every clinical encounter is a cross cultural exchange.*



## Seminar #1 Emerging Populations

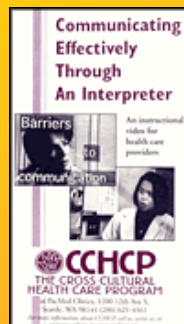
- Changing demographics and increasing cultural diversity
- Hispanic Latino population used as the model



## Seminar #2 Cross-Cultural Communication

- Practical nuts and bolts approach
- Tips for working with interpreters
- Use of the language line

## Seminar #2 Cross-Cultural Communication



Three video clips of providers working with trained and untrained interpreters

Communicating Effectively Through an Interpreter  
The Cross Cultural Health Care Program  
[www.xculture.org](http://www.xculture.org)

### *Video Clips...*

### *Role Playing*

- Four students per one hour role playing session
- Student role plays provider caring for non-English speaking patient
- Patient and interpreter are played by bilingual faculty

### *Role Playing*

- Students given role playing scenario
- Emphasis placed on communication issues, not medical components of encounter.

### *Role playing demonstration...*

## *Feedback*

- Feedback/discussion after each role-play
- An evaluation/feedback form used to provide feedback and as a teaching tool to review key points

## *Additional Teaching Tool...*

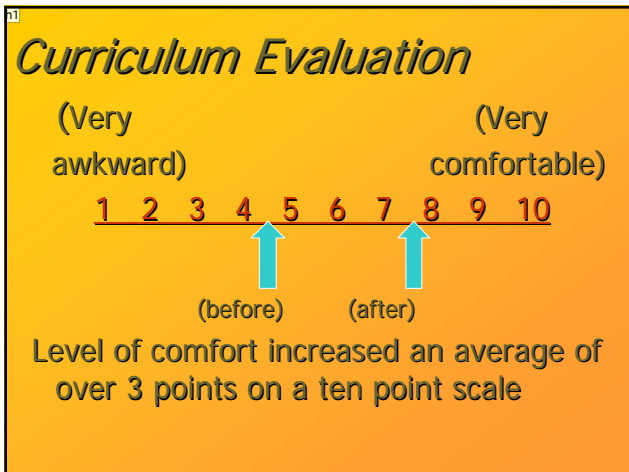
- Map of Central and South America  
Students are asked to identify as many countries as possible...



## **Curriculum Evaluation**

Students evaluated the curriculum with use of an anonymous questionnaire.

Asked to rate their level of comfort using an interpreter in a clinic setting before and after lecture and role playing.



**Curriculum Evaluation**

Of 125 written comments:

- 3 negative responses
- 7 neutral responses
- 115 positive responses

**Ongoing Need for Curriculum Revision**

- Spanish speaking medical students
- Changing resources
  - Use of blue phones for interpreter services
  - Increased availability of language interpreter services

**Ongoing Need for Curriculum Revision**

- Grant funding for faculty time ended after three years. Curriculum condensed.
- HIPPA requirements. Use of untrained interpreters less common/less appropriate. New focus?



### *Curriculum Evaluation*

*"This was a difficult session, which just proves how important this training is!"*

*"Great Session - - this takes practice!"*

### *Curriculum Evaluation*

*"This part of curriculum was one of the most useful lectures I have had in my third year. Hard to learn cross-cultural from a text, much better to learn thru observation and participation."*

### *Curriculum Evaluation*

*"Very good. I don't usually like role playing, but this was very useful. It would have been impossible to do this without the role-playing. I liked that you used different scenarios for each person too"*

### *Curriculum Evaluation*

*"As silly as this seemed in the beginning, in retrospect, I feel that this will come in very handy in the future. It is a very good idea. Thanks for your time."*



Contact information:

Debra Howenstine, M.D.  
Zorina Piña-Hauan, R.N., F.N.P.

Department of Family and Community Medicine  
University of Missouri-Columbia  
MA303 Medical Sciences Building DC032.00  
Columbia, MO 65212  
Phone 573-882-9099 Fax 573 884-4122

howenstined@missouri.edu  
zorina.pinahauan@westminster-mo.edu

EXTRA SLIDE

Resources needed for  
program implementation:

Faculty time needed once program  
developed:

- Two hours of lecture time for  
each group of students.

EXTRA SLIDE

Resources needed for  
program implementation:

- Two bilingual faculty needed for  
each role play. One hour of role  
playing time for every 4 students.  
(SPs could be used for at least one  
of the roles)