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
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**

(Very awkward) (Very comfortable)

1 2 3 4 5 6 7 8 9 10

(basic) (after)

Level of comfort increased an average of over 3 points on a ten point scale

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**Curriculum Evaluation**

Of 125 written comments:
- 3 negative responses
- 7 neutral responses
- 115 positive responses

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**Ongoing Need for Curriculum Revision**

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

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**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.”
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Resources needed for program implementation:

Faculty time needed once program developed:

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

- 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)