

MODULE 2: Community Strategies

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Key Concepts:

- Population health variability
- Challenges in cross-cultural communication
- Community beliefs and health practices
- Community-based interventions and collaboration

¹ **Types of Learning Objectives/Competencies:** K: Knowledge; S: Skill; A: Attitude

² **Developmental Sequence:** Novice: Pre-clinical training; Intermediate: Supervised clinical interaction; Advanced: Clinical interaction with limited supervision

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Learning Objective K1:

Understand Population Health Variability Factors

Novice

Case Studies (Print and Video Format):

Asian Pacific Fund. **Healing the Spirit – Depression Among Asian Elderly.**

Order form available at: <http://www.asianpacificfund.org/healing-the-spirit-depression-among-asian-elderly>

Purpose of the film is to raise awareness about some of the cultural context for depression among Asian elderly women. The film features interviews with three clients and their families who represent Chinese, Filipino, and Japanese cultures. An accompanying discussion guide is available. The DVD is available free of charge.

Center for International Rehabilitation Research Information and Exchange (CIRRIE). **The Rehabilitation Provider's Guide to Cultures of the Foreign-Born.** State University of New York, University at Buffalo; 2002.

Available at: <http://cirrie.buffalo.edu/culture/monographs/index.php#series>

Monograph series includes case studies along with supporting information to extend learners' knowledge about immigration patterns, cultural influences, and traditional family structures found in communities with national origin ties to China, Cuba, Dominican Republic, El Salvador, Haiti, India, Jamaica, Korea, Mexico, Philippines, and Vietnam.

There is also discussion of the health and rehabilitation services found in the featured countries. Additional monographs address "Disability and the Muslim Perspective" and more generally "Culture Brokering."

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Learning Objective K1:

Understand Population Health Variability Factors

Novice

Self-Guided Learning Resources:

Cary A, Swinney J. **Improving the Public's Health: Environmental Justice and Community Partnership Considerations for Public Health Nurses.**

University of Massachusetts Amherst, School of Nursing and School of Public Health and Health Sciences.

Available at: <http://www.bu.edu/publichealthworkforce/ejph/index.html>

Web-based course examines the influence of race, class, and poverty on environmental issues and the relationship of those issues to community health. The course includes interactive presentations, two case studies, and a race literacy quiz.

Detroit Department of Health and Wellness Promotion. **Reimaging Black Men's Health.** Michigan Public Health Training Center; 2011.

Available at: https://practice.sph.umich.edu/mphtc/site.php?module=courses_one_online_course&id=418

Webcast addresses the following learning objectives:

- Examine implicit and explicit cultural expectations of African American men;
- Review research on key aspects of African American men's health behaviors and health outcomes;
- Explore the intersection of race, ethnicity, gender, and age and the resultant chronic life stressors and strains that influence health behavior and health outcomes;
- Discuss a stress and coping framework for refining services and strategies to improve African American men's health outcomes.

Continuing education credit is available.

(Abstract adapted from Michigan Public Health Training Center.)

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Learning Objective K1:

Understand Population Health Variability Factors

Novice

Self-Guided Learning Resources:

Goins RT. **Broken Trust: Health Status and Care Needs of Older Americans and Alaska Natives**. 2005. West Virginia University School of Medicine.

Available at: <http://msl.hsc.wvu.edu/mediasite/Viewer/Viewers/Viewer240TL.aspx?mode=Default&peid=ce1b58f6-6037-4d14-93b2-14441f3e185b&pid=c52c19bf-b796-41e5-ac99-0693da8b9066&playerType=WM7>

Web-based course enables learners to explore major health patterns, long-term care needs, and health-related cultural and political considerations of older adults among the American Indian and Alaska Native communities.

A PowerPoint presentation is available at: <http://www.hsc.wvu.edu/som/cmed/ophp/ppts/gr20050504BrokenTrustHealthStatusCareNeeds.ppt>

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Learning Objective K2:

Describe Challenges in Cross-Cultural Communication

Intermediate

Case Studies (Print and Video Format):

American Medical Association. **Addressing Language Barriers Between Physician and Patient: What Are the Optimal Strategies?** 2007.

Available at: <http://www.bigshouldersdubs.com/clients/AMA/Language.htm>

Video clip discusses strategies for improving communication between health professionals and patients with limited English proficiency; options for addressing language barriers; and considerations regarding language access services. The clip is part of AMA's video series titled "Educating Physicians on Controversies and Challenges in Health."

[Video length: 6 min.]

Hsu WC. **A 50-Year-Old Asian Woman with Diabetes: Overcoming Disparities in Care.** 2011. Medscape.

Available at: <http://www.medscape.org/viewarticle/742795>

Interactive case study discusses the role of language access and differing health-related cultural beliefs as a contributor to disparities in healthcare. Case study includes questions to test learners' current knowledge, provides evidence-based information to enhance knowledge base, and offers a post-test activity.

John M, Parrott AAH, Scott H. **Communication Strategies to Strengthen the Patient-Provider Relationship.** 2011. Medscape.

Available at: <http://www.medscape.org/viewarticle/751663>

Interactive case study presents two patient cases that illustrate barriers to testing and care for persons with HIV infection. Strategies for overcoming these barriers are also presented. The case study includes questions to test learners' current knowledge, provides evidence-based information to enhance knowledge base, and offers a post-test activity.

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Learning Objective K2:

Describe Challenges in Cross-Cultural Communication

Intermediate

Case Studies (Print and Video Format):

Louard RJ. **A 50-Year-Old Latino Recently Diagnosed with Diabetes: Overcoming Communication Barriers.** 2011. Medscape.

Available at: <http://www.medscape.org/viewarticle/738096>

Interactive case study includes questions to test learners' current knowledge, provides evidence-based information to enhance knowledge base, and offers a post-test activity.

PALS for Health and The California Endowment. **In the Absence of Words: A Compilation of Personal Stories Addressing the Language Barrier in Health Care;** 2008.

Available at: [http://tcenews.calendow.org/pr/tce/document/In the Absence of Words.pdf](http://tcenews.calendow.org/pr/tce/document/In_the_Absence_of_Words.pdf)

By presenting individual stories and narratives, the document seeks to educate and raise awareness about language barriers that exist in the U.S. healthcare system.

The stories presented come from interpreters and language ambassadors from the PALS for Health Program. Each story provides a real experience of a limited-English-proficiency individual and their struggles in the healthcare system.

(Abstract adapted from HHS Office of Minority Health)

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Learning Objective K2:

Describe Challenges in Cross-Cultural Communication

Intermediate

Case Studies (Print and Video Format):

The Joint Commission and the U.S. Department of Health and Human Services, Office for Civil Rights. **Improving Patient-Provider Communication**; 2009. Available at: www.hhs.gov/ocr/civilrights/resources/training/index.html OR www.hhs.gov/ocr/civilrights/resources/specialtopics/hospitalcommunication/index.html

The video was created to educate healthcare professionals in providing language access within healthcare organizations as a critical component of safe, quality patient care. Additional resources are provided for working with limited English proficiency communities. [Video length: 33 min.]

U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. **Case Study: Language Barrier**. Web M&M: Morbidity and Mortality Round on the Web; 2006. Available at: <http://webmm.ahrq.gov/case.aspx?caseID=123>

Case description of an infant patient diagnosed with iron-deficiency anemia; the patient's parents are monolingual Spanish-speakers. The case commentary includes a table of "suggested options for providing adequate language services for limited English proficiency (LEP) patients." (*Abstract adapted from HHS*)

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Learning Objective K2:

Describe Challenges in Cross-Cultural Communication

Intermediate

Self-Guided Learning Resources:

Thurston M. **Putting Together the Pieces: Communicating with Limited English Proficiency Populations.** Northwest Center for Public Health Practice, University of Washington.

Available at: http://www.nwcphp.org/docs/la_county/communication/la20110726.html

Webinar examines a process for establishing emergency communication plans with limited English proficiency communities. The webinar provides case study illustrations, and both traditional and social media outlets are discussed.

Accompanying PowerPoint slides can be downloaded at: <http://www.nwcphp.org/training/courses/community-engagement-and-communication> [Webinar length: 1 hour, 23 min.]

Clinical/Field Application Resources:

Pfizer, Inc. **Fry Testing Exercises.**

Available at: <http://www.pfizerhealthliteracy.com/asset/pdf/Using-Readability-Formulas.pdf>

An exercise in using the Fry formula for testing the reading level of patient education materials.

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Learning Objective K2:

Describe Challenges in Cross-Cultural Communication

Intermediate

Clinical/Field Application Resources:

U.S. Department of Health and Human Services, Office of Minority Health. **A Patient-Centered Guide to Implementing Language Access Services in Healthcare Organizations**. 2005.

Available at: <http://minorityhealth.hhs.gov/Assets/pdf/Checked/HC-LSIG.pdf>

The guide lays out the basic steps for implementing language access services (LAS). Included among the steps is an organizational capabilities assessment.

The process for carrying out each step is explained in detail and supplemented with links to additional resources. Also available is an interactive website (https://www.thinkculturalhealth.hhs.gov/Content/communication_tools.asp) that highlights the process that patients and family members go through at each point of contact throughout the continuum of care.

For each point of contact, the website identifies the corresponding parts of the Guide that address it and provides a web link to access the Guide for more information.

(Abstract adapted from HHS Office of Minority Health)

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Learning Objective K3:

**Describe Community-based Elements and Resources
for Helping Patients Improve Health Status
and General Literacy Skills**

Intermediate

Resources in development.

Learning Objective K4:

Identify Community Beliefs and Health Practices

Intermediate

Resources in development.

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Learning Objective S1:

Discuss and Describe Methods to Collaborate with Communities to Address Needs

Intermediate

Self-Guided Learning Resources:

Noreuil MC. **Coming Full Circle: Understanding American Indian Health Disparities.** Nursing Education and Technology (NEAT) Projects, Board of Regents of the University of Wisconsin System; 2009.
Available at: <http://tlcprojects.org/NEAT/Indian.html>

Web-based tutorial with interactive exercises that focus on the following learning objectives:

- Explain the concept of the healing circle;
- Discuss the role of assumptions in the healthcare encounter;
- Summarize the health disparities that affect American Indians;
- Explain the factors that contribute to health disparities in American Indians;
- Suggest effective strategies for providers working with American Indian populations; and
- Describe positive approaches to addressing health disparities.

(Abstract adapted from www.merlot.org)

Prevention Institute. **Health Equity and Prevention Primer.**

Available at: <http://www.preventioninstitute.org/tools/focus-area-tools/health-equity-toolkit.html>

Seven self-guided learning modules address topics include the following:

- Role of primary care and prevention in achieving equity in health and safety
- How community factors influence health equity
- Enhancing effective partnerships for health equity
- Importance of local policy for achieving equitable health outcomes
- Measurement and evaluation for health equity

Continuing education credit is available for certified health education specialists (CHES).

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Learning Objective S2:

Describe Methods to Identify Community Leaders

Intermediate

Resources in development.

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MODULE 2: Community Strategies

Learning Objective S3:

Propose a Community-based Health Intervention Intermediate

Case Studies (Print and Video Format):

National Cancer Institute, Office of Communications and Education.

Reaching Minority Populations: Cancer Control and Prevention for Latino Populations. 2011.

Available at: <https://researchtoareality.cancer.gov/node/445>

Webcast discusses examples of adapting and implementing culturally-appropriate, evidence-based interventions in breast and cervical cancer screening for Latino sub-populations. Contributing factors to breast and cervical cancer disparities are also discussed. [Webcast length: 57 min.]

Nolan A, Brieger K. **Health Interventions for Immigrant and Migrant Populations.** SUNY at Albany, School of Public Health; 2010.

Available at: <http://www.albany.edu/sph/coned/phl/immigranthealth.htm>

Webcast discusses the health access barriers faced by U.S. immigrants and migrant workers, and provides examples of multidisciplinary health interventions for such populations. [Webcast length: 55 min.]

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Learning Objective S3:

Propose a Community-based Health Intervention

Intermediate

Self-Guided Learning Resources:

Pacific EMPRINTS. **Building Cultural Competence in Disaster Preparedness and Response.** University of Hawaii at Manoa.

Available at: <http://www.emprints.hawaii.edu/training/course.aspx?ID=59&cat=1>

Web-based course discusses guiding principles for developing a culturally appropriate emergency response plan, with a particular focus on cross-cultural interactions. Continuing education credit is available.

A Podcast version of the course is available at: <http://www.emprints.hawaii.edu/training/course.aspx?ID=60&cat=3>

Pacific EMPRINTS. **Cultural Competency and Disaster Mental Health.** University of Hawaii at Manoa.

Available at: <http://www.emprints.hawaii.edu/training/course.aspx?ID=46&cat=3>

Podcast discusses the role of culture in emergency preparedness and response efforts, and describes methods to effectively incorporate medical interpreters into the emergency response system. Continuing education credit is available.

South Central Public Health Partnership. **Diversity and Cultural Competency in Public Health Settings – Basic Level.**

Available at: http://moodle01.southcentralpartnership.org/scphp/mycourse_desc.php?id=7

Web-based course enables learners to understand demographic and epidemiological trends in diverse populations and identify culturally competent community health models for addressing health disparities.

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Learning Objective S3:

Propose a Community-based Health Intervention

Intermediate

Clinical/Field Application Resources:

Brennan Ramirez LK, Baker EA, Metzler M. **Promoting Health Equity: A Resource to Help Communities Address Social Determinants of Health.** Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2008.

Available at: <http://www.cdc.gov/nccdphp/dach/chhep/pdf/SDOHworkbook.pdf>

A workbook for community health partners seeking guidance on how to develop community-based initiatives focused on addressing inequities in social determinants of health.

The workbook includes profiles of existing small- and large-scale community-based programs and policy initiatives. Additional references and resources are provided.

Georgetown University, National Center for Cultural Competence. **A Guide to Choosing and Adapting Culturally and Linguistically Competent Health Promotion Materials;** 2003.

Available at: http://www11.georgetown.edu/research/gucchd/nccc/documents/Materials_Guide.pdf

Document provides guidance on how to assure that health promotion materials reflect the principles and practices of cultural and linguistic competence. Recommendations are provided on how to adapt existing health materials for use in health promotion efforts.

(Abstract adapted from HHS Office of Minority Health)

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Learning Objective S3:

Propose a Community-based Health Intervention Intermediate

Clinical/Field Application Resources:

PolicyLink. **Equitable Development Toolkit.**

Available at: http://www.policylink.org/site/c.lkIXLbMNJrE/b.5136575/k.39A1/Equitable_Development_Toolkit.htm

Online toolkit provides examples of community-based models for developing healthier communities and reducing health disparities. Action steps for targeted social determinants of health interventions are provided along with supporting research and other information resources.

Samuels J, Schudrich W, Altschul D. **Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence.** Nathan Kline Institute for Psychiatric Research; 2008.

Available at: <http://ssrdqst.rfmh.org/cecc/sites/ssrdqst.rfmh.org.cecc/UserFiles/ToolkitEBP.pdf>

Toolkit provides a methodology for behavioral health professionals to improve the cultural competence of practice-based interventions.

The methodology can be applied in a range of settings and emphasizes the following elements:

- Identifying a clinical need;
- Working with communities;
- Selecting an evidence-based practice;
- Modifying evidence-based practices to suit community needs; and
- Implementing the modified practice.

Users of the toolkit can utilize the accompanying checklist and workbook to organize their activities: (<http://ssrdqst.rfmh.org/cecc/sites/ssrdqst.rfmh.org.cecc/UserFiles/ToolkitChecklistWorkbook.pdf>).

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Learning Objective S3:

Propose a Community-based Health Intervention

Intermediate

Clinical/Field Application Resources:

U.S. Department of Health and Human Services, Office of Minority Health.

Guidance for Integrating Culturally Diverse Communities into Planning for and Responding to Emergencies: A Toolkit; 2011.

Available at: <http://www.texashealthinstitute.org/files/OMHDiversityPreparednessToolkit.pdf>

The toolkit offers recommendations, resources and practical strategies for engaging and integrating culturally diverse communities in the following emergency planning activities:

- (1) Assessing community needs and assets;
- (2) Developing sustainable community partnerships;
- (3) Risk communication;
- (4) Training and education;
- (5) Capacity-building for culturally and linguistically appropriate services;
- (6) Measurement and evaluation of emergency plans;
- (7) Information coordination; and
- (8) Funding and program development.

(Abstract adapted from HHS Office of Minority Health)

U.S. Department of Health and Human Services, Office of Minority Health.

National Partnership for Action to End Health Disparities: Toolkit for Community Action. 2010.

Available at: http://minorityhealth.hhs.gov/npa/files/Plans/Toolkit/NPA_Toolkit.pdf

Toolkit discusses community-based strategies to address health disparities. The toolkit also defines health disparities and describes social determinants of health and other factors that influence health.

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Learning Objective S3:

Propose a Community-based Health Intervention

Intermediate

Clinical/Field Application Resources:

University of Kansas, Work Group for Community Health and Development.

The Community Toolbox. 2005.

Available at: <http://ctb.ku.edu/en/default.aspx>

Resource provides in-depth practical guidance in development of community-based health interventions, with links to additional support tools and a sample of resources that document evidence-based practices.

The toolbox addresses many topics including the following:

- Models for promoting community health and development
- Assessment of community needs and resources
- Promoting community interest and participation
- Creating and maintaining coalitions and partnerships
- Analyzing community problems and designing and adapting/ implementing promising community interventions
- Developing strategic plans and action plans
- Evaluating community programs and interventions
- Social marketing and institutionalization of the intervention

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Learning Objective A1:

Describe How to Address Social Determinants of Health

Novice-Intermediate

Resources in development.

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American Medical Association. **Addressing Language Barriers Between Physician and Patient: What Are the Optimal Strategies?** 2007.

Asian Pacific Fund. **Healing the Spirit – Depression Among Asian Elderly.**

Brennan Ramirez LK, Baker EA, Metzler M. **Promoting Health Equity: A Resource to Help Communities Address Social Determinants of Health.** Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention; 2008.

Cary A, Swinney J. **Improving the Public’s Health: Environmental Justice and Community Partnership Considerations for Public Health Nurses.** University of Massachusetts Amherst, School of Nursing and School of Public Health and Health Sciences.

Center for International Rehabilitation Research Information and Exchange (CIRRIE). **The Rehabilitation Provider’s Guide to Cultures of the Foreign-Born.** State University of New York, University at Buffalo; 2002.

Detroit Department of Health and Wellness Promotion. **Reimagining Black Men’s Health.** Michigan Public Health Training Center; 2011.

Georgetown University, National Center for Cultural Competence. **A Guide to Choosing and Adapting Culturally and Linguistically Competent Health Promotion Materials;** 2003.

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John M, Parrott AAH, Scott H. **Communication Strategies to Strengthen the Patient-Provider Relationship.** 2011.

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National Cancer Institute, Office of Communications and Education. **Reaching Minority Populations: Cancer Control and Prevention for Latino Populations.** 2011.

Nolan A, Brieger K. **Health Interventions for Immigrant and Migrant Populations.** SUNY at Albany, School of Public Health; 2010.

Noreuil MC. **Coming Full Circle: Understanding American Indian Health Disparities.** Nursing Education and Technology (NEAT) Projects, Board of Regents of the University of Wisconsin System; 2009.

Pacific EMPRINTS. **Building Cultural Competence in Disaster Preparedness and Response.** University of Hawaii at Manoa.

Pacific EMPRINTS. **Cultural Competency and Disaster Mental Health.** University of Hawaii at Manoa.

PALS for Health and The California Endowment. **In the Absence of Words: A Compilation of Personal Stories Addressing the Language Barrier in Health Care;** 2008.

Pfizer, Inc. **Fry Testing Exercises.**

PolicyLink. **Equitable Development Toolkit.**

Prevention Institute. **Health Equity and Prevention Primer.**

Samuels J, Schudrich W, Altschul D. **Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence.** Nathan Kline Institute for Psychiatric Research; 2008.

South Central Public Health Partnership. **Diversity and Cultural Competency in Public Health Settings – Basic Level.**

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The Joint Commission and the U.S. Department of Health and Human Services, Office for Civil Rights. **Improving Patient-Provider Communication**; 2009.

Thurston M. **Putting Together the Pieces: Communicating with Limited English Proficiency Populations**. Northwest Center for Public Health Practice, University of Washington.

University of Kansas, Work Group for Community Health and Development. **The Community Toolbox**. 2005.

U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. **Case Study: Language Barrier**. Web M&M: Morbidity and Mortality Round on the Web; 2006.

U.S. Department of Health and Human Services, Office of Minority Health. **A Patient-Centered Guide to Implementing Language Access Services in Healthcare Organizations**. 2005.

U.S. Department of Health and Human Services, Office of Minority Health. **Guidance for Integrating Culturally Diverse Communities into Planning for and Responding to Emergencies: A Toolkit**; 2011.

U.S. Department of Health and Human Services, Office of Minority Health. **National Partnership for Action to End Health Disparities: Toolkit for Community Action**. 2010.