

# MODULE 6: Self-Reflection and Culture of Health Professions

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### **Key Concepts:**

- Provider-patient power imbalance
- Reflective practices in patient care
- Institutional culture of health care organizations

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

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

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective K1:

**Describe the Provider-Patient or Health Professional Client Imbalance**  
**Novice**

### Videos:

American Medical Association. **Role of Trust in Physician Interactions with Minority Patients.**

Available at: <http://www.bigshouldersdubs.com/clients/AMA/12-AMA.htm>

Video clip discusses why patient mistrust of the health care system exists and how mistrust can worsen health disparities if not addressed. Strategies are offered to help health professionals establish and maintain the patient's trust. The clip is part of AMA's video series titled "Educating Physicians on Controversies and Challenges in Health."

[Video length: 10 min.]

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S1:

### Engage in Reflection About Own Beliefs

#### Novice

#### Web-based Curriculum and Training Modules:

Peace Corps Information Collection and Exchange. **Culture Matters: The Peace Corps Cross-Cultural Workbook.**

Available at: [http://www.peacecorps.gov/multimedia/pdf/library/T0087\\_culturematters.pdf](http://www.peacecorps.gov/multimedia/pdf/library/T0087_culturematters.pdf)

Training manual is designed for Peace Corps volunteers but provides many exercises and instructional strategies that would be adaptable to a health profession training curriculum on the “fundamentals of culture.”

An accompanying **Trainer’s Guide** is available at: <http://www.peacecorps.gov/www/educators/enrichment/culturematters/guide.pdf>

Examples of specific topics addressed in the workbook include:

- Defining culture
- Linking values to behavior
- Individualism vs. collectivism
- American culture and American diversity
- Culture and communication styles
- Concepts of power and status
- Attitudes toward cultural differences

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S1:

### Engage in Reflection About Own Beliefs

#### Novice

#### Videos:

Bartley K. **Media Based Cultural Competence**. 2010.

Available at: [www.fmdrl.org/index.cfm?event=c.beginBrowseD&clearSelections=1&criteria=cultural competence#2952](http://www.fmdrl.org/index.cfm?event=c.beginBrowseD&clearSelections=1&criteria=cultural%20competence#2952)

Sample exercise questions can be used by learners for reflective processing while viewing relevant educational films selected by the instructor.

#### Self-Guided Learning Resources:

American Speech-Language-Hearing Association. **Self-Assessment for Cultural Competence**.

Available at: <http://www.asha.org/practice/multicultural/self.htm>

Interactive web-based assessment tool and checklists are intended to increase learners' awareness for providing services to diverse populations. The assessment tool provides a scoring mechanism to help learners identify specific topics for which they may require further professional development.

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## Learning Objective S1:

### Engage in Reflection About Own Beliefs

#### Novice

#### Self-Guided Learning Resources:

Georgetown University, National Center for Cultural Competence. **Cultural Competence Health Practitioner Assessment**. 2004.

Available at: <https://www4.georgetown.edu/uis/keybridge/keyform/form.cfm?formID=277>

The web-based assessment measures level of knowledge, skill, and awareness on six different sub-scales:

- (1) Values and belief systems;
- (2) Cultural aspects of epidemiology;
- (3) Clinical decision-making;
- (4) Life cycle events;
- (5) Cross-cultural communication; and
- (6) Empowerment/health management.

Based on the learner's responses on the sub-scales, the assessment instrument will provide a listing of supplemental resources to aid in strengthening the learner's proficiency.

Stanford University School of Medicine, Stanford Geriatric Education Center.

#### **Test Your Ethnogeriatric IQ.**

Available at: <http://sgec.stanford.edu/training/iq.html>

Brief self-assessment relates to common conceptions about elders of diverse cultural and ethnic backgrounds.

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## Learning Objective S1:

### Engage in Reflection About Own Beliefs

#### Novice

#### Clinical/Field Application Resources:

Georgetown University, National Center for Cultural Competence. **Promoting Cultural and Linguistic Competency: Self-Assessment Checklists.** 2004-2005.

- **Self-Assessment Checklist for Personnel Providing Primary Health Care Services.**  
Available at: <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist%20PHC.pdf>
- **Self-Assessment Checklist for Personnel Providing Services and Supports in Early Intervention and Early Childhood Settings.**  
Available at: <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.EIEC.doc.pdf>
- **Self-Assessment Checklist for Personnel Providing Services and Supports to Children with Disabilities and Special Health Needs and their Families.**  
Available at: <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.CSHN.doc.pdf>
- **Self-Assessment Checklist for Personnel Providing Services and Supports to Individuals and Families Affected by Sudden Infant Death Syndrome and Other Infant Death (SIDS/ID).**  
Available at: <http://www11.georgetown.edu/research/gucchd/nccc/documents/Checklist.SIDS-ID.pdf>

The self-assessment checklists address the following three areas: (1) Physical environment, materials and resources; (2) Communication styles; and (3) Values and attitudes.

The checklists provide examples of the types of practices that promote a culturally and linguistically-competent service delivery environment.

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S2:

**Recognize Institutional Cultural Issues, Including Issues Related to General Patient/Client Communication**

**Intermediate**

### Case Studies:

Lie D. **Cases in Health Disparities: Patients in Wheelchairs—Are They Getting to Your Office?** 2010. Medscape.

Available at: <http://www.medscape.org/viewarticle/731404>

Case study on healthcare access for patients with limited mobility provides evidence-based commentary and a case resolution.

### Self-Guided Learning Resources:

Brach C, Dreyer B, Schyve P, et al. **Attributes of a Health Literate Organization.** Institute of Medicine; 2012.

Available at: <http://www.healthcarecommunities.org/showcontent.aspx?id=4294972714>

Slide presentation describes the 10 attributes of a health-literate health care organization, which is an organization that “makes it easier for people to navigate, understand, and use information and services to take care of their health.”

Martin M. **Diversity Leadership: A Strategic Approach** (“Diversity and Cultural Competency in Public Health Settings – Advanced Level”). South Central Public Health Partnership.

Available at: [http://lms.southcentralpartnership.org/scphp/mycourse\\_desc.php?id=44](http://lms.southcentralpartnership.org/scphp/mycourse_desc.php?id=44)

Web-based course guides learners in developing an individual, group, or organization-level action plan that takes into consideration issues and challenges related to cultural diversity.

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S2:

**Recognize Institutional Cultural Issues, Including Issues Related to General Patient/Client Communication**

**Intermediate**

### Clinical/Field Application Resources:

Haugland G, Siegel C, Reid-Rose L, Hernandez J. **Cultural Competency Assessment Scale with Instructions**. Nathan S. Kline Institute for Psychiatric Research; 2012. Available at:

#### **Program-Level Assessment**

<http://ssrdqst.rfmh.org/cecc/sites/ssrdqst.rfmh.org.cecc/UserFiles/Program%20Level%20CCAS%20JUNE%202012.pdf>

#### **Agency-Level Assessment** (Siegel C, et al. 2004)

<http://ssrdqst.rfmh.org/cecc/sites/ssrdqst.rfmh.org.cecc/UserFiles/CCAS.PDF>

Organizational and program assessment scale is applicable to behavioral health care programs and agencies providing services to diverse communities. The scale has 14 criteria that can be used for self-assessment, care coordination, or as a means of monitoring progress on activities related to engagement, service delivery, and supports.

Jacobson KL, Gazmararian JA, Kripalani S, et al. **Is Our Pharmacy Meeting Patients' Needs? A Pharmacy Health Literacy Assessment Tool User's Guide**. U.S. DHHS Agency for Healthcare Research and Quality and Robert Wood Johnson Foundation; 2007.

Available at: <http://www.ahrq.gov/qual/pharmlit/>

Toolkit is a comprehensive guide to help pharmacies assess how well they are set up to serve patients with limited health literacy; and to detect potential barriers for patients with limited literacy skills to comprehending pharmacy information. Although the assessment was designed to be used in outpatient pharmacies of large public hospitals, it can be adapted for use in other pharmacy and non-pharmacy environments.

*(Abstract adapted from HHS)*

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S2:

**Recognize Institutional Cultural Issues, Including Issues Related to General Patient/Client Communication**

**Intermediate**

### Clinical/Field Application Resources:

George Washington Institute for Spirituality and Health (GWISH). **Checklist: Improving the Quality of Spiritual Care as a Dimension of Palliative Care.** 2009.

Available at: <http://www.gwumc.edu/gwish/soerce/resources.cfm?ResourceID=5BEB8499-5056-9D20-3D3DBE835A310D58>

Checklist serves as an organizational assessment to help health facility clinicians and administrators determine areas for improvement in regard to spiritual care practices within the organization. Free registration is required to access the resource.

Goode T, Jones W, Mason J. **A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment.** Georgetown University, National Center for Cultural Competence; 2002.

Available at: <http://www11.georgetown.edu/research/gucchd/nccc/documents/ncccorgselfassess.pdf>

Resource explains several guiding principles for assessing the cultural competence of organizational activities, and briefly describes a course of action for planning and implementing an organizational self-assessment process.

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S2:

**Recognize Institutional Cultural Issues, Including Issues Related to General Patient/Client Communication**

**Intermediate**

### Clinical/Field Application Resources:

Joint Commission. **Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Community: A Field Guide.** 2011.

Available at: <http://www.jointcommission.org/assets/1/18/LGBTFieldGuide.pdf>

Resource provides guidance to health care organizations “for creating processes, policies, and programs that are sensitive and inclusive of LGBT patients and families” (Joint Commission). The guide can be used as an organizational assessment tool as well as an educational resource for health providers.

National Committee for Quality Assurance, & Lilly USA, LLC. **Multicultural Health Care: A Quality Improvement Guide;** 2011.

Available at: [www.clashealth.org](http://www.clashealth.org)

The guide is an online resource for healthcare professionals seeking to undertake quality improvement initiatives to improve culturally and linguistically appropriate services and to reduce disparities in care within their healthcare organization. The guide uses proven examples to provide step-by-step instructions on how to implement an organizational quality improvement (QI) process. The individual chapters are organized around the steps (assessment, planning, implementation and evaluation) and contain examples from a variety of healthcare settings.

*(Abstract adapted from [www.clashealth.org](http://www.clashealth.org))*

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S2:

**Recognize Institutional Cultural Issues, Including Issues Related to General Patient/Client Communication**

**Intermediate**

### Clinical/Field Application Resources:

Rudd RE, Anderson JE. **The Health Literacy Environment of Hospitals and Health Centers – Partners for Action: Making Your Healthcare Facility Literacy-Friendly**. National Center for the Study of Adult Learning and Literacy, and the Harvard School of Public Health; 2006.

Available at: <http://www.hsph.harvard.edu/healthliteracy/files/healthliteracyenvironment.pdf>

Guide provides interactive tools and suggestions to help health professionals conduct “health literacy environment reviews” within their healthcare organizations. The review enables staff to consider a range of strengths and barriers within the organization that may help or impede patients/clients as they attempt to physically navigate their way through a facility, fill out forms, and make use of information and materials provided to them along the way.

The guide also includes activity outlines for conducting pre-review needs assessment activities, such as telephone assessments, walking interviews, materials assessment workshops, oral exchange surveys, and technology assessments. In addition, the guide provides recommendations for developing an action plan to improve the health literacy environment of the organization.

Supplemental interactive tools to support the needs assessment and environment review process are available in a complementary resource:

Rudd RE. **The Health Literacy Environment Activity Packet: First Impressions & Walking Interview. On-Line Tools. Health Literacy Studies**. 2010.

Available at: <http://www.hsph.harvard.edu/healthliteracy/files/activitypacket.pdf>

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S2:

**Recognize Institutional Cultural Issues, Including Issues Related to General Patient/Client Communication**

**Intermediate**

### Clinical/Field Application Resources:

Sutton M. **Improving Patient Care: Cultural Competence.** Family Practice Management. October 2000; 7(9):58-60.

Available at: <http://www.aafp.org/fpm/2000/1000/p58.html>

Resource briefly describes actions that group practices can take to cultivate cultural competence, and includes a cultural competence self-assessment tool.

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective S3:

**Use Reflective Practices in Patient/Client Care**

**Intermediate**

*Resources in development.*

## Learning Objective A1:

**Value the Need to Address Personal Bias**

**Novice-Intermediate**

*Resources in development.*

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# MODULE 6: Self-Reflection and Culture of Health Professions

## Learning Objective A2:

**Express the Attitude That It Is a Responsibility of All Members of the Healthcare Team To Be Trained and Proactive in Addressing the Communication Needs of Patients/Clients**

**Advanced**

### Self-Guided Learning Resources:

South Central Public Health Partnership. **Cultural Diversity, Health Disparities, and Public Health.**

Available at: [http://lms.southcentralpartnership.org/scphp/mycourse\\_desc.php?&id=187](http://lms.southcentralpartnership.org/scphp/mycourse_desc.php?&id=187)

Web-based course provides an introduction to cultural diversity concepts and discusses using cultural diversity as a framework for addressing public health and health policy issues.

South Central Public Health Partnership. **Managing Diversity Begins with You.**

Available at: [http://moodle01.southcentralpartnership.org/scphp/mycourse\\_desc.php?id=10](http://moodle01.southcentralpartnership.org/scphp/mycourse_desc.php?id=10)

Web-based course enables learners to acquire a conceptual framework for managing workplace diversity as a means of improving health service delivery, quality, and accessibility. The course particularly focuses on enhancing communication and conflict resolution skills and increased understanding of diverse health beliefs and practices.

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American Speech-Language-Hearing Association. **Self-Assessment for Cultural Competence.**

Bartley K. **Media Based Cultural Competence.** 2010.

Brach C, Dreyer B, Schyve P, et al. **Attributes of a Health Literate Organization.** Institute of Medicine; 2012.

George Washington Institute for Spirituality and Health (GWISH). **Checklist: Improving the Quality of Spiritual Care as a Dimension of Palliative Care.** 2009.

Georgetown University, National Center for Cultural Competence. **Cultural Competence Health Practitioner Assessment.** 2004.

Georgetown University, National Center for Cultural Competence. **Promoting Cultural and Linguistic Competency: Self-Assessment Checklists.** 2004-2005.

Goode T, Jones W, Mason J. **A Guide to Planning and Implementing Cultural Competence Organizational Self-Assessment.** Georgetown University, National Center for Cultural Competence; 2002.

Haugland G, Siegel C, Reid-Rose L, Hernandez J. **Cultural Competency Assessment Scale with Instructions.** Nathan S. Kline Institute for Psychiatric Research; 2012.

Jacobson KL, Gazmararian JA, Kripalani S, et al. **Is Our Pharmacy Meeting Patients' Needs? A Pharmacy Health Literacy Assessment Tool User's Guide.** U.S. DHHS Agency for Healthcare Research and Quality and Robert Wood Johnson Foundation; 2007.

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National Committee for Quality Assurance, & Lilly USA, LLC. **Multicultural Health Care: A Quality Improvement Guide;** 2011.

Peace Corps Information Collection and Exchange. **Culture Matters: The Peace Corps Cross-Cultural Workbook.**

Rudd RE, Anderson JE. **The Health Literacy Environment of Hospitals and Health Centers – Partners for Action: Making Your Healthcare Facility Literacy-Friendly.** National Center for the Study of Adult Learning and Literacy, and the Harvard School of Public Health; 2006.

Stanford University School of Medicine, Stanford Geriatric Education Center. **Test Your Ethnogeriatric IQ.**

South Central Public Health Partnership. **Cultural Diversity, Health Disparities, and Public Health.**

South Central Public Health Partnership. **Managing Diversity Begins with You.**

Sutton M. **Improving Patient Care: Cultural Competence.** Family Practice Management. October 2000; 7(9):58-60.

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