

PRAIRIE METROPOLIS CENTRE
Research Symposium

**Cultural Competence in the
Health Professions: A New
Teaching Tool**

Cultural Competency Skills for Health Care Professionals: Learning Manual

Medical Cultural Competence Teaching Series:
Culturally Responsive Care in the Community



Earle Waugh, Olga Szafran & Jean Triscott

Health care professionals are faced with the challenge of caring for patients from many cultures, with different languages, and different understanding of illness and health. Research has shown that there is a need for culturally-sensitive training for health professionals who often lack the training and the tools to provide culturally competent care.

The goal of the cultural competency Learning Manual is to assist health care professionals in providing culturally competent care to their patients in a respectful and effective manner.

The Learning Manual applies existing tools to newly developed community-based teaching videos. Health care professionals will assess their own cultural competency and learn skills for cross-cultural communication.

The manual contains four community-based modules, Aboriginal (Cree), Franco-Albertan, Chinese (Cantonese), and Lebanese Muslim, which use eight newly developed teaching videos (four in English and four in the language of the cultural community). The range of issues addressed by the videos include: treatment conflict between traditional and western medicine; cultural issues related to informed consent, no resuscitation, living wills/personal directives, and end-of-life care; language revision issues in the provision of care; and cultural perspective on caregiver stress.

The cultural competency Learning Manual is a resource that can be used in either a workshop format or health care professionals can work individually through the modules at their own speed.

For more information or to purchase a copy of the manual, please contact:

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OUR RESEARCH: COMMUNITY - BASED MODULES

Cultural Groups in Our Learning Manual

- Aboriginal (Cree)
- Franco-Albertan
- Chinese (Cantonese-speaking)
- Lebanese Muslim

THE 'LEARN' MODEL

Developed by Berlin and Fowkes (1983), the LEARN Model is a set of guidelines to improve communication between health care professionals and patients during cross-cultural encounters.

The LEARN guidelines are:

- L** *Listen* with sympathy and understanding to the patient's perception of the problem
- E** *Explain* your perceptions of the problem
- A** *Acknowledge* and discuss the differences and similarities
- R** *Recommend* treatment
- N** *Negotiate* agreement

FILM: "NO CODE: CANTONESE-SPEAKING CHINESE"

Discussion Questions

Answer the following questions after you view the film and relate them to a Chinese cultural perspectives.

- How does the polarization develop between the family and the physician?
- How might the doctor have moved earlier on to minimize the confrontation?
- What is at stake culturally for the family as they try to negotiate with the physician? What is the decision-making hierarchy in this Chinese family?

"NO CODE: CANTONESE-SPEAKING CHINESE

Discussion Questions (cont'd)

- How could the medical condition have been explained in a simpler way?
- What do you see happening in the institution regarding the doctor's response to the family?
- How might the Chinese community respond had the family said nothing? Does the professional's attitude reflect an appreciation of the elderly patient's community status?
- Are there any options for handling the no-code protocol in palliative units that could have been brought up at this time?

SUMMARY

- Professional encounter with ethnic groups should be based upon an awareness of ethno-cultural sensitivities
- Elements of culture are involved in many aspects of training but seldom studied
- Learning about Canadian ethno-cultural perspectives is critical for proper treatment and compliance
- Good Care requires openness to ethnicity

THE Health Professional's WORLD



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