Below is a compilation of teaching resources and guidelines for instruction that can be obtained through the Internet. Sample content is provided as an example of how the resources may be used to address TACCT content areas not currently well addressed at your school.

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Resources/references

**Domain I: Cultural Competence—Rationale, Context, and Definition**

There are many definitions of cultural competence, but probably the most widely accepted is:

- National Center for Cultural Competence, Georgetown University, 1989. [http://gucchd.georgetown.edu/nccc/framework.html#lc](http://gucchd.georgetown.edu/nccc/framework.html#lc)

The importance of cultural and linguistic competence is addressed here:


To be consistent with the latest research on causes of health disparities, we would recommend that a more socio-cultural definition of race be used:


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**Sample content**

<table>
<thead>
<tr>
<th>Potential ‘Courses’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoring courses.</td>
</tr>
<tr>
<td>Basic science: Genetics, Pharmacology, Pathology.</td>
</tr>
<tr>
<td>Epidemiology and public health.</td>
</tr>
<tr>
<td>‘Hot topics’, eg. Ethics, Humanities, Professionalism.</td>
</tr>
<tr>
<td>Within primary care clerkships and other clerkships such as EM, surgery, psychiatry and Ob. Gyn.</td>
</tr>
</tbody>
</table>

**Potential courses**

- Introduce a seminar session using a cultural self-identify exercise
- Use case-based modules focusing on diversity or healthcare economics
- Incorporate quiz or test questions on concepts.
- Discuss biologic vs sociocultural definitions of race and potential impact on healthcare outcomes.
- Introduce controversies about definition of race in basic science courses such as genetics, pharmacology and pathology.
The following article contains a table defining the term health disparity:


The following two glossaries provide definitions of terms often used when discussing cultural competency and health disparities topics:


Clinician self-assessment and reflection tools include:

- Implicit Association Test is a tool to allow individuals to gain greater awareness about their own unconscious preferences and beliefs. [https://implicit.harvard.edu/implicit/demo/selectatest.html](https://implicit.harvard.edu/implicit/demo/selectatest.html)
- National Center for Cultural Competence has self-assessment tools for organizations and practicing physicians: [http://gucchd.georgetown.edu/nccc/selfassessment.html](http://gucchd.georgetown.edu/nccc/selfassessment.html)

### Domain II: Key Aspects of Cultural Competence

The following sites will allow educators to identify specific data on health disparities to prepare materials for class discussions on the Epidemiology of population health.

- The National Center for Health Statistics (NCHS) is the main source of health statistics for the nation for Healthy People 2010 (HP 2010). Key annual reports include:
- Congressionally mandated annual report on health care disparities from the Agency for Healthcare Research and Quality: [http://www.qualitytools.ahrq.gov/disparitiesreport/browse/browse.aspx](http://www.qualitytools.ahrq.gov/disparitiesreport/browse/browse.aspx)
- To access other health data from the Department of Health and Human Services, use the gateway to data and statistics: [http://www.hhs-stat.net/](http://www.hhs-stat.net/)
- National, state and local population counts are available from the decennial Census (every ten years), and more recent population estimates are available from the American Community Survey. Both of these datasets are accessible through the Bureau of the Census: [www.census.gov](http://www.census.gov). The American Factfinder tab on this website is particularly useful to get your state’s demographics.

The following key references can help educators prepare class materials on Healthy People 2010, **national health goals and objectives** for the year 2010:


<table>
<thead>
<tr>
<th>Sample content</th>
<th>Potential ‘Courses’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate epidemiology data into presentations in public and population health.</td>
<td>Epidemiology and public health.</td>
</tr>
<tr>
<td>Give quizzes on goals of HP 2010</td>
<td>Doctoring course.</td>
</tr>
<tr>
<td>Evaluate evidence on achieving goals of HP 2010</td>
<td>‘Hot topics’: health systems, diversity, ethics.</td>
</tr>
</tbody>
</table>
### Resources/references

- National baseline and monitoring data are available by age, gender, race/ethnicity; some data are available by socioeconomic status, urban/rural status, disabilities, and sexual orientation: [http://wonder.cdc.gov/data2010/](http://wonder.cdc.gov/data2010/)

- Data and more information on specific topics or subgroups can be found:
  - [http://www.healthypeople.gov/Data/PROGRVW/default.htm](http://www.healthypeople.gov/Data/PROGRVW/default.htm) (progress reviews);
  - [http://www.srh.hsc.edu/centers/rhp2010/default.htm](http://www.srh.hsc.edu/centers/rhp2010/default.htm) (rural health);

### State data


- Centers for Disease Control and Prevention (CDC). Key annual data systems from CDC include:

- Kaiser Family Foundation also has an interactive website for state data: [http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi](http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi)

### Domain III: Understanding the Impact of Stereotyping on Medical Decision-Making

The following is a set of resources that allow educators to develop materials to describe the history of stereotyping; bias, discrimination and racism; and the effects of stereotyping:


- The Commonwealth Fund [http://www.cmwf.org](http://www.cmwf.org) (see underserved populations for materials on cultural competency, reducing disparities and safety net).


- The University of North Carolina’s minority health project website has slidesets on these topics from Dr. Jack Geiger (2005) and other previous speakers: [http://www.minority.unc.edu](http://www.minority.unc.edu)

### Key references for disparities in health care include:

- Congressionally mandated annual report on health care disparities from the Agency for Healthcare Research and Quality: [http://www.qualitytools.ahrq.gov/disparitiesreport/browse/browse.aspx](http://www.qualitytools.ahrq.gov/disparitiesreport/browse/browse.aspx)

### Sample content

**Play a game of Bafa Bafa to introduce a session discussing the history of racism.**

**Incorporate a critical appraisal of the Schulman studies on physician bias into an EBM small group session.**

**Doctoring course.**

- Pharmacology ('pharmacogenetics’ concepts).
- ‘Hot topics’: Diversity, Humanities, Ethics.

**Clinical clerkships: primary care, Ob.Gyn, EM, psychiatry.**
**Resources/references**


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**Domain IV: Health Disparities and Factors Influencing Health**

The following sites will allow educators to identify specific population-based data on health disparities to prepare for class discussions on the *epidemiology of health-care disparities*, factors underlying health care disparities, and demographic patterns of disparities; and provide a framework to assess communities:

- The National Center for Health Statistics (NCHS) is the main source of health statistics for the nation. Key annual reports include:

  - [http://www.qualitytools.ahrq.gov/disparitiesreport/browse/browse.aspx](http://www.qualitytools.ahrq.gov/disparitiesreport/browse/browse.aspx)

- To access other health data from the Department of Health and Human Services, use the gateway to data and statistics: [http://www.hhs-stat.net/](http://www.hhs-stat.net/)

Educators can address *factors underlying health and health-care disparities* by using:

- Resources on the intersection of race and genetics which can be used when developing course materials to describe factors that impact health, critically appraise literature on disparities and understand social determinants of health include the January 2005 American Psychologist special issue on “Genes, Race, and Psychology in the Genome Era”: [http://www.genome.gov/13014159](http://www.genome.gov/13014159)
- Department of Energy’s Human Genome Project’s website has linkages to two special journal issues on race and genetics they sponsored (November 2004 *Nature Genetics*; Spring 2002 *Journal for Minority Medical Students* supplement), as well as other resources: [http://www.ornl.gov/sci/techresources/Human_Genome/elsi/minorities.shtml](http://www.ornl.gov/sci/techresources/Human_Genome/elsi/minorities.shtml)

Sample health disparities cases developed by UC Irvine, under construction at [http://www.ucihs.uci.edu/family/facultydev/modules/index.html](http://www.ucihs.uci.edu/family/facultydev/modules/index.html)

Educators can find models of service learning that address methods to identify community leaders, and assessment tools for service learning experiences.

- AAHE/CCPH monograph, "Creating Community-Responsive Physicians: Concepts and Models of Service-Learning in Medical Education" and other resources on service learning for medical students are available here: [http://depts.washington.edu/ccph/servicelearningres.html#Medicine](http://depts.washington.edu/ccph/servicelearningres.html#Medicine)

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### Sample content

- In grand rounds or discussion, routinely ask how management would change if a patient was of a different ethnicity, gender or belief system.

### Potential ‘Courses’

- Epidemiology.
- Evidence-based medicine and Informatics
- Case-based modules in any clinical course.
- Any clinical clerkship: seminars and reflective exercises.
- Assess EBM skills in Clinical Practice Exams. (CPX). Exercises
- Service learning experience (community).
Domain V: Cross-Cultural Clinical Skills

Medical educators may find the following resources helpful in the development of materials to teach cross-cultural clinical skills:

- St. Elizabeth Family Medicine Residency Program. *Providing Culturally-Sensitive Health Care; Diagnostic Checklist and Developing a Deeper Understanding.* St. Elizabeth Medical Center; Utica, NY. [http://www.semc.com/home/default.asp](http://www.semc.com/home/default.asp)
- The Cross Cultural Health Care Program (CCHCP) provides a comprehensive list of resources including videoclips, books and test (assessment) materials for culturally appropriate care across different groups. [http://www.xculture.org/index.cfm](http://www.xculture.org/index.cfm) for resources and [http://www.xculture.org/training/overview/cultural/assessment.html](http://www.xculture.org/training/overview/cultural/assessment.html) for assessment materials
- The Office of Minority Health family medicine cultural competency curriculum is available online at [https://cccm.thinkculturalhealth.org/GUIs/GUI_AboutthisSite.asp](https://cccm.thinkculturalhealth.org/GUIs/GUI_AboutthisSite.asp). The second of the three parts is perhaps the most useful for medical students (language access services). An extensive resource list and suggestions for how to adapt the materials for small groups are included. Up to 9 free CME credits are available.


Self-learning **video case vignettes** are available for purchase from the American Academy of Family Physicians (AAFP) for the program Quality Care for Diverse Populations at [http://www.aafp.org/qualitycarevideo.xml](http://www.aafp.org/qualitycarevideo.xml)

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**Sample content**

- Use standardized patients (SPs) to practice skills.
- Assess skills for use of interpreters in clinic with observation and feedback.
- Recruit real patients to provide feedback to students using standardized checklists.
- Create CPX. Cases for individuals and groups.
- Show video case vignettes for group discussion.
- Use unannounced SPs to assess student skills.

**Potential ‘Courses’**

- Doctoring course.
- Case-based modules.
- ‘Hot topics’: sexuality, ethics, humanities, professionalism, CAM.
- Primary care clerkships, psychiatry.
- Service learning experience (such as home visits)