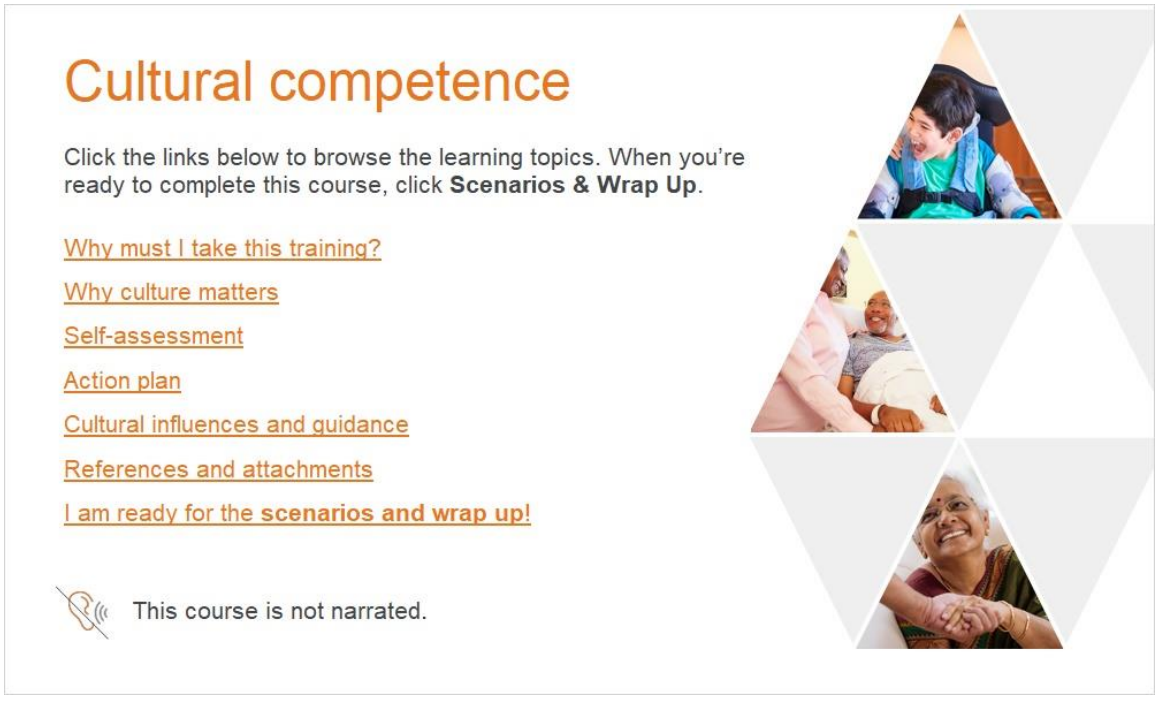
Cultural Competence

18. Home

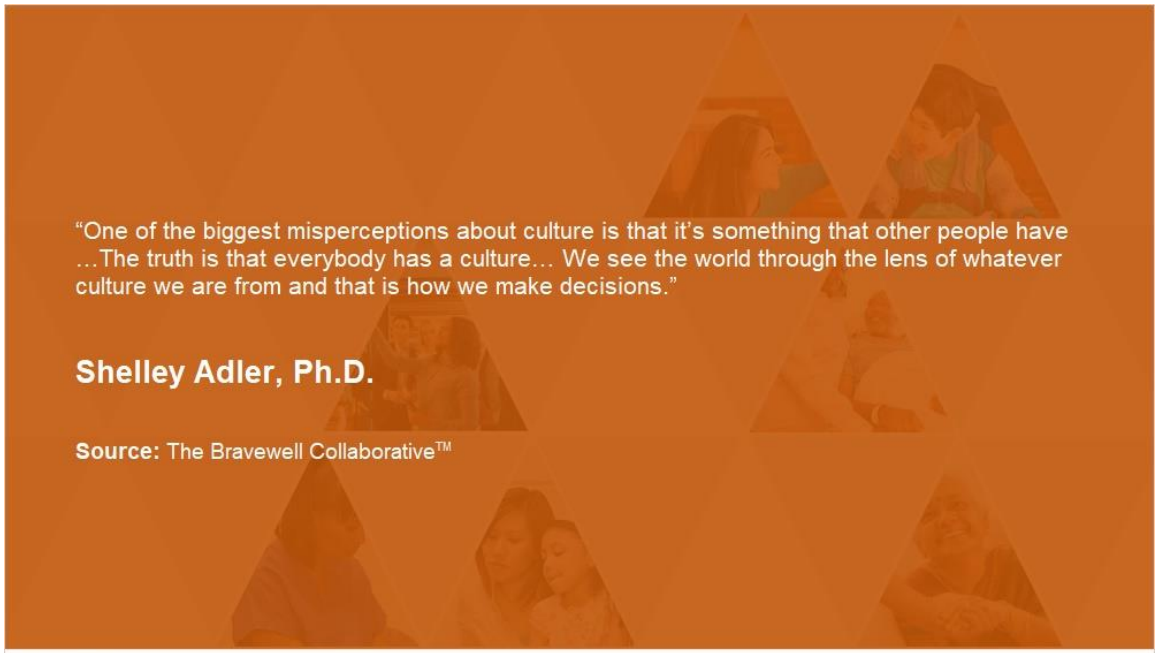
18.1 Main menu



Notes:

1. Cultural influences & guidance

1.1 Cultural influences & guidance



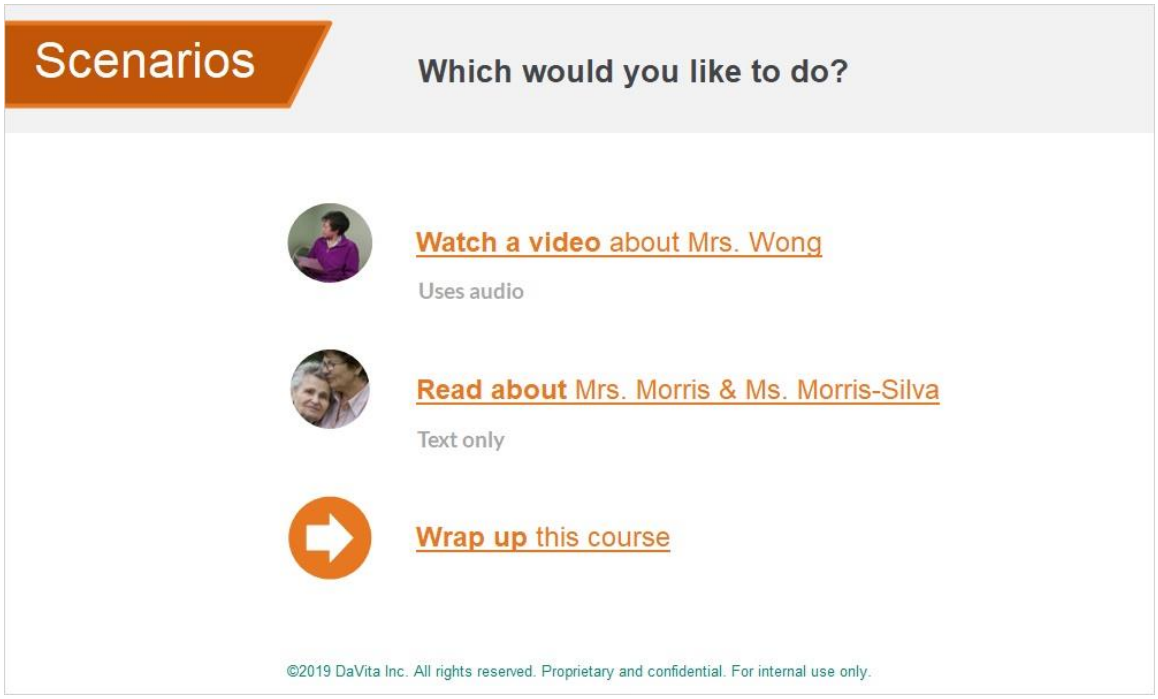
1.2 Reflecting on Your Culture

1.3 Reflecting on Your Culture

1.4 A Closer Look at Culture

2. Scenarios & wrap up

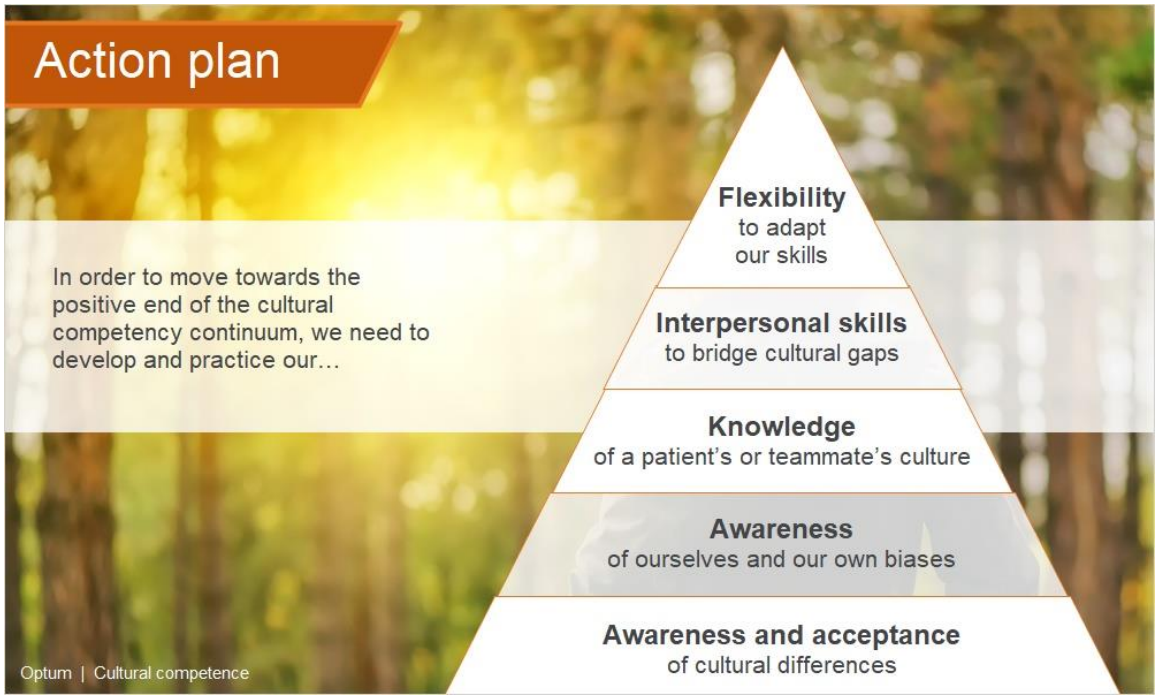
2.1 Scenarios & wrap up



Notes:

3. Action plan

3.1 Action plan

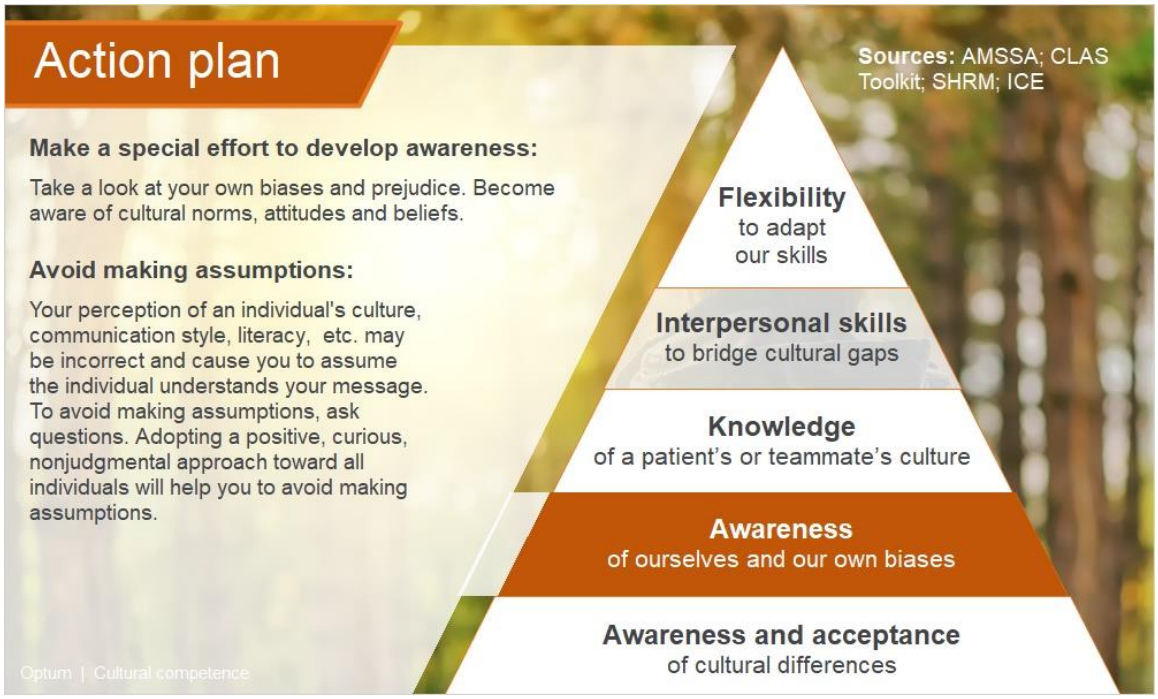


Notes:

3.2 Action plan

Awareness and acceptance (Slide Layer)

Awareness (Slide Layer)



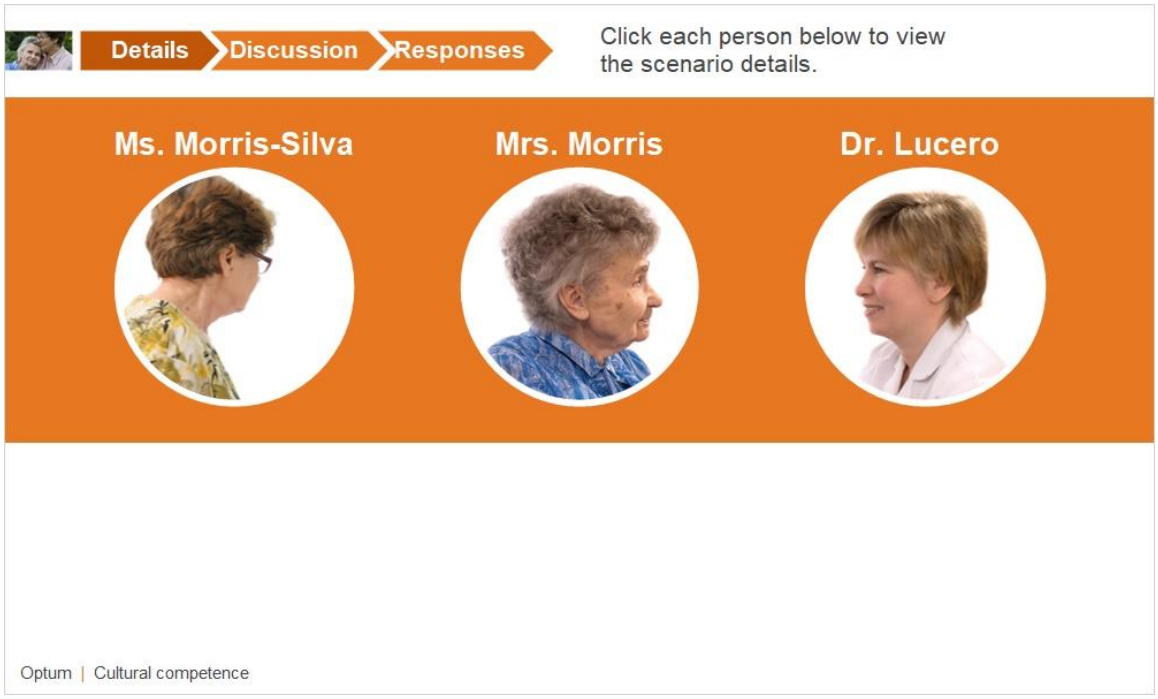
Knowledge (Slide Layer)

Interpersonal Skills (Slide Layer)

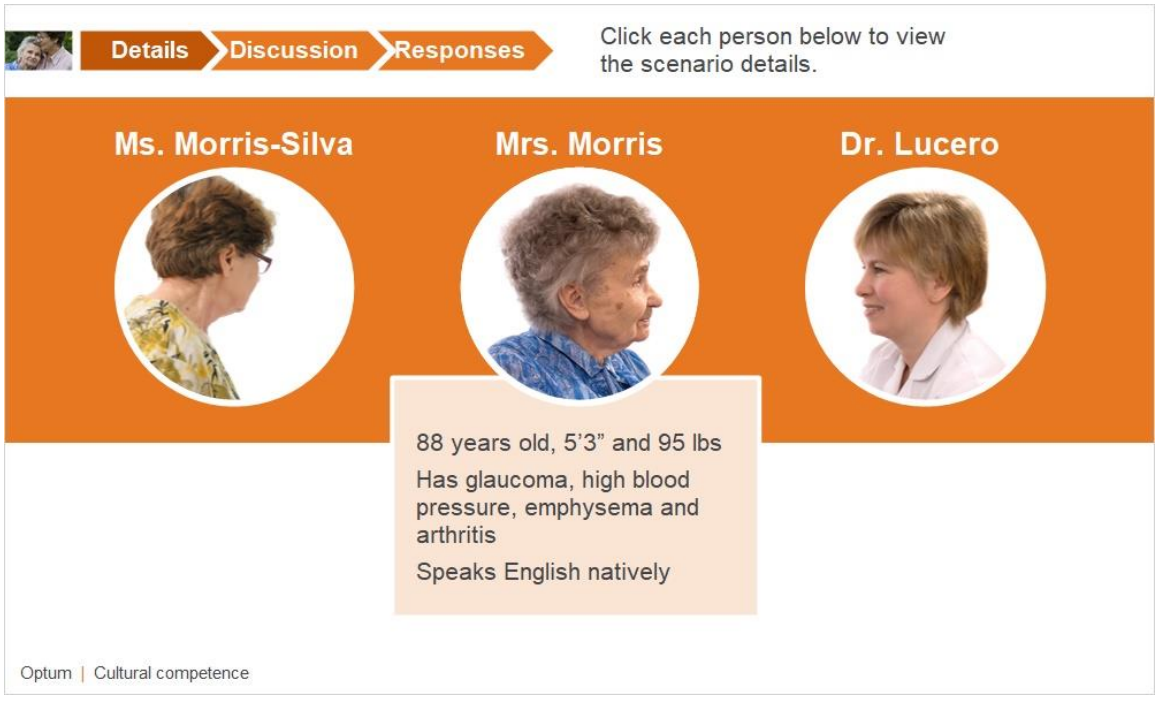
Flexibility (Slide Layer)

4. Read Case Study

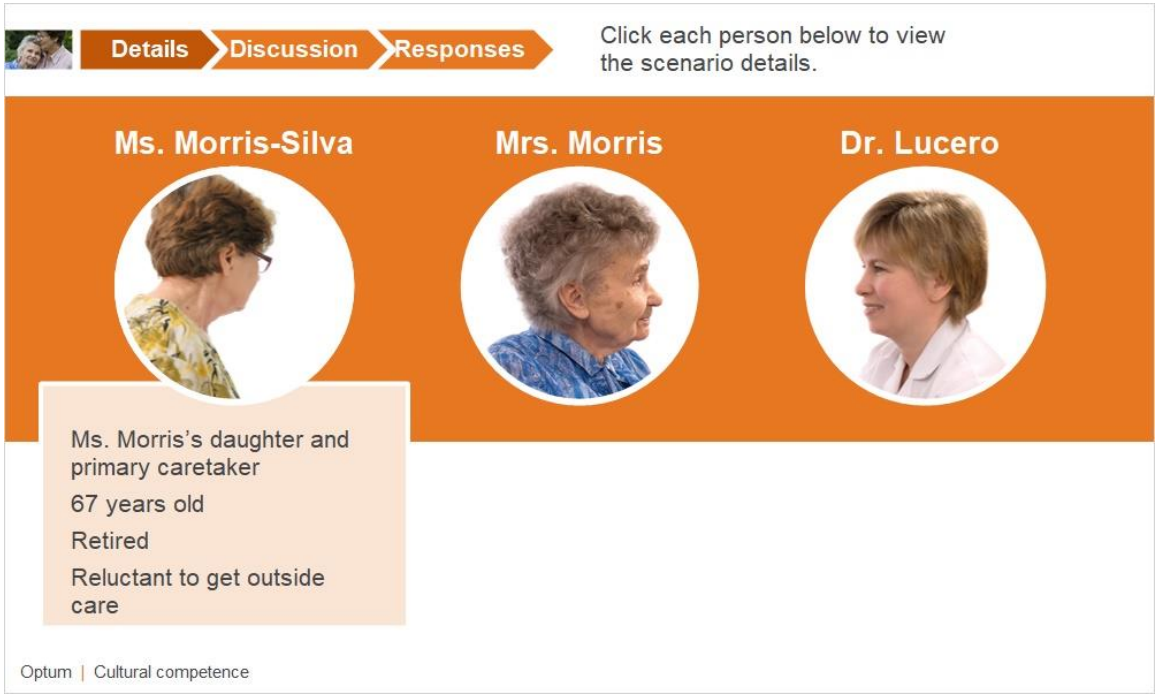
4.1 Details



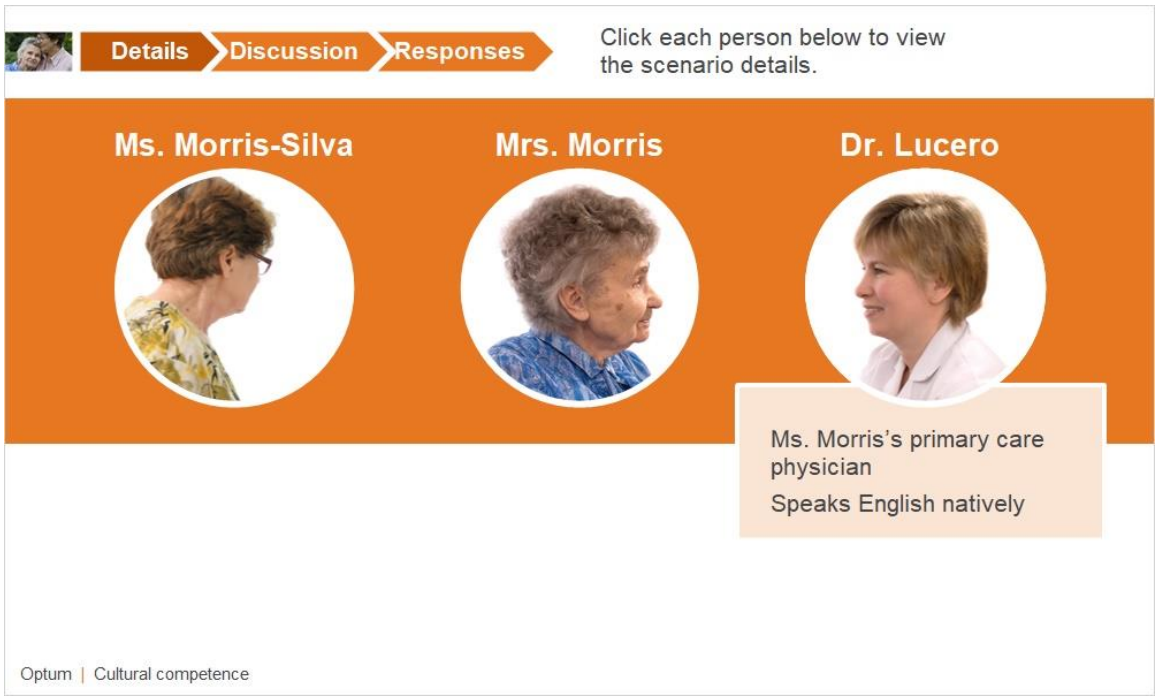
Mrs. Morris (Slide Layer)



Ms. Morris-Silva (Slide Layer)



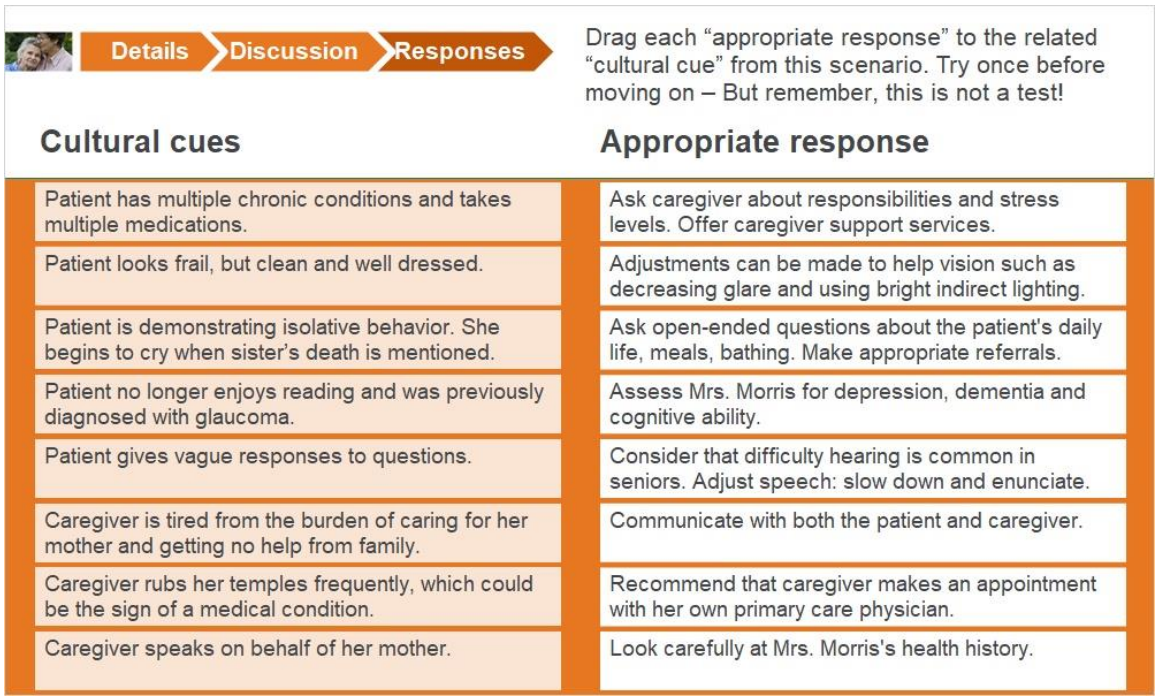
Dr. Lucero (Slide Layer)



4.2 Discussion

4.3 Responses

(Drag and Drop, 10 points, 1 attempt permitted)

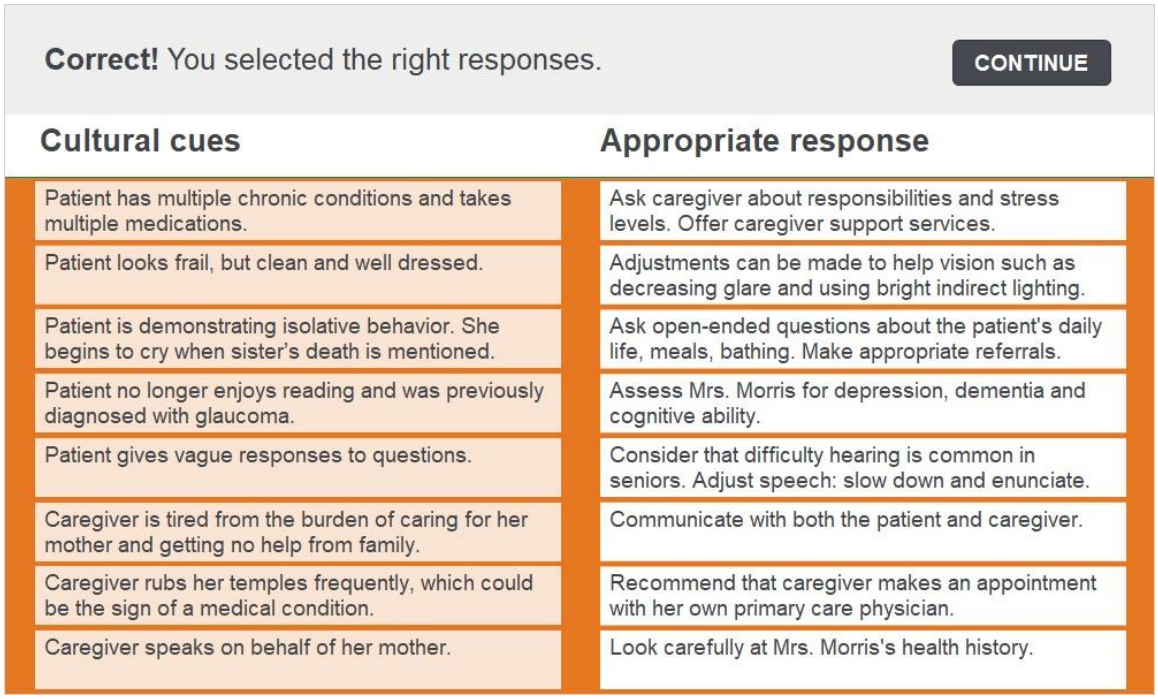


Drag Item	Drop Target
Look carefully at Mrs. Morris's health history.	Patient has multiple chronic conditions and takes multiple medications.
Ask open-ended questions about the patient's daily life, meals, bathing. Make appropriate referrals.	Patient looks frail, but clean and well dressed.
Assess Mrs. Morris for depression, dementia and cognitive ability.	Patient is demonstrating isolative behavior. She begins to cry when sister’s death is mentioned.
Adjustments can be made to help vision such as decreasing glare and using bright indirect lighting.	Patient no longer enjoys reading and was previously diagnosed with glaucoma.
Consider that difficulty hearing is common in seniors. Adjust speech: slow down and enunciate.	Patient gives vague responses to questions.
Ask caregiver about responsibilities and stress levels. Offer caregiver support services.	Caregiver is tired from the burden of caring for her mother and getting no help from family.
Recommend that caregiver makes an appointment with her own primary care physician.	Caregiver rubs her temples frequently, which could be the sign of a medical condition.
Communicate with both the patient and caregiver.	Caregiver speaks on behalf of her mother.

Drag and drop properties
Return item to start point if dropped outside the correct drop target

Snap dropped items to drop target (Stack random)
Allow only one item in each drop target

Correct (Slide Layer)



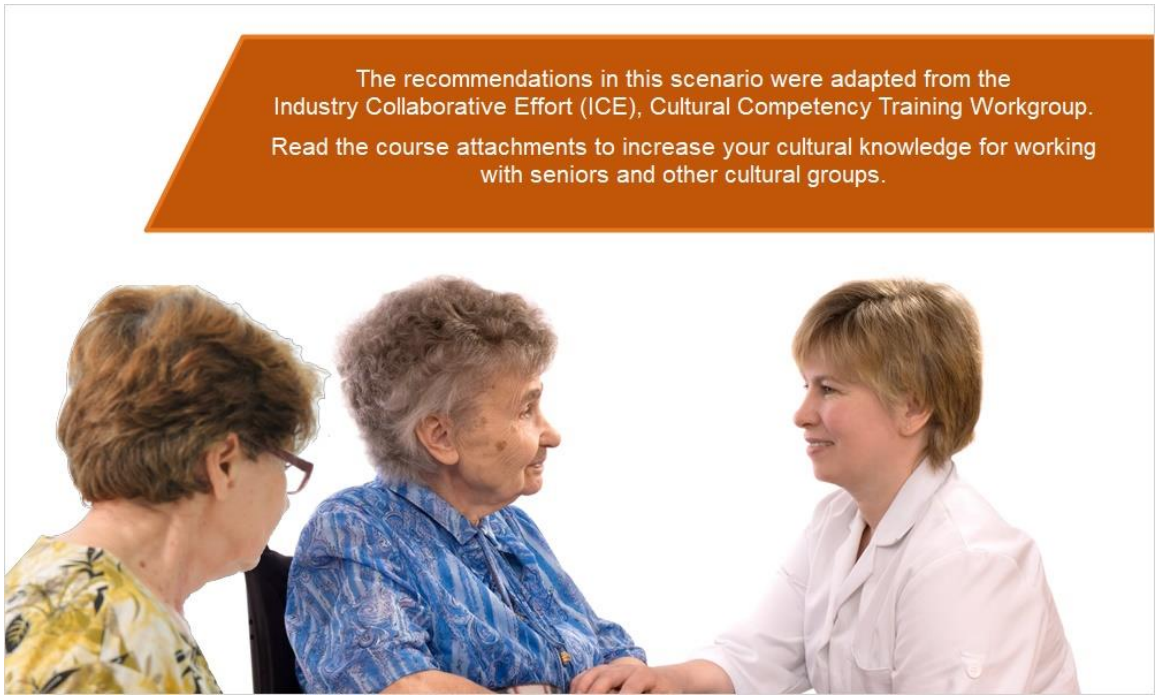
Incorrect (Slide Layer)

Incorrect. Here are the correct responses:

CONTINUE

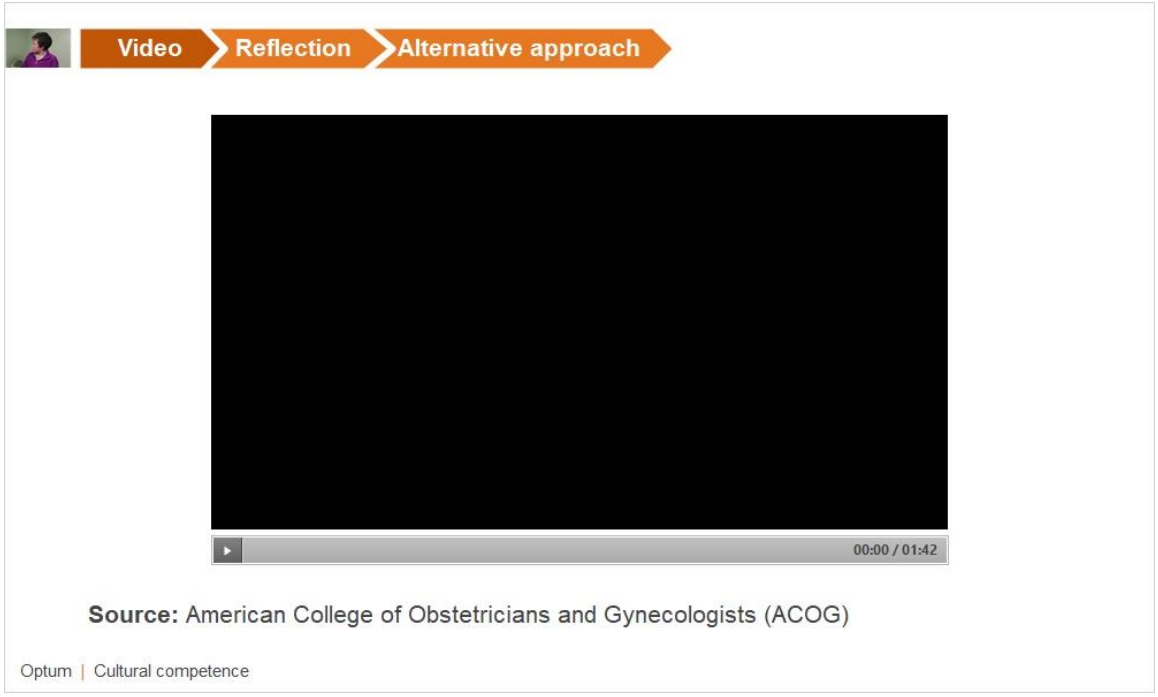
Cultural cues	Appropriate response
Patient has multiple chronic conditions and takes multiple medications.	Look carefully at Mrs. Morris's health history.
Patient looks frail, but clean and well dressed.	Ask open-ended questions about the patient's daily life, meals, bathing. Make appropriate referrals.
Patient is demonstrating isolative behavior. She begins to cry when sister's death is mentioned.	Assess Mrs. Morris for depression, dementia and cognitive ability.
Patient no longer enjoys reading and was previously diagnosed with glaucoma.	Adjustments can be made to help vision such as decreasing glare and using bright indirect lighting.
Patient gives vague responses to questions.	Consider that difficulty hearing is common in seniors. Adjust speech: slow down and enunciate.
Caregiver is tired from the burden of caring for her mother and getting no help from family.	Ask caregiver about responsibilities and stress levels. Offer caregiver support services.
Caregiver rubs her temples frequently, which could be the sign of a medical condition.	Recommend that caregiver makes an appointment with her own primary care physician.
Caregiver speaks on behalf of her mother.	Communicate with both the patient and caregiver.

4.4 Wrap Up

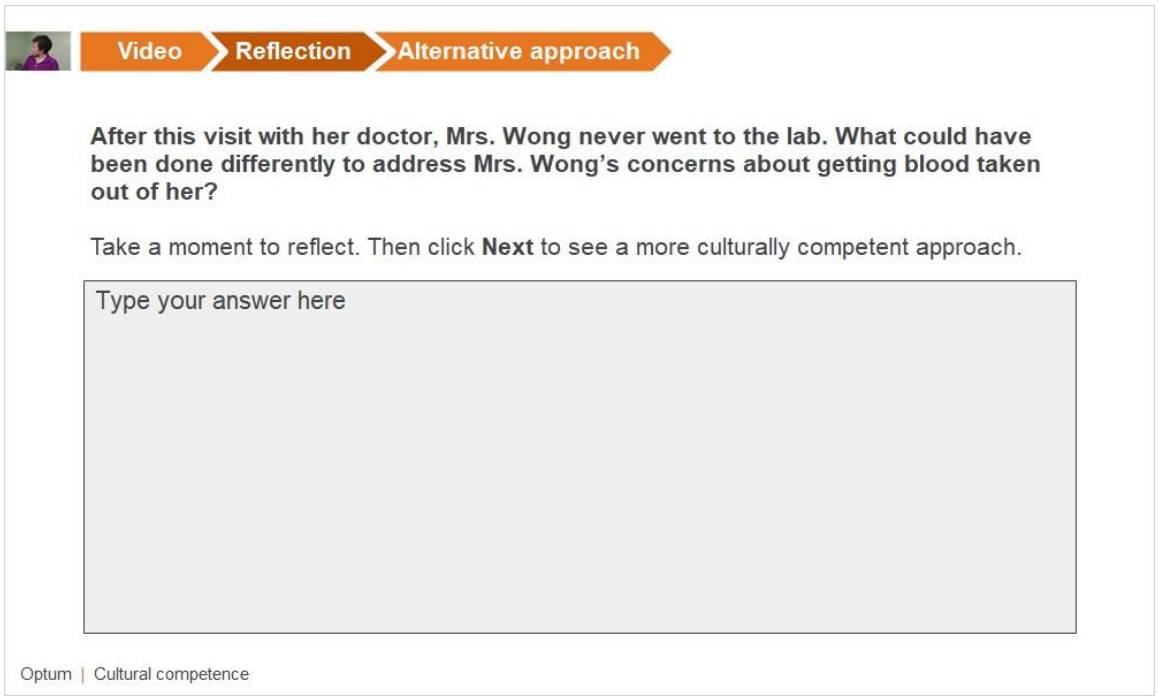


5. Video Case Study

5.1 Part 1



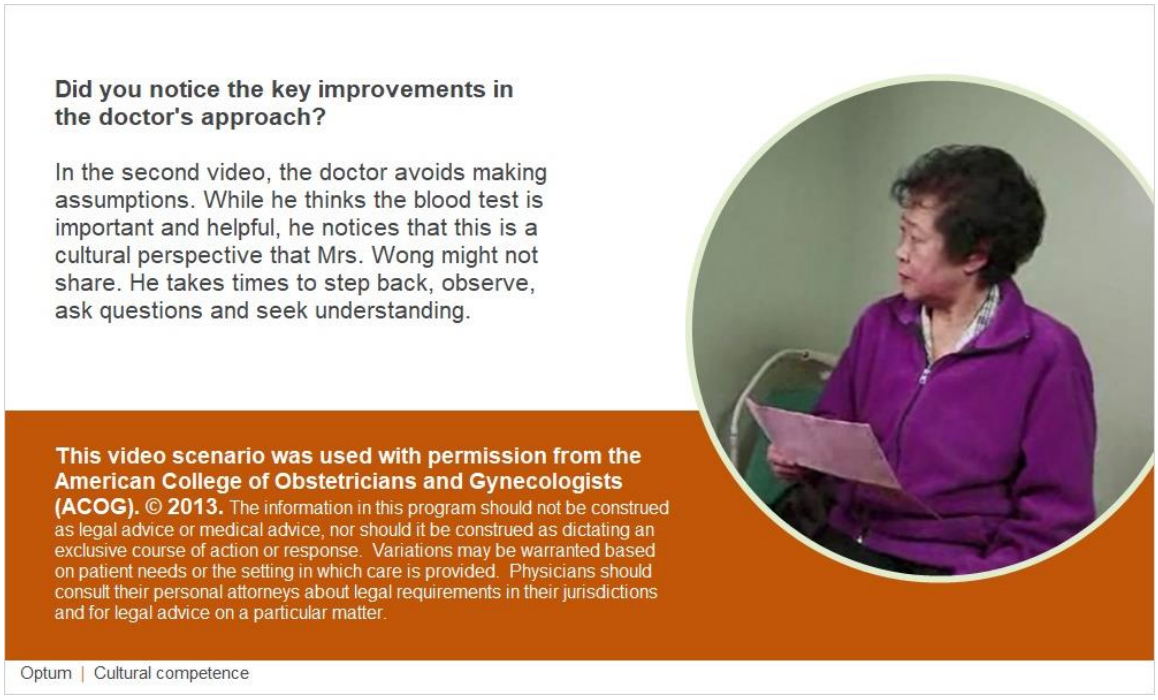
5.2 Reflection



Notes:

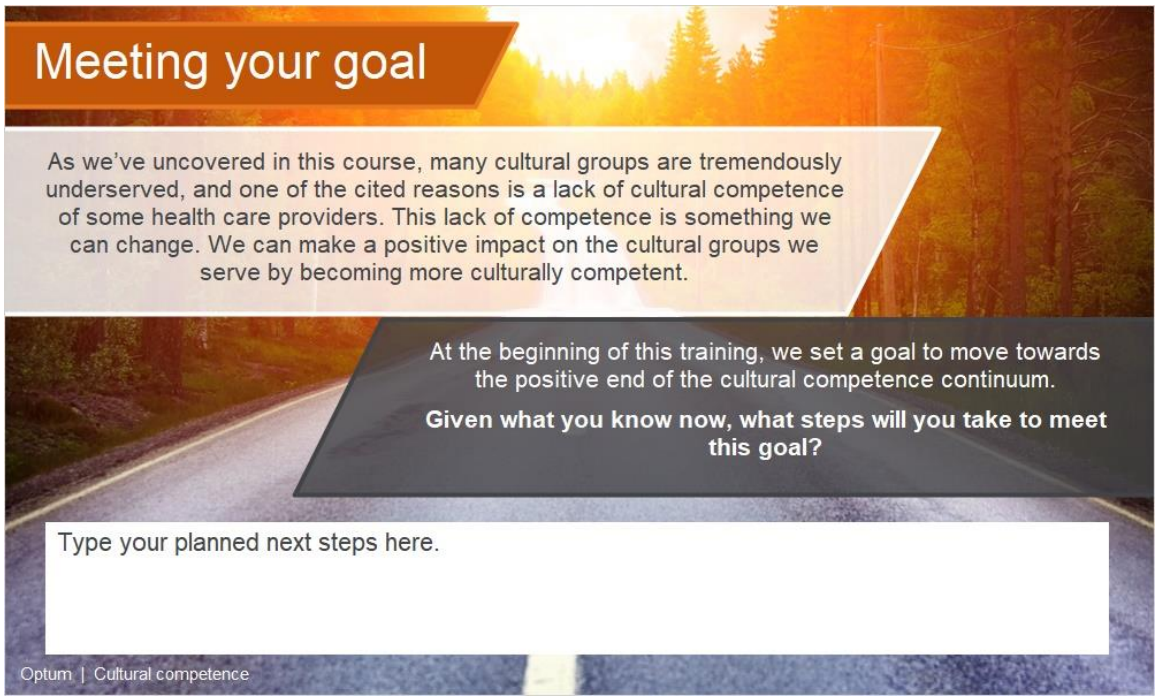
5.3 Part 2

5.4 Wrap Up

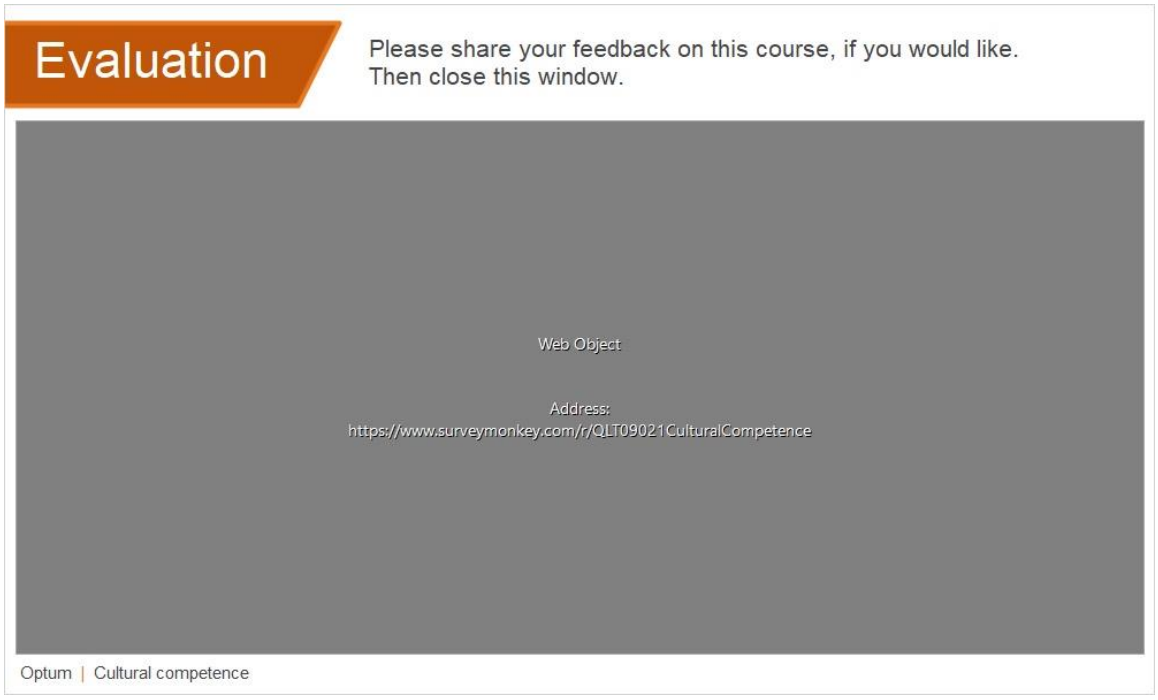


6. Wrap Up

6.1 Wrap Up



6.2 Evaluation



Notes:

7. Age

7.1 Working with Our Senior Patients

Working with our senior patients

Much of our patient population consists of seniors. We should remain aware that some seniors may…

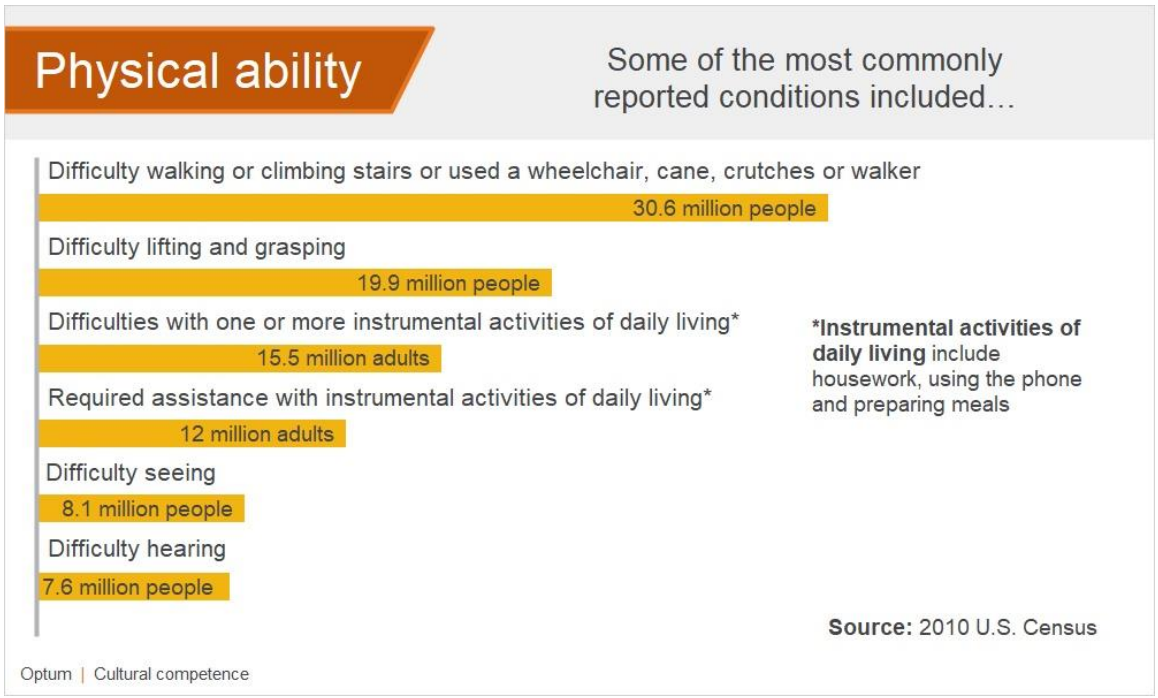
- Have **multiple diseases**, conditions or medications.
- Experience **cognitive impairment** due to medications, aging, hypertension, pain and other issues.
- Have **physical**, **hearing** or **visual impairments**. Visual impairments may lead to problems with reading, depth perception, contrast, glare and loss of independence.
- Suffer **more losses** than people in other age groups.
- Experience **neglect**, **financial problems** or other factors that affect their well-being and health.
- Be less willing to discuss feelings.
- Require **caregivers** for daily functions. Caregivers have a higher likelihood of depression and can experience burnout, and some caregivers are seniors themselves.

Source: Industry Collaboration Effort (ICE)

8. Physical Ability

8.1 Physical Ability

8.2 Physical Ability



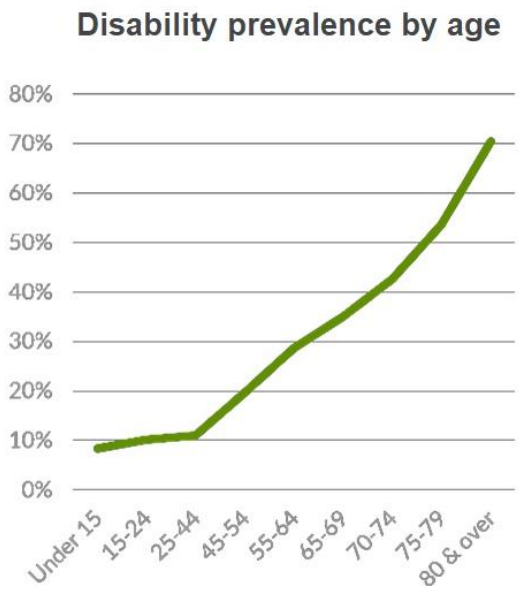
8.3 Physical Ability

Physical ability

The risk of having a disability increases with older age groups.

Source: 2010 U.S. Census

Think about it:
A large portion of our patient population includes older adults!



8.4 Physical Ability

Physical ability

What can you do?
Review these best practices. Check the actions that you take consistently.

When working with people with disabilities, I…

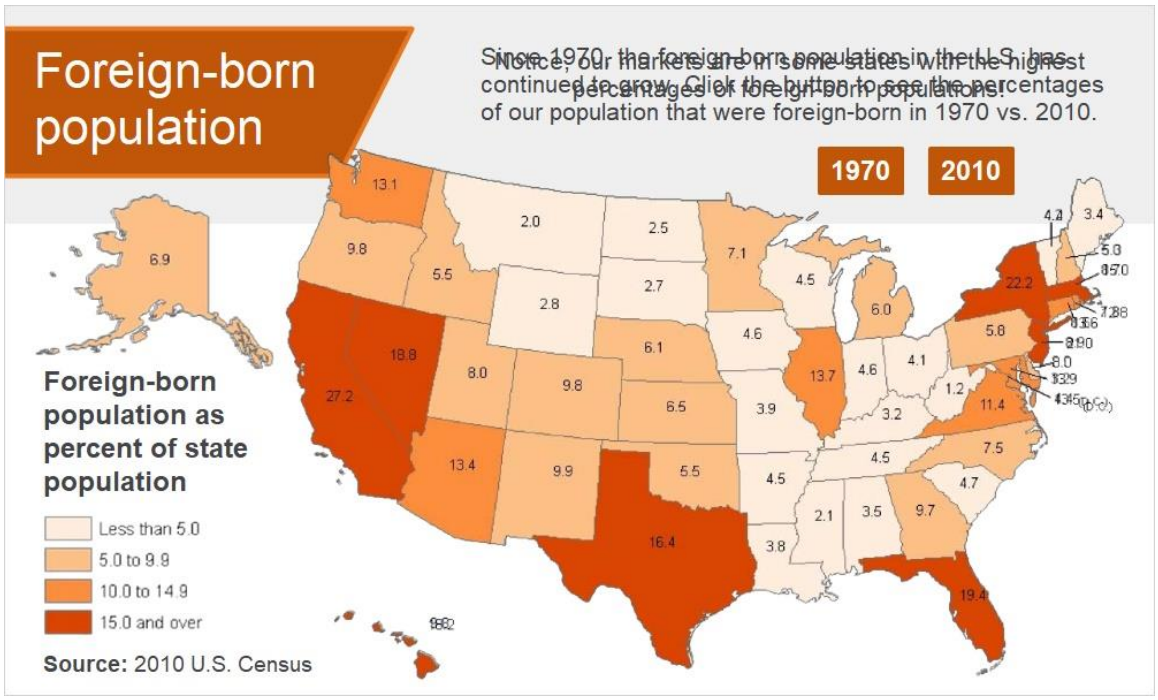
- [ ] Keep in mind that people want to be independent and treated with respect.
- [ ] Ask before I help.
- [ ] Think before I speak.
- [ ] Speak directly to the person.
- [ ] Don't make assumptions.
- [ ] Realize that people are the best judge of what they can or cannot do.
- [ ] Respond graciously to requests.
- [ ] Understand that request for accommodation is not a complaint.

Source: Office of Disability Rights, DC.gov

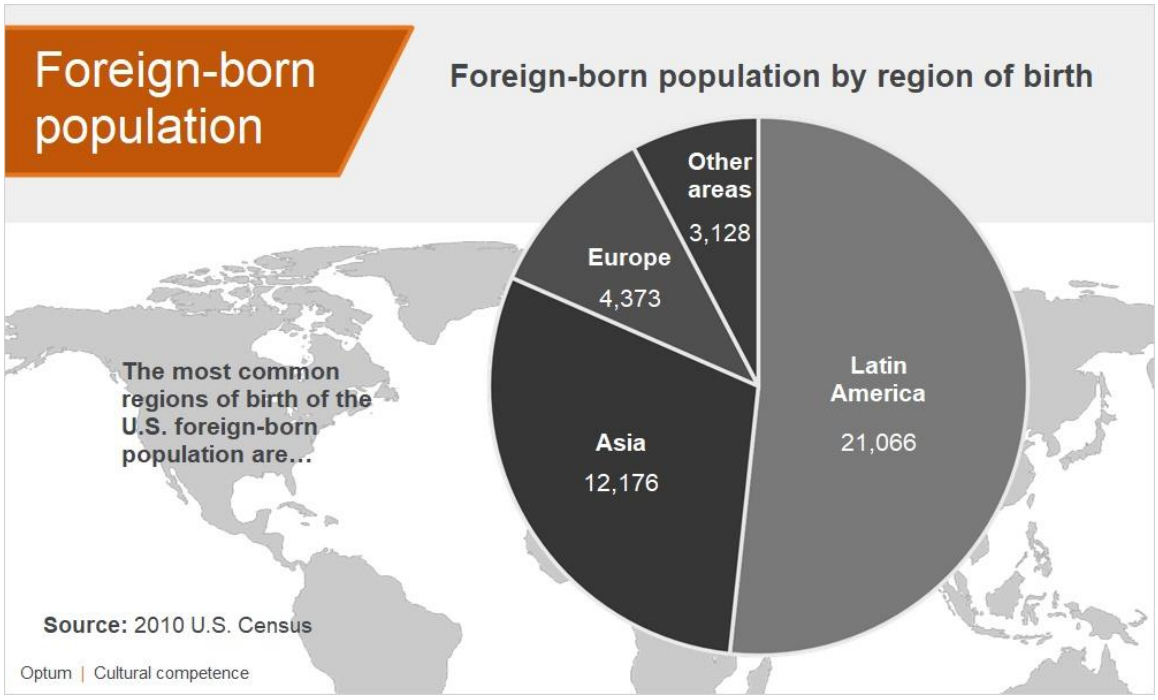
9. Ethnicity

9.1 Ethnicity

9.2 Foreign-Born Population



9.3 Foreign-Born Population



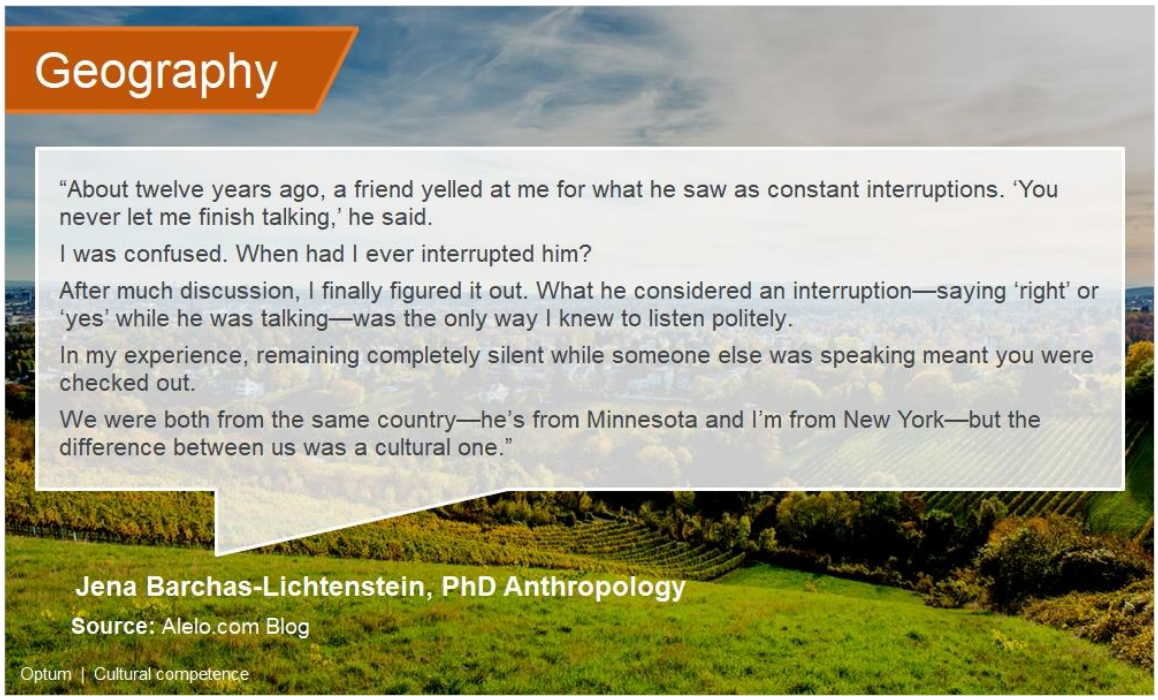
10. Race

10.1 Race

11. Geography

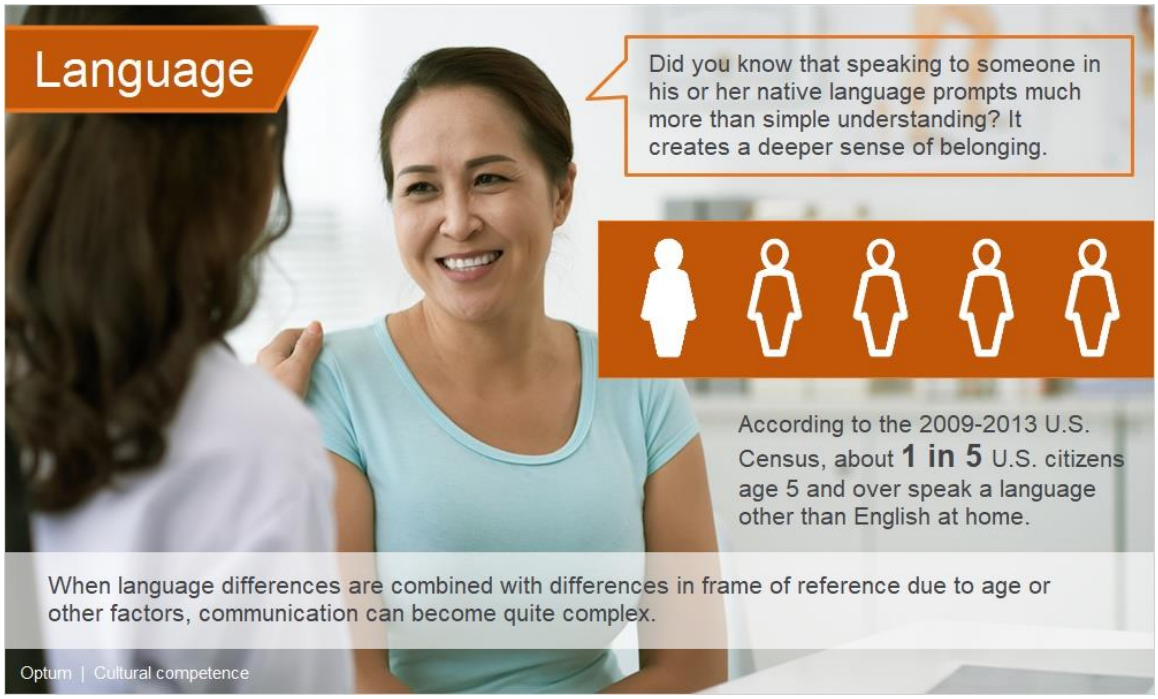
11.1 Geography

11.2 Geography



12. Language

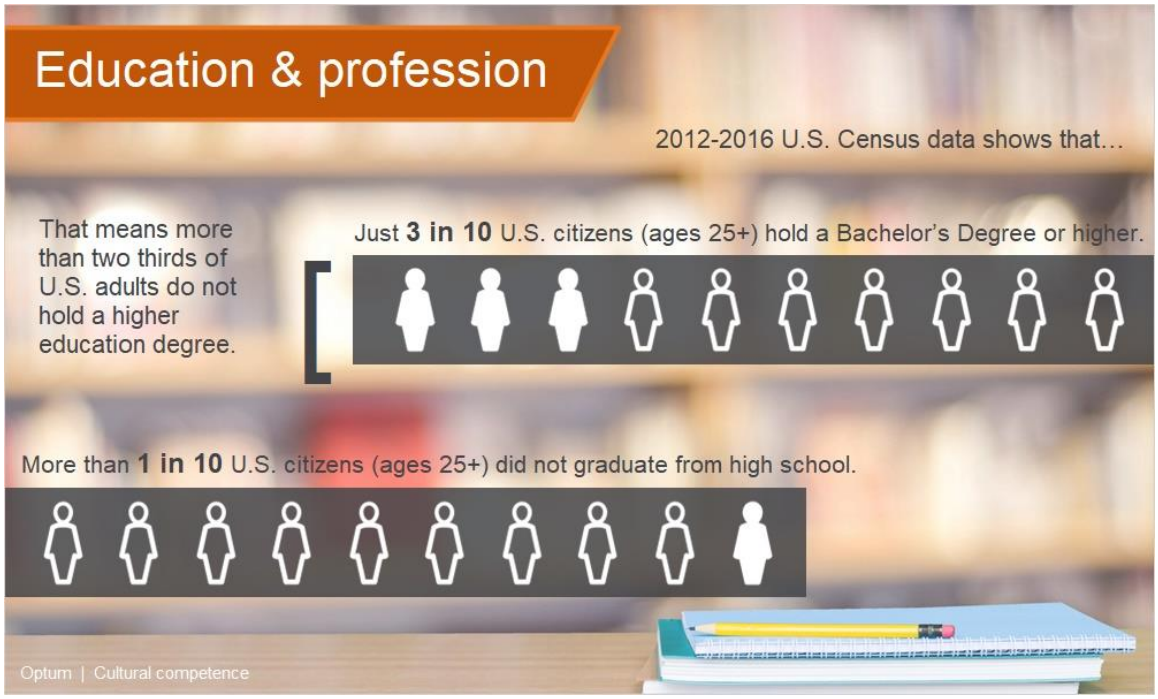
12.1 Language



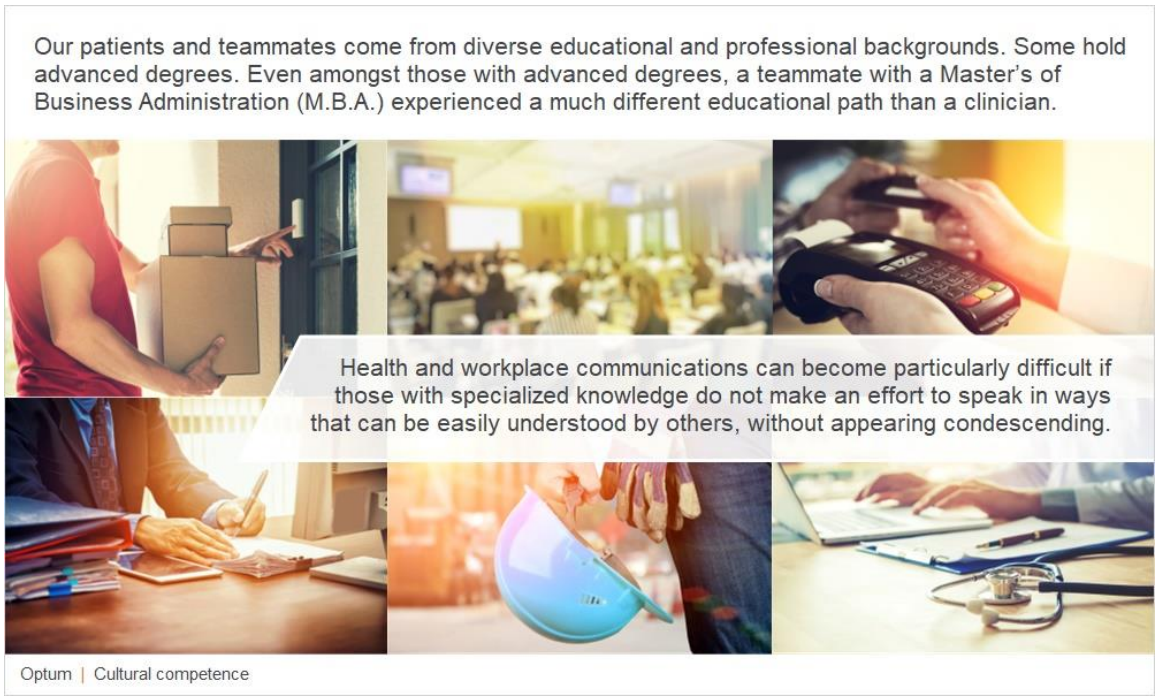
12.2 Language

13. Education & Profession

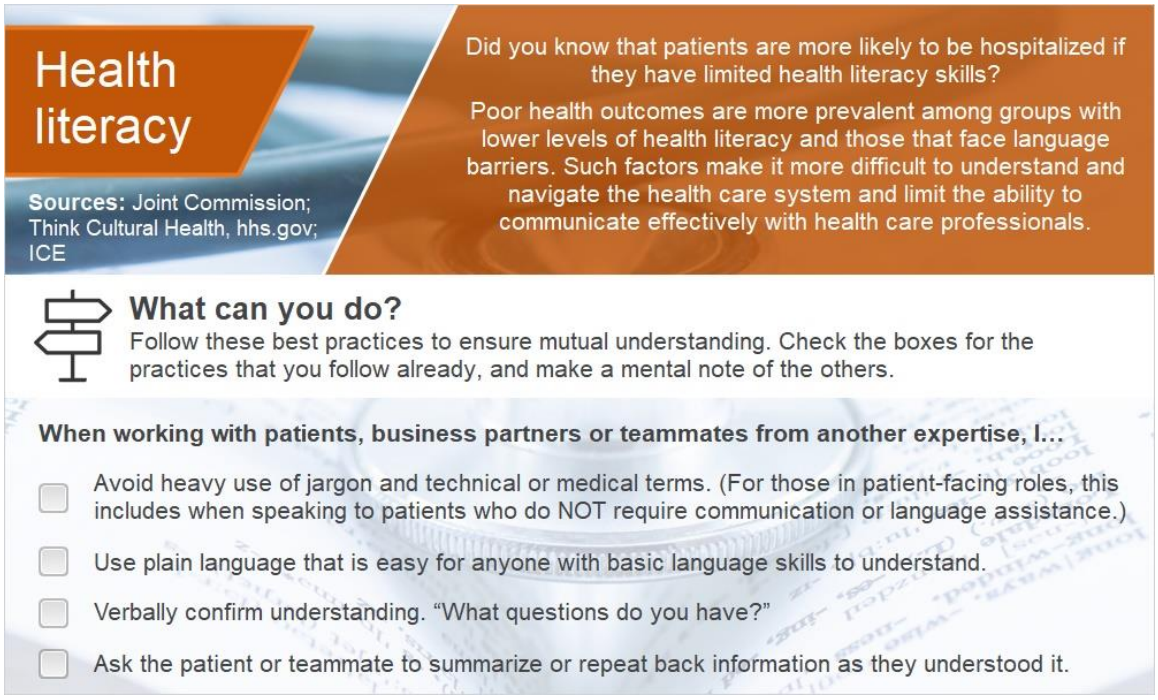
13.1 Education & Profession



13.2 Education & Profession

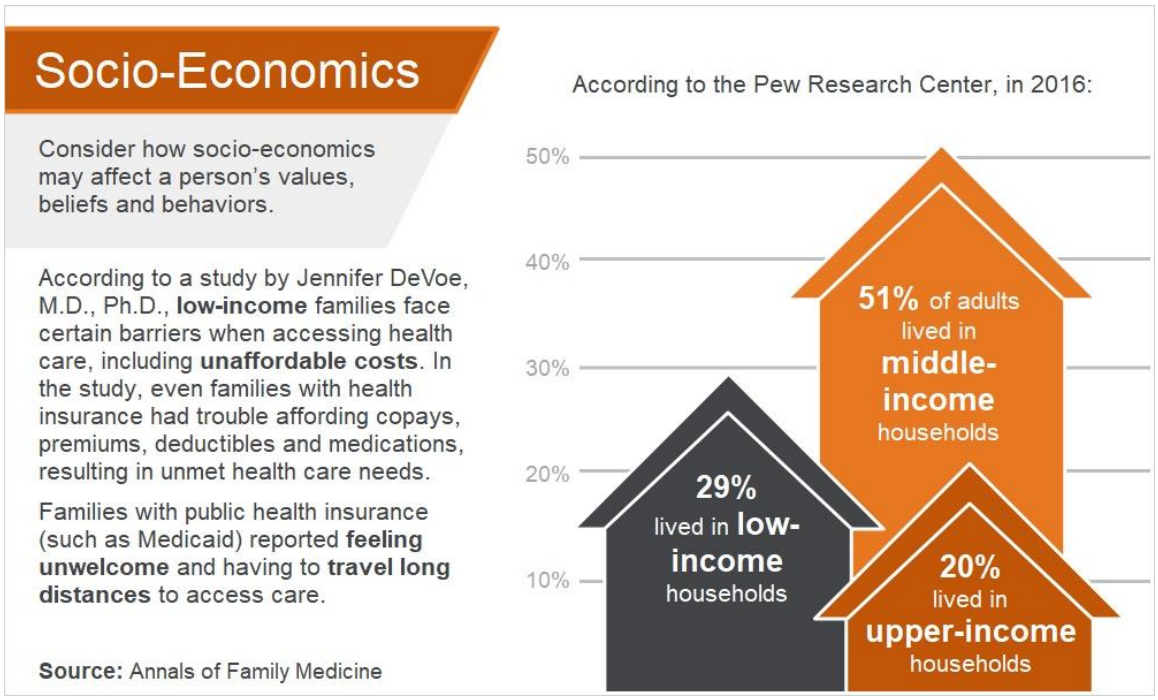


13.3 Health Literacy



14. Socio-Economics

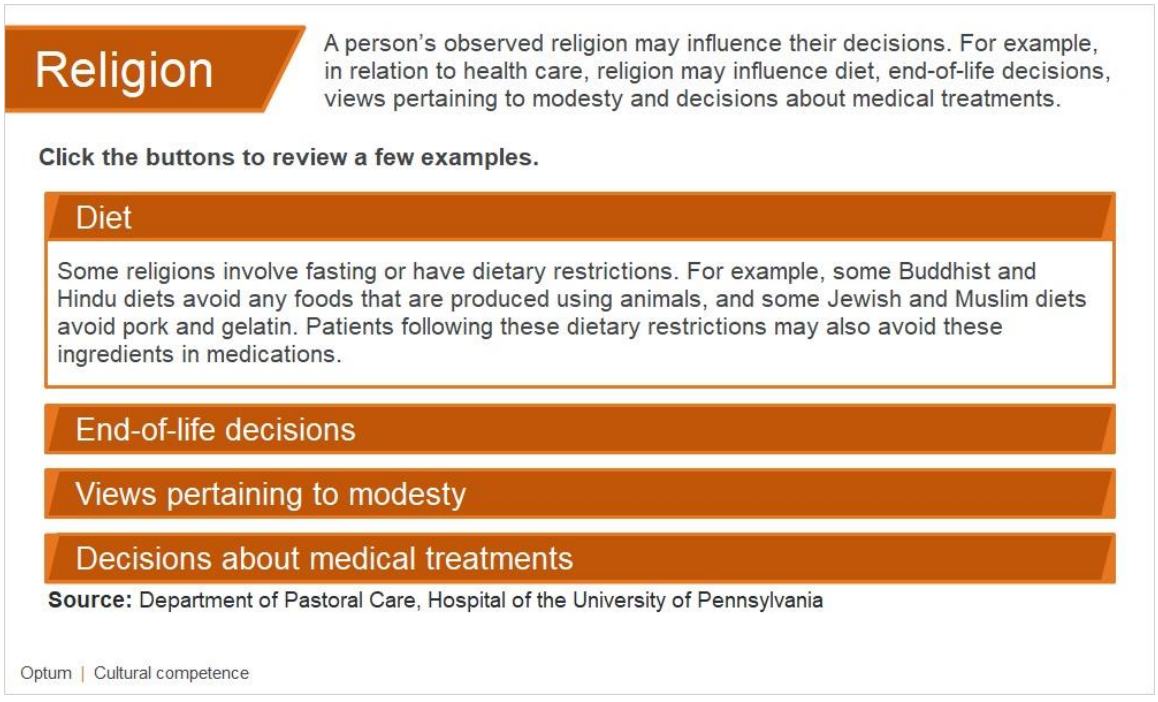
14.1 Socio-Economics



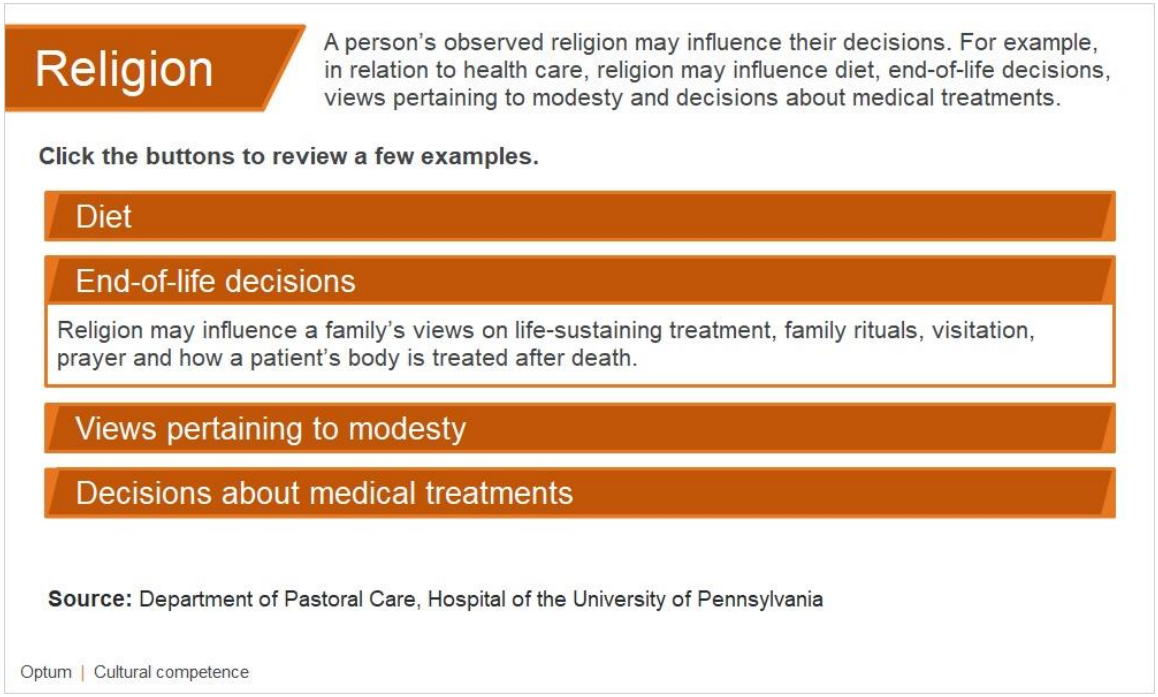
15. Religion

15.1 Religion

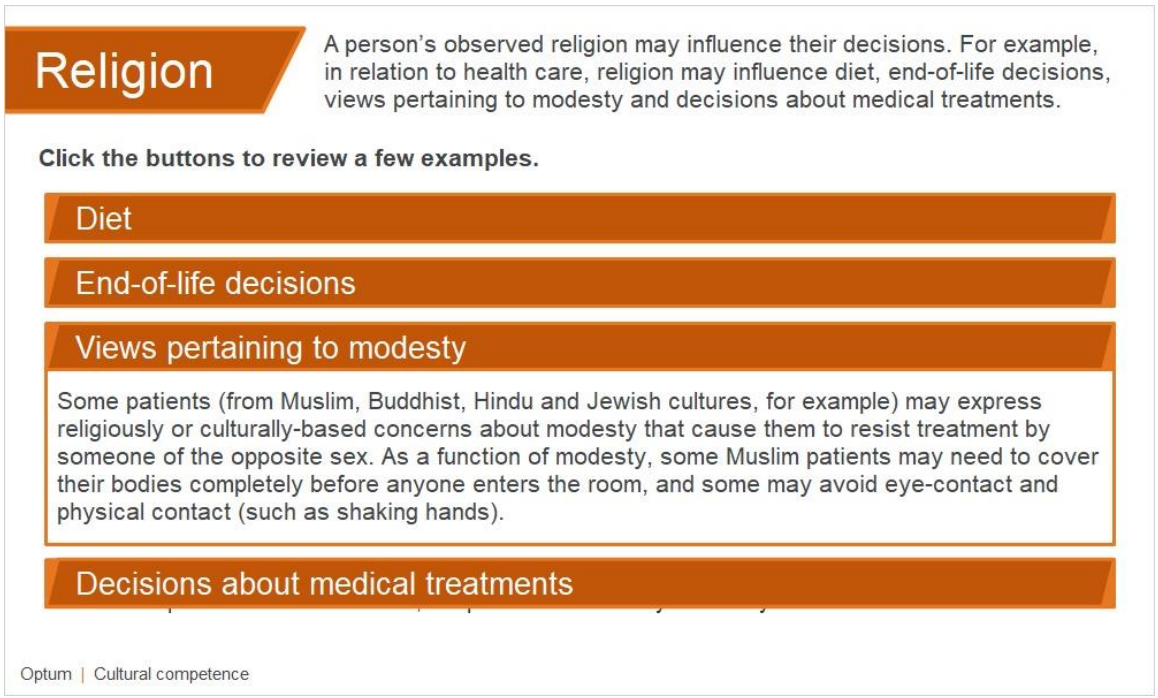
Diet (Slide Layer)



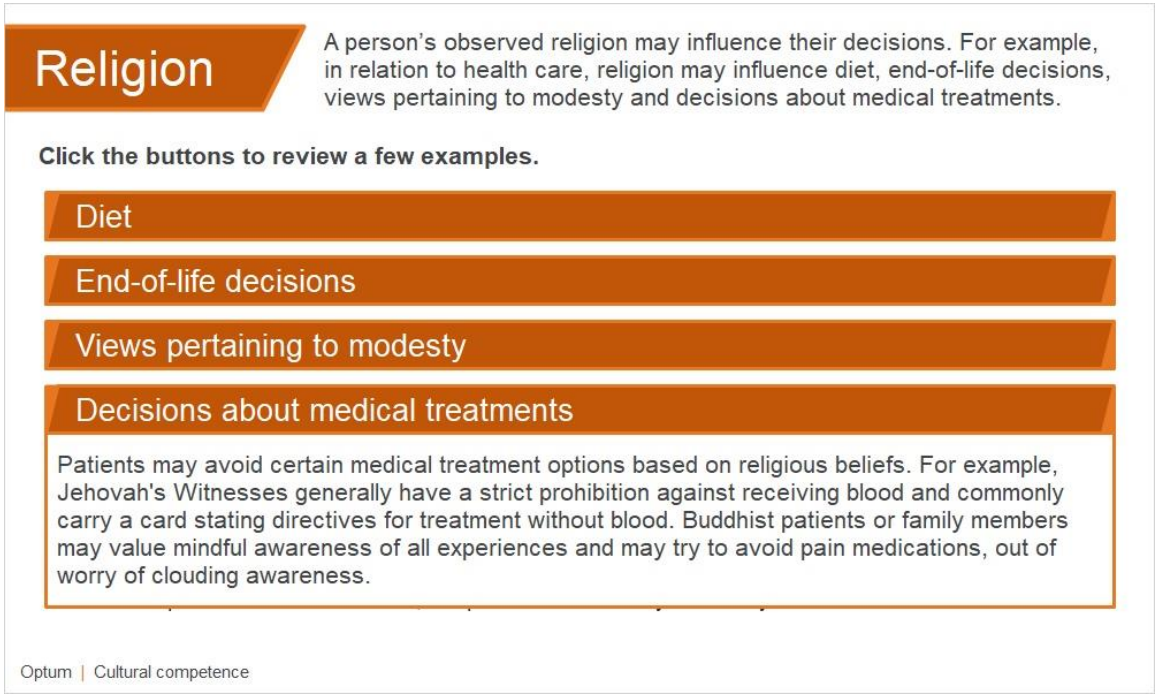
End of life decisions (Slide Layer)



View pertaining to modesty (Slide Layer)



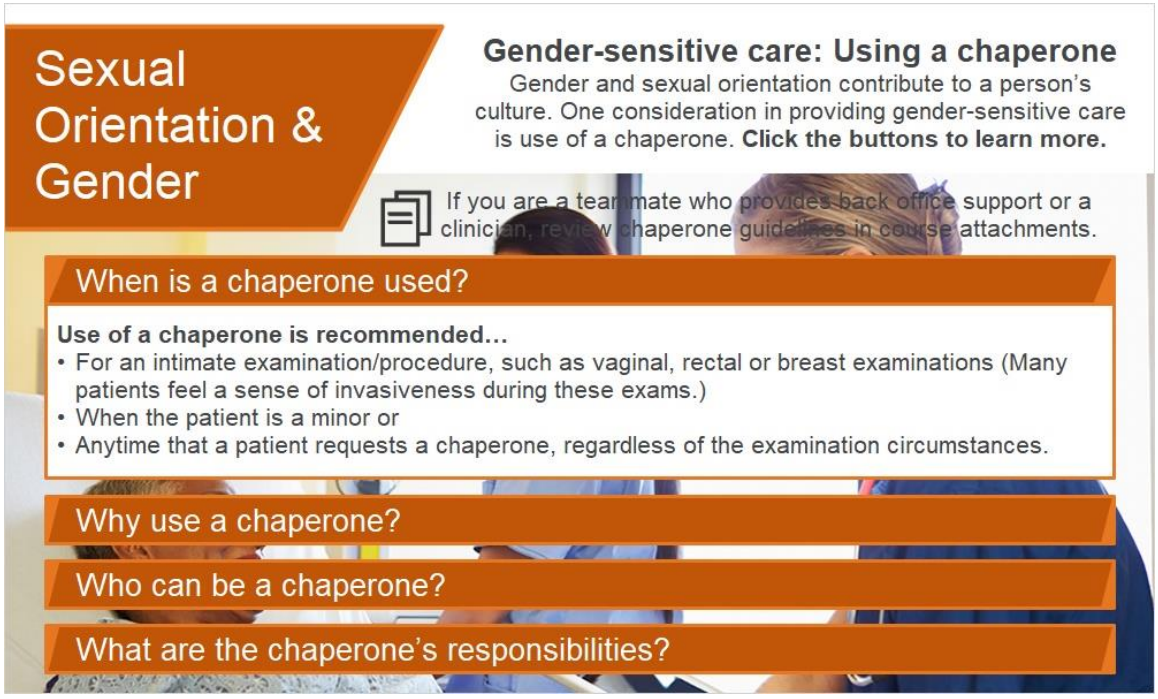
Decisions about medical treatments (Slide Layer)



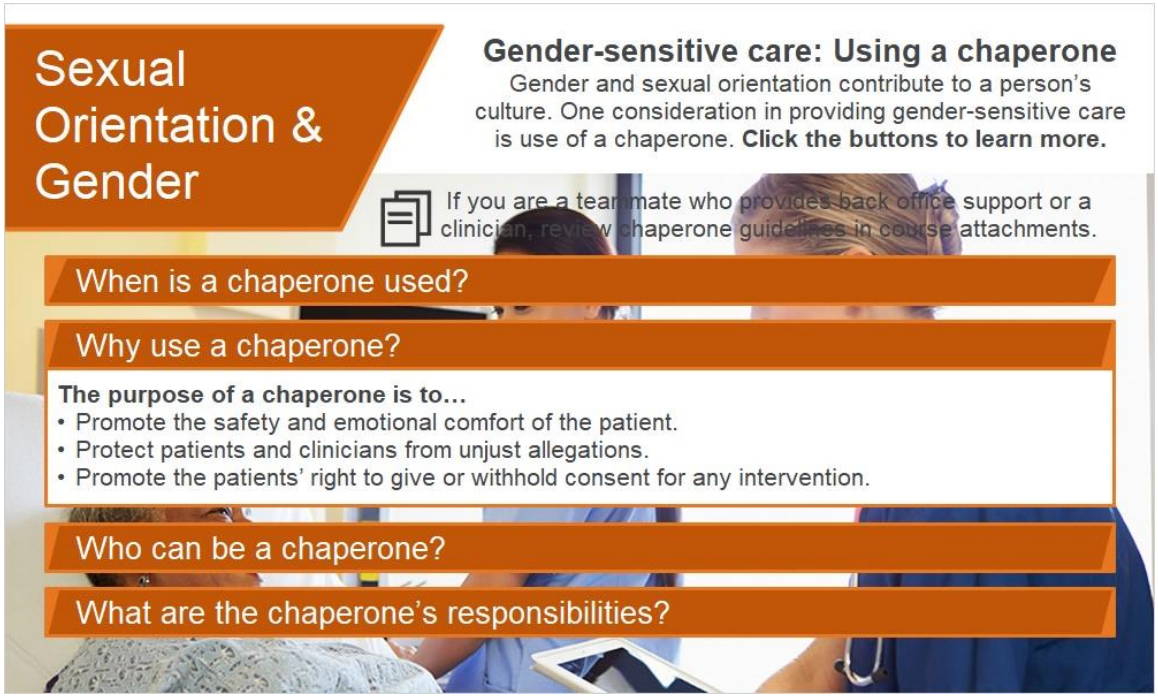
16. Sexual Orientation & Gender

16.1 Sexual Orientation & Gender

When (Slide Layer)

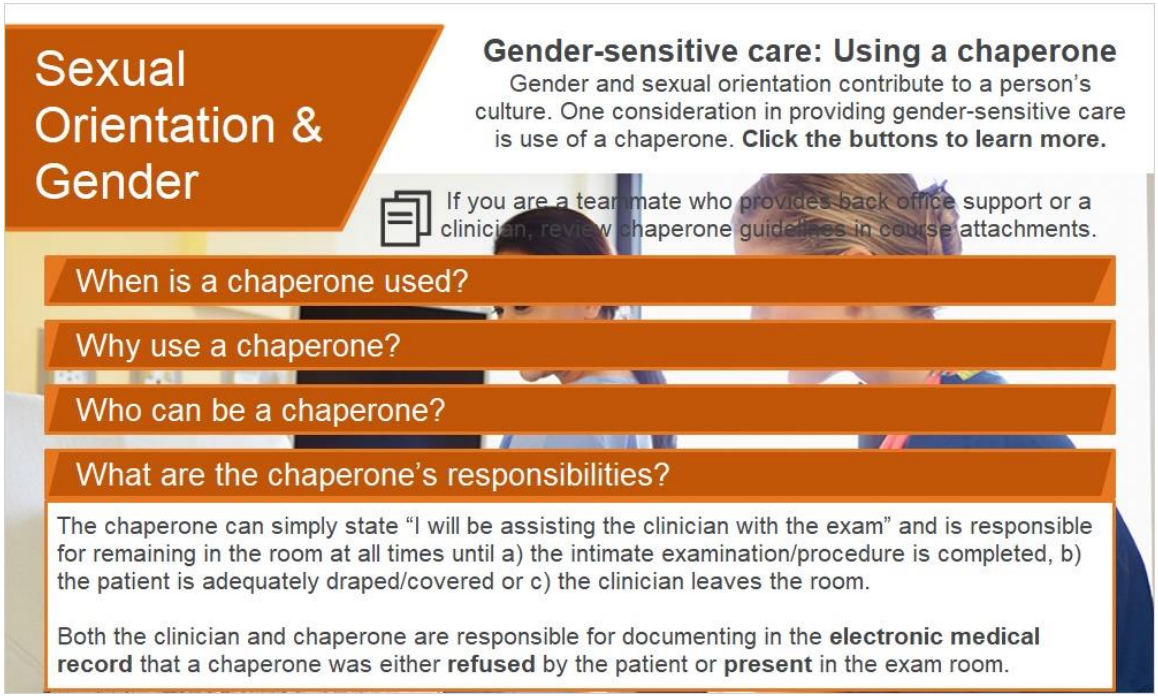


Why (Slide Layer)



Who (Slide Layer)

What (Slide Layer)



16.2 Sexual Orientation & Gender

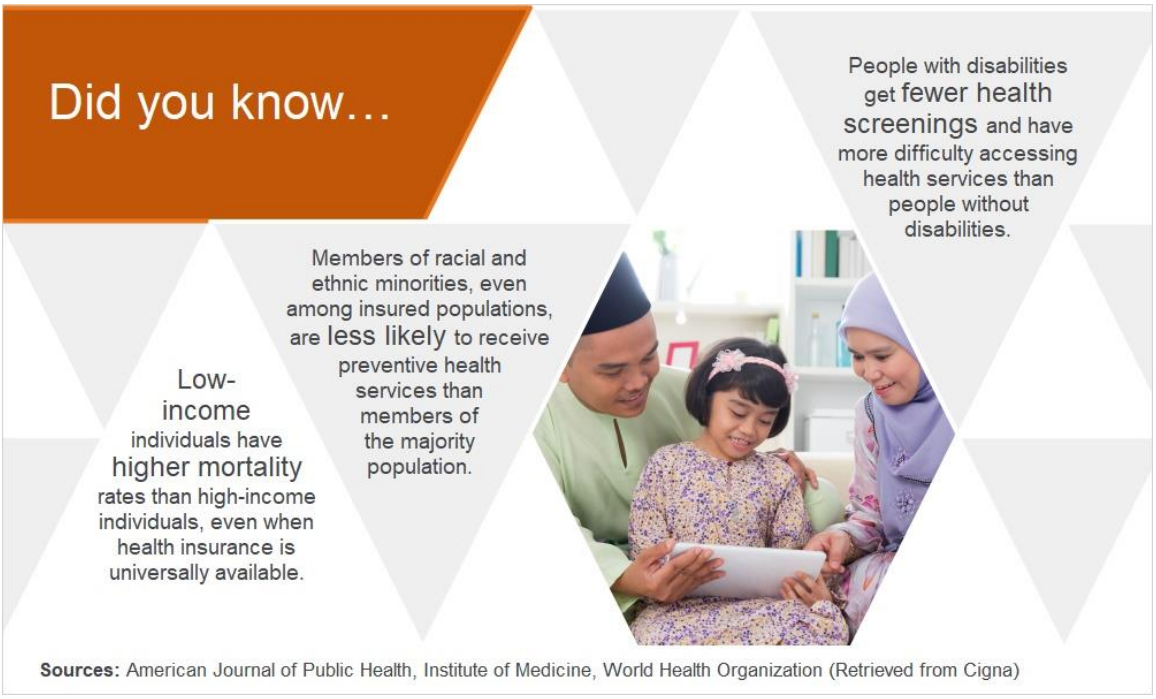
What else can you do?
Review the checklist. These actions demonstrate cultural sensitivity in working with LGBT (lesbian, gay, bisexual, transgender) communities. Check the actions you take consistently.

As a standard practice, I… **Source:** lgbthealtheducation.org

- ☐ Welcome teammates and patients with heart. A little warmth can make all the difference!
- ☐ Anticipate that not all teammates and patients are heterosexual.
- ☐ Only ask information that is required. Ask myself: What do I know? What do I need to know? How can I ask in a sensitive way?
- ☐ Listen to how teammates and patients refer to themselves and loved ones (pronouns and names). Use the same language they use. Ask questions if I'm unsure.
- ☐ Avoid using gender terms like "sir" or "ma'am." Avoid using pronouns when possible ("Your patient is here in the waiting room."). Use "partner" instead of "spouse" or "boy/girlfriend".
- ☐ Politely ask if I am unsure of a teammate or patient's preferred name. Ask respectfully if names do not match in our records. ("Could your chart be under another name?")
- ☐ Always respect the teammate or patient's privacy and confidentiality. Sharing personal health information, including sexual orientation or gender identity, is a violation of HIPAA.

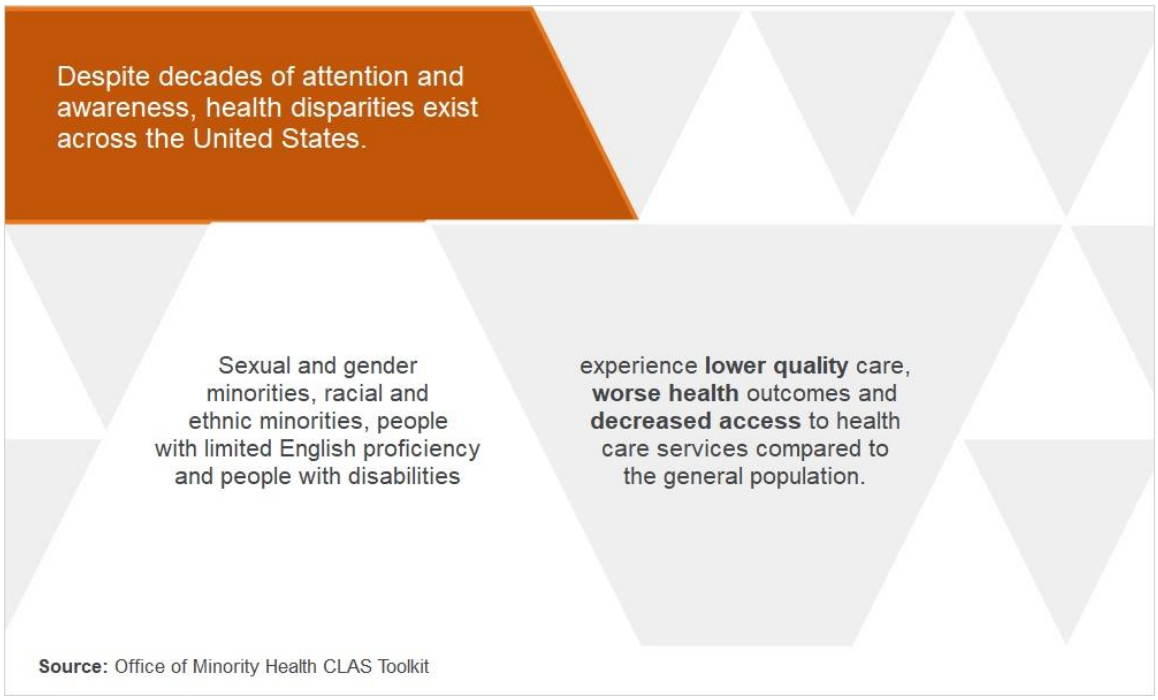
17. Why culture matters

17.1 Why culture matters



Notes:

17.2 Health Disparities



17.3 Did you know?

Source: National Institutes of Health (NIH)

17.4 Did you know?

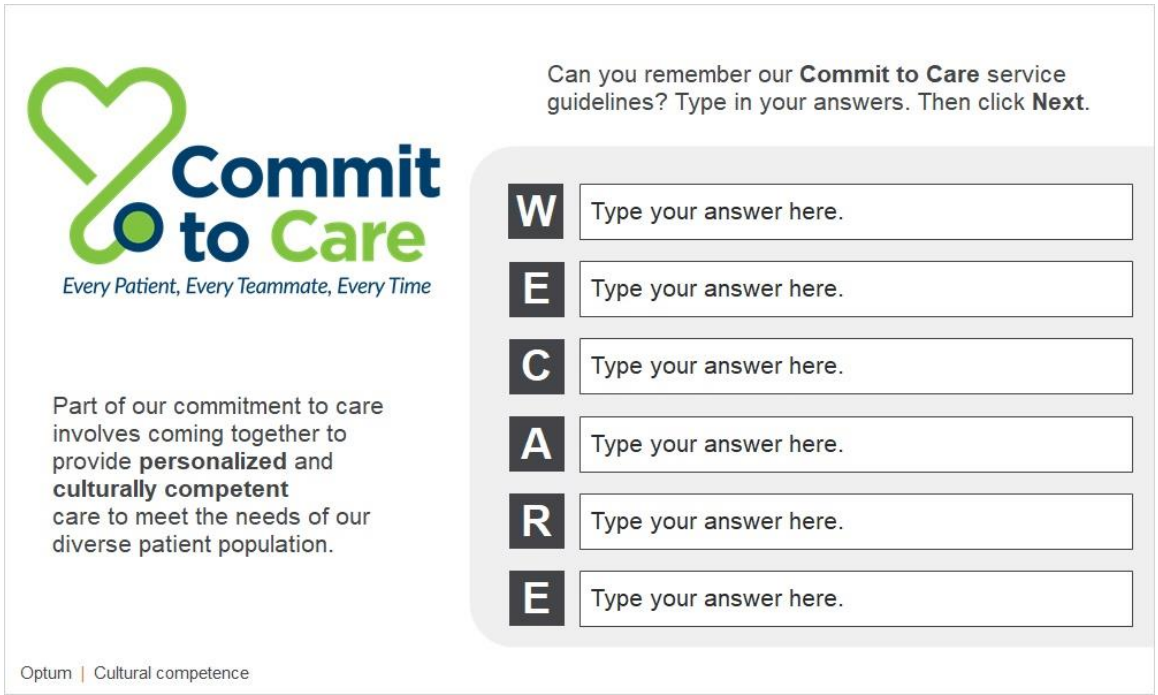
Source: National Institutes of Health (NIH)

17.5 Culture in Health Care Visits

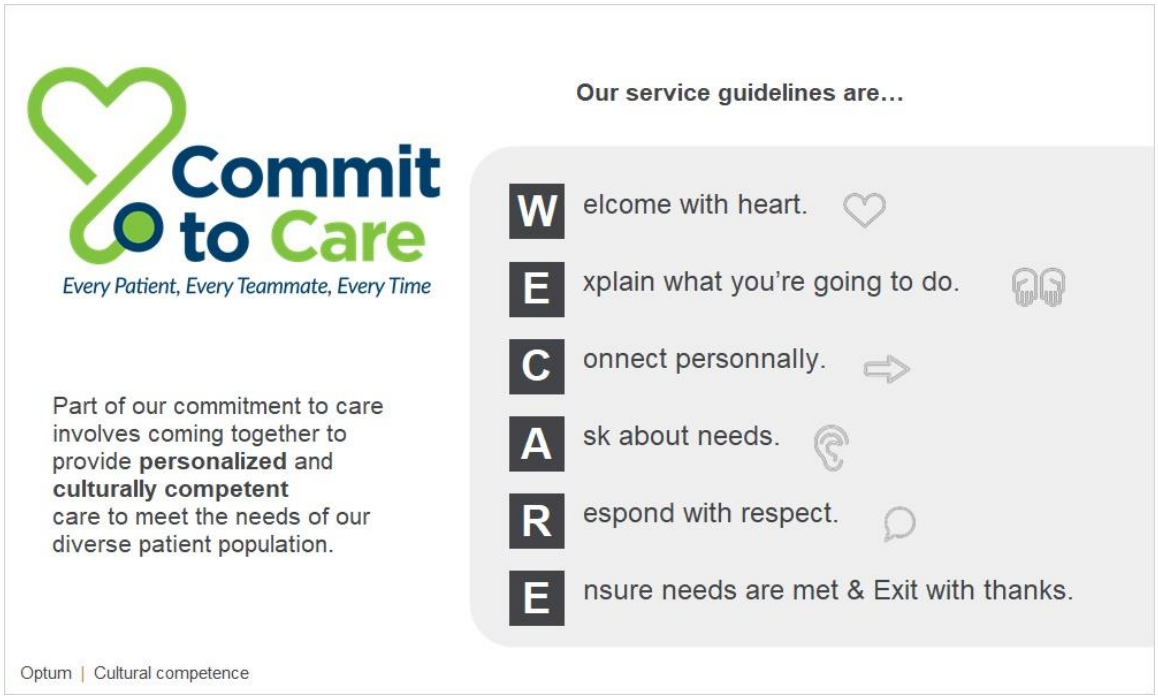
17.6 Culture in Health Care Visits

17.7 Culture in Health Care Visits

17.8 Commit to Care



17.9 Commit to Care



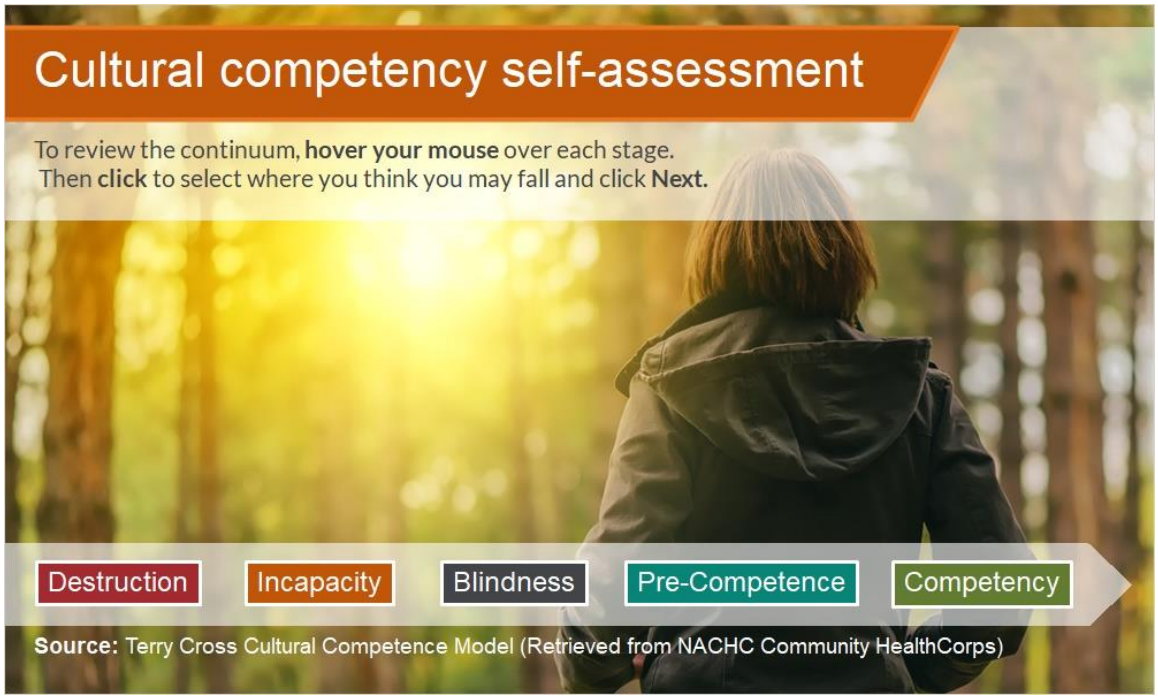
Notes:

19. Self-assessment

19.1 Self-assessment

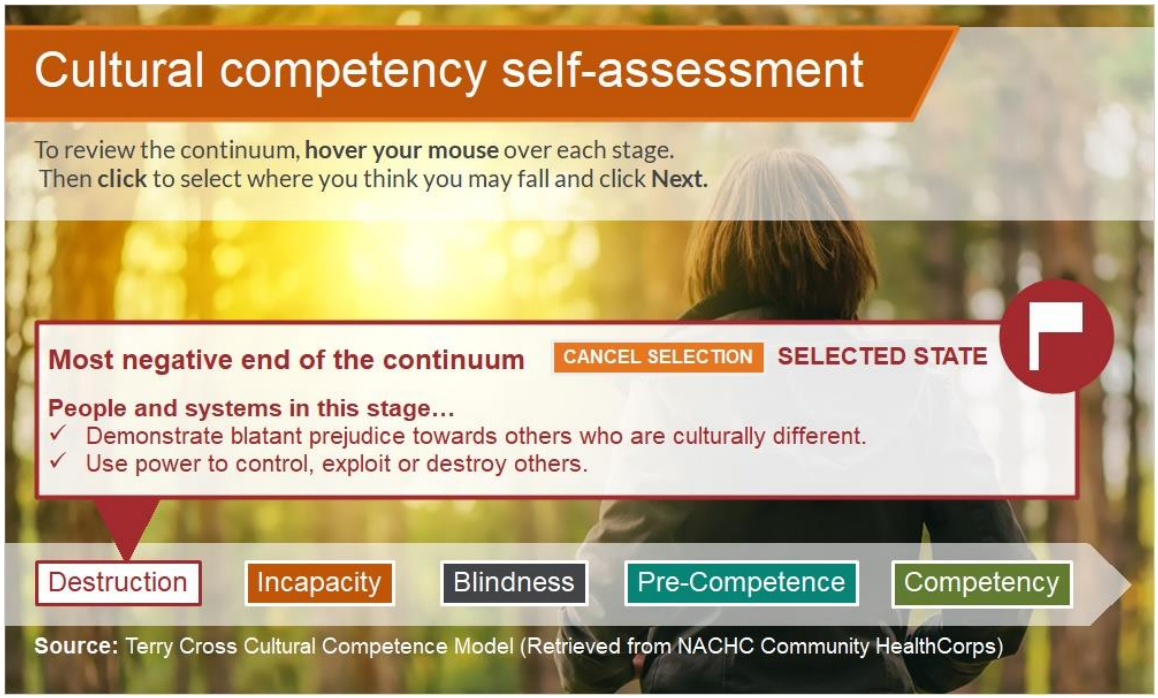
19.2 Self-assessment

19.3 Self-assessment



Destruction (Slide Layer)

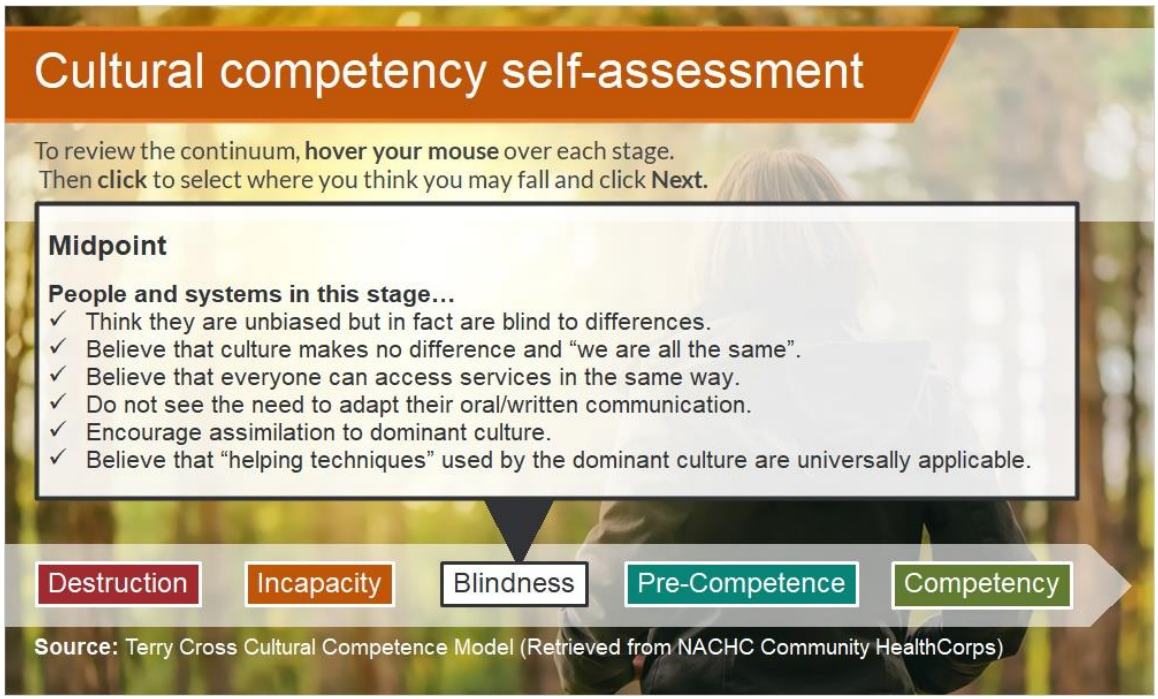
Destruction - Copy (Slide Layer)



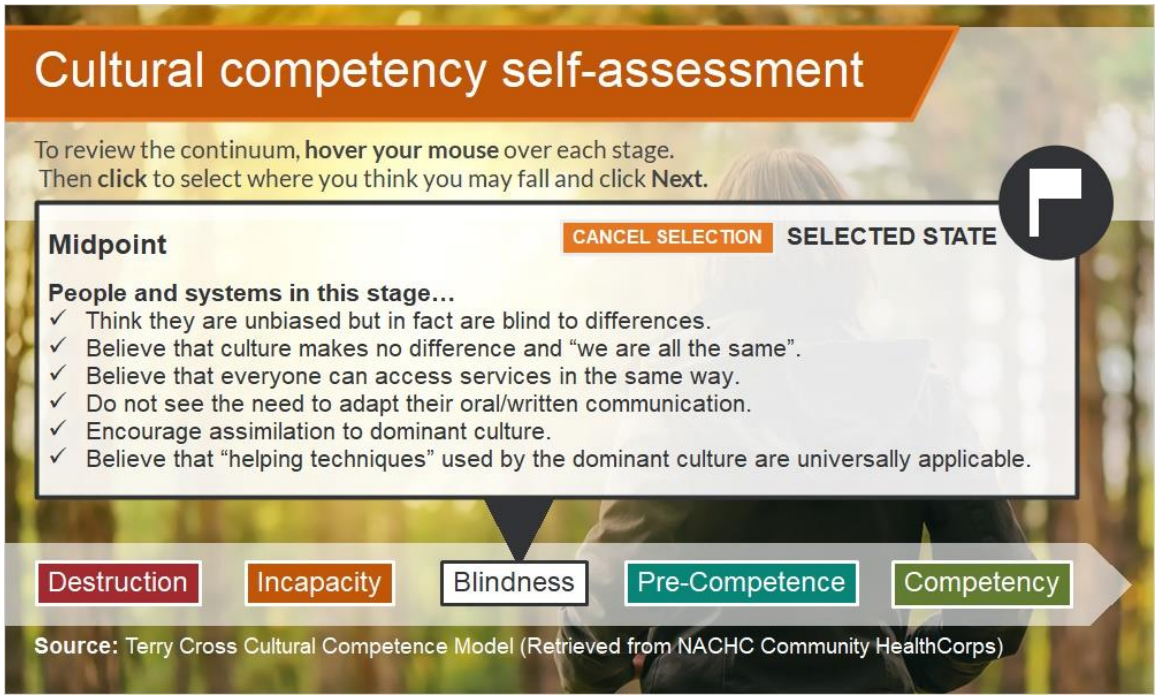
Incapacity (Slide Layer)

Incapacity - Copy (Slide Layer)

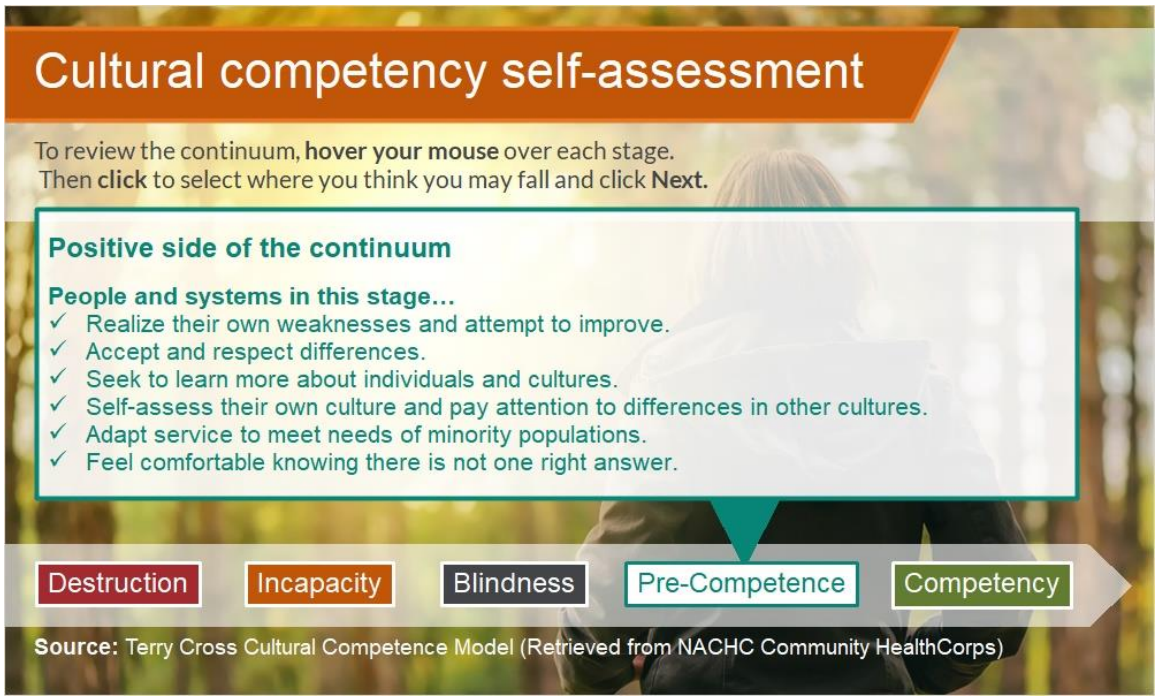
Blindness (Slide Layer)



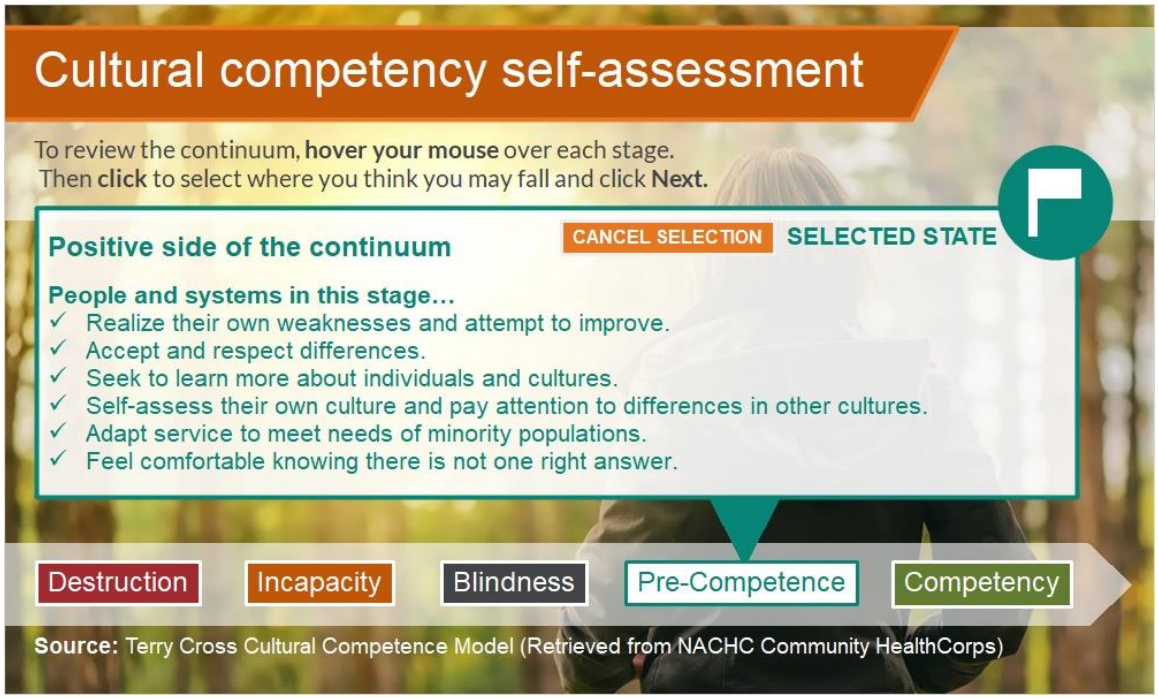
Blindness - Copy (Slide Layer)



Pre-Competence (Slide Layer)



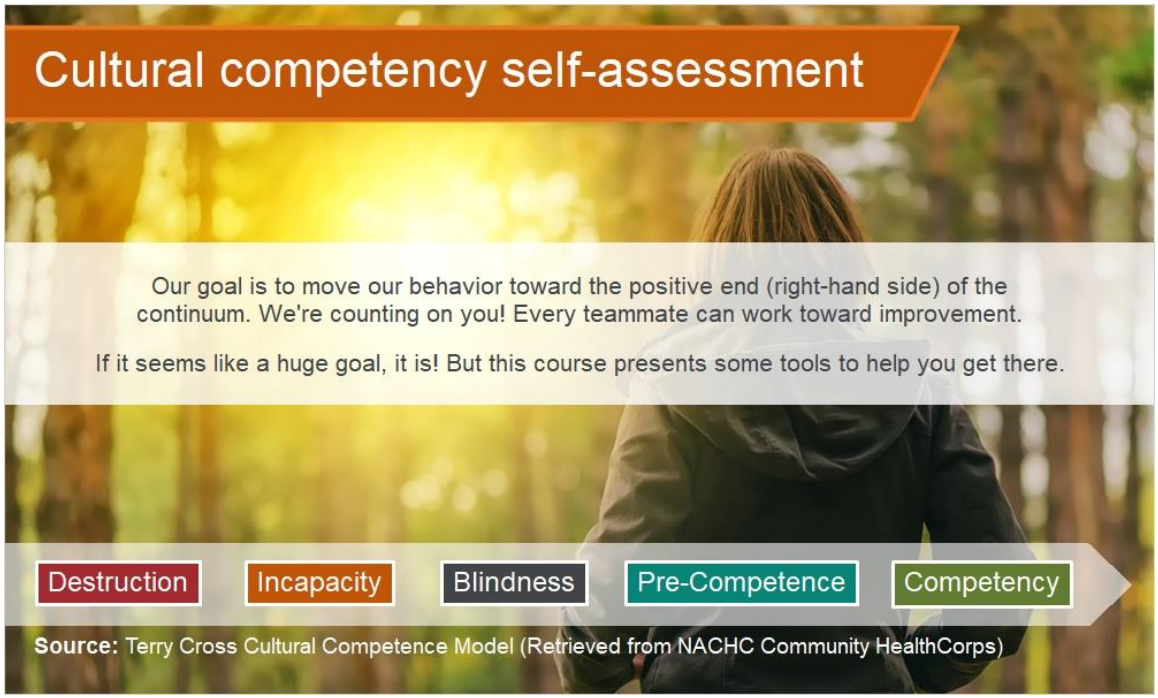
Pre-Competence - Copy (Slide Layer)



Competency (Slide Layer)

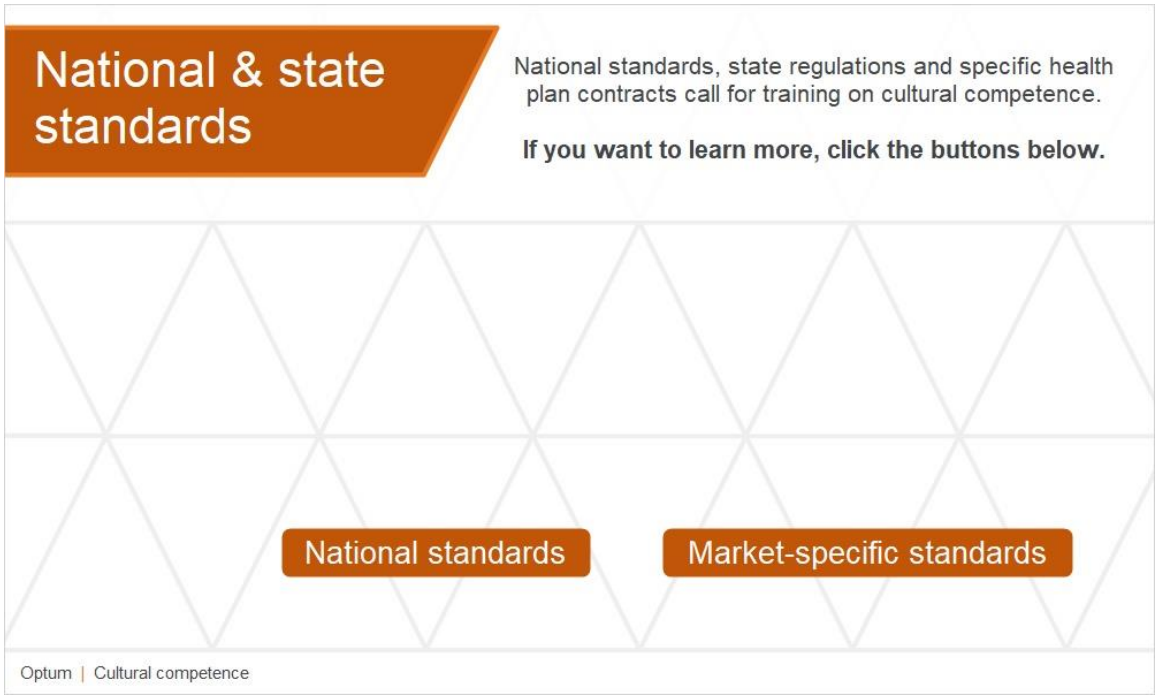
Competency - Copy (Slide Layer)

19.4 Self-assessment



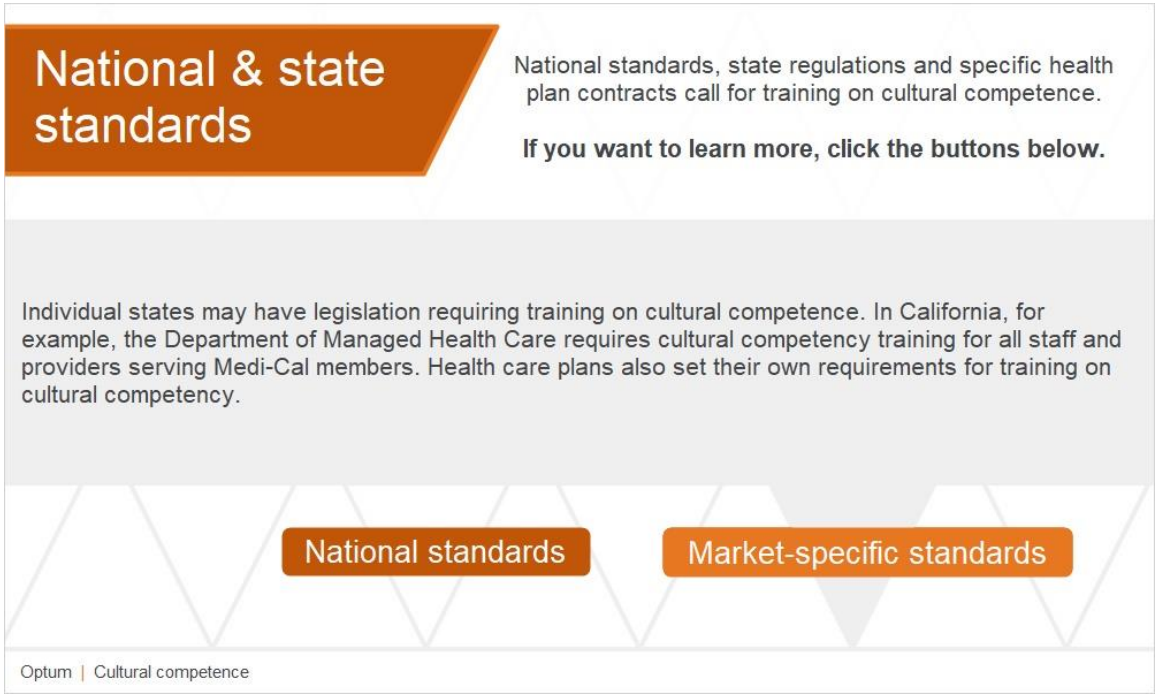
20. Why must I take this training

20.1 Why must I take this training



National Standards (Slide Layer)

Market-Specific Standards (Slide Layer)



21. Attachments

21.1 References & attachments

Notes:

21.2 References & attachments