
Cultural and Diversity Considerations

Learning Objectives

After this session, participants will be able to:

- 1. Define cultural competency**
- 2. State the four elements of cross cultural communication**

The Importance of Cultural Competency

- **Health care workers need to be aware of, and sensitive to, cultural diversity, life situations, and other various factors that shape a person's identity.**
- **The first step is an open, non-judgmental attitude.**

What is Culture?

Culture has been defined in a number of ways, but most simply, as the learned and shared behavior of a community of interacting human beings.

What is Cultural Competency?

Cultural competency refers to an ability to interact effectively with people of different cultures.

What are Some Examples of Diversity Categories/Cultural Groups?

- **Geography**
- **Culture**
- **Gender**
- **Spirituality**
- **Parental Status**
- **Homeless persons**
- **Substance users**
- **Language**
- **Disability**
- **Sexual orientation**
- **Age**
- **Incarcerated persons**
- **Profession (e.g., healthcare workers)**

Four Elements for Cross-Cultural Communication

- 1. Awareness of one's own cultural values**
 - Are you attentive to your own preconceived notions of other cultural groups?**
- 2. Awareness and acceptance of cultural differences**
 - Do you look for opportunities to meet and interact with individuals who are from cultures other than your own?**

Four Elements for Cross-Cultural Communication

3. Development of cultural knowledge

- **Are you familiar with the worldviews of cultural groups other than your own?**

4. Ability to adapt to the cultural context of the case

- **Do you know how to navigate cross-cultural interactions?**

What Can Culture Affect? (1)

- **Description and communication of symptoms**
- **Perceived causes of illness; understanding of infection, transmission, and contacts**
- **Health-seeking behavior**
- **Understanding of disease process, treatment expectations, and decision making**

What Can Culture Affect? (2)

- **Interaction with the health care system and health care professionals**
- **Attitudes towards helpers and authorities; reluctance to reveal contacts**
- **How a person identifies and describes their contacts**

Cultural Diversity Exercise

Refer to Appendix M

Ask Questions to Get to Know the Individual Case

- **How do you prefer to be addressed?**
- **Where were you born?**
- **How long have you been in the U.S.?**
- **Are you more comfortable reading information in your native language or in English?**
- **How are important healthcare decisions are made in your family?**
- **Are there certain health care procedures and tests that your culture prohibits?**

What do You Want to Find Out? (1)

- **Language and literacy level**
- **Health knowledge and health beliefs**
- **Health seeking behaviors**
- **Daily routine activities**
- **Relevant relationships**
- **Living situation**
- **Visitors and/or travel**

What do You Want to Find Out? (2)

- **Decision making preferences**
- **Perception of and knowledge of U.S. health care system**
- **Perception of “western” medicine**
- **Other health belief systems**
- **Relevant incentives**

Use Open-Ended Questions to Generate Helpful Conversation

- **How did you feel when you learned you had TB?**
- **How do you feel about knowing that you may have infected others with TB?**
- **What matters most as you are being treated for TB?**
- **Tell me about anything that may affect your treatment, home visits, etc.**

Cultural and Diversity Concerns in Contact Investigation (1)

Culture affects:

- **Knowledge**
- **Attitudes and beliefs about TB transmission**
- **Beliefs about the BCG vaccine**
- **Risks and benefits of LTBI treatment**
- **Identification of contacts**

Cultural and Diversity Concerns in Contact Investigation (2)

Understanding who a contact is:

- **Nuclear family, extended family**
- **Members of a group living situation**
- **Residents of a nursing home, shelter, or jail**
- **Fellow drinkers, substance users**
- **Members of a church, temple, or mosque**
- **Co-workers, supervisor, or boss**
- **Visitors**

Cultural and Diversity Concerns in Contact Investigation (3)

Cultural background may influence the case's willingness to reveal names:

- **Immigration status**
- **Reasons not to give correct name**
- **Reasons to hide someone or not name them**
- **Reluctance to identify contacts**


Naming Systems

- **Different cultures have different naming systems**
 - **First, middle, last?**
 - **Two last names?**
 - **Family name first?**
- **Ask for all names, nicknames, aliases**
- **Make sure forms and registry can accommodate**
- **Have the case agree to always use the same name**


Cultural Competency Resources

Southeastern National Tuberculosis Center

Cultural Competency and Tuberculosis Control
COUNTRY SPECIFIC GUIDES
FOR HEALTH PROFESSIONALS WORKING WITH FOREIGN-BORN CLIENTS



Promoting Cultural Sensitivity
A Practical Guide for Tuberculosis Programs That Provide Services to Persons from China

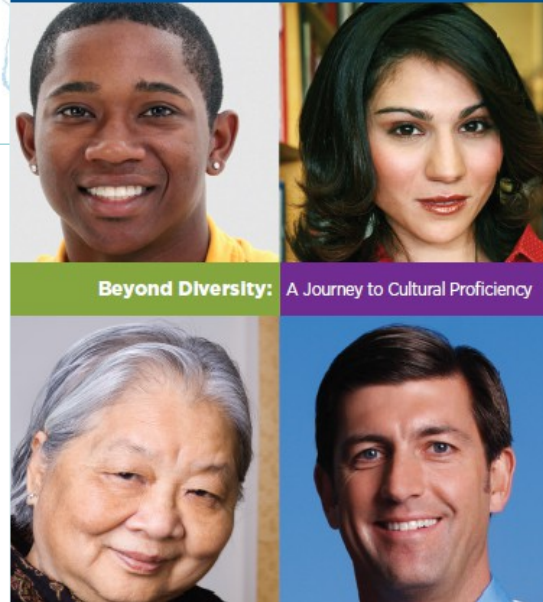


TB Education and Training Network -TB ETN-





CULTURAL COMPETENCY RESOURCE GUIDE


HEALTHY COMMUNITIES AND PEOPLE
HEARTland
NATIONAL TB CENTER
COMMUNITY TB AND HEALTH EQUITY CENTER




Beyond Diversity: A Journey to Cultural Proficiency



Cultural Competency and Tuberculosis Care
A guide for self-study and self-assessment



GLOBAL TUBERCULOSIS INSTITUTE



PHILIPPINES



PHILIPPINES
CULTURAL COMPETENCY AND TUBERCULOSIS CARE
A guide for self-study and self-assessment

PHILIPPINES
CULTURAL COMPETENCY AND TUBERCULOSIS CARE
A guide for self-study and self-assessment

Working with Interpreters

Language Access Barrier

45 million people in the United States speak a language other than English at home



Impact of Language Barriers

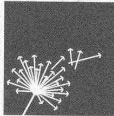
- **Less likely to receive care**
- **Less likely to understand care**
- **Increased risk of medical errors**
- **Reduced quality of care**
- **Less satisfied with care**

Using an Interpreter

- **Make sure you agree on ground rules with both the case and the interpreter before the interview begins**
- **Always speak directly to the case**
- **Ask for clarification as needed**
- **Children should not be used as interpreters!**


Resource for Interpretation

Video and viewer's guide

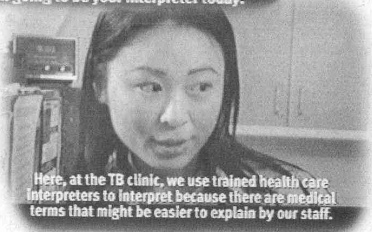


FRANCIS J. CURRY
NATIONAL
TUBERCULOSIS
CENTER

Making the Connection:
An Introduction to Interpretation Skills
for TB Control



Hello, Mrs. Lee. Good to meet you. My name is Lisa and I'm going to be your interpreter today.



Here, at the TB clinic, we use trained health care interpreters to interpret because there are medical terms that might be easier to explain by our staff.

Making the Connection
www.currytbcenter.ucsf.edu

Review

- 1. What is cultural competency?**
- 2. What are the four elements of cross cultural communication?**