Culturally Effective Medicine
Course Goals

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1. Students will develop knowledge, attitudes and skills that provide the foundation for culturally effective care of diverse patients.
Culturally Effective Medicine
Session Learning Objectives

Delivered In: Digestive, Endocrine and Metabolic Systems

Living with Diabetes
1. Describe the Chronic Care Model.
2. Describe the differences in patients' and physicians' perspectives on diabetes mellitus.
3. Identify ways to improve communication between the physician and patient with a chronic illness such as diabetes mellitus.

Delivered In: First Course

Culturally Effective Medicine: On the Path to Health Equity
1. Describe how practicing culturally effective medicine can reduce health inequities (improve health equity).
2. Describe the elements and stages of culturally effective medicine.
3. Recognize personal assumptions about human behavior, values, biases, and preconceived notions.

Defining Diversity: An Important Conversation for All of Us
1. Discuss the different definitions of diversity and the relative advantages of those definitions.
2. Describe the diversity within and among your classmates at CU SOM.
3. Describe the advantages of diverse communities at work and in school.
4. Discuss the value of knowing your patients in the context of their lives, rather than their diseases.

Delivered In: Foundations of Doctoring 1

IHI - Introduction to Person- and Family-Centered Care
1. Describe the partnership model of patient-provider relationships.
2. Explain why the partnership model can improve health.
3. Discuss how social conditions, faith, culture, and trust affect the patient-provider relationship.

Cross Cultural Communication
1. Recognize interaction of medical and personal cultures in a clinical encounter.
2. Identify effective and ineffective communications in a cross-cultural encounter.
Delivered In: Foundations of Doctoring 2

REQUIRED Sexual History - Orientation

1. Describe the diversity of sexual expression and behavior.
2. Describe how to create a safe environment for the performance of a sexual history.
3. Describe how to perform an open, inclusive sexual history.

Sexual History Small Group

1. Practice gathering information while maintaining the visit structure.

Delivered In: Integrated Clinicians Course 2

Using an Interpreter

1. Have the ability to effectively communicate with patients utilizing a medical interpreter including use of short phrases, frequent pauses, and have a familiarity with what to expect from the consult.
2. Know important steps they take to avoid problems with phone interpretation including encouraging the patient to speak loudly and avoiding excessive noise near the phone receiver.
3. Understand the importance of the medical interpreter in the medical team.
4. Realize that it is necessary to use trained and qualified medical interpreters in order to avoid communication problems which could ultimately injure the patient.

Delivered In: Integrated Clinicians Course 4

Culturally Effective Medicine: Reflective Writing Small Groups

1. Identify examples of institutional bias that you or your patients may experience/observed during medical school or at other institutions/agencies.
2. Identify examples of personal bias during medical school or in other situations.
3. Distinguish between institutional and personal bias observed during medical school or at other institutions/agencies.

Delivered In: Life Cycle

LC - Development of Gender Identification

1. Describe five theoretical models for gender development, providing rationale and criticisms.
3. Recognize common gender and sexual behaviors across developmental ages.

Delivered In: Molecules to Medicine

Turner Syndrome Vignette

1. Identify pitfalls of the medical culture in dealing with patients with Turner Syndrome.
1. Discuss how to deliver patient-centered care that is specific to the patient's cultural background.