

# TCMC<sup>®</sup>

THE COMMONWEALTH  
MEDICAL COLLEGE



## eEDUCATE

An electronic brief for clinical faculty of The Commonwealth Medical College

Winter 2013

### The Teaching Physician

*The Department of Faculty Affairs and Faculty Development at TCMC presents this innovative series of briefs to inform all clinical faculty about relevant topics to incorporate in the delivery of medical education to our students.*

In order to prepare for upcoming LCME (The Liaison Committee on Medical Education) and Middle States accreditation processes, it is important for all faculty to know how accreditation standards relate to curriculum and, therefore, to teaching.

The LCME is expected to be on site in February/March 2014, and Middle States in April 2014. Accreditation is an ongoing process, so TCMC wants to ensure that our faculty are well informed of timelines and the need for meeting all standards. Both accrediting bodies will meet with faculty (full/part-time and volunteer) and assess TCMC's readiness for full accreditation.

Standards cover broad areas like the educational program, faculty affairs, institutional setting, governance/finance and student satisfaction. *eEDUCATE* will help faculty put standards in context and provide insight into the accreditation process so that our faculty can improve teaching methods and connect teaching excellence back to the accreditation process.

#### Diversity Week Event:

**Andres J. Pumariaga, MD**

Pediatric & Adolescent Psychiatrist  
Cooper University Hospital, Camden, NJ  
*will speak on*

#### Cultural Competency

Tuesday, April 9th, 2013 @ 12:00 PM  
TCMC Auditorium, Scranton PA

For more info on Diversity Week  
events starting April 8th, visit  
[www.thecommonwealthmedical.com](http://www.thecommonwealthmedical.com)

## Cultural Competency in Medical Education

Educators in today's classrooms must possess competencies for teaching all students. Cultural competency has risen to the forefront in Medical Education and Continuing Medical Education (CME) in part because the US is becoming increasingly diverse. It is also better understood today that health-seeking behaviors are affected by cultural mores. Research suggests that cultural competency skills can improve patient-physician communication, thereby increasing patient satisfaction and improving clinical outcomes.

The Liaison Committee on Medical Education (LCME), the nationally recognized accrediting authority for medical education programs, requires in Functions and Structure of a Medical School, standard ED-21, that "the faculty and medical students of a medical education program must demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments." LCME education program standards ED-10 and ED-22, as well as institutional setting standard IS-16, also specifically focus on behaviors, and gender and cultural biases.

### How TCMC Addresses Cultural Competency

One of TCMC's many strengths is our emphasis on cultural competency across all four years in the MD curriculum. Students begin their MD program with Patient Centered Medicine, a course which fosters humanism and ethical understanding. It is here that students learn to value the people they serve. The second year course, Art & Practice of Medicine, continues the theme of cultural understanding through clinical applications. This is done through simulations, patient care interactions under the supervision of primary care physicians, and guest speakers from the region, including families, physicians and others. The message continually reinforces the importance of cultural awareness and humility as they translate to excellent patient care. We assess cultural competence in our students using the Transcultural Self-Efficacy Tool - Multidisciplinary Healthcare Provider Version (TSET-MHP), developed by Marianne Jeffreys, EdD, RN, at various points over the four years of the MD program.

Further addressing the LCME accreditation standards, TCMC recently offered a CME opportunity to all clinical faculty featuring nationally recognized speaker on the topic of cultural competency, Robert C. Like, MD, MS, Professor and Director of the Center for Healthy Families and Cultural Diversity, Department of Family Medicine, at the UMDNJ-Robert Wood Johnson Medical School. Dr. Like's presentation slides, "Health Disparities, Cultural Competency, and Implications for Quality Care," can be accessed on the TCMC Portal under the Clinical Faculty tab.

### How You Can Improve Cultural Competency

See the reverse side of this brief for information and links to additional resources that will add value to your interactions with students, strengthen the development of specific skills in cultural competence, and not only achieve, but exceed, the educational objectives of TCMC.

# The Commonwealth Medical College

Department of Faculty Affairs  
& Faculty Development

## Links to More Resources: *Cultural Competency*

### Transcultural Nursing

[www.culturediversity.org/cultcomp.htm](http://www.culturediversity.org/cultcomp.htm)

### National Institutes of Health

[www.nih.gov/clearcommunication/culturalcompetency.htm](http://www.nih.gov/clearcommunication/culturalcompetency.htm)

### National Alliance on Mental Illness

[www.nami.org/Content/NavigationMenu/Find\\_Support/Multicultural\\_Support/Cultural\\_Competence/Cultural\\_Competence.htm](http://www.nami.org/Content/NavigationMenu/Find_Support/Multicultural_Support/Cultural_Competence/Cultural_Competence.htm)

### Child Welfare League of America

[www.cwla.org/programs/culturalcompetence/culturalabout.htm](http://www.cwla.org/programs/culturalcompetence/culturalabout.htm)

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TCMC is committed to non-discrimination in all employment and educational opportunities.

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## Tips for Teaching: Cultural Competency



All clinical faculty must possess competencies for engaging in medical education that will expose students to the importance of tailoring the delivery of care to meet the social, cultural, and linguistic needs of patients.

### Foster a Healthy Respect for Others

Everyone has a unique cultural background and our experiences and values shape our ways of learning and knowing. Allow everyone's voice to be heard.

### Facilitate Critical Reflection

Analyzing one's own cultural assumptions is important to learning and teaching. Engaging in self-awareness activities will lead to reflection on misconceptions and stereotypes. Students need to learn about individual differences and reflect on their own beliefs. Challenge your students to reflect and discuss their thoughts with you.

### Accommodate Individual Learners

Everyone learns differently. Effective teaching involves respecting the learner. Competent teachers relate well to their students and actually learn from them, and about them. Listening and interacting with students helps to naturally begin to accommodate their individual needs. Model for students by displaying a disposition that includes compassion, integrity, fairness and respect for diversity.

### Utilize Inter-cultural Communication Skills

Be willing to learn from your students and practice effective communication with others who are culturally and linguistically different. This includes using techniques such as listening, elaboration, paraphrasing, and restating. Being fully engaged while listening to someone is especially important when they speak a different language. The potential for inter-cultural communication can elevate the learning opportunities for the entire group.

### Create Learning Activities That Are Intentionally Structured

Understanding norms, values, and traditions requires taking a step back to reflect on our perspective. Activities that require students to focus on specific values, traditions, religions, education, foods, etc., creates an environment that engages them in critical reflection and promotes meaningful conversations. Studies show that intentional groupings of students from different backgrounds have a positive impact in that they are more likely to discuss diverse issues when they are part of a diverse class.

Source: [www.FacultyFocus.com](http://www.FacultyFocus.com)