



Active Learning Strategies to  
Develop Cultural  
Competency and Health  
Literacy Skills

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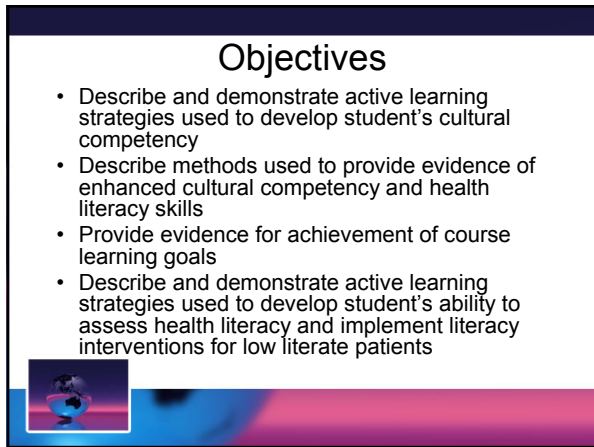
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**Objectives**

- Describe and demonstrate active learning strategies used to develop student's cultural competency
- Describe methods used to provide evidence of enhanced cultural competency and health literacy skills
- Provide evidence for achievement of course learning goals
- Describe and demonstrate active learning strategies used to develop student's ability to assess health literacy and implement literacy interventions for low literate patients



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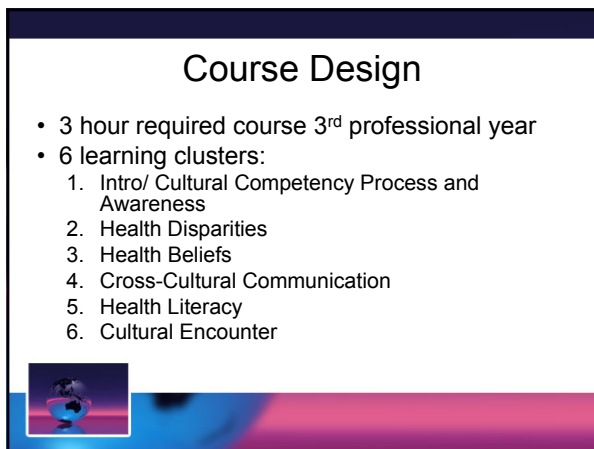
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**Course Design**

- 3 hour required course 3<sup>rd</sup> professional year
- 6 learning clusters:
  1. Intro/ Cultural Competency Process and Awareness
  2. Health Disparities
  3. Health Beliefs
  4. Cross-Cultural Communication
  5. Health Literacy
  6. Cultural Encounter



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## Course Design

- **Team-based learning** (*Team-Based Learning: A Transformative Use of Small Groups in College Teaching*, edited by LK Michaelsen, AB Knight, and LD Fink. Stylus Publishing, Sterling VA)
  - In-class assignments
  - Readiness Assessment Tests (RATs)
  - Summative team project
- **Required textbook:** Halbur V, Halbur DA. Essential of cultural competence in pharmacy practice. The American Pharmacists Association. Washington, DC 2008.



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## Readiness Assessment Tests (RATs)

- Assigned readings
- 5-10 multiple choice questions
- Individual test 1<sup>st</sup>
- Group test
- Immediate Feedback Assessment Technique (IF-AT®)



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## Immediate Feedback Assessment Technique (IF-AT®)

- Work on this test in groups of 2 to 3.
- When you come to an agreement on an answer, scratch off that letter.
- If a star appears, you are correct! Give your group 4 points. If you are wrong, scratch off your second choice and award your group 2 points if you are right!



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## Movie/Video Resources Used

- Cluster 1 (Cultural Competency)
  - Scenes from the movie “Crash”- discussion on stereotypes and biases
  - “If These Walls Could Talk 2” Movie



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## Cultural Competency Live Panel

- GLBT (Gay, Lesbian, Bisexual, Transgender) discussion
- University faculty and pharmacy student



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## Movie/Video Resources Used

- Cluster 1 (Cultural Competency)
  - “The Doctor” (2004)
- Cluster 4- (Cross-Cultural Communication)
  - “Communicating Effectively Through An Interpreter”

[www.xculture.org](http://www.xculture.org)



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## Spanish in Pharmacy and Role-Play Activity

- Hispanics are the fastest growing minority population in US
- “Crash course”- Medical/pharmacy terms in Spanish by Spanish-speaking faculty
- Group role-play with Spanish-speaking students



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## Sample Spanish Role-Play Scenarios

- Request OTC recommendation, 10 month old daughter has temperature of 101°F
- Patient picking up new prescription for hydrocodone/apap 5/500 q4-6h prn pain, provide patient education



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## Team Summative Project: Cultural Encounter

- Example Socio-cultural groups:

Hispanic	Bosnians	African Americans
Jehovah's witness	Homeless	Muslim
Physical disabilities	HIV/AIDS	Mormons
- Project outcomes:
  - Identify differences in health beliefs, community strengths, barriers for healthcare access
  - Recommend appropriate pharmaceutical care
  - Identify knowledge and skills necessary to foster health promotion



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## Reflective Portfolios

- Assess learning of concepts for each cluster
- Accessed only by instructors
- Sample questions:
  - Discuss the groups of people against whom you were taught biases. What have you done to rectify those biases?
  - Discuss a situation in which you were mistreated as either a patient or a customer? How did this situation affect you?
  - Select a health belief that is contrary to your own and explain how this will change your communication methods?
  - Discuss challenges that you have encountered when communicating with patients/customers whose primary language is not English
  - As a practicing pharmacist, how will this awareness of the issues related to health literacy affect your interaction with patients?
  - As cultural competency is a journey, how do you feel you have progressed and what do you plan to do in order to further develop your competency?



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## Reflective Portfolios

- **Sample Responses:**

"The two main groups of people against whom I was taught biases were African Americans and "Yankees". By attending public schools, I have interacted with black students who, like myself, were not born into privilege. I learned skin color does not determine ambition. In professional organizations, I work to help all disadvantaged peoples. Regardless of color, all people sometimes need a helping hand."

"I think I have definitely progressed over the course of this class. I have been made aware of a lot of different cultures and groups, and I hope to keep learning more and doing more research as I am exposed to different cultures. I think in order to further develop my competency I am going to keep an open mind and be more willing to accept new ideas and new cultures. I will definitely work hard to make all different kinds of people feel comfortable and welcome wherever I work as a pharmacist, and I will try to ensure that everyone will get the best healthcare that is available."

"In order to become more culturally competent, I will make efforts to research as well as interact with different cultures. I think that the best way to learn about a culture is to immerse oneself in the setting. This is an important part of becoming the most competent healthcare worker possible."



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## Assessment of Student's Increase in Cultural Competency-Fall 2007

- IAPCC-R® pre- and post-test  
(Inventory for Assessing the Process of Cultural Competence Among Healthcare Professionals---Campinha-Bacote)
- Cultural proficiency-Cultural competence-Cultural awareness-Cultural incompetence



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## Assessment of Student's Increase in Cultural Competency-Fall 2007

- Pre-test mean score indicate cultural awareness
- Post-test mean score indicate achievement of cultural competence



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## Health Literacy Skills



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## Why is Health Literacy an issue?

Low Health Literacy Impairs Patient's Ability to Fully Engage in the Health care System

Source: Williams MV, Parker RM, Baker DW, et al. Inadequate Functional Health Literacy Among Patients at Two Public Hospitals. *JAMA* 1995 Dec 6; 274(21):1677-82



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## What is Low Health Literacy?

- 36% of the US population has Low Health Literacy
- Functional Illiteracy (Below Basic level)  
Reading writing skills below 5<sup>th</sup> grade level.
- Marginally Literate (Basic level)  
Reading, writing, English speaking skills  
between 5<sup>th</sup> to 8<sup>th</sup> grade levels.

Functionally + Marginally = Low Health  
Illiterate      Literate      Literacy



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## Health Literacy Cluster

- 6 lecture module on health literacy
- Contents Covered
  - ❖ Scope of the problem
  - ❖ Identifying low literacy patients
  - ❖ Communicating with low literacy patients
  - ❖ Assessing the Suitability of Materials
    - Fry Formula
    - SMOG



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## Active Learning Strategies in Health Literacy

- AMA video
- In class activity (deciphering a passage)  
Ycaretil Htlaeh
- 3 Active Learning Activities



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## Active Learning Activities

Activity 1: Identifying low literacy patients using currently available instruments

- Students required to administer one of three health literacy instruments (REALM, S-TOFHLA, NVS)
- Data collection sheet
  - Name of the instrument administered
  - Gender
  - Age group
  - Health Literacy score
  - Functional health literacy level/literacy level/ grade level
- Discussion Questions




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**RAPID ESTIMATE OF ADULT LITERACY IN MEDICINE (REALM)**  
Sally Dawls, PhD - Michael Cecchi, MD - Sandy Long, PhD

Date of Birth: \_\_\_\_\_

List 1	List 2	List 3
fat	fatigue	allergic
flu	gabap	menstrual
gill	jaundice	testicle
glaze	infection	colitis
type	numbing	emergency
ashes	behavior	metabolic
emmer	prescription	occlusion
nerve	notify	essentially
germs	gabapentin	alcoholism
nodes	colitis	infection
disease	depression	contagion
cancer	empowerage	granuloma
caffeine	pregnancy	inflammatory
attack	arthritis	diabetes
kidney	ruxibon	haematis
homotopia	metoprolol	antibiotic
herpes	appendix	diagnosis
cellulite	syphilis	anemia
bovine	hemorrhoids	obesity
asthma	nausea	colicoposide
rectal	diabetic	inhaler
hives		

SCORE

List 1 \_\_\_\_\_

List 2 \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

## REALM

Raw score: Grade Equivalent

0-18	3 <sup>rd</sup> grade or below
19-44	4 <sup>th</sup> - 6 <sup>th</sup> grade
45-60	7 <sup>th</sup> - 8 <sup>th</sup> grade
61-66	High School

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## S- TOFHLA

The X-ray will \_\_\_\_\_ from 1 to 3 \_\_\_\_\_ to do.

- |         |           |
|---------|-----------|
| a. take | a. beds   |
| b. view | b. brains |
| c. talk | c. hours  |
| d. look | d. diets  |

Functional Health Literacy Level

- |       |   |
|-------|---|
| 0-16  | Inadequate Functional Health Literacy (FHL) |
| 17-22 | Marginal FHL                                |
| 23-26 | Adequate FHL                                |




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## Active Learning Activities

Activity 2: Identifying behaviors typically displayed by low literacy patients.

- Case format used
- In class discussion



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## Active Learning Activities

- Activity 3: Role playing Counseling exercise

- Students asked to answer the following:
  - a) What specific strategies do you use to communicate the directions and warnings clearly to the patient?
  - b) Do you think it is realistically possible to spend time to ensure patient understanding in today's busy pharmacy environment.
  - c) Was the role playing exercise helpful in teaching you to apply the specific strategies? Why?



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## Examples

- For Xiadong Chen  
Hydrocodone/APAP 75/500mg tabs  
Take 1 to 2 tabs by mouth every 4-6 hours as needed for pain.  
Warnings:
  - May cause drowsiness. Alcohol may intensify the effect. Use care when operating a car or dangerous machinery.
  - May cause dizziness.
  - Do not drink alcoholic beverages while taking this medicine.
  - This medicine contains Acetaminophen. Taking more Acetaminophen than recommended may cause serious liver problems.
- For Joe the Plumber  
Clindamycin 150 mg capsules  
Take 2 capsules by mouth four times daily for 10 days.  
Warnings:  
The medication may be taken with or without food.  
Important: Finish all of this medication unless otherwise directed by the prescriber.  
Drink plenty of water while taking this medicine.



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## Role Playing Counseling Exercise

- a) We showed the patient how many pills to take in one day, instead of just letting him read the directions. Told him the medication will help him feel better. We asked him to show how he should take the medicine.
- b) We explained all the directions in simple terms. We had the patient explain everything back to us.
- c) Explain that acetaminophen is Tylenol and show them where it is on the shelf.
- d) Rephrasing was another way we explained the directions to the patient.
- e) QID= breakfast, lunch, dinner, bedtime after verifying that they ate three meals a day. Have them show you how many capsules they will be taking each day. They should have 4 in their hand. Also, asking how many they take at those specified time. How many pills should be left after the last day? (none)
- f) Emphasized major points multiple times.
- g) Talked to the patient in a clear slow voice.



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## Health Literacy-Assessing Suitability of Patient Education Materials

- Determine understanding of patient information by non-healthcare professionals
- Students assess online patient education materials utilizing literacy readability tools
  - Fry Formula
  - SMOG (Simple Measure of Gobbledygook) Readability Formula
  - SAM (Suitability Assessment Method)
- Revise materials to ensure clarity and simplicity



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## Learning Activity Utilizing the SMOG tool



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## SMOG Instructions

- Count 10 consecutive sentences in beginning, middle and end of text
- From 30 sentence sample, circle words containing 3 or more syllables and total
- Use SMOG conversion table for approximate grade level



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## SMOG Conversion Table

Total Polysyllabic Words	Approximate Grade Level
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12
91-110	13



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## Student Course Evaluations

***What aspects of the course were most effective in helping you learn?***

- *Group presentations*
- *Speakers, panels*

***What aspects of the course could be improved to help you learn?***

- *More panelists, guest speakers, etc.*
- *Too much overlapping material*
- *IFATs too much common sense*



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## Course Obstacles/Challenges

- Topic sensitivity
- Importance to students
- Required textbook not utilized consistently throughout course, will change to recommended text



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## Questions?



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**ACCESS CODE:  
AC6878P**



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