

Cultural Competence in Pharmacy Practice

3 Credits

Professor

Teaching Assistant

Bulletin Description: The purpose of this course is to provide education and skill building that will enable pharmacy students to effectively utilize cultural and linguistic competence as a key tool to improve health outcomes for diverse populations.

Learning Objectives: Culture can include a myriad of factors, including race, ethnicity, class (or socioeconomic status), gender, intellectual ability, religious preference, physical ability and sexual orientation. In this course, we will address each of these factors but the focus will be on race, ethnicity, and their relation to the practice of pharmacy. As a result of this course, students are expected to demonstrate knowledge of: (1) the concepts of culture, worldview, race and ethnicity and their impact on health care and pharmacy practice; (2) domestic and international imperative for cultural competency; (3) cultural factors in health care decisions; (4) strategies to achieve cultural competence; (5) intercultural communication and its role in building harmony in diversity; (6) implementing cultural competency in pharmacy services; (7) resources concerning health disparity and cultural needs on internet sites; (8) problem-solving culturally-proficient solution to a selected concern of disparity in the minority populations studied, and (8) continuous assessment of culturally competent services.

Students with Special Needs:

Any students with disabilities who need accommodation in this course are encouraged to speak with the instructor as soon as possible to make appropriate arrangements for these accommodations.

Class Norms and Expectations

Class Participation: Students are expected to be conversant with the assigned readings, participate in class discussions, share their personal experiences when relevant, ask questions in class, and participate in experiential exercises. Students who are ill or need to miss class must contact the instructor prior to the class. Students who miss more than two classes in a semester will be asked to drop the course.

Class Norms: Class norms and expectations will be mutually determined to be tailored toward the needs of the individual class and its members. Though other norms and expectations will be developed, civility and respect are expected.

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom. However, courteous behavior and respectful responses are expected. Class attendance and participation are **included in the final grade**.

<i>Grading Scale & Criteria :</i>

Grading is based on performance as well as on the timely completion of each of the class requirements. Assignments not received on the due date will be penalized one letter grade for each day they are late. The grade you earn is the grade you will receive. Please remember that close only counts in horseshoes and hand grenades. Final grades are assigned according to the point structure listed below:

Cultural Self-Assessment	75 points	_____
Follow the Leader	50 points	_____
Disparity Project	100 points	_____
Learning Excursion/Action Plan	40 points	_____
In-Class Book Reflections	60 points	_____
Attendance & Participation	50 points	_____
Total Possible Points:	375 points	_____

A	375-337.5	points
B	337.4-300	points
C	299.9-262.5	points
D	262.4-225	points
F	224.9 or below	

Required Reading:

Books/Novels:

- (1) **Essentials of Cultural Competence in Pharmacy Practice** by Kimberly Vess Halbur & Duane A. Halbur. American Pharmacists Association. 341 pages; ISBN: 978-1-58212-113-0. (~\$35).
- (2) **White Like Me: Reflections on Race from a Privileged Son** by Tim Wise (2004). Soft Skull Press. 155 pages; **ISBN-10:** 1932360689 **ISBN-13:** 978-1932360684 (~\$12)
- (3) **Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World** by Tracy Kidder. 336 pages. Random House Trade Paperbacks. **ISBN-10:** 0812973011 **ISBN-13:** 978-0812973013 (~\$13)
- (4) **The Spirit Catches You and You Fall Down** by Anne Fadiman (1998). 352 pages. Farrar, Straus and Giroux. **ISBN-10:** 0374525641. **ISBN-13:** 978-0374525644. (~\$11)

Articles:

(1) Cultural Competence in Pharmacy Practice

An article about the role cultural competence plays in pharmacy practice Full-text: <http://www.ajpe.org/legacy/pdfs/aj660214.pdf>

(2) A Multicultural Approach to Providing Pharmacy Services

<http://www.ascp.com/public/pubs/tcp/1999/nov/forum.shtml>

(3) Cultural Competence: Understanding that Inequalities Exist

Part one in a series of articles.

https://www.uspharmacist.com/index.asp?show=article&page=8_1238.htm

(4) Cultural Competence: Overcoming Bias - The Pharmacist-Patient Relationship

Part two in a series of articles.

https://www.uspharmacist.com/index.asp?show=article&page=8_1286.htm

(5) Intercultural Disposition and Communication Competence of Future Pharmacists.

Article that examines the influence of an educational intervention on pharmacy students' intercultural disposition and perceived communication competence.

<http://www.ajpe.org/view.asp?art=aj68051111&pdf=yes>

Recommended Reading:

American Association of Colleges of Pharmacy

Contains a list of cultural competency resources for pharmacists and other health professionals.

<http://www.aacp.org/site/page.asp?TRACKID=&VID=1&CID=1181&DID=6751>

Assignments:

(1) Cultural Self-Assessment (75 points) Complete 2 of the following cultural inventories *within the first two weeks of the semester*: (1) Cultural Competence Health Practitioner Assessment (CCHPA), (2) Quality and Culture Quiz, (3) Ethnic Self-Awareness Inventory, (4) Harvard Implicit Association Test. Complete the same inventories again during the last two weeks of class. After completing the inventories the second time, provide a summary report of 300 words outlining your findings, changes you've noticed, and the implications of your findings to your role as a pharmacist.

(2) Learning Excursion/Action Plan (40 points)

You will be assigned to a team of three-five people. Your team will take one excursion or do one activity that allows you to explore a culture different from your own. You may go to a neighborhood festival, church service, attend a play, interview a local business person, meet with a community leader (minister, politician, teacher, etc.), and so on. Please consult with me regarding the appropriateness of your chosen activity PRIOR to the event. When you have completed this activity, please write about it in a journal format. Your journal should address the following elements: (1) Why did you select the experience that you did? (2) What were your feelings and reactions before, during and after the experience? (3) How could you apply the cultural concepts you are learning in class to this experience? (4) How might this experience change you and your role as a pharmacist?

(3) Follow the Leader (50 points) The world needs leaders, people to keep things organized, people motivated, and often to keep peace. You are to select a leader of a different country. The following is a list of world leaders for you to help you get started on your comparison/contrast. You may choose one leader from the list, or you are welcome to research any current world leader that you choose, even if he/she is not on the list. A list of current world leaders can be found at: <https://www.cia.gov/library/publications/world-leaders-1/index.html> or http://en.wikipedia.org/wiki/List_of_national_leaders

Vladimir Putin (Russia)	George W. Bush (U.S.)
Hu Jintao (China)	Jan Peter Balkenede (The Netherlands)
Fidel Castro (Cuba)	Stephen Harper (Canada)
Olusegan Obasanjo (Nigeria)	Felipe Calderon (Mexico)
Dr. A.R.L. Abdul Kalam (India)	Hosni Mubarak (Egypt)
Gordon Brown(Great Britain)	Fredric Reinhardt (Sweden)

Find news clippings, internet articles, magazine articles, etc. during the course of the semester that chronicles this person's activities. More specifically, you will need to answer the following questions: (1) How does he/she lead? (2) What types of people follow? (3) What are your leader's strengths and weaknesses? (4) What leadership style does he/she exhibit? (5) How does his/her leadership

affect the economy, culture, and national relations of the country he/she leads?
 (6) What type of health care system exists in your leader's country?

(4) Disparity Project (100 points)

Part 1: Using the person you selected from the Follow the Leader project, select a problem or concern from their health care system and outline for a proposed remediation plan to intervene in a specific health disparity of concern to that group. Necessary elements: introduction of special population and assessment of health disparity concerns, consequences if no intervention is performed, projection of potential results/benefits of an intervention, brief outline of proposed remediation plan, evaluation method. **The outline will be submitted in Week 4 and the proposal will be completed in Week 14.** The complete proposed remediation plan for a self-selected special population with a specific health disparity concern must: (1) reflect utilization of cultural competency and proficiency; (2) apply standards and recommendations of governmental, academic, and professional organizations and leaders. Adjustments of your topic outline may be necessary; give rationale for that. A minimum of 10 sources must be cited and a minimum of 4 journal articles, 2 online references and 2 books should be cited. (50 points: development of remediation plan=10, attention to cultural/linguistic factors=15, utilization of resources=10, quality and appropriateness of proposal=10, professional writing quality=5).

Part 2: Once you have identified a health care system, cultural group and health disparity, you will design a health promotion event to attempt to remediate that disparity. Using the National Center for Cultural Competence's Assessment and Planner's Guide (see web link below), the student will propose a detailed plan for a culturally competent health promotion event targeted at the health care disparity outlined above. Pretend you are the coordinator who will identify all resources and delegate duties as necessary. Describe the steps you will take in a time schedule and the contacts you will make. Link: www.georgetown.edu/research/gucdc/nccc. The mission of the National Center for Cultural Competence (NCCC) is to increase the capacity of health and mental health programs to design, implement, and evaluate culturally and linguistically competent service delivery systems.

(5) In-Class Book Reflections (60 points: 20 points each)

There is one textbook and three novels required for this course. On the dates the novels are "due," you will be asked to write short essays about the books. Each essay will require you to reflect on your reading and be worth 20 points. The essay questions will be given out in class and can only be completed in class. No make-up essays will be given.

Course Schedule:

Date	Topic	Reading/Assignment
Week 1	Definitions, role of culture competence in pharmacy practice	Chapter 1
Week 2	Game of Oppression	Chapter 2, Articles 1-4
Week 3	Generalizations	Self-assessments due Chapter 3
Week 4	Hispanic/Latino patients	White Like Me due Chapter 4
Week 5	African American patients	Disparity proposals due Chapter 5
Week 6	Caucasian patients	Chapter 6
Week 7	Native American patients	Chapter 7 Learning Excursion due
Week 8	Asian cultures	<i>Mountains Beyond Mountains</i> Chapter 8
Week 9	MIDTERM EXAM & EVALUATION	
Week 10	Refugees & new American Rural/urban patients	Chapter 9 Chapter 16
Week 11	Biracial/bicultural patients Low health literacy	Follow the Leader due Chapter 10 Chapter 12
Week 12	Aging patients Patients with disabilities	Chapter 11 Chapter 13
Week 13	Spirituality	Chapter 14
Week 14	Domestic violence	Chapter 15
Week 15	GLBTQ issues	Disparity project due <i>Chapter 17</i>
Week 16	Cross cultural communication	Article 5 Chapter 18, 19 Spirit Catches You due
Exam Week	Cultural dinner/wrap up	