AN INNOVATIVE APPROACH TO TEACHING CROSS-CULTURAL COMMUNICATION AMONG DENTAL STUDENTS

Joseph R. Fuchs, BS1; Andrew M. Tannous1; Gretchen Guiton, PhD1; Paritosh Kaul, MD1
1University of Colorado School of Medicine

Introduction

• Professional organizations Commission on Dental Accreditation, Liaison Committee on Medical Education Accreditation Council for Graduate Medical Education identified the importance of cultural competency training in graduate health education
• Essential component for patients of diverse backgrounds is culturally-sensitive, patient-centered communication
• To address this need in dental education: implemented an interactive, two-hour Cross-Cultural Communication educational session for Dental Students (DS)

Methods

• Subjects first-year (24) and third-year (27) DS, Total:51
• Pre-/post-intervention responses to Health Belief Attitudes Survey (HBAS) (modified)
• Measured 4 domains: Opinion, Belief, Context, & Quality

Figure 1: Session Curricular Map

Pre-Survey

Cross-Cultural Communication
  - Video of Provider and Patient
  - Dyad Training
  - Debrief

Culturally Effective Healthcare
  - Definition
  - Dyad Training
  - Debrief
  - Model for Negotiating Across Cultures

Kleinman’s Explanatory Model

Post-Survey

Figure 2: Model For Negotiating Across Cultures

Patient’s Explanatory Model

If Conflict Remains

Determine Patient Understanding

Determine Difference

Describe Biomedical Model

Importance of the Study

• Need for improved understanding of Cross-Cultural Communication as part of Cultural Competency training in dental education
• Study seeks to evaluate novel curricular development in Cultural Competency Training for Dental Students utilizing the Health Belief Attitude Survey (HBAS)
• Results indicate that the intervention was effective in improving cultural competency scores for both 1st & 3rd year undergraduate dental students, measured by HBAS

Results

<table>
<thead>
<tr>
<th>DS Year</th>
<th>Opinion</th>
<th>Belief</th>
<th>Context</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>p &lt;0.005*</td>
<td>p &lt;0.005*</td>
<td>p &lt;0.005*</td>
<td>p &lt;0.005*</td>
</tr>
<tr>
<td>3rd Year</td>
<td>p &lt;0.005*</td>
<td>p &lt;0.005*</td>
<td>p &lt;0.005*</td>
<td>p = 0.083**</td>
</tr>
</tbody>
</table>

• * Significant ** Not Significant

Conclusions and Further Direction

• Improved cultural competency scores as measured by HBAS
• The Model for Negotiating Across Cultures is an appropriate tool to educate students about cross-cultural communication
• Limitations: Single Institution; did not explore the long-term retention of knowledge; explore performance of DS in clinical settings
• Further study should explore the modified HBAS to educational interventions, specifically role playing in dyads and the utilization of The Model for Negotiating Across Cultures.

References and COI

• American Dental Association. The Dentist Workforce: Key Facts. Health Policy Institute, 2015
• The authors have no conflicts of interest to disclose