P6b: Paper – Education
Teaching Cultural Humility and Competence: Lessons from Developing and Teaching an Interprofessional Hybrid Online Course

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To describe the development and implementation of an interprofessional cultural competence course within a health science university.

Health disparities are well documented as significant concerns that must be addressed as we tackle the disproportionate burden of chronic illness and access to quality health care of an increasingly diverse population. As we strive to reach the Healthy People 2020 goal of achieving health equity including eliminating health disparities, health services and population health education must provide students with knowledge, attitudes and practical strategies to facilitate ongoing personal and organizational cultural competence including understanding of the root causes of health disparities. Interprofessional collaboration and self-reflection form the foundation for developing these necessary skills.

This presentation describes the development and implementation by interprofessional faculty of an online/in-person course that addresses cultural humility and competence for public health and health care graduate students at an urban health sciences university. We will discuss the process of course development, strategies used to facilitate interaction between students across disciplines, and the course emphasis on cultural self-reflection and application in the provision of health and human services and organizational change. We will share student perspectives on the ongoing process of becoming culturally competent and humble health professionals as well as the advantages of completing the course with students from other disciplines and professional cultures. Challenges and opportunities from course development, and implementation will be discussed.

Twenty-two interprofessional graduate students have completed the three credit course during the 2008/09 and 2009/10 academic years, representing the disciplines of public health, occupational therapy, physical therapy, and medicine. Students have provided positive feedback on the opportunity to engage and learn from interprofessional peers and faculty, as well as advancing the knowledge and skills