**Day Four**

**Topic: Cultural Healthcare Navigators to Bridge Communication and Cultural Humility with Healthcare Professionals**

In today’s module, you will take an in-depth look into the importance of cultural healthcare navigators. The readings and videos will also provide ways cultural healthcare navigators can help advocate for Black patients and bring cultural humility to physicians when discussing goals of care with Black patients who are struggling with a serious illness. Many physicians do not have competence or humility when it comes to understanding culture, beliefs, or racial struggles of Black patients. It is important to learn from patients by listening to their needs, their beliefs, and their decisions on how they want to be cared for when it comes to end-of-life care.

**Question for the day:**

Does your organization support various programs that help marginalized or underrepresented groups become successful and independent in their daily living, and healthcare needs? If not, why? Email the facilitator your answers to receive credit. Sirivanh.shuffer@simmons.edu.

** Learning Objective 1:**

**Overview of previous learning objectives. Write a 1-page reflection paper and email your responses for question 1-3. Then watch the videos on medical ethics to become aware of the responsibilities of the medical professional.**

1. Please list and reflect on 5 emotions that you can identify when learning about slaves as being medical experiments?
2. Please list and reflect on 5 key takeaways from the Tuskegee Experiment.
3. Please list and reflect on 5 ways the medical field can encourage ethics and how do we ensure that ethics are followed by our doctors and other healthcare providers?

Please watch this video to become aware of ethics and responsibilities as a healthcare provider.

* + [Millennials in Medicine: Doctors of the Future | Daniel Wozniczka | TEDxNorthwesternU (youtube.com)](https://www.youtube.com/watch?v=Kykj3k2wBXg)

<https://www.youtube.com/watch?v=Kykj3k2wBXg> (16:21)

* + [A Call for Change: Fixing A Broken Medical Training System | Jake Goodman | TEDxUGA (youtube.com)](https://www.youtube.com/watch?v=2lNk4Svcazw)

<https://www.youtube.com/watch?v=2lNk4Svcazw> (18:45)

** Learning Objective 2:**

**The role of cultural care navigators in reducing health disparities, building trust, and improving communication with providers.** **Let’s discuss how to build trust and communication with providers.**

Please read the following article:

* Zane, D. (2021, May 3). A Matter of Trust: Race Concordance, Diversity, and Interventions for the Provider-Patient Relationship | Healers and Patients in North Carolina. Healersandpatients.web.unc.edu. <https://healersandpatients.web.unc.edu/2021/05/a-matter-of-trust-race-concordance-diversity-and-interventions-for-the-provider-patient-relationship/>

Please watch the following videos on trust and communication with providers.

* [Making Room for Trust in the Doctor/Patient Relationship | Miri Lader, MD | TEDxDayton (youtube.com)](https://www.youtube.com/watch?v=6W55slJJ0ig)

<https://www.youtube.com/watch?v=6W55slJJ0ig> (10:12)

* Improving Doctor-Patient Communication | Lizzie Cremer |

TEDxTrumanStateUniversity

(youtube.com) <https://www.youtube.com/watch?v=RZT9Yr4X4_I> (12:56)

* How The Human Connection Improves Healthcare | Anthony Orsini | TEDxGrandCanyonUniversity (youtube.com) <https://www.youtube.com/watch?v=7zk_AJBO60Y> (10:12)
* [BUILDING TRUST: Serving Underserved Communities - Kyle Christiason & Donald Wesson (youtube.com)](https://www.youtube.com/watch?v=e5vua51I7u8)

<https://www.youtube.com/watch?v=e5vua51I7u8> (23:47)

** Learning Objective 3: Advocacy in healthcare is needed for marginalized groups.**

Kuehne, F., Kalkman, L., Joshi, S., Tun, W., Azeem, N., Buowari, D. Y., Amugo, C., Kallestrup, P., & Kraef, C. (2022). Healthcare Provider Advocacy for Primary Health Care Strengthening: A Call for Action. *Journal of primary care & community health*, *13*, 21501319221078379. <https://doi.org/10.1177/21501319221078379>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8928351/>

Howell, B. A., Kristal, R. B., Whitmire, L. R., Gentry, M., Rabin, T. L., & Rosenbaum, J. (2019). A Systematic Review of Advocacy Curricula in Graduate Medical Education. *Journal of general internal medicine*, *34*(11), 2592–2601. <https://doi.org/10.1007/s11606-019-05184-3>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6848624/>

McDonald, M., Lavelle, C., Wen, M., Sherbino, J., & Hulme, J. (2019). The state of health advocacy training in postgraduate medical education: a scoping review. *Medical education*, *53*(12), 1209–1220. <https://doi.org/10.1111/medu.13929>

<https://pubmed.ncbi.nlm.nih.gov/31430838/>

 **Please view the following videos:**

* + [The Urgent Fight for Health Equity | Yolandra Hancock | TEDxFoggyBottom - YouTube](https://www.youtube.com/watch?v=jz6GSVUYtsE)

<https://www.youtube.com/watch?v=jz6GSVUYtsE> (12:41)

* + [Five steps to becoming an advocate | Joseph R Campbell | TEDxAdelaide - YouTube](https://www.youtube.com/watch?v=nIo31mMB4P8)

<https://www.youtube.com/watch?v=nIo31mMB4P8> (7:00)

* + [Advocacy + Action for Health Equity (for APHA TV 2018) (youtube.com)](https://www.youtube.com/watch?v=225JQgQ0eTM)

<https://www.youtube.com/watch?v=225JQgQ0eTM> (5:20)

* **Challenging your thinking:** When you think about advocacy, what is the first thing that comes to mind and how would you practice advocacy for marginalized groups in your organization? (\*\* Please email the facilitator your answer for credit).

** Learning Objective 4: Educating providers on cultural humility, and implicit bias.**

Please review this great resource from the University of Illinois Urbana-Champaign on cultural humility.

 [Master-Learner-Workbook-Cultural-Humility-1.pdf (illinois.edu)](https://socialwork.illinois.edu/app/uploads/2021/09/Master-Learner-Workbook-Cultural-Humility-1.pdf)

[https://socialwork.illinois.edu/app/uploads/2021/09/Master-Learner-Workbook-Cultural- Humility-1.pdf](https://socialwork.illinois.edu/app/uploads/2021/09/Master-Learner-Workbook-Cultural-%20Humility-1.pdf)

Please take the Implicit Bias Test that reports attitudes and beliefs about certain topics. It will take you about 10 minutes to complete and will provide you with a deeper self-understanding. The test is also located in the appendix section of this manual.

 [Take a Test (harvard.edu)](https://implicit.harvard.edu/implicit/takeatest.html) <https://implicit.harvard.edu/implicit/takeatest.html>

**Please email the facilitator the outcome of your Implicit Bias Test, and answer the following questions:**

1. What was your outcome, and do you feel that the test was accurate in identifying how you are viewed based on this test. Why or why not?
2. Do you feel that you are biased towards certain groups of people and why do you think that it is normal to have biases?
3. Do you feel that biases are dangerous in the healthcare industry? Provide examples of how it can be dangerous or harmful to patients.

Please view the following videos on cultural humility and how we should promote humility with ethnic groups:

* + [Examining Bias and Practicing Cultural Humility (youtube.com)](https://www.youtube.com/watch?v=Jze6Hil5SyI)

<https://www.youtube.com/watch?v=Jze6Hil5SyI> (7:36)

* + [A Culture of Humility for a Culture of Health | Sean Valles | TEDxMSU (youtube.com)](https://www.youtube.com/watch?v=OHYWhWcTq9I)

<https://www.youtube.com/watch?v=OHYWhWcTq9I> (11:29)

* + [The Importance of Cultural Humility (youtube.com)](https://www.youtube.com/watch?v=cVmOXVIF8wc)

<https://www.youtube.com/watch?v=cVmOXVIF8wc> (12:49)

** Learning Objective 5: Improve perceptions of palliative care with Black patients with cultural humility, awareness, and competency.**

* Shepherd S. M. (2019). Cultural awareness workshops: limitations and practical consequences. *BMC medical education*, *19*(1), 14. <https://doi.org/10.1186/s12909-018-1450-5>

<https://pubmed.ncbi.nlm.nih.gov/30621665/>

* Foronda, C., Baptiste, D. L., Reinholdt, M. M., & Ousman, K. (2016). Cultural Humility: A Concept Analysis. *Journal of transcultural nursing: official journal of the Transcultural Nursing Society*, *27*(3), 210–217. <https://doi.org/10.1177/1043659615592677>

<https://pubmed.ncbi.nlm.nih.gov/26122618/>

* McGregor, B., Belton, A., Henry, T. L., Wrenn, G., & Holden, K. B. (2019). Improving Behavioral Health Equity through Cultural Competence Training of Health Care Providers. *Ethnicity & disease*, *29*(Suppl 2), 359–364. <https://doi.org/10.18865/ed.29.S2.359>

<https://pubmed.ncbi.nlm.nih.gov/31308606/>

 **Please view this video:**

* + Chavez, V. (2012). Cultural Humility. In YouTube. <https://www.youtube.com/watch?v=SaSHLbS1V4w> (29:28)

**Reflection questions:**

1. Was there a time in your life when you were seeking assistance from a trusted professional, and you felt dismissed, not important, or invisible? Looking back at the experiences you endured, write a letter to the person with your recommendations for them.
2. What is cultural humility to you and how would you teach it to others? Write a paragraph or two and list some ways you can show your understanding of culture humility.

Please email the facilitator your responses for credit towards your training.

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