INTRODUCTION

- Generate content that addresses the lack of cultural competence and humility in the current MCW curriculum in a way that engages students in a more effective manner than traditional lecture based formats
- Create a novel method of presenting patient scenarios that teach students to focus on the patient’s perspective
- To become more competitive and well rounded applicants to residencies, understanding and experiencing cultural humility must start early

KERN INSTITUTE TRIPLE AIM

Competence
- We seek to provide tools to enhance students’ culturally humble communication skills, in collaboration with students, faculty and other key stakeholder groups on campus

Caring
- Communication Assessment to Demonstrate Empathy (CADE) program, encompasses caring at its core. We hope that learning culturally humble communication skills, students will:
  - Become more empathetic and caring towards their patients
  - Better understand their patient’s unique perspective, and in turn
  - Better communicate the care that each patient desires

Character
- We hope to engrain empathy and cultural humility as a core element of our medical students’ character

PROJECT DESCRIPTION

- Conversations with students, faculty and other health care professionals explored how to meet students in their own process of cultural humility, through engagement and practice with socially difficult clinical scenarios
- We adapted clinical scenarios from the ‘Stanford Gap Cases’ to incorporate the use of Kleinman questions to uncover assets and barriers influencing the clinical picture
- Scenarios were piloted through a run-through session with members from the Student Assembly Diversity Committee in order to generate feedback on how they may be improved and adapted for a case-based workshop with M1 participants

ENTREPRENEURIAL MINDSET

C
- Curiosity was generated after meeting with Dr. Meurer and learning about the different interactive ways workshops can engage students about topics surrounding cultural humility
- We connected with the Student Assembly Diversity Committee to foster empathy in the context of a addressing diversity in healthcare
- We created value in our work through meetings with students to learn how best to deliver a product best suited to their learning

CADE

Communication Assessment to Demonstrate Empathy

ENGAGE STUDENTS WITH COMPLEX SCENARIOS

USE KLEINMAN QUESTIONS

Following the summer lecture on Social Determinants of Health (SDH), a survey was administered to students to assess their preference in how they would like to learn SDH (Figure 1)

With feedback we received from students, we developed patient scenarios that we based off of the Stanford Gap Cases to help students focus on eliciting patient concerns that contribute to their clinical scenario

RESULTS

How Would Students Like to Learn Social Determinants of Health

Meetings with shareholders and students showed us that creating interactive case-based scenarios, focused on patient concerns, can help students elicit a more culturally humble perspective

Fig 1

DISCUSSION

Next Steps
- Finalize patient cases, then recruit and train volunteers to play standardized patients
- Develop workshop content surrounding Kleinman questions
- Generate a post-workshop survey to evaluate the workshop

Lessons Learned
- Communication, including team progress updates, is crucial
- Effective multi-party collaboration is challenging, but rewarding
- Be open to criticism; reflect on mentor insight early in the process
- Knowing how and when to adjust or fine tune the project plans

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