

Transformational Idea

Seeking to enhance current health-professional education, an interdisciplinary team of medical/pharmacy students and faculty developed the Health Advancement for Asian Pacific Islanders through Education (HAAPIE) Initiative in Jan 2021, an online health equity curriculum with a focus on Asian American, Native Hawaiian, and Pacific Islander (AANHPI) health using the Cultural Intelligence Framework (CIF). As cancer remains the leading cause of death among AANHPIs, contrary to other racial and ethnic groups in the United States, **this project aims to build on the original Cancer Module by further examining cancer-related disparities that impact access to cancer screening, treatment, end-of-life care, and ultimately, survival among AANHPIs.**

Purpose & Value

The **purpose** of this project is to teach learners how to recognize cancer disparities among AANHPIs and overcome challenges in navigating through difficult cultural conversations.

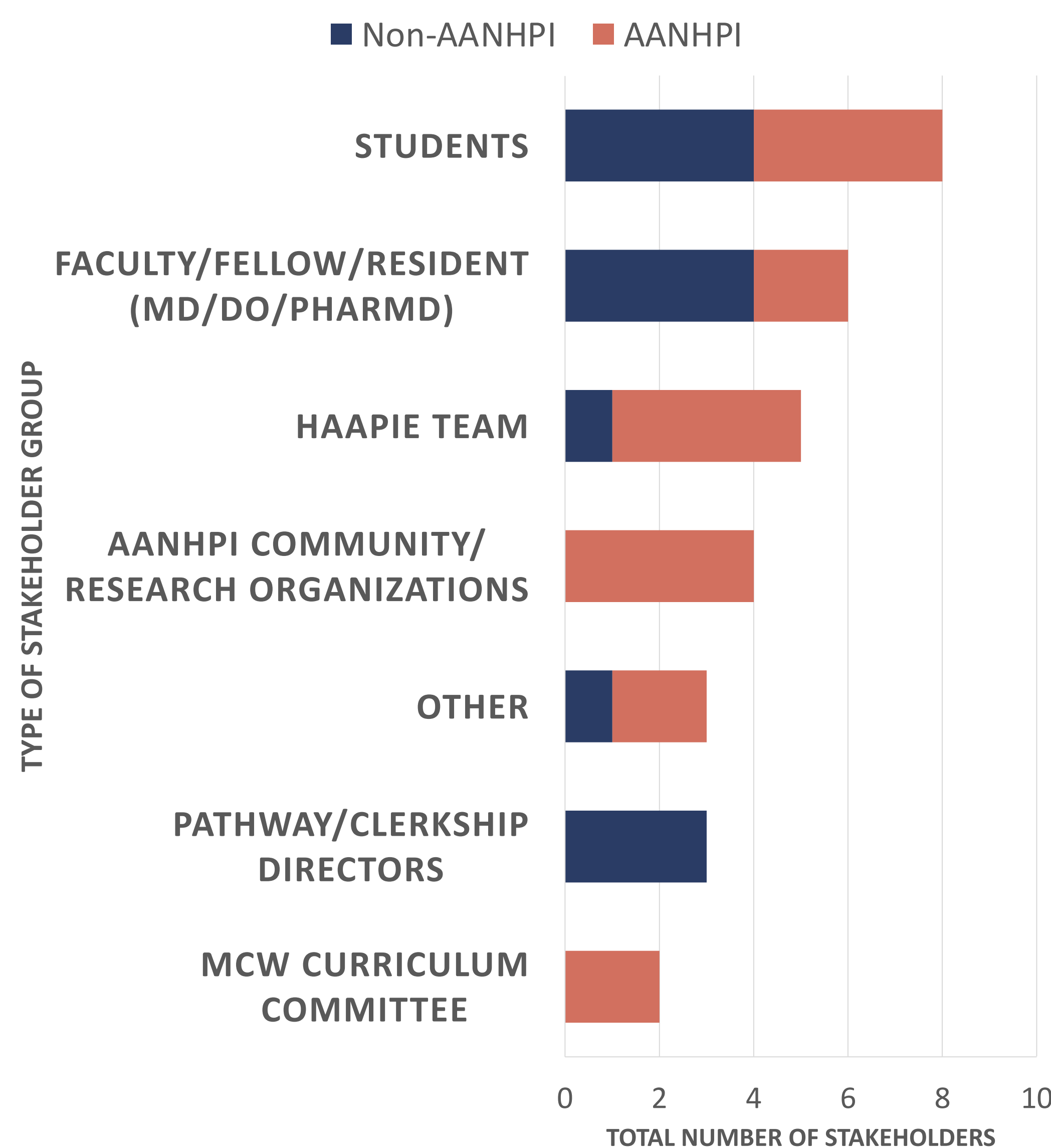
Upon the completion of the project, learners gain the **value** of improved awareness of cultural and structural barriers to cancer-related care among AANHPI patients, and increased confidence in interacting with and navigating the health of diverse AANHPI patients.

Primary Stakeholder Group

MCW Students

Stakeholder Interviews

STAKEHOLDER INTERVIEWS BY GROUPS



Key Interview Learnings / Stakeholder Quotes



- Wide knowledge gaps and lack of confidence in providing culturally appropriate health care, especially cancer care, to AANHPIs
- Dearth of formal education about providing culturally sensitive care for AANHPIs
- Desire for interactive and multimodal learning experiences

"Different cultural beliefs have different health beliefs. As a provider, we should think of those differences as a **challenge** and a **learning opportunity** to become aware of the patient's **uniqueness**. We often think that it is burdensome when a patient's of a different background, but definitely take the opportunity to learn about the patient and their culture. **It's an important leverage to learn and understand all the different cultural factors that can help inform the patient's optimal outcome.**"

Key Learnings from the Minimum Viable Pilot (MVP)

- Participants enjoyed the format of the project
- Using a patient case study made the curriculum more memorable and real
- There was a right amount of content in the pre-work, including supplemental articles and videos
- Role-play sessions in-person were helpful to grow communication skills for discussing difficult and uncomfortable topics
- Including cultural elements in navigating an AANHPI patient's care such as cultural beliefs and family dynamics were critical to the experience
- Helpful to learn tips to improve medication literacy and increase medication adherence

- Additional resources need to be added about other subgroups of AANHPIs such as Native Hawaiians/Pacific Islanders/South Asians/Southeast Asians
- Anecdotes can be included to showcase how different AANHPI view and experience cancer through a cultural lens
- Role of a patient navigator can be further explained
- Guides for role-play sessions can be made shorter to allow more room for learners to improvise
- More topics that could be covered: invasive cancer treatment options, end-of-life/palliative care for cancer patients

Character Strengths Shared & Learnings

CREATIVITY/CURIOSITY

- Measures:
 - Allowing open feedback and self-reflection during the in-person workshop
 - Sending a survey after completing the entire MVP for anonymous feedback
- Results:
 - All participants provided honest feedback both in-person and on the anonymous survey that reflected on their personal experiences with the pre-work and role-play sessions

JUDGMENT

- Measures:
 - Incorporating role-play sessions that necessitated every person's participation
 - Encouraging open discussions during the in-person workshop
- Results:
 - All participants spoke candidly when engaging in role-play sessions and answering challenging questions concerning culturally-appropriate screening practices and cancer care

SELF-REGULATION

- Measures:
 - Assessing how many people completed the required pre-work before the in-person session
 - Reflecting on the efficacy of completing the entire MVP using a survey
- Results:
 - All the participants completed their pre-work and came prepared to share their reflections and ask inquisitive questions



For any questions or comments, please reach out to Joyce H. Lee at johlee@mcw.edu or Ming Lin at milin@mcw.edu.

Pilot Project Description

- Used the HAAPIE Cancer Module as the foundation for the Pilot Project



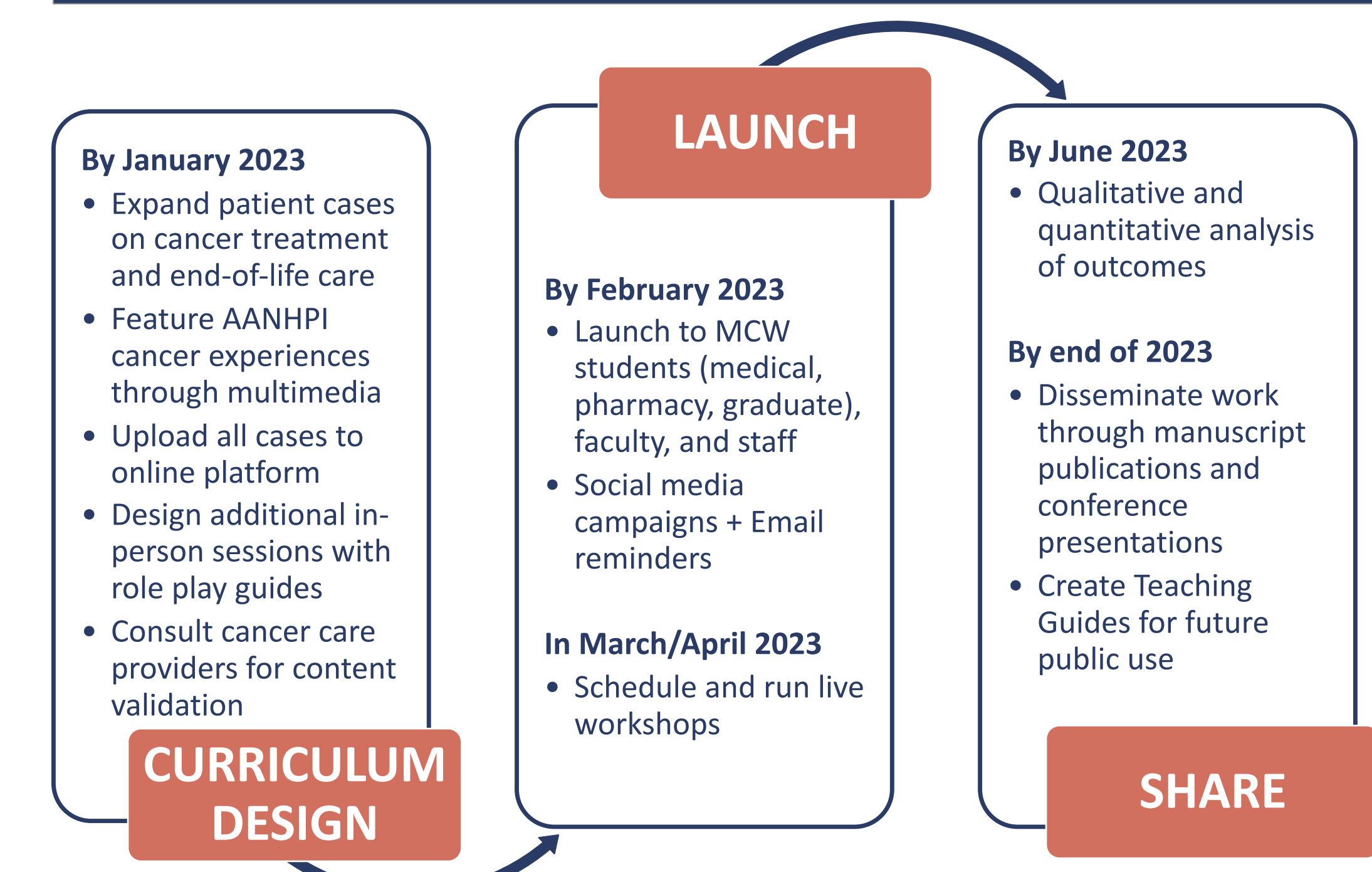
Mr. Alex Truong, 74-year-old Vietnamese-American male from our MVP.

- Followed the patient case study of Mr. Alex Truong (pictured above) and used a storyboard to track his four-part cancer journey



- Self-paced pre-work online that follows the first 2 parts of the patient case
 - Shared articles and videos; asked questions with anonymous Google Jamboard responses
- In-person workshop that finishes the last 2 parts of the case
 - Reflections/discussions on pre-work responses, two role-play sessions, and open discussions on additional questions
- Post-MVP survey on Qualtrics distributed at the end of the in-person workshop

Next Steps



Complete an interest form and enroll in the Cancer Module when it launches: <https://tinyurl.com/TI2CancerInterest>

Project Team



Joyce H. Lee, MS | Mingqian Lin, MS | Linda Moua | Maria Sgro, MS | Kajua B. Lor, PharmD, BCACP

Transformational Idea Purpose & Value

Transformational Idea Description

- Further explore cancer-related disparities that impact access to cancer screening, treatment, end-of-life care, and ultimately, survival among Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPIs)

The Goal of your Project

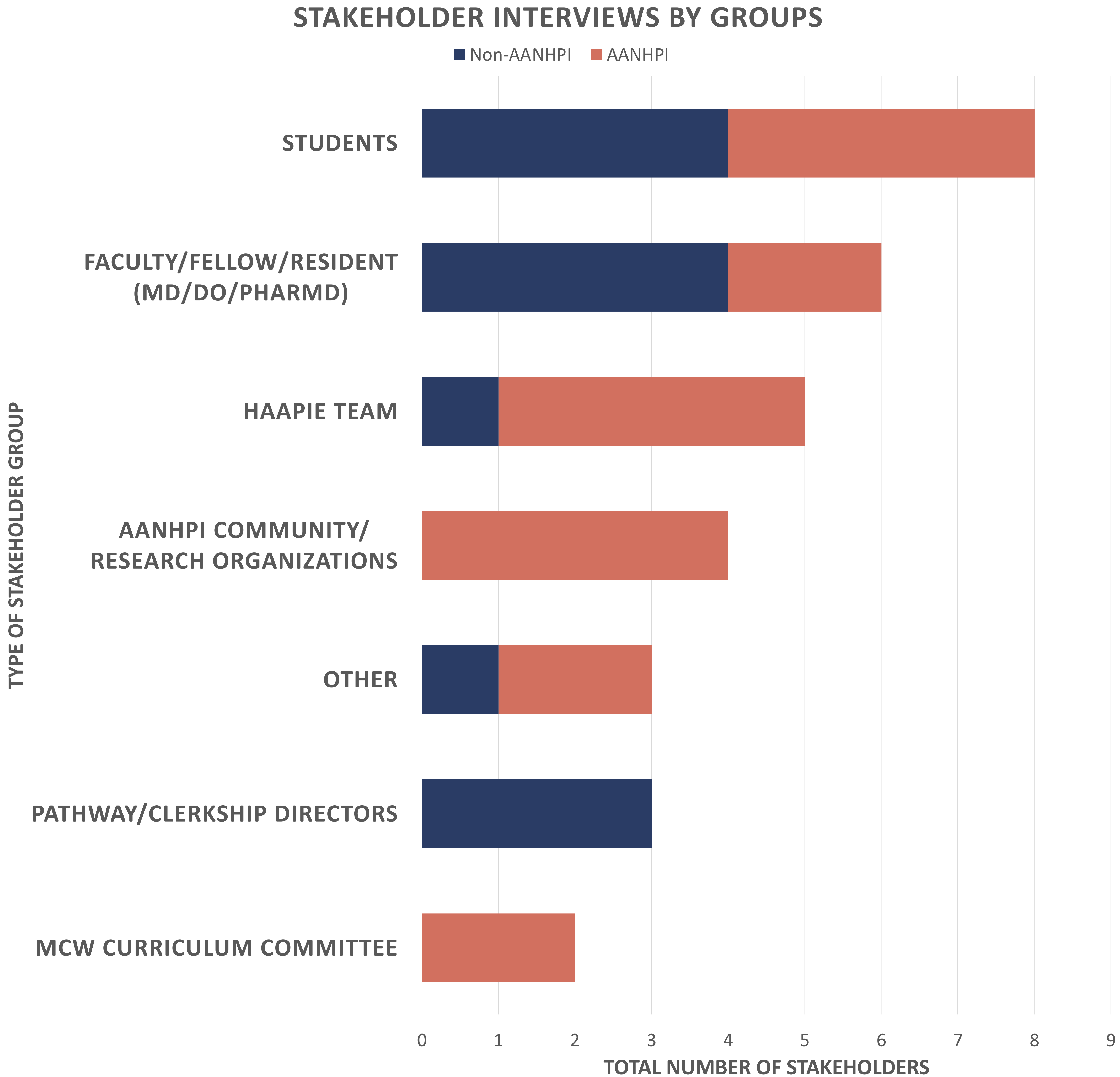
- Teach learners how to recognize, address, and overcome the cancer disparities that exist among AANHPI individuals
- Allow learners to provide feedback to further improve and expand on the project

The Value You Intend it to Provide

- Improve learner confidence, enhance AANHPI cultural knowledge and practice, and increase awareness of AANHPI cancer disparities
- Inform current and future healthcare professionals on how to better navigate cancer-related care and general health care for AANHPI patients



Stakeholder Interviews



- **Stakeholder Groups**
 - 31 Total Interviews (Main stakeholder group: MCW Students)
- **Key Take-Aways**
 - Wide knowledge gaps, lack of confidence, and dearth of formal education that concern providing culturally appropriate health care, especially cancer care, to AANHPIs
 - Desire for interactive and multimodal learning experiences
- **How You Adjusted Your Project After Interviews**
 - Incorporated thought-provoking questions that motivate learners to be curious to further explore AANHPI health care
 - Added an in-person workshop with role-play and live feedback to cultivate culturally-sensitive communication skills between the provider and patient

Pilot Project

DESCRIPTION

- Used the HAAPIE Cancer Module as the foundation for the Pilot Project
- Followed the patient case study and used a storyboard to track his four-part cancer journey
- Self-paced pre-work online that follows the first 2 parts of the patient case
 - Discussion questions with anonymous Google Jamboard responses, articles, and videos
- In-person workshop that finishes the last 2 parts of the case
 - Reflections/discussions on pre-work responses, two role-play sessions, and open discussions on questions
- Post-MVP survey on Qualtrics completed before the end of the day of the in-person workshop
- **Pilot participants:** 3 M2's

CHARACTER STRENGTHS

- **Creativity**
 - Open feedback during in-person workshop
 - Post-MVP survey for anonymous feedback
- **Judgment**
 - Incorporating role-play sessions that necessitated every person's participation
 - Encouraging open discussions during the in-person workshop
- **Self-Regulation**
 - Assessed how many people completed required pre-work
 - Post-MVP survey to assess efficacy of completing the entire MVP
- Results from all characters strengths informed key learnings

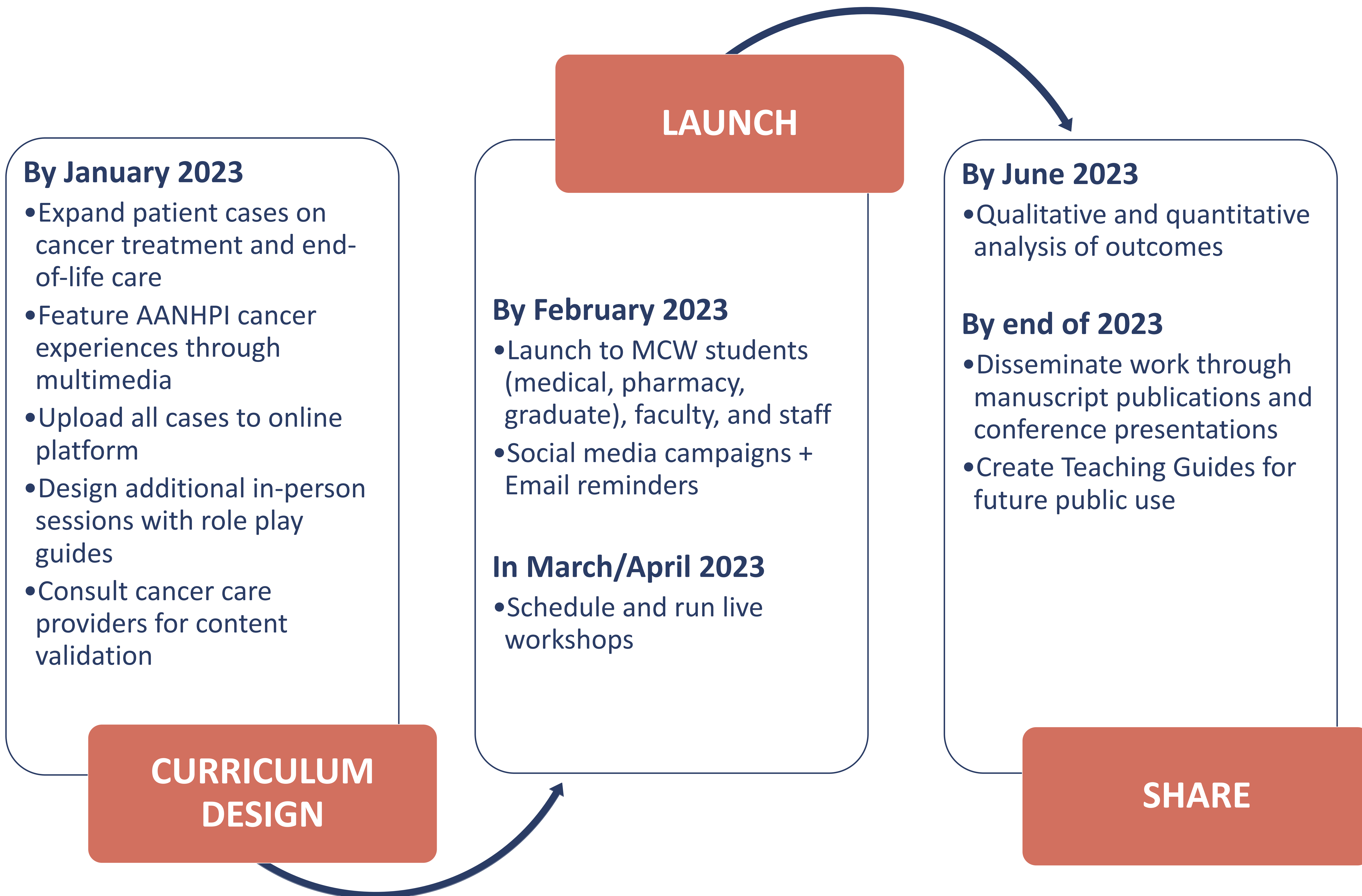
KEY LEARNINGS

- Participants enjoyed the format of the project
- Using a patient case study made the curriculum more memorable and real
- There was a right amount of content in the pre-work, including supplemental articles and videos
- Role-play sessions in-person were helpful to grow communication skills for discussing difficult and uncomfortable topics
- Including cultural elements in navigating an AANHPI patient's care such as cultural beliefs and family dynamics were critical to the experience
- Helpful to learn tips to improve medication literacy and increase medication adherence

How You Adjusted Your Project After Your Pilot

- Will add additional cases and resources about other subgroups of AANHPIs such as Native Hawaiians/Pacific Islanders/South Asians/Southeast Asians
- Include anecdotes to showcase how different AANHPI view and experience cancer through a cultural lens
- Further explain the role of a patient navigator
- Shorten guides for role-play sessions to allow more room for learners to improvise
- Cover invasive cancer treatment options, end-of-life/palliative care for cancer patients

Next Steps



**How to Help Us Out...
COMPLETE AN INTEREST
FORM**



**& Enroll in the Curriculum When it
Launches!**



The Project Team

Thank you for listening!



Joyce H. Lee, MS



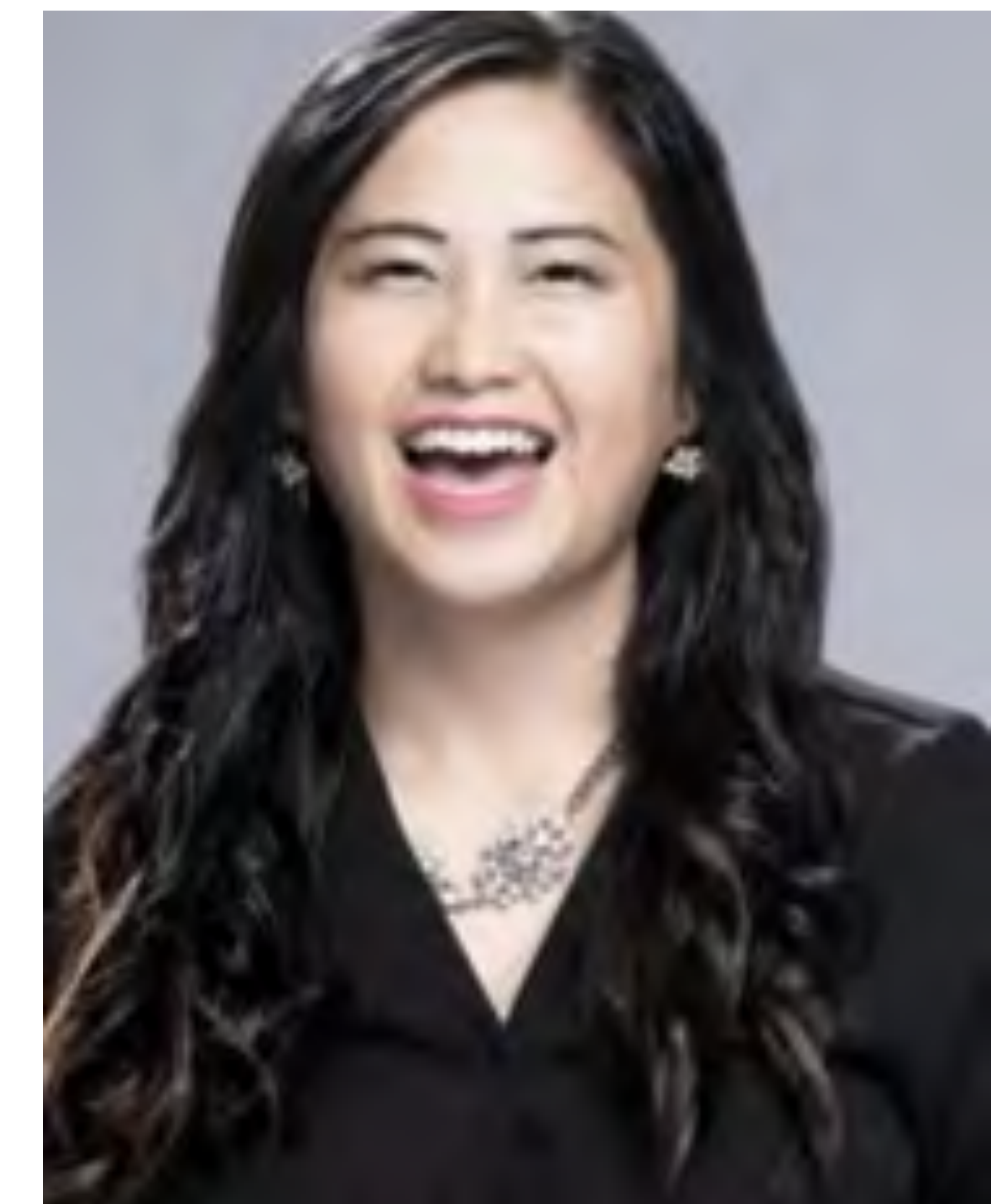
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