

Cultural Considerations for Health Professions Educators

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Noticing Differences



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VTC and JCHS Learners



Learner Diversity

Age, Color, Disability, Gender, Gender Identity, Gender Expression, National Origin, Political Affiliation, Race, Religion, Sexual Orientation, Genetic Information, or Veteran Status

Intersectionality

$$50 \times 7 \times 11 \times 3 \times 3 \times 3 \times 196 \times 3 \times 5 \\ \times 4200 \times 7 \times 6000 \times 3 =$$

$$1.617304 \times 10^{17} \\ 161,730,400,000,000,000$$

The Good News

There are helpful things you can do now, despite not knowing everything.

We, as educators, can have a powerful **POSITIVE** impact on our learners.

Building knowledge about cultural diversity is a life long process.

How does culture impact our learners?

1. Being an *Only*
2. Engagement with Educators
3. Speaking up in a Group

What can we do to create environments where varied learners can succeed?

Broaching is the process of bringing up a topic that may be sensitive or difficult.

Faculty are in the position of greater power in their relationships with learners, so we need to bring up the importance of cultural identities.

A gentle invitation to share, ask questions, and express concerns can help build positive relationships and mutual understanding.

Broaching

Now, halfway through this cultural competence workshop...

I love seeing some diversity in this room! I expect there are other ways we are diverse that we cannot see. My goal today is to talk about this topic with respect for all 161 billion combinations mentioned previously. Please share and ask questions if you feel comfortable because you represent one of those 161 and we can learn from you too. I understand that requires trust, which may take more than 22 minutes to build with the group...

Broaching with an Only

“I am thankful to have you on this team; your contributions have been wonderful! I want you to know that I am aware you are the only international student on the team. I don’t know exactly what that is like for you but your work here is important. Please know that I want to be a support for you. Share your ideas with me anytime so I can help make this the best learning experience possible, okay?”

Broaching Educator Expectations in a Group

“Welcome to the first day of class! There are 30 people in this room and therefore 30 different approaches to learning. I value your differences and I want all of you to be able to be successful. I also know you work with many educators who have varied expectations so here are some tips about mine.”

Broaching Educator Expectations One on One

“Welcome to Roanoke! As I think about what M1 will look like for you I notice that many of the faculty who teach these courses are white, as I am. I expect that is very different from your experiences at Hampton University. On top of that, the norms in medical school are very different from undergrad. If you ever have questions or concerns about how things are going please know that I would be happy to talk. I am always honored to hear feedback when students feel comfortable enough to share it. And, I know it’s hard to do that when you have just met someone, so I’ll work to earn your trust this year. You have so much to offer, I want to make sure you are positioned well to succeed.”

Broaching Group Dynamics

“I really value student participation in this group. I’ve learned over the years that it is harder for some students than others to speak up and get their ideas in the discussion. I’ll try to create opportunities for everyone to share but I’m not always successful. Let’s check in about it in a few weeks to see how we are doing. In the meantime, everyone please help me brainstorm strategies for sharing air time.”

Wrap-Up

Do you notice commonalities among the examples?

- Show good intentions.
- Acknowledge imperfections/limits of your knowledge.
- Open the door for feedback/continued growth.
- Sometimes, bring the group together by modeling priorities and create shared ownership.

What would it be like for you to take a few little steps forward from here?