Tools for Culturally Competent Communication in Patient Care

These tools all focus on the importance of trust, rapport, and empathy within the physician-patient partnership.

R: Rapport (connect on a social level, see the patient’s point of view, consciously attempt to suspend judgment, recognize and avoid making assumptions)
E: Empathy (remember that the patient has come to you for help, seek out and understand the patient’s rationale for his/her behaviors or illness, verbally acknowledge and legitimize the patient’s feelings)
S: Support (ask about and try to understand barriers to care and compliance, help the patient overcome barriers, involve family members if appropriate, reassure the patient you are an will be available to help)
P: Partnership (be flexible with regard to issues of control, negotiate roles when necessary, stress that you will be working together to address medical problems)
E: Explanations (check often for understanding, use verbal clarification techniques)
C: Cultural Competence (尊重 the patient and his/her culture and beliefs, understand that the patient’s view of you may be defined by ethnic or cultural stereotypes, be aware of your own biases and preconceptions, know your limitations in addressing medical issues across cultures, understand your personal style and recognize when it may not be working with a given patient)
T: Trust (self-disclosure may be an issue for some patients who are not accustomed to Western medical approaches, take the necessary time and consciously work to establish trust)
(source unknown)

L: listen with sympathy and understanding to the patient’s perception of the problem
E: Explain your perceptions of the problem
A: Acknowledge and discuss the differences and similarities
R: Recommend treatment
N: Negotiate agreement.
(Berlin, 1983)
Tools for Assessment of Cultural Attitudes

Cross-Cultural Adaptability Inventory (CCAI)
This instrument is intended to examine one’s assets and liabilities in cross-cultural adaptation and helps one to make decisions about his or her readiness to interact with other people; also assesses need for further training.

The 50 items of the tool can be broken down as follows:
(1) Emotional Resilience – 18 items
   How resilient the person is in dealing with stressful feelings – how quickly they bounce back. Resilient people have confidence in their ability to cope with ambiguity.
(2) Flexibility/Openness – 15 items
   Enjoy interacting with all kinds of people, tend to be tolerant and nonjudgmental, think creatively.
(3) Perceptual Acuity – 10 items
   Attentive to verbal and nonverbal behaviors. Sensitive to the feelings of others.
(4) Personal Autonomy – 7 items
   Not overly dependent on cues from the environment – self directed and make own decisions.

This tool was tested across a variety of healthcare personnel as well as learner groups. No longitudinal or impact/pre-post test studies (only assessment).

References:


“Investigating student attitudes towards culture,” University of Maryland
This questionnaire is about student attitudes towards diversity. Results are used to develop an understanding of where students are with respect to the issues.
The 51 items of the tool can be broken down as follows:
(1) General attitudes about culture – 25 items
(2) Personal attitudes about culture – 18 items
(3) Definitions of race, ethnicity, culture, multiculturalism – 26 items
(4) Identity of self – 4 items