



School of Medicine

UNIVERSITY OF COLORADO ANSCHUTZ MEDICAL CAMPUS

AN INNOVATIVE APPROACH TO TEACHING CROSS-CULTURAL COMMUNICATION AMONG DENTAL STUDENTS

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Introduction

- Professional organizations Commission on Dental Accreditation, Liaison Committee on Medical Education Accreditation Council for Graduate Medical Education identified the importance of cultural competency training in graduate health education
- Essential component for patients of diverse backgrounds is culturally-sensitive, patient-centered communication
- To address this need in dental education: implemented an interactive, two-hour Cross-Cultural Communication educational session for Dental Students (DS)

Methods

- Subjects first-year (24) and third-year (27) DS, Total:51
- Pre-/post-intervention responses to Health Belief Attitudes Survey (HBAS) (modified)
- Measured 4 domains: Opinion, Belief, Context, & Quality

Figure 1: Session Curricular Map

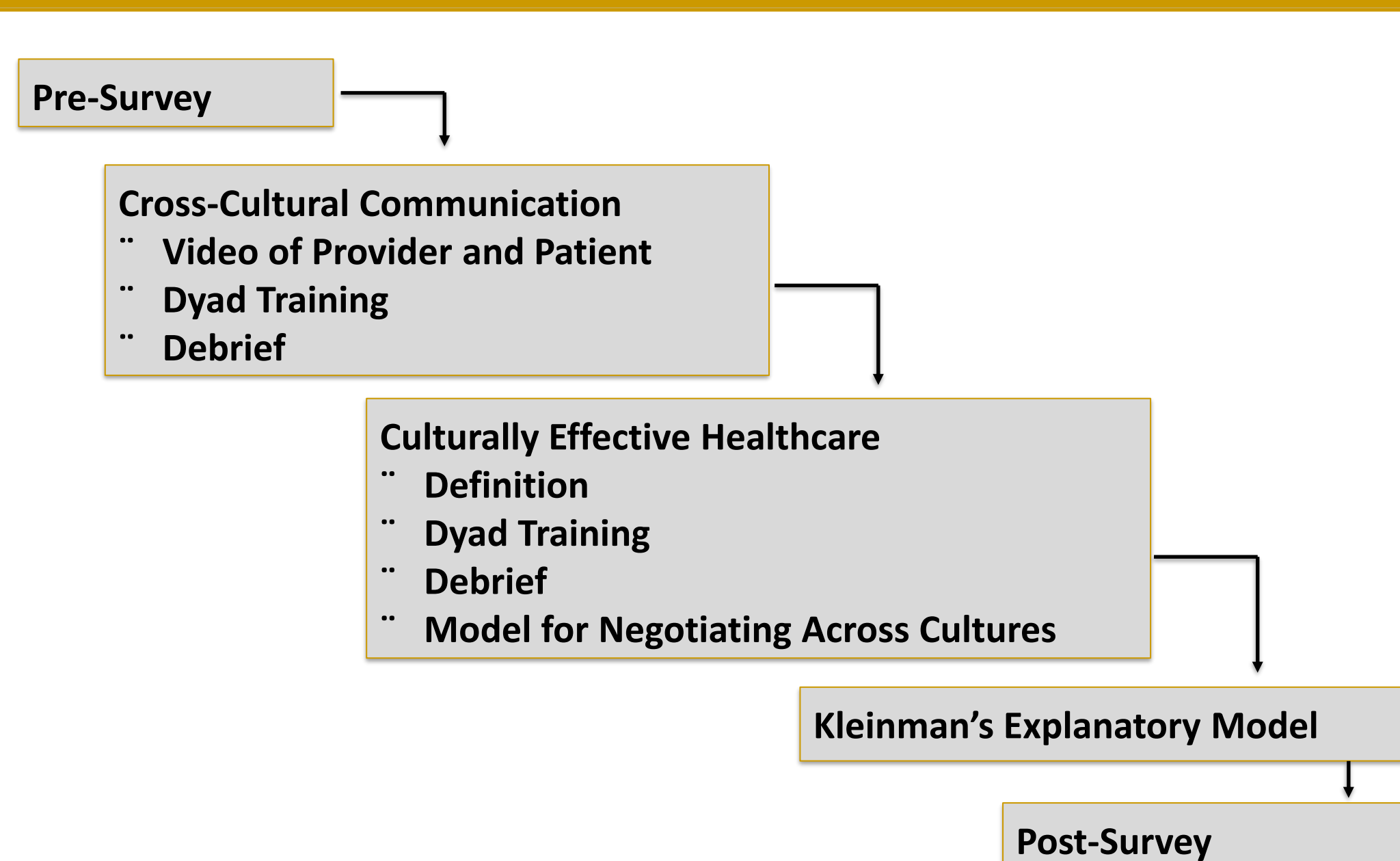
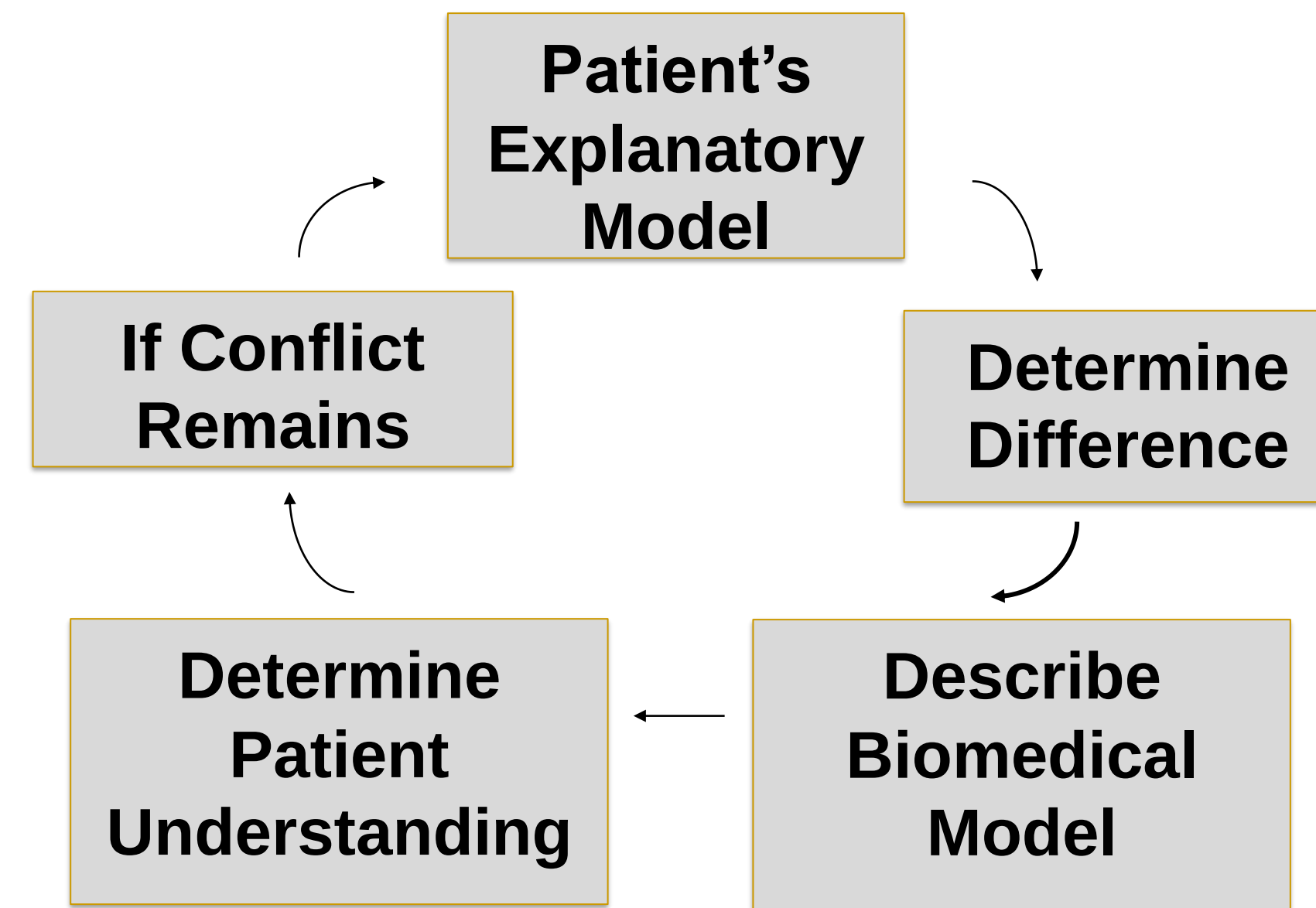


Figure 2: Model For Negotiating Across Cultures



Importance of the Study

- Need for improved understanding of Cross-Cultural Communication as part of Cultural Competency training in dental education
- Study seeks to evaluate novel curricular development in Cultural Competency Training for Dental Students utilizing the Health Belief Attitude Survey (HBAS)
- Results indicate that the intervention was effective in improving cultural competency scores for both 1st & 3rd year undergraduate dental students, measured by HBAS

Results

DS Year	Opinion	Belief	Context	Quality
1 st Year	p <0.005*	p <0.005*	p <0.005*	p <0.005*
3 rd Year	p <0.005*	p <0.005*	p <0.005*	p = 0.083**

- * Significant ** Not Significant

Conclusions and Further Direction

- Improved cultural competency scores as measured by HBAS
- The Model for Negotiating Across Cultures is an appropriate tool to educate students about cross-cultural communication
- Limitations: Single Institution; did not explore the long-term retention of knowledge; explore performance of DS in clinical settings
- Further study should explore the modified HBAS to educational interventions, specifically role playing in dyads and the utilization of The Model for Negotiating Across Cultures.

References and COI

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- The authors have no conflicts of interest to disclose