

# **Creating a Cultural Competence Curriculum for PA Students: Taking Advantage of Available Resources**

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## **Introduction**

There are many approaches to teaching cultural competence. This presentation is the beginning of a curriculum in cultural competence that focuses on utilizing existing resources, is generally applicable, and may be used in part or in whole by most programs.

## **Methods**

This session provides a theoretical framework for cultural competence education in the health professions. Beginning with the bio-psychosocial model of health, we developed a set of goals and cognitive and behavioral learning objectives that may be utilized in a wide variety of academic and clinical settings. We then identified various teaching methodologies and activities that have been effective vs. those that have been less effective, as well as challenges in evaluating how students meet the goals and objectives.

We provided faculty development activities to enable them to deliver the curriculum. We utilized active learning and student-centered learning strategies, and integrated cultural competence concepts and activities throughout the curriculum. We utilized community partners to provide students with opportunities to put concepts into practice as they developed communication skills.

Finally, we developed a grading rubric that holds students accountable for knowledge of facts, understanding of concepts, and implementing culturally competent behaviors and communication in all encounters.

## **Discussion**

This presentation focuses on resources that are readily available within the communities, and serves as the beginning of a more generalizable curriculum in cultural competence that may be used in part or in whole by most programs. Faculty development and faculty support are key elements to a successful curriculum in cultural competence. Utilizing community partners and resources provide students with opportunities to achieve behavioral objectives as well as cognitive objectives.