

Current and Classic Resources, April/May 2010

Current Resources

Ring JM, Nyquist JG, Mitchell S, Flores H, Samaniego L. Curriculum for Culturally Responsive Health Care: A Step-By-Step Guide for Cultural Competence Training. Oxford/New York: RadcliffePublishing;2008.

This curriculum guideline grew out of a residency training program in Family Medicine. It is a complete curriculum and includes sections on Introductory Materials, Overview of the Curriculum, Step-by-Step Sessions Descriptions and Instructions, Teaching Techniques, Cultural Exercises and Evaluation Tools. There is also a very useful resources section that includes web-based resources, video, books, articles and other resources.

This guideline can serve as a broad overview of a cultural competency curriculum; provide instructions for specific activities or topics and provides an excellent listing source to resource materials.

Abrams MA, Klass P, Dreyer BP. Health literacy and children: recommendations for action. Pediatrics. 2009;124:S327-S331.

The article provides a nice review of health literacy issues in pediatric care. It contains information on health literacy in developing policy, impact on practice, medical education and research. Policy implications include use of plain language, health literacy measures in research, health literacy and quality improvement including reduction of medication errors. The research section is an excellent guide to possible research opportunities.

Classic Resources

Kleinman A, Eisenberg L, Good B. Culture illness and care: clinical lessons from Anthropologic and Cross-Cultural Research. Ann Intern Med. 1978;88:251-1978

An article that discusses a number of critical concepts important in delivering culturally appropriate care. It describes the concept of illness model as compared to a disease model and provides some steps for reconciling the differences. This article also introduces the concept of the patient explanatory model of their illness and how to elicit their health beliefs and traditional healing practices. The eight questions include “[1] What do you think has caused your problem? [2] Why do you think it started when it did? [3] What do you think your sickness does to you? How does it work? [4] How severe is your sickness? Will it have a short or long course? [5] What kind of treatment do you think you should receive?.... [6] What are the most important results you hope to receive from this treatment? [7] What are the chief problems your sickness has caused for you? [8] What do you fear most about your sickness?”

Fadiman A. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. NewYork: Farrar, Straus and Giroux; 1997.

Probably one of the most used book in teaching about culture and health in health science schools. The author using an ethnographic approach as she follows a Hmong family as it tries to reconcile the western medical system approach to their infant daughter with their own traditional health beliefs and practices When Lia Lee is three months old, an older sister slams the door and Lia has a seizure. The family believes that the frightened her soul causing it to leave her body. Termed quag dab peg, it means the spirit catches you and you fall down. It is a compelling store of the collision of the two belief models and the resulting conflicts between the family and the western medical system. The book is an easy read that includes many of the fundamental concepts that underlie culturally appropriate care. The book includes a reader guide with discussion questions.

If you would like to contribute an annotated resource contact: [Timothy P. Hickman, MD, MEd, MPH](#) or [Fariha Shafi, MD](#)