

Current and Classic Resources, June/July 2010

Current Resources

Blasco PG, Mònaco CF, De Benedetto, MA, Moreto G, Levites MR. Teaching through movies in a multicultural scenario: overcoming cultural barriers through emotions and reflection. Fam Med. 2010; 42(1): 22-4

A brief description and discussion of the authors' experience using movie clips followed by facilitated discussion of the clips. The audience was heterogeneous for both culture and language. The authors noted the film seemed to evoke both more emotional and reflective responses than other educational activities. Some participants were concerned about using "high risk" film clips for medical students due to questions about facilitators' skills and time requirements needed to appropriately debrief participants. The majority of participants felt it was an appropriate technique that emphasized reflection. (Note: "Risk" in cultural competency training is the risk for someone becoming angry or upset as a reaction to the activity).

Dogra N, Reitmanova S, Carter-Pokras O. Twelve tips for teaching diversity and embedding it in the medical curriculum. Medical Teacher. 2009; 31(11): 990-993.

The article is part of the "twelve tips" series in Medical Teacher, which is a regular series that gives an organized overview of a medical education topic. The tips are information in the areas of institutional policy (importance of policies that support educational diversity, safe learning environment); curriculum (learning outcomes, social justice, student reflection, cross curriculum, patient centered, community settings/service learning); faculty development (multidisciplinary, importance); and assessment (tools and plans, benchmarking). While this article is brief it provides a nice introduction to those new to the facilitation of cultural competency and health disparities activities and a nice review for the more experienced educator.

Classic Resources

Smith WR, Betancourt JR, Wynia MK, Bussey-Jones J, Stone VE, Phillips CO, Fernandez A, Jacobs E, Bowles J. Recommendations for teaching about racial and ethnic disparities in health and health care. Ann Intern Med. 2007; 147: 6540665.

An article that describes the results of the Society of General Internal Medicine Health Disparities Task Force development of guidelines for teaching about health disparities. The process included a formal needs assessment with a literature review. There are recommendations for specific learning objectives for "Addressing Attitudes about Health Disparities", "Addressing knowledge about Health Disparities", and "Addressing Clinical Skills about Health Disparities". It provides additional recommendations for faculty development, evaluation and includes an annotated list of curricular resources.

Adams M, Bell LA, Griffin P. Teaching for Diversity and Social Justice, 2nd Ed. New York, NY: Routledge; 2007.

This is the second edition of book that has long been a classic in teaching about cultural competency, diversity and social justice. There is really a minimum of text books that address the pedagogy of diversity and social justice. The first part addresses "Theoretical Foundations and Principles of Practice". The second part provides examples of curricula for several areas of diversity. Finally, the last part provides a resource on how to facilitate diversity and social justice educational activities. This is an invaluable resource especially for those new to teaching about culture and health.

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