Scholar of Global Distinction Program

Course

Pharmacy Trends PHM 140

Author

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Course Description

Pharmacy Trends introduces students to a variety of professional skills needed to provide culturally competent care to diverse populations. The course utilizes the third edition of What Language Does Your Patient Hurt In? as the foundational text. The text emphasizes the relationship between cultural competence of the health care provider and patient outcomes, including but not limited to, cultural and linguistic competence, beliefs, and practices of various cultures (including one's own), treating the patient with respect as they define it, communicating appropriately to both patient and coworkers, and providing the best possible health care to patients from all cultural backgrounds. Upon completion, students are better able to understand and interpret patient behavior based on culture, health beliefs, and health practices of the patient's population group.

Module Description

During the past 20 years, a significant number of people from the Middle East have immigrated to the United States. The population who identified as having Arabic-speaking ancestry in the US Census grew by more than 72% between 2000 and 2010 (Arab American Institute, accessed 2022). The largest percentage of recent immigrants to move to the United States from the Middle East-North African (MENA) region are Arab Muslims. Because implicit bias is directly correlated with lower quality of care for patients and is key driver of health inequities, health degree seeking students would be well-served to become more culturally competent as it relates to the care of patient who have immigrated from or are descendants of the MENA region.

This Global module will focus specifically on immigrants and/or descendants of the Middle East and North African (MENA) region in America. Students will learn about historical and contemporary Middle Eastern beliefs that impact health care needs. They will explore best practices to overcoming linguistic and cultural practices to provide optimal care for patients. Students will learn that many factors affect health care outcomes including language, religious practices, diet, and traditional beliefs about mental and physical wellbeing. Upon completion of this module, students will be able to communicate and work more effectively with both patients and colleagues of an Arabic and/or Muslim background.

Student Global Learning Outcomes:
1. Understand the spiritual implications affecting the healthcare needs of Arabic Muslim patients
2. Review the legal implications for providing the appropriate care and treatment of culturally and linguistically diverse populations
3. Identify the major health care problems and the impact of traditional foods in patients of Arab descent
4. Recognize the nuances associated with caring for the mental health and wellness of patients of Arab descent

Required Reading Materials and other suggested resources are denoted under each activity and at the end of the module

Global Learning Activities:

Activity 1: Cultural and Religious Beliefs

Objective: Students will be able to compare verbal versus non-verbal communication and its effect on the provider-patient relationship. Additionally, students will gain an appreciation for the intersection of religious practices and health care preferences for patients who practice Islam.

Procedure: This exercise will take place during the unit covering *Practicing Culture-Sensitive Health Care to Patients from the Middle East*. A 3-minute video depicting an encounter between a patient of Middle Eastern descent and a provider will play for all students. Following the video, students will engage in a facilitated discussion about what they observed.

*NOTE: Alternatively, students may break off into small groups to discuss the questions below and return after 15 -20 minutes to share their observations with the main group together. This would be recommended if the class is greater than 10 students.

Suggested questions for the facilitator:

1. What did you observe about the patient's body language?
2. What did you observe about the provider's body language?
3. What did you observe about the tone of voice from the patient vs. provider?
4. Are there any clues that might indicate from what ethnic group and/or religious background of the patient?
5. What assumptions have you made about the patient and/or the provider based upon this communication?
6. Why might this patient ask for a gender specific provider?
7. Did this provider establish trust with the patient? Why or why not?
8. How might this event affect the outcome of this patient?
9. What did you observe about the interactions between the two providers? What about the interactions of the staff at the front desk?
10. Was this an appropriate response by the provider to provide education on the patient's hijab and cultural beliefs?

Through this discussion, student will see that non-verbal communication is just as critical as verbal communication in establishing trust between provider and patient. They will explore the circumstances and resolution to the patients' specific health care needs by the providers caring for the patient.

Follow-up Assignment and Assessment: Following this in-class activity, student will submit a short informal journal entry to the weekly discussion forum to include a personal response and self-reflection in which they describe what it was like to observe the encounter between the patient and provider. They will also have a chance to reflect on the religious practices and the impact on the patient's gender specific requirements in choice of providers.

Resources:
Video Link: Think Cultural Case Study: Cultural and religious beliefs
Textbook: Chapter 6   Salimbene, S. (2015). *What language does your patient hurt in?: A practical guide to culturally competent patient care* (3rd ed.). EMC Paradigm, MN: Paradigm Publishing.

*Suggested resource: Students may read this article to understand more about the practice of Hijab
Alkiek, T., 2021. *Is Hijab Religious or Cultural? How Islamic Rulings Are Formed* | Yaqeen Institute for Islamic Research. [online] Yaqeen Institute for Islamic Research. Available at: <https://yaqeeninstitute.org/read/paper/is-hijab-religious-or-cultural-how-islamic-rulings-are-formed> [Accessed 31 March 2022].

Activity 2: Legal requirements for the care of patients with Limited English Proficiency (LEP)

Objective: Students will review the legal requirements for linguistically accessible care for LEP patient, and leave equipped with the tools necessary to communicate with patients with differing linguistic backgrounds.

Procedure: This exercise will take place during the unit covering Practicing Culture-Sensitive Health Care to Patients from the Middle East. Students will have one week to prepare a 3-page written research paper illustrating their understanding of role of Title VI of the Civil Rights Act of 1964 and the National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care. They should also discuss the role of interpreter services in the care of patients, and various methods of interpreter services available to them if the organization they are working for has not invested in these services. The written assignment should address the questions below.
1. What was the impetus for Title VI of the Civil Rights Act of 1964?
2. What types of health care provider and/or facilities are required to offer interpreter services?
3. Are interpreter services offered at your current place of employment beyond English and Spanish?

4. If unavailable, what other platforms/apps exist to assist in communicating with a patient who speaks Arabic? And what's the ease of access and cost to utilize such platforms?

*(Students may use any available resources to research various platforms for translating between English and non-English speakers)

Follow-up and Assessment: Students' work should thoroughly answer the prompt, be free of grammatical errors, and meet the required page length. They will be assessed based upon their ability to meet the stated requirements by the deadline as set forth by the instructor.

Resources:
Video: Think Cultural Health Case Study: Using Language Access Services

Bereknyei, S., Braddock, C. and Miller, T., 2022. *Stopping discrimination before it starts: The impact of Civil Rights Laws on Healthcare Disparities -A Medical School Curriculum*. [online] Think Cultural Health. Available at: <https://thinkculturalhealth.hhs.gov/assets/pdfs/OCRSlides.pdf> [Accessed 31 March 2022].

Cudoo Blog. 2022. *10 Facts We Bet You Didn't Know About the Arabic Language*. [online] Available at: <https://cudoo.com/blog/10-facts-we-bet-you-didnt-know-about-the-arabic-language/> [Accessed 7 April 2022].

Italiano, L., 2016. *This is the fastest-growing language in American homes*. [online] Nypost.com. Available at: <https://nypost.com/2016/06/03/this-is-the-fastest-growing-language-in-american-homes/> [Accessed 7 April 2022].

Health.wyo.gov. 2022. *National CLAS Standards*. [online] Available at: <https://health.wyo.gov/wp-content/uploads/2016/02/43-17343_NationalCLASStandardsFactSheet.pdf> [Accessed 31 March 2022].

Textbook: Chapter 6   Salimbene, S. (2015). *What language does your patient hurt in?: A practical guide to culturally competent patient care* (3rd ed.). EMC Paradigm, MN: Paradigm Publishing.

Activity 3: Traditional foods and the impact on health

Objective: Students will have an awareness of the major health problems of concern to Arab Americans and how traditional foods my contribute to them.

Procedure: This group activity will take place out of class during the unit covering Practicing Culture-Sensitive Health Care to Patients from the Middle East. Students will have read and discussed the major health problems of concern to Arab Americans in their readings. Students will be divided into three groups. Each group will conduct online research of the most popular dishes for one of the following groups: Arabs, Egyptians, an Iranians. Groups should be ready to report the following to the class:
- Two of the most popular foods for each ethnic group and what ingredients or preparation methods are unhealthy
- How you think the food might be adjusted to make it healthier
- A healthier version of the recipe(s), either found or created by your group

Follow-up and Assessment: Students will submit an informal writing assignment discussing what they have learned and how this new knowledge gives them insight into the assigned cultural group. Students will describe similarities and differences between the various ethnic groups presented by the groups.

Resources:
Textbook: Chapter 6   Salimbene, S. (2015). *What language does your patient hurt in?: A practical guide to culturally competent patient care* (3rd ed.). EMC Paradigm, MN: Paradigm Publishing.

*Suggested Resource: For a more comprehensive review of the major health concerns of Arab Americans

Abuelezam, N., El-Sayed, A. and Galea, S., 2018. The Health of Arab Americans in the United States: An Updated Comprehensive Literature Review. *Frontiers in Public Health*, [online] 6. Available at: <https://www.frontiersin.org/articles/10.3389/fpubh.2018.00262/full> [Accessed 31 March 2022].

Activity 4: Caring for the Mental Health and Wellness of Patients of Arab Descent

Objective: Students will leave with an awareness of external and cultural factors that impact the mental health and wellness of patients of Arab descent including immigration status, cultural stigmas, and access to care.

Procedure: This group activity will take place in class during the unit covering Practicing Culture-Sensitive Health Care to Patients from the Middle East. Students will be given a patient case. Using the resources provided, the students are asked to respond to what may be the causation of the patients physical problems and potential reasons the patient may be resistant to the providers diagnosis and treatment.

Patient Case: A 35 y.o. patient of Arab descent presents to the pharmacy to pick-up a medication prescribed by her doctor. When she asks what medication the doctor prescribed, she looks confused when you say fluoxetine (Prozac) for the treatment of depression. You ask her, what did she think she was picking up? The patient states she thought she was picking up a medication for her stomach. She continues stating that she went to the doctor for abdominal pain, fatigue and shortness of breath and doesn't understand why she is being treated for depression.

Follow-up and Assessment: Students should submit a reflection on the case that includes the definition of Somatization as referenced in Chapter 6 of the textbook, What Language Does Your Patient Hurt In? Students should also address at least two possible reasons patients of Arab descent may be resistant to help mental health challenges and medication therapy. Finally, the students writing should reflect how they would address this patient's concerns as it relates to the therapy the provider has ordered within their scope of practice.

Resources:
Textbook: Chapter 6   Salimbene, S. (2015). *What language does your patient hurt in?: A practical guide to culturally competent patient care* (3rd ed.). EMC Paradigm, MN: Paradigm Publishing.

*Suggested resource to further elucidate the ambiguities of caring for the mental health of patients of Arab descent

Saleh, A., 2021. *Mental Health in Arab American Muslim Communities and How the Landscape is Changing* - Mary Christie Institute. [online] Mary Christie Institute. Available at: <https://marychristieinstitute.org/mary-christie-quarterly/mental-health-in-arab-american-muslim-communities-and-how-the-landscape-is-changing/> [Accessed 5 April 2022].

Resources and references used in the creation of the module (e.g., books, articles, etc.)

Censuscounts.org. 2018. *Demographics*. [online] Available at: <https://censuscounts.org/wp-content/uploads/2019/03/National_Demographics_SubAncestries-2018.pdf> [Accessed 31 March 2022].

Health.wyo.gov. 2022. *National CLAS Standards*. [online] Available at: <https://health.wyo.gov/wp-content/uploads/2016/02/43-17343_NationalCLASStandardsFactSheet.pdf> [Accessed 31 March 2022].

Piacentini, T., O'Donnell, C., Phipps, A., Jackson, I. and Stack, N., 2018. Moving beyond the 'language problem': developing an understanding of the intersections of health, language and immigration status in interpreter-mediated health encounters. *Language and Intercultural Communication*, 19(3), pp.256-271.

Salimbene, S. (2015). *What language does your patient hurt in?: A practical guide to culturally competent patient care* (3rd ed.). EMC Paradigm, MN: Paradigm Publishing.

Italiano, L., 2016. *This is the fastest-growing language in American homes*. [online] Nypost.com. Available at: <https://nypost.com/2016/06/03/this-is-the-fastest-growing-language-in-american-homes/> [Accessed 7 April 2022].

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Abuelezam, N., El-Sayed, A. and Galea, S., 2018. The Health of Arab Americans in the United States: An Updated Comprehensive Literature Review. *Frontiers in Public Health*, [online] 6. Available at:

<https://www.frontiersin.org/articles/10.3389/fpubh.2018.00262/full> [Accessed 31 March 2022].

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Saleh, A., 2021. *Mental Health in Arab American Muslim Communities and How the Landscape is Changing* - Mary Christie Institute. [online] Mary Christie Institute. Available at: <https://marychristieinstitute.org/mary-christie-quarterly/mental-health-in-arab-american-muslim-communities-and-how-the-landscape-is-changing/> [Accessed 5 April 2022].