

## Opportunities for Continuing Education in Cultural Competency and Health Literacy

- Barba BE, Tesh AS, DeBrew JK. **UNCG Geriatric Training Series: Cultural Perspectives of Aging**. Greensboro Area Health Education Center (AHEC). Available at: <http://www.aheconnect.com/newahec/cdetail.asp?courseid=uncg2>

Web-based course addresses the following learning objectives:

- Recognize that cultural beliefs, practices, and life experiences influence care of older adults;
- Describe prominent health belief systems in the U.S. that affect the care of older adults; and,
- Discuss the adaption of nursing interventions to the culture of older adult patients/clients.

Continuing education credit is available. Cost is \$10.

- Bradley LN. **Introduction to Cultural Competency and Title VI**. 2012. North Carolina Center for Public Health Preparedness. Available at: [http://cphp.sph.unc.edu/training/HEP\\_CULTCr/certificate.php](http://cphp.sph.unc.edu/training/HEP_CULTCr/certificate.php)

Self-paced, web-based course discusses the impact of cultural, social and behavioral factors on the delivery of public health and healthcare services and compliance with Title VI Federal legislation. Title VI prohibits discrimination on the basis of race, color, and national origin (and consequently limited English proficiency) in programs and activities that receive Federal funding. Continuing education credits are available.

- Cohen M. **Liability Issues in Complementary, Alternative, and Integrative Medicine**. 2006. Harvard Medical School, Department of Continuing Education. Available at: [http://cmeonline.med.harvard.edu/course\\_descriptions.asp?Course\\_id=56](http://cmeonline.med.harvard.edu/course_descriptions.asp?Course_id=56)

Interactive course and case presentation intends to increase clinician knowledge of the principles of liability risk management for clinical advice to patients regarding the use or avoidance of complementary and alternative medicine (CAM) therapies. The course also discusses informed consent requirements relevant to CAM therapies. Continuing education credit is available for physicians; certificates of participation are provided to non-physicians. The course fee is \$20 per user.

- Detroit Department of Health and Wellness Promotion. **Reimaging Black Men's Health**. Michigan Public Health Training Center; 2011. Available at: [https://practice.sph.umich.edu/mphtc/site.php?module=courses\\_one\\_online\\_course&id=418](https://practice.sph.umich.edu/mphtc/site.php?module=courses_one_online_course&id=418)

Webcast addresses the following learning objectives:

- Examine implicit and explicit cultural expectations of African American men;
- Review research on key aspects of African American men's health behaviors and health outcomes;
- Explore the intersection of race, ethnicity, gender, and age and the resultant chronic life stressors and strains that influence health behavior and health outcomes;
- Discuss a stress and coping framework for refining services and strategies to improve African American men's health outcomes.

Continuing education credit is available. (Abstract adapted from Michigan Public Health Training Center.)

- Espitia B, Smith L. **El Futuro Series: Module D. He Treated Me Like An Animal—The Impact of Discrimination on Latino Mental Health.** Greensboro Area Health Education Center (AHEC). Available at: <http://www.aheconnect.com/newahec/cdetail.asp?courseid=elfuturo4>

Web-based course explores a model of learning to understand and identify how individuals are affected by discrimination; and it offers practical strategies for practitioners to address these effects in a therapeutic setting. Continuing education credit is available. Cost is \$5.

- Institute for Healthcare Improvement. **Patient- and Family-Centered Care 101: Dignity and Respect.** 2011. Available at: <http://app.ihi.org/lms/coursedetailview.aspx?CourseGUID=8eb52137-21d7-4b30-afcd-fd781de6d6d5&CatalogGUID=6cb1c614-884b-43ef-9abd-d90849f183d4>

Online course defines patient- and family-centered care and describes specific skills for treating patients and families with dignity and respect, ensuring privacy and confidentiality, and respecting patients' and families' cultures, languages, and belief systems. Continuing education credits are available for multiple disciplines.

- Kutob R. **Delivering Culturally Competent Care: Managing Type 2 Diabetes in Diverse Populations.** 2008. University of Arizona College of Medicine. Available at: [http://www.vlh.com/shared/courses/course\\_info.cfm?courseno=1787](http://www.vlh.com/shared/courses/course_info.cfm?courseno=1787)

Web-based interactive course discusses the relationship between race, ethnicity, and culture; describes research findings on health disparities, health beliefs, and health behaviors; and discusses strategies and potential barriers to proper disease management for patients with Type 2 diabetes. Continuing education credit is available.

- McAuliffe GJ. **Key Practices in Culturally Alert Counseling.** 2009. American Psychological Association. Available at: <http://www.apa.org/education/ce/1360220.aspx>

Online workshop provides counselors over 20 strategies for incorporating cultural dimensions into their counseling practice. Continuing education credit is available. The course fee is \$60.

- Michigan Public Health Training Center. **Health Literacy and Immunizations: Working at the Local Public Health Level.** 2011. Available at: [https://practice.sph.umich.edu/mphtc/site.php?module=courses\\_one\\_online\\_course&id=434](https://practice.sph.umich.edu/mphtc/site.php?module=courses_one_online_course&id=434)

Webcast learning objectives include the following: (1) Recognizing who is affected by health literacy; (2) Identifying consequences of limited health literacy; and (3) Applying lessons learned to improve immunization-related health literacy. Continuing education credit is available. (Abstract adapted from Michigan Public Health Training Center.)

- Midwest Center for Life-Long-Learning in Public Health. **Culture and Health Literacy: Beyond Access.** University of Minnesota School of Public Health. Available at: <http://sph.umn.edu/ce/online/>

Web-based training (audio only) discusses how inequalities in the generation, manipulation, and dissemination of health information impacts the ability of diverse social and cultural communities to use and respond to such information. Accompanying case studies that illustrate what communities can do to improve health literacy are also available on the site. Continuing education credit is available.

- Midwest Center for Life-Long-Learning in Public Health. **Immigrant Health Online Module.** University of Minnesota School of Public Health. Available at: <http://sph.umn.edu/ce/online/>

Web-based training discusses ten myths about contemporary immigrant populations in the U.S., and provides an overview of health care issues and health disparities faced by immigrant communities. Continuing education credit is available.

- National Association of City and County Health Officials. **Roots of Inequality: An Online Learning Collaborative.** 2011. Available at: <http://www.rootsofhealthinequity.org/>

Web-based course explores the root causes of inequality in the distribution of disease, illness, and death. The course is particularly targeted to the local public health workforce, but is applicable to other health professionals and students engaged in program planning to address health disparities. Continuing education credits are available.

- New York-New Jersey Public Health Training Center. **Exploring Cross-Cultural Communication.** 2004. Available at: <http://www.empirestatephtc.org/learning/pages/catalog/cc/default.cfm>  
<http://www.phtc-online.org/learning/pages/catalog/cc/>

Web-based course contains three modules that address (1) culture, (2) communication, and (3) cross-cultural communication. Learning objectives include an understanding of how stereotypes and generalizations are created; strategies for unbiased communication

and delivery of services; and factors that affect an individual's or group's acceptance of health information and services.

Course is extended by a series of case studies ("Communicate to Make a Difference: Practicing Cross-Cultural Communication") that explore practical application of the communication strategies discussed in the course. The case study titles are as follows:

- Practicing Cross-Cultural Communication—Flood (available at: <http://www.phtc-online.org/learning/pages/catalog/cc2-flood/>)
- Practicing Cross-Cultural Communication—Hepatitis A Outbreak (available at: <http://www.phtc-online.org/learning/pages/catalog/cc2-hepa/>)
- Practicing Cross-Cultural Communication—The Bamboo Dragon (available at: <http://www.phtc-online.org/learning/pages/catalog/cc2-bd/>)
- Practicing Cross-Cultural Communication—Community Health Worker Program (available at: <http://www.phtc-online.org/learning/pages/catalog/cc2-chw/>)

Continuing education credit is available.

- New York-New Jersey Public Health Training Center. **Health Literacy and Public Health: Introduction.** Available at: <http://www.phtc-online.org/learning/pages/catalog/phlit01/>

Web-based course introduces the concept of health literacy, discusses misperceptions and consequences of low health literacy, and describes how health literacy skills affect interactions between patients/clients and health care professionals. Continuing education credit is available.

- New York-New Jersey Public Health Training Center. **Health Literacy and Public Health: Strategies for Addressing Low Health Literacy.** Available at: <http://www.phtc-online.org/learning/pages/catalog/phlit02/>

Web-based course provides strategies for addressing health literacy in spoken and written communication of public health messages and in delivery of public health services. Continuing education credit is available.

- Pacific EMPRINTS. **Building Cultural Competence in Disaster Preparedness and Response.** University of Hawaii at Manoa. Available at: <http://www.emprints.hawaii.edu/training/course.aspx?ID=59&cat=1>

Web-based course discusses guiding principles for developing a culturally appropriate emergency response plan, with a particular focus on cross-cultural interactions. Continuing education credit is available. A Podcast version of the course is available at: <http://www.emprints.hawaii.edu/training/course.aspx?ID=60&cat=3>

- Pacific EMPRINTS. **Cultural Competency and Disaster Mental Health.** University of Hawaii at Manoa. Available at: <http://www.emprints.hawaii.edu/training/course.aspx?ID=46&cat=3>

Podcast discusses the role of culture in emergency preparedness and response efforts, and describes methods to effectively incorporate medical interpreters into the emergency response system. Continuing education credit is available.

- Pacific EMPRINTS. **Strategically Reaching Limited-English Proficient (LEP) Communities: Perspectives of Medical Interpreters for Emergency Preparedness.** University of Hawaii at Manoa. Available at:  
<http://www.emprints.hawaii.edu/training/course.aspx?ID=58&cat=1>

Web-based course discusses strategies for incorporating medical interpreters into emergency preparedness planning and response efforts, and approaches for effectively reaching LEP communities about preparedness planning and education. Continuing education credit is available. Podcast version of course is available at:  
<http://www.emprints.hawaii.edu/training/course.aspx?ID=57&cat=3>

- Plante T. **Spiritual Practices in Psychotherapy: Thirteen Tools for Enhancing Psychological Health.** 2010. American Psychological Association. Available at:  
<http://www.apa.org/education/ce/1360267.aspx>

Online workshop provides mental health professionals with common spiritual and religious tools that can be used to enhance their services to patients/clients regardless of spiritual or religious affiliation. Continuing education credit is available. The course fee is \$40.

- Roat CE, Jacobs E. **Communicating Through Healthcare Interpreters.** 2005. University of Arizona College of Medicine. Available at:  
[http://www.vlh.com/shared/courses/course\\_info.cfm?courseno=155](http://www.vlh.com/shared/courses/course_info.cfm?courseno=155)

Web-based interactive course focuses on strategies to address the needs of patients/clients with limited English proficiency and to work effectively with healthcare interpreters. The resource includes video vignettes of simulated patient encounters. Continuing education credit is available.

- Smith L, Siu K. **El Futuro Series: Module E. A Culturally-Sensitive Approach to Domestic Violence Treatment with Latinos.** Greensboro Area Health Education Center (AHEC). Available at:  
<http://www.aheconnect.com/newahec/cdetail.asp?courseid=elfuturo5>

Web-based course addresses learning objectives that include the following:

- Highlight cultural differences between Latino and non-Latino populations that can affect the efficacy of domestic violence treatment; and,
- Describe the Duluth model of treatment for domestic violence offenders and explain why the model needs culturally appropriate modifications when using it within Latino communities.

Continuing education credit is available. Cost is \$5.

- Stanford University School of Medicine, Stanford Geriatric Education Center. **Webinar Series**. Available at: <http://sgec.stanford.edu/events.html>

Webinar series is targeted to health and social service providers who work with older adults from diverse cultural backgrounds. Past webinar topics include: “Introduction to Clinical Ethnogeriatrics”, “Diversity and Dementia”, “Health Literacy and Health Disparities”, “Emergency Preparedness, Medication, and Health Literacy”, and “Cultural Humility: The Next Level of Cultural Competence”. Previous webinars are archived and available for viewing. Accompanying handouts relevant to each webinar can be downloaded from the website. The current year’s webinars offer continuing education credit for nurses, social workers, marriage and family therapist, physicians and psychologists.

- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. **Health Literacy for Public Health Professionals**. Available at: [http://www2a.cdc.gov/TCEOnline/registration/detailpage.asp?res\\_id=2074](http://www2a.cdc.gov/TCEOnline/registration/detailpage.asp?res_id=2074)

Web-based training to educate learners on the fundamentals of health literacy and the role of providers in addressing health literacy concerns in the dissemination of information and delivery of services to patients/clients. The course provides practical steps to help health providers to apply health literacy principles in their daily activities. Continuing education credits are available for certified health education specialists, nurses, pharmacists, physicians, and other professionals. (Abstract adapted from CDC)

- U.S. Department of Health and Human Services, Health Resources and Services Administration. **Effective Communication Tools for Healthcare Professionals 101: Addressing Health Literacy, Cultural Competency, and Limited English Proficiency** (formerly titled Unified Health Communication). 2007. Available at: <http://www.hrsa.gov/publichealth/healthliteracy/>

Purpose of training is to improve the learner’s ability to communicate with patients/clients and overcome barriers that can keep patients and clients from adhering to prescribed regimens and hinder the full benefit of the health care provided. The five-module course provides strategies to address low health literacy and accommodate patients/clients who may not be proficient in English. Continuing education credits are available for multiple health disciplines. (Abstract adapted from HRSA)

- U.S. Department of Health and Human Services, NIH/National Center for Complementary and Alternative Medicine. **Complementary and Alternative Medicine Online Continuing Education Series**. Available at: <http://nccam.nih.gov/training/videolectures/>

Available courses in the series include:

- CAM research
- Herbs and other dietary supplements
- Mind-body medicine
- Evidence-based assessment of acupuncture
- Manipulative and body-based therapies

- CAM and aging
- Integrative medicine
- Health and spirituality
- Studying the effects of natural products
- Neurobiological correlates of acupuncture

Free continuing education credits are available for physicians and nurses. The courses include a video lecture and transcript, question and answer transcript, online test, and resource links.

- U.S. Department of Health and Human Services, Office of Minority Health. **A Physician’s Practical Guide to Culturally Competent Care**. Available at: <https://www.thinkculturalhealth.hhs.gov/Content/ContinuingEd.asp>

The self-directed training courses are geared toward a variety of health care professionals and cover the following themes: 1) Culturally Competent Care; 2) Language Access Services; and 3) Organizational Supports. The course contains a variety of self-assessments, case studies, video vignettes, learning points, pre- and post-tests, and the opportunity to submit feedback and to find out what other participants think about the cases and content. Continuing education credits are available. (Abstract adapted from HHS Office of Minority Health)

- U.S. Department of Health and Human Services, Office of Minority Health. **Cultural Competency Curriculum for Disaster Preparedness and Crisis Response**. Available at: <https://www.thinkculturalhealth.hhs.gov/Content/ContinuingEd.asp>

A set of courses that is designed to integrate knowledge, attitudes, and skills related to cultural competency in order to help lessen racial and ethnic health care disparities brought on by disaster situations. The courses target emergency medical personnel, disaster mental health and social workers, public health service officers, and disaster relief organization employees who have the unique opportunity to help improve access to care, quality of care, and health outcomes for racial and ethnic minority individuals in a disaster situation. Throughout the curriculum, a broad range of skills are introduced and shown in real-life scenarios, such as: working with an interpreter, locating translated materials, negotiating cultural differences, and implementing the CLAS Standards into organizational policy. Continuing education credits are available. (Abstract adapted from HHS Office of Minority Health)

- U.S. Department of Health and Human Services, Office of Minority Health. **Culturally Competent Nursing Care: A Cornerstone of Caring**. Available at: <https://www.thinkculturalhealth.hhs.gov/Content/ContinuingEd.asp>

The self-directed training modules are designed to improve nurses’ knowledge of cultural competency issues, and to enhance their capacity to provide culturally-competent care. Each module includes case studies and video clips of cultural situations experienced by nurses in the field; data and research related to diverse populations and cultural

competency issues; self-reflection questions; and examples of creative ways to implement the National CLAS Standards at the frontline of patient care.

- U.S. Department of Health and Human Services, Office of Minority Health. **Specialty Education and CLAS Modules**. Available at:  
<https://www.thinkculturalhealth.hhs.gov/Content/ContinuingEd.asp>

A series of brief, video-based case studies focused on cultural competency for a variety of medical specialty topics, including pediatrics, obstetrics/gynecology, and surgery. Must register at web site in order to access the videos.

- University of Arizona, Center for Integrative Medicine. **Environmental Medicine: An Integrative Approach**. 2011. Available at:  
[http://integrativemedicine.arizona.edu/education/online\\_courses/enviro-med.html](http://integrativemedicine.arizona.edu/education/online_courses/enviro-med.html)

Online course examines the need to consider the impact of environmental factors on health through the use of virtual patient cases, analysis of the strengths and weaknesses of environmental health research, and raising awareness of the environment-related vulnerabilities of certain populations. The free course offers continuing education credits for physicians, nurse practitioners, and physician assistants.

- Van Schaik E, Roat CE. **Culture and End of Life Care: Collaborating with Interdisciplinary Partners**. 2010. Talaria, Inc. Available at:  
[http://www.vlh.com/shared/courses/course\\_info.cfm?courseno=113](http://www.vlh.com/shared/courses/course_info.cfm?courseno=113)

Web-based interactive course focuses on strategies for working with an interpreter, assessing patients' spiritual needs, negotiating with patients and incorporating their perspectives into a treatment plan, collaborating with providers of complementary and alternative medicine, and resolving interdisciplinary conflict. Continuing education credit is available.

- Van Schaik E. **Culture and End of Life Care: Conversations with Patients and Families**. 2010. Talaria, Inc. Available at:  
[http://www.vlh.com/shared/courses/course\\_info.cfm?courseno=114](http://www.vlh.com/shared/courses/course_info.cfm?courseno=114)

Web-based interactive course focuses on addressing patients' issues and questions regarding end-of-life care, resolving related ethical issues, and negotiating treatment plans for patients who seek to incorporate complementary and alternative medicine into their treatment regimens. Continuing education credit is available.

- Van Schaik E. **Culture and End of Life Care: Patients' Beliefs and Values**. 2010. Talaria, Inc. Available at:  
[http://www.vlh.com/shared/courses/course\\_info.cfm?courseno=112](http://www.vlh.com/shared/courses/course_info.cfm?courseno=112)

Web-based interactive course focuses on using the L.E.A.R.N. mnemonic as an approach to addressing patients' culturally- and spiritually-based goals and preferences related to

end-of-life care. Continuing education credit is available.

- Washington R, Werth JL, Anderson JR, Mihaly MS. **Module 6: Religious and Spiritual Issues at the End of Life**. 2009. American Psychological Association. Available at: <http://www.apa.org/education/ce/1360173.aspx>

Module learning objectives focus on recognizing the role of religion and spirituality for patients/clients who are near the end of life, and approaches to conducting a spiritual assessment for such patients/clients. Continuing education credit is available. The course fee is \$50.

- Weigl R. **Cultural Self-Study: A Psychologist's Path Toward Intercultural Competence**. 2011. American Psychological Association. Available at: <http://www.apa.org/education/ce/1360256.aspx> (Part I: Introduction to a Method) and <http://www.apa.org/education/ce/1360259.aspx> (Part II: Conducting a Self-Study).

Two-part online training course guides learners through a cultural analysis self-assessment. Continuing education credit is available. Course fees are \$40 for Part I and \$60 for Part II.

- Werth JL. **Cultural Considerations and Ethical Dilemmas in Rural Mental Health Practice**. 2009. American Psychological Association. Available at: <http://www.apa.org/education/ce/1360223.aspx>

Online course presentation reviews cultural considerations and associated ethical issues that may arise in rural practice settings. The course provides risk management suggestions. Continuing education credit is available. The course fee is \$30.