

Suggested Activities for the Effective Patient-Provider Communication for Diverse HIV-Infected Patient Groups

Module 1, Health Literacy Overview:

1. Discuss: What is the difference between general literacy and health literacy? What is the impact of health literacy on the delivery of health care? How does health literacy effect patient provider communication, especially among minority patients?
2. Discuss: What are some federal initiatives or activities that been undertaken by the Department of Health and Human Services to combat health literacy?

(Trainers/Instructors: You may want to have trainees participate on free webinars on health literacy that are conducted by the national health literacy organizations, including the federal government).

3. Identify at least three health literacy tools that can be used by clinicians to assess patients' literacy levels?

Module 2, Barriers to Effective Patient-Provider Communication

1. Define and describe effective patient-provider communication.
2. Identify at least 5 communication barriers associated with inadequate communication.
3. Describe language or cultural barriers that may hinder an appropriate diagnoses or treatment of a patient.
4. Describe potential biases/negative attitudes of provider in treating diverse patients with HIV/AIDS.
5. Identify at least two theoretical frameworks to help improve patient-provider communication.
6. Consider ways in which your cultural and family traditions have shaped your understanding of health and health care. List at least two family traditional health ideas or practices (e.g., "Eat chicken soup to recover from cold or flu," "Drink chamomile tea after a chill to prevent illness.") How do you think these traditions have shaped your health and clinical practice? How can understanding your patients' traditions enhance your practice?
7. Discuss: Do you believe the staff at your organization represents the diversity of the community you serve? What approaches could your organization use to increase diversity? What would your role be in implementing these approaches?

8. Discuss: What are some examples of cultural differences between staff and patients that could potentially affect care delivery in your practice? What are some ways CLAS standards could help to prevent or resolve these?

Module 3, Communication and Language Assistance Services:

1. Discuss: Does your organization involve the community in developing written materials? If you believe these materials should be more culturally appropriate, what steps can you take to improve them?
2. Discuss: How would you obtain information about your organization's standards for interpreter services? What is your role be in ensuring services meet patients' and staff's needs?
3. Discuss: How do you determine whether a patient's needs would best be served through interpreter services? How can you coordinate with other staff and community members to develop approaches for encouraging language assistance use among patients with limited English proficiency?
4. Review the National Standards of Practice for Interpreters in Health Care (**insert link**) and consider how to implement these standards in your practice.

Module 4, Engagement, Continuous Improvement and Accountability

1. Meet with colleagues and administrators to discuss how your organization integrates CLAS goals and policies and whether this approach can be made more responsive to legal requirements and community needs.
2. Ask colleagues and administrators to collaborate with you to develop a set of incremental steps for CLAS implementation in your organization.
3. Review at least one tool for organizational self-assessment (**insert links**). List ways in which it is or is not appropriate for your organization. If it appears appropriate, discuss implementing it with colleagues and administrators.
4. Discuss: Which demographic patient data helps, or would help, your organization to deliver culturally competent care, and how?

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