

# Cultural Competency Efforts of the Top Ten Hospitals

*(U.S. News & World Report, 2000-2005)*

**Condensed  
Version**

June 2006

## A Benchmarking Report

Cultural Competency Division, Program for Multicultural Health  
University of Michigan Health System





# Acknowledgements

**InSung Min, BS, Primary Investigator, Contributor**

Cultural Competency Division, Program Assistant  
University of Michigan Health System

**Jasmine Bhatia, BA, Investigator, Contributor**

Cultural Competency Division, Program Assistant  
University of Michigan Health System

**Leseliey Rose Welch, MPH, Investigator, Contributor**

Cultural Competency Division, Program Assistant  
University of Michigan Health System

**Elizabeth Adams, MA, Contributor, Assistant Editor**

Cultural Competency Division, Program Assistant  
University of Michigan Health System

**Jacqueline Voigt, MSSA, Executive Editor, Administrator**

Cultural Competency Division, Manager  
University of Michigan Health System

**Cultural Competency Division, PMCH**

2600 Green Road, Suite 150-C

Ann Arbor, MI 48105-0792

734.615.0593

[cultural.competency@umich.edu](mailto:cultural.competency@umich.edu)

[www.med.umich.edu/multicultural/ccp](http://www.med.umich.edu/multicultural/ccp)



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# **Introduction**

## INTRODUCTION

Cultural competency is a developmental process that evolves over an extended period. Both individuals and organizations are at various levels of awareness, knowledge and skill on the cultural competence continuum. Cultural competency requires effectively providing services to people of all cultures, races, ethnic backgrounds and religions in a manner that respects the worth of the individual and preserves their dignity. It requires that organizations have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.<sup>1</sup>

“Health experts say that as the nation becomes more diverse, hospitals have a growing interest in ensuring that patients who are members of racial and ethnic minority groups receive culturally competent care, *Hospitals and Health Networks* reports. While the Centers for Medicare and Medicaid Services and the Joint Commission on the Accreditation of Healthcare Organizations require hospitals to provide patients with access to medical interpreters and educational materials in their native language, health experts say hospitals must also address patients’ cultural needs in order to provide high-quality [culturally competent] care.”<sup>2</sup>

This benchmarking report seeks to outline and briefly describe the cultural competency efforts of the hospital institutions listed on the top ten *U.S. News & World Report’s* Best Hospitals Honor Roll in 2000, 2001, 2002, 2003, 2004, and 2005.

The primary purpose of this report is to enable institutions to benchmark their cultural competency efforts with the hospital

institutions described in this report. This benchmarking report could also be used to gauge the presence of cultural competency efforts at the hospital institutions listed as an *U.S. News & World Report’s* 2000-2005 honoree.

The programs initiated by these hospitals deal with issues such as linguistic competence, cultural competency, policy development, research in multicultural health, interpreter training, formal assessment and credentialing, written material in other languages, and development of curricula for students and health care professionals.

Since every institution serves different populations, the type and scope of cultural competency programs vary among them. Most hospitals included in this report tailor their efforts to particular ethnic groups that have a fairly large representation in their area. Some hospitals take cues from the universities with which they are affiliated, while others develop programs on their own or in partnerships with other hospitals. However, some hospitals choose to deal with cultural issues and challenges as they arise, rather than taking a more “preventative” approach.

Between 2002 and 2004, the University of Michigan Health System’s (UMHS) Cultural Competency Division researched and compiled information on the cultural competency, multicultural, and diversity programs at these hospital institutions. This report was written between 2004 and June 2006.

The approach taken to gather information in this report was systematic, albeit an exploratory approach, and makes no attempt

at ranking these hospital institutions by their cultural competency efforts. Furthermore, the authors of this report strived to present the information objectively and abstain from inserting personal opinions about the programs discussed in this report.

Listed alphabetically, each hospital institution has its own chapter and each chapter is organized by institution-wide

initiatives, collaborative initiatives, and departmental initiatives.

The information presented in this report is not necessarily a comprehensive list of all programs offered by any one institution. Many restrictions limited the amount and types of information gathered during research. Despite limitations, researchers found that every institution approaches cultural competency differently.

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*U.S. News & World Report*  
**Top Ten Hospital Honor Roll 2000-2005**

<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
1. Johns Hopkins Hospital	1. Johns Hopkins Hospital	1. Johns Hopkins Hospital	1. Johns Hopkins Hospital	1. Johns Hopkins Hospital	1. Johns Hopkins Hospital
2. Mayo Clinic	2. Mayo Clinic	2. Mayo Clinic	2. Mayo Clinic	2. Mayo Clinic	2. Mayo Clinic
3. Massachusetts General Hospital	3. Massachusetts General Hospital	3. Cleveland Clinic	3. UCLA Medical Center	3. Massachusetts General Hospital	3. Massachusetts General Hospital
4. Cleveland Clinic	4. Cleveland Clinic	4. Massachusetts General Hospital	4. Massachusetts General Hospital	4. Cleveland Clinic	4. Cleveland Clinic
5. UCLA Medical Center	5. UCLA Medical Center	5. UCLA Medical Center	5. Cleveland Clinic	5. UCLA Medical Center	5. UCLA Medical Center
6. Duke University Medical Center	6. Duke University Medical Center	6. Duke University Medical Center	6. Duke University Medical Center	6. Duke University Medical Center	6. Barnes-Jewish Hospital
7. Barnes-Jewish Hospital	7. Barnes-Jewish Hospital	7. UCSF Medical Center	7. UCSF Medical Center	6. UCSF Medical Center	7. New York-Presbyterian Hospital
7. Stanford University Hospital	7. University of Michigan Medical Center	8. University of Michigan Medical Center	8. Barnes-Jewish Hospital	8. Barnes-Jewish Hospital	8. Duke University Medical Center
9. Brigham and Women's Hospital	9. UCSF Medical Center	9. Barnes-Jewish Hospital	9. University of Michigan Medical Center	9. New York-Presbyterian Hospital	9. University of Washington Medical Center
10. Hospital of the University of Pennsylvania, Philadelphia	10. Stanford University Hospital	10. Brigham and Women's Hospital	10. University of Washington Medical Center	9. University of Washington Medical Center	10. UCSF Medical Center



**Barnes-Jewish Hospital**  
St. Louis, Missouri

<b>Year</b>	<b>Rank</b>
2005	6
2004	8
2003	8
2002	9
2001	7
2000	7

# Barnes-Jewish Hospital

## Institution-Wide Initiatives

### **Refugee Health and Interpreter Services**

- Provides linguistically and culturally competent interpreter services
- Cross-cultural consultations for health care providers
- Education in transcultural care concepts for health care providers

### **Cultural Competency Training Sessions**

- Open for all health care workers, including medical students, nurses, and residents
- Integrated into the core curriculum of the social work, nursing, pharmacy and medical schools

### **Manager of Employee Support**

- Coordinates initiatives to promote respectful intercultural relations between employees
- Twelve-minute cultural diversity presentation during new employee orientation
- Offers informal mediation and consultation

### **Barnes-Jewish Corporate (BJC) Health Care**

- BJC Cultural Diversity Program
- Promotion of Minority Employee Candidates
- Participation in Regional Diversity Councils and Committees

Barnes-Jewish Hospital (BJH) serves a unique community in St. Louis, Missouri. The density of foreign-born individuals in St. Louis is second in the United States only to Miami. St. Louis has a large degree of diversity, in part due to refugee resettlement programs such as the New Americans program<sup>1</sup> and a Sister City Program, both of which focus on the immigration of refugees from Bosnia and other war-torn countries. The city has been a national refugee resettlement site for years, where large numbers of refugees resettle at a time.

Demographics from the 2000 Census show that blacks/African Americans constitute 51% of St. Louis' population, Asians/Pacific Islanders/Native Americans make up 2%, and Hispanics/Latinos compose another 2%.<sup>2</sup> However, demographic data on refugees in St. Louis is imprecise due to the answer options provided on the Census Short Form.<sup>3</sup> Census participants can select "race" but not "ethnicity" or "country of birth." This layout of options can, for example, lead Bosnian refugees to select "white" as their race and Ethiopian refugees to select "black or African American."<sup>3</sup> The participants' responses to the Census 2000 Short Form can skew data on refugees in St. Louis.

### Institution-Wide Initiatives

According to Barbara Bogomolov, director of **Refugee Health and Interpreter Services** at BJH, approximately 30% of BJH's patients do not speak English fluently.<sup>4</sup> The diversity among non-English speaking patients is evidenced by the variety of languages requested: Spanish, Bosnian, Arabic, French, Farsi, Vietnamese, Albanian, and Somali. A smaller but significant number of patients request Chinese, Urdu, Tagalog, and Korean interpreters.<sup>5</sup> Refugee Health and

Interpreter Services handles an average of 1,900 linguistic and transcultural bridging cases per month.<sup>6</sup>

The hospital system has had a long-standing commitment to culturally sensitive care. The hospital's first mission statement, written in 1898, formally documented BJH's objective to meet the health needs of new arrivals into the United States. Some employees, like Bogomolov, believe that as a result of this history BJH now has one of the most developed systems of cultural competency in the Midwest.<sup>4</sup>

BJH created a refugee health department in response to the needs of diverse patients. In the late 1980s, this department merged with the preexisting department of Interpreter Services and resulted in the Refugee Health and Interpreter Services.<sup>4</sup> Refugee Health and Interpreter Services provides interpreter support and cross-cultural consultation for health care providers and non-English-speaking patients. Linguistic and transcultural bridging services can be requested at any of the Barnes-Jewish Corporate (BJC) Health Care sites including BJH, St. Louis Children's Hospital, Christian Hospitals, and Missouri Baptist Hospital. Refugee Health and Interpreter Services also offers cross-cultural health care education for BJH employees. A primary objective of this department is to accommodate new refugees scheduled to resettle in St. Louis. The hospital makes certain that interpreters are trained both linguistically and culturally and are available for patients.<sup>4</sup>

Refugee Health and Interpreter Services' 26 employees act as linguistic interpreters and transcultural advocates for patients and health care workers.<sup>4</sup> Although employees are often requested for the above mentioned roles, interpreters are also specifically requested for transcultural bridging between

the patient and health care worker. The responsibilities of transcultural bridging entail identifying cultural differences that could impede the delivery of quality health care that exist between a health care worker and a patient.

Role-playing and discussion are some tactics used during **cultural competency training** to promote honest, open interactions.<sup>4</sup> BJH employees can learn these tactics during sessions that are open to all health care workers, including medical students, nurses, and residents.<sup>4</sup> In addition, BJH has built cultural competency training into the core curriculum of the social work, nursing, pharmacy, and medical schools. Medical and nursing school students are required to take a clinical rotation that involves outreach to certain disadvantaged groups. Students receive two hours of didactic training in cultural competency, and continue to receive clinical cultural experience in the hospital setting by working with attending physicians who have been trained to practice culturally sensitive care.<sup>4</sup>

While the Refugee Health and Interpreter Services Department directs hospital-wide efforts to improve cultural sensitivity of health care workers when interacting with patients, the **Manager of Employee Support** coordinates initiatives to promote respectful intercultural relations between

health care employees.<sup>5</sup> The Manager of Employee Support is available for mediation and consultation when problems involving differences in culture arise between employees. During new employee orientation, the Manager of Employee Support presents a twelve-minute cultural diversity training session. New medical center employees also receive a packet of information on cultural awareness/tolerance, culturally competent care, and related resources that are available through the hospital.<sup>5</sup>

BJC Health Care has instituted the **BJC Cultural Diversity Program**. The goals of this program are to nurture patients and create an inclusive environment for both patients and staff. These goals address diversity issues both in relationships between health care workers and between health care workers and patients.<sup>7</sup>

The BJC Cultural Diversity Program continues to promote cultural sensitivity among the workforce and programs that actively seek talented minority employees. In addition, BJC encourages employee participation in diversity events and groups; over 100 staff members are involved in diversity councils and committees. The administration, directors, managers, and supervisors have all completed a full-day workshop on diversity.<sup>7</sup>

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**Brigham and Women's Hospital  
Boston, Massachusetts**

<b>Year</b>	<b>Rank</b>
2005	12
2004	12
2003	12
2002	10
2001	11
2000	9

# Brigham and Women's Hospital

## Institution-Wide Initiatives

### **Association of Multicultural Members of Partners**

- Group of multicultural professionals that aim to recruit and retain other multicultural professionals to positions of leadership within the Partners HealthCare system
- Consists of committees that oversee different aspects of the association
- Sponsors monthly events

### **Interpreter Services**

- Promoting quality care and patient satisfaction by addressing cultural and language barriers
- Spanish and Russian interpreters available during business hours, others on call
- La Guía de la Salud en Español

## Departmental Initiatives

### **Nursing Department**

- Diversity Mentorship Program
- Miriam Walsh Diversity Mentor Award
- Community publications on diversity and cultural competence
- Monthly Diversity Grand Rounds

### **African Women's Health Center**

- Provides culturally competent care to female African immigrants and refugees, many of whom have undergone female genital cutting
- Research activities
- Education

Brigham and Women's Hospital (BWH) is a founding member of Partners HealthCare, a non-profit organization consisting of hospitals and clinics in the Boston area that are teaching affiliates of Harvard Medical School.<sup>1</sup> The Partners HealthCare House Officers Manual states that "BWH recognizes that an increasingly multicultural patient population requires a commitment to the provision of exceptional culturally competent care and the principles of diversity."<sup>2</sup> As a result of Partners HealthCare's commitment to the delivery of culturally competent care and upholding the principles of diversity, many of BWH's individual departments have created programs and activities to increase workforce diversity, diversity awareness, and cultural competency education.<sup>2</sup>

### Institution-Wide Initiatives

The **Association of Multicultural Members of Partners (AMMP)** is a "volunteer organization of employees from the Partners HealthCare System and its entities, Massachusetts General Hospital, and Brigham and Women's Hospital who are dedicated to achieving a common goal."<sup>3</sup> This common goal is the recruitment and retention of multicultural professionals to occupy leadership positions within the Partners HealthCare System.<sup>3</sup> AMMP grew out of the Minority Recruitment Task Force at MGH in 1992; BWH formed its own chapter in 1998.<sup>4</sup> Several committees oversee different aspects of the AAMP including committees on public relations, membership, and scholarship.<sup>5</sup> AAMP sponsors monthly events ranging in topics from "Family, Unity, and Diversity Within the Latino Communities" to resumé writing workshops.<sup>6</sup>

**Interpreter Services** also contributes to increasing cultural competency at BWH.

The interpreter's role at BWH is to "insure that the language and culture barriers do not affect the quality of care as well as the satisfaction and success of the clinical encounter."<sup>7</sup> Although interpreters for many languages can be called upon twenty-four hours a day, BWH has Spanish and Russian interpreters in house on weekdays.<sup>7</sup> The BWH Web site provides a reference guide for patients on diseases, conditions, and injuries. The guide is also available to Spanish-speaking patients as *La Guía de la Salud en Español*. *La Guía* lists many medical conditions along with their symptoms, treatments, causes, and risk factors. *La Guía* also directs patients to online resources for further information.<sup>8</sup>

### Departmental Initiatives

According to Assistant Nurse Manager of Diversity Marsha Tahquechi, the **Nursing Department** contributes to cultural competency at BWH.<sup>9</sup> The Nursing Department's Diversity Mentorship Program provides mentoring opportunities to junior and senior nursing students and patient care associates (similar to nurse's aides). For approximately 8 or 9 weeks during the summer, the program holds sessions on diversity issues.<sup>9</sup> The Diversity Mentorship Program also sponsors an annual mentorship award, the Miriam Walsh Diversity Mentor Award.<sup>10</sup> This award is based on nominations from protégés, who evaluate their mentors in several different categories and describe ways in which the mentor has contributed to supporting a colleague.<sup>11</sup> Tahquechi herself creates public awareness of diversity and cultural competency issues by sending articles to different community periodicals. Tahquechi also speaks at monthly Diversity Grand Rounds at BWH.<sup>9</sup>

Another cultural competency initiative associated with BWH is the **African**

### **Women's Health Center (AWHC).**

Founded in July of 1999, the AWHC “provides culturally and linguistically appropriate...health care to [female] African immigrants and refugees.”<sup>12</sup> The center’s patients are predominantly from Somalia, Sudan, and Ethiopia, and the majority have undergone female genital cutting (FGC, also known as female circumcision/FC or female genital mutilation/FGM). AWHC Director Dr. Nawal Nour has authored an article, “Female circumcision and genital mutilation: a practical and sensitive approach,” to educate caregivers about traditions surrounding the procedure and managing immediate and long-term complications of FGC.<sup>13</sup>

In addition to providing culturally competent care for its patients, AWHC sponsors research.<sup>14</sup> Current research projects include: developing a needs assessment tool to “gather information on basic reproductive health needs of refugees” for distribution, creating a list of health care providers trained in caring for this specific patient population, and providing information on FGC to health care providers.<sup>14</sup> AWHC also aims to educate immigrants, health care providers, and the general public about the traditions surrounding, effects of, and treatments for FGC.<sup>15</sup>

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**Cleveland Clinic  
Cleveland, Ohio**

<b>Year</b>	<b>Rank</b>
2005	4
2004	4
2003	5
2002	3
2001	4
2000	4

# Cleveland Clinic

## Institution-Wide Initiatives

### **Mission Statement**

- Includes the importance of cultural competency in patient and employee relations

### **Department of Community Relations**

- Manages a Web site where employees and others can test their cultural competence

### **Cultural Diversity Council, Division of Education**

- Three committees: Recruitment and Retention, Education and Research, and an Advisory Committee
- Cleveland Pathway Productions: theatre group used to promote cross-cultural care and sensitivity
- Cultural competency Web site
- New employee orientation

### **Department of Bioethics**

- Ethics Committee
- “Contemporary Issues”: an online newsletter in which ethical issues were discussed
- Ethics Consultation Service

**Duke University Medical Center  
Durham, North Carolina**

<b>Year</b>	<b>Rank</b>
2005	8
2004	6
2003	6
2002	6
2001	6
2000	6

# Duke University Medical Center

## Institution-Wide Initiatives

### **Education Services**

- Three cultural competency workshops for caregivers, managers, and hospital support staff
- Brown Bag Lunch Seminars: brief presentations on clinical issues affecting specific cultural groups, for all DUMC employees

### **International Patient Center**

- Interpretation services for domestic and international patients
- Language Resource Network: a secondary source of interpreters made up of trained bilingual volunteers
- Cross Cultural Health Care Program courses: “Bridging the Gap” and “Train the Trainer”

### **The Latino Health Project**

- Assessments on aspects of cross-cultural care
- Patient advocacy through cultural competency training for employees

## Departmental Initiatives

### **School of Nursing**

- Latina Health Survey
- “Access to Health Care for Latinos in Durham”
- Basic Medical Spanish

### **School of Medicine**

- Multicultural Resource Center serves as a resource for any School of Medicine affiliates
- Development of culturally sensitive medical school curriculum

### **Office for Institutional Equity**

- Consultation on cross-cultural communication and diversity plan Development
- Cross-cultural/diversity training offered to university affiliates
- Web site: links to diversity groups on Duke University campus, current and upcoming diversity projects

**Hospital of the University of Pennsylvania  
Philadelphia, Pennsylvania**

<b>Year</b>	<b>Rank</b>
2005	15
2004	13
2003	13
2002	13
2001	14
2000	10

# Hospital of the University of Pennsylvania

## Institution-Wide Initiatives

### **UPHS Administration**

- Educating management on cultural issues
- Cornell Interactive Theatre Ensemble provides diversity education and training
- Racial, social, and cultural diversity are part of UPHS core values

### **Department of Pastoral Care**

- University-wide interest group on spirituality, religion, and health
- Annual symposium on research in spirituality and health
- Medical student summer course on spirituality in medicine
- Two annual half-day symposia for the medical school

### **Office of International Medical Programs**

- Three health groups (Africa, India, and Middle East)
- Research, education, and training
- International affiliations

### **Center of Excellence for Diversity in Health Education and Research**

- Academic enrichment for minority high school and pre-medical undergraduate students
- Clinical and research skills enrichment for minority medical students
- Minority resident and fellow recruitment and retention
- Research consultation and other services for minority faculty investigators

### **Center for Mental Health Policy and Services Research, Department of Psychiatry**

- Training activities to enhance cultural competence of service delivery organizations and staff
- Research: “Cultural Competency Domains and Quality Indicators”

## Collaborative Initiatives

### **Institute on Aging, Department of Medicine**

- SHARE Awards, collaboration with GlaxoSmithKline
- Research related to cultural competency issues

## Departmental Initiatives

### **School of Nursing**

- Summer Nursing Research Institute
- Diversity is a Nursing Core Competency
- Cultural competency presentations and workshops
- Development of an assessment of patients’ cultural preferences

### **School of Medicine**

- Culture Matters course for first year medical students

**Johns Hopkins Hospital  
Baltimore, Maryland**

<b>Year</b>	<b>Rank</b>
2005	1
2004	1
2003	1
2002	1
2001	1
2000	1

# Johns Hopkins Hospital

## Institution-Wide Initiatives

### **Office of Employee/Labor Relations, Workforce Diversity, and Equal Employment Opportunity/Affirmative Action (EEO/AA)**

- Recruitment of minority staff and faculty
- Development of services that promote cultural competence among employees

### **Johns Hopkins Diversity Leadership Council (DLC)**

- Promotes diversity awareness education throughout Johns Hopkins University

### **Johns Hopkins International (JHI)**

- Provides services for international patients

## Departmental Initiatives

### **The Institute for Johns Hopkins Nursing (IJHN)**

- “Success for All”: two-day workshop for nurse managers, nurse educators, and human resource professionals to learn how to help internationally trained nurses flourish in the workplace
- Nursing Leadership Academy for End-of-Life Care

### **Programa Salud**

- Alleviates cultural and linguistic barriers faced by area Hispanics/Latinos when seeking medical care
- Cultural competency workshops for health care providers
- Interpretation services
- Health Education Project for Children
- HIV/AIDS outreach

**Massachusetts General Hospital  
Boston, Massachusetts**

<b>Year</b>	<b>Rank</b>
2005	3
2004	3
2003	4
2002	4
2001	3
2000	3

# Massachusetts General Hospital

## Institution-Wide Initiatives

### **Multicultural Affairs Office**

- Recruitment of underrepresented minority physicians and researchers
- Career counseling for African-American and Hispanic/Latino medical students, residents, and junior and senior faculty
- Education in culturally competent care for caregivers

### **Professional Resource Departments**

- Support patient care services operations, foster diversity of staff and create culturally competent care strategies
- Center for Clinical and Professional Development: educational events such as “Introduction to Culturally Competent Care,” “Diversity in Childbearing,” and “End of Life Nursing Education Program”
- Diversity Steering Committee

### **Medical Interpreter Services**

- Provides interpreter services for patients
- Web site: cultural competency education for employees and information in 14 languages for patients

### **Chaplaincy Services**

- Available when religious information is necessary to provide culturally competent care

### **FYI Campaign**

- Posters relating to cultural diversity are hung around the hospital

**Mayo Clinic  
Rochester, Minnesota**

<b>Year</b>	<b>Rank</b>
2005	2
2004	2
2003	2
2002	2
2001	2
2000	2

# Mayo Clinic

## Institution-Wide Initiatives

### **Mayo Foundation Diversity Committee**

- Develops focus areas in response to increased diversity in patient and employee populations

### **Administrator of Multicultural Education**

- Incorporates cultural competency training and education for health care workers into all three Mayo Clinic medical systems

### **Human Resources**

- Diversity Statement: Mayo Clinic's commitment to increasing diversity in the workforce
- Cultural awareness classes for staff
- Intranet for all on-site staff to discuss issues of cultural competency

### **Spirituality Committee**

- Several workshops on cultural differences in perceptions of end-of-life issues

## Collaborative Initiatives

### **Multilingual Health Resources Exchange/Division of Communication**

- Shares translations and other culturally-sensitive health resources among the members of this consortium

### **Multicultural Health Care Alliance**

- PathFinder: program that assists English-learning patients in navigating the health care system

## Departmental Initiatives

### **Office of Diversity in Clinical Research**

- Approaches identified barriers to communities of color participating in clinical research
- Somali Health Project

**NewYork-Presbyterian Hospital**  
(Columbia University Medical Center & New York Weill Cornell Medical Center)  
**New York, New York**

<b>Year</b>	<b>Rank</b>
2005	7
2004	9
2003	11
2002	12
2001	13
2000	--

❖ NYP was not ranked in the 2000 Honor Roll.

# **New York-Presbyterian Hospital**

## **Institution-Wide Initiatives**

### **Cultural Competency Education and Training**

- Physician Cultural Competence Training: “Patient-Based Cross-Cultural Communication”
- Staff Cultural Competence Training: “Creating an OASIS of Respect”

### **Interpreter Services**

- Interpreter Corps at NYPH/Columbia University Medical Center
- Assistance available for 41 different languages, including American Sign Language
- Language Bank, a secondary source of NYPH staff interpreters
- Interpreter Services at NYPH/Weill Cornell Medical Center
- Assistance available for numerous languages, including American Sign Language

## **Collaborative Initiatives**

### **Community Partnerships**

- Community Health Workers (Promotoras de Salud)
- Brooklyn Community Heart Health Council

## **Departmental Initiatives**

### **Columbia University Medical Center’s Center for Community Health Partnerships**

- Center for the Health of Urban Minorities (CHUM)
- Faculty Development Workshops on Cultural Competency

### **Medical Education at Columbia University Medical Center**

- Campuswide Curriculum Development Committee for Cultural Competency
- Medical Student Cultural Competency Curriculum
- Community Pediatrics Cultural Competency Training
- Office of Diversity and Minority Affairs
- Club Cultura

### **New York Weill Cornell Medical College**

- Office of Student Affairs and Equal Opportunity Programs
- Student National Medical Association
- Academic enrichment for premedical undergraduate students

**Stanford Hospital and Clinics  
Stanford, California**

<b>Year</b>	<b>Rank</b>
2005	16
2004	14
2003	15
2002	13
2001	10
2000	7

# Stanford Hospital and Clinics

## Institution-Wide Initiatives

### **The Center for Education and Professional Development**

- Full-day Workshop: Cross-Cultural Communications in the Workplace
- Six-week Class: Medical Spanish for the Healthcare Professional

### **Interpreter Services**

- Code of Ethics for Medical Interpreters and Translators: all interpreters must have mastery of both cultural and linguistic interpretation
- Workshop “Interpreting and Cultural Competency Educational Training”

## Collaborative Initiatives

### **Stanford Geriatric Education Center (SGEC)**

- Core Curriculum on Ethnogeriatrics
- Web site

## Departmental Initiatives

### **Center of Excellence (COE), Stanford School of Medicine**

- Program Areas: Student and Faculty Recruitment, Research and Education on Minority Health Issues, Development of Pre-Clinical and Clinical Curriculum
- Classes
- Research on Minority Health Care Issues by Underrepresented Minorities
- Department of Pediatrics Proposal

### **Stanford University Center for Biomedical Ethics (SCBE)**

- Focus Areas: Clinical Bioethics Consultation, Research, Education, Services
- Ethical and Clinical Consultations: Consults to resolve conflict about the appropriate course of care

**UCLA Medical Center  
Los Angeles, California**

<b>Year</b>	<b>Rank</b>
2005	5
2004	5
2003	3
2002	5
2001	5
2000	5

# UCLA Medical Center

## Institution-Wide Initiatives

### **Culture and Care Committee**

- Comprised of representatives from the departments of Patient Relations, Ethics, Nursing, Spiritual Care, and International Relations
- Promotes cultural competency throughout the UCLA Medical Center
- Educational workshops, seminars, and annual conference

### **Cultural Liaison Program**

- Volunteers serve as liaisons
- Training program for liaisons
- Cultural Advisors complement role of and liaisons

### **Diversity Value Statement**

- Created by the Medical Center's International Relations Office
- Emphasizes the significance of cultural components in patients' lives
- Reviewed by all medical interpreters

### **Visiting Speakers Program**

- Provides speakers on issues of cultural competency and diversity in UCLA Medical Center; can be accessed by all health care employees

**University of California, San Francisco Medical Center  
San Francisco, California**

<b>Year</b>	<b>Rank</b>
2005	10
2004	6
2003	7
2002	7
2001	9
2000	11

# University of California, San Francisco Medical Center

## Institution-Wide Initiatives

### **Council of Minority Organizations**

- Coalition of five minority organizations came together to create

### **UCSF Chancellor's Committee on Diversity**

- Comprehensive Web site
- Subcommittees
- Interim and Executive Summary Reports

### **Office of Affirmative Action, Equal Opportunity, and Diversity**

- Active promotion of campus-wide appreciation for diversity
- Champion of Diversity pin
- Cultural conflict consultation
- Customized diversity training

### **UCSF Medical Center**

- RESPECT: Recognize, Empower, Success, Patients, Excellence, Cultural Diversity, and Teamwork
- Optional full-day cultural diversity workshop
- Workshop: "Teaching Diversity and Cultural Competency in Health Care: A Trainer's Guide"
- "Enhancing Awareness and Improving Cultural Competence in Health Care – A Partnership Guide for Teaching Diversity and Cross-cultural Competence in Health Professional Training"

## Departmental Initiatives

### **School of Nursing**

- Multicultural Nursing Symposium
- "Spanish for Health Care Providers"
- Workshop: "Cultural Health Care Perspectives in the Latino Community"
- *Culture and Nursing Care: A Pocket Guide*

### **School of Medicine**

- Medical Effectiveness Research Center (MERC) for Diverse Populations
- Workshop: "Addressing Health Disparities: Initiating Organizational Change"

**University of Michigan Medical Center  
Ann Arbor, Michigan**

<b>Year</b>	<b>Rank</b>
2005	11
2004	11
2003	9
2002	8
2001	7
2000	12

# University of Michigan Medical Center

## Institution-Wide Initiatives

### **Program for Multicultural Health**

- Consists of the Cultural Competency Division, Community Health Promotion Division, and Health Education Resource Division
- Teaching, collaborative, and academic components

### **Cultural Competency Division**

- Educates UMHS faculty, staff, students, and external entities about cultural competency
- Sponsors several monthly and annual projects
- Provides consultations and cultural strategic plans
- Muslim Patient Care Committee
- Extensive Web pages

### **Diversity Steering Committee, Diversity Advisory Team, Diversity Network**

- Steering Committee advises the Diversity Advisory Team
- Diversity Advisory Team plans use of the Diversity Network
- Online diversity resources for all employees

### **Interpreter Services**

- Offers interpretation, cultural brokering, and translation services
- Mandatory Training for Interpreters
- Language classes for employees

## Departmental Initiatives

### **UMHS Nursing Department**

- New employee orientation includes a one-hour session in cross-cultural care
- *Culture and Nursing Care* Pocket Guide introduced

### **Department of Family Medicine**

- *Multicultural Awareness* Web site

### **Japanese Family Health Program**

- Provides culturally and linguistically competent health care services to Japanese families
- Comprehensive Web site with information available in Japanese and English

### **Middle Eastern Women's Health Program**

- A program of the Department of Obstetrics and Gynecology
- Provides culturally and linguistically competent health care services to Arabic women in the Detroit metropolitan area

### **UM Medical School**

- Office of Diversity and Career Development
- Minority Health Research Program
- Department of Medical Education
- Family-Centered Experience

**University of Washington Medical Center  
Seattle, Washington**

<b>Year</b>	<b>Rank</b>
2005	9
2004	9
2003	10
2002	11
2001	12
2000	13

# University of Washington Medical Center

## Institution-Wide Initiatives

### **EthnoMed**

- Web site containing medical and cultural information on immigrant and refugee groups specific to the Seattle area
- Information on Amharic, Cambodian, Chinese, Eritrean, Hispanic, Oromo, Somali, Tigrean, and Vietnamese ethnic groups

### **Culture Clues**

- Two-page documents that provide culture-specific information relevant to caregivers
- Information on Russian, Latino, Albanian, Vietnamese, Korean, and African-American ethnic groups

### **UWMC Interpreter Services**

- Employee education initiatives
- Cultural mediation

## Departmental Initiatives

### **School of Nursing**

- Conference “Dealing with Differences: A Life Journey”
- Research Lecture Series presentation “Addressing Health Disparities through Culturally Competent Research”
- Spring Educational Institute, 2004
- Web resources

### **School of Medicine**

- Department of Family Medicine 2003-2004 Student Guide
- Ethics in Medicine, Web resource for School of Medicine students

# **Charts and Graphs Discussion**

### **Funding Sources for Cultural**

**Competency Efforts** reflects the categories of funding received by cultural competency programs at the hospitals choosing to share this information. Six funding categories were determined and are defined as:

- 1) Federal - any government funding;
- 2) Private - grant and donor funding;
- 3) Hospital - internal or hospital institution funding;
- 4) Medical School - medical schools associated with a given hospital;
- 5) Fee for Participants - fees participants pay to take part in cultural competency programs, such as workshops or language classes; and
- 6) Volunteers - programs primarily supported by hospital staff, student, and/or community volunteer participation.

Of the eight hospitals that did share funding source information, most of their cultural competency programs are federally or privately funded. At a lower tier, internal hospital, medical, and nursing school funds were sources of financial support.

### **Types of Cultural Competency Departments and Programs**

This chart is illustrative of the diversity in cultural competency program structure, offerings, and professional school partnerships across hospitals. For more than half the hospitals surveyed, associated medical schools were sources of innovative cultural competency programs and partnerships. While twelve of the fourteen hospital institutions supported a nursing cultural competency effort, only five offered spiritual services and ethical programs.

### **Cultural Competency Educational Methods**

highlights the variety of cultural

competency educational modes and media utilized by the hospitals. In some hospital institutions, cultural competency education is offered through presentations, workshops, or formal classes; some hospitals use all three venues to educate their staff, students, and patients. A variety of media including film and video, Web sites, and printed material is also utilized by hospitals. Finally, two institutions use theater groups for staff education.

**Distribution of Cultural Competency Programs** serves as graphical representation of the distribution and types of cultural competency programs across the hospitals. This chart highlights how many hospitals have institution-wide, departmental, collaborative, and group-specific programs. Institution-wide programs are those that span a given hospital institution. For example, New York-Presbyterian Hospital's physician and staff trainings occur at each of its two medical centers. Departmental programs are initiatives housed within specific departments of the hospitals and/or their affiliated medical schools. The Collaborations category reflects the number of hospitals that have cultural competency program collaborations with other hospitals, affiliates, and/or surrounding community organizations. Group Specific programs focus cultural competency efforts on a particular ethnic minority group.

**Cultural Competency Contacts by Hospital** serves as a quick reference tool for cultural competency networking across institutions. This chart lists titles and contact information for those individuals who are leaders in cultural competency initiatives at their respective hospitals and who contributed to or were identified by

investigators researching this report. This chart does not include all individuals who may be involved in cultural competency initiatives at each hospital.



## FUNDING SOURCES FOR CULTURAL COMPETENCY EFFORTS\*

HOSPITAL Program	FUNDING SOURCE					
	Federal	Private	Hospital	Medical School	Fee for Participants	Volunteers
<b>Duke University Medical Center</b>						
Basic Medical Spanish Classes		X			X	
Language Resource Network						X
<b>Johns Hopkins Hospital</b>						
Institute for Johns Hopkins Nursing		X				
Johns Hopkins International			X			
Johns Hopkins International's Patient Advocates						X
<b>Mayo Clinic</b>						
Multilingual Health Resources Exchange					X	
Pathfinder		X				
<b>Massachusetts General Hospital</b>						
Multicultural Affairs Office	X	X				
Director			X			
<b>NewYork-Presbyterian Hospital</b>						
Columbia Center for the Health of Urban Minorities	X					
Center for Community Health Partnerships' Faculty Development workshops on cultural competency		X				

**FUNDING SOURCES FOR CULTURAL COMPETENCY EFFORTS (Continued)**

<b>HOSPITAL Program</b>	<b>FUNDING SOURCE</b>					
	<b>Federal</b>	<b>Private</b>	<b>Hospital</b>	<b>Medical School</b>	<b>Fee for Participants</b>	<b>Volunteers</b>
<b>Stanford University Hospital</b>						
Interpreter Services			X			
Stanford Geriatric Education Center	X					
Stanford University Center for Biomedical Ethics	X	X				
<b>University of California Los Angeles Medical Center</b>						
Cultural Liaison Program						X
<b>University of Michigan Medical Center</b>						
Middle Eastern Women's Health Program			X			
Minority Health Research Program	X					
Sociocultural Medicine Program				X		

\* Some hospitals and programs chose not to share information about their funding sources.

## TYPES OF CULTURAL COMPETENCY DEPARTMENTS AND PROGRAMS

HOSPITAL	DEPARTMENT/PROGRAM							
	Ethics	Ethnic/ Minority Health Center	International Patient Center	Interpreter Services	Medical School	Nursing	New Employee Orientation	Spiritual Services
Barnes-Jewish Hospital				X	X	X	X	
Brigham and Women's Hospital		X		X		X		
Cleveland Clinic	X				X	X		
Duke University Medical Center			X		X	X		
Hospital of the University of Pennsylvania					X	X		X
Johns Hopkins Hospital			X			X		
Massachusetts General Hospital			X	X	X	X		X
Mayo Clinic	X							X
NewYork-Presbyterian Hospital		X	X	X	X	X	X	
Stanford University Hospital	X			X	X			
UCLA Medical Center					X	X		X
UCSF Medical Center	X				X	X		
University of Michigan Medical Center				X	X	X	X	X
University of Washington Medical Center	X			X	X	X		



## CULTURAL COMPETENCY EDUCATIONAL METHODS

HOSPITAL Audience	MEDIA						
	Classes	Film/Video	Internet Sites	Presentations	Print Material	Theater	Workshops
<b>Barnes Jewish Hospital</b>							
Health Care Professionals				X			
Staff				X	X		
Students	X			X			
<b>Brigham and Women's Hospital</b>							
Health Care Professionals				X			
Patients			X				
Public			X				
Staff					X		
<b>Cleveland Clinic</b>							
Administration						X	
Health Care Professionals				X			
Staff			X	X		X	
<b>Duke University Medical Center</b>							
Administration				X			X
Health Care Professionals	X			X			X
Staff	X	X	X	X			X
Students	X						
<b>Hospital of the University of Pennsylvania</b>							
Administration						X	
Staff	X					X	
Students	X			X			
<b>Johns Hopkins Hospital</b>							
Patients			X				
Health Care Professionals							X
Staff							X

**CULTURAL COMPETENCY EDUCATIONAL METHODS (Continued)**

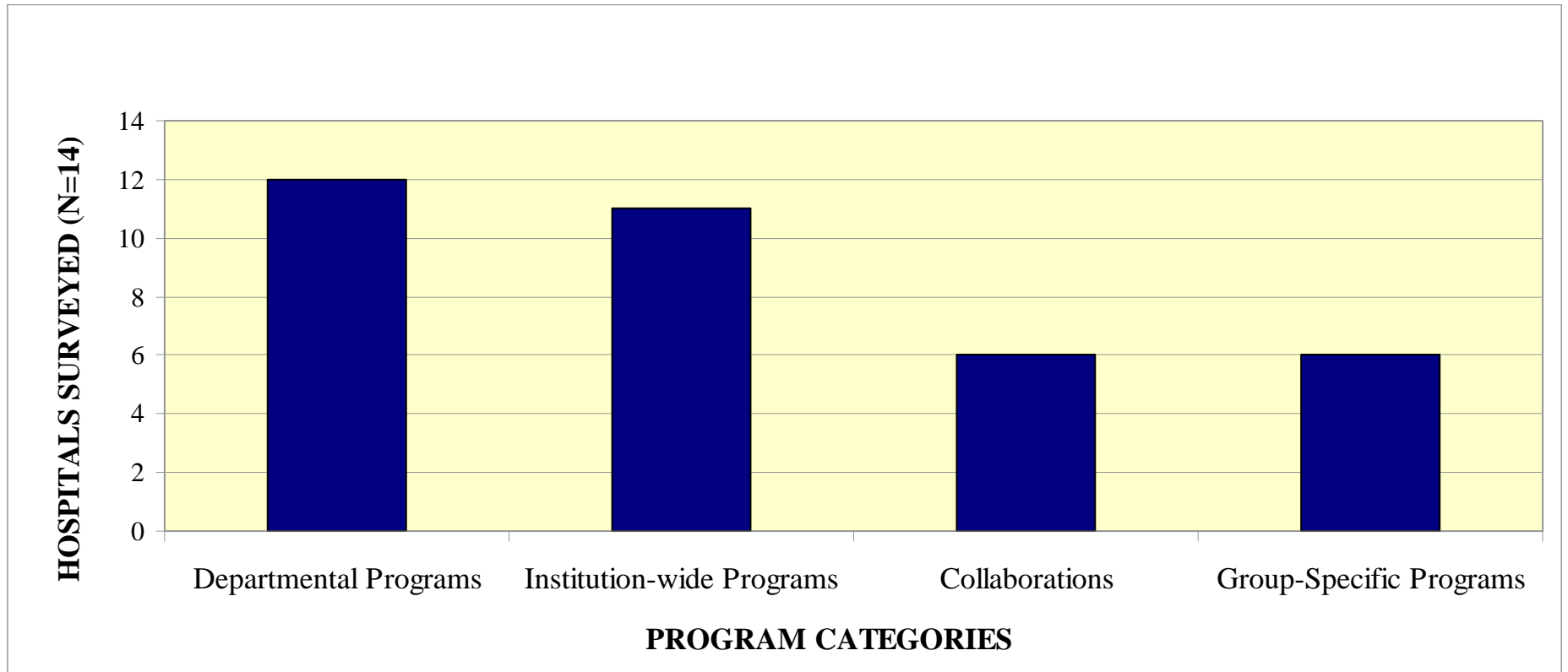
HOSPITAL Audience	MEDIA						
	Classes	Film/Video	Internet Sites	Presentations	Print Material	Theater	Workshops
<b>Massachusetts General Hospital</b>							
Health Care Professionals	X			X			X
Patients			X		X		
Public			X				
Staff			X	X	X		
Students	X						
<b>Mayo Clinic</b>							
Affiliates			X				
Health Care Professionals	X						X
Patients			X				
Staff	X		X				
<b>New York-Presbyterian Hospital</b>							
Administration		X		X			X
Health Care Professionals				X			X
Staff		X		X			
Students	X		X		X		X
<b>Stanford University Hospital</b>							
Affiliates			X				
Health Care Professionals	X						X
Staff	X		X				X
<b>UCLA Medical Center</b>							
Health Care Professionals			X				
<b>UCSF Medical Center</b>							
Administration				X			
Health Care Professionals	X			X			
Public			X				
Staff	X		X	X	X		
Students			X	X			

**CULTURAL COMPETENCY EDUCATIONAL METHODS (Continued)**

HOSPITAL Audience	MEDIA						
	Classes	Film/Video	Internet Sites	Presentations	Print Material	Theater	Workshops
<b>University of Michigan Medical Center</b>							
Administration				X			
Health Care Professionals				X			
Patients			X				
Public			X				
Staff		X	X	X	X		
Students	X			X			
<b>University of Washington Medical Center</b>							
Health Care Professionals				X			X
Patients					X		
Public			X				
Staff			X		X		
Students			X				



## DISTRIBUTION OF CULTURAL COMPTENCY PROGRAMS





## CULTURAL COMPETENCY CONTACTS BY HOSPITAL

### Barnes-Jewish Hospital

Barbara Bogomolov, RN, BSN, MS  
**Director of Refugee Health and Interpreter Services**  
bogo@inlink.com

Lynn Nichols  
**Manager of Employee Support**  
Lhn2309@bjc.org

### Brigham and Women's Hospital

Marsha L. Tahquechi  
**Assistant Nurse Manager**  
mtahquechi@partners.org

### Cleveland Clinic

Joyce Turner  
**Diversity Specialist, Department of Community Relations**  
(216) 445-6600

### Duke University Medical Center

Susan Denman, PhD, RN, FNP-C  
**Assistant Professor, Latina Health Survey, Duke University School of Nursing**  
denma001@mc.duke.edu

Henry Meguid, PhD  
**Training Coordinator, Education Services**

Rebecca Reyes, MSW, DIV  
**Project Coordinator, The Latino Health Project**  
(919) 684-6291

Liz Stern  
**Project Coordinator, Community Education, Education Services**

## CULTURAL COMPETENCY CONTACTS BY HOSPITAL (Continued)

### Hospital of the University of Pennsylvania

Denise Mariotti  
**Performance Management Consultant, Organizational Design and Competency Systems, Department of Human Resources**  
denise.mariotti@uphs.upenn.edu

Iris Reyes, MD  
**Co-director, "Culture Matters," University of Pennsylvania School of Medicine**  
iris.reyes@uphs.upenn.edu

Candace Stiklorius, MSN, RN  
**Clinical Nurse Educator**  
candace.stiklorius@uphs.upenn.edu

### Johns Hopkins Hospital

Evelyn J. Ellington  
**Administrator of Equal Opportunity/Affirmative Action**  
(410) 614-2731

Clifton G. Scott, MPA  
**Director, Employee/Labor Relations, Workforce Diversity, and EEO/AA**  
cscotta@jhmi.edu

### Massachusetts General Hospital

Joseph R. Betancourt, MD, MPH  
**Director, Multicultural Affairs Office**

## CULTURAL COMPETENCY CONTACTS BY HOSPITAL (Continued)

### Mayo Clinic

Karen Engler  
**Translation Coordinator, Division of Communications**  
(507) 266-2447

Colmar Figueroa-Moseley, PhD  
**Director of Diversity and Clinical Research**  
figueroa.moseley.colmar@mayo.edu

Linda Matti, RN, Masters in Nursing Administration  
**Administrator for Multicultural Education, Mayo Foundation**  
matti.linda@mayo.edu

Jean Nelson, RN  
**Coordinator of the Multicultural Health Care Alliance, Olmsted Public Health Services**  
Nelson.jeanne@co.olmsted.mn.us

Kathleen Raffel  
**Patient Education Specialist, Patient Education Center**  
raffel.kathleen@mayo.edu

### NewYork-Presbyterian Hospital

Olveen Carrasquillo, MD  
**Principal Investigator, Columbia Center for the Health of Urban Minorities**  
oc6@columbia.edu

J. Emilio Carrillo, MD, MPH  
**President and Chief Medical Officer, NewYork-Presbyterian Community Health Plan**  
ecarrill@nyp.org

Dodi Meyer, MD  
**Head, Campuswide Curriculum Development Committee, Columbia University Medical Center**  
ddm11@columbia.edu

## CULTURAL COMPETENCY CONTACTS BY HOSPITAL (Continued)

### Stanford University Hospital

Ronald Garcia, PhD  
**Director, Center of Excellence**

### University of California Los Angeles Medical Center

Vivian Beene  
**Supervisor of Middle East Relations, International Relations Office**  
(310) 794-8759

Mark Gelhaus, MS,  
**Director, International Relations at UCLA Medical Center**  
Mgelhaus@mednet.ucla.edu

### University of California San Francisco Medical Center

Sandra Avila  
**Assistant Director, Office of Affirmative Action, Equal Opportunity and Diversity**

Julius Krevans, MD  
**Former Chancellor of the University of California San Francisco**

Mary McCollow, RN  
**Co-director, RESPECT**

## CULTURAL COMPETENCY CONTACTS BY HOSPITAL (Continued)

### University of Michigan Medical Center

Desiree Blake, BSN, MPH, RN  
**Educational Nurse Specialist, University of Michigan Nursing Education**  
desireeb@umich.edu

Gloria Edwards, PhD  
**Director, Program for Multicultural Health**  
(734) 615-1404

Michael Fetters, MD, MPH, MA  
**Associate Professor, Director Japanese Family Health Program**

Cathy Frank, BA  
**Organizational Effectiveness Consultant, Human Resources**

David Gordon, MD  
**Professor of Pathology, Assistant Dean for Diversity and Career Development,  
University of Michigan Medical School**  
dgordon@umich.edu

Michelle Harris, BA, MBA  
**Manager, Interpreter Services**

Jacqueline Voigt, MSSA  
**Manager, Cultural Competency Division, Program for Multicultural Health**  
jvoigt@med.umich.edu

### University of Washington Medical Center

Linda Golley  
**Manager, Interpreter Services**  
lgolley@u.washington.edu

Etta Short  
**Health Educator, Patient and Family Education Services**  
ecshort@u.washington.edu



# **Conclusion**

## CONCLUSION

As the April 2002, Health Resources and Services Administration (HRSA) report, *Indicators of Cultural Competence in Health Care Delivery Organizations: An Organizational Cultural Competence Assessment Profile* states, “pursuit of cultural competence in health care delivery organizations is constrained, in part, by the health field’s lack of systematic approaches and tools for assessing cultural competence - that is, for gauging its presence, level, quality, and contribution to good health and health care.”<sup>1</sup> However, hospitals throughout the United States have, as evidenced by the content of this report, are responding to an increasingly diverse patient population by implementing cultural competency efforts to provide high quality service to all patients.

This report outlines the major initiatives undertaken by hospitals on *U.S. News & World Report’s* Honor Roll in 2000, 2001, 2002, 2003, 2004, and 2005. The information gathered from these hospitals denotes four major themes prevalent in both the development and administration of cultural competency efforts.

1. Cultural competency education for health care providers and students is important. Internet sites (12 hospitals), presentations (10 hospitals), and classes (9 hospitals) are the most popular educational methods.
2. Maintaining a diverse employee and student base is critical.
3. Several hospitals have incorporated statements about culture or diversity into their mission and vision statements.

4. Interpretation and/or translation services are available, although how these services are provided vary significantly.

There is now a growing recognition that cultural competence is an essential component of effective health care; helping the system respond better to the needs of minority patients.<sup>2</sup> “Indeed, given the number of collaborative efforts now underway, cultural competence seems to be evolving from a marginal to a mainstream health care policy issue and as a potential strategy to improve quality and reduce disparities.”<sup>3</sup>

As patient populations continue increasing in diversity, health care organizations are looking for innovative ways to communicate effectively across cultures, language, and health literacy levels.”<sup>4</sup> A recent study by the Commonwealth Fund identified eight hospitals that have demonstrated a commitment to providing patient centered communication with vulnerable patient populations. Through site visits and focus group discussions, nine promising practices were recognized: having passionate champions to advocate for communication programs; collecting information on patient needs; engaging communities; developing a diverse and skilled workforce; involving patients; spreading awareness of cultural diversity; providing effective language assistance services; addressing low health literacy; and tracking performance over time. Hospital and health system leaders can use these practices as starting points to encourage patient-centered communication [and culturally competent care] in their own organizations.”<sup>4</sup>

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2. Cultural Competence in Health Care. Programs and Grants. The Commonwealth Fund. Available at: [http://www.cmwf.org/grants/grants\\_show.htm?doc\\_id=223157](http://www.cmwf.org/grants/grants_show.htm?doc_id=223157). Accessed April 4, 2006.
3. Cultural Competence and Health Care Disparities: Key Perspectives and Trends. Publications. The Commonwealth Fund. Available at: [http://www.cmwf.org/publications/publications\\_show.htm?doc\\_id=274805](http://www.cmwf.org/publications/publications_show.htm?doc_id=274805). Accessed April 4, 2006.
4. Promising Practices for Patient-Centered Communication with Vulnerable Populations: Examples from Eight Hospitals. Publications. The Commonwealth Fund. Available at: [http://www.cmwf.org/publications/publications\\_show.htm?doc\\_id=397067&#doc397067](http://www.cmwf.org/publications/publications_show.htm?doc_id=397067&#doc397067). Accessed August 22, 2006.