Incorporating Cultural Competency in Veterinary Medicine Colleges: How and Why?

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Gandhi Wisdom

• “The greatness of a nation and its moral progress can be judged by the way its animals are treated.”
“Dog Days of Summer”

- Dogs in the City
- The Dog Whisperer
- Shelter Me
- One Nation Under Dog
- It’s Me or the Dog
- “Bad Dog”
- Dog With a Blog
WHO and Veterinary Public Health

• “About 75% of the new diseases that have affected humans over the past 10 years have been caused by pathogens originating from and animal or from products of animal origin……and have potential to become global problems”

• Source: http://www.who.int/zoonoses/vph/eh/
WHO* Focus on VPH

- Developing policies, guidelines, operational research and strategies for the control of zoonotic and foodborne diseases.
- Promoting research on zoonotic and foodborne disease and their management in humans.
- Disseminating relevant information to experts in public health, veterinary science and other scientific disciplines, as well as consumer groups and the public.

- Veterinary services contributing to cost-effective surveillance and control of zoonotic and foodborne diseases in their animal hosts.
- Providing technical assistance to states for surveillance and control programs, when requested.

* Taken from: WHO Veterinary Public Health
Cultural Competence Education for Students in Medicine and Public Health

- Back-story
- Impetus for Report
- Expert Panel
- Discipline Alignment with accreditation requirements
- Evolving multi-racial, multi-cultural, multilingual society
- Medical providers’ need to move beyond traditional individual care.
- Need for comprehensive patient-centered practice.
- Framework to address complex societal problems.
Guiding Principles

- Cultural Competence is defined in the broader context of diversity and inclusion as the “active, intentional, and ongoing engagement with diversity to increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions”
Interdependence Between Medicine and Public Health

- Prerequisite for transdisciplinary holistic practice
- Accelerate team-drive, community-based “health” care, programs, services and policies.
- Stimulus to advance health disparities research and increase disease prevention.
Interdependence Between Veterinary Medicine and Public Health

• Developing policies, guidelines, operational research and strategies for the control of zoonotic and foodborne diseases. (HOLISTIC PRACTICE)

• Promoting research on zoonotic and foodborne disease and their management in humans. (TEAM DRIVEN SERVICE AND POLICY; ADVANCE RESEARCH)

• Disseminating relevant information to experts in public health, veterinary science and other scientific disciplines, as well as consumer groups and the public. (TEAM DRIVEN; COMMUNITY DRIVEN, COMMUNITY BASED)

• Veterinary services contributing to cost-effective surveillance and control of zoonotic and foodborne diseases in their animal hosts. (TRANSDISCIPLINARY PRACTICE)

• Providing technical assistance to states for surveillance and control programs, when requested. (TEAM DRIVEN; COMMUNITY BASED SERVICES)
Competencies Common to Medical and Public Health Students

• Knowledge
  – Cognitive

• Skills
  – Practice

• Attitudes
  – Values/beliefs
Medicine and Public Health
Students will be able to (K):

• Define cultural diversity including language, sexual identity, age, race, ethnicity, disability, socioeconomics, and education

• Describe the elements of effective communication with patients, families, communities, peers, and colleagues
Students will be able to (S):

• Integrate cultural perspectives of patient, family, and community in developing treatment/interventions.

• Establish equitable partnerships with local health departments, faith and community-based organizations, and leaders to develop culturally appropriate outreach and interventions.
Medicine and Public Health

Students will be able to (V):

• Appreciate that becoming culturally competent involves lifelong learning.

• Demonstrate willingness to assess the impact of one’s own culture, assumptions, stereotypes, and biases on the ability to provide culturally competent care and service.

• Appreciate the influence of institutional culture on learning content, style, and opportunities of professional training programs.
The Learning Continuum pre-licensure through practice

• Teams and Teamwork
• Values/Ethics
• Roles/Responsibilities
• Interprofessional Communication
65% of US Households have at least one pet.

Increasing risk of “non-traditional” pets

Pet owner’s substantial physical and psychology benefits often outweigh desire for knowledge.

Perception of risk for susceptibility, vulnerability.

Infectious Disease

• Animal/Human Medicine sectors
• Raising and processing animal-based foods
• Roles of global trade
• Climate change
• “Animal health driven by need for profit-human health driven by need to save lives”

Domestic-International Public Policy

• “Animal welfare issues are usually portrayed in the media in black and white fashion, with simple, single-perspective solutions proposed for what are often in fact, complex policy issues. Animal welfare is a multifaceted international and domestic public-policy issue that must take account of not only scientific, ethical, and economic issues but also religious, cultural, and international trade policy considerations.”

Backyard Chickens

• Need for culturally relevant approach and perspective for the increasing interest in raising chickens in urban settings across North America to address public health concerns.....

Targeted Dissemination about Animal Welfare

• Intersection between the public’s beliefs and attitudes about animal welfare and the impact of the commercial viability and sustainability of animal industries. Target groups include farmers, transport drivers, companion animal caregivers, legislators, retailers, animal-rights groups, and the general community.

Source: Coleman J Vet Med Educ 2010 Spring 37 (1) 74-82
One Health

- Collaborative effort of multiple disciplines working locally nationally and globally to attain optimal health for people, animals, plants and the environments...Disciplines that are brought together include agricultural and animal science, environmental science, climatology, veterinary medicine, human medicine, public health...Texas A&M Health Science Center College of Medicine
Emerging Issues Involving Animals

• Disorders/Psychological Issues/Mental Challenges
• Animals as Cultural Icons/Status Symbols
• Animals as Accessories
• Animal Health
• Legalities
• Economic Realities Influencing Care
NAVMEC-Roadmap for 21st Century

• 1. Identify changing societal demographics and what this society will need from the veterinary medical profession.

• 2. Create a shared vision for what core competencies every graduating veterinarian should possess, regardless of the field he/she pursues.

• 3. Identify how veterinary medical education should evolve in concert with evolving societal needs, to graduate veterinarians with these core competencies.
Diversity and Competence in VME

• Plans from each veterinary college need to be made to address local and regional issues related to the diversity of the area in order for the profession to be successful. Veterinarians need to demonstrate an understanding of the manner in which culture and belief systems impact the delivery of veterinary medical care, while recognizing and appropriately addressing biases in themselves, in others, and in the process of veterinary medical care delivery. These plans need to be implemented to better meet societal needs.
Core Competencies of All Graduating Veterinarians

• Multispecies Knowledge PLUS
• One Health Knowledge
• Professional Competencies:
  - Communication
  - Collaboration
  - Management
  - Life-long Learning, scholarship
  - Leadership
  - Diversity and multicultural awareness
  - Adapt to changing environments
HOW?: Measures/Assessment

- Self-Assessment
- Curriculum Diagnostic
- Capstone
- Portfolio
- Clinical Component
- Comparative Medicine Course
- Public Health Course
- Optional Essay for Advanced Credit
- Global/Domestic Zoonotic Diseases
- Case Studies
- Interprofessional Education
- Dean’s Colloquium
Who ELSE Should Be at the Table?

- Communication
- Psychology
- Social Work
- Pharmacy
- Public Health
- Education
- Medicine
- Health Sciences (Rehabilitative)
- Agriculture
- Journalism
- Biology
- Farmers
- Public Health Officials
- Community
Diversity in Veterinary Medicine

Also requires culturally diverse academic institutions and systems- The Lesson of Cultural Humility for Your Institution
Cultural Humility

• “A process that requires humility and commitment to ongoing self-reflection and self-critique, including identifying and examining one’s own patterns of unintentional racism and classism, addressing existing power imbalances, establishing and maintaining “mutual beneficial and non-paternalistic partnerships with communities.”” Israel, Tervalon, Murray-Garcia
Cultural Competence in VME-Why and How?

• Take Home Messages
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PDF version of Cultural Competence Education Report:
www.aamc.org/culturalcompetenceinmedicineandpublichealth or
www.asph.org/competency