

Critical Conversations



Lisa Maness, PhD, MT(ASCP, AMT)
 Janice Conway-Klaassen, PhD, MLS(ASCP)^{CM}, SM^{CM}, FACS^c
 Nicole S. Pekarek, MAT, MT(ASCP)

Description & Objectives

Participants will think about and discuss the acceptance, encouragement, and understanding of diversity in universities/laboratories.

1. Assess individual feelings about diverse groups
2. Discuss how to help students understand the importance of embracing diversity
3. How to encourage laboratories to make diversity training a part of yearly competencies and acceptance part of daily routines.

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Assessing individual feelings about diverse groups

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Human Nature to Assess & Label

- Outward Manifestations:
 - Gender
 - Race
 - Age
 - Ethnicity/Culture
 - National Origin (language)



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Human Nature to Assess & Label

- Less Obvious Manifestations:
 - Education
 - Economic Status
 - Religion
 - Gender Orientation
 - Mobility (including handicaps)
 - Learning Disability



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Cultural Competence

- Definition

A set of congruent *behaviors, practices, attitudes and policies* that come together in a system or agency or among professionals, enabling effective work to be done in cross-cultural situations



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Cultural Assessment

- Awareness of cultural differences and their impact on behavior is the beginning of intercultural effectiveness.

- *Cultural self-awareness includes recognition of one's own cultural influences upon values, beliefs, and judgments, as well as the influences derived from the professional's work culture*



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Self-Assessment Quiz

1. I view human difference as positive and a cause for celebration.
2. I have a clear sense of my own ethnic, cultural, and racial identity.
3. I am aware that in order to learn more about others I need to understand and be prepared to share my own culture.
4. I am aware of my discomfort when I encounter differences in race, color, religion, sexual orientation, language, and ethnicity.

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Self-Assessment Quiz

5. I am aware of the assumptions that I hold about people of cultures different from my own.
6. I am aware of my stereotypes as they arise and have developed personal strategies for reducing the harm they cause.
7. I am aware of how my cultural perspective influences my judgment about what are "appropriate," "normal," or "superior" behaviors, values, and communication styles.

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Self-Assessment Quiz

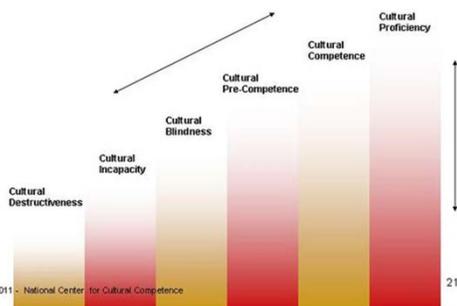
8. I accept that in cross-cultural situations there can be uncertainty and that uncertainty can make me anxious. It can also mean that I do not respond quickly and take the time needed to get more information.
9. I take any opportunity to put myself in a place where I can learn about differences and create relationships.
10. If I am a White person working with a person of color, I understand that I will likely be perceived as a person with power and racial privilege, and that I may not be seen as "unbiased" or as an ally.

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Cultural Competence Continuum

(Cross, Bazron, Dennis and Isaacs, 1989)



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Acquiring Cultural Competence



- Starts with Awareness
- Grows with Knowledge
- Enhanced with Specific Skills
- Polished through Cross-Cultural Encounters
- Practice and Polish
- Repeat and Repeat again

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Questions to Ponder

- Match community and population you serve?
- All layers of lab employees
- Supervisory and management roles
- Recruitment strategies
- What do your ads look like
- Does someone need to fit in?



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"We do not see things as they are, we see things as we are"

The Talmud

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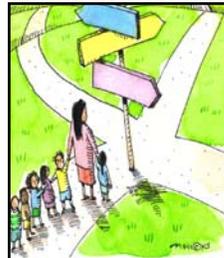
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References

- National Center for Cultural Competency
 - <https://nccc.georgetown.edu/assessments/>
- Cultural and Linguistic Competence Health Practitioner Assessment
 - <https://www.clchpa.org/>
 - The CLCHPA three factors:
 - Factor 1: Knowledge of culturally and linguistically diverse populations
 - Factor 2: Adapting practice for culturally and linguistically diverse patient populations
 - Factor 3: Promoting the health of culturally and linguistically diverse communities

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Guiding Students Toward
Cultural Competency

Image: <https://fossieronline.usc.edu/blog/so-you-want-to-be-a-guiding-teacher/>

Community Clinical Experience

- A course designed to utilize service learning, provide a face for the laboratory; improve venipuncture, processing, POCT, and reporting skills, and improve cultural competence.
- Community Care Clinic
- WSSU RAMS KNOW H.O.W. mobile unit
- Other service activities and experiences related to health care and the laboratory

Community Care Clinic





Cultural Diversity Self Assessment

- Start of semester: anonymous pre-self assessment
- Reflection Activity
- Post-semester anonymous self assessment
- Reflection paper
- Incorporate reflection into end-of-course presentation

Comparison of Pre and Post Self-Assessments

Student-Assessment Time!



Example of Student Presentation Slide

VALUE OF GIVING BACK

- Making a difference
- Having an impact
- Networking
- A sense of pride



Another Student Presentation

Lesson #2: Patient Interactions

- I learned not to be nervous to talk to patients
- Patients are nobody but people
 - ↳ Regardless of race, language, age, etc.



Not Just A Course....

- Use every opportunity
- Case studies- be purposeful in designing varied cultural scenarios
- Use diverse names
- Expose students to diversity in simulated or real-life situations
- Students share their own cultures; discussion & questions
- Practice behaviors for situations that make them uncomfortable
- Journals in clinical rotations to encourage discussion of events that occur in the laboratory
- Clear expectations of respect for all classmates, faculty, patients, and everyone else

Example Case Study

- CLS 4404 Methods and Procedures Laboratory
9/29/2017
- **CASE 3:**
- Joey Garza, a 22 year-old Single, Hispanic Male, was brought to ED by his Boyfriend of 6 months (Stephan). Joey has not felt well since returning from a visit to family in Mexico one week ago. He has not felt like eating and has had nausea and vomiting since eating food sold at a street festival in Mexico. The RN notes symptoms as: malaise, anorexia, nausea, and abdominal pain. The patient's vital signs reveal a fever of 104°F (40°C), BP 145/90, P 110, R 20.
- The RN also notes that the patient appears mildly jaundiced and has drug tracks in his left antecubital. Based on the initial physical examination by the ED physician, the patient is admitted to MSICU. While waiting for transport and for lab collection, the RN begins to start an IV. During this process, the RN accidentally gets a needle stick. Eventually, a "rainbow" of tubes was collected as well as a urine specimen. Other sample types will be identified as new orders are received in each department.

Case Study Continue



- Later, based on the test results for the patient, the Boyfriend, Stephan, seeks a physical examination. You will find his results provided in addition to Joey's where applicable.
- The RN followed proper post-exposure protocol for this hospital and was administered first aid in the ED immediately. You will have some questions regarding this exposure to answer as part of the Immunology materials. The information for the RN's situation will be identified clearly.

Simulation a



Nicole S. Pekarek, MAT, MT(ASCP)
pekarekns@wssu.edu



Encouraging Labs to Make Diversity Training a Part of Yearly Competencies, Acceptance a Part of Daily Routines.

http://hcu.edu/images/diversity-typography_atl.jpg

Clinical Site Orientations

- Have clinical coordinators add topics on diversity to their orientations
 - Of being open to all diversities
 - Of being *welcoming* to all diversities
 - Letting ... important diversity is in the wo



<http://www.hr.ubc.ca/blog/category/orientations/>

Hold Discussions on Diversity at Annual Meetings

(include lab sites of student clinicals)

- Keep the conversation going annually
- Discuss student experiences with clinical sites, good and bad
- Discuss with lab managers online diversity programs and other ways to show

...es the importa




<https://www.americanmedtech.org/Be-Involved/AMT-Annual-Meeting>
<http://www.ascls.org/education-meetings/annual-meeting>

Collect Data/Publish on the Importance of Diversity Training

- Keeps the **conversation** going
- Reminds those in the laboratory field the **importance**



✓ ASCLS Today
 ✓ Clinical Laboratory Science Journal
 ✓ AMT Continuing Education

<https://www.cbsnews.com/news/oprats-first-60-minutes-story-felt-like-coming-home/>
 Lab Journals
<http://members.ascls.org/files/Newsletters/2016-07%20AT.pdf>
<http://members.ascls.org/publications>
<https://www.americanmedtech.org/Portals/0/PDF/Be%20Involved%20Publications>
<https://www.americanmedtech.org/Portals/0/PDF/Be%20Involved%20Publications>
<https://www.americanmedtech.org/Portals/0/PDF/Be%20Involved%20Publications>

How to Make Acceptance a Part of Daily Routines

- Environments that encourage hiring workers/accepting students of all backgrounds

~Leads to stronger ideas and strategies; drives innovation!

<https://hbr.org/2013/12/how-diversity-can-drive-innovation>



How to Make Acceptance a Part of Daily Routines

- Diversity training
 - MediaLab: “Introduction to Workplace Diversity”, “Benefits of Workplace Diversity”, others
 - increases **morale**, welcomes innovative **ideas**, increases **retention**, reduces coworker clashes, etc.
 - Universities offer training as well: <https://diversity.louisiana.edu/campus-culture/diversity-education>

Specific Ways to Celebrate Diversity:

How to make acceptance a part of daily routines

- Celebrating **holidays** of many diversities
- Calendar with many holidays from **all religions** as well as **diversity holidays** (Bonnier Corporation, National Education Association (NEA))
 - Exposure to **foods**, **beliefs**, **traditions**, **music**, and **history: FUN!**
 - http://www.usamulticulturalcalendar.com/Wall_Calendar_a/256.htm
 - <https://www.diversitybestpractices.com/about-diversity-best-practices>
 - <http://www.nea.org/grants/54006.htm>
- Books for educators to increase cultural awareness and increase social justice (NEA) <http://www.nea.org/grants/61763.htm>

How to Make Acceptance a Part of Daily Routines

- 5K Runs/Walks
 - American Conference on Diversity
<http://americanconferenceondiversity.org/>,
<http://americanconferenceondiversity.org/diversity-stride/>
 - Easterseals
http://es.easterseals.com/site/TR/WalkWithMe/WWMDelaware?pg=entry&fr_id=3793
 - Labs could sponsor their own!
- Diversity Training Outside the Workplace
 - Labs supporting Travel to other locations for workshops
 - State, National, and International Conferences

Audience Ideas?



Lisa Maness, PhD, MT(ASCP, AMT)
wishoni@wssu.edu

Janice Conway-Klaassen, PhD, MLS(ASCP)^{CM}, SM^{CM}, FACSc
jconway@umn.edu

Nicole S. Pekarek, MAT, MT(ASCP)
pekarekns@wssu.edu