1. **Title of the workshop**
   TEACHING CULTURAL COMPETENCY IN CLINICAL SETTING

2. **Background**
   Indonesia is a country with many ethnic groups, language, religion and divers social economic condition. Health professional should have the competency to deal with patient from different background. A set of congruent behaviors, attitude, and policies that come together in a system, agency or among professional and enables that system, agency and those professionals to work effectively in cross-cultural situation defined as cultural competency (Cross, 1989). Cultural competency is one of several aspect of professionalism of health professional. As for other competency, this competency need to be taught explicitly. Knowledge about cultural competency can be delivered in early phase of medical education, while attitude and behavior need to be developed later. Clinical setting is a perfect timing for developing attitude and skills needed to work in cross-cultural situation. Clinical teacher plays the most important role in facilitating this.

3. **Objectives**
   At the end of the workshop, the participants are able to:
   1. Define and describe the cultural issues effecting clinical situation
   2. Identify how cultural issue could influence clinical encounter
   3. Integrate cultural issue into teaching and assessing student in clinical setting
   4. Determine and develop method or tools for teaching professionalism in clinical setting

4. **Scope of discussion**
   1. Definition of culture, cultural issue and cultural competency
   2. Cultural aspect affecting clinical encounter
   3. Fostering students’ cultural competency in medical education
   4. Teaching method, tools and assessment of teaching cultural competency in clinical setting
5. Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>08.00-08.30</td>
<td>Overview and ice breaking session</td>
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<tr>
<td>08.30-09.15</td>
<td>Introduction of cultural competency</td>
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<tr>
<td>09.15-10.00</td>
<td>Cultural aspect affecting clinical encounter - DIE</td>
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<td>10.00-10.30</td>
<td>Cultural beliefs in the clinical encounter</td>
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<td>10.30-11.00</td>
<td>Facilitating students learning cultural competency</td>
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<tr>
<td>11.00-11.30</td>
<td>Assessment of cultural competency</td>
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<td>11.30-12.00</td>
<td>Take home message</td>
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6. Expected number of workshop participants
The number of participants whom are expected to join the workshop is maximum 30 clinical teachers

7. Reading materials

8. List of workshop facilitators
1) DR.dr. Wresti Indriatmi, SpKK(K)
2) dr. Rita Mustika, M.Epid (person in charge)

9. Specific requirements
1) 3 flipchart, marker, sticky notes
2) Group sitting arrangement (3 groups @10 participants)
3) Video player (could use laptop and LCD)

10. Short description (summary) of the workshop
Indonesia has very diverse population with various ethnics, languages, religions and social-economy background. In practicing their profession, professional health care in Indonesia should have ability to encounter diversity in doctor-patient relationship. Ability to establish effective relationship with patients, other health professional and others with different background is a cultural competency. This area should be included explicitly in the curriculum. As other competency, cultural competency needs to be taught starting from knowledge aspect in early year of education continuum. In clinical setting teaching cultural competency should focus on the attitude and behavior change toward diversity. Clinical teacher play a significant role to facilitate these performance. In order to perform this role Clinical teacher need to be well inform on conceptual aspect of cultural competency, empowered by ability to determine methods, tools and assessment of cultural competency teaching. And the most important thing is become a role model. In this workshop, participant will be introduced with basic concept of culture, cultural competency and how to foster cultural competency especially in clinical setting. Beside this concept, participant also will be discussing cultural aspect influencing doctor-patient encounter and develop strategy to teach students to be culturally competent.