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INTRODUCTION

Cultural competency efforts have shifted from being a recommended area of focus in undergraduate and graduate medical education to becoming an integral part of the curriculum. Although there is no standard definition of cultural competence, one of the most commonly cited is from Cross et al.:

*Cultural and linguistic competence is a set of congruent behaviors, knowledge, attitudes, and policies that come together in a system, organization, or among professionals that enables effective work in cross-cultural situations. "Culture" refers to integrated patterns of human behavior that include the language, thoughts, actions, customs, beliefs, and institutions of racial, ethnic, social, or religious groups. "Competence" implies having the capacity to function effectively as an individual or an organization within the context of the cultural beliefs, practices, and needs presented by patients and their communities.*

The John A. Burns School of Medicine's (JABSOM) mission and vision position the school to be at the forefront of educational and research initiatives that integrate cultural competency. JABSOM's mission statement reads as follows:

*As part of the fabric of Hawaii, is a diverse learning community committed to excellence and leadership in: educating current and future healthcare professionals and leaders; delivering high-quality healthcare; conducting research and translating discoveries into practice; establishing community partnerships and fostering multidisciplinary collaboration; pursuing alliances unique to Hawaii and the Asia-Pacific region; acting with forethought regarding right relationships, respect, and moral action. Pono. JABSOM's vision statement is Maika'i Loa: Attain Lasting Optimal Health for All (ALOHA).*

There is no lack of cultural competency efforts throughout the school; however, over a decade ago, in Fall 2007, preliminary inquiries with various departments, programs, and individuals revealed that documentation of cultural competency efforts were not readily available or easily obtainable from a "centralized" source. Moreover, there was a sense that "someone" was working on "something," but specifics often could not be provided. In an attempt to increase communication and collaboration among the various JABSOM departments, programs, and individuals, we initiated this project in Spring 2008 to

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summarize JABSOM’s cultural "competency" initiatives/programs into a resource guide for everyone’s use. A list of questions regarding perceptions and concerns regarding cultural competency efforts and a summary grid were sent via e-mail. Those who opted to participate could either complete the attachments, responding by e-mail, or through a face-to-face or phone interview. Initially responses were limited to JABSOM departments and programs, but later expanded to include schools, departments, and programs who frequently collaborate with JABSOM on cultural competency efforts. This is our seventh update.

Initially, this project was also designed to assist JABSOM with its preparation for the Liaison Committee on Medical Education (LCME) accreditation. Our medical school is required to provide a summary of our collective efforts in cultural competency as part of our national accreditation process. The results of our data collection served as the basis for some of the responses to LCME questions related to cultural competency. Under the direction of Dr. Richard Kasuya, M.D., MSEd (then Associate Dean for Medical Education) and Dr. Damon Sakai, M.D. (then Director of the Office of Medical Education), an online survey was sent in July 2013 to course directors and medical students to obtain their perceptions of the cultural competency curriculum at JABSOM. The survey results aided in the LCME accreditation that was completed in early 2017.

After receiving requests for an updated version from both faculty and staff, we provided the departments/programs who had contributed to the past guides with an opportunity to update their sections. However, this guide should be viewed as a work in progress. As cultural competency efforts are refined, and new initiatives added, we intend to update the guide on an annual or more frequent basis as needed to reflect these changes.

We would like to thank those departments, programs, and individuals who took the time to respond to our survey. They not only provided us with wonderful insight into their cultural competency initiatives, but also shared helpful information, such as evaluation and assessment tools, that maybe of interest and use to others.

We have done our best to reflect the information in as accurate a manner as possible. Any questions, concerns, or suggestions regarding this guide should be directed to: Maria B.J. Chun, Ph.D. at mariachu@hawaii.edu or (808) 586-2925.
Special Thanks to:

JABSOM Health Sciences Library
Ginny Tanji, Librarian Emeritus
Kristen Anderson, Director
John A. Burns School of Medicine

Arnold Kameda, MBA
Web and Digital Media Tech Director
John A. Burns School of Medicine
OVERVIEW/SUMMARY

In general, each respondent had at least one type of cultural competency initiative or effort. The initiatives or efforts included guest lecturers and/or presentations, educational sessions, formal courses, internships/externships, teaching strategies, research endeavors and collaborations within JABSOM and with other University of Hawaii (UH) schools/departments, and partnerships with community groups. Increased collaboration and communication among the JABSOM departments, as well as those outside of the medical school, would contribute to a more cohesive and integrated effort at UH. Some of the respondents commented on the lack of funding and staffing as barriers to the development, implementation, and maintenance of cultural competency efforts. Other limiting factors preventing the optimal development of cultural competency initiatives include minimal teaching resources outside of the classroom and competing agendas/curricular times between cultural and other didactic courses.

Cultural competency efforts were found in the curriculum for both medical students (e.g., Department of Native Hawaiian Health, Office of Medical Education) and residents (e.g., Departments of Psychiatry, Geriatric Medicine, Surgery). Although faculty development in the area of cultural competency appeared to be rather limited in the past, the Office of Medical Education and Department of Native Hawaiian Health have expanded their existing initiatives to include faculty. Another area in need of improvement is evaluation of cultural competency efforts to assess efficacy. Beyond course evaluations, few programs conducted formal evaluations of their cultural competency efforts. Currently, only four departments reported utilizing a standardized tool (Communication Sciences and Disorders, Native Hawaiian Health, and Surgery).

A number of departments, such as Native Hawaiian Health, Psychiatry, Complementary and Integrative Medicine, and Communication Sciences and Disorders, have heavily integrated cultural competency into their departments' missions. Their educational, training, and research programs start with the understanding of the importance of cultural competence, or as some prefer, "cultural humility." Several departments found the term cultural "competence" to be a little misleading because they feel no individual can be truly "competent" in understanding any culture. However, we opted to use this term since it is the "official" term of reference for the accrediting bodies, such as the LCME.

Other departments also appreciate the importance of culture and have begun to develop various initiatives. The Department of Surgery has continued its efforts to study cultural competency in surgical residency and is currently conducting its eighth pre-posttest of a cultural standardized patient exam that was the result of collaboration with the Department of Family Medicine and Community Health.

Following is a list of departments and/or programs who have updated/shared their cultural competency efforts with us. We have provided contact persons and information. When available, we have also included table summaries and sample evaluation tools.
Office of Medical Education

Contact Person(s) and Information

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Website Link: http://omejabsom.com/

Cultural Competency Initiative(s):

The Office of Medical Education is tasked with supporting the implementation and evaluation of the medical student educational experience, primarily in the first and second years of study (known as the pre-clerkship years). The office oversees a number of centralized courses that focus on exposing medical students to working with diverse populations. The office also collaborates with the Department of Native Hawaiian Health on a number of its cultural competency initiatives. Below is a list of courses and related contact information.

Course(s): MDED 581 MD1 Community Health; MDED 582 MD2 Community Health; MDED 583 MD3 Community Health, MDED 584 MD4 Community Health

Contact Persons:

Kenton J. Kramer, Ph.D.,
Phone: (808) 692-0934
Email: kramer@hawaii.edu

Vanessa S. Wong, M.D., M.S.
Comprising the Community Health and Service Program, these community health courses provide service-learning experiences in a variety of community settings. The program consists of a number of organizations, each of which has a site coordinator who is responsible for developing the curriculum. The first year class is required to attend three colloquia, spread across the first year, which provides an introduction to cultural issues affecting health. The Department of Native Hawaiian Health organize these colloquia.

The objectives are:
1) to begin to understand the importance of culturally competent care in medicine;
2) to explore personal values and biases that might impact health care;
3) to begin to understand the role Western Medicine plays in hindering or delivering culture competent care; and
4) to begin to explore ways of addressing the health disparities of Native Hawaiians.

To complement the colloquium series, a cultural immersion experience is offered for first year medical students.

Course(s): Clinical Skills Series MDED 571-577

Contact Person:
John S. Melish, M.D.
Email: melish@hawaii.edu

The Clinical Skills Series instructs students on medical interviewing and physical exam skills pertinent to the basic physical exam. Cultural sensitivity is part and parcel to the interpersonal, communication, and physical examination skills taught in the Clinical Skills Courses in the first two years at JABSOM. Students are taught that illness is the manifestation of disease process in a unique individual. Cultural sensitivity comprises understanding the patient’s response to his/her illness in terms of cultural identity and personal beliefs. Practice, diagnostic, and treatment plans are adapted accordingly.

In addition, students are instructed to understand the impact illness has on a patient in the setting of family, educational and religious background, economic circumstances, and insurance realities. Avoidance of stereotypes is emphasized.

Course: MDED 566 Topics in Health and Illness

Contact Person:
Royce Shimamoto, M.D.
Phone: (808) 692-0920
Email: roycedr@yahoo.com
In the Third Year Colloquia Series, there is no specific session on cultural competency. However, there are several scenarios from the Ethics Session, which include several cultural situations. Small group discussions are held; students then decide on a course of action. Pre- and post-votes of what they would do in each situation (using an audience response system) are completed. Finally, a panel of individuals (an ethicist/physician, nurse, pastor, and ED physician) discusses the approach from their perspective. Students' post-votes are then collected and recorded.

Course: PBL MD1 (MDED 551)

Contact Person:

Richard T. Kasuya, M.D., MSEd
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Email: kasuya@hawaii.edu

This course includes lectures and panel discussions, such as Native Hawaiian Health issues and homelessness. With regard to PBL case content, issues related to Native Hawaiian Health, homelessness in Hawaii, health literacy, ageism and effective communication with the healthy elderly, and effective communications with adolescents are covered.

Course: PDL MD2 (MDED 552)

Contact Person:

Damon H. Sakai, M.D.
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MDED 552 has attempted to incorporate a “human touch” to all its PBL cases by providing information about characters/patients such as age, ethnicity, marital status, interests, hobbies, concerns, and joys. Additionally, much of the cases contain dialogue so that students can get a sense of actual conversations that take place between healthcare workers and patients. These curricular changes are supportive of cultural competency efforts but were more driven by principles of PBL case design than by a specific “cultural competency initiative.” There is no specific evaluation data focusing on the cultural competence aspects of our curriculum.

Course: PBL MD3 (MDED 553)

Contact Persons:

David Horio, M.D.
Phone: (808) 692-1136
Email: dhpathx@gmail.com

Sheri Fong, M.D., Ph.D.
Phone: (808) 692-0921
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The course consists of lectures and panels, such as living with HIV, which includes discussions about various lifestyles. With regard to PBL case content, communicating through an interpreter, living with HIV infections, and Vietnamese attitudes towards health are covered. In addition to the aforementioned courses, we also make an attempt to evaluate an aspect of cultural competency in our fourth-year students during their Clinical Skills Assessment course.

Course: PBL MD7 (MDED 557)

Contact Person:

Vanessa S. Wong, M.D., M.S.
Phone: (808) 692-1032
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This course covers the “life cycle,” care across different patient populations, and thus the PBL cases and supplementary lectures, including patient panels, are very much patient-centered. Topics and skills introduced in previous units, such as health literacy and social determinants of health are reinforced and expanded upon in this course. Additional topics are introduced, such as beliefs around death and dying, and allow students to also do some self-reflection to become aware of their own potential biases.

(MDED 541). In the standardized patient exam, we ask our patients to rate student performance using a patient perception scale. One of the questions we ask is: Rate the student’s skill at “Respecting your beliefs and ideas.” These types of questions are added to the evaluation, with cultural competency specifically in mind.
Office of Global Health/Medicine

Contact Person(s) and Information

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Cultural Competency Initiative(s):

The Office of Global Health/Medicine (OGH/M) in the Dean's Office, in collaboration with the clinical departments, oversees reciprocal student exchanges between JABSOM’s 4th year students and medical students from Asia in their 6th year of medical school. A goal of the program is to foster mutual understanding and competence in the cultures, primarily associated with health care, of the peoples of the Pacific and Asia. Each year, a total of approximately 50 to 60 students participate in the program. OGH/M supports the efforts of departments with regard to student placement overseas, including aspects related to culture and health.
Area Health Education Center
Contact Person(s) and Information

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Honolulu, HI 96813
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Email: withy@hawaii.edu

Website Link: http://www.ahec.hawaii.edu/

Cultural Competency Initiative(s):

The Hawaii and Pacific Basin Area Health Education Center (AHEC) is a federally funded program whose purpose is to improve the health of the underserved through increasing the number of qualified health care providers. AHEC provides two primary activities for cultural competency training. The first is teaching in the JABSOM problem based learning curriculum, and the second is supporting travel to rural areas for students to perform clinical experiences. The Hawaii/Pacific Basin AHEC has nine centers across the Pacific; five in Hawaii and four in the US Affiliated Pacific Islands (Palau, CNMI and YAP and American Samoa). Every year, the HPB AHEC supports training opportunities for over 100 health professions students to work in rural and underserved communities across the Pacific. These rural traineeships are excellent learning opportunities for students to gain valuable cultural competency skills. Kendra Dilcher, a past JABSOM student wrote about her HPB AHEC experience training in American Samoa in the Hawai‘i Journal of Medicine and Public Health (April 2012, Volume 71, No. 4, Supplement 1). Below is an excerpt from her article highlighting the importance of cultural competency in the provision of healthcare:

"It has also long been a Samoan cultural custom to center family gatherings around food. However, "Samoan culture has taken on a Western flavor and the food that is offered generally consists of kegs of high fat beef [known locally as pisupo]. Food served is supplemented with salty side orders, white rice, soda and dessert, and each person served on 1 or 2 large aluminum foil trays." Asking patients about their views on how this affects their weight, some responded by saying that they "know the foods are no good but can't stop eating them because they taste good." They did not have fast foods, frozen, or canned foods when they were younger. They ate foods from their land, not wasting things or having as many leftovers, because there weren't ways to save the food. Today, people can package foods into containers and store them in refrigerators, allowing them to have constant access to leftover unhealthy food."
Communication Sciences and Disorders

Contact Person(s) and Information

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Cultural Competency Initiative(s):

The Department of Communication Sciences and Disorders (UHCSD) is a graduate program of the University of Hawai‘i. Students receive academic and clinical training in speech pathology and audiology, resulting in a Master’s degree upon graduation.

The vision statement of our department states: “Our vision as a center of educational and clinical excellence is to establish and maintain dynamic, productive, and cost effective programs in the field of communication sciences and disorders, to serve the people of Hawai‘i and beyond.” Inherent in that statement is the obligation to incorporate cultural competency as we work with clients and families from many countries and many diverse cultural backgrounds.

“Our vision as a center of educational and clinical excellence is to establish and maintain dynamic, productive and cost effective programs in the field of communication sciences and disorders, to serve the people of Hawai‘i and beyond.” Our staff and students are also representative of culturally diverse backgrounds of ethnicity, gender, religion, language, and experience. How that diversity is formally shared in each academic class is specified in the syllabi of each academic and clinical class. Each semester guest speakers in class, colloquium, and special events incorporate yet another dimension of valuable cultural exposure.

The UHCSD program must meet prescribed standards in order to be granted accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. The American Speech-Language Hearing Association (ASHA) is the national professional organization that provides certification of speech-language pathologists to ensure that the
highest professional standards have been achieved and maintained. All UHCSD faculty members must be certified by ASHA.

ASHA provides extensive resources and references addressing all areas of professional speech, language, and hearing issues. Cultural competence is one of these important areas. For detailed information on the ASHA cultural competency standards on which the foundation of academic and clinical programs in UHCSD was built, please visit: American Speech-Language-Hearing Association (n.d.). Cultural Competence. (Practice Portal). Retrieved from www.asha.org/Practice-Portal/Professional-Issues/Cultural-Competence
Complementary and Integrative Medicine

Contact Person(s) and Information

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Website Link: https://jabsom.hawaii.edu/departments/cim/

Cultural Competency Initiative(s):

Cultural “competency” is an integral part of the mission of the Department of Complementary and Integrative Medicine. The clinical faculty members of the department operate a clinical practice site at 600 Queen Street. Services include: acupuncture, Oriental medicine, family practice, lifestyle medicine, holistic pediatrics, massage, music therapy, weight training, and endurance training.

The department also has a number of research initiatives. Dr. Amy Brown is involved with studying the utilization of poi in the diet of end stage cancer patients. Dr. Shintani researches the “Hawaii Diet,” which is a “culturally appropriate, macrobiotic diet.” Department faculty members play major roles in several NIH National Institute of Minority Health and Health Disparities Infrastructure grants, serving as Core Directors and mentors to promote health disparity research at Hawaii.

In addition to the above, the department oversees the Master’s program in Clinical Research, which includes courses on cultural competence and research ethics:

1. BIOM 647 Cultural Competence in Biomedical Research, which is the introductory course in the application of cultural awareness to biomedical research in the Clinical Research curriculum; and
2. BIOM 641 Research Ethics, a foundational course taught on research related to ethics.

The department also teaches the “Healer’s Art” course and a 4th year clerkship on Complementary and Integrative Medicine that usually has a sizable external enrollment.

The department faculty members serve on numerous university, school, and community committees.
Geriatric Medicine

Contact Person(s) and Information

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Phone: (808) 523-8461
E-mail: klubimir@hawaii.edu

Website Link: http://geriatrics.jabsom.hawaii.edu/

Cultural Competency Initiative(s):

The Department of Geriatric Medicine's goal is to develop knowledge, attitudes, and skills that enable effective delivery of care in diverse cross-cultural settings with improved outcomes. Ethnogeriatrics and cultural competency is taught to all levels of learners, including medical students, residents, fellows, practicing physicians, and allied health students and faculty. Several innovative curricula have been developed. In addition, there have been several research projects in ethnic minority populations, where cultural factors play a key role. This includes the Kuakini Honolulu Heart Program and Kuakini Honolulu-Asia Aging Study.

Publications:
- Dr. Patricia Blanchette, Emeritus Professor, was editor of the API section of an online course on cultural competence and co-authored several of the sections - the Stanford Ethnogeriatrics website http://www.stanford.edu/group/ethnoger/
- Dr. Patricia Blanchette also co-edited, authored, and co-authored some of the chapters of Cultural Issues in End-of-Life Decision-Making, 1999, Sage Publications.
- Marianne Tanabe, Associate Clinical Professor, authored a chapter on Japanese Americans in Doorway Thoughts Cross Cultural Health Care for Older Americans, 2008, published by Jones and Bartlett Learning.
- Karen Lubimir and Aida Wen published a manuscript entitled "Towards cultural competency in end-of-life communication training" in Hawaii Medical Journal.
- Dr. Fernandes and Dr. Masaki were co-authors on a publication entitled “Memory Clinic Model for Underserved Populations in a Patient-Centered Medical Home” in the Annals of Gerontology and Geriatric Research 2014; 1(4):1017.
Medical Technology
Contact Person(s) and Information

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Sheri M. Gon, M.P.H., M.L.S
Instructor
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Website Link: http://www.hawaii.edu/medtech/Medtech.html

Cultural Competency Initiative(s):

The Department of Medical Technology does not have any specific cultural competency initiatives or programs. However, as guest speakers are invited to address the topic, cultural competency is informally introduced in the Clinical Laboratory Management course, which is offered during the first semester of the program. In addition, it is mandatory for all undergraduate students to complete the University's General Education Requirements that include two courses (six credits) in Global and Multicultural Perspectives as part of their Foundations Requirements. Since 2011, the Department engages in annual student and faculty exchanges with the Niigata University of Health and Welfare in Japan.
Medicine
Contact Person(s) and Information

Bradley Chun, M.D.
Assistant Clinical Professor
Internal Medicine Physician, Queen Emma Clinic
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Website Link:  https://uhmed.org/

Cultural Competency Initiative(s):

The Department of Medicine has a session on cultural competence for the Transitional Residents given by Glenn Rediger, M.D. Dr. Rediger utilizes a PowerPoint presentation called "The Keys to Cultural Competence." He also uses a video of a medical encounter with a non-English speaking patient and an interpreter, which serves as the starting point for a discussion on the use of interpreters. In his session, Dr. Rediger also engages the residents in an exercise called "Cultural Pursuit," in which each participant receives a 3x5 card with a vignette, and speculates what is happening in the encounter. The vignettes are based on true encounters in Hawaii, many of which from Dr. Neal Palafox's book, Crossing-Cultural Caring: A Handbook for Health Care Professionals in Hawaii (1980), and from other physicians' experiences.

The Department of Medicine has a monthly Cultural Competency Conference for residents and medical students rotating at the Queen Emma Clinics. The conference is organized by Tui Lauilefue, M.D. and involves presentations on the cultural context of providing health care in the clinical setting. Dr. Lauilefue has brought in a number of speakers including Martina Kamaka, M.D., Nani Morgan, M.D., Dee-Ann Carpenter-Yoshino, M.D., Bradley Chun, M.D., and Maria Chun, Ph.D. to present on cross-cultural issues. Dr. Lauilefue has also provided her own presentation on cultural issues affecting Samoan patients. In addition to the presentations, the medical residents and students are encouraged to participate with the speakers through questions and answers.
Presentations included
2/21/2012
Federally Qualified Health Centers: Past, Present, and Role in Health Care Reform Presented by Dr. Glenn Rediger

2/28/2012
Cultural Competency
Presented by Drs. Bradley Chun, Martina Kamaka, Maria Chun, and Glenn Rediger

3/27/2012
Medical Education in Japan
Presented by Dr. Gautam Deshpande

4/24/2012
What's in a Name: Part 1 -- Pacific (Japan, Marshalese?)
Presented by Dr. Kahoko Kealiikuaaina

5/15/2012
Depression & Stressors in Native Hawaiians
Presented by Dr. Joseph Keawe'aimoku Kaholokula

12/4/2012
Micronesian Access to Health, Social and Cultural Aspects
Presented by Dr. Seiji Yamada

4/16/2013
Cultural Competence
Presented by Drs. Dee Ann Carpenter and Marcus Iwane
Native Hawaiian Health

Contact Person(s) and Information

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Website Link:  http://dnhh.hawaii.edu/

Cultural Competency Initiative(s):

The Department of Native Hawaiian Health is involved with a number of cultural competency initiatives for medical students. For first year medical students, it developed an "Introduction to Hawaiian Health" lecture, a series of three four-hour workshops, "The Interaction of Culture and Health," a Native Hawaiian (NH) cultural simulated patient encounter and a year-long elective focusing on Native Hawaiian health and traditional healing. In addition, it offers a Cultural Immersion Weekend, which is a 2.5-day experiential learning experience in the Waianae community. The curricular content of the initiatives by the DNHH are designed to employ a variety of teaching modalities such as lectures, small group discussions, role-playing, experiential learning and standardized patient encounters. Traditional healers and cultural consultants are invited lecturers and cultural resources within the community are utilized. Topics are wide ranging, emphasize a holistic view of health and include: NH history, NH health disparities, social justice, cultural trauma, culture of medicine, self-awareness, patient-physician interaction, traditional healing practices, environmental and community health.

Other initiatives include a certificate of distinction in Native Hawaiian health, fourth year elective rotations in Native Hawaiian communities and a quarterly colloquia series on Native Hawaiian health for the Family Medicine residency. The C3 team has also organized two faculty cultural immersions. New efforts include expanding workshops and simulated cases into the second and third year of the JABSOM curriculum as well as developing a graduation OSCE. The Department has a Cultural Competency Curriculum Committee (C3) which spearheads many of these initiatives. Members of the committee include community members, faculty from the Departments of Native Hawaiian Health, Family Medicine, Surgery as well as the School of
Social Work and the Office of Medical Education. For more details on the department's cultural competence initiatives, please see the following table.

### Department of Native Hawaiian Health Cultural Competency Initiatives

<table>
<thead>
<tr>
<th>Initiative/Program</th>
<th>Target Population/Group</th>
<th>Method(s) Used to Evaluate the Initiative/Program</th>
<th>Contact Person(s) and Information</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Native Hawaiian Health</strong></td>
<td>1st year medical students</td>
<td>Post-course evaluation</td>
<td>Martina Kamaka, M.D. 692-1014 <a href="mailto:martinak@hawaii.edu">martinak@hawaii.edu</a></td>
<td>Lecture is designed to complement workshops (see below)</td>
</tr>
<tr>
<td><strong>Workshops on the Interaction of Culture and Medicine (OME colloquia) for MS1s</strong></td>
<td>1st year medical students</td>
<td>Survey, Post-course evaluation (Assessment tool used with standardized patients)</td>
<td>Martina Kamaka, M.D. 692-1014 <a href="mailto:martinak@hawaii.edu">martinak@hawaii.edu</a></td>
<td>One hour in the second workshop is shared with rural health</td>
</tr>
<tr>
<td><strong>Workshop on Interaction of Culture and Medicine (OME colloquia) for MS3s</strong></td>
<td>3rd year medical students</td>
<td>None</td>
<td>Martina Kamaka, M.D. 692-1014 <a href="mailto:martinak@hawaii.edu">martinak@hawaii.edu</a></td>
<td>Not offered last year, restarting this year</td>
</tr>
<tr>
<td><strong>Cultural Immersion Weekend</strong></td>
<td>1st year medical students</td>
<td>Pre- and post-test Post-course evaluation</td>
<td>Martina Kamaka, M.D. 692-1014 <a href="mailto:martinak@hawaii.edu">martinak@hawaii.edu</a></td>
<td></td>
</tr>
<tr>
<td>Initiative/ Program</td>
<td>Description</td>
<td>Target Population/Group (Medical Student, Resident, Faculty)</td>
<td>Method(s) Used to Evaluate the Initiative/ Program</td>
<td>Contact Person(s) and Information</td>
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<td>Standardized Patient Exercise</td>
<td>NH culturally based standardized patient scenario</td>
<td>1st year medical students</td>
<td>Post-course evaluation JABSOM Cultural Standardized Patient Assessment Tool (CSPAT)</td>
<td>Martina Kamaka, M.D. 692-1014 <a href="mailto:martinak@hawaii.edu">martinak@hawaii.edu</a></td>
</tr>
<tr>
<td>Native Hawaiian Health Elective, Past, Present, and Future</td>
<td>1st year elective (community health selective). Class meets weekly, focusing on traditional healing and NH holistic concepts around health. Features field trips and service learning projects.</td>
<td>1st year medical students</td>
<td>Post-course evaluation</td>
<td>Martina Kamaka, M.D. 692-1014 <a href="mailto:martinak@hawaii.edu">martinak@hawaii.edu</a></td>
</tr>
<tr>
<td>Native Hawaiian Health 4th year elective</td>
<td>Elective rotation featuring clinical time in a community serving NH population. Students also shadow a traditional healer.</td>
<td>4th year medical students (JABSOM, US, and international)</td>
<td>Post-course evaluation</td>
<td>Dee-Ann Carpenter, M.D. 587-8558 <a href="mailto:deeannc@hawaii.edu">deeannc@hawaii.edu</a></td>
</tr>
<tr>
<td>Problem-Based Learning Cases</td>
<td>Longitudinal PBL case incorporating cultural issues &amp; topics (case recurs during first 2 years)</td>
<td>1st year and 2nd year medical students</td>
<td>Post-course Evaluation</td>
<td>Vanessa Wong, M.D. 692-1032 <a href="mailto:wongvanz@hawaii.edu">wongvanz@hawaii.edu</a></td>
</tr>
<tr>
<td>Dean’s Certificate of Distinction in Native Hawaiian Health</td>
<td>Recipients fulfill requirements related to improving Native Hawaiian health by giving back to community through research, education, service learning, community engagement.</td>
<td>Medical students</td>
<td>Reflection papers, research or education related project, Service learning hours</td>
<td>Martina Kamaka, M.D. 692-1014 <a href="mailto:martinak@hawaii.edu">martinak@hawaii.edu</a></td>
</tr>
<tr>
<td>Initiative/ Program</td>
<td>Description</td>
<td>Target Population/Group</td>
<td>Method(s) Used to Evaluate the Initiative/ Program</td>
<td>Contact Person(s) and Information</td>
</tr>
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<tr>
<td>Debriefing critical incident simulation case</td>
<td>Use of manikin simulation case which is tied into cultural competency related PBL case.</td>
<td>Incoming third year medical students</td>
<td>Small group discussion with critical incident debriefing.</td>
<td>Vanessa Wong, M.D. 692-1032 <a href="mailto:wongvanz@hawaii.edu">wongvanz@hawaii.edu</a></td>
</tr>
<tr>
<td>NH health series for FP residency</td>
<td>Intern orientation lectures as well as Quarterly lecture series focusing on NH health. Past activities have included field trips and sessions with traditional healers.</td>
<td>FP residents and faculty</td>
<td>None</td>
<td>Martina Kamaka, M.D. 692-1014 <a href="mailto:martinak@hawaii.edu">martinak@hawaii.edu</a></td>
</tr>
</tbody>
</table>
Obstetrics, Gynecology, and Women’s Health
Contact Person(s) and Information

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Cultural Competency Initiative(s):

The Department of Obstetrics and Gynecology reports some structured training regarding cultural competence for medical students in the third year clerkship. Students are exposed to clinical situations involving interactions with different "cultures" on a daily basis while on the floors and clinics.

- There are also several initiatives for residents. The program provides an orientation session for incoming residents on Health Disparities in Hawaii. The session defines contributors to health disparities, describes the ethnic and socioeconomic diversity in Hawaii’s patient population, defines the term “Micronesian” and the different populations covered by the Compacts of Free Association (CoFA), identifies risk factors for and potential gaps in preventive health and chronic disease management and shares culturally-sensitive and patient-centered approaches to patient encounters.

Residents in their fourth year of training have their continuity clinic one-half day each week at either Kokua Kalihi Valley Comprehensive Family Services or the Kalihi Palama Health Center. They work with staff who are embedded in the community and understand and support the cultural practices of their patients. Our residents become part of this collaborative effort and learn not only how to maintain a practice, but how to do so in a culturally sensitive fashion. Resident evaluation tools such as the 360 evaluation and patient surveys are intended to reveal competency in the general area of professionalism and in the specific area of cultural competency and sensitivity.
Psychiatry

Contact Person(s) and Information

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Website Link: http://blog.hawaii.edu/dop/

Cultural Competency Initiative(s):

Culture is an integral part of the Department of Psychiatry and is an overarching theme for virtually all the work done by faculty and staff, from education and training to research to clinical services to the myriad of community and university endeavors cross-cutting each of these areas of scholarship. The department has several cultural competence initiatives, which span cultural diversity including ethnocultural identification, age, and rural health disparities. These initiatives are outlined in more detail below. The clinical activities that emphasize culture include clinical services and clinical education & training. In addition, the Department of Psychiatry’s robust program of research includes studies of mental health and culture, as well as ethnocultural health disparities research training in these topics: suicide and violence prevention, substance use prevention, aging and cognition, women’s health, and rural and Native Hawaiian health.
Culture and Mental Health Texts
The Department has published a number of important texts on culture and mental health:

**People and Cultures of Hawai‘i**
The editors of the book are the recent past Department Chair (Dr. Naleen Andrade) as the lead editor, and the Chair Emeritus (Dr. John McDermott, Jr.). The revision of the original *People and Cultures of Hawaii* is a project of selected department faculty, reflects what has changed since the first publication, discusses how ethnic aspects affect cultural identity, and presents the research and advancements in which the department’s scholars have been involved during the past 28 years.


**Culture and Psychopathology**
Since the first edition of *Culture and Psychopathology* was published, a growing national and international interest in how culture impacts mental disorders and how psychopathology is influenced by culture has become a rising field of focus. In this extensive revision, chapters have been updated with new material and now incorporate the DSM5’s classification system of mental disorders.


**Culture and Psychiatry Practice**


**Culture and Clinical Activities**
Clinical activities include clinical services and clinical education and training. The table below highlights culture and clinical education.

**Lead Faculty:**
Clinical Services: Junji Takeshita, MD
Medical Student Education: Gretchen Gavero, DO

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*Cultural Competency Resource Guide*
Medical Education in Culture and Psychiatry – Focus on Medical Students

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Description</th>
<th>Target</th>
<th>Evaluative Methods</th>
<th>Faculty Contact</th>
</tr>
</thead>
</table>
| PSTY 531/532 and 545 Psychiatry Block and Longitudinal Clerkship, and senior electives (Years 3-4) | • Elicit comprehensive medical and socio-cultural history, and mental status exam  
• Document and communicate information effectively, including a comprehensive discussion of biopsychosocio-cultural formulation of case.  
• Identify cultural factors which influence a patient’s presentation  
• Culture of alcoholism and substance abuse  
• Diagnosis and patient care skills demonstrating cultural sensitivity | Medical Students | • Mid-clerkship feedback  
• Clinical skills verification examination evaluation (patient interview, oral presentation, and written patient evaluation report with emphasis on the biopsychosocio-cultural formulation)  
• Final clerkship evaluation which includes formative and narrative feedback | Gavero |

Medical Education in Culture and Geriatric Psychiatry

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</thead>
<tbody>
<tr>
<td>Geriatric Psychiatry</td>
<td>Didactic on cultural psychiatry with aging as part of our didactics</td>
<td>Geriatric psychiatry fellows, residents, medical students</td>
<td>Informal evaluation</td>
<td>Takeshita</td>
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### Medical Education in Culture and Child & Adolescent Psychiatry (CAP)

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<tr>
<td>Quarterly internationally telecasted journal clubs</td>
<td>Journal clubs with participation from the University of Indonesia, Norwegian Institute of Science and Technology</td>
<td>CAP fellows, all other psychiatry residents and faculty invited</td>
<td>Tools and resources include: Guerrero, Wiguna, McDermott. The University of Hawaii/University of Indonesia collaboration to build and sustain a child psychiatric workforce. <em>Academic Psychiatry</em> 2014, 38(2):209-12. doi: 10.1007/s40596-014-0064-4.</td>
</tr>
<tr>
<td>Native Hawaiian Values Program</td>
<td>Program based in the child and adolescent psychiatric inpatient unit</td>
<td>CAP fellows, general psychiatry residents, medical students, faculty, hospital staff</td>
<td>Tools and resources include: Carlton, Goebert, Bell, Horton, Else, Marcinowski, Yamada. Integrating cultural values into mental health treatment. <em>Hūlili: Multidisciplinary Research on Hawaiian Well-Being</em> Vol.7 (2011)</td>
</tr>
<tr>
<td>Medical Education in Culture and Child &amp; Adolescent Psychiatry (CAP) - continued</td>
<td></td>
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<tr>
<td><strong>Problem-based learning seminars</strong></td>
<td>Certain cases focused on international issues, culture</td>
<td>CAP fellows, all other psychiatry residents and faculty invited</td>
<td>Tools and resources include: Ghiasuddin, Luk, Hishinuma, Shrestha, Lawler. &quot;Marathon Boy&quot;: The use of film in problem-based learning in child psychiatry.</td>
</tr>
<tr>
<td><strong>Arts-based Healing</strong></td>
<td>Muraling project with a Hawaiian values focus at the Family Treatment Center</td>
<td>Youth receiving services at the FTC</td>
<td>808 Urban (non-profit arts organization contracted by Queen’s Medical Center, which hosts FTC) teaches Hawaiian values &amp; healing: <a href="http://www.staradvertiser.com/2016/12/05/business/program-at-queens-aims-to-help-youths-heal-by-using-art/">http://www.staradvertiser.com/2016/12/05/business/program-at-queens-aims-to-help-youths-heal-by-using-art/</a></td>
</tr>
</tbody>
</table>

**Medical Education in Culture and Geriatric Psychiatry**

| Geriatric Psychiatry | Didactic on cultural psychiatry with aging as part of our didactics | Geriatric psychiatry fellows, residents, and medical students | Informal evaluation | Takeshita |

**Medical Education in Culture and Homeless Outreach**

| Homeless outreach | Identify and address cultural factors of homeless patients with high utilization of acute/emergency services and low primary care utilization | Faculty, resident, medical student and staff. | Weekly discussion at the Department of Psychiatry, multidisciplinary safety and quality meetings. | Fukuda, Makini |
**Culture and Mental Health Research**

*Lead Faculty:*
Earl S. Hishinuma, PhD and Deb Goebert, DrPH

*Research Council Members:*
Earl Hishinuma, PhD; Deb Goebert, DrPH; Naleen Andrade, MD; Susana Helm, PhD; Jane Onoye, PhD.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander Youth Violence Prevention Center (APIYVPC)</td>
<td>Address behavioral health disparity of youth violence and contact with the juvenile justice system for Asian/Pacific Islander adolescents</td>
<td>Graduate students, faculty, community members</td>
<td>Student evaluations</td>
<td>Hishinuma</td>
</tr>
<tr>
<td>Hawai`i’s Caring Communities Initiative for Youth Suicide Prevention</td>
<td>Develop, implement, and evaluate suicide prevention programs by and for youth and community members; Provide and evaluate culturally-aligned gatekeeper trainings</td>
<td>Community</td>
<td>Interviews, focus groups, surveys</td>
<td>Goebert, Sugimoto-Matsuda,</td>
</tr>
<tr>
<td>Puni Ke Ola</td>
<td>Community-based youth drug prevention targeting rural Native Hawaiian communities, using a culture grounded approach referred to as culture-as-intervention.</td>
<td>Rural NH communities; undergrads, grads, residents, staff; scientific community</td>
<td>Community-based social action; cultural auditing; team debriefs; scholarly dissemination</td>
<td>Helm</td>
</tr>
<tr>
<td>Ho`ouna Pono</td>
<td>School-based youth drug prevention targeting rural Native Hawaiian communities, using a culturally-grounded approach</td>
<td>Students enrolled in schools in rural NH communities; undergrads, grads</td>
<td>Community advisory board, focus group interviews, efficacy trial (surveys)</td>
<td>Helm</td>
</tr>
<tr>
<td>Initiatives</td>
<td>Description</td>
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<tr>
<td>Hawaii Family Study of Cognition (HFSC)</td>
<td>Sub-study explored ethnocultural and family contexts in caregiving, caregiver burden and health decision making in aging parents</td>
<td>Undergraduate</td>
<td>Interviews, surveys, community dissemination</td>
<td>Onoye</td>
</tr>
<tr>
<td>Project PONO (Promoting Optimal Native Outcomes)</td>
<td>Collaborative research among the Departments of Native Hawaiian Health, Pediatrics and Psychiatry and Waianae Coast Comprehensive Health Center currently focusing on women’s stress and coping</td>
<td>Health Center, research opportunities for psychology interns, medical and graduate students</td>
<td>Focus groups, surveys, chart review</td>
<td>Goebert (Psychiatry)</td>
</tr>
<tr>
<td>Papakolea’s Kukalahela Learning Project</td>
<td>Address educational disparities for Native Hawaiian children, youth, and adults</td>
<td>Graduate students, faculty, community members</td>
<td>Formal program evaluation</td>
<td>Hishinuma</td>
</tr>
<tr>
<td>National Center on Indigenous Hawaiian Behavioral Health (NCIHBH)</td>
<td>Address mental health disparities among Native Hawaiians, including the update of E Ola Mau project</td>
<td>Undergraduate students, graduate students, medical students, residents, faculty, community members</td>
<td>Student evaluations, resident evaluations</td>
<td>Andrade</td>
</tr>
</tbody>
</table>

**Culture & Mental Health Research: Education & Training**

<p>| Multi-Cultural Research Work Group                                         | Address mental health and educational disparities for minorities, including for Filipino youth and adults                                                                                           | Undergraduate students, graduate students, resident, faculty | Student evaluations, resident evaluations                                      | Guerrero |
| Adult Research Work Group                                                 | Address adult psychiatric patient needs, including those of minority ancestry                                                                                                                             | Graduate students, residents, faculty                       |                                                                    | Goebert, Hishinuma |</p>
<table>
<thead>
<tr>
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<th>Target</th>
<th>Evaluative Methods</th>
<th>Faculty Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSTY499 Directed Studies in Mental Health Research</td>
<td>Direct, hands-on experience on research projects currently facilitated by DoP principal investigator faculty. Seminars and projects reflect the department’s emphasis on culture &amp; mental health.</td>
<td>Undergraduate and graduate students across Mānoa campus.</td>
<td>Students participate in semi-monthly seminars and weekly lab activities, for which they earn course credit.</td>
<td>Helm</td>
</tr>
<tr>
<td>Prevent Suicide Hawaii Taskforce training network and coordination</td>
<td>Growth and maintenance of suicide prevention trainer network; provide and evaluate culturally-aligned gatekeeper trainings</td>
<td>Community</td>
<td>Surveys</td>
<td>Sugimoto-Matsuda</td>
</tr>
</tbody>
</table>

**Recent Department of Psychiatry Scholarship: Culture & Mental Health**

**Peer Reviewed Publications 2015-2017**

**In Press**


**2017**


*Cultural Competency Resource Guide*


2016


2015


For additional publications and abstracts:
http://blog.hawaii.edu/dop/research/publications-abstracts/
Surgery
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Email: dtakanis@hawaii.edu

Website Link: http://www.cchc-conference.com

Cultural Competency Initiative(s):

The UHM Department of Surgery has developed several cultural competency initiatives over the past ten years. These include research projects, curriculum development, and cultural training. Below is a description of some of these initiatives.

Research projects

The department's primary cultural competency research project involves the refinement of a reliable and valid tool - the Cross-Cultural Care (CCC) Survey (Weissman and Betancourt, 2003) - that was designed to measure the preparedness of residents to deliver high-quality care to diverse patient populations. With permission from the survey's developers, the first phase of our study was comprised of the administration of the survey to our general surgery residents; this allowed us to obtain a baseline assessment to identify existing gaps. For comparative purposes, we also collected and analyzed data from other residency programs within JABSOM (Family Medicine, Psychiatry, Internal Medicine and OB/GYN). We also conducted a qualitative needs assessment via interviews with our faculty to obtain their views on cultural competency
and its potential role in our curriculum. The results of these efforts have been published; for example:


We continue to refine the survey and attempt to expand its use to practicing physicians, psychologists, and allied health professionals. In addition to taking the lead on development of the JABSOM Cultural Competency Resource Guide, which will be in its 7th edition, our department also initiated the formation of the JABSOM Cross-Cultural Health Care Research Collaborative. Past and current representation included the UHM Departments of Surgery, Family Medicine and Community Health, Native Hawaiian Health, Geriatric Medicine, Internal Medicine, and Psychiatry, Office of Public Health Studies, and UHM Shidler College of Business, along with participation from undergraduate, graduate, medical students and residents/fellows. The collaborative meets three times a year to discuss departmental and interdepartmental projects related to cross-cultural healthcare.

**Curriculum Development**

Partnering with the UHM Department of Family Medicine and Community Health (DFMCH), we developed a cultural standardized patient exam. The scenario focuses on the issue of informed consent -- an elderly Samoan male with uncontrolled diabetes has injured his foot and must have his leg amputated or face certain death. We piloted the exam in April 2009 with our then-Associate Program Director, and conducted a pretest with our PGY-1s in September 2009 and a follow up in February-March 2010. We utilized the CCC Survey and the OSLE Competencies Tools developed by the family medicine department to assess the residents’ performance. We are currently in the process of conducting our ninth pretest (Fall 2017) and post-test (Spring 2018). A description of our protocol and the results of our work was published in the *Journal of Surgical Education*:


We have been attempting to determine whether our training efforts adequately prepare and provide our residents with the requisite skills for effectively dealing with diverse patient populations. We have been assisting the UHM Department of Native Hawaiian Health (DNHH) with their cultural standardized patient exams, which are administered to all first-year medical students. One of the goals of the project is the development and utilization of a reliable, valid, and standardized assessment tool. In conjunction with DNHH (Martina Kamaka, M.D., head of the Cultural Competency Curriculum Committee) and DFMCH (Gregory Maskarinec, Ph.D., Director of Research), we have continued to refine our existing tool and develop a standardized measure that can be used for both undergraduate and graduate medical education training programs at JABSOM.

With regard to premed/undergraduate students, we have developed a cultural competency in health professions course (HON 491) for the UHM Honors Program, which has been taught each Fall semester from 2009 to 2013. A second course on developing cross-cultural healthcare resources was offered in Spring 2013.

**Training**

The Department is the lead coordinator of JABSOM’s Cross-Cultural Health Care Conference: Collaborative and Multidisciplinary Interventions. The inaugural conference was held on February 11-12, 2010 and was supported by the American College of Surgeons - Hawaii Chapter; Society for Community Research and Action - Western Region; and the UHM Departments of Surgery and Psychology, and the Office of Public Health Studies.

The second conference took place on October 7-8, 2011, with over 15 collaborating organizations. Now a biennial event, our conferences have been held at the Ala Moana Hotel on February 8-9, 2013, January 16-17, 2015, and February 17-18, 2017. In the past, we have utilized the CCC Survey and the Health Beliefs and Attitudes Survey or HBAS (Crosson, 2004), which attempts to measure physicians' attitudes towards cultural competency in practice, as pre and post-test measures to assess the efficacy of the conference sessions. We administered the CCC Survey at the first conference and the HBAS at our second. For our third conference, we developed online versions of the survey (permission has been obtained by the developers), with the assistance of the JABSOM Biostatistical Core. Our 6th Cross-Cultural Health Care Conference will be held on January 25-26, 2019 at the Ala Moana Hotel.

**Other**

One of our department's faculty members, Maria Chun, Ph.D. was selected as a Diversity Delegate for the 2011 (and 2013) American Psychological Association's State Leadership Conference. She had subsequently been elected as the Chair of the Hawaii Psychological Association's Diversity Committee for 2012-2014. Dr. Chun was also asked to present on the first ever cultural competency panel at the 2014 American College of Surgeons (ACS) Clinical Congress. Subsequently, in 2015, she was invited to present at Brigham and Women’s Hospital Center for Surgery and Public Health’s PACTS (Provider Awareness and Cultural Dexterity Toolkit for Surgeons) strategic planning meeting and now serves on the Stakeholder Advisory Board. Dr. Takanishi will be presenting a cultural competency panel at the 2017 ACS Clinical Congress.

Finally, the recipients of our UHM Department of Surgery's Culturally Competent Care Award for general surgery residents who exemplify excellence in cross-cultural health care were
The Telehealth Research Institute and SimTiki Simulation Center at JABSOM conducts research and educational activities in several technology focused areas encompassing telemedicine, simulation-based healthcare education, and information technology. An extensive portfolio of international education initiatives comprises about 40 percent of the SimTiki Educational activities. A specific focus area for the educational training programs and research initiatives is what is termed “localization” of curriculum transfer. This effort includes consideration of cross-cultural factors which influence and guide curriculum sharing across international boundaries. Effective curriculum transfer/sharing strategies are studied as we deliver educational programs and evolve existing curriculum for international participants. The efforts in this area include curriculum transfer in both directions; US to International, and International to US. Considerations of differences in language, clinical healthcare practice patterns, professional culture - especially healthcare system provider vertical relationships (nurse-physician, student-mentor, etc), and educational systems and expectations are key to the cross-cultural transfer of curriculum; we call this process “Localization”. Examples of our current activities include development and delivery of a hybrid Japanese enabled Fundamental Simulation Instructional Methods FunSIM) course. FunSIM is a two-day program and has been localized with input from and training of international facilitators. In addition to translation we have incorporated instructors from Japan who can accurately integrate culturally appropriate content into the core curriculum at skills stations and during interactive discussion groups. Similar efforts have resulted in development and delivery of the six-month longitudinal Applied Simulation Instructor Skills for Teaching (ASIST) through collaboration with Akita University, and Juntendo Medical University in Japan. The course is provided in Japan and focused on post graduate educators. Development of these programs has involved consideration multiple core cultural competency factors.

In addition to international cultural competency, the SimTiki simulation center has a broad variety of course which are focused on vertical cross-cultural competency within the U.S. health care system. Initiatives in this discipline have been termed interprofessional or interdisciplinary initiatives, and are largely focused on communications and teamwork building. This is an area that is not traditionally considered in the cross-cultural competency rubric, yet encompasses many of the core elements in the AAMC definition of cultural competence.
Our initiatives in Telehealth include leadership of the HRSA funded Pacific Basin Telehealth Resource Center [www.pbtrc.org](http://www.pbtrc.org). Dr. Deborah Birkmire-Peters of TRI is the PBTRC director. The Centers mission includes enabling telehealth through “Empowering cultural diversity and creating a synergistic telehealth community.”
Tropical Medicine, Medical Microbiology, and Pharmacology

Contact Person(s) and Information:

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Website Link: http://blog.hawaii.edu/tropicalmedicine/

Cultural Competency Initiative(s):

The faculty of the Department of Tropical Medicine, Medical Microbiology and Pharmacology are committed to incorporating concepts of cultural competency into its academic courses and research. The department has many projects that assimilate microbiology, entomology, advanced biomedical technology and social sciences to investigate the dynamics of an infectious organism in a community. Dengue, for example, currently does not have effective chemotherapies for treatment or a vaccine for prevention. Therefore, modifying human behavior to reduce contact with mosquitos is an important component of prevention and control measures. Modifying human behavior requires an intimate knowledge of the cultural aspects of a community (e.g., water storage, waste disposal, ability to understand disease transmission, cultural myths, and traditional prevention methods). Although changing long held habits and behaviors are difficulty, the department is dedicated to finding preventive and control measures taking these cultural characteristics into account. Members of the department are part of the Global Infectious Disease program funded by the National Institutes of Health. This program trains young students and scientists from African and Asia to conduct both applied and basic research in areas of infectious disease control and prevention that are applicable in their home countries. Allowing these students to contemplate combining scientific concepts with the customs and traditions of their native country is essential for designing new culturally appropriate disease control programs.
COLLABORATORS

Hawai‘inuiākea School of Hawaiian Knowledge

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Fax: (808) 956-0411
E-mail: osorio@hawaii.edu

Website Link: www.manoa.hawaii.edu/hshk

Cultural Competency Initiative(s):

The Hawai‘inuiākea School of Hawaiian Knowledge at the University of Hawai‘i at Mānoa is comprised of four centers including two academic units, one traditional cultural garden, and a student services unit: the Kamakākūokalani Center for Hawaiian Studies, the Kawaihuelani Center for Hawaiian Language, Ka Papa Lo‘i ‘O Kānewai Cultural Garden, and Native Hawaiian Student Services.

With respect and reverence for our ancestors, the mission of Hawai‘inuiākea School of Hawaiian Knowledge (HSHK) is to pursue, perpetuate, research, and revitalize all areas and forms of Hawaiian knowledge, including language, origins, history, arts, sciences, literature, religion, education, law, and society, political, medicinal, and cultural practices, as well as all other forms of knowledge. We recognize the unique status of the Native Hawaiian people and recognize their unique connection to these forms of knowledge by encouraging, supporting, facilitating, and ensuring the incorporation of Native Hawaiians at all levels of the university.

The programs and initiatives listed below are reflective of just a small part of the work of Hawai‘inuiākea, but we think they are important pieces that supplement the great culturally competent work JABSOM is currently doing.

❖ Ka Pa Pa Lo‘i ‘O Kānewai is a kalo bank with more than 60 varieties planted, home to 100 native and culturally significant plants, and a site where Hawaiian is spoken and traditional practices such as carving and weaving are taught and practiced. Approximately
20,000 people visit each year. At the core of the program activities offered by Kānewai is Aloha ʻĀina. All activities start from this belief and guide the preservation and well-being of the gardens. Built upon this is the traditional knowledge and education needed (i.e., use of the Hawaiian Language) to support this objective and site. Due to its multidisciplinary content and holistic approach, it attracts and partners with many other programs within the university seeking this type of experience. Kānewai offers experiential learning tours, which are opportunities for various groups to participate in the daily maintenance of the site and gain fundamental knowledge of the history of the site, the irrigation system, traditional farming methods, and traditional stories and current events.

The Kamakakūokalani Center for Hawaiian Studies' mission is to "achieve and maintain excellence in the pursuit of knowledge concerning the Native people of Hawai‘i, their origin, history, language, literature, religion, arts and sciences, interactions with their oceanic environment and other peoples; and to reveal, disseminate, and apply this knowledge for the betterment of all peoples."

Kamakakūokalani provides an "Education for the Nation," empowering students’ Hawaiian identity through the study of Hawaiian Language and the 100 generations of Hawaiian Ancestral Knowledge, preparing them to lead Hawai‘i into a future in which Native Hawaiian people, their world views and their practices will be represented and sustained through practice by every succeeding generation. Most of our 75 courses, such as Traditional Hawaiian Navigation, were not taught anywhere else in the world, until we shared our syllabi with the nine other UH campuses.

Kamakakūokalani honors the thousands of Hawaiians who more than a hundred years ago signed the Kū‘ē petitions opposing the annexation of the Hawaiian Kingdom by the United States. Their mandate to us, their descendants, was to forever seek reclamation of Hawaiian land, self-determination and sovereignty over our homeland.

Over the past 20 years, in response to the desires of our students, Kamakakūokalani has developed more courses in the field of Mālama ʻĀina: Living in Harmony with the Land Resource management from the Hawaiian ancestral view, than any other university in the world. The M.A. and B.A. programs have the same five areas of concentration so students can seamlessly move from one program to the other: Hālau o Laka: Native Hawaiian Creative Expression in Visual and Performing Arts, Kūkulu Aupuni: Envisioning the Nation, Kumu Kahiki: Comparative Hawaiian and Indigenous Studies, Mālama ‘Āina: Living in Harmony with the Land Resource Management, and Mo‘olelo ʻŌiwi: Native History and Literature.

The mission of Kawaihuelani Center for Hawaiian Language is to revitalize the Hawaiian language and culture through quality Hawaiian education.

This is achieved through the creation and availability of faculty, resources, curricula, and materials that will promote the use of Hawaiian across the curriculum. Kawaihuelani offers a B.A. and M.A. degree as well as a Certificate and Minor. Kawaihuelani also provides various co-curricular programs that students can participate in, including:

- Awaiāulu: translation project of historical Hawaiian texts
- Ho'olaupa'i: Hawaiian language newspaper digitizing project
- Ke’ena Mānaleo: Native speaker discussion lab
- Ka Waihona A Ke Aloha: Mele repository dedicated to preserving and
showcasing Hawaiian music and video recordings

- Mauiakama: Summer Hawaiian language immersion camp on Maui

❖ **Native Hawaiian Student Services** serves Native Hawaiian students at the University of Hawai‘i at Mānoa through a comprehensive, culturally respectful, and academic competent program of student support and advising services. Our resources and services are designed to increase the recruitment, retention, and matriculation of Native Hawaiian students. Unlike traditional student support models that focus on acculturating students to the institution, we strive to create cultural and physical spaces that allow students to explore, discuss, and reinforce Hawaiian identity because we believe it is integral to student success.

Mission Statement: *Native Hawaiian Student Services (NHSS) prepares Hawaiian students to build upon a legacy of excellence, with creativity and confidence, in order to fulfill the kuleana of their time, thereby leading Hawaii into a thriving, life affirming, de-occupied future. Our programs are designed to improve institutional access, student-faculty engagement, research, leadership, and success, by fostering Hawaiian identities and cultivating Hawaiian scholarship. Growing Hawaiian leaders, strengthening Hawaiian research, empowering the Lāhui.*

Here are a few programs offered and implemented by Native Hawaiian Student Services:

- **Student Resource Centers at Queen Lili‘uokalani Center for Student Services and Kamakakūokalani Center for Hawaiian Studies:** space for students to study, research, get tutoring help, meet with an advisor, or just hang out
- **Summer Bridge Program:** intensive residence-based program for Native Hawaiian community college students transferring to the University of Hawai‘i at Mānoa
- **ʻŌiwi Undergraduate Research Mentorship Program:** pairing passionate Native Hawaiian undergraduate students who want to develop research skills under the mentorship of Native Hawaiian faculty to sharpen presentation skills, receive added academic support and prepare for graduate school
- **Lāhui Hawai‘i Research Center:** opportunities for students to increase their skills and engagement with multi-disciplinary research focused on Native Hawaiian issues and opportunities
School of Nursing and Dental Hygiene

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Cultural Competency Initiative(s):

The School of Nursing and Dental Hygiene (SONDH) has a number of programs and initiatives that integrate culture. They include, but are not limited to, the following:

IKE AO PONO PROGRAM
With Nalani Minton, B.S., M.A., M.A., as the Program Director, the purpose of the program is to provide academic, cultural and social support to Native Hawaiian and Pacific Islander students in the SONDH.

Regarding educational initiatives, SONDH's graduate program (master's level) coursework includes the Advanced Public Health Nursing Program, which requires courses that focus specifically on culture: 1. Health and Healing Practices of Native Hawaiian and Pacific Island People, and 2. Community Based Participatory Research. These courses are usually taught by Dr. Alice Tse, Ph.D., APRN.

With regard to service/community engagement, both Drs. Qureshi and Tse are members of and represent the State of Hawaii at the American Pacific Nursing Leaders Council. They have extensive interaction with nurses from the US Affiliated Pacific Islands (USAPI). SONDH also engages in cultural research projects. Drs. Qureshi and Tse are co-PIs on an NIH U13 Community Partnership grant that focuses on building capacity for Community Based Participatory Research (CBPR) among nurses in the USAPI.
The Myron B. Thompson School of Social Work (MBT SSW), which includes the Department of Social Work, the Office of Public Health Studies (OPHS), and the Center on Aging (COA), promotes a shared vision of “achieving social justice and health equity for the people of Hawai`i and citizens in a changing world.” The reorganization of these three units within the MBT SSW in 2016 reflects a building of the kauhale (village) to foster multidisciplinary educational and research excellence and to grow the next generation of citizens in social work and public health.

There are several school-wide programs and initiatives that demonstrate a commitment to cultural competency with a focus on research and instruction.

- **Research:** While Hawai`i enjoys the status of being the “healthiest state” in the nation, there are still many people who experience poor health. RMATRIX-II (2014-2019), the RCMII Multidisciplinary And Translational Research Infrastructure eXpansion program, funded by the National Institute of Minority Health and Health Disparities, seeks to improve health and reduce health disparities particularly among Native Hawaiians, Pacific Islanders, and Filipinos. It is co-led by the Deans of the John A. Burns School of Medicine (JABSOM) and the MBT SSW, with public health and social work faculty leadership in areas such as community based participatory research and aging and chronic diseases. [http://rmatrix.jabsom.hawaii.edu/index.jsp](http://rmatrix.jabsom.hawaii.edu/index.jsp)
- **Instruction:** The Interprofessional Education Collaborative (IPEC) of the College of Health Sciences and Social Welfare was established in 2014 with partners from the School of Nursing and Dental Hygiene, the JABSOM, the MBT SSW, the OPHS, and UH
Hilo’s School of Pharmacy. The IPEC works on strengthening interdisciplinary education and practice through a focus on four domains: values and ethics, roles and leadership of the inter-professional team, communication, and team-based care. Faculty jointly sponsor simulation learning experiences that empower students to understand and use an inter-professional team approach to care for clients, with an emphasis on cross cultural factors.

- **Instruction:** The Native Hawaiian Interdisciplinary Health Program, under the sponsorship of the Native Hawaiian Center of Excellence at JABSOM, is a collaborative project with the BSW Program of the MBT SSW. This program provides workshops for a select group of Native Hawaiian pre-medicine and undergraduate social work students in order to strengthen their professional knowledge and skills within a cultural context. Faculty offer workshops in cultural historical trauma, indigenous healing, and Hawaiian place-based learning. OPHS and JABSOM are similarly engaged in the BUILD EXITO program, a National Institutes of Health (NIH)-funded initiative to enhance undergraduate training in biomedical research through increased diversity of students. Students receive research training and are engaged in paid research practica. Both programs are committed to increasing the number of minority, disabled, and first-generation college students in the sciences and the health professions.

- **Hā Kūpuna Resource Center:** Native Hawaiian elders are recognized as sources of wisdom and transmitters of knowledge to younger generations. Unfortunately, many Native Hawaiians experience poorer health than other ethnic groups in Hawai‘i. Hā Kūpuna: National Resource Center for Native Hawaiian Elders (2006-2021), funded by the Administration on Community Living, seeks to create and disseminate knowledge on the health of kūpuna (elders) to improve kūpuna health and the delivery of services to them. The leadership is from social work and public health, with support from JABSOM faculty. Along with its two sister National Resource Centers for Native Elders—in Anchorage and in North Dakota—Hā Kūpuna won the 2015 award for excellence in multicultural aging from the American Society on Aging. [http://manoa.hawaii.edu/hakupuna/](http://manoa.hawaii.edu/hakupuna/)

**Department of Social Work**

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**Cultural Competency Initiatives:**

- **Competency:** One of our core social work competencies (SWC) is to engage, honor, and respect indigenous culture towards decolonized professional practice. All UH social work graduates: 1) understand the impact of inhabitation and occupation of indigenous lands and the effects of historic cultural trauma on the lives and experience of indigenous people; 2) recognize the significance of place in developing and communicating culturally resonant practice; 3) respect host traditions, protocols,
ceremony, guesthood, and spirituality as central to decolonized professional practice; 4) demonstrate knowledge of their own culture and associated beliefs, values and practices.

- **Curriculum:** DSW programs train students in social work practice with diverse populations, with an emphasis on Native Hawaiians, Pacific Islanders, and Asians. We recognize indigenous ways of knowing and doing, as well as mainstream paradigms. We train students in cultural humility and strengths-based assessment and problem solving. Our unique place, history, and sociopolitical context offers us opportunities to indigenize and localize our curriculum as we promote social and economic justice. While these perspectives are integrated into all courses, several courses focus specifically on indigenous practice, including:
  - SW 774 Cultural Factors in Work with Hawaiians
  - SW 680 Ho’oponopono as Peacemaking
  - SW 680 International Social Work
  - SW 680 Decolonizing Social Work
  - SW 680 Native Hawaiian Perspectives: A Cultural Context for Well-Being

**Office of Public Health Studies**

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**Cultural Competency Initiatives:**

- **Diversity Plan:** Recognizing diversity as one of our greatest strengths, the Diversity Plan of the UH Office of Public Health Studies outlines four goals: 1) to maintain a student body reflective of Hawai’i’s multicultural communities, including groups underrepresented in higher education; 2) to encourage recruitment of women and minority faculty at all levels; 3) to prepare students to collaborate with diverse communities in Hawai’i, the nation, and the Asia-Pacific region in a culturally sensitive manner; and 4) to support scholarly dialogue on diversity. The OPHS Diversity and Recruitment Committee is responsible to support OPHS in accomplishing these goals, e.g., through participation in student recruitment activities, leadership on faculty search committees, and facilitation of training.
• **MPH Specialization in Native Hawaiian and Indigenous Health:** Indigenous people throughout the world experience some of the worst health and socioeconomic disparities. This MPH specialization provides students with skills and training necessary to help Indigenous people and communities address their health and wellness needs. Students enrolled in this specialization are required to take advanced level training in Indigenous health policy, ethics, and research design. Students participate in on-going research programs with Indigenous communities through a practicum assignment. Other OPHS courses that promote cultural competence include:
  - PH 465 Indigenous Health
  - PH 623 Health Promotion Theories and Methods
  - PH 630 Cultural Competence
  - PH 704 Community Based Participatory Research (CBPR)

• **DrPH in Community Based and Translational Research:** The purpose of the DrPH in Community-Based and Translational Research is to prepare students to lead programs and conduct independent investigations addressing public health topics relevant to culturally diverse groups, with a special focus on those in the state of Hawai‘i and the Asia-Pacific region. We focus on translational research, which is the investigation of how to successfully transform scientific discoveries arising from laboratory, clinical, or population studies into community applications to reduce incidence, morbidity, and mortality. We emphasize community-based participatory research methodologies, reflecting our commitment to working in partnership with people and communities to recognize, quantify, and reduce health disparities.

### Center on Aging

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### Cultural Competency Initiatives:

- The Center on Aging (COA) serves as a resource to support culturally competent research, teaching, and community practice in aging. Its director is a medical anthropologist/social gerontologist who has conducted research and training in aging in...
China and Guatemala and has served as editor-in-chief for *Journal of Cross-Cultural Gerontology* since 2005.

- **Certificate in Aging:** The COA is in the process of developing curricula for undergraduate and graduate certificates in aging. In response to requests from leaders of the local aging community, we also will develop an applied administration certificate/set of modules to provide gerontological training to the eldercare workforce. Each certificate and set of modules will incorporate training and evaluation on cultural competency as a central component. Curriculum also will be guided by the Association of Gerontology in Higher Education (AGHE) *Gerontology Competencies for Undergraduate and Graduate Education* (2014) and the AGHE *Standards and Guidelines for Gerontology and Geriatrics* 6th edition, which includes components directed to the knowledge and skills essential to cultural competency.

**Hawai'i Alzheimer's Disease Initiative (HADI):** Under a grant from the federal Administration for Community Living (2015-2018), HADI is creating new services to support persons with memory loss or dementia and their caregivers. We have trained more than 100 health professionals and volunteers in the state in a nationally recognized memory care navigation model. This model emphasizes culturally appropriate approaches to understanding family needs and providing referrals for assessment, treatment, and services in the community. HADI also is adapting a well-known curriculum, Savvy Caregiver, to Hawai'i's multicultural population and is offering this curriculum to family caregivers. The COA Cultural Competence and Dementia webpage provides links to useful, culturally responsive online resources.