

## **Faculty development to assess and enhance sociocultural awareness of healthcare professionals in the clinical setting: Scenarios developed from foreign patient cases**

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### **Abstract**

**Background:** The need to care for patients with diverse sociocultural backgrounds is increasingly addressed in medical education curricula. What students learn must be practiced by clinical faculty, but faculty in Japan have had little such training. Faculty development (FD) is necessary.

**Summary of work:** A questionnaire eliciting actual cases of non-Japanese patients was sent to 201 institutions including 2021 Olympics-designated hospitals and health care institutions in the top 20 prefectures where Chinese, Vietnamese, Korean, Filipino, and Brazilian residents resided. The results were qualitatively analyzed and used to develop FD cases. Faculty development was then conducted, consisting of 1) case studies, in which faculty's present knowledge and awareness of sociocultural issues were assessed, and 2) simulated patient practice with a follow-up assessment.

**Results:** Responses were received from 37 institutions (94 cases). Language problems, religious concerns, differences in the concept of time (e.g. patients coming late for appointments), and different ideas about medication (e.g. sharing medication with others) were noted, among others, and these issues occasionally caused frustration, even anger, on both the healthcare professionals and the patients.

**Discussion:** Some healthcare professionals had no knowledge of broad cultural generalizations: what might be required of Muslim patients, patients from cultures with a relaxed attitude towards time, or those from cultures where medicine is regarded as something that can be shared. Some assumptions or biases of the healthcare professionals themselves were also noted: e.g., coming late for an appointment also occurs with Japanese patients.

**Conclusion:** Scenarios developed from real foreign patient cases can help faculty reflect on their own biases, acknowledge cultural generalizations as an essential starting point of person-centered care, and enhance cultural humility in the clinical setting.

**Take-home messages**

Cases developed for FD can also be adjusted for use with students.

## References (maximum three)

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