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**CLINICAL CULTURAL COMPETENCY QUESTIONNAIRE  
(POST-TRAINING VERSION)**

The Center for Healthy Families and Cultural Diversity, Department of Family Medicine, UMDNJ-Robert Wood Johnson Medical School has developed this questionnaire as a tool for assessing physicians' knowledge, skills, and attitudes relating to the provision of culturally competent health care to diverse patient populations. Your individual responses to this "needs assessment" survey will be kept confidential. The results will assist us in planning future cultural diversity educational programs.

Version 2

Date Sent Out: \_\_\_\_\_

Date Received: \_\_\_\_\_

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## CLINICAL CULTURAL COMPETENCY QUESTIONNAIRE

### A. Knowledge

How **KNOWLEDGEABLE** are you about each of the following subject areas? (circle one number)

	<u>Not at all</u>	<u>A Little</u>	<u>Somewhat</u>	<u>Quite a Bit</u>	<u>Very</u>
1. Demographics of diverse racial, and ethnic groups	1	2	3	4	5
2. Sociocultural characteristics of diverse racial and ethnic groups	1	2	3	4	5
3. Health risks experienced by diverse racial and ethnic groups	1	2	3	4	5
4. Health disparities experienced by diverse racial and ethnic groups	1	2	3	4	5
5. Sociocultural issues in:					
a. Health Promotion/Disease Prevention	1	2	3	4	5
b. Reproductive Health/Pregnancy	1	2	3	4	5
c. Child Health	1	2	3	4	5
d. Adolescent Health	1	2	3	4	5
e. Adult Health	1	2	3	4	5
f. Geriatrics	1	2	3	4	5
g. Women's Health	1	2	3	4	5
6. Ethnopharmacology (i.e., variations in medication responses in diverse ethnic populations)	1	2	3	4	5
7. Different Healing Traditions (e.g., Ayurvedic Medicine, Traditional Chinese Medicine)	1	2	3	4	5
8. Historical and contemporary impact of racism, bias, prejudice and discrimination in health care experienced by various population groups in the United States	1	2	3	4	5
9. Office for Civil Rights August 30, 2000 Policy Guidance on the Title VI Prohibition Against National Origin Discrimination as it Affects Person with Limited English Proficiency	1	2	3	4	5
10. Office of Minority Health's National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health Care	1	2	3	4	5

**B. Skills**

How **SKILLED** are you in dealing with sociocultural issues in the following areas of patient care?  
(circle one number)

	<u>Not at all</u>	<u>A Little</u>	<u>Somewhat</u>	<u>Quite a Bit</u>	<u>Very</u>
1. Greeting patients in a culturally sensitive manner	1	2	3	4	5
2. Eliciting the patient's perspective about health and illness (e.g., its etiology, name, treatment, course, prognosis)	1	2	3	4	5
3. Eliciting information about use of folk remedies and/or other alternative healing modalities	1	2	3	4	5
4. Eliciting information about use of folk healers and/or other alternative practitioners	1	2	3	4	5
5. Performing a culturally sensitive physical examination	1	2	3	4	5
6. Prescribing/negotiating a culturally sensitive treatment plan	1	2	3	4	5
7. Providing culturally sensitive patient education and counseling	1	2	3	4	5
8. Providing culturally sensitive clinical preventive services	1	2	3	4	5
9. Providing culturally sensitive end of life care	1	2	3	4	5
10. Assessing health literacy	1	2	3	4	5
11. Working with medical interpreters	1	2	3	4	5
12. Dealing with cross-cultural conflicts relating to diagnosis or treatment	1	2	3	4	5
13. Dealing with cross-cultural adherence/compliance problems	1	2	3	4	5
14. Dealing with cross-cultural ethical conflicts	1	2	3	4	5
15. Apologizing for cross-cultural misunderstandings or errors	1	2	3	4	5

### C. Encounters/Situations

How **COMFORTABLE** do you feel in dealing with the following cross-cultural encounters or situations?  
(circle one number)

	<u>Not at all</u>	<u>A Little</u>	<u>Somewhat</u>	<u>Quite a Bit</u>	<u>Very</u>
1. Caring for patients from culturally diverse backgrounds	1	2	3	4	5
2. Caring for patients with limited English proficiency	1	2	3	4	5
3. Caring for a patient who insists on using or seeking folk healers or alternative therapies	1	2	3	4	5
4. Identifying beliefs that are not expressed by a patient or caregiver but might interfere with the treatment regimen	1	2	3	4	5
5. Being attentive to nonverbal cues or the use of culturally specific gestures that might have different meanings in different cultures	1	2	3	4	5
6. Interpreting different cultural expressions of pain, distress, and suffering	1	2	3	4	5
7. Advising a patient to change behaviors or practices related to cultural beliefs that impair one's health	1	2	3	4	5
8. Speaking in an indirect rather than a direct way to a patient about his/her illness if this is more culturally appropriate	1	2	3	4	5
9. Breaking "bad news" to a patient's family first rather than to the patient if this is more culturally appropriate	1	2	3	4	5
10. Working with health care professionals from culturally diverse backgrounds	1	2	3	4	5
11. Working with a colleague who makes derogatory remarks about patients from a particular ethnic group	1	2	3	4	5
12. Treating a patient who makes derogatory comments about your racial or ethnic background	1	2	3	4	5

**D. Attitudes**

1. How **IMPORTANT** are each of the following factors in contributing to health disparities?  
(circle one number)

	<u>Not at all</u>	<u>A little</u>	<u>Somewhat</u>	<u>Quite a Bit</u>	<u>Very</u>
a. Genetics	1	2	3	4	5
b. Lifestyle	1	2	3	4	5
c. Environment	1	2	3	4	5
d. Poverty	1	2	3	4	5
e. Educational Status	1	2	3	4	5
f. Illiteracy	1	2	3	4	5
g. Ageism	1	2	3	4	5
h. Sexism	1	2	3	4	5
i. Racism	1	2	3	4	5
j. Classism	1	2	3	4	5
k. Ableism	1	2	3	4	5
l. Homophobia	1	2	3	4	5
m. Other (please specify)	1	2	3	4	5

2. How **IMPORTANT** do you believe sociocultural issues are in your interactions with:  
(Circle one number)

	<u>Not at all</u>	<u>A Little</u>	<u>Somewhat</u>	<u>Quite a Bit</u>	<u>Very</u>
a. Patients?	1	2	3	4	5
b. Health Professional Colleagues?	1	2	3	4	5
c. Residents, Medical Students?	1	2	3	4	5
d. Staff?	1	2	3	4	5

3. How **AWARE** are you of your own:  
(circle one number)

	<u>Not at all</u>	<u>A Little</u>	<u>Somewhat</u>	<u>Quite a Bit</u>	<u>Very</u>
a. Racial, ethnic, or cultural identity?	1	2	3	4	5
b. Racial, ethnic, or cultural stereotypes?	1	2	3	4	5
c. Biases and prejudices?	1	2	3	4	5

4. How **IMPORTANT** do you feel it is for health professionals to receive training in cultural diversity and/or multicultural health care?  
(circle one number)

	<u>Not at all</u>	<u>A Little</u>	<u>Somewhat</u>	<u>Quite a Bit</u>	<u>Very</u>
	1	2	3	4	5

**E. Education and Training**

1. Which of the following cultural competency training sessions were you able to attend?  
(circle one number)

	<u>Didn't Attend</u>	<u>Attended Part of Session</u>	<u>Attended Entire Session</u>
9/18/02 - St. Peter's Family Practice Grand Rounds - Improving the Quality of Care for Diverse Populations	1	2	3
11/20/02 - St. Peter's Family Practice Grand Rounds - Addressing Racial and Ethnic Health Disparities: Caring for African American Patients with Cardiovascular Disease	1	2	3
12/17/02 - Faculty Development Workshop - The American Academy of Family Physicians' Quality Care for Diverse Populations Cultural Competency Training Program	1	2	3
2/19/03 - St. Peter's Family Practice Grand Rounds - Caring for Patients with Limited English Proficiency: An Update	1	2	3
4/16/03 - St. Peter's Family Practice Grand Rounds - Culturally Competent Quality Improvement in Primary Care	1	2	3

2. Overall, how satisfied were you with the quality of these cultural competency training sessions?  
(circle one number)

1 - Not at all    2 - A little    3 - Somewhat    4 - Quite a bit    5 - Very    9 - Don't know

3. How could these training sessions have been improved?

4. My desire to learn more about the subject of culturally competent health care has:  
(circle one number)

1 - Decreased a Lot    2 - Decreased Somewhat    3 - Remained the Same    4 - Increased Somewhat    5 - Increased a Lot

**F. IMPACT**

1. Have you read the Society of Teachers of Family Medicine’s Recommended Core Curriculum Guidelines on Culturally Sensitive and Competent Health Care? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Have you ever visited and made use of the following websites:

a. Initiative to Eliminate Racial and Ethnic Disparities in Health U.S. Department of Health and Human Services? (<http://raceandhealth.hhs.gov>) Yes \_\_\_\_\_ No \_\_\_\_\_

b. Office for Civil Rights August 30, 2000 Policy Guidance on the Title VI Prohibition Against National Origin Discrimination as it Affects Person with Limited English Proficiency? (<http://www.hhs.gov/ocr/lep/guide.html>) Yes \_\_\_\_\_ No \_\_\_\_\_

c. Office of Minority Health’s National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health Care? (<http://www.omhrc.gov/CLAS>) Yes \_\_\_\_\_ No \_\_\_\_\_

d. The Ethnomed? (<http://hslib.washington.edu/clinical/ethnomed>) Yes \_\_\_\_\_ No \_\_\_\_\_

e. Resources for Cross Cultural Health Care? (<http://www.diversityrx.org>) Yes \_\_\_\_\_ No \_\_\_\_\_

f. The Provider’s Guide to Quality and Culture? (<http://erc.msh.org/quality&culture>) Yes \_\_\_\_\_ No \_\_\_\_\_

5. To what extent do you think the Aetna cultural competency training/quality improvement project has had an impact on each of the following to provide more culturally responsive and effective care to diverse populations:

	<u>None</u>	<u>A Little</u>	<u>Some</u>	<u>Quite a Lot</u>	<u>Very Significant</u>	<u>Don't Know</u>
Family Practice Physician Faculty?	1	2	3	4	5	9
Family Practice Office Staff?	1	2	3	4	5	9
Family Practice Residents?	1	2	3	4	5	9
Family Practice Center(s) as a Whole?	1	2	3	4	5	9

4. Please offer any further comments or suggestions that you may have.

Thank you very much!