



AN INTERDISCIPLINARY ACTIVE LEARNING INTERCULTURAL TRAINING COURSE

Monica L. Miller, PharmD, MS^{1,2} and Ellen Schellhase, PharmD¹,

¹ Purdue University College of Pharmacy ² Eskenazi Health Department of Pharmacy Service

BACKGROUND: Pre-professional and professional healthcare education focuses on building clinical and technical skills however, there is little time focused on building empathy and intercultural competence.

DESIGN: This 2-credit, 16-week course met twice weekly for 50-minutes. Course sessions included an active-learning activity followed by a Thiagi debrief. Topics covered included Hofstede’s cultural dimensions, mindfulness, learning styles and the four intercultural core competencies (increasing cultural and self-awareness, increasing awareness of others, learning to manage emotions and thoughts and learning to shift frames). Assignments included an intercultural development plan that used selfie documentation, on-line discussion board reflections related to service-learning activities and completion of a cultural competency badge.

ASSESSMENT: Students assessed their own learning using several different scales. Each student took the Intercultural Development Inventory (IDI) survey before class began and again the last week to measure changes in their cultural competence. The Inventory for Assessing the Process of Cultural Competence Among Healthcare Professionals-Student Version empathy survey was also used for assessment.

CONCLUSION: The majority of students demonstrated growth on each of the aforementioned assessment scales. Based on this data, it is possible to provide instruction on intercultural learning with a focus on empathy and healthcare to an interdisciplinary group of students in a classroom setting. Future plans include offering this material as an intensive pharmacy elective within the international/global health work and as a continuing education framework.

PURPOSE: To provide instructional education with a focus on empathy within healthcare to an interdisciplinary group of students in the Honors College. The overall course aim was to help students enhance their intercultural skill development by focusing on the understanding of others while also being aware of self.

Tables 1 and 2: Class Demographics

Characteristic	Number (%)
Gender	
Male	3 (18%)
Female	14 (82%)
Year in School	
Sophomore	6 (35%)
Junior	5 (29%)
Senior	3 (18%)
Professional student	2 (12%)

Designated Major	Number (%)
Accounting	2 (12%)
Computer Science	1 (6%)
Doctor of Pharmacy	2 (12%)
Engineering	2 (12%)
Exploratory Studies	1 (6%)
Horticulture	1 (6%)
Management	1 (6%)
Neurobiology	1 (6%)
Nursing	1 (6%)
Pre-Pharmacy	3 (18%)
Psychology	1 (6%)

Figure 1: Assessment Changes on the IDI and IAPCC-SV Scales

