

## Teaching with Cultural Competence Requires Gender Sensitivity.

Marna R. Greenberg DO, MPH, FACEP  
*Lehigh Valley Health Network*, [marna.greenberg@lvhn.org](mailto:marna.greenberg@lvhn.org)

Jessica Pierog DO  
*Lehigh Valley Health Network*

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### Published In/Presented At

Greenberg, M. R., Pierog, J. (2007, October 1). *Teaching with Cultural Competence Requires Gender Sensitivity*. Presented at: Lehigh Valley Health Network, Allentown, PA.

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# TEACHING WITH CULTURAL COMPETENCE REQUIRES GENDER SENSITIVITY

Marna Rayl Greenberg, D.O., FACEP

Jessica Pierog, D.O.

Lehigh Valley Hospital, Allentown, PA

# Aims:

- ✓ Exploration of AHA revised ACLS materials for gender sensitivity
- ✓ Evaluation of potential bias in simulation & teaching
- ✓ Illustration of culturally competent education

# Background:

- Cardiovascular disease #1 cause of death in women
  - Disproportionately affecting minority women
- Culturally competent health care:
  - Sensitive to the health beliefs & behaviors, epidemiology & treatment efficacy of different population groups
- Expanded the concept to include entire female population

# Methods:

- Review of ACLS education materials
  - Pre-course materials
  - Instructor and provider manuals
  - Illustrations
  - Case vignettes
  - Compact discs
  - Algorithms
  - Test materials

# Results:

- Room for improvement
- Provider text discussion
  - Consistent with symptomatology classic to males
  - Early warning signs in women (not classic) not listed
- Provider disc
  - Every simulated case (both human and mannequin) uses a Caucasian male patient
  - No mannequin with female characteristics
  - No mannequins with minority skin color

# Conclusions:

- ✓ Revised ACLS materials are more culturally competent
- ✓ Improve by increasing representation of women (particularly minorities) in teaching models
- ✓ Recommendations for ACLS instructors:
  1. Provide enhanced materials to help learners recognize women may have atypical symptomatology suggestive of coronary ischemia
  2. Modify case scenarios and mannequins to adequately represent individuals at risk