

CTLA Article Review

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Article:

Dogra N, Giordano J, and France, N. Cultural diversity teaching and issues of uncertainty: the findings of a qualitative study. *BMC Medical Education*. 2007; 7:8

What the article is about:

The article describes a study of diversity education in the context of medical education. Interviews conducted as part of the study demonstrated that diversity education has not often involved a patient-centered approach. As a result, students view diversity training as a way of avoiding conflicts or problems more than as a way of developing the patient-practitioner relationship. In order to take such an approach, instructors and students must be willing to accept and value uncertainty. Diversity training should go beyond generalized information provided in a classroom setting to also incorporate firsthand experiences. Thus, it is important that both science and the humanities be incorporated into diversity training in medical education.

Why the article may be useful:

The article makes arguments for a new way of providing diversity training to healthcare professionals. It discusses the importance of broadening the fact-based, scientific approach usually taken for diversity education. This new approach may inspire changes to diversity training within course curricula.

Who the article is for:

All faculty preparing healthcare professionals to work in diverse settings.