

**The C.A.S.T. Program:**  
**A Novel Approach to Improve Cultural**  
**and Communication**  
**Awareness**  
**Using Student Theater**

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AIAMC 2019 Annual Meeting  
Thursday, March 28<sup>th</sup>  
1:45 – 3pm



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**Workshop Agenda: CAST Program**  
**AIAMC 2019 Annual Meeting**  
**Thursday, March 28th**  
**1:45– 3pm**

<b>TIME</b>	<b>TOPIC</b>
1:45-2:00pm	<b>Introduction to CAST</b>
2:00-2:10pm	<b>Role Play Video</b>
2:10-2:30pm	<b>Small Group Activity</b>
2:30-2:50pm	<b>Report Out</b>
2:50-3:00pm	<b>Current Results/Next Steps/Questions</b>



# Learning Objectives

1. Identify culturally sensitive topics
2. Review steps to implement the C.A.S.T. program including how to use this simulation tool with student actors and create supplementary learning materials
3. Design your own cultural competency simulation at your institution



# Background

- Residents place varying importance on culture when providing care.
  - Determinant of health
  - Comfort in speaking with patients and parents of different cultural backgrounds
- Trainees often do not receive formal training in cultural competency.
- ACGME expects residents to be assessed on communication with patients/families across broad range of socioeconomic and cultural backgrounds.



# The C.A.S.T. (Cultural Awareness through Student Theater) Program

Case-based simulated sessions with students



# CAST Program - Intern Orientation June 2018, JSUMC



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# Feedback – The Primary Teaching Method

(Adapted from University of Pittsburgh – of the Commonwealth System of Higher Education. Created by faculty at the Children’s Hospital of Pittsburgh of UPMC, 2013)

Steps	Turn To:	Sample Questions
1. <b>“Time-Out”</b>	Learner	<ul style="list-style-type: none"><li>➤ “How did that go for you?”</li><li>➤ “Could we ask the group about skills they noticed?”</li></ul>
2.	Group	<ul style="list-style-type: none"><li>➤ “Could you tell learner what skills were demonstrated?”</li><li>➤ “Do you have suggestions for how learner could proceed?”</li></ul>
3.	Learner	<ul style="list-style-type: none"><li>➤ “Based on the group’s suggestions/your own ideas, what would you like to try now?”</li></ul>
4. <b>“Time-In”</b> : Resident practices case again		

# VIDEO



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# **SMALL GROUP ACTIVITY**



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# REPORT OUT



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# **RESULTS (2015, 2016, 2018 pre/post simulation survey)**

**Phase 1, 2015:** Pediatric residents

**Phase 2, 2016:** Pediatric, IM residents

**Phase 3, 2018:** Pediatric, IM, OB/GYN, Psychiatry, Pharmacy, Dentistry, Podiatry, Surgery interns (n=69)



# **GOAL**

## **10% improvement in mean responses**

➤ **Values 1-5:**

<b>Possible Response</b>	<b>Assigned Value</b>
<b>Strongly Disagree</b>	<b>1</b>
<b>Disagree</b>	<b>2</b>
<b>Neutral</b>	<b>3</b>
<b>Agree</b>	<b>4</b>
<b>Strongly Agree</b>	<b>5</b>



# RESULTS - 2015

Survey Statement	Pre (MEAN)	Post (MEAN)	Change with intervention
<i>Cultural competency involves being sensitive to the feeling of being different.</i>	4.2	4.8	<b>14%</b>
<i>An individual's cultural background can be a determinant of his/her health.</i>	3.2	4.4	<b>38%</b>



# RESULTS – 2016, 2018

Survey Statement	Year	Pre (MEAN)	Post (MEAN)	Change with intervention
<i>I am familiar with the concept of Cultural Competency.</i>	2016	3.8	4.5	<b>18%</b>
	2018	3.9	4.5	<b>15%</b>
<i>I feel comfortable speaking with patients and parents of different cultural backgrounds.</i>	2016	4.1	4.4	<b>7%</b>
	2018	3.7	4.1	<b>11%</b>

# DIFFERENCES IN MEAN RESPONSE

## Pre/post survey 2018

Survey Statement	Mean	p-value	Statistically significant (alpha = 0.05)
<i>I am familiar with the concept of Cultural Competency.</i>	0.6	<0.0001	<b>Yes</b>
<i>I feel comfortable speaking with patients and parents of different cultural backgrounds.</i>	0.4	0.0011	<b>Yes</b>



# Lessons Learned

Patient-based simulation may improve residents' comfort in interacting with patients and families of diverse cultural and religious backgrounds.

- High-school theater/drama department may be a useful resources for "actors" (just feed them pizza!)
- Effective feedback tool
  - Only 15 minutes needed for feedback
  - "Time-outs" provided immediate feedback
  - Residents not directly participating were involved in feedback process
- Office of Cultural Diversity is a valuable resource



# Challenges

- Finding area and agreed upon time to run simulation
- Recruiting and training faculty to run each case (at least 3 facilitators needed)
- Flexibility with time requirements of student actors

