The example used in this study is Child Family Health International (CFHI), a non-profit dedicated to partnering with local health professionals in the community.

The present study argues that a teaching of cultural competence, self-awareness, and professionalism can and should begin earlier in the learning process during undergraduate schooling. In order for students to best understand these principles, they must be introduced to cultures different from their own in a clinical setting. The example used in this study is Child Family Health International (CFHI), a non-profit dedicated to partnering with local communities.

OBJECTIVE

To analyze 4-16-week Child Family Health International (CFHI) immersion programs and compare learning outcomes to cultural competency, self-awareness/reflection, and professionalism standards of accreditation in six health science professional programs offered at The Ohio State University.

INTRODUCTION

• The importance of cultural competence in professional health programs is widely recognized, yet there is not currently a standardized way of educating students.
• Cultural competence is defined by the Association of American Medical Colleges as a “set of congruent behaviors, knowledge, attitudes, and policies that come together in a system, organization, or among professionals that enables effective work in cross-cultural situations.”
• Students entering the healthcare field must be able to provide culturally relevant care to their patients, because it can directly affect healthcare outcomes.
• The present study argues that a teaching of cultural competence, self-awareness, and professionalism can and should begin earlier in the learning process during undergraduate schooling.
• In order for students to best understand these principles, they must be introduced to cultures different from their own in a clinical setting. The example used in this study is Child Family Health International (CFHI), a non-profit dedicated to partnering with local communities.

RESULTS

Analysis of CFHI 4-16-week Activities

<table>
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<tr>
<th>EXPERIENCE</th>
<th>ACTIVITIES</th>
<th>LEARNING OUTCOMES</th>
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| Child Health and Social Determinants in Accra, Ghana | Engage with medical professionals in the Outpatient Department, Emergency Room, and the various wards to learn about the Healthcare and also the prevention and management of various diseases. Ex: Public Health Unit | See how these professionals provide care in a resource poor environment, overcoming challenges such as the financial and structural constraints of the healthcare system itself and the social determinants that lead to illness in children.
 Learn about the social causes and the health implications of certain diseases in the population and communities of Ghana. |

DISCUSSION/CONCLUSION

• In health professional programs, training on cultural competency is normally incorporated into larger, required courses in the form of case studies or discussions (Dogra et al., 2010).
• In order to best enhance students’ cultural competence, self-awareness, and professionalism, real-life experiences will be most beneficial and can start earlier in their educational career.
• The results of this study show incredible overlap between the intended learning outcomes of 4-16-week CFHI immersion programs and the accreditation standards of six professional health science programs offered at The Ohio State University.
• Local options: Columbus Free Clinic, and also specialty clinics like La Clinica Latina, Asian Health Initiative Free Clinic, Noor Community Clinic, etc.
• Students must keep in mind community considerations and allow themselves to learn from the locals, instead of trying to alter their cultural habits.
• This study has shown that undergraduate students can begin to conceptualize and work on health professional program level standards earlier in their career.
• Ethical, community-led learning programs provide a good option from enhancing cultural awareness as part of the undergraduate experience that can be beneficial in graduate programs.

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