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THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Pharmaceutical Sciences

Reflexive Photography: *Assessing Cultural Competency in Aboriginal Health*

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Objectives

1. Explain reflexive photography and the evidence to support its use in assessing cultural competency.
2. Review student examples of pre/post-course examples of a reflexive photography assignment.
3. Summarize student feedback to a reflexive photography assignment.

Aboriginal Health in Pharmacy

- **Mandatory Curriculum:**
 - 3 hour introductory lecture series in Year 1 of E2P PharmD
- **Elective:**
 - *PHAR457: Pharmaceutical Care in Aboriginal Health*
 - AFPC 2014:
<https://www.youtube.com/watch?v=j9wJs36n0b0>
- **Practice Innovation - Pharmacists Clinic**
 - Primary care and medication management services in collaboration with Aboriginal Communities in BC



Challenge

How do we assess student learning and understanding of cultural competency?

Reflexive Photography

- A qualitative technique requiring students to reflect on past experiences and capture photographs or visuals that are considered evidence of their perceptions (Amerson and Livingston, 2014)
- The photographs are then discussed with a facilitator or group followed by further self-reflection

Evidence for Reflexive Photography

Reflexive Photography: An Alternative Method for Documenting the Learning Process of Cultural Competence

Roxanne Amerson and Wade G. Livingston

J Transcult Nurs 2014 25: 202 originally published online 6 February 2014

DOI: 10.1177/1043659613515719

The online version of this article can be found at:

<http://tcn.sagepub.com/content/25/2/202>

- **Conclusions:**
 - More robust for self-reflection than journaling, particularly for visual learners
 - Showed more details about their experience and reflected on their emotions
 - *“A picture is worth a thousand words”*

Evidence for Reflexive Photography

The Art of Thinking: Using Collage to Stimulate Scholarly Work

Simmons, Nicola and Daley, Shauna (2013) "The Art of Thinking: Using Collage to Stimulate Scholarly Work," *The Canadian Journal for the Scholarship of Teaching and Learning*: Vol. 4: Iss. 1, Article 2.

DOI: <http://dx.doi.org/10.5206/cjsotl-rcacea.2013.1.2>

Available at: http://ir.lib.uwo.ca/cjsotl_rcacea/vol4/iss1/2

- **Conclusions:**
 - Allowed students to further explore connection between concepts and ideas
 - Moving away from writing allowed for freeing their thinking
 - Assisted them in developing and managing explicit thinking

Reflexive Photography Assignment

Pre/Post-course reflection:

- Use 1-2 visuals that best represents the following question:
*What does it mean to be a pharmacist
that practices cross-culturally?*
- Prompting questions were provided and instructors had a prepared guide, e.g:
 - How do patients from your culture view pharmacists?
 - As a pharmacist, how does care change for patients of different cultures?
 - Draw from personal experience, maybe from a time you were misunderstood from a cultural context.
- Photographs were shared pre/post in small groups followed by a larger debrief

Student Reflections

Pre-Course



“This is a picture a patient once painted for me when I was on rotation because of the care I provided. It represents the different cultures in our world and the need for pharmacists to see all these cultures and provide care appropriately.”

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Post-Course



“My understanding of my role as a care provider has deepened. Although it is important for us to see the different chronic diseases (leaves of a tree), we must respect where people are coming from and move beyond perceived stereotypes. The roots and history of colonialism that I have learned in this course will hopefully allow me to nurture relationships earlier on.”

Student Reflections

Pre-Course



“Many different roads – lots of different directions representing different direction of practice and approach to care. Represents the complexity of pharmacology and medications”

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Post-Course



“This multicoloured quilt represents how a pharmacist adapts to what they learn, what they weave into their practice to foster collaboration. The different patches represent different cultures and how we need to practice. We do not need to be firm like roads, but can be part of the change by collaborating with our patients”

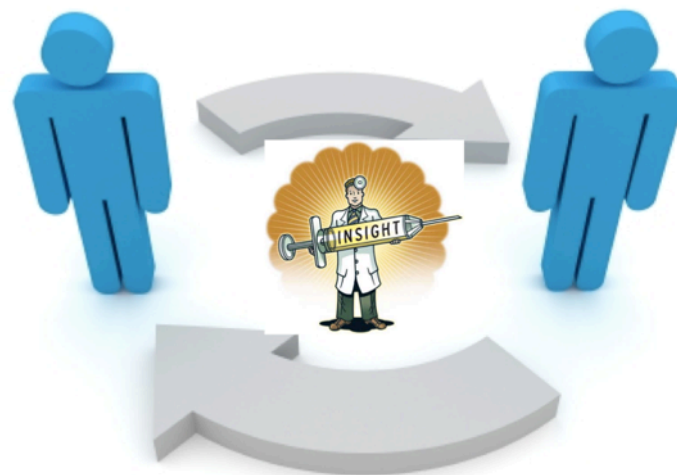
Student Reflections

Pre-Course

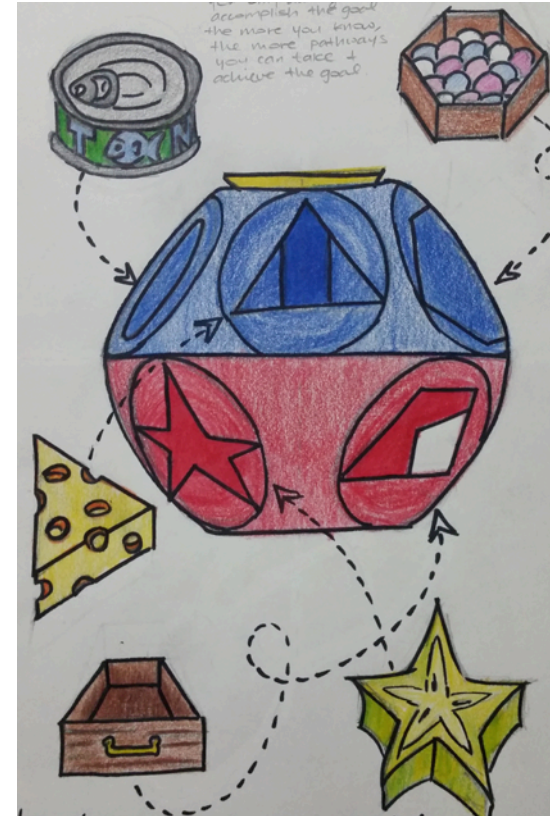
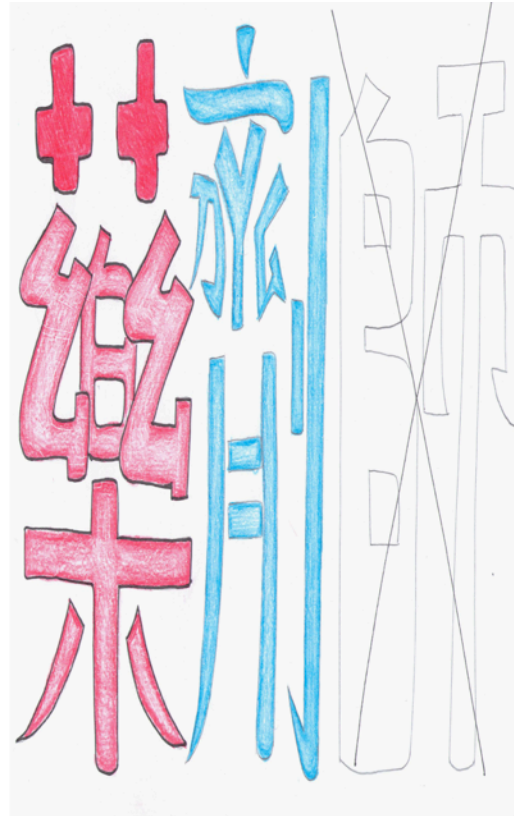
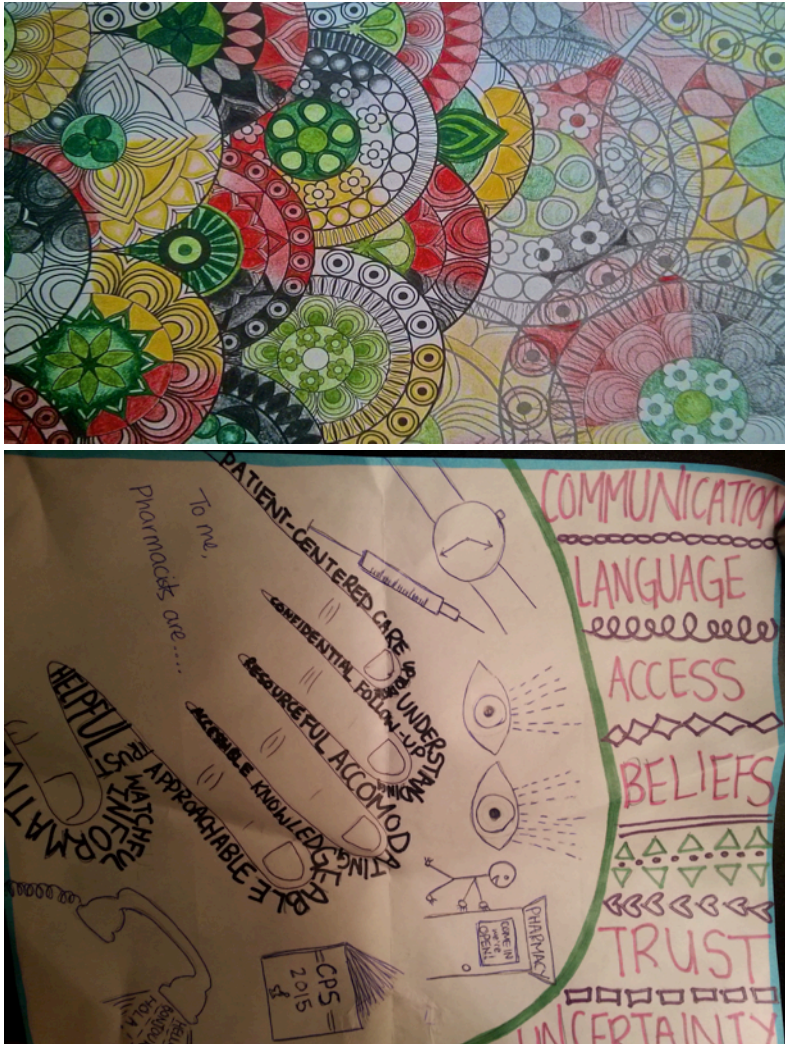


“Looking below the iceberg and the cycle of constant self-reflection and redevelopment of oneself. The syringe being held says “insight” which represents: the best vision is insight in the treatment of patient’s across cultures.

Post-Course



Student Reflections



Student Feedback

- “This would be extremely beneficial if all students in our program were introduced to how they can take a culturally safe approach to practicing as a pharmacist and health care professional”
- “[The reflection] really reiterated the importance of cultural competence over cultural sensitivity”
- “Interactive [assignment] greatly stimulated my learning. I was thinking more actively, rather than staring at an endless barrage of lecture slides.”

Student Challenges

- Reflection was “too open” – wanted more guidance and instruction
- Thinking on a different level was difficult to grasp
- Worries over the type of picture they picked and how they would be assessed

Conclusions

- Reflexive photography was an effective way to enhance students self-awareness and understanding of cultural competency
 - AFPC Outcomes 2.1.3 and 7.2.3
- Student response to reflexive photography was overwhelmingly positive
- Some students were uncomfortable with the lack of a “correct” answer and the broad range of possible ways to complete the assignment

Questions?

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Future Plans

- Reflexive photography was an effective way to enhance students self-awareness and understanding of cultural competency
- Challenge students to incorporate more art mediums (e.g. collages, drawings, photographs, sculptures)
- Develop more self-awareness of students' own culture and acknowledge how this might affect their interactions with patients