

# The Role of Structural Competency in the Treatment and Prevention of Diabetes in a Vulnerable Agricultural Worker Population

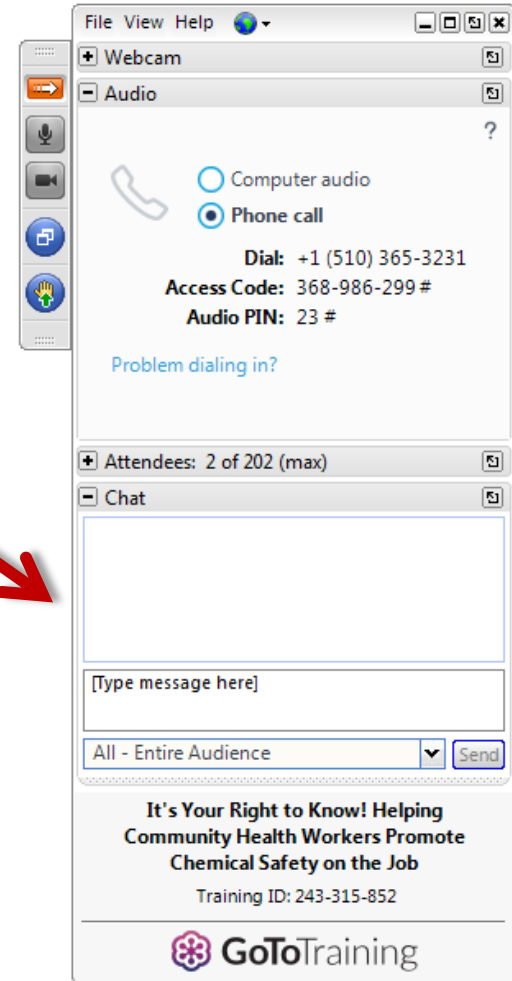
Deliana Garcia, MA

April 4, 2018



# Questions and Comments

- We will address questions and comments during and at the end of the webinar.
- Please enter your questions and comments in the Question field.



# Webinar Recording

In case of technical difficulties - yours or ours  
- Relax! We are recording the webinar and  
will make the recorded session along with the  
presentation and any resources mentioned  
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# *Disclosure Statement*

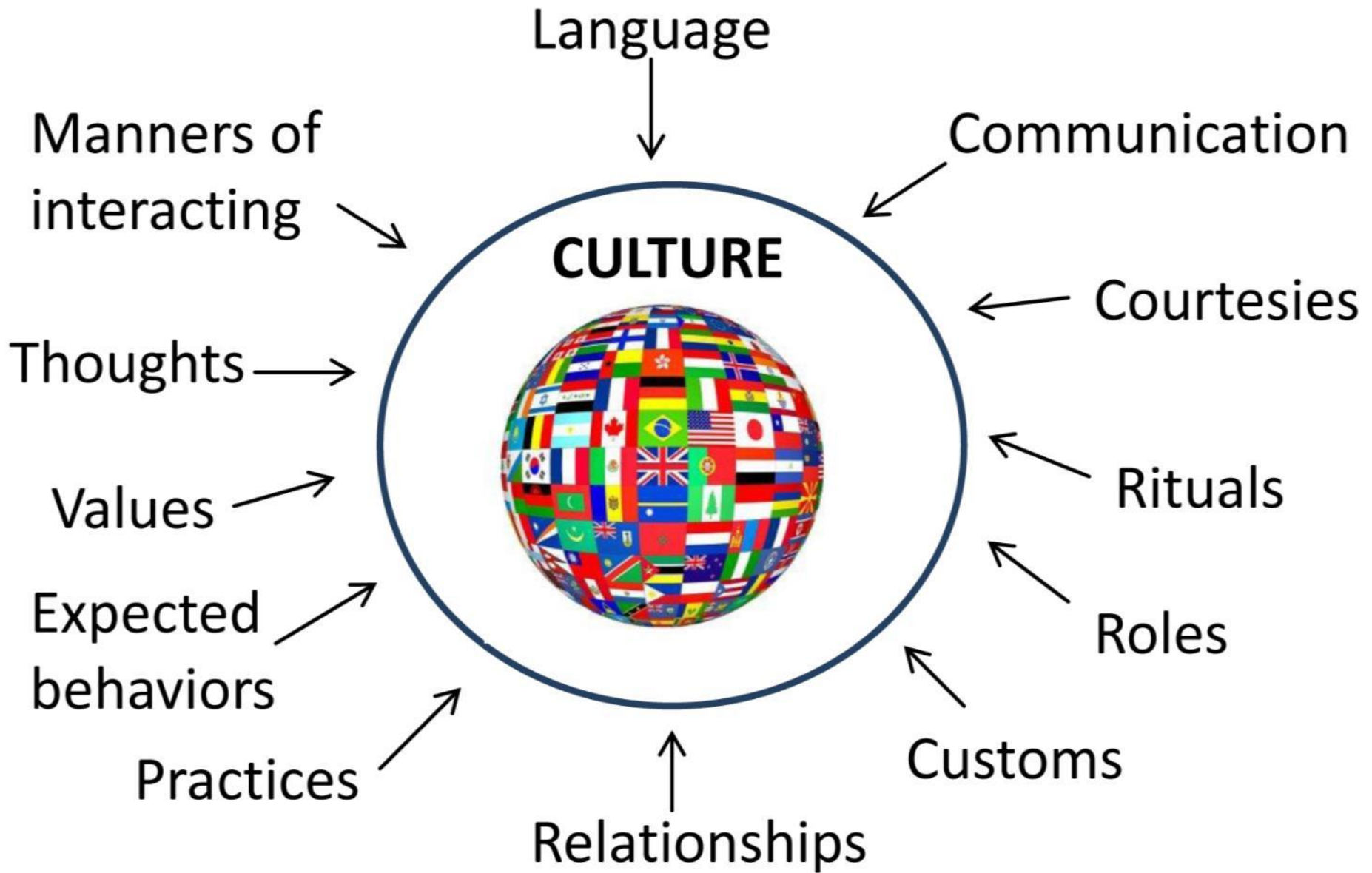
- *Faculty: Deliana Garcia, MA*
- *Disclosure: We have no real or perceived vested interests that neither relate to this presentation nor do we have any relationships with pharmaceutical companies, biomedical device manufacturers, and/or other corporations whose products or services are related to pertinent therapeutic areas.*

# Learning Objectives

1. Identify the structures that shape clinical interactions
2. Discuss the means of developing an extra-clinical language of structure
3. Rearticulate “cultural” formulation in structural terms
4. Explain the process of observing and imagining structural interventions
5. Discuss the impact of structural issues on diabetes care for vulnerable populations

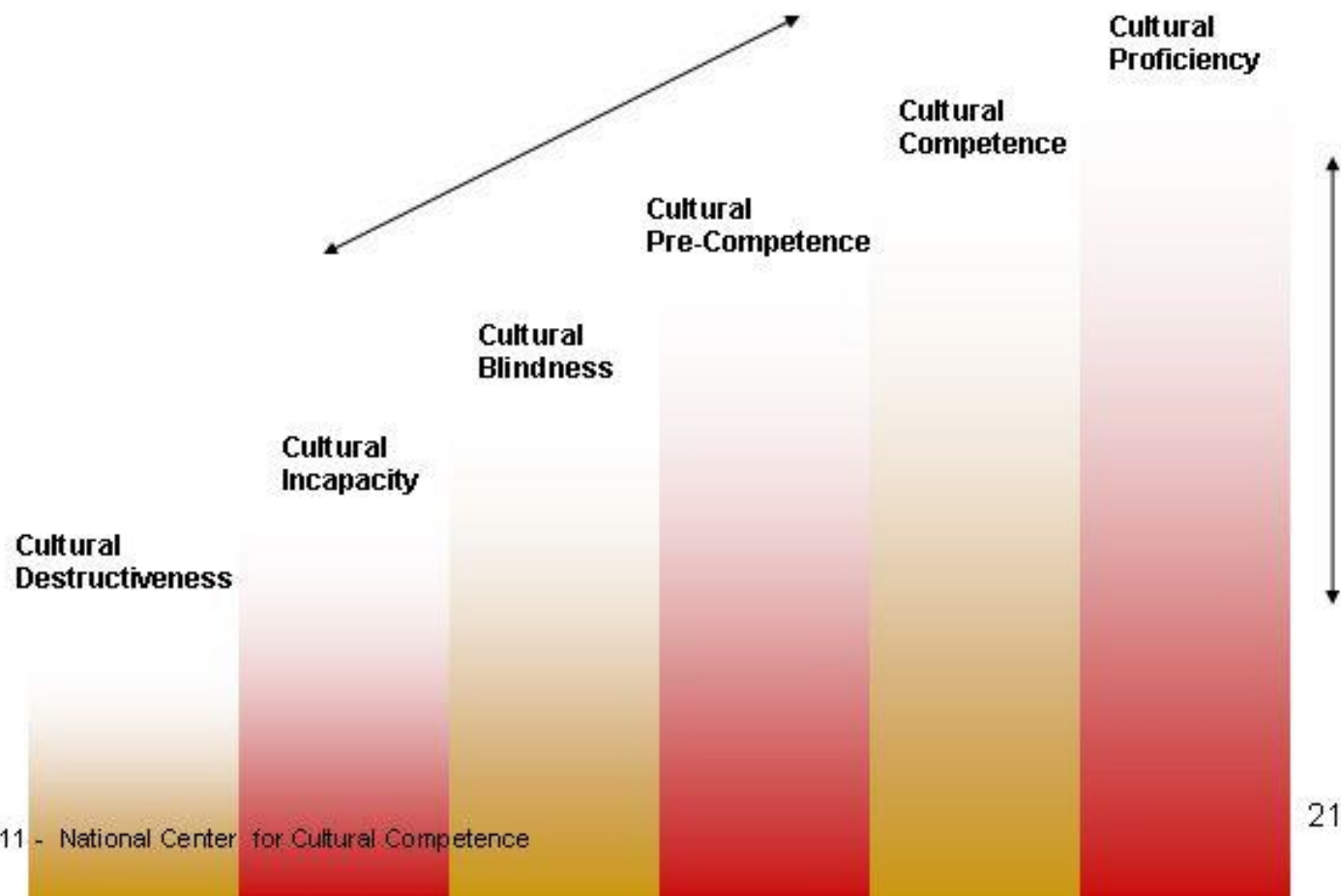


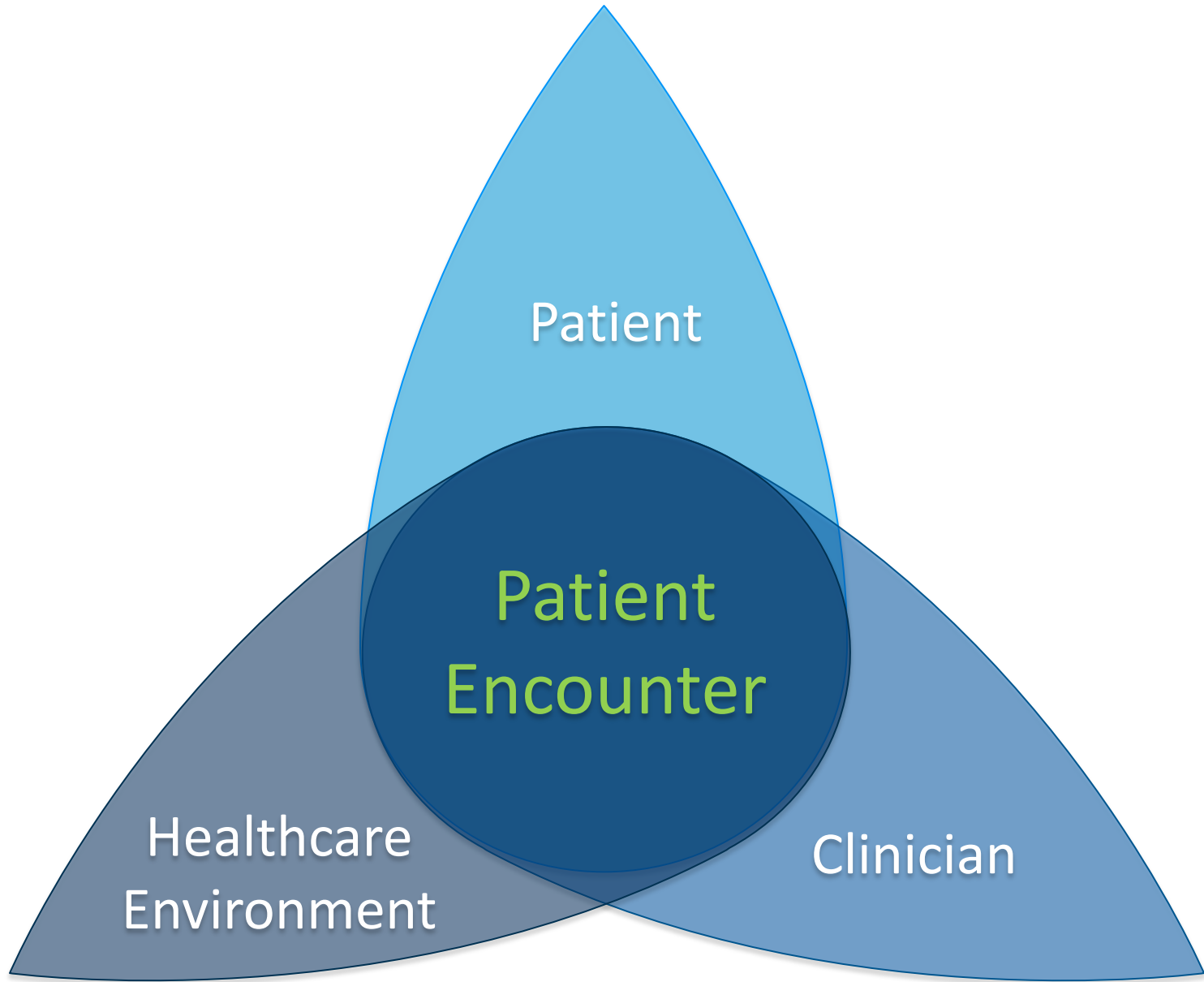




# Cultural Competence Continuum

(Cross, Bazron, Dennis and Isaacs, 1989)





Patient

Patient  
Encounter

Healthcare  
Environment

Clinician





WHAT STRUCTURAL COMPETENCY

*Is not...*



A scenic view of a mountain range. In the foreground, a dirt path winds up a green, grassy ridge. The background shows a vast expanse of mountain peaks, some with patches of snow, under a blue sky with scattered white clouds. The text "Structural Competency is Expansive" is overlaid on the image.

*Structural Competency is*  
**Expansive**





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*Structures shape  
clinical interactions*

Physical Layout

Economics

Time

Politics

Social





# Extra Clinical Language of Structure











Rearticulate “cultural”  
formulations





# Observe and imagine structural interventions









15  
48/5 OZ.  
CHUNK LIGHT TUNA  
IN WATER  
BEST IF USED BY: 08/20/2020  
CAN CODE: 00112ACBNSHDD0





# Structural Humility

## Chart 1

### Structural Vulnerability Assessment Tool<sup>a</sup>

Domain	Screening questions and assessment probes <sup>b</sup>
Financial security	<p><b>Do you have enough money to live comfortably—pay rent, get food, pay utilities/telephone?</b></p> <ul style="list-style-type: none"> <li>◆ How do you make money? Do you have a hard time doing this work?</li> <li>◆ Do you run out of money at the end of the month/week?</li> <li>◆ Do you receive any forms of government assistance?</li> <li>◆ Are there other ways you make money?</li> <li>◆ Do you depend on anyone else for income?</li> <li>◆ Have you ever been unable to pay for medical care or for medicines at the pharmacy?</li> </ul>
Residence	<p><b>Do you have a safe, stable place to sleep and store your possessions?</b></p> <ul style="list-style-type: none"> <li>◆ How long have you lived/stayed there?</li> <li>◆ Is the place where you live/stay clean/private/quiet/protected by a lease?</li> </ul>
Risk environments	<p><b>Do the places where you spend your time each day feel safe and healthy?</b></p> <ul style="list-style-type: none"> <li>◆ Are you worried about being injured while working/trying to earn money?</li> <li>◆ Are you exposed to any toxins or chemicals in your day-to-day environment?</li> <li>◆ Are you exposed to violence? Are you exposed regularly to drug use and criminal activity?</li> <li>◆ Are you scared to walk around your neighborhood at night/day?</li> <li>◆ Have you been attacked/mugged/beaten/chased?</li> </ul>
Food access	<p><b>Do you have adequate nutrition and access to healthy food?</b></p> <ul style="list-style-type: none"> <li>◆ What do you eat on most days?</li> <li>◆ What did you eat yesterday?</li> <li>◆ What are your favorite foods?</li> <li>◆ Do you have cooking facilities?</li> </ul>

Social network	<p><b>Do you have friends, family, or other people who help you when you need it?</b></p> <ul style="list-style-type: none"> <li>• Who are the members of your social network, family and friends? Do you feel this network is helpful or unhelpful to you? In what ways?</li> <li>• Is anyone trying to hurt you?</li> <li>• Do you have a primary care provider/other health professionals?</li> </ul>
Legal status	<p><b>Do you have any legal problems?</b></p> <ul style="list-style-type: none"> <li>• Are you scared of getting in trouble because of your legal status?</li> <li>• Are you scared the police might find you?</li> <li>• Are you eligible for public services? Do you need help accessing these services?</li> <li>• Have you ever been arrested and/or incarcerated?</li> </ul>
Education	<p><b>Can you read?</b></p> <ul style="list-style-type: none"> <li>• In what language(s)? What level of education have you reached?</li> <li>• Do you understand the documents and papers you must read and submit to obtain the services and resources you need?</li> </ul>
Discrimination	<p><b>[Ask the patient] Have you experienced discrimination?</b></p> <ul style="list-style-type: none"> <li>• Have you experienced discrimination based on your skin color, your accent, or where you are from?</li> <li>• Have you experienced discrimination based on your gender or sexual orientation?</li> <li>• Have you experienced discrimination for any other reason?</li> </ul> <p><b>[Ask yourself silently] May some service providers (including me) find it difficult to work with this patient?</b></p> <ul style="list-style-type: none"> <li>• Could the interactional style of this patient alienate some service providers, eliciting potential stigma, stereotypical biases, or negative moral judgments?</li> <li>• Could aspects of this patient's appearance, ethnicity, accent, etiquette, addiction status, personality, or behaviors cause some service providers to think this patient does not deserve/want or care about receiving top quality care?</li> <li>• Is this patient likely to elicit distrust because of his/her behavior or appearance?</li> <li>• May some service providers assume this patient deserves his/her plight in life because of his/her lifestyle or aspects of appearance?</li> </ul>

<sup>a</sup>This tool should be used along with common questions regarding intimate partner violence, alcohol/substance use, diet, and exercise.

<sup>b</sup>The questions in bold function as initial screens that could potentially be quantified. They are followed by assessment probes to elicit more detail and context.

# Questions?



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