

What is this course about?

BESAFE is a model developed by the National Minority Aids Education Training Center at Howard University for providing culturally appropriate care for HIV positive patients across cultural groups including African American, Latinos, American Indians, Alaska Natives, and Native Hawaiians. This course covers the 6 components of this model, and provides suggestions for implementing BESAFE into clinical care.



How to I start?

Begin by clicking on the Course Units drop down menu and choose “Course Unit 1, Introduction.”

How do I proceed with the course?

You will view a video slide show in each section. Each section also contains various assignments, including quiz questions, study questions, case study review, and group activities, designed to facilitate learning and retention with the goal of implementing BESAFE into practice.

We also recommended that you revisit the material from this course after you have had experience in practice, as personal context will help make this course more personally meaningful.

Use the “Back to Main” button at the top of the screen to return to the main menu in order to view the next sections.



Main Menu Screen



Course Units Screen

How do I check progress?

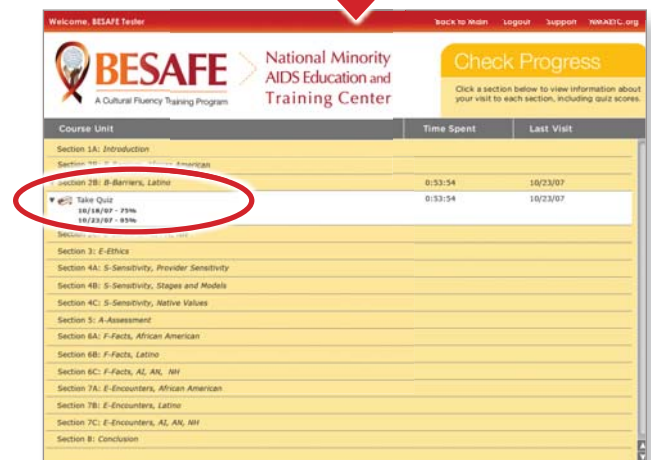
From the main menu, click the “Check Program Progress” button, then click on specific sections to see how long you have spent on a section and what your quiz scores are. This page will also be available to the BESAFE training course administrator at NMAETC.

What if I need technical support?

If you need technical support, click “Support” at the top of the screen. Choose a support topic to find information on that issue or request additional support from Interactive Training Media.

How do I become a certified BESAFE trainer?

Visit the NMAETC website to learn more about becoming a certified BESAFE trainer and for information about continuing education credits for this course.

Course Unit	Time Spent	Last Visit
Section 1A: Introduction		
Section 2A: Introduction, African American		
Section 2B: B-Demographics, Latino	0:33:54	10/23/07
Take Quiz	0:33:54	10/23/07
10/18/07 - 73%		
10/23/07 - 93%		
Section 3: E-Ethics		
Section 4A: S-Sensitivity, Provider Sensitivity		
Section 4B: S-Sensitivity, Stages and Models		
Section 4C: S-Sensitivity, Native Values		
Section 5: A-Assessment		
Section 6A: F-Facts, African American		
Section 6B: F-Facts, Latino		
Section 6C: F-Facts, AL, AN, NH		
Section 7A: E-Encounters, African American		
Section 7B: E-Encounters, Latino		
Section 7C: E-Encounters, AL, AN, NH		
Section 8: Conclusion		

Main Menu & Check Progress Screens



Main Menu Screen (Support Highlighted)

Course Unit 1 Objectives

- Define the BESAFE program in general terms – the framework, the development, and the core concepts.
- Define culture and how HIV relates to cultural aspects of health care.
- Define culturally competent care.
- Give examples of culturally competent care.
- Discuss the role of clinical assessment in culturally competent care.
- Define the value or outcome of culturally competent care.

Course Unit 2 Objectives

- Define cultural fluency and linguistic competence.
- Give examples of barriers to care within the cultural groups discussed in the training (African American, Latinos, and American Indians, Alaska Natives, and Native Hawaiians).

Course Unit 3 Objectives

- Define ethics in relation to patient care.
- Define the four guiding ethical principles of the health care setting.
- Give examples of ethical issues in HIV patient care across the various cultural groups discussed in the training (African American, Latinos, and American Indians, Alaska Natives, and Native Hawaiians).

Course Unit 4 Objectives

- Discuss the main issues regarding sensitivity of the provider.
- Define the 4 stages of cultural competence identified in the Campinha-Bacote/Purnell and Paulanka studies.
- Describe Borkan and Neher's Developmental Model for Ethnosensitivity.
- Identify one's own cultural biases and misconceptions in regard to the various cultural groups discussed in the training (African American, Latinos, and American Indians, Alaska Natives, and Native Hawaiians).
- Discuss ways that one may increase one's cultural competency.

Course Unit 5 Objectives

- Discuss various tools that help providers collect relevant patient data in context of culture.

Course Unit 6 Objectives

- Discuss clinical facts in regard to the cultural groups discussed in the training (African American, Latinos, and American Indians, Alaska Natives, and Native Hawaiians).

Course Unit 7 Objectives

- Discuss ways to develop culturally positive encounters in regard to the cultural groups discussed in the training (African American, Latinos, and American Indians, Alaska Natives, and Native Hawaiians).

Course Unit 8 Objectives

- Use various case studies to apply knowledge of the BESAFE model.
- Apply the BESAFE model in one's practice and identify additional resources beyond the BESAFE model to assist in developing culturally appropriate skills in regard to patient care.