| Cultural Competency Scoring | # of Programs (N=128) | Example Specialties | Cultural Competency Healthcare Domains | | |
| --- | --- | --- | --- | --- | --- |
| | | | Professionalism | Interpersonal & Communication Skills | Patient Care |
| 0= No specificity | 77 | Diagnostic Radiology | None | None | None |
| 1= Low level of specificity; covers 1 domain | 24 | Anesthesiology | [To] demonstrate **sensitivity and responsiveness to cultural differences, including awareness of their own and their patients' cultural perspectives**. (Int.D.2., p.6) | None | None |
| 2= Moderate level of specificity; contains components from 2 domains of healthcare | 16 | Neuro Surgery | [To] **demonstrate sensitivity to patient's pain, emotional state, and gender/ethnicity issues;** IV.A.5.f).(7), p18 | [To] develop an effective therapeutic relationship with patients and their families, with **respect for diversity and cultural, ethnic, spiritual, emotional, and age-specific differences;** IV.A.5.d).(6) , p17 | None |
| 3= High Level of Specificity; contains components from 3 domains of healthcare | 11 | Physical Medicine and Rehabilitation | **Humanistic qualities that foster the formation of appropriate patient/physician relationships…Recognition of the importance of personal, social and cultural factors in the disease process and clinical management (IV.A.5.e).(6-9) ,p17** | Physiatrists provide leadership to multidisciplinary teams concerned with maximal restoration or development of physical, **psychological, social, occupational and vocational functions** in persons whose abilities have been limited by disease, trauma, congenital disorders or pain. Definition & Scope of PMR, Int.B.2. p1-2 | Competence in data gathering and interpreting of **psychosocial and vocational factors;** IV.A.5.a).(6).(d), p12 |

**Appendix A. Cultural competency scoring of healthcare domains in all accredited ACGME programs.** All specialty and subspecialty program requirements (N=128) were examined for cultural competency requirements and specificity according to domains of culturally competent healthcare. Each specialty and subspecialty program was assigned a score, 0-3, from least specific to most specific in cultural competency requirements within each domain. An example in each scoring category was given; specific cultural elements, which were used to score, are bolded.

Ambrose AJH, Lin SY, Chun MBJ. Cultural Competency Training Requirements in Graduate Medical Education. *J Grad Med Educ.* 2013;5(2):227-231.