The purpose of this quality improvement project was to teach practitioners working in two southern California student-run clinics about common alternative healthcare practices used by the Latino population by means of an educational module given as part of the clinics’ orientation workshop. In addition to the education component of the project, a culturally sensitive questionnaire was added to an existing clinic intake form.

The second part of the project, consisted of the revision of an existing intake form to include a culture sensitivity section to identify Latino healthcare practices and beliefs. The questionnaire will help practitioners develop a plan of care that is safe and culturally appropriate.

The questions added to the form were:

**Intake Patient Cultural Assessment**

- What do you think caused your illness?
- What do you think the illness does to your health?
- What is the most important thing we can do for you at this time?
- Do you think your illness is physical?
- What other health practitioners are you seeing?
- What have other practitioners told you about your illness?
- What other herbal or spiritual treatments have you tried?

**Giger-Davidhizar Transcultural Assessment Model**

The first portion of the project was an education module that included six components:

- Overview of the Giger-Davidhizar Transcultural Model.
- Barriers to healthcare for Latino patients.
- Information about the three most commonly used alternative health practices: (*curanderos*, commonly used herbal remedies, and their potential interactions with conventional medications, and the Hot and Cold Illnesses Theory).
- The Kleinman Illness Explanatory Model.
- Six-question evaluation survey was based on the Kirkpatrick Self-Evaluation Model.

**Using the Kleinman Illness Explanatory Model on Intake Form**

- Practitioners become more culturally sensitive thus, provide more culturally competent care.
- Education about Latino healthcare helps facilitate communication.
- Positive interaction provides safer and more rewarding interactions with clients.
- Increase practitioners motivation by offering the course for continuing education units.
- Continued chart reviews of the cultural assessment to determine if questions are effective and to evaluate the efficacy of the online module.
- Implement the project.