While the ACGME expects residents to be educated in effective communication with individuals of diverse socioeconomic and cultural backgrounds, trainees often do not receive formal training in the setting of cultural competency. Therefore, we applied the use of simulated patients to teach these skills. The goals of this project were to assess resident understanding of cultural competency and their comfort with patients of diverse backgrounds, and to determine if using simulated patients is effective in teaching culturally competent communication skills. Five first-year pediatric residents participated in a case-based session in which theater students from our local high school portrayed patients of diverse cultural and religious backgrounds. We developed pre-/post-simulation resident surveys and a “cultural competency” communication checklist to evaluate each participant. Additionally, each resident received feedback from us, other first-year residents, specialists from our Office of Cultural Diversity, and the theater students following a medical interviewing protocol created by the Children’s Hospital of Pittsburgh. Our preliminary data suggest that patient-based simulation exercises may be an effective tool in teaching culturally competent communication and improving resident comfort in interacting with individuals of diverse backgrounds. Additionally, we were able to complete the session in less than two hours, the exercise itself required no cost and the medical interviewing protocol provided an effective structure for the activity. We are currently expanding this project to include residents from our Department of Internal Medicine and second-year pediatric residents (data to be included for the session) as well as creating a new longitudinal Cultural Competency curriculum.