

Does cultural competence training work to address inequalities in health care?

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Calls for Cultural Competence Training

- Belief that providing training on racism awareness and cultural diversity is a step forward to improving racial discrimination and addressing inequalities in health care.
- However, little knowledge on effectiveness of such training.

Challenges to educational research

- Evaluating the effect of educational events to achieve cultural competence
 - Few authors have reviewed training events
 - Inconclusive evidence on their effectiveness
- Reasons:
 - Importance to measure the impact of training is underestimated
 - Cuts in training budget.
 - Reflect the challenge of measuring learning and determining the effect of the training.

Educational module

- Target group: Staff working with people with drug and alcohol problems
- Aim: Enhancing their cultural competence
- Expectation: their practice would improve by achieving a change in knowledge, attitude and behaviour of staff
- Making services more culturally competent - thereby reducing inequalities in health care

Research aims

- To evaluate the success of the module in achieving a change in individual knowledge and behaviour, and whether the learning had led to an improvement in services.
- To highlight lessons learnt for the wider debate in educational research and cultural competence training.

Teaching and learning approach

- Content research-based, up-to-date, to enhance relevance to practice
- Teaching and learning approach: cultural competence can best be achieved by developing personality through a process of critical reflection rather than transmitting knowledge

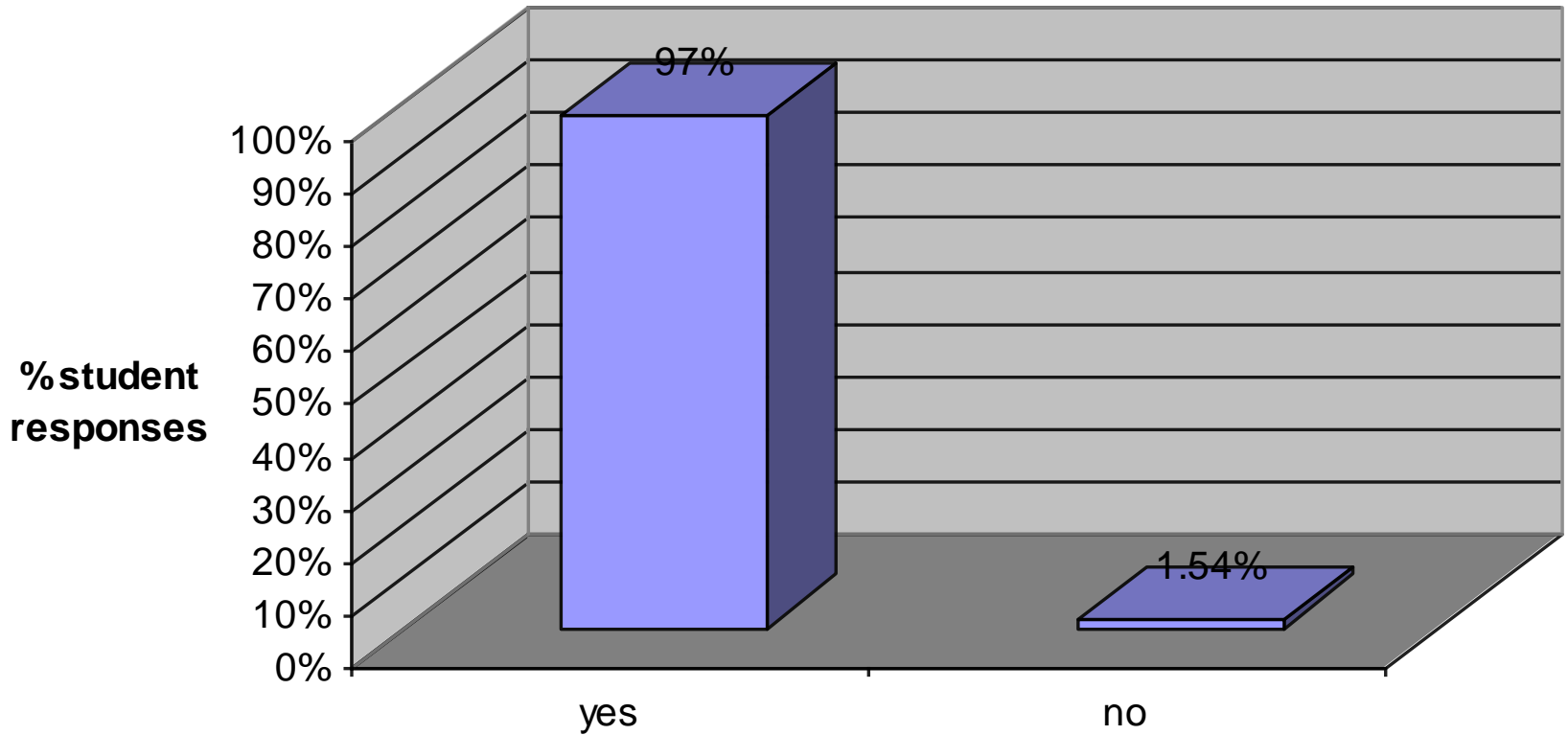
Concept of cultural competence

- Inclusive of all cultures, not limited to particular ethnic or religious population groups.
- Services need to respond to the needs of a culturally diverse population.
- For training to be effective, cultural knowledge needs to be converted into culturally sensitive and competent skills, behaviour and action.

Evaluation Levels

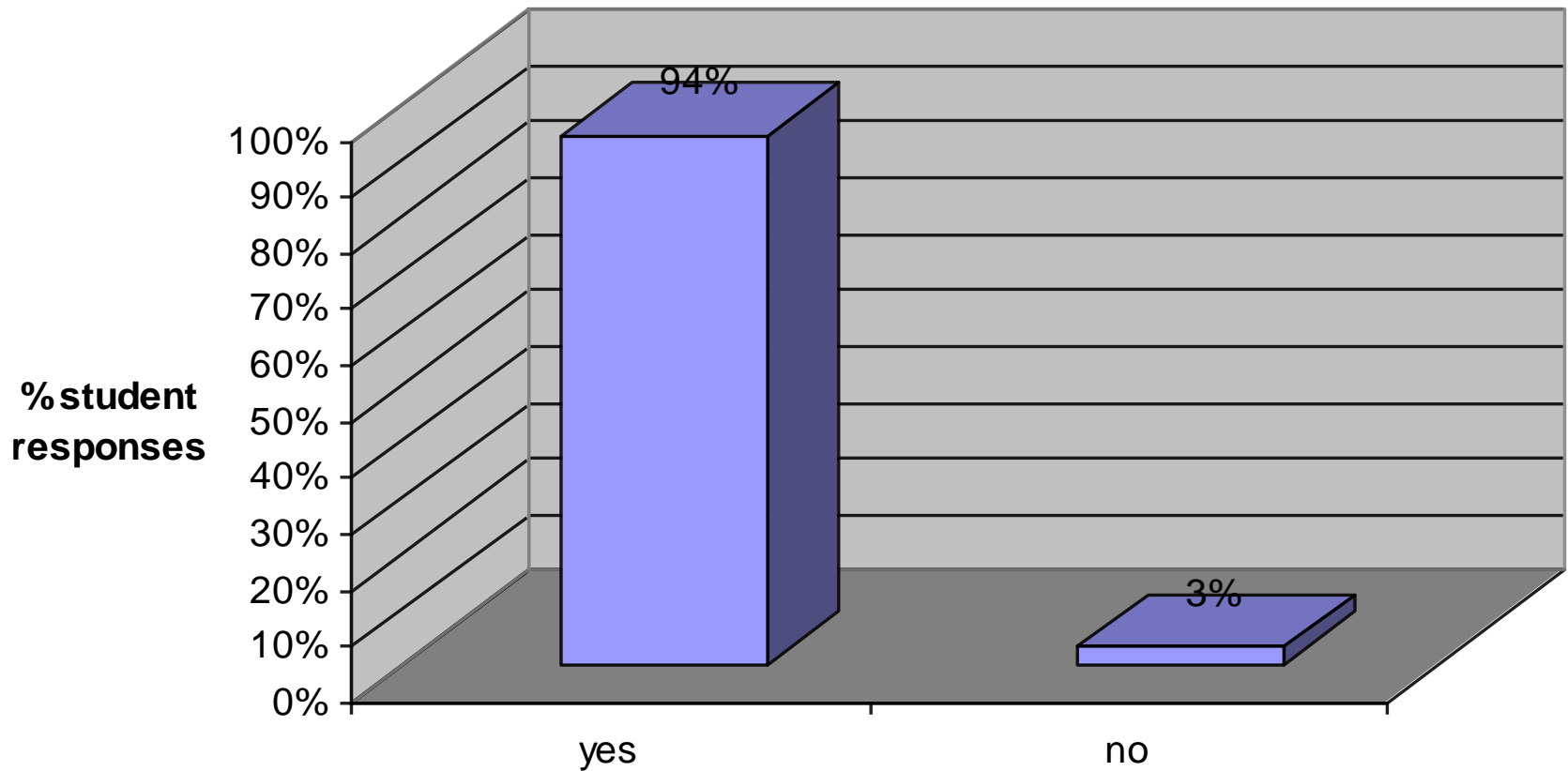
- Participant's reaction to the module
- Establishing of extent of learning
- Job Performance
- Department and organisation

Question: Did you find the course useful for your personal and professional development?



Overall average result end-of-term open ended questions Oct 02 - June 05

Question: Did sessions demonstrate application and relevance of knowledge to practice?



**Overall average results end-of-term questionnaire
Oct 02 - June 05**

Additional Comments:

'As A&E nurse I would have more benefited from the psychological and physical effects of drugs and alcohol'. (Feb 03)

'I did not understand much of the course as I felt it was related to people who work in mental health and drug + alcohol advisory services.' (Feb 03)

'It really has and will help me to reflect on my own practice and how to work in a culturally competent manner'. (Feb 03)

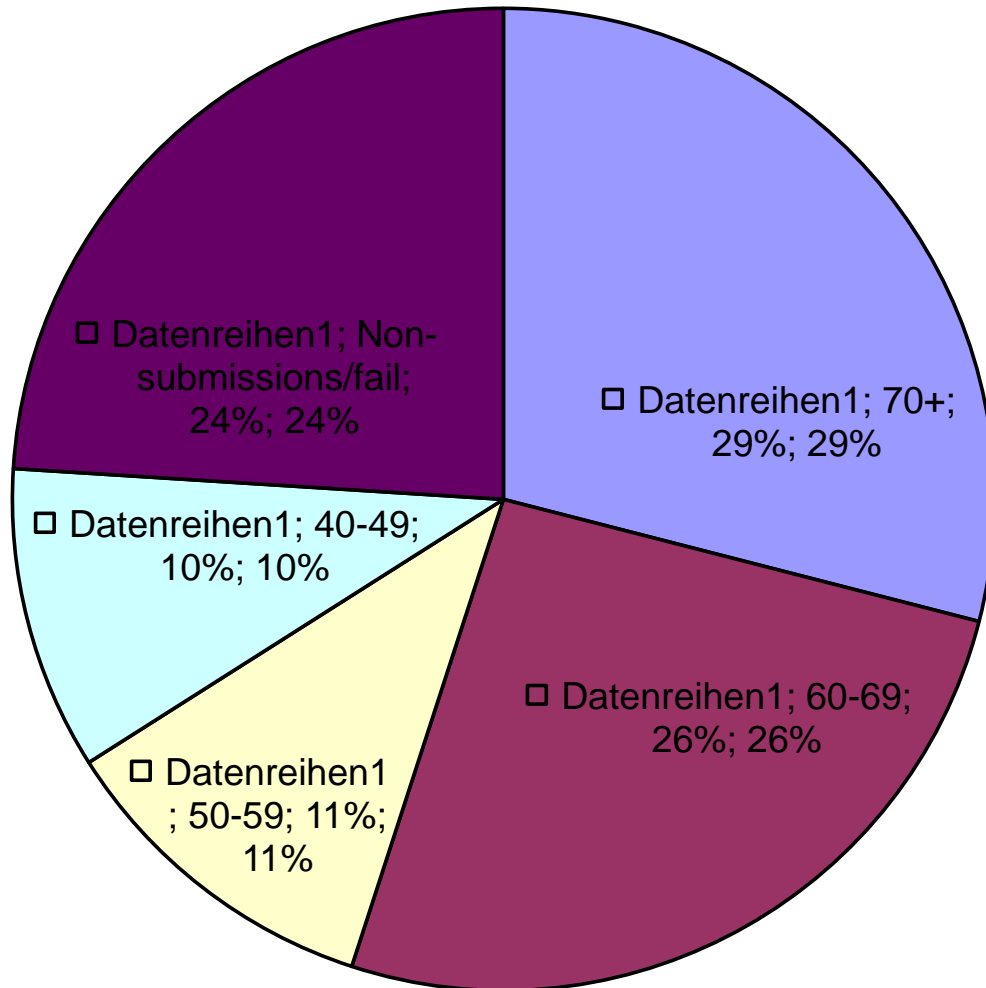
'It was thought provoking!' (Feb 04)

'Gives me more confidence to challenge colleagues!' (Oct 02)

'Although I am not currently working in the drugs and alcohol field, the course has really deepened my understanding of cultural competence in all areas of my life not only work.' (June 05)

' I feel other staff will benefit greatly. I will include some of the exercises and handouts in my future staff training'. (Sept 04)

Total Overall Assessment Results (inclusive non-submissions) from Oct 02 - June 06



Marking results %

70+

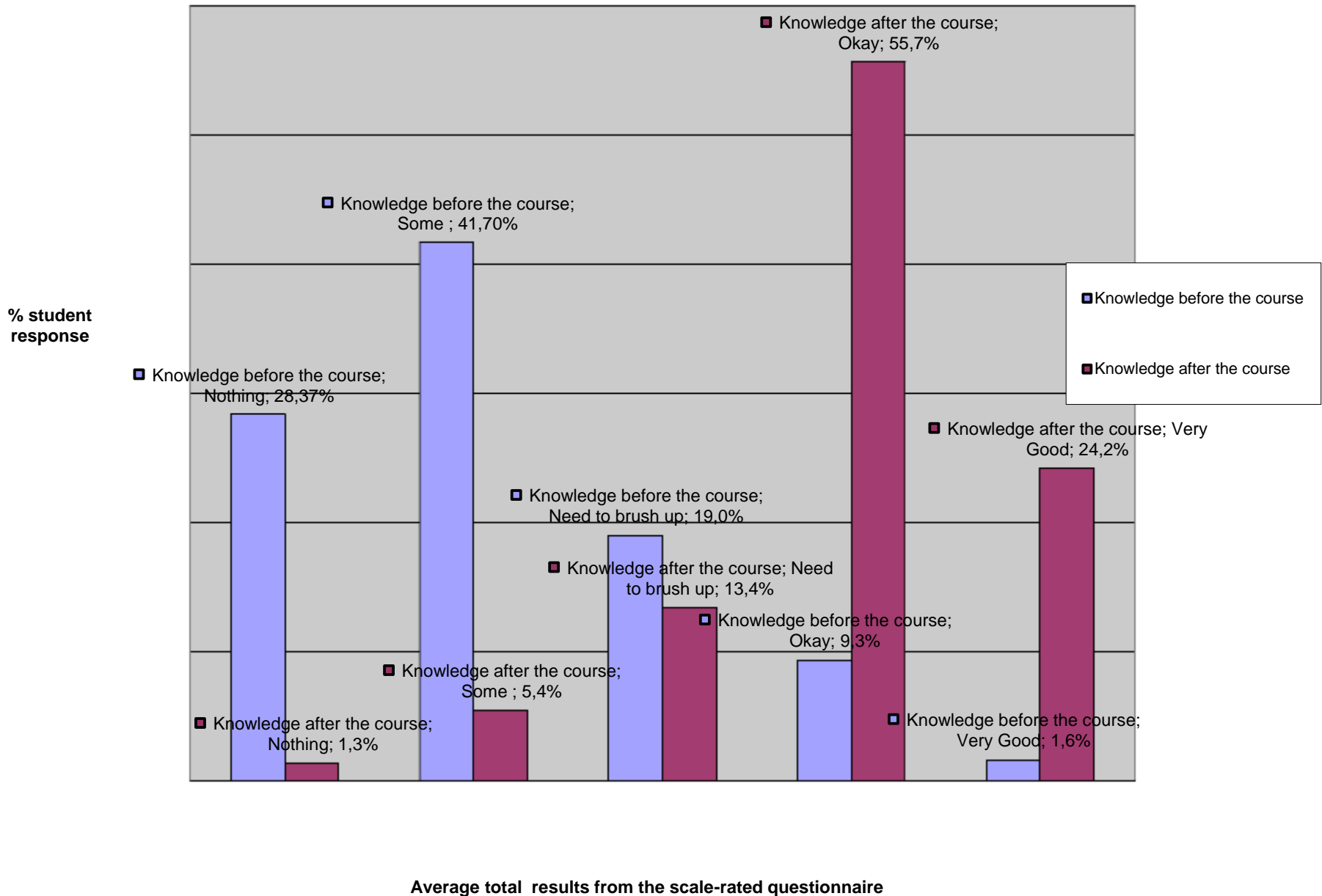
60-69

50-59

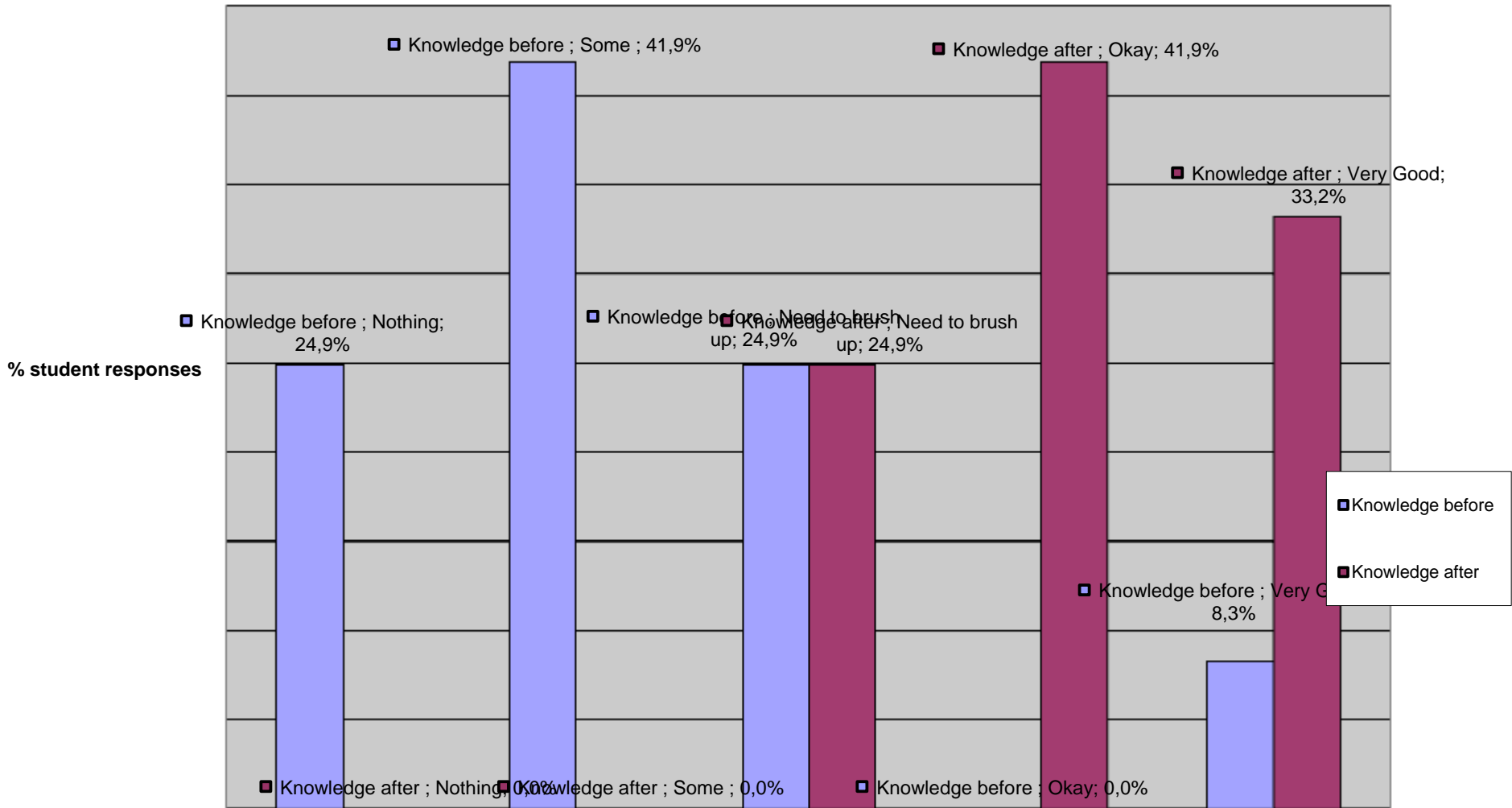
40-49

Non-submissions/fail

Average total knowledge before and after the module Oct 02 - June 06

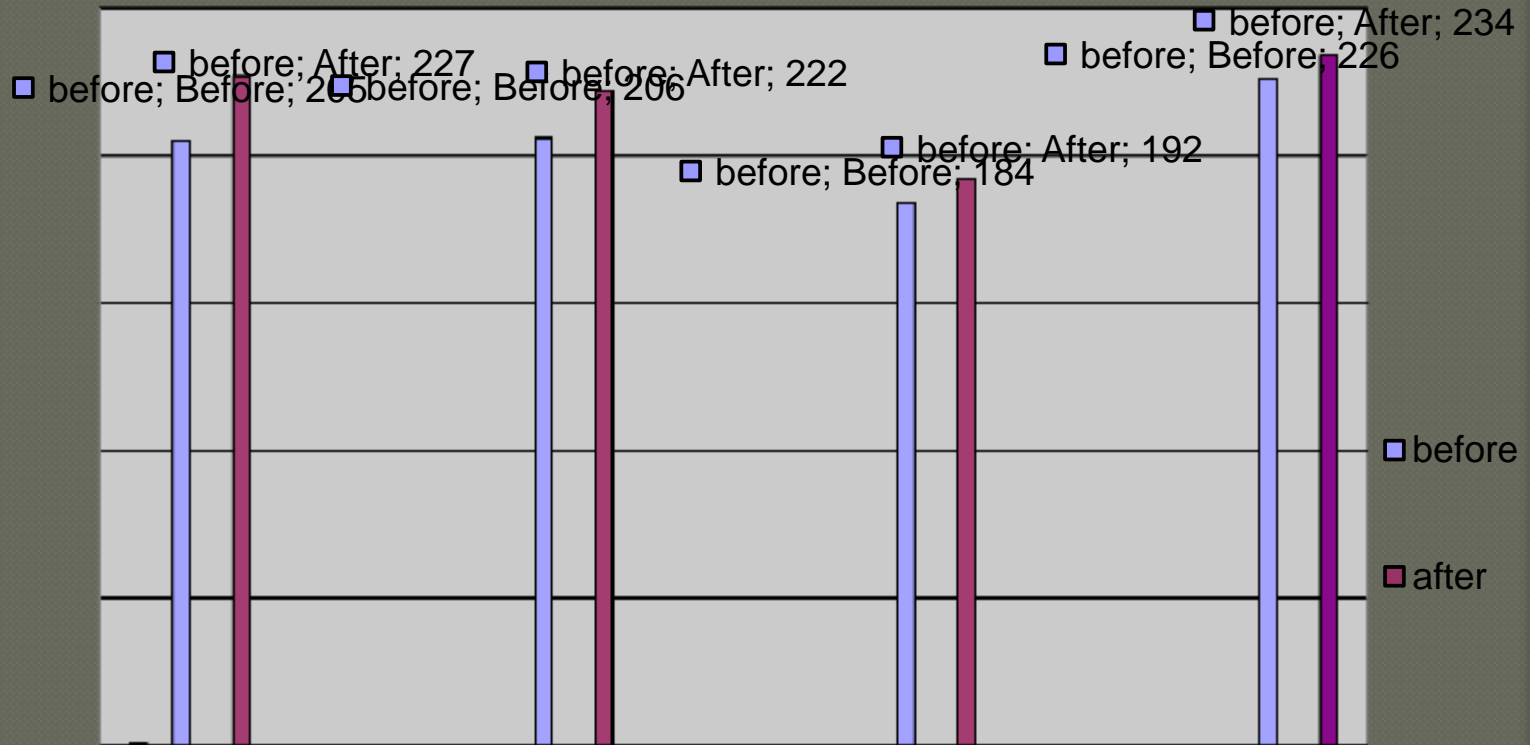


Cultural Competence (June 2006 intake) Theoretical models of risk and health behaviour in relation to diversity, cultural differences and social and health inequalities



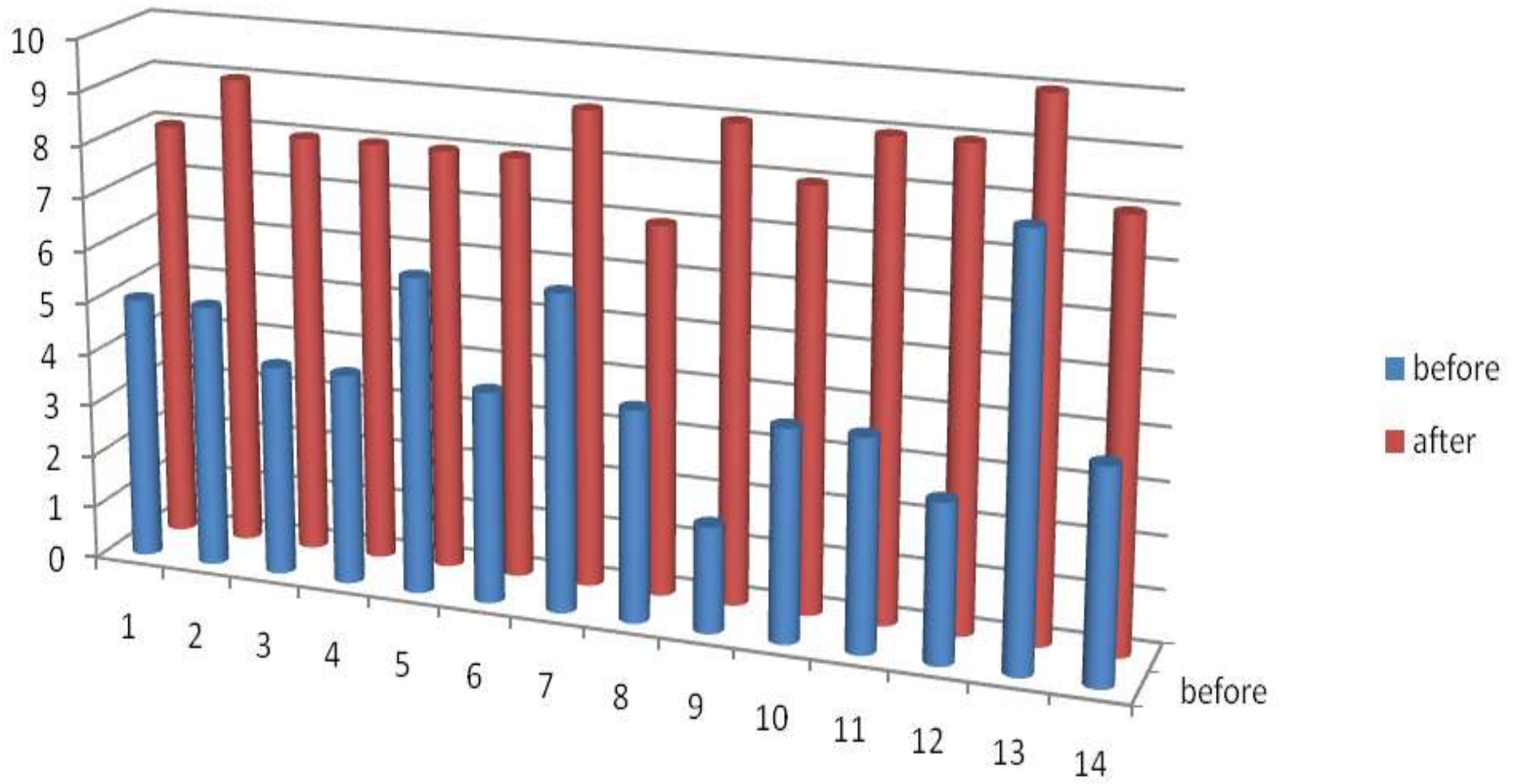
Self-rated questionnaire, June 06

Overall increase in cultural competence score in all four categories



Scores before and after the training in all four areas

Confidence rating before and after the module, n=14.



Result from the focus group questionnaires.

Has the module changed the way working with clients

- 86% answered positively.
- Examples: increased sensitivity, motivation and awareness of clients' needs.
- For example: *'...(the module) assisted me in treating clients with respect regardless of their culture and to accept their cultural needs and wishes'*.
- *'Including more questions in assessment about cultural issues that may impact on clients health and path through treatment'*.
- *'Improved my awareness of their needs'*.

- *“There is an ever increasing confidence of staff with regards to these issues, training does build confidence, staff are quite outspoken.”*
- *“Many in the organisation have attended the cultural competence course. They are helping others in improving their practice by passing on knowledge to other people and trying to advise colleagues, constantly looking at improving service.”*
- *“I am aware of some staff feeling that they learned new things and that this had affected their practice. One Muslim member of staff said she was able to challenge some colleagues’ perception of Muslims, and this must have been a good thing!”*

- *“The training was good and useful for staff and the organisation. It identified standards of working, made people more aware of diversity and enabled them to contribute to the development of policies and improvements in practice.”*
- *“The training has certainly equipped them to do that. It may not necessarily have been as the result of the training alone, but it most possibly has contributed to a process of change within the Trust.”*

Evaluation Analysis

- ❑ Range of outcome measures
- ❑ Ten different evaluation tools
- ❑ Multidimensional approach

Conclusions

- Evaluation of the impact of a learning event is not without challenge.
- Each of the tools had limitations in what it can measure.
- The module has been effective in enhancing participants' individual cultural competence.
- Inconclusive evidence: changes in practice achieved directly or indirectly by the training.

Conclusions cont.

- Module was able to enhance individual knowledge and attitude, achieving a degree of cultural competence.
- However:
- An educational module can only achieve organisational change if there is structural and managerial support within the organisation.

Contribution to the effectiveness of training approaches in cultural competence training.

Common dilemma in education research

- Measuring the direct and overall impact of training/ education (Sanderson, 1992; Forsyth et al., 1999)
- Learning is a process rather than an end product (Epstein, 2002).
- Measuring increase in knowledge is easier if there has been no prior knowledge on the subject prior to the learning event (Forsyth et al, 1999)

Wider implications of the study

- How effective was the educational approach in achieving cultural competence?
- Was the research approach robust enough to suggest whether the module was successful?
- General implications of the findings on
 - other educational work
 - ongoing debate on diversity training
- How to take the learning from this study forward to achieving cultural? competence in services?