C2ME project: Delphi study

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RESTORE Conference,
26-27 March 2015, Limerick Ireland
Background

- Social and cultural diversity in Europe
- Poorer health outcomes of care, particularly among minority populations
- Medical student population diverse
Cultural diversity included in curricula of many medical schools, but ..... 

1. Lack of training of faculty members

2. Lack of organisational policy for structural implementation
"… training and evaluation of faculty and clinicians on cultural diversity issues are very important, since they serve as role models and their poor modelling may detract from work done in earlier years at medical schools" (Dogra et al., 2009, p. 992)
C2ME = Culturally Competent in Medical Education

- Supported by the ERASMUS Lifelong Learning Programme of the EU (2013-2015)

- [https://www.youtube.com/watch?v=Ax5cNlutAys](https://www.youtube.com/watch?v=Ax5cNlutAys)
Who?
Objectives C2ME

1. To develop, test and implement Teach-the-Teacher modules on cultural diversity in the participating European countries

2. To develop test and implement a policy for structural embedding of cultural competence training in medical schools
C2ME activities

1. Develop TtT modules
   - Framework teaching skills: Delphi study
   - Assessing faculty in medical
   - 5 Pilot TtT courses & virtual classroom → 2015

2. Develop policy for structural embedding cc in medical school
   - Framework to link elements of organisational policy
   - Assessment of policies in medical schools
   - Policy document (guidelines) → 2015
Delphi study C2ME

- 34 experts
- 75 % consensus
- 5 core domains (general):
  - 1. Execution of teaching content
  - 2. Coaching / teaching students
  - 3. Development of teaching
  - 4. Reflection on own teacher role / personal development
  - 5. Leadership / organisation of teaching
Results

Clinical ethnic competencies, Diversity and Healthcare, Patient centered Plus, transcultural care, Diversity Training, multicultural sensitivity, linguistically sensitive healthcare, clinical ambiguity and uncertainty handling skill, cultural humility, clinical stereotypology awareness, diversity management, culturally sensitive healthcare, diversity, intercultural competencies, cultural competence, Cross cultural competence, cultural x-ray.
Results

1. Execution of teaching contents

- Knowledge of ethnic and sociocultural determinants of health (75%)
- Awareness of own ethnic and (sub)cultural background / standards (76%)
- Empathy regardless of ethnicity, race or nationality (85%)
Results

2. Coaching / teaching students

• Empathy for students of diverse background (82%)

• Awareness that teachers are role models in the way they talk about patients / care for patients from different backgrounds (91%)

• Ability to communicate about individuals from ethnic, social and cultural groups in a non-discriminatory, non-stereotyping way (91%)

• Ability to engage, motivate and let participate all students (76%)
4. Reflection on own teacher role / personal development

- Ability to critically reflect on own values and beliefs (93 %)

→ No competencies in core domains:
  3. Development of teaching
  5. Leadership / organisation of teaching
→ Specific competencies needed, not for every teacher
Summary

- Framework of 8 competencies
- Fits with existing competencies of teachers
- Can be used to set objectives of Teach the Teacher training
More information

- C2ME website: [www.amc.nl/C2ME](http://www.amc.nl/C2ME)

- LinkedIn group (send us an email)

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