



UNIVERSITY OF PÉCS MEDICAL SCHOOL
MIGRANT HEALTH PROGRAMS



Medical students' self-assessed level of intercultural competence (ICC): first results of a Hungarian survey

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UNIVERSITY OF PÉCS MEDICAL SCHOOL
MIGRANT HEALTH PROGRAMS



Medical School (MS)



MS at UP is the only internationally recognised centre for **medical, dental and pharmacological education** in the Trans-Danubian region of Hungary.



Our recently launched majors are:

- **MSc in Biotechnology**
- **Medical Translation and Interpretation**

UP-MS is divided into **33 clinical departments** and another **25 departments** concerned with the **basic sciences and pre-clinical medicine**



Currently **3635 students from 66 countries** are attending the Medical School and the Faculty of Pharmacy within the frame of our **Hungarian, English or German Programs.**

Background

- since 2013 rapidly growing international migration
→ new challenges to the EU healthcare systems
- 2015 „*High-level meeting on Refugee and Migrant Health*” (WHO)
- Outcome Document:

„providing migrant-sensitive health care and the periodic assessment of the sufficiency and preparedness of the health system capacity which 'can adapt and respond to the needs of a changing population and take account of cultural, religious, linguistic and gender diversity.



Training of health professionals and relevant non-health actors is a key element to achieve this purpose”

Aims of our research



3635
medical
students
from
66 countries

- How prepared they are?
- What are our tasks to achieve improvements?

→ a comprehensive questionnaire survey was designed to assess the level of ICC among medical students and doctors (2016 - still ongoing)

Aims:

- to monitor the current level of intercultural competency of medical students:
- to compare ICC level among students of different nationality (comparison of similar age-groups by Study Program (HU-ENG-DE)?
- to analyse differences (if there are...)
- to identify potential difficulties and areas to improve in curriculum
- to assess medical students' needs and recommendations regarding CD





Methods

Target populations of the research:

- 1st and upper (4-5th) year medical, dentistry and pharmacy students, + MDs
- both Hungarian, English and German Program
- between Sept, 2016 and May, 2018: total 1100-1200 participants

Survey instrument

- modified version of the **Clinical Cultural Competency Questionnaire (CCCQ)**
- with the permission of the author (Robert.C. Like, US)
- self-administered
- anonymous
- translated
- 94 items/6 sections
- Likert-scale: 1-5
- regular PH classes

Section	Area of focus	Nr. of items
A	DEMOGRAPHIC characteristics	9
B	KNOWLEDGE of health disparities	21
C	SKILLS in dealing with sociocultural issues during patient care	15
D	COMFORT LEVEL in dealing with cross-cultural situations	16
E	I. ATTITUDES towards factors contributing to health disparities	17
	II. Self-awareness of:	20
	a. racial, ethnic, or cultural identity	
	b. racial, ethnic, or cultural stereotypes	
	c. biases and prejudices	
	III. Importance of cultural competency training	1
F	I. PREVIOUS TRAINING in cultural diversity	8
	II. Interest and willingness to attend ICC training course	2
	III. Challenges of incorporating ICC training into medical curricula	2

In this presentation:

- 4th year, 244
- gen. med. students
- April, 2017
- HU-EN-DE

Preliminary results:
Under analysis!!!

Results 1.

Study population

244 students:

- 128 HU (52%)
- 70 EN (29%)
- 46 DE (19%)

	TOTAL		HUNGARIAN PROGRAM		ENGLISH PROGRAM		GERMAN PROGRAM	
	N	%	N	%	N	%	N	%
Number of students	244		128		70		46	
Gender								
Male	101	41.4	47	36.7	32	45.7	22	47.8
Female	143	58.6	81	63.3	38	54.3	24	52.2
Age								
Between 21 and 26 years	167	68.4	118	92.2	25	35.7	24	52.2
Above 27 years	77	31.6	10	7.8	45	64.3	22	47.8
Minimum	23	9.4	23	18.0	23	32.9	24	52.2
Maximum	32	13.1	29	22.7	32	45.7	30	65.2
Mean (SD)		25.8 (1.95)		24.8 (1.3)		27.3 (2.01)		26.3 (1.77)
Nationality-Ethnic background								
Nr of nationalities (Nat)	20		1		17		3	
Nr of countries of origin (CoO)	25		4		20		4	
Nr of ethnic groups (Ethn)	33		5		25		5	
Students' ethnic homogeneity/diversity								
Same nationality, country of origin and majority ethnicity of CoO	194	79.5	120	93.8	45	64.3	29	63.0
Any differences in Nat-CoO and majority ethnicity of CoO	28	11.5	8	6.3	14	20.0	6	13.0
Not answered regarding self-reported ethnic background	22	9.0	0	0.0	11	15.7	11	23.9
Language competencies								
Does not speak any foreign languages	7	2.9	3	2.3	4	5.7	0	0.0
Speaks 1 foreign language	82	33.6	39	30.5	29	41.4	14	30.4
Speaks 2 foreign languages	116	47.5	75	58.6	25	35.7	16	34.8
Speaks 3 or more foreign languages	39	16.0	11	8.6	12	17.1	16	34.8
Living abroad								
Never lived abroad	86	35.2	86	67.2	0	0.0	0	0.0
Lived abroad for 1-3months the most	34	13.9	34	26.6	0	0.0	0	0.0
Lived in 1 foreign country for min. 6mts.	94	38.5	6	4.7	51	72.9	37	80.4
Lived in 2 or more foreign countries at least for 6 months	30	12.3	2	1.6	19	27.1	9	19.6
Received previous ICC training								
At HEI, during medical studies	109	44.7	52	40.6	31	44.3	30	65.2
From other sources, outside HEI	113	46.3	51	39.8	36	51.4	26	56.5
Never	79	32.4	52	40.6	21	30.0	6	13.0





Results 2.

General results of the 4 main domains

	'KNOWLEDGE' DOMAIN (21-105)		'SKILLS' DOMAIN (15-75)		'SITUATIONS' DOMAIN (16-80)		'ATTITUDES' DOMAIN (20-100)	
	mean	SD	mean	SD	mean	SD	mean	SD
Total	60.7	12	48.62	10.89	49.07	8.87	74.5	9.3
Gender								
Male	61.37	12.83	47.13	11.03	49.75	10	74.3	8.69
Female	60.22	11.46	49.67	10.71	48.59	7.69	75.17	9.81
Age								
Between 21 and 26 years	60.11	11.36	49.45	10.41	47.79	7.89	74.19	8.94
Above 27 years	61.97	13.37	46.82	11.74	51.86	9.78	75.25	10.06
Study program								
Hungarian Program	59.31	12.56	52.7	9.79	47.58	7.92	75.57	8.1
English Program	59.74	11.48	43.59	10.48	50.86	9.35	73.54	11.08
German Program	66	9.96	44.93	10.06	50.52	9.28	73.11	9.3
Language competencies								
Does not speak any foreign languages	53.29	13.59	45	7.92	47.14	7.93	67.86	9.48
Speaks 1 foreign language	60.01	9.99	46.83	10.91	47.96	8.39	74.41	8.73
Speaks 2 foreign languages	59.9	12.11	49.44	10.3	49.04	8.21	74.72	9.21
Speaks 3 or more foreign languages	65.85	14.14	50.59	13.24	51.85	10.52	75.36	10.5
Living abroad								
Never lived abroad	58.91	12.06	51.35	8.94	47.02	7.65	74.86	8.13
Lived abroad for 1-3months the most	59.21	12.38	54.65	11.45	47.76	7.96	76	8.03
Lived in 1 foreign country for min. 6mts.	62.6	12.16	44.74	10.96	50.55	9.3	74.64	10.06
Lived in 2 or more foreign countries at least for 6 months	61.57	10.63	46.1	10.28	51.8	9.31	71.5	10.97
Received previous ICC training								
At HEI. during medical studies	63.1	11.93	48.9	9.88	49.86	8.77	74.56	9.7
From other sources. outside HEI	63.59	11.54	49.04	11.45	50.41	8.86	75.77	8.96
Never	57.47	12.3	48.16	10.92	48.06	9	73.85	9.07

→ Ø sign. diff. by gender

→ Ø sign. diff. by age

→ DE: better knowledge
HU: better skills

→ more foreign language
→ higher scores in ALL domains!

→ living abroad Ø effect on ICC

→ previous ICC training
→ better KNOWLEDGE
Ø effect on other dom.s

Results 3.

Particular results regarding KNOWLEDGE

Scores 1-5

	Awareness of diverse ethnic groups'...							
	...demography		...socioculture		...health risks		...health inequalities	
	mean	SD	mean	SD	mean	SD	mean	SD
Total	2.75	0.85	2.93	0.86	3.06	0.85	3.05	0.86
Study program								
Hungarian Program	2.59	0.79	2.76	0.9	3.02	0.86	3.07	0.85
English Program	2.89	0.99	3.07	0.86	3.07	0.86	3.93	0.92
German Program	2.98	0.71	3.2	0.62	3.17	0.8	3.22	0.76
Language competencies								
Does not speak any foreign lang.	2.43	1.13	2.14	0.9	2.29	0.95	2.86	0.69
Speaks 1 foreign language	2.72	0.71	2.94	0.81	3.04	0.73	3.12	0.74
Speaks 2 foreign languages	2.7	0.9	2.85	0.89	3.08	0.86	2.98	0.89
Speaks 3 or more foreign lang.	3.03	0.9	3.28	0.76	3.21	0.98	3.18	1
Received previous ICC training								
At HEI, during medical studies	2.8	0.9	2.97	0.81	3.16	0.91	3.12	0.86
From other sources. outside HEI	2.92	0.86	3.12	0.82	3.2	0.79	3.21	0.84
Never	2.59	0.87	2.75	0.93	2.94	0.85	2.89	0.83

	Knowledge of the following subject areas...							
	...etno-pharmacology		...traditional healing methods		...health effects of racism and discrimination		...policies dealing with diversity in HC	
	mean	SD	mean	SD	mean	SD	mean	SD
Total	2.49	0.9	2.32	1.02	3.1	1	2.8	1.03
Study program								
Hungarian Program	2.24	0.89	2.15	1	2.85	0.97	2.52	0.98
English Program	2.56	1	2.37	1.07	3.11	0.97	3	1.04
German Program	3.11	0.88	2.76	0.9	3.7	0.87	3.46	0.84
Language competencies								
Does not speak any foreign lang.	2.14	1.07	2	1	3.14	0.69	3.14	1.35
Speaks 1 foreign language	2.38	0.92	2.37	0.99	3.1	0.86	2.87	0.95
Speaks 2 foreign languages	2.39	0.94	2.18	1	3.03	1.04	2.71	1.06
Speaks 3 or more foreign lang.	3.13	0.92	2.74	1.09	3.23	1.2	3.1	1.05
Received previous ICC training								
At HEI, during medical studies	2.72	1.06	2.56	1.05	3.24	1.01	3.17	1
From other sources. outside HEI	2.67	0.98	2.5	1.04	3.35	0.96	3.08	1.02
Never	2.22	0.83	1.97	0.91	2.76	1.02	2.44	0.96

Focusing only on the differing variables:

1. study program (HU-EN-DE)
2. language competencies
3. previous ICC training

Same pattern for all „**knowledge**” questions....:

ie. **higher scores...**

- for German Program students
- for better language competency students
- for those with previous ICC training



Results 4.

Particular results regarding SKILLS

Scores 1-5

Self-assessment of necessary skills...(mean)

	Total	Male	Female*	21-26 years	Above 27 years	HU	EN	DE
Greeting patients in a culturally sensitive manner (ie. shaking hands in which cultures is acceptable, etc.)	3.67	3.58	3.73	3.60	3.82	3.62*	3.84	3.57
Eliciting the patient's perspective about health and illness (e.g.. its etiology,treatment, course, prognosis)	3.61	3.58	3.63	3.60	3.64	3.77*	3.49	3.37
Eliciting information about use of folk remedies and/or other alternative healing modalities	3.11	3.04	3.15	3.17	2.97	3.45*	2.60	2.93
Eliciting information about use of folk healers and/o* other alternative practitioners	3.07	2.97	3.13	3.18	2.82	3.55*	2.44	2.65
Performing a culturally sensitive physical examination	3.24	3.09	3.34	3.23	3.25	3.29	3.04	3.39
Prescribing/negotiating a culturally sensitive treatment plan *	3.05	3.00	3.09	3.07	3.03	3.22*	2.84	2.91
Providing culturally sensitive patient education and counseling	3.30	3.24	3.35	3.40	3.09	3.62*	2.91	3.02
Providing culturally sensitive clinical preventive services (ie. screening, vaccination, etc.)	3.29	3.15	3.38	3.37	3.12	3.49*	2.96	3.22
Providing culturally sensitive end of life care	3.01	2.93	3.06*	3.02	2.97	3.19*	2.83	2.78
Assessing health literacy (ie. how the patient understands the treatment plan, etc.)	3.40	3.28	3.49	3.53	3.13	3.78*	3.00	2.98
Working with medical interpreters	3.33	3.19	3.42	3.45	3.05	3.92*	2.70	2.63
Dealing with cross-cultural conflicts relating to diagnosis or treatment *	3.06	2.96	3.13	3.11	2.94	3.37*	2.63	2.85
Dealing with cross-cultural adherence/ compliance* (patient's cooperation) problems	3.02	2.99	3.05	3.08	2.90	3.31*	2.61	2.85
Dealing with cross-cultural ethical conflicts *	3.04	2.92	3.12	3.14	2.82	3.38*	2.63	2.72
Apologizing for cross-cultural errors or misunderstandings	3.48	3.33	3.59	3.55	3.32	3.84*	3.10	3.07

Concerning skills:

- slightly higher scores (NS) for females
- the highest scores for HU students in all questions except one!

Lowest SKILL-scores regarding culturally-sensitive end-life care!!!



Results 5.

Particular results regarding SITUATIONS

Scores 1-5

COMFORT LEVEL in dealing with cross-cultural situations	Gender			Age		Study program		
	Total	Male	Female	21-26 years	Above 27 years	HU	EN	DE
Caring for patients from culturally diverse backgrounds	3.76	3.69	3.80	3.63	4.04	3.50	4.11	3.93
Caring for patients with limited English (or your national language) proficiency	3.66	3.69	3.63	3.51	3.96	3.55	3.79	3.76
Caring for a patient who insists on using or seeking folk healers or alternative therapies	2.77	2.74	2.78	2.68	2.95	2.63	2.97	2.85
Identifying beliefs that are not expressed by a patient or caregiver but might interfere with the treatment regimen	2.72	2.82	2.65	2.58	3.03	2.48	3.04	2.89
Being attentive to nonverbal cues or the use of culturally specific gestures that might have different meanings in different cultures	3.04	3.02	3.06	3.01	3.12	2.97	3.11	3.13
Interpreting different cultural expressions of pain, distress, and suffering	3.34	3.20	3.44	3.33	3.36	3.42	3.29	3.20
Advising a patient to change behaviors or practices related to cultural beliefs that impair one's health	3.23	3.34	3.15	3.18	3.32	3.25	3.17	3.24
Speaking in an indirect rather than a direct way to a patient about his/her illness if this is more culturally appropriate	3.05	2.98	3.10	2.96	3.23	3.05	3.04	3.07
Breaking "bad news" to a patient's family first rather than to the patient if this is more culturally appropriate	2.91	2.94	2.88	2.89	2.94	3.10	2.66	2.74
Working with health care professionals from culturally diverse backgrounds	3.86	3.80	3.90	3.80	3.99	3.76	3.99	3.93
Working with a colleague who makes derogatory remarks about patients from a particular ethnic group	2.20	2.56	1.94	2.05	2.51	2.00	2.35	2.52
Treating a patient who makes derogatory comments about your racial or ethnic background	2.16	2.42	1.99	1.98	2.56	1.91	2.39	2.54
Dealing with patients who make derogatory comments about other patients' ethnic background	2.25	2.62	1.98	2.16	2.43	2.07	2.47	2.39
Dealing with large groups of family members accompanying and visiting patients	2.92	2.89	2.94	2.83	3.12	2.74	3.12	3.11
Dealing with patients having culturally different eating habits (i.e. certain standards of food like kosher etc.)	3.64	3.49	3.76	3.60	3.73	3.66	3.67	3.57
Supporting patients need to practice their religion	3.61	3.57	3.63	3.59	3.65	3.50	3.77	3.65

Comfort-level with cross-cultural situations:

- lowest scores: derogatory remarks!
- highest comfort scores:
 - caring for culturally and linguistically diverse patients
 - + working with colleagues with cult. different background

No significant differences in comfort level concerning gender, age or study program



Results 6.

Particular results regarding ATTITUDES

1-5 scores

Assessing the role of certain factors in contributing to health disparities...(mean)	Gender			Age		Study program		
	Total	Male	Female	21-26 years	Male	Female	21-26 years	Male
o genetics	3.60	3.57	3.62	3.46	3.91	3.34	3.99	3.76
o lifestyle	4.40	4.51	4.50	4.48	4.57	4.45	4.70	4.38
o environment	4.36	4.34	4.37	4.34	4.39	4.39	4.41	4.17
o poverty	4.30	4.20	4.31	4.28	4.25	4.26	4.33	4.20
o education status	4.06	4.04	4.08	4.11	3.96	4.10	4.00	4.04
o illiteracy (analphabetism)	3.30	3.54	3.72	3.71	3.52	3.75	3.63	3.39
o 'ageism' (dicrim. of the elderly)	3.34	3.36	3.33	3.30	3.43	3.23	3.70	3.09
o sexism	3.10	2.82	2.99	2.80	3.19	2.66	3.27	3.11
o racism	3.14	3.06	3.19	3.04	3.36	2.98	3.33	3.27
o 'classism' (disc. based on social classes)	3.78	3.07	3.30	3.14	3.33	3.06	3.29	3.47
o 'ableism' (discr. of the disabled)	3.15	3.01	3.25	3.04	3.38	3.04	3.33	3.18
o homophobia	3.11	2.76	2.92	2.74	3.12	2.78	2.86	3.07

„lifestyle, environment, poverty and educational status”
were assigned as the most important factors which
may contribute to health disparities

Results 7.

Particular results regarding TRAINING

	Consider IMPORTANT the ICC training of HCWs (scores 1-5)		Received previous ICC training			
	mean	SD	At HEI during medical studies		From other sources outside HEI	
			n	%	n	%
Total (n=244)	4.02	0.95	109	44.7	113	46.3
Gender						
Male (n=101)	3.75	1.05	51	50.5	54	53.5
Female (n=143)	4.2	0.82	58	40.6	59	41.3
Age						
Between 21 and 26 years (n=167)	3.99	0.93	70	41.9	72	43.1
Above 27 years (n=77)	4.07	0.98	39	50.6	41	53.2
Study program						
Hungarian Program (n=128)	3.94	0.92	48	37.5	51	39.8
English Program (n=70)	4.03	1.04	31	44.3	36	51.4
German Program (n=46)	4.22	0.87	30	65.2	26	56.5
Language competencies						
Does not speak any foreign languages (n=7)	3.57	1.13	4	57.1	4	57.1
Speaks 1 foreign language (n=82)	4.09	0.93	35	42.7	39	47.6
Speaks 2 foreign languages (n=116)	3.98	0.92	48	41.4	48	41.4
Speaks 3 or more foreign languages (n=39)	4.05	1.02	22	56.4	22	56.4
Living abroad						
Never lived abroad (n=86)	3.86	0.98	32	37.2	31	36.0
Lived abroad for 1-3months the most (n=34)	4.03	0.72	11	32.4	17	50.0
Lived in 1 foreign country for min. 6mts. (n=94)	4.17	0.92	49	52.1	50	53.2
Lived in 2 or more foreign countries at least for 6 months (n=30)	3.97	1.12	17	56.7	15	50.0
Received previous ICC training						
At HEI. during medical studies (n=109)	3.93	0.93				
From other sources. outside HEI (n=113)	4.24	0.88				
Never (n=79)	3.86	1				

Consider it more important:

- females
- German Program students
- who speaks foreign languages
- who learnt individually of ICC

Received more previous ICC training:

- males
- older age-group
- German Program students



Results 8.

Particular results regarding TRAINING

	Would be interested in a course improving his/her ICC						Would attend a course aiming to improve his/her ICC					
	yes		maybe		no		yes		maybe		no	
	n	%	n	%	n	%	n	%	n	%	n	%
Total (n=244)	141	57.8	64	26.2	39	16	126	51.6	77	31.6	41	16.8
Gender												
Male (n=101)	53	52.5	29	28.7	19	18.8	46	45.5	37	36.6	18	17.8
Female (n=143)	88	61.5	35	24.5	20	14.0	80	55.9	40	28.0	23	16.1
Age												
Between 21 and 26 (n=167)	93	55.7	44	26.3	30	18.0	84	50.3	51	30.5	32	19.2
Above 27 years (n=77)	48	62.3	20	26.0	9	11.7	42	54.5	26	33.8	9	11.7
Study program												
Hungarian program = 1 (n=128)	75	58.6	27	21.1	26	20.3	69	53.9	31	24.2	28	21.9
English program = 2 (n=70)	42	60.0	19	27.1	9	12.9	40	57.1	21	30.0	9	12.9
German program = 3 (n=46)	24	52.2	18	39.1	4	8.7	17	37.0	25	54.3	4	8.7
Language competencies												
Does not speak any foreign languages (n=7)	1	14.3	3	42.9	3	42.9	2	28.6	1	14.3	4	57.1
Speaks 1 foreign language (n=82)	49	59.8	25	30.5	8	9.8	44	53.7	28	34.1	10	12.2
Speaks 2 foreign languages (n=116)	68	58.6	24	20.7	24	20.7	58	50.0	35	30.2	23	19.8
Speaks 3 or more foreign languages (n=39)	23	59.0	4	10.2	12	30.8	22	56.4	13	33.3	4	10.3
Living abroad												
Never lived abroad (n=86)	48	55.8	16	18.6	22	25.6	43	50.0	19	22.1	24	27.9
Lived abroad for 1-3months the most (n=34)	22	64.7	9	26.4	3	8.8	22	64.7	9	26.4	3	8.8
Lived in 1 foreign country for min. 6mts. (n=94)	57	60.6	29	30.9	8	8.5	51	54.3	36	38.3	7	7.4
Lived in 2 or more foreign countries at least for 6 months (n=30)	14	46.7	10	33.3	6	20.0	10	33.3	13	43.3	7	23.3
Received previous ICC training												
At HEI. during medical studies (n=109)	59	54.1	29	26.6	21	19.3	53	48.6	33	30.3	23	21.1
From other sources. outside HEI (n=113)	75	66.4	25	22.1	13	11.5	64	56.6	34	30.1	15	13.3
None, never (n=79)	43	54.4	23	29.1	13	16.5	38	48.1	29	36.7	12	15.2

Would be interested: 60% and would attend: 50% + 26-32% MAYBE, only 16% NOT
 In general: **females** are more interested, and students of the **German program** (9%>NOT)
 Other factors have no effect on participants' interest and willingness to attend ICC training!!!



Preliminary conclusions

Medical students' intercultural competency level (both Hungarian AND international students') is currently under investigation in Hungary and also in CEE **for the first time!**

As having received **previous ICC training resulted in better 'knowledge'** but had no effect on 'skills', 'attitudes' and 'comfort level in cross-cultural situations', future training programs at medical schools shall focus more on **developing skills and enhance attitudes** in addition to improving students' awareness (practice, various methods!).

Students of the **German Program** reported having received more previous ICC training, and this may have resulted in their higher self-assessed 'knowledge' scores (bias?).

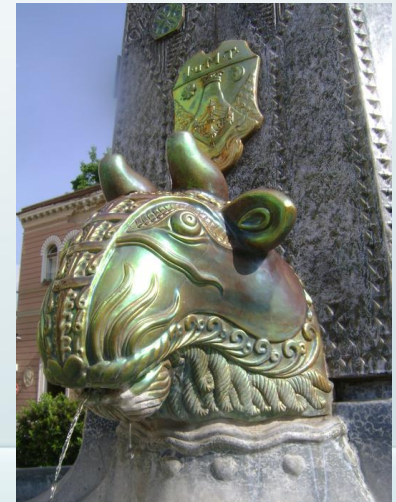
Our data suggested that **higher 'language competency'** may resulted in higher scores in all 4 domains and this may suggest that improving language competences may contribute to **better ICC** as well. Unexpectedly, 'living abroad' had no effect on students' ICC level.

Our study participants demonstrated **lowest 'skill'-scores** regarding providing culturally-sensitive **end-life care**: important area to focus on. Similarly, improving **coping strategies** when dealing with **derogatory remarks** from colleagues and patients on ethnicity (CD)!

Encouraging: students **consider it important** to offer ICC training for HCWs and a great majority expressed their **interest and willingness** to participate on ICC improving course!



**Thank you for
your attention!**



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