

## Intercultural Competence of Medical Students in Hungary

Erika MAREK

Nóra FAUBL

Timea NÉMETH

University of Pécs, Hungary

**Abstract:** Providing interculturally competent care for patients with diverse ethnic or cultural backgrounds has received increasing attention in recent years, as a result of the accelerating inward migration in Europe. Monitoring healthcare systems and training of health professionals are crucial to achieving this purpose. This study aimed to establish medical students' level of clinical intercultural competence (ICC): knowledge, attitudes, skills, and comfort-level in intercultural situations. In order to assess the training needs of healthcare professionals, a self-completed anonymous questionnaire survey was conducted between September 2016 and April 2017 among 466 Hungarian medical students (both freshmen and upper-year students with clinical practice) at the Medical School, University of Pécs, Hungary. Data were analysed using SPSS 21.0. The results confirmed that better language competencies correlate proportionally with higher ICC scores. Previous training on diversity resulted in a better 'Knowledge' level but was not related to higher 'Skills', 'Attitudes', or 'Comfort-level in intercultural situations' scores. The students identified the challenges in integrating ICC into medical curricula and made recommendations for educational interventions for healthcare professionals. Assessing the baseline level and deficiencies in medical students' intercultural competence may serve as strong evidence for the development of future specific and targeted ICC education.

**Keywords:** Medical education, questionnaire, curriculum development, diversity, health disparities, clinical intercultural competence

### 1. Introduction

International migration is a current and growing phenomenon that has become a more critical issue in Europe since 2013, and this has posed new challenges to the European Union (EU) healthcare systems. Due to the crisis situation in 2015, a “High-level Meeting on Refugee and Migrant Health” was organized by the World Health Organization (WHO) and the Outcome Document of this meeting drew the attention of the Member States of the WHO European Region to the importance of providing migrant-sensitive health care as well as undertaking periodic assessments of the adequacy and preparedness of the health system's capacity (points 2.3. and 2.4.) (World Health Organization, 2015). This document also emphasized (2.9) the urgent need for healthcare systems to “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” (World Health Organization, 2015). In relation to the accelerating inward migration of recent years, the scientific community recognised the importance of providing interculturally competent (ICC) health care for migrants and other minority populations with diverse ethnic, religious or cultural backgrounds. It is widely recognized that

members of ethnic or other minority groups experience a disproportionately higher incidence of chronic diseases, such as diabetes, asthma, cardiovascular disease, and malignancy (Betancourt et al., 2003; Rechel et al., 2013; Like, 2011).

The causes of health disparities are multifactorial and the largest contributors are those related to the social determinants of health, e.g., low educational and employment levels, lack of insurance, and insufficient access to healthcare services. The other causes for the disparities include the patients' perspectives, beliefs, values and behaviours regarding their health and wellbeing, their recognition of symptoms, the threshold for seeking care, the ability to understand treatment plans, expectations and preferences for care and treatment. These factors may influence the doctor-patient communication and interactions, including the decision-making process. Furthermore, evidence suggests that doctor-patient communication is directly linked to patient satisfaction, compliance, and adherence to preventive measures and medications, and to subsequent health outcomes and disparities (Kleinman et al., 1978; Smedley et al., 2003; Betancourt et al., 2003).

To reduce disparities in health and healthcare by improving the 'cultural competence' of healthcare systems that takes account of these cultural and sociocultural factors, has become an overall strategy. The classical definition of 'cultural competence' is provided by Cross et al. (1989) who define it as "a set of congruent behaviours, attitudes, and policies that come together in a system or agency or among professionals and enables the system, agency, or professionals to work effectively in cross-cultural situations". This definition has been adopted in many Western healthcare systems and translated into strategies to improve services so as to make them more effective for migrants and ethnic minority populations. The strategies include the adapting of service delivery to ethnic minorities' characteristics and needs and the development of education and training programs to better equip healthcare staff with cultural knowledge specific to various groups (Chiarenza, 2012). In the last few decades, several papers have demonstrated that cultural competence training improves the knowledge, attitudes, and skills of doctors and other healthcare professionals, as well as patients' ratings of care (Kagawa-Singer & Kassim-Lakha, 2003; Beach et al., 2005). However, there is no definitive evidence that links improved intercultural competence of providers directly to patients' improved health outcomes (Beach et al., 2005; Betancourt & Green, 2010). Lessons learned from these studies as well as the recommendations from WHO highlight the need and importance of integrating cultural competency training into medical and other healthcare professionals' curricula as this may reduce health disparities (Smedley et al., 2003; Betancourt et al., 2003; Seeleman et al., 2009; Like, 2011). At the University of Pécs Medical School (UP MS) in Hungary, clinical intercultural competence (the provision of intercultural care for migrant and ethnic minority populations) is not fully integrated into the undergraduate curriculum. Some optional courses which aim to sensitize and enhance tolerance of students towards minority populations in general ('Intercultural Communication in Medicine') have been offered, and since 2016 another optional course, 'Intercultural Competence in Doctor-Patient Communication' has commenced, to improve students' intercultural communication skills.

Although much research has focussed on the role of cultural competence in healthcare and some have explored the actual level, or changes in health professionals' knowledge and skills as a result of training (Ladson et al., 2006; Okoro et al., 2012), comparatively few publications have described the situation in Europe (Seeleman et al.,

2014; Krajic et al., 2005). Seeleman et al. (2014) found significant gaps in knowledge and culturally-competent behaviours among medical students and physicians in the Netherlands and recommended improvements in the diversity content of the medical curricula (knowledge and diversity sensitive consultation behaviour). Krajic et al. (2005) reported on the experiences of the European “Migrant-friendly Hospitals” (MFH) project, which included intercultural competence (ICC) training for staff, with pre- and post questionnaire surveys in 8 European hospitals between 2002-2005. Their findings also confirmed the positive impact of training on staff perceptions of their knowledge, skills, and comfort-levels in transcultural situations. To the best of our knowledge, there has been no research published on medical students’ or healthcare professionals’ level of clinical intercultural competence in Hungary, or the Central and Eastern European region (CEE). Careful investigation is necessary to assess the knowledge, skills, and attitudes of Hungarian medical students when providing care to diverse populations.

This study, in line with the WHO recommendations on monitoring healthcare systems’ preparedness, focusses on assessing the actual and self-assessed ICC level of medical students and to identify areas for improvement. The sociodemographic predictors of medical students’ self-perceived ICC level were also part of the data collected. The study also examined the differences between students at the beginning of their medical studies (freshmen) and upper-level students with clinical experience to examine whether ICC improves during undergraduate studies, without participation at specific, targeted courses. Data on the students’ perception of the difficulties of integrating ICC training into the medical curricula were also collected which led to recommendations on how to promote this process.

## **2. Methods**

### **2.1. Study Participants**

Purposive sampling was used to include 466 students to participate in an anonymous questionnaire survey: this is equivalent to the total number of the first (207), fourth (162) and fifth (97) year general medicine students at the Medical School, University of Pécs, Hungary, Hungarian training program in 2016-2017 study year.

As a first step, the director of the Department of Public Health was contacted to provide information about the study and to seek approval. Participants were verbally informed of the aims and the non-compulsory nature of the study and anonymity was assured; participation was on a voluntary basis and without remuneration. The only criterion for inclusion was the expectation that students were undertaking the medical degree in the Hungarian language. The questionnaires were distributed and completed in the classroom during the students’ regular ‘Public health’ and ‘Family Medicine’ classes and immediately collected in sealed envelopes. 71 students were not present at the time of the study or did not want to participate. 395 students completed the questionnaire, and 4 were excluded from the analysis because of incompleteness in completing the questionnaire. The response rate for this cross-sectional study was 83.9%, and 391 questionnaires were analyzed.

## 2.2. Data Collection Method

Participants were surveyed using a modified version of the Clinical Cultural Competency Questionnaire (CCCQ) questionnaire. The CCCQ was created by Professor Robert C. Like to assess the impact of training on physicians' level of cultural competency, and has been translated and used internationally as an assessment tool for ICC training of healthcare professionals (Like, 2001; Ladson et al., 2006; Okoro et al., 2012). With the written consent of the author, the questionnaire was modified to suit the target population, the medical students and the Hungarian context. (A copy of the modified questionnaire is attached as an Appendix). The questionnaire measures demographic characteristics and different aspects of cultural competency, including knowledge, skills, comfort level in dealing with cross-cultural situations, and attitudes, as well as previous education in ICC, and the importance of this education. The modified questionnaire consisted of 94 items grouped into 6 main domains/sections (Table 1). Response choices for 4 domains (B-E) are based on a 5-point Likert Scale, on which 1= not at all, 2= a little, 3= somewhat, 4= quite a bit, and 5= very. For each section, the mean score was obtained by averaging scores from the respondents. The midpoint of each section represented the score that would be obtained if the respondent chose option 3 ('somewhat').

Table 1. Summary of the Modified Questionnaire on Clinical Cultural Competency

Section	Area of Focus	Number of Items
A	DEMOGRAPHIC characteristics	9
B	KNOWLEDGE of health disparities and other sociocultural health determinants	21
C	SKILLS in dealing with sociocultural issues during patient care	15
D	COMFORT LEVEL in dealing with cross-cultural situations	16
E	ATTITUDES	
	I. Attitudes towards factors contributing to health disparities	12
	II. Importance of sociocultural issues in future interactions	5
	III. Self-awareness:	
	a. racial, ethnic, or cultural identity	1
	b. racial, ethnic, or cultural stereotypes	1
	c. biases and prejudices	1
F	TRAINING AND EDUCATION	
	I. Previous training in cultural diversity	8
	II. Importance of cultural competency training	1
	III. Interest and willingness to attend an ICC training course	2
	IV. Challenges of incorporating ICC training into medical curricula	2

**Section A** consisted of demographic information; age, gender, languages spoken (other than Hungarian), time spent abroad, and previous engagement in cultural competence education. **Section B** consisted of 21 items that assessed knowledge of health risks, disparities, and sociocultural issues of diverse ethnic groups (e.g., awareness of different healing traditions, or ethnopharmacology). Five items were added to this section to assess awareness of migration-health issues (e.g., barriers of access to care, specific

health risks, etc.). The scores were summed into a single score for which the possible range was between 21 and 105. In **Section C**, 15 items assessed skills in dealing with sociocultural issues during patient care. This included performing a culturally-sensitive physical examination or providing patient education. The highest possible score for this section was 75 and the lowest was 15. Sixteen questions were posed to assess participants' comfort-level in dealing with cross-cultural situations (**Section D**), such as caring for a patient who insists on using folk-healers, interpreting different cultural expressions of pain, or dealing with derogatory remarks to their (or others') ethnic background during care. The summed single score for this section ranged from 16 to 80. **Section E**, "Attitudes" had 3 subsections: 12 questions related to attitudes towards factors contributing to health disparities; 5 on the perceived importance of sociocultural issues in future interactions, and 3 related to participants' awareness of their own ethnic identity and stereotypes. These scores were summed into a single score (ranging from 20 to 100), and the higher score reflected more positive attitudes. The final **Section F** addressed the importance of training in cultural competency for healthcare professionals (scale 1 to 5), previous ICC training, and students' perceived interest and willingness to participate in optional courses that aimed to improve cultural competence. These questions were in addition to the original CCCQ instrument and the answer options were 'yes', 'maybe' or 'no'. Challenges and students' recommendations to integrate such a course into the medical curricula were also assessed by using open-ended questions.

### 2.3. Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) for Windows, Version 21.0. Basic descriptive statistics and frequency calculations were performed on all variables. Bivariate relationships between nominal variables were assessed using Pearson's  $\chi^2$  test. Mann-Whitney tests were used for comparing ordinal variables between groups and Pearson's correlation was used to analyze the relationship between participants' age, language competency, or period of living abroad and the responses. The level of statistical significance was set at 0.05 throughout the analysis.

## 3. Results

### 3.1. Demographic Characteristics of the Study Population

In order to undertake a meaningful analysis of the data, responses of the students were grouped into two main groups: the first was the 1st year students, the freshmen (192 questionnaires); and the second was the 'upper year' students, formed of the responses of both the 4th and the 5th year students (199 questionnaires), as these students had some clinical practical experience during their medical studies.

Nearly two-thirds (62%) of participants were female and the gender distribution between the two groups (i.e., the freshmen and upper level (4<sup>th</sup>-5<sup>th</sup> year) students) were similar (Table 2). Age distribution was significantly different, among the upper-year students there were significantly older students; however, the oldest participant (aged 29) was a freshman. Approximately two-thirds of the students (65.8%) were fluent in at least 2 foreign languages. 71% of participants had not lived in a foreign country for at least 1 month prior to the survey, and only 10% had lived in one or more countries for at

least 6 months. 12% of participants were aware of the concept of diversity from their previous studies at school, while 36% had obtained ICC-related information from informal sources outside the educational system (e.g., media, internet, journals, etc.). More than half of the students (56%) were not aware of the concept of diversity.

Table 2. Characteristics of the Study Population

	TOTAL (N'=466)		1. YEAR STUDENTS (N'=207)		4-5. YEAR STUDENTS (N'=259)		Statistics p-value
	N	%	N	%	N	%	
<b>No. of Participants/ Response Rate</b>	<b>391</b>	83.9	<b>192</b>	92.8	<b>199</b>	76.8	
<b>Gender</b>							
Male	149	38.1	77	40.1	72	36.2	.425
Female	242	61.9	115	59.9	127	63.8	
<b>Age</b>							
Below 20 years	100	25.6	100	52.1	0	0.0	.000
Between 21 and 26	274	70.1	88	45.8	186	93.5	
Above 27 years	17	4.3	4	2.1	13	6.5	
<b>Minimum</b>	19		19		22		
<b>Maximum</b>	29		29		28		
<b>Mean (SD)</b>	22.37 (2.05)		20.75 (1.44)		23.92 (1.15)		
<b>Language Competency</b>							
Does not speak any foreign languages	6	1.5	3	1.6	3	1.5	.760
Speaks 1 foreign language	127	32.5	67	34.9	60	30.2	
Speaks 2 foreign languages	220	56.3	100	52.1	120	60.3	
Speaks 3 or more foreign languages	37	9.5	22	11.5	15	7.5	
<b>Living Abroad</b>							
Never lived abroad	276	70.6	140	72.9	136	68.3	.730
Lived abroad for 1-6 months	77	19.7	25	13.0	52	26.1	
Lived abroad for more than 6 months in 1 foreign country	24	6.1	17	8.9	7	3.5	
Lived abroad for more than 6 months in more than 1 foreign country	14	3.6	10	5.2	4	2.0	
<b>Previous Engagement in Cultural Competence (ICC) Education</b>							

During previous studies at school	47	12.0	28	14.6	19	9.5	
Individually from informal sources (i.e., net, media, etc.)	140	35.8	71	37.0	69	34.7	.125
Never learnt of ICC issues	221	56.5	101	52.6	120	60.3	

N<sup>?</sup>= number of invited students, N= number of participants

If  $p < 0.05$ : the statistical probability that the given finding may have occurred by chance is less than 5% (in bold).

### 3.2. Scores on Knowledge, Skills, Comfort Level, and Attitudes by Demographic Variables

Table 3 demonstrates the mean values and standard deviation of the sum of scores related to each of the 4 main domains: the self-assessed knowledge of health disparities and other intercultural topics (1), skills in dealing with sociocultural issues in patient care (2); the perceived or real comfort-level in intercultural situations (3), and attitudes towards factors leading to health disadvantages, as well as self-assessed stereotypes, and biases (4).

Comparing results by gender, it was noted that female participants rated ‘Skill’ significantly higher than males. In terms of age, the older age-group, and students in the upper years had significantly higher self-assessed ‘Knowledge’ scores. The freshmen estimated their ‘Skills’ significantly higher but this was not correlated with older age. Better language competencies correlated proportionally with higher total scores in all four domains: the more languages spoken, the higher the scores ( $p < 0.05$ ; except for ‘Attitudes’ domain). Living in more foreign countries for longer periods results in significantly higher scores in the ‘Comfort level in intercultural situations’ and higher ‘Skills’; but not in higher ‘Knowledge’ or ‘Attitudes’ scores. Conversely, knowledge of diversity prior to the survey, either from their studies at school or by self-study resulted only in higher ‘Knowledge’ scores, but was not related to better ‘Skills’ and ‘Attitudes’, and had no impact on participants’ ‘Comfort level in intercultural situations’.

Table 3. Knowledge, Skills, Comfort-Level and Attitudes by Demographic Variables

	‘KNOWLEDGE’ DOMAIN		‘SKILLS’ DOMAIN		‘COMFORT LEVEL’ DOMAIN		‘ATTITUDES’ DOMAIN	
	Scale range: 21-105		Scale range: 15-75		Scale range: 16-80		Scale range: 20-100	
	Midpoint: 63		Midpoint: 45		Midpoint: 48		Midpoint: 60	
	mean	±SD	mean	±SD	mean	±SD	Mean	±SD
<b>TOTAL (n=391)</b>	57.52	12.63	53.00	9.10	47.55	7.67	75.19	8.21
<b>Gender</b>								
Male (n=149)	57.13	12.02	51.70	9.33	48.07	7.94	74.72	8.41
Female (n=242)	57.76	12.22	53.76	8.85	47.24	7.49	75.48	8.09
<b>Statistics, p-value</b>	.502		<b>.047</b>		.224		.271	
<b>Age</b>								

Below 20 years (n=100)	54.23	12.58	54.32	8.16	47.01	6.92	75.02	7.26
Between 21 and 26 (n=274)	58.75	11.48	52.39	9.07	47.57	7.75	75.04	8.52
Above 27 years (n=17)	57.06	16.30	54.59	13.13	50.47	10.06	78.65	8.13
<b>Statistics, p-value</b>	<b>.008</b>		.238		.174		.359	
<b>Study Year</b>								
Freshmen, 1st year (n=192)	55.74	11.95	54.13	8.82	47.94	7.35	74.52	8.54
4-5. study year student (n= 199)	59.24	12.09	51.87	9.21	47.19	7.97	75.98	7.85
<b>Statistics, p-value</b>	<b>.003</b>		<b>.015</b>		.313		.191	
<b>Language Competency</b>								
Does not speak any foreign language (n=6)	58.67	7.84	50.83	7.49	44.17	5.38	69.83	5.00
Speaks 1 foreign language (n=127)	55.55	11.73	50.95	8.52	47.10	7.33	74.61	7.99
Speaks 2 foreign languages (n=220)	57.85	11.47	53.46	8.87	47.34	7.39	75.34	8.02
Speaks 3 or more foreign languages (n=37)	61.73	16.28	57.43	10.79	51.22	9.62	76.54	9.53
<b>Statistics, p-value</b>	<b>.012</b>		<b>.000</b>		<b>.015</b>		.074	
<b>Living Aroad</b>								
Never lived abroad (n=276)	57.12	12.11	52.16	8.71	46.43	7.36	75.1	8.20
Lived abroad for 1-6 months (n=77)	58.13	12.01	54.18	10.11	48.81	7.07	75.82	7.40
Lived abroad for more than 6 months in 1 foreign country (n=24)	60.08	14.09	55.88	8.22	52.92	8.55	75.25	9.60
Lived abroad for more than 6 months in more than 1 foreign country (n=14)	57.79	10.05	57.43	9.69	53.57	8.24	76.86	10.25
<b>Statistics, p-value</b>	.317		<b>.003</b>		<b>.000</b>		.984	
<b>Previous Engagement in Cultural Competence (ICC) Education</b>								
During previous studies at school (n=47)	59.74	13.16	53.17	9.00	47.53	7.22	76.89	9.08
Individually from informal sources (i.e.,	60.93	12.05	54.46	9.02	48.90	8.17	75.20	8.55

net, media, etc.) (n=140)								
Never learnt of ICC issues (n=221)	55.66	11.63	52.05	9.06	46.78	7.33	74.89	8.16
<b>Statistics, p-value</b>	<b>.000</b>		.145		.079		.227	

n= number of respondents within a certain category

If  $p < 0.05$ : the statistical probability that the given finding may have occurred by chance is less than 5% (in bold).

### 3.3. Importance of ICC Training for Healthcare Workers

When students had to assess the importance of receiving ICC training for healthcare workers (HCWs) on a 1 to 5 scale, the mean score was 3.92, and female participants rated this significantly higher (4.07 v.s. 3.67,  $p < 0.001$ ) than males. The freshmen and those who had received more ICC information also found it more important ( $p < 0.005$ ) to provide ICC training for HCWs than those who were not aware of ICC or had sought information on this topic. Students assessed their interest and willingness to participate in optional courses that aimed to improve their ICC level, and the overall level of interest was high, with fewer than 20% of students reporting as being uninterested. Females expressed significantly more interest and willingness to participate (60.3% and 55.4% v.s. males 49.0% and 41.0%, respectively,  $p < 0.05$ ). No relationship was observed between stronger interest and willingness towards attending such a course with age, study level, language competency, living abroad and knowledge of ICC.

Table 4. Importance of ICC Training for Healthcare Workers

	Consider ICC training of HCWs important		Would be interested in ICC training (i.e., course)			Would participate at an ICC training course		
	(1-5)		Yes (N=219)	Maybe (N=97)	No (N=75)	Yes (N=196)	Maybe (N=112)	No (N=83)
<b>TOTAL (n=391)</b>	<b>mean</b>	<b>SD</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Gender</b>								
Male (n=149)	3.67	1.11	49.0	26.2	24.8	41.6	30.9	27.5
Female (n=242)	4.07	0.87	60.3	24.0	15.7	55.4	27.3	17.4
<b>Statistics, p-value</b>	<b>.001</b>			<b>.014</b>			<b>.004</b>	
<b>Age</b>								
Below 20 years (n=100)	4.04	0.95	53.0	33.0	14.0	48.0	34.0	18.0
Between 21 and 26 (n=274)	3.85	1.01	55.8	22.6	21.5	49.3	27.7	23.0
Above 27 years (n=17)	4.24	0.75	76.5	11.8	11.8	76.5	11.8	11.8
<b>Statistics, p and r- values</b>	.487 (r=- 0.35)			.744 (r=-0.017)			.530 (r=-0.032)	
<b>Study Year</b>								

Freshmen, 1st year (n=192)	4.05	0.99	56.8	27.6	15.6	49.5	31.8	18.8	
4-5. study year student (n= 199)	3.97	0.97	55.3	22.1	22.6	50.8	25.6	23.6	
<b>Statistics, p-value</b>	<b>.004</b>							<b>.414</b>	<b>.791</b>
<b>Language Competency</b>									
Does not speak any foreign language (n=6)	3.67	1.21	50.0	16.7	33.3	50.0	0.0	50.0	
Speaks 1 foreign language (n=127)	3.88	1.05	59.1	24.4	16.5	55.9	27.6	16.5	
Speaks 2 foreign languages (n=220)	3.92	0.93	53.6	25.9	20.5	45.6	31.4	22.7	
Speaks 3 or more foreign languages (n=37)	4.08	1.09	59.5	21.6	18.9	54.1	21.6	24.3	
<b>Statistics, p and r-values</b>	<b>.277 (r=0.55)</b>		<b>.719 (r=0.018)</b>			<b>.337 (r=0.049)</b>			
<b>Living Abroad</b>									
Never lived abroad (n=276)	3.93	0.99	56.2	24.6	19.2	50.4	28.6	21.0	
Lived abroad for 1-6 months (n=77)	3.84	0.90	54.6	24.7	20.8	46.8	28.6	24.7	
Lived abroad for more than 6 months in 1 foreign country (n=24)	4.13	0.99	62.5	29.2	8.3	54.2	33.3	12.5	
Lived abroad for more than 6 months in more than 1 foreign country (n=14)	3.69	1.32	50.0	21.4	28.6	57.1	21.4	21.4	
<b>Statistics, p and r-values</b>	<b>.902 (r=-0.006)</b>		<b>.337 (r=0.049)</b>			<b>.630 (r=-0.024)</b>			
<b>Previous Engagement in Cultural Competence (ICC) Education</b>									
During previous studies at school (n=47)	4.11	0.97	48.9	31.9	19.1	44.7	36.2	19.1	
Individually from informal	4.07	0.98	64.3	18.6	17.1	57.9	23.6	18.6	

sources (i.e., net, media, etc.) (n=140)									
Never learned of ICC issues (n=221)	3.80	0.99	52.0	26.7	21.3	46.6	29.4	24.0	
<b>Statistics, p-value</b>	<b>.003</b>			<b>.072</b>				<b>.078</b>	

n= number of respondents within a certain category

If  $p < 0.05$ : the statistical probability that the given finding may have occurred by chance is less than 5% (in bold).

### 3.4. Challenges of Integrating Diversity into Medical Education

The final two open questions of the questionnaire were related to students' views on the challenges of integrating intercultural issues into medical education and possible solutions. The students' answers regarding 'challenges' and 'recommendations' were grouped thematically into main focus areas (Table 5). The most significant challenges were the 'lack of time' and 'students' overload' with work from the medical curriculum. The participants recommended that any course related to ICC should be interactive, informal, free and easy with minimal requirements and assessments. Further important challenges include students' existing stereotypes and lack of motivation as well as the teacher's competencies, i.e., not to strengthen stereotypes, or to hurt anyone's feelings, being objective, and able to prioritize, etc.

Table 5. Challenges of and Recommendations to Integrate Intercultural Competence into Medical Education

Challenges/ Difficulties		Recommendations	
Main Areas of Focus		Main Areas of Focus	
<b>1. Lack of Time, Current Overload of Students</b>		<b>1 Organizational/Methological</b> (interactivity, . practice, small, multicultural groups, moderate requirements, and assessment)	
<b>2. Students' Existing Stereotypes</b> (negative attitudes, discrimination, controversial opinions, too sensitive topic)		<b>2 Thematical Ideas</b> (what to include, i.e., body . language, tolerance sensitisation, Roma ethnic minority + meaningful prioritisation of topics)	
<b>3. Lack of Lecture's Competencies</b> (i.e., style, preparedness, own stereotypes, lack of objectivity, cannot manage conflicts)		<b>3 Lecture's Competencies</b> (exemplary, objective, . open-minded, + guest lecturers from other cultures)	
<b>4. Lack of Students' Motivation and Interest, Understanding Importance of the Topic</b>		<b>4 Other Ideas</b> (i.e., pilot testing, offering for other . healthcare staff too, organizing intercultural programs, etc.)	

- 
- 5. External Barriers** (lack of information, financial, political, bureaucratic or collegial barriers)
- 

#### **4. Discussion**

The results presented in this study offer a first insight into Hungarian medical students' level of clinical intercultural competence at the beginning of their studies and that of students with clinical practice experiences, an area of research that has not been previously studied. This study explored students' perceived knowledge, attitudes, comfort-level and skills in dealing with intercultural situations during patient care, and also examined their relationship with sociodemographic factors in providing interculturally competent care. The study also identified the value of training in improving ICC, and some areas for improvement.

The only demographic variable which was significantly different between the two groups (first-year v.s. upper-year students) in this study was age (Table 2). The findings demonstrate that older students, as well as students in the higher study years, reported being significantly more knowledgeable about health disparities and other factors in relation to providing care for diverse populations. This may be attributed to their increased maturity and being better-informed. It may be the case that the higher rates in the upper-year students may have been due to their studies at the medical school but this will need to be examined in a further study.

Regarding gender differences, and similar to the findings of Ladson et al. (2006), female medical students assessed their skills better in dealing with sociocultural differences during patient care, and this may be because of the more empathic and sensitive characteristics of females in general (Christov-Moore et al., 2014). In contrast to a previous US study where students with some clinical practice showed higher 'skill' scores in comparison to freshmen (Ladson et al., 2006), in this survey it was the freshmen-group who thought they could deal with sociocultural issues more effectively. One explanation for this could be that the upper-year students, having had some clinical experience and having faced real intercultural encounters, may be more realistic or critical of their ability.

An important finding of this research is that better language competencies correlate with significantly higher scores on almost all domains of ICC, including knowledge, skills, and comfort-level in intercultural situations. This result corresponds with the findings of a US study which used the same questionnaire with 3rd-year pharmacy students who reported better skills and comfort-level in correlation to speaking a language other than English (Okoro et al., 2012). Additionally, these results confirm the findings of a Swiss study involving 6434 participants which also correlated language skills with intercultural skills (Grin & Faniko, 2012). Interestingly, living abroad for a longer period of time did not correlate with better knowledge about health disparities of migrants or minority populations with more positive attitudes. But it was associated with better self-assessed skills and comfort-level in intercultural situations. It could be speculated that living abroad for a longer time, and immersing in another culture may impact on communication and other intercultural skills, and enhance comfort-levels in dealing with diverse populations, but not necessarily be linked to increased knowledge

of the given population (i.e., health disparities, healing traditions, ethnopharmacology, etc.).

When designing future educational programs for medical students to improve their ICC, it is important to learn the lessons from another finding of this study too, namely that although students' participation in diversity or ICC training (both formal or individual) may result in better knowledge level, it did not impact on better skills or improve participants' attitudes or comfort-level in intercultural situations. A qualitative study of US medical students' views on cultural competence demonstrated that although a specific curriculum increased students' awareness, it was not effective in teaching specific skills (Shapiro et al., 2006). Therefore, future educational programs should place special emphasis on these aspects too, by using various methods of skill-development, and also by taking into account students' concerns, needs and recommendations when designing new training programs.

Examining the results not as sums of scores within a section (i.e., knowledge or skills), but as each factor individually, highlights some interesting points. For example, factors that scored the lowest scores within each section can be targetted as areas for improvement. Specifically, in the case of the 'Knowledge' section, 'ethnopharmacology', 'different healing traditions' and 'migrants' access to health services' received the lowest scores, while in the 'Skills' section, the lowest scores were in 'providing culturally sensitive end-life-care'. Situations like 'facing derogatory remarks' to participants' or others' (colleagues, patients) ethnic background during care, either from colleagues or from patients were the least comfortable situations for study participants, and these 3 received the lowest 'Comfort-level' scores (the mean values for each of these 3 questions was below 2.08 - the mean score for this section is 2.97). Therefore, it is essential to pay attention to these issues and to incorporate these into medical curricula, i.e., how to improve students' strategies in coping with derogatory or discriminatory remarks during care, or how to provide culturally-sensitive end-of-life care. It is worth noting that providing culturally-sensitive end-of-life care can be complex, as even providing end-of-life care in instances where the carer and the patient are of the same cultural/ ethnic background is already a difficult area.

A large body of scientific literature emphasizes the need for incorporating ICC into medical curricula (Betancourt et al., 2003; Rechel et al., 2013; Like, 2011) and other literature has investigated effects of clinical cultural competence interventions on participants' knowledge, skill, and attitudes (Krajic et al., 2005; Ladson, et al. 2006; Okoro et al., 2012; Seeleman et al., 2014). However, despite the suggestion from some well-acknowledged authors and research groups, it has not been firmly established whether improving competencies of healthcare providers may have a positive effect on patient outcomes (Beach et al., 2005; Betancourt & Green, 2010). Therefore, the main goal of clinical cultural competency training is to equip healthcare providers with knowledge, tools, and skills to better understand and manage socioculturally-based variations in health beliefs, values and behaviours in the care of ethnically diverse populations.

There are two major approaches that can be adopted in cultural competence education. The traditional approach is the 'categorical' one where relevant attitudes, beliefs, and behaviours of certain cultural groups are taught. The newer, 'cross-cultural' approach focuses more on the process of communication and trains students to be aware of cross-cultural and social issues that are present in all cultures (Betancourt et al., 2003). Betancourt et al. (2003) recommend a balance in teaching cross-cultural

knowledge along with communication skills as a ‘best approach’ in cultural competence training. They also emphasize the impact of patients’ sociocultural factors in clinical situations and their effect on medical decisions and patient outcomes. Koehn and Swick (2006) have developed a new approach, the ‘transnational competence’, which widens the concept and content of teaching intercultural competence for medical professionals, and they direct attention to health policy and social factors, as well to individual considerations (i.e., migration background and experiences, such as persecution, or discrimination, etc.) to reduce disparities in healthcare. Authors from Germany and Netherlands (Knipper et al., 2010) propose four key topics that must be included in cultural competency training for medical students, and these are ‘Epidemiology: knowledge of ethnic variations in disease epidemiology and reactions to therapy’; ‘Culture, ethnicity and identity’; ‘Social, economic and legal context’, and ‘Communication’; topics that are in line with the previously discussed balanced ‘best approach’ (Betancourt et al., 2003). This present study also revealed some thematic, organizational, or methodological recommendations, as expressed by the participating students which include a meaningful explanation of ‘body language’ in different cultures, lectures from representatives from other cultures, and organizing interactive training in relatively small, and possibly multicultural groups. There is some literature that describes the experience of the implementation of these new approaches in ICC education for medical students (Evans, 2006; Kahr-Gottlieb & Papst, 2013). For example, a US study reported on an elective course offered for 3rd-year pharmacy students, which found, similarly to the findings of this study, that students preferred to have no exams as course assessment in these courses. The study found that students were engaged in activities such as reading assignments, case studies, simulations, and guided discussions, and due to the small group size, participants were more open in their discussions and guest lecturers with community practice experiences were invited. Participants’ comments regarding the course were overwhelmingly positive, and their suggestions to improve the course included having more detail on specific cultures and having more speakers throughout the course (Evans, 2006).

Incorporating clinical ICC into the medical curriculum may face some challenges, too. A recent project provided ICC staff-training at 8 European hospitals (Migrant-friendly Hospitals’ project), and although they reported positive effects of training on staff perceptions of their knowledge, skills and comfort levels in transcultural situations, they also identified some barriers when implementing cultural competence training. These included support by management; motivation of staff, particularly medical doctors to participate; skills-oriented training and competent trainers (Krajic et al., 2005). Participants of this study also identified similar challenges: their current overload and lack of time, existing stereotypes or lack of students’ motivation; lecturers’ competencies, and external barriers, such as lack of financial, managerial, or collegial support. To overcome these barriers at an institutional level and to design and offer a successful new elective course on clinical intercultural competence, extensive research and thorough preparatory work are required along with the consideration of students’ needs and recommendations. It is encouraging that participants of this study considered ICC training of healthcare workers as being important, and a great majority expressed their interest and willingness to participate in a course aimed to improve their clinical intercultural competence.

This study has some limitations and these include that no data was collected and analyzed regarding the participants’ places and reasons for living abroad for a longer

time period. It would be interesting to observe whether these factors (living in a similar or completely different culture; or living abroad for private reasons or for working at medical or non-medical sectors, etc.) have any effect on their knowledge level about health disparities and other intercultural issues, as well as on their attitudes.

## 5. Conclusions

Despite these limitations, this present study revealed the level of ICC of medical students for the first time in a country in the Central and Eastern-European region. Our sample size of 391 medical students, which included males and females, has exceeded that reported in previous studies (Ladson et al., 2006; Okoro et al., 2012). In addition, the study presents the findings by study level (freshmen v.s. upper-year students with clinical practice exposure), and data regarding students' perception of the challenges of integrating ICC education into the medical curricula, as well as their recommendations to promote this process was also collected and analyzed.

Although Hungary is more of a transit than a target country for international migration, the crisis situation in 2015 demonstrated the need for better-prepared health care systems and interculturally competent healthcare professionals. This study provides a valuable first insight into the baseline level of clinical ICC of medical students and this should serve as strong evidence for the development of specific and targeted ICC education to address deficiencies in providing interculturally competent care to migrants and culturally-diverse groups.

## References

- Beach, Mary Catharine; Price, Ebony G.; Gary, Tiffany L.; Robinson, Karen A.; Gozu, Aysegul; Palacio, Ana; Smarth, Carole; Jenckes, Mollie W.; Feuerstein, Carolyn; Bass, Eric B.; Powe, Neil R. & Cooper, Lisa A. (2005). Cultural competency: A systematic review of health care provider educational interventions. *Medical Care*, 43(4), 356-373. DOI: 10.1097/01.mlr.0000156861.58905.96
- Betancourt, Joseph R.; Green, Alexander R.; Garrillo, Emilio J. & Ananeh-Firempong, Owusu. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports*, 118(4), 293-302. DOI: 10.1093/phr/118.4.293
- Betancourt, Joseph R. & Green, Alexander R. (2010). Commentary: Linking cultural competence training to improved health outcomes: Perspectives from the field. *Academic Medicine*, 85(4), 583-585. DOI: 10.1097/ACM.0b013e3181d2b2f3
- Chiarenza, Antonio. (2012). Developments in the concept of cultural competence. *Inequalities in health care for migrants and ethnic minorities*, 2, 66-81. DOI: 10.13140/2.1.3002.3685
- Christov-Moore, Leonardo; Simpson, Elisabeth A.; Coudé, Gino; Grigaityte, Kristina; Iacoboni, Marco & Ferrari, Pier Francesco. (2014). Empathy: Gender effects in brain and behavior. *Neuroscience & Biobehavioral Reviews*, 46, 604-627. DOI: 10.1016/j.neubiorev.2014.09.001
- Cross, T. L.; Bazron, Barbara J.; Dennis, Karl W. & Isaacs, Mareasa R. (1989). Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed. CASSP Technical

- Assistance Center Georgetown University Child Development Center: Washington. P. 7. Available at: <https://files.eric.ed.gov/fulltext/ED330171.pdf>
- Evans, Emily. (2006). An elective course in cultural competence for healthcare professionals. *American Journal of Pharmaceutical Education*, 70(3), 55. DOI: 10.5688/aj700355
- Grin, Francois & Faniko, Klea. (2012). Foreign language skills and intercultural abilities: Operationalization with a large population. *Management & Avenir*, 55(5), 168-184. DOI : 10.3917/mav.055.0168
- Kagawa-Singer, Marjorie & Kassim-Lakha, Shaheen. (2003). A strategy to reduce crosscultural miscommunication and increase the likelihood of improving health outcomes. *Academic Medicine*, 78(6), 577–587. DOI: 10.1097/00001888-200306000-00006
- Kahr-Gottlieb, Dorli & Papst, Petra. (2013). Competence training for medical students in Austria. *European Journal of Public Health*, 23(suppl\_1). <https://doi.org/10.1093/eurpub/ckt126.068>
- Kleinman, Artur; Eisenberg, Leon & Good, Byron. (2006). Culture, illness, and care: Clinical lessons from anthropologic and cross-cultural research. *Focus*, 88(1), 251-258. DOI: 10.7326/0003-4819-88-2-251
- Knipper, Michael; Seeleman, Conny I. & Essink-Bot, Marie-Luise. (2010). How should ethnic diversity be represented in medical curricula? A plea for systematic training in cultural competence. *Tijdschrift voor Medisch Onderwijs*, 29(1), 54-60. DOI: 10.3205/zma000663.
- Koehn, Peter H. & Swick, Herbert M. (2006). Medical education for a changing world: Moving beyond cultural competence into transnational competence. *Academic Medicine*, 81, 548–556. DOI: 10.1097/01.ACM.0000225217.15207.d4
- Krajic, Karl; Stramayr, Christa; Karl-Trummer, Ursula; Novak-Zezula, Sonja & Pelikan, Jurgen M. (2005). Improving ethnocultural competence of hospital staff by training: Experiences from the European ‘Migrant-friendly Hospitals’ project. *Diversity in Health and Social Care*, 2(4), 279-290.
- Ladson, Gwinnett M.; Lin, Jin-Mann; Flores, Ann & Magrane, Diane. (2006). An assessment of cultural competence of first-and second-year medical students at a historically diverse medical school. *American Journal of Obstetrics and Gynecology*, 195(5), 1457-1462. DOI: 10.1016/j.ajog.2006.06.051
- Like, Robert C. (2011). Educating clinicians about cultural competence and disparities in health and health care. *Journal of Continuing Education in the Health Professions*, 31(3), 196-206.
- Like, Robert C. (2001). Clinical cultural competency questionnaire (pre-training version). Center for Healthy Families and Cultural Diversity, Department of Family Medicine, UMDNJ-Robert Wood Johnson Medical School. [http://rwjms.umdnj.edu/departments\\_institutes/family\\_medicine/chfcd/grants\\_projects/documents/Pretraining.pdf](http://rwjms.umdnj.edu/departments_institutes/family_medicine/chfcd/grants_projects/documents/Pretraining.pdf). (last accessed: 05/04/2020)
- Okoro, Olihe N.; Odedina, Folakemi T.; Reams, Romonia R. & Smith, Thomas W. (2012). Clinical cultural competency and knowledge of health disparities among pharmacy students. *American Journal of Pharmaceutical Education*, 76(3), 40. DOI: 10.5688/ajpe76340
- Rechel, Bernd; Mladovsky, Philipa; Ingleby, David; Mackenbach, Johan P. & McKee, Martin. (2013). Migration and health in an increasingly diverse Europe. *The Lancet*, 381(9873), 1235-1245. DOI: 10.1016/S0140-6736(12)62086-8

- Seeleman, Conny; Hermans, Jessie; Lamkaddem, Majda; Suurmond, Jeanine; Stronks, Karien & Essink-Bot, Marie-Luise. (2014). A students' survey of cultural competence as a basis for identifying gaps in the medical curriculum. *BMC Medical Education*, 14(1), 216. DOI: 10.1186/1472-6920-14-216
- Seeleman, Conny; Suurmond, Jeanine & Stronks, Karien. (2009). Cultural competence: A conceptual framework for teaching and learning. *Medical Education*, 43(3), 229-237. DOI: 10.1111/j.1365-2923.2008.03269.x
- Shapiro, Johanna; Lie, Desiree; Gutierrez, David & Zhuang, Gabriella. (2006). "That never would have occurred to me": A qualitative study of medical students' views of a cultural competence curriculum. *BMC Medical Education*, 6(1), 31. DOI: 10.1186/1472-6920-6-31
- Smedley, Brian D.; Smith, Adrienne Y. & Nelson, Alan R. (Eds). (2003). *Unequal treatment: Confronting racial and ethnic disparities in health care*. (pp. 5-21). Washington, DC: National Academies Press.
- World Health Organization. (2015). Stepping up action on refugee and migrant health. Outcome document of the High-level Meeting on Refugee and Migrant Health, WHO, Rome, Italy. [http://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0008/298196/Stepping-up-action-on-refugee-migrant-health.pdf](http://www.euro.who.int/__data/assets/pdf_file/0008/298196/Stepping-up-action-on-refugee-migrant-health.pdf) (last accessed: 05/04/2020)

### Author Note

Dr. Erika Marek, MSc, PhD is a senior lecturer at the Department of Operational Medicine, Medical School, University of Pécs, Hungary. She graduated as a Master of Biology, Geography and Hygiene and was certified as an English – Hungarian translator – interpreter specializing in medical sciences. She has her PhD in Public Health in the field of health promotion, health education (2013). Her current research interests include: migrant and ethnic minority health, health-sociology, and medical education: improving medical students' intercultural communication and competence. She has been awarded the János Bolyai Research Scholarship of the Hungarian Academy of Sciences (2017 - 2020.)

Dr. Nóra Faubl, MA, MSc, PhD is a research associate professor at the Department of Behavioural Sciences, Medical School, University of Pécs, Hungary. She graduated with a Master in the field of Literature and Linguistics, Germanistics, later in the field of Communication Science, Human Relations (MSc) and Sociology. She is also active as a state-approved translator in Hungary and in Germany. She has her PhD in Medical Sciences in the field of behavioural sciences (2018). Her current research interests include: medical and health-sociology (workplace and specialization preferences), medical education: improving medical students' intercultural communication and competence.

Dr. Tímea Németh, PhD is an assistant professor at the Department of Languages for Biomedical Purposes and Communication at the Medical School of the University of Pécs, Hungary. She teaches English and Hungarian for Medical Purposes and intercultural communication for Hungarian and international undergraduate medical students. She also teaches modules at the postgraduate level and in PhD programmes. She has international teaching experience and is actively involved in transnational projects focusing on multicultural education and the development of intercultural competence within healthcare settings. Her research interests include multiculturalism,

intercultural communication and competence, intercultural language learning, study abroad programmes, internationalisation processes and the use of online educational tools in teaching.

This research was supported by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences. The support period of this stipend is 2017/09/01-2020/08/31. "Supported by the ÚNKP-19-4 New National Excellence Program of the Ministry for Innovation and Technology", and the University of Pecs, Medical School, PTE ÁOK-KA [No.2017-16].

## Appendix

CODE # \_\_\_\_\_

Date: \_\_\_\_\_

# CLINICAL CULTURAL COMPETENCY QUESTIONNAIRE <sup>1</sup>

### CONFIDENTIALITY INFORMATION

Your individual responses of this questionnaire will be kept **CONFIDENTIAL** and will be analysed only for academic and curriculum development purposes. The questionnaire is anonym, no data that will allow for identification.

During your studies at this university have you **COMPLETED** any of the following **VOLUNTARY** courses? Please, tick you answer!

	COURSE TITLE	YES	NO	NOT SURE
1				
2				
3				
4				
5				

## A. Demographic Characteristics

1. Date of birth (year/month/day): \_\_\_\_\_

2. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

<sup>1</sup> "This survey has been **adapted** with permission from the Clinical Cultural Competency Questionnaire (CCCQ) developed by Robert C. Like, MD, MS, Professor and Director of the Center for Healthy Families and Cultural Diversity, Department of Family Medicine and Community Health, Rutgers Robert Wood Johnson Medical School. The CCCQ was used in a project entitled, "Assessing the Impact of Cultural Competency Training Using Participatory Quality Improvement Methods," funded by the Aetna Foundation ([http://rwjms.rutgers.edu/departments\\_institutes/family\\_medicine/chfed/grants\\_projects/aetna.html](http://rwjms.rutgers.edu/departments_institutes/family_medicine/chfed/grants_projects/aetna.html)), Any results obtained in future projects making use of the CCCQ are solely the responsibility of project investigators and do not necessarily represent the official views of the Aetna Foundation or its affiliates."

3. Nationality: \_\_\_\_\_

4. Country of origin: \_\_\_\_\_

5. Self rated ethnic background: \_\_\_\_\_

6. Do you speak any languages other than English? yes \_\_\_\_\_ no \_\_\_\_\_

If Yes, please specify \_\_\_\_\_

7. Have you ever visited or lived in any countries outside your county of origin  
(**APART FROM HUNGARY!!!**)? yes \_\_\_\_\_ no \_\_\_\_\_

If yes, - where? \_\_\_\_\_  
- how long? \_\_\_\_\_  
- for what reason? \_\_\_\_\_

study (i.e., Exchange student, practice)

private (i.e., turism, during  
childhood, etc.)

for work.... if yes:  in health care?

other, **non-health care** sector

**How long have you been living in Hungary?** \_\_\_\_\_

8. At which study program do you study?

medicine  denistry  pharmacy  other, please

specify: \_\_\_\_\_

9. Which year? \_\_\_\_\_

**B. Knowledge**How **KNOWLEDGEABLE** are you about each of the following subject areas?

	<b>Not at all</b>	<b>A little</b>	<b>Some-what</b>	<b>Quite a bit</b>	<b>Very good</b>
<b>1</b> <b>Demographics</b> of diverse ethnic groups	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b> <b>Sociocultural characteristics</b> of diverse ethnic groups	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b> <b>Health risks</b> experienced by diverse ethnic groups	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b> <b>Health disparities</b> experienced by diverse racial and ethnic groups	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b> <b>Sociocultural issues</b> in ....					
a. Health Promotion/Disease Prevention	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
b. Reproductive Health/Pregnancy	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
c. Child Health	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
d. Adolescent Health	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
e. Adult Health	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
f. Geriatrics	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
g. Women's Health	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b> <b>Ethnopharmacology</b> (i.e., variations in medication responses in diverse ethnic populations)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b> <b>Different Healing Traditions</b> (e.g., Ayurvedic Medicine, Traditional Chinese Medicine)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b> Historical and contemporary <b>impact of racism, discrimination, prejudice and bias</b> in health care experienced by various population groups in your country	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9</b> <b>National/Regional Policies</b> dealing with cultural diversity in health care in your country	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10</b> <b>Initiatives of the Uni-Pécs,</b> <sup>2</sup> <b>Medical School</b> in relation to migration health (courses, programs, research, etc.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11</b> Information on the <b>access of</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<sup>2</sup> B/10-15 questions are not the part of the Clinical Cultural Competency Questionnaire (CCCQ)

	<b>migrants</b> to health care services in your country (entitlements, etc.)					
<b>12</b>	<b>Health risks</b> in relation to the increased, migration	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13</b>	<b>Occupational health</b> aspects of migration	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14</b>	Specific aspects in relation to health care for <b>Roma and other ethnic minorities</b> (beliefs, cultural differences, etc.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15</b>	Information in relation to <b>intercultural communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

### C. Skills

How **SKILLED** do you feel yourself you in dealing with sociocultural issues in the following areas of patient care??

		<b>Not at all</b>	<b>A little</b>	<b>Somewhat</b>	<b>Quite a bit</b>	<b>Very</b>
<b>1</b>	<b>Greeting patients</b> in a culturally sensitive manner (i.e., shaking hands in which cultures is acceptable, etc.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	Eliciting the <b>patient's perspective</b> about health and illness (e.g., its etiology, name, treatment, course, prognosis)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	Eliciting information about use of <b>folk remedies</b> and/or other <b>alternative healing modalities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	Eliciting information about use of <b>folk healers</b> and/or other <b>alternative practitioners</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	Performing a culturally sensitive <b>physical examination</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	Prescribing/negotiating a culturally sensitive <b>treatment plan</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	Providing culturally sensitive <b>patient education</b> and counseling	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b>	Providing culturally sensitive <b>clinical preventive services</b> (i.e., screening, vaccination, etc.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9</b>	Providing culturally sensitive <b>end of life care</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>10</b>	Assessing health literacy (i.e., how the patient understands the treatment plan, etc.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11</b>	Working with <b>medical interpreters</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12</b>	Dealing with <b>cross-cultural conflicts</b> relating to diagnosis or treatment	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13</b>	Dealing with cross-cultural <b>adherence/ compliance</b> (patient's cooperation) problems	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14</b>	Dealing with cross-cultural <b>ethical</b> conflicts	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15</b>	Apologizing for cross-cultural <b>errors</b> or <b>misunderstandings</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

#### D. Encounters/ Situations

What is your opinion, how **COMFORTABLE** would you feel in dealing with the following cross-cultural encounters or situations? (circle one number)

		<b>Not at all</b>	<b>A little</b>	<b>Some-what</b>	<b>Quite a bit</b>	<b>Very</b>
<b>1</b>	Caring for patients from culturally diverse backgrounds	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	Caring for patients with limited English (or your national language) proficiency	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	Caring for a patient who insists on using or seeking folk healers or alternative therapies	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	Identifying beliefs that are not expressed by a patient or caregiver but might interfere with the treatment regimen	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	Being attentive to nonverbal cues or the use of culturally specific gestures that might have different meanings in different cultures	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	Interpreting different cultural expressions of pain, distress, and suffering	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	Advising a patient to change behaviors or practices related to cultural beliefs that impair one's health	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b>	Speaking in an indirect rather than a direct way to a patient about his/her	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

	illness if this is more culturally appropriate					
<b>9</b>	Breaking "bad news" to a patient's family first rather than to the patient if this is more culturally appropriate	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10</b>	Working with health care professionals from culturally diverse backgrounds	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11</b>	Working with a colleague who makes derogatory remarks about patients from a particular ethnic group	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12</b>	Treating a patient who makes derogatory comments about your racial or ethnic background	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13</b>	Dealing with patients who make derogatory comments about other patients ethnic background	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14<sup>3</sup></b>	Dealing with large groups of family members accompanying and visiting patients	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15</b>	Dealing with patients having culturally different eating habits (i.e., certain standards of food like kosher etc.)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>16</b>	Supporting patients need to practice their religion	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<sup>3</sup> D/14-16 questions are not the part of the original Clinical Cultural Competency Questionnaire (CCCQ) they were developed for its adapted version within the frame of the Migrant-Friendly Hospitals (MFH) project

**E. Attitudes** (circle the number which conforms the best to your opinion!)

	Not at all	A little	Some-what	Quite a bit	Very
<b>1 How IMPORTANT are each of the following factors in contributing to health disparities?</b>					
a. genetics	1	2	3	4	5
b. lifestyle	1	2	3	4	5
c. environment	1	2	3	4	5
d. poverty	1	2	3	4	5
e. education status	1	2	3	4	5
f. illiteracy (analphabetism)	1	2	3	4	5
g. 'ageism' (discrimination of the elderly)	1	2	3	4	5
h. sexism	1	2	3	4	5
i. racism	1	2	3	4	5
j. 'classism' (discrimination based on social classes)	1	2	3	4	5
k. 'ableism' (discrimination of the disabled)	1	2	3	4	5
l. homophobia	1	2	3	4	5
m. other, please, specify:	1	2	3	4	5
<b>2 How IMPORTANT do you believe sociocultural issues are in your future interactions with:</b>					
a. patients	1	2	3	4	5
b. patient's relatives	1	2	3	4	5
c. health professional colleagues	1	2	3	4	5
d. medical students	1	2	3	4	5
e. staff (i.e., hospital)	1	2	3	4	5
<b>3 How AWARE are you of your own ...</b>					
a. ethnic, or cultural identity?	1	2	3	4	5
b. ethnic, or cultural stereotypes?	1	2	3	4	5
c. biases and prejudices?	1	2	3	4	5
<b>4 How IMPORTANT do you feel it is for health professionals to receive training in cultural diversity and/or multicultural health care?</b>	1	2	3	4	5

**F. Training and Education** (circle one number!)

	Not at all	A little	Some-what	Quite a bit	Very much
<b>1 HOW MUCH TRAINING in cultural diversity have you previously had?</b>					

a. at Medical School, basic or preclinical modules	1	2	3	4	5
b. at Medical School, during an elective course	1	2	3	4	5
c. at Medical School, during practice	1	2	3	4	5
d. at other higher educational institution (HEI)	1	2	3	4	5
e. other training program, outside HE system	1	2	3	4	5
f. other, pls specify _____:	1	2	3	4	5

**2<sup>4</sup>. Have you ever learnt about „diversity in health care” from any other sources of information?**

yes \_\_\_\_\_ no \_\_\_\_\_

**3. If yes, what was the source of information? (more answers may be circled)**

- internet, from available scientific papers
- internet, non-scientific publications
- television, popular science/ educational program, i.e., \_\_\_\_\_
- television, from other program, i.e., \_\_\_\_\_
- scientific/ academic books, title: \_\_\_\_\_
- scientific journals, title: \_\_\_\_\_
- other resource: \_\_\_\_\_

**4. Would you be interested in a course aiming to improve your clinical cultural competencies?**

yes \_\_\_\_\_ no \_\_\_\_\_ I don't know \_\_\_\_\_

**5. Would you take part in such a course (clinical cultural competencies)?**

yes \_\_\_\_\_ no \_\_\_\_\_ I don't know \_\_\_\_\_

**6. What do you think, what are some potential challenges to integrating training about culturally competent health care in health the medical curricula?**

\_\_\_\_\_

\_\_\_\_\_

<sup>4</sup> F/2-7. questions are not the part of the original Clinical Cultural Competency Questionnaire (CCCQ)

---

---

**7. Please offer any further comments or suggestions that you may have:**

---

---

---

---

**Thank you very much!**  
**UP-MS, Department of Operational Medicine**  
**Chair of migration and ethnic minority health**