BACKGROUND

- Cultural competency, a necessity for professionals to function effectively in intercultural situations, is important to reduce health disparities and promote the use of appropriate services to address cultural differences.
- Israeli society is multi-cultural and includes populations of native-born and many different groups of new immigrants. The varying characteristics (including different languages) of these heterogeneous groups can produce serious health gaps, which can be reduced with appropriate cultural interventions.
- "Equality in health in every policy" is the approach dictated by the Ministry of Health to encourage team work and partnerships that promote healthcare equity.
- University of Haifa seeks to increase cultural competence and produce graduates with knowledge in cultural diversity, awareness and skills. Thus, multiculturalism was introduced into the curriculum of the bachelor's degree program in nursing.

GOAL

To increase cultural competence among academic staff and students will proceed in a three-stage experience:

- They receive information
- They process the information
- They internalize the information

METHOD

Preparatory activities:
- Presented the "Promoting Equity in Health" program for instructors for 1st-4th year nursing students.
- Present videos and adapted training kits for 1st to 3rd students.
- Designed educational activities for 4th year students

For Instructors: 1st to 3rd year students:
- Presented films, presentations, and relevant lesson plans.

For Students: 4th year (on-line):
- Presented online information via interactive tasks: films, tools procedures and activities in the clinical field.

RESULTS

LECTURES:
- During the year, I tried to encourage the use of training kits. At the end of the year, I asked every instructor directly about the interpersonal skills that they used along with films, presentations, and relevant lesson plans? And if so, which elements?
- The teachers’ personal values and experience played a crucial role in choosing the content (element), methods, texts and activities. When the teachers' values and experience did not match those in the curriculum, the teacher chose to adjust the curriculum.

STUDENTS:
- I conducted a survey among students before and after the online course to evaluate their cultural awareness and competence. I chose 7 statements to represent awareness, knowledge and evaluation based on the Cultural Competence Assessment Tool by Boyle (2014), which I translated to Hebrew.

CONCLUSION & RECOMMENDATIONS

LECTURES:
- Instructors learned that students advanced in their awareness and knowledge on multiculturalism, the instructors were challenged to advance their learning and their pedagogical techniques.
- In-service training is needed to clarify their commitment to the subject and deal with the lecturers' feelings and anxieties about changes in curricula.

STUDENTS:
- Future plans are to:
  1. Prepare online modular kits for 2nd and 3rd year students, and conduct a pre- and post-program survey to assess success.
  2. Conduct a survey to examine interpersonal skills in 1st to 3rd year students before and after screening the videos to examine cultural competence related to the use of training kits.

REFERENCES