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The impact of a cross-cultural care education program on cultural competence of aged care staff

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Funding

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- Flinders University, Resthaven Inc., Anglicare SA Inc. have formed a consortium to implement the project led by Flinders University.
- Project team: Associate Professor Lily Xiao¹, Prof Eileen Willis¹, Associate Professor Ann Harrington¹, Associate Professor David Gillham¹, Dr Anita De Bellis¹, Ms Wendy Morey (Resthaven Inc.), Ms Lesley Jeffers (Anglicare SA Inc.)

1= Flinders University, Australia

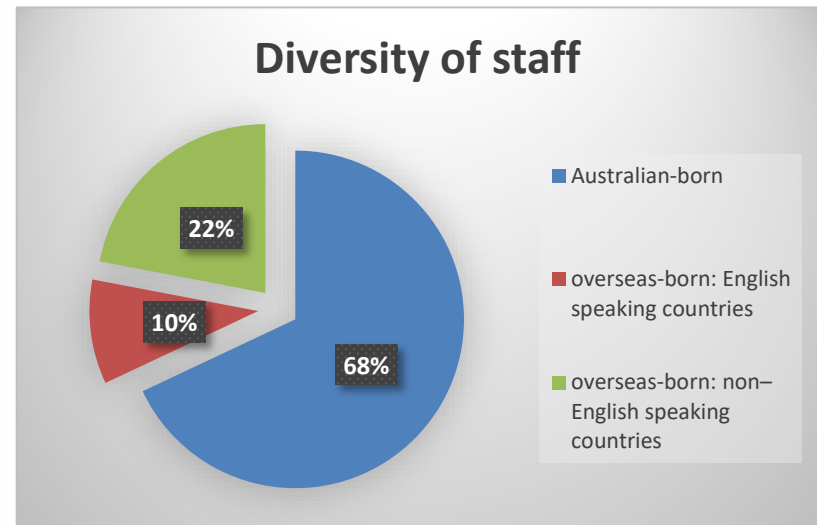
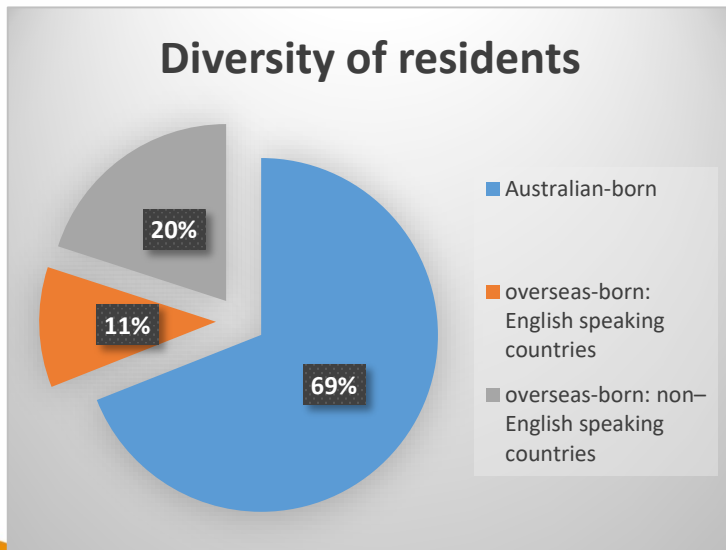
Outline

- Background
- Aim
- Methods
- Findings
- Discussion
- Conclusion



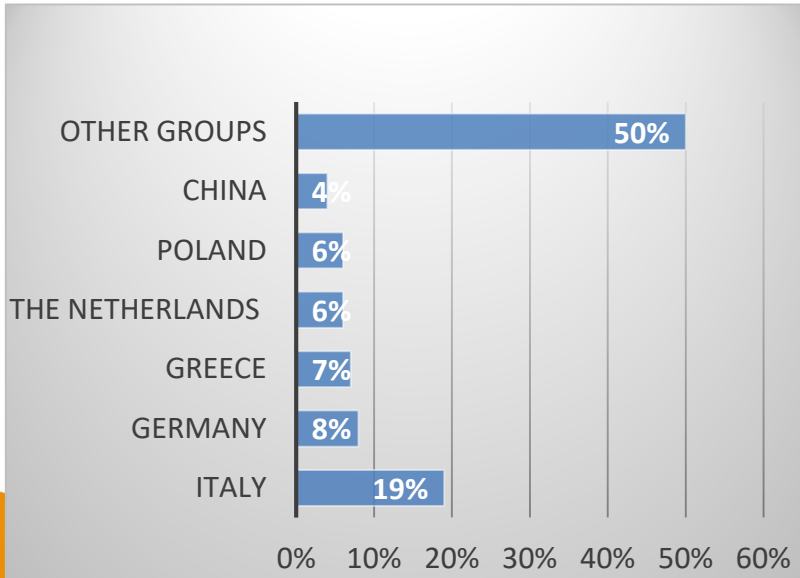
Cultural and linguistic diversity in residential care homes in Australia

- The number of residents born overseas is 54,558 [1].
- The number of overseas-born staff is 75,444.

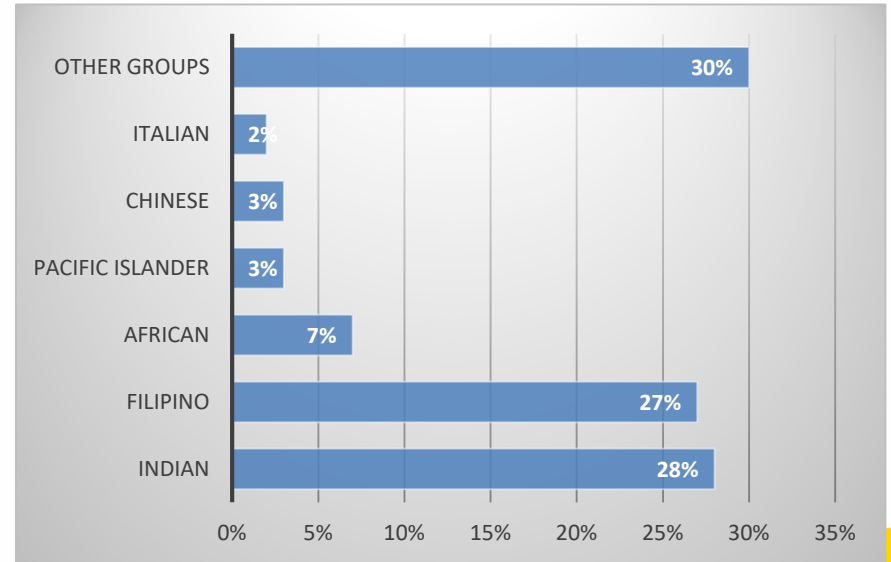


The most common non-English speaking countries of birth

Residents

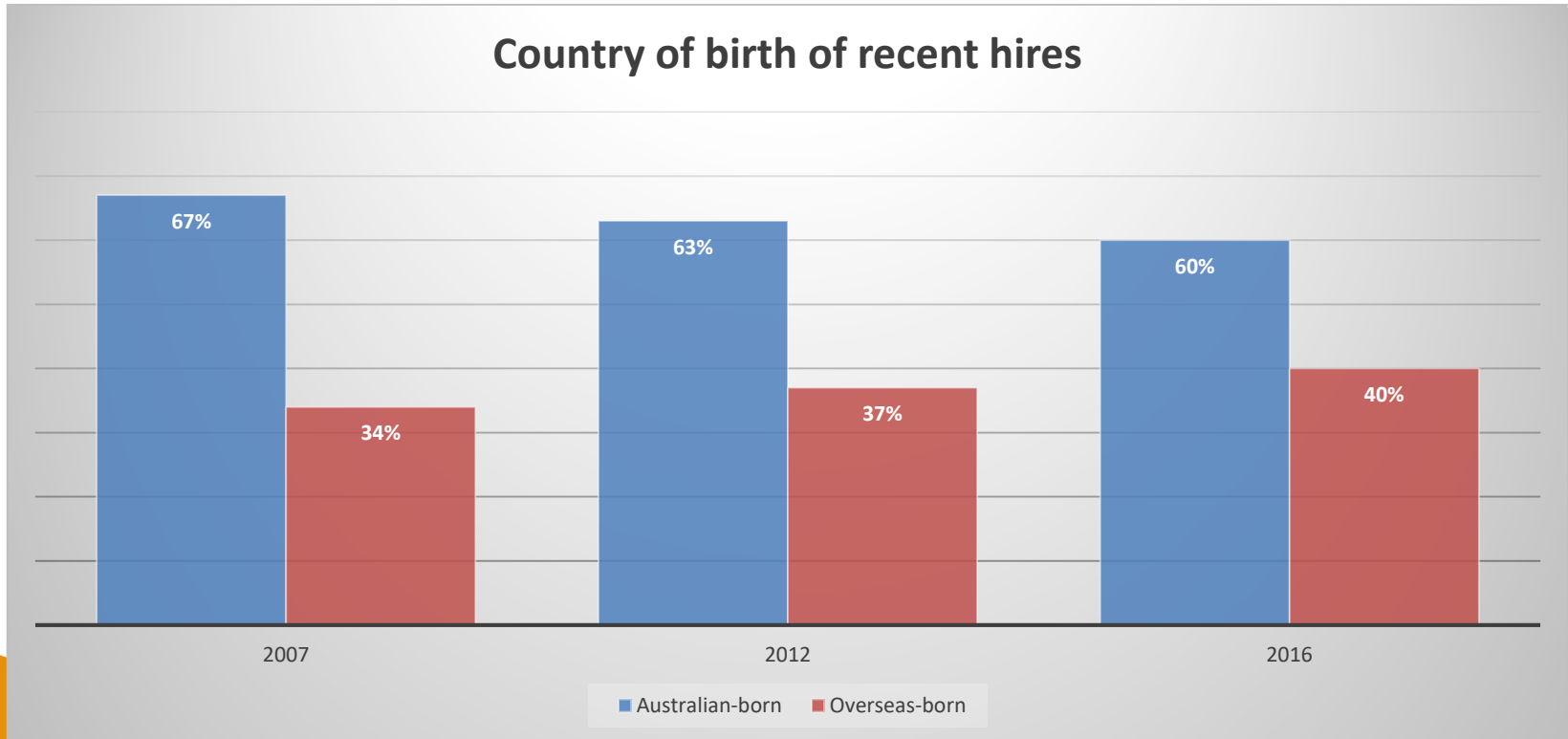


Personal care attendants



Source: Mavromaras et al. 2017

Country of birth of recent hires from the three census data



Source: Mavromaras et al. 2017

Diversity in the four participating aged care homes

Site Name	No. of residents	Proportion of residents from CALD backgrounds	No. of staff	Proportion of staff from CALD backgrounds
RAC home 1	108	15%	126	26%
RAC home 2	78	16%	98	49%
RAC home 3	75	9%	112	50%
RAC home 4	120	15%	145	50%
Totals or Ranges	381	9-16%	481	26-50%

RAC=Residential aged care

Issues arising from diversity

- Disparities in aged care services across cultural groups
- Communication difficulties and misunderstandings
- Poor collaboration and team work
- Stereotypical views, discrimination and racially negative attitudes towards clients and staff from specific cultural groups
- Rejection of aged care workers by clients

Aim

- The aim of the study was to test the hypothesis that an evidence-based cross-cultural care education program would improve cultural competence for staff in skill-mixed and resource poor care settings in aged care homes.

Design and Methods

- A pre-test- post-test design
- Questionnaire survey: baseline, 6 months and 12 months using the Clinical Cultural Competency Questionnaire (CCCQ) (Like 2004; Mareno & Hart 2014).
- Data analysis:
 - A Mann–Whitney to test group differences
 - One-way ANOVA to test the differences across the three-time points of the intervention

Education interventions

- Cross-cultural care program for aged care staff led by site champions
 - Module 1: An Introduction to Cross-cultural Care for new staff including work-related English language resources
 - Module 2: Cross-cultural Communication
 - Module 3: Cross-cultural Leadership
 - Module 4: Cross-cultural Dementia Care
 - Module 5: Cross-cultural End of Life Care
- Site champion-led cultural exchange activities
- Cross-cultural Care Toolkits
- Cross-cultural Care Self-Reflection Toolkits



Staff socio-cultural-demographic characteristics

Categories	Total n=113	Australian-born n=62	Overseas-born n=51	P value ^B
Gender:				P=0.684
Male: n (%)	15 (13)	7 (11)	8 (16)	
Female: n (%)	98 (87)	55 (89)	43 (84)	
Age: Mean & SD	45 (17)	50 (16)	38 (17)	P<0.0005
Years in the organisation: Mean (SD)	3.5 (4.5)	4.5 (7)	3 (4)	P=0.015
Speak a language other than English fluently: n (%)	43 (38)	6 (10)	37 (73)	P<0.0005
Length of stay in Australia if born overseas: Mean (SD)	N/A	N/A	16.5 (5-30)	
Education levels: n (%)				P=0.025
Diploma or above	52 (46.0)	25 (40.4)	27 (52.8)	
Aged care certificate	61 (54.0)	37 (59.6)	24 (47.1)	
Previous education/training in CCC: Mean (SD)^A	2.69 (1.11)	2.49 (1.11)	2.93 (1.08)	P=0.013
Positions n (%):				
Registered nurses	27 (23.9)	13 (20.9)	14 (27.4)	
Enrolled nurses	9 (8.0)	7 (11.3)	2 (3.9)	
Personal care assistants	58 (51.3)	28 (45.2)	30 (58.8)	
Others	19 (16.8)	14 (22.6)	5 (9.9)	

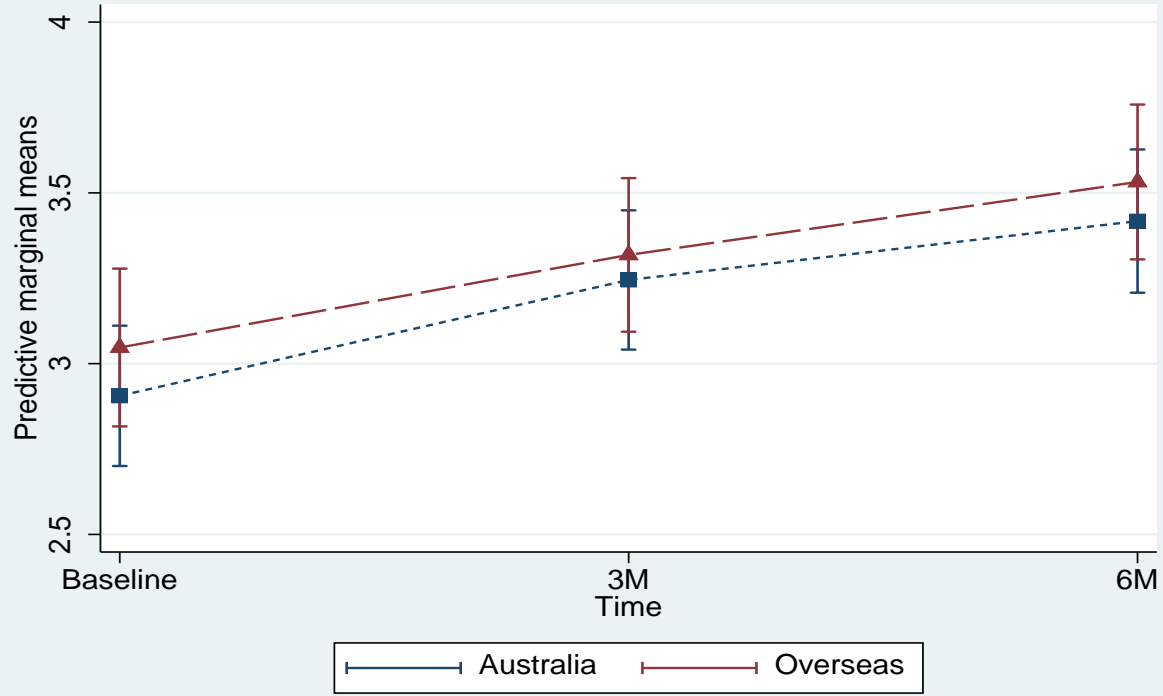
Comparisons of outcome measures at baseline between Australian-born and overseas-born groups

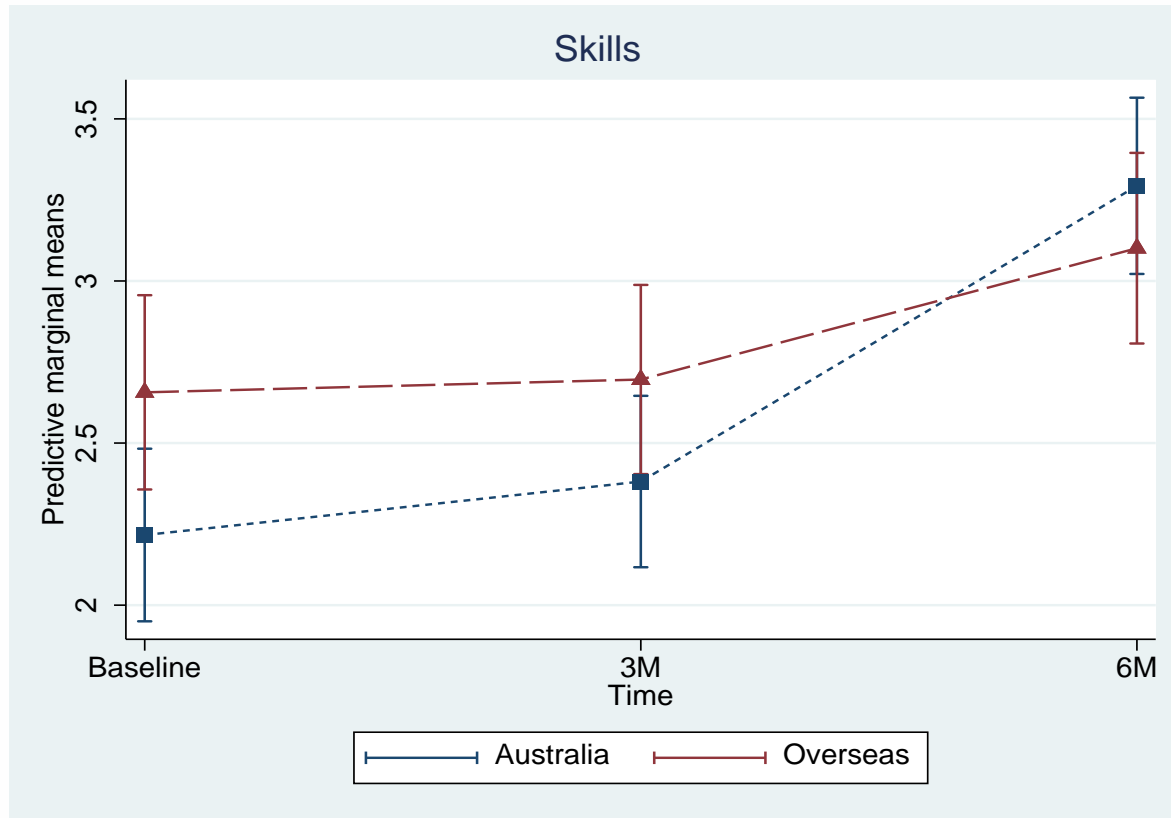
Items	Australian-born n=62	overseas-born n=51	P values
CCCQ: Mean (SD)			
Knowledge Mean	2.87 (0.88)	3.07(0.96)	P=0.348
Skills	2.09 (1.15)	2.75(1.35)	P=0.006
Comfort level	2.71(1.05)	3.32(1.09)	P=0.003
Importance of Awareness	3.74(1.30)	4.20(1.09)	P=0.037
Self-awareness	3.59(1.47)	3.80(0.99)	P=0.972

Education effect on staff cultural competence

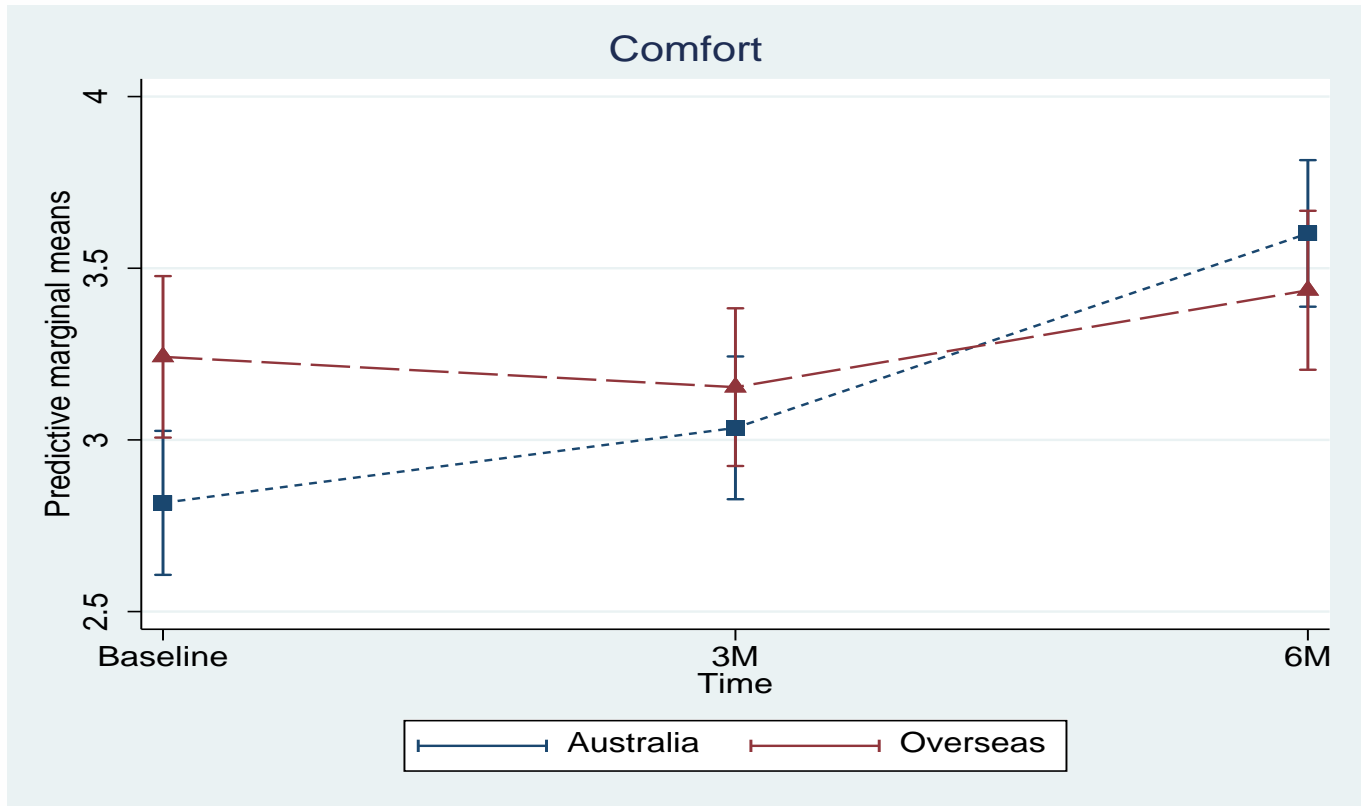
Sub-scales	Time	The whole group (n=113) Mean (SD)	Education effect on the whole group [§]	P value	Australian-born (n=62) Mean (SD)	Overseas-born (n=51) Mean (SD)	Education effect when comparing the 2 groups [§]	P value
Knowledge	Baseline	2.96 (0.92)	-		2.87 (0.88)	3.07 (0.96)	-	
	Time 2Δ	3.27 (0.94)	0.31 (0.08-0.53)	P2=0.01	3.19 (0.92)	3.37 (0.96)	-0.07 (-0.49-0.36)	P2=0.754
	Time 3Δ	3.49 (0.76)	0.50 (0.27-0.72)	P3<0.001	3.42 (0.85)	3.57 (0.64)	-0.03 (-0.46-0.40)	P3=0.902
Skills	Baseline	2.39 (1.28)	-		2.09 (1.15)	2.75 (1.35)	-	-
	Time 2Δ	2.52 (1.21)	0.10 (-0.19-0.39)	P2=0.487	2.27 (1.17)	2.83 (1.20)	-0.13 (-0.68-0.43)	P2=0.955
	Time 3Δ	3.23 (0.95)	0.76 (0.47-1.05)	P3<0.001	3.23 (1.03)	3.24 (0.85)	-0.63 (-1.19--0.08)	P3=0.026
Comfort level	Baseline	2.98 (1.10)	-		2.71 (1.05)	3.31 (1.09)	-	-
	Time 2Δ	3.08 (0.91)	0.07 (-0.16-0.29)	P2=0.573	2.94 (1.05)	3.26 (0.67)	-0.31 (-0.74-0.13)	P2=0.165
	Time 3Δ	3.56 (0.68)	0.49 (0.26-0.72)	P3<0.001	3.57 (0.75)	3.54 (0.59)	-0.59 (-1.03--0.15)	P3=0.01
Importance of Awareness	Baseline	3.95 (1.23)	-		3.74 (1.30)	4.20 (1.09)	-	
	Time 2Δ	4.27 (0.97)	0.30 (0.06-0.55)	P2=0.016	4.19 (1.04)	4.37 (0.88)	-0.32 (-0.79-0.15)	P2=0.180
	Time 3Δ	4.31 (0.72)	0.26 (0.01-0.51)	P3=0.039	4.33 (0.78)	4.29 (0.64)	-0.42 (-0.89-0.06)	P3=0.087
Self-awareness	Baseline	3.69 (1.27)	-		3.59 (1.46)	3.80 (0.99)	-	
	Time 2Δ	3.74 (1.44)	0.11 (-0.19-0.42)	P2=0.467	3.25 (1.66)	4.35 (0.77)	0.87 (0.29-1.44)	P2=0.01
	Time 3Δ	4.25 (0.78)	0.54 (0.24-0.85)	P3=0.01	4.10 (0.89)	4.43 (0.59)	0.18 (-0.40-0.77)	P3=0.541

Knowledge



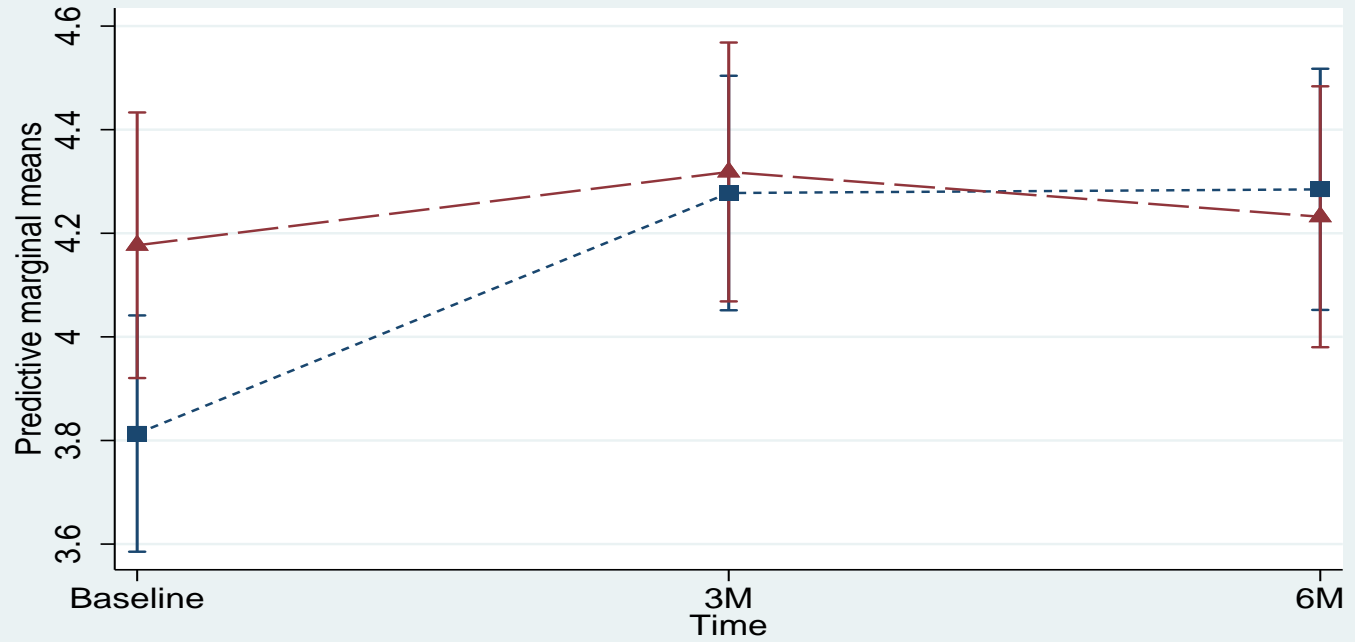


P3=0.026



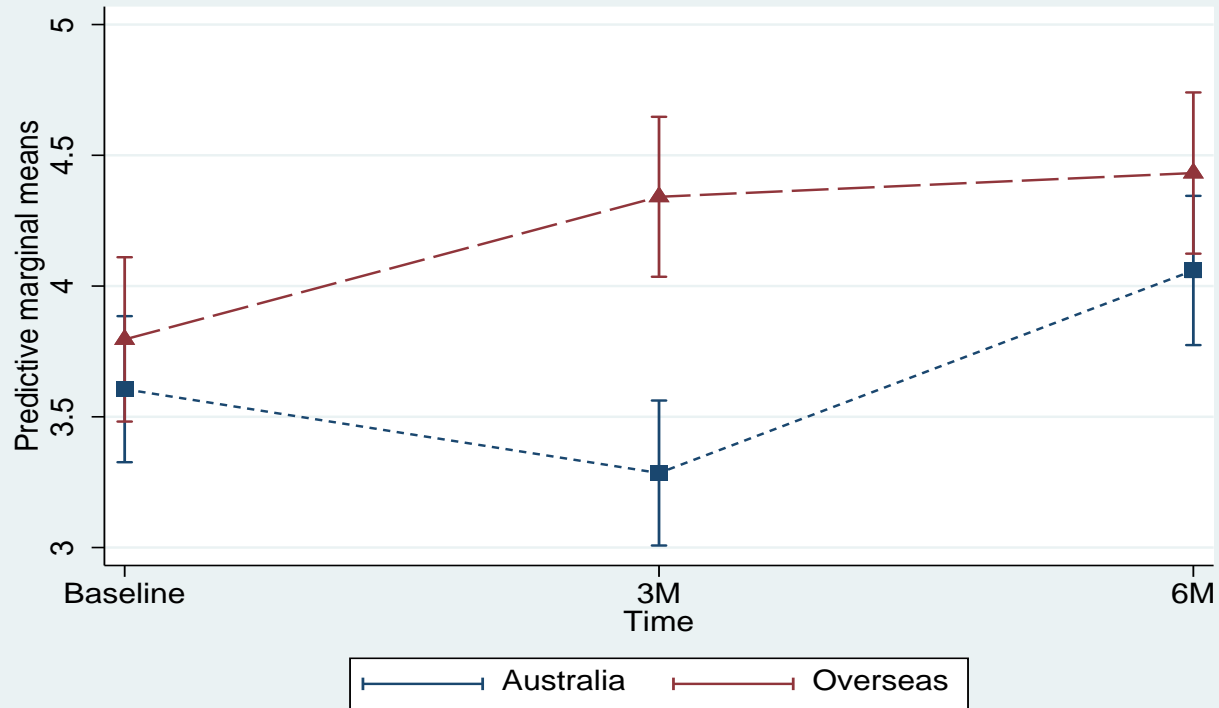
P3=0.01

Awareness




— Australia — Overseas

Self-awareness




P2=0.01

Discussion

- A cross-cultural care education program demonstrated improved cultural competence for staff in a skill-mixed and resource poor care setting in aged care homes.
 - Findings support previous studies that education interventions demonstrated improved cultural competence for health professionals and health professional students (Gallagher and Polanin 2015, Bezrukova et al. 2016).
 - A university-aged care industry partnership ensured the successful implementation of the education intervention in aged care homes (Garneau and Pepin 2015, Pepin et al. 2017).
- 

Conclusion

- An evidence-based cross-cultural care program co-designed and implemented by aged care homes and a university can improve staff cultural competence.
 - Findings have implications for investing in cultural competence development for staff in aged care in order to improve quality of care for older people and workforce cohesion.
- 

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Cross-cultural Care Program for Aged Care Staff



Cross-Cultural Care Program for Aged Care Staff

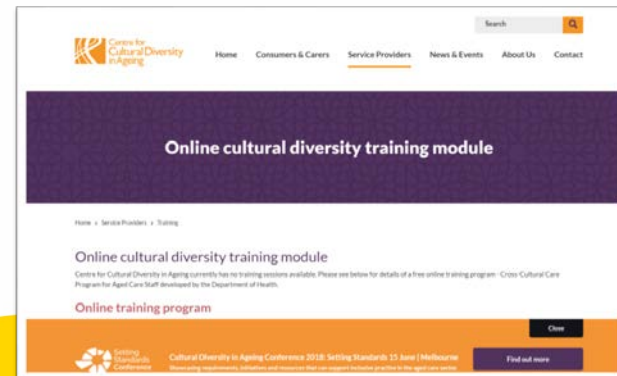
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Join the course

This program aims to support staff in residential aged care to provide high-quality cross-cultural care for residents and to improve team cohesion.

- The **free online** ‘Cross-cultural care program for aged care staff’ can be accessed via:
- <http://www.culturaldiversity.com.au/service-providers/training/online-cultural-diversity-training-modules>
- Free download the PDF document of “Cross-cultural care program for aged care staff: Facilitator Manual” via <http://hdl.handle.net/2328/37323>
- Free download the PDF document of “Cross-cultural care program for aged care staff: Workbook for Staff” via <http://hdl.handle.net/2328/37324>



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