
POSTER ABSTRACT**Design, implementation, and evaluation of a training on culturally sensitive care for nursing students: A pilot study**

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There is a need for culturally sensitive care for people with a migration background because of the increasing ethnocultural diversity in Western countries. Consequently, more and more training programs for health care providers are starting to implement these topics in curricula. However, while the content of culturally competent care is widely debated in nursing literature, a description of how students are and should be taught is lacking. Even more, studies have shown that merely increasing knowledge on ethnicity, culture or migration does not help to increase culturally sensitive behaviour of (future) healthcare providers. On the contrary it even leads to more stereotypical thinking. More critical self-awareness is needed among caregivers to overcome barriers such as othering (i.e., micro-racism by defining the other in an inferior way).

In response to abovementioned shortcomings, we developed, implemented and evaluated a course on culturally sensitive care in the curriculum of nursing students. Nursing students and caregivers were involved in the development of the course. This program (4h) aimed to increase self-awareness among caregivers about othering, racism and exclusion in society and in healthcare. The paper will describe the content of the program (building on the Johari Window model developed to increase awareness in interpersonal relations (Luft & Ingham, 1961), the pilot implementation and evaluation among 34 students. The program was well received by the participants. Success factors (i.e. profile of the teacher, self-awareness positionality) and working points (i.e. ethnic/minority-matching) were detected. This program will be adapted and further implemented in the curriculum based on the feedback.