Enhancing Cultural Competence in Dealing with People with Drug and Alcohol Problems

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The Office for National Statistics (ONS Mid-Year Estimate 2000) projects an increase of the minority ethnic population from 32.3% (1991) to 41% (2000) total population possibly rising up to 44.3% in 2011. Source: 1999 Round Ethnic Group Projections. Projection. © LRC
Figure: Treatment Uptake Data
Service providers and members from minority ethnic groups:

“Cultural competence and specialist knowledge on substance misuse are needed to provide a high quality service to all alcohol and drug users”.
The need for more and better quality services for people from minority ethnic groups has also been recognised in recent UK government policies.

Equality and Diversity – one of the six competences of the NHS Skills and Knowledge Framework

Process to develop organisational culture that promotes equality and diversity
Objectives of educational module:

- Enhancing Cultural Competence in staff in drug and alcohol services through an educational module
- Making services more culturally competent
Learning Outcomes

- Critically analyse and evaluate the patterns and trends of drug and alcohol use amongst people of different cultures and ethnic backgrounds.

- Identify and discuss the underlying factors within the cultural context of the drug and alcohol use as it impacts on help-seeking behaviour.

- Critically evaluate theoretical models of risk and health behaviour in relation to cultural differences and social inequalities.

- Explore issues with respect to stigma, psychological and mental health in relation to substance use and misuse, ethnicity and culture, and consider the implications on practice.

- Develop and critically reflect upon culturally competent skills in assessment and intervention.

- Critically analyse policy development and the implementation of Government policy at local, regional, national & international level.
Cultural Competence

Culture is not the same for everybody

Figure: Iceberg model of cultural diversity

- Age
- Gender
- Ethnicity
- Nationality
- Socioeconomic Status
- Occupation
- Health
- Religion
- Education
- Social grouping
- Marital/family status
- Sexual orientation
- Political orientation
- Etc.

Cultural Competence goes beyond awareness or sensitivity as it refers to the capacity of effectively operating in different cultural contexts.
### Cultural Competence

**Giger and Davidhizar:**  
Model of Transcultural Care

<table>
<thead>
<tr>
<th>Communication</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space</td>
<td>Environmental control</td>
</tr>
<tr>
<td>Social organisation</td>
<td>Biological Variations</td>
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</tbody>
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Multiculturalism

- Is said to celebrate the saris, samosas, reggae and steel-bands syndrome, but failed to take into account and address the underlying problems of inequalities and power.

  (Donald and Rattansi, 1992)
Ramsden: Model of Cultural Safety:

The concept of cultural safety requires that the inequalities of power between groups and within systems in society are taken into account when planning services and delivering care. Discrimination, racism, lack of equality of opportunity and stereotyping are issues that the concept assist in exploring.
Cultural Competence

- The "individual must always be seen as the ‘foreground’ and the context they live in, including their culture, as the background.”

- A greater emphasis on the cultural rather than individual characteristics may lead to stereotyping of the individual or attributing blame to a particular culture. (MacLachlan, 1997)
Cultural Competence

Evaluation levels:

- Participant’s reaction to the module
- Establishing of extent of learning
- Job Performance
- Department and organisation
Cultural Competence Module
Overall gender distribution module intakes Oct02 - June05

Female, 61.65%
Male, 38.35%
Overall ethnic distribution Oct02-June 05

- White British, 18, 30%
- Scottish, 1, 2%
- Irish, 6, 10%
- Black African, 21, 35%
- African Caribbean, 5, 8%
- South Asians, 6, 10%
- Africans other, 2, 3%
- Asians, 1, 2%
Question: How would you rate the usefulness of this course to your working practice?

Overall average result mid-term questionnaire Oct 02 - June 05

- Very good: 75.81%
- Good: 16.60%
- Okay: 2.50%
- Not satisfactory: 1.00%
Question: Did sessions demonstrate application and relevance of knowledge to practice?

Overall average results end-of-term questionnaire
Oct 02 - June 05

% student responses

yes: 94%
no: 3%
Question: Did you find the course useful for your personal and professional development?

Overall average result end-of-term open ended questions Oct 02 - June 05

97% yes
1.54% no

% student responses
‘As A&E nurse I would have more benefited from the psychological and physical effects of drugs and alcohol’. (Feb 03)

‘I did not understand much of the course as I felt it was related to people who work in mental health and drug + alcohol advisory services.’ (Feb 03)

‘It really has and will help me to reflect on my own practice and how to work in a culturally competent manner’. (Feb 03)

‘It was thought provoking!’ (Feb 04)

‘Gives me more confidence to challenge colleagues!’ (Oct 02)

‘Although I am not currently working in the drugs and alcohol field, the course has really deepened my understanding of cultural competence in all areas of my life not only work.’ (June 05)

‘I feel other staff will benefit greatly. I will include some of the exercises and handouts in my future staff training’. (Sept 04)
Average Assessment results total Oct 02 - June 05

- 70+, 28.778%, 30%
- 60-69, 25.030%, 25%
- 50-59, 13.464%, 13%
- 40-49, 10.47%, 10%
- Non-submissions/fail, 22.26%, 22%

Legend:
- 70+ (Light Blue)
- 60-69 (Brown)
- 50-59 (Yellow)
- 40-49 (Light Green)
- Non-submissions/fail (Dark Purple)
Average Assessment results total Oct 02 - June 05 (without non-submissions)

- 70+, 33.16%
- 60-69, 33.84%
- 50-59, 16.89%
- 40-49, 12.78%
- fail, 3.33%
Patterns and trends of substance misuse amongst people of different cultures and ethnic background

Knowledge before the course
Knowledge after the course

average data Oct 02 until June 05
Cultural Competence (June 2005 intake): Underlying factors

% student response

- Nothing: 50.0%
- Some: 50.0%
- Need to brush up: 20.0%
- Okay: 80.0%
- Very Good: 80.0%

self-rated questionnaire June 05

- Knowledge before the course
- Knowledge after the course
Open Questions

How to establish the real extent of learning?

What influences learning? When does it start/stop?

What is learning? Academic or work performance?

How to measure attitude/skills?

How to measure job performance and influence of learning in organisations?

Can the concept of the module be transferred to other areas beyond drug and alcohol services?
Cultural competence training works:

- It can change people’s knowledge, understanding and attitude
- It can improve services
- It can be transferred also to other areas.