

# Cultural Competence In Paramedic Education: An Analysis of Culturally Diverse Training Equipment Amongst Universities In Australia And New Zealand

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## Introduction

The paramedic profession became a nationally recognised and regulated health profession through the Australian Health Practitioner Regulation Agency in 2018. This milestone brought forward the standardization of professional standards that all paramedics must now exhibit, including the ability to provide culturally safe and culturally respectful care to all patients (1). Although cultural competency is an attribute expected of any health provider, little research has been done to explore how effectively universities teach cultural competency to paramedicine students particularly through the realm of simulation-based learning.



## Aim

The aim of this study was to:

- 1) Identify the availability of culturally diverse training equipment such as coloured ALS mannequins and coloured cannulation arms across approved paramedicine undergraduate degrees in Australia and New Zealand
- 2) Explore the the impact that access to culturally diverse training equipment has on a university's ability to teach culturally competent paramedic care

## Methods

Academic staff from 16 university accredited paramedicine programs across Australia and New Zealand were invited to complete a quantitative online survey about their access to culturally diverse training equipment and a qualitative survey about their ability to teach culturally competent paramedic care. Responses were then summarised in tables.

## Conclusion

The study found that access to culturally diverse training equipment across universities in Australia and New Zealand is limited. There also seemed to be a positive relationship between access to culturally diverse training equipment and a university's ability to teach culturally competent paramedic care. This study highlighted the need for universities to invest in culturally diverse training equipment. The study also facilitates future discussions of how culturally diverse training equipment can impact the learning experiences of paramedicine students during simulation-based learning particularly in the space of cultural competence.

## Acknowledgements

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## Results

There was a total of 13 responses. The total number of students enrolled in each program ranged from <100 - >500. There are a total of at least 140 ALS mannequins, only twelve (n=12) identified as coloured. In addition to this, there are a total of at least 145 cannulation arms, 27 (n=27) were identified as coloured. Most respondents believed that their university taught students how to provide culturally competent paramedic care however universities with greater access to culturally diverse training were more likely to report cultural competency as part of their curriculum.

Respondent ID	Accredited program	Number of students enrolled	Total Number of ALS mannequins	Number of coloured ALS mannequins	Total number of cannulation arms	Number of coloured cannulation arms
A	Bachelor	100-250	10	0	12	0
B	Bachelor	>500	"lots"	0	"lots"	0
C	Bachelor	>500	10	0	10	4
D	Bachelor	>500	20	0	"unknown"	0
E	Bachelor	>500	12	0	16	0
F	Double degree	100-250	6	0	4	0
G	Bachelor	251-500	12	4	10	4
H	Bachelor	<100	10	0	10	5
I	Bachelor	>500	10-12	0	25+	6
J	Double degree	251-500	8	0	8	0
K	Double degree	251-500	30	8	30+	8
L	Bachelor	100-250	Missing data	0	7	0
M	Bachelor	<100	4	0	5	0

Respondent ID	In your own opinion, does your university teach students how to appropriately treat and build rapport with patients of culturally diverse backgrounds?
A	Whilst it is covered in first year lectures, it is not simulated during scenarios.
B	Yes
C	Yes
D	Yes
E	Yes
F	No
G	Yes
H	To some degree, this could definitely be improved.
I	At a basic level
J	Somewhat
K	Data missing
L	Yes - but this is always being reviewed and developed. Mannequins with skin other than white is on our Capex list currently.
M	So-so. Topic is covered during vulnerable populations, and also our community engagement unit.
N	Considerable content is dedicated to this in theory units, however there are of course downsides to it being siloed from the practical space

## References

1. Paramedicine Board AHPRA. Professional capabilities for registered paramedics. 2021. Available at: <https://www.ahpra.gov.au/documents/default.aspx?record=WD20%2F30356&dbid=AP&checksum=pygEs5pQbx19KDQNKlgYka%3D%3>