



Australian Indigenous Doctors Association



The Royal Australasian  
College of Physicians

## An Introduction to Cultural Competency

### Introduction<sup>1</sup>

- Cultural competence and cultural safety go far beyond notions of cultural awareness and cultural sensitivity.
- Cultural competence finds legitimacy in the positive experience of the patient and improved health outcomes, and
- Cultural competence must be integrated in the delivery of health services in order to reduce the institutionalised racism that maintains current Indigenous health standards.

### Definitions

**Cultural Competence** refers to the relationship between the helper and the person being helped, in a cross-cultural context. While cultural safety centres on the experiences of the patient, cultural competence focuses on the capacity of the health worker to improve health status by integrating culture into the clinical context. This last point is important, and demonstrates the importance of moving beyond cultural awareness. Recognition of culture is not by itself sufficient rationale for requiring cultural competence; instead the point of the exercise is to maximise gains from a health intervention where the parties are from different cultures.<sup>2</sup>

Cultural competence is defined as a set of congruent behaviours, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.<sup>3</sup> Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of health services; thereby producing better health outcomes.<sup>4</sup> Cultural competence is an important vehicle to increasing access to quality care for all patient populations, by tailoring delivery to meet patients' social, cultural, and linguistic needs.<sup>5</sup>

**Cultural safety** is based on the experience of the recipient of care, rather than from the perspective of the medical practitioner. It involves the effective care of a person or family from another culture by a medical practitioner who has undertaken a process of reflection on their own cultural identity and recognises the impact their culture has on their own medical practice.

Cultural safety aims to enhance the delivery of health services by identifying the power relationship between the medical practitioner and the patient, and empowering the patient to take full advantage of the health care service offered. Unsafe cultural practice is any action that diminishes, demeans or disempowers the cultural identity and wellbeing of an individual. Patients who feel unsafe and who are unable to express degrees of felt risk may subsequently require expensive and often dramatic medical treatment. Cultural safety gives Aboriginal people the power to comment on the care provided, leading to reinforcement of positive experiences. It also enables them to be involved in changes in any service experienced as negative.<sup>6</sup>

Cultural safety recognises that inequalities within health care interactions represent in microcosm the inequalities in health that have prevailed through history and within our nation more generally. It accepts the legitimacy of difference and diversity in human behaviour and social structure. It recognises that the attitudes and beliefs, policies and practices of medical practitioners can act as barriers to service access, and is concerned with quality improvement in service delivery and consumer rights.

## Rationale

Australian society has developed and maintained a social distance from Indigenous Australians. Frequently Indigenous Australians are confronted with a very negative looking glass from others who have considerable potential power over them, including doctors. Consequently there is considerable insecurity about Indigenous Australian's perception of self, traditions and their background in relation to health services and to the wider society. This is exemplified in the poor health statistics for Aboriginals and Torres Strait Islanders.<sup>7</sup>

## The Service System

There are five essential elements that contribute to a service system's ability to become more culturally competent.

The system should:

- Value diversity
- Have the capacity for cultural self–assessment
- Be conscious of the “dynamics” inherent when cultures interact
- Institutionalise cultural knowledge, and
- Develop adaptations to service delivery reflecting an understanding of diversity between and within cultures<sup>8</sup>

These five elements must be present in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services.<sup>9</sup>

## Framework for Cultural Competence Training<sup>10</sup>

Cultural competence embraces many variables and a twelve-point framework can be configured as a four-part construct. The four parts are:

- An over-arching aim
- Four domains of cultural impact
- Four applications to medical practice
- Three implications for the medical profession

*The overarching aim of cultural competence is to **maximise health gains** from an intervention where the parties are from different cultures. Within this aim, cultural impacts are recognised as important for the achievement of best health outcomes.*

The **domains** of cultural impact have been identified as:

- Different health perspectives
- Values
- Symptom hierarchies
- Variations in community capacity

Corresponding **applications** to medical practice embrace:

- Conceptual understanding
- Professional practice
- Clinical acumen
- Treatment and care

Finally, three **implications** for the medical profession to consider are:

- The role of the doctor
- Workforce composition
- Registration and ongoing medical education

## Conclusion

The current situation in Aboriginal health is becoming increasingly difficult to ignore. Indigenous life expectancies in Australia stand at 20 years below that of non-Indigenous, with a median age of death of 51 years.<sup>11</sup> Although important in their own right, increased cultural awareness and sensitivity have not significantly improved health standards for Indigenous Australians. The integration of cultural competence and cultural safety goes beyond recognising cultural difference, and aims to reduce barriers to health services experienced by Indigenous people. Most importantly, cultural competence is only achieved when health gains are maximised, requiring an evidence-base that shows actual improvements in Indigenous health. Culturally safe Indigenous medical services here and overseas that focus on the positive experience of the patient have improved both access to health services and health standards. Building cultural competence begins with individual medical practitioners undertaking a process of reflection on their own cultural identity, and recognising the impact their culture has on their own medical practice. Policies and practises that meet patients' social, cultural, and linguistic needs can then be implemented to improve Indigenous health outcomes.

*The Royal Australasian College of Physicians  
November 2004*

1. This paper was developed for the Aboriginal and Torres Strait Islander Mentoring Program of the Australian Indigenous Doctors Association (AIDA) and the Royal Australasian College of Physicians (RACP). Accordingly while it draws on international research, it includes Australian examples. It is an introductory paper and not exhaustive.
2. Durie, Mason, 'Cultural Competence and Medical Practice in New Zealand', Australian and New Zealand Boards and Council Conference, Wellington, New Zealand, 22 November 2001.
3. Cross T., Bazron, B., Dennis, K., & Isaacs, M. (1989). Towards a culturally competent system of care, volume I. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center; Isaacs, M. and Benjamin, M. (1991). Towards a culturally competent system of care, volume II, programs which utilize culturally competent principles. Washington, D.C.: Georgetown University Child Development Center, CASSP Technical Assistance Center.
4. Davis, K (1997). Exploring the intersection between cultural competency and managed behavioral health care policy: Implications for state and county mental health agencies. Alexandria, VA: National Technical Assistance Center for State Mental Health Planning.
5. King, Mark A, Sims, Anthony & Osher, David, 'How is cultural competence integrated in education?', Centre for Effective Collaboration and Practice, American Institutes for Research,  
[http://www.air-dc.org/cecp/cultural/Q\\_integrated.htm#def](http://www.air-dc.org/cecp/cultural/Q_integrated.htm#def).
6. Nursing Council of New Zealand, 'Cultural Safety, the Treaty of Waitangi, and Maori Health in Nursing and Midwifery, Education and Practice', March 2002,  
<http://www.nursingcouncil.org.nz/culturalsafety.pdf>.
7. Henry, Barbara R, Houston, Shane, and Mooney, Gavin H (2004) 'Institutional racism in Australian healthcare: a plea for decency', *Medical Journal of Australia*, 180 (10) 517-520.
8. National Center for Cultural Competence, 'Conceptual Frameworks/Models, Guiding Values and Principles', <http://gucchd.georgetown.edu/nccc/index.html>.
9. United States of America Department of Health and Human Services, Office of Minority Health, 'Cultural Competency Curriculum Modules Project'  
<http://www.cultureandhealth.org/cccm/default.asp>
10. Above, n 1, 14-16.
11. Australian Bureau of Statistics, 'Deaths, 2000', Canberra: ABS, 2001 (Catalogue No. 3302.0.) in Ring, Ian T. and Brown, Ngaire (2002) 'Indigenous health: chronically inadequate responses to damning statistics', *Medical Journal of Australia*, 177 (11) 629-631.