

# 'We need a cultural shift' Perceptions of cultural competence and perceived training needs of a primary care education faculty

## Abstract

### Introduction

Racial and ethnic disparities in healthcare provision have been extensively documented. Cultural competence has been proposed as one of many solutions to this challenge. Clinical educators are expected to help develop students' cultural competence and therefore also need to be culturally competent. This research aims to assess the perceived preparedness of the Undergraduate Primary Care Team faculty at Imperial College London in cultural competence.

### Methodology and Methods

A qualitative approach was adopted, guided by a philosophical stance of social constructionism. The research was conducted within the pragmatic paradigm. The data collection method was semi-structured interviews. Data was analysed using thematic analysis and Transformative Learning theory was used as a theoretical framework to interpret the data.

### Findings and Conclusion

Ten participants were included and findings from this study showed variability in perceived preparedness. Barriers to preparedness included lack of a unified approach to definition and description of the term, and lack of formal and informal training. Participants felt the outcomes of cultural competence were important for inclusion in the medical curriculum. Drawing from their experience as educators, participants suggested methods of incorporating training in the curriculum and shared the type of training they would benefit from