

Transcultural Dental Training

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Why Consider Cultural Differences in Dental Care

- Culture influences health behaviours
- Culture has an impact on clinical encounter
- Culture contributes to disparate outcomes

(Reid, J. and Trompf, P., 1990; Selikowitz 1994; Helman, 2000; Chevannes, M., 2002; (Hannah A., Millichamp J. et al. 2004).



Background

- Transcultural dental care requires an understanding of health beliefs, behaviours, use of services and barriers or describe oral health status of migrants

(Bedi 1987; Heidmen & Christensen 1985; Bedi 1989; Bedi & Uppal 1995; Hardie et al 1995; Bernmann & Spencer 1999; Anees & Bedi 2000; Kwan 2000; Kwan & Bedi 2000; Raja, Anees et al. 2000; Thomas & Bedi 2000; Drawan and Bedi 2001).

- Transcultural dental education awareness worldwide

(Faimzola 1993; Fincham et al. 1997; Gerzina et al. 2003; Kassebaum et al. 2004; Formicola et al. 2003; Pire & McGoldrick 2000; Hannah et al. 2004).



Background cont..

- Little published research on transcultural dental education at the university level

(Yoshida et al. 2002; Mofidi et al. 2003; Hannah et al. 2004; Novak, Whitehead et al. 2004; Hottle & Hardigan 2005)



Rationale

- Australia is culturally & linguistically diverse
- Dentists treat a widely diverse patient base
- Overseas-born dental students are mainly from Asian born countries
- Mismatch between students and patients.
- Limited literature on transcultural dental training
- Future dentists will need:
 - Transcultural training to prepare them to respond to the needs of culturally diverse patients.
 - Communication skills and knowledge about effective communication.



Research Questions

1. Does the current dental curriculum adequately prepare student clinicians to deal with any differences between their own background and that of patients?
2. Are dental students confronted by cultural issues while treating patients from diverse backgrounds?
3. Do dental students have the knowledge and skills to deal with such issues?
4. To what extent do patients and dental supervisors of trainee students believe that cultural differences are important issues in effective dental practice?



Aims

- To describe the cultural issues facing undergraduate dental students.
- To explore the effectiveness of current dental curricula in addressing patients' cultural diversity needs.



Objectives

- To identify socio-demographic backgrounds of University of Melbourne dental students
- To identify intercultural issues in dental care from the perspectives of undergraduate students, graduate dentists, patients and supervising dentists
- To examine students' awareness about cultural diversity
- To review curriculum content
- To develop transcultural education modules that address patients' cultural diversity needs.



Significance & Outcomes

The proposed research will:

- Give a better understanding of the nature of cultural issues in dental practice
- Identify perspective of cultural diversity of students, graduate dentists, patients and supervising dentists.
- Provide a baseline for understanding transcultural dental education needs
- Help to develop empirically-based transcultural training modules
- Enhance quality of care, professionalism and cultural competence of dental care.



RQ1

- Aim
- Method
- Data sources
- Findings
 1. Curriculum type and inclusion of transcultural and communication skills content
 2. Contact hours
 3. Teaching staff
 4. Teaching approach



Common themes

Exhibition of behavioural sciences and communication skills which exist in two forms:

Courses devoted exclusively to behavioural sciences and communication skills with assigned formal contact hours for teaching.

Embedded curriculum - behavioural sciences and communication skills is folded and scattered in other courses where students are exposed to implicit messages about caring which come from the cultural milieu

clinical rotation,
practical classes and
field visits



Uncommon themes

formal contact hours
teaching methods
teaching staff and content of behavioural sciences and communication skills



An estimate of formal contact hours of transcultural (TC) and communication skills (CS) training in School of Medicine, Physiotherapy and Dental Science at the University of Melbourne.

UoM	Medical course		Physiotherapy course		Dental course	
	TC	CS	TC	CS	TC	CS
Year level						
Y1	20.5	5.5	72.5	9.5	7	6
Y2	36	8	24	2	-	-
Y3	9.5	15	16.5	15	-	-
Y4	5	10	4	12	6	6
Y5	120	-	N/A	N/A	-	-
Y6	-	-	N/A	N/A	N/A	N/A
Total hrs	141	38.5	117	38.5	13	12



RQ2

Participants	Recruitment technique	Sample size	Instrument/method
Group 1 Y4 and Y5 students	Course contact	129	Q'nnaire Interview
Group 2 Graduate dentists	Mail out	111	Q'nnaire
Group 3 Public patients	Mail out	40	Focus group Interview
Group 4 Supervising dentists	Referral	10	Interview



Research Progress

- Completion of literature review
- Development of research protocol and methodology
- Development of the survey questionnaire
- Completion of ethics application
- Student clinic sites approached
- Pilot the survey questionnaire
- Field work and data collection

