



Capacity building in Danish Medical Education towards more diversity sensitive and culturally competent medical teachers

Sørensen, Janne; Suurmond, Jeanine; Krasnik, Allan

Publication date:
2016

Document version
Publisher's PDF, also known as Version of record

Document license:
[Unspecified](#)

Citation for published version (APA):
Sørensen, J., Suurmond, J., & Krasnik, A. (2016). *Capacity building in Danish Medical Education: towards more diversity sensitive and culturally competent medical teachers*. Abstract from EUPHA Conference, Wien, Austria.

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/313255649>

Capacity building in Danish Medical Education: towards culturally competent medical teachers: Janne Sorensen

Article in *The European Journal of Public Health* · November 2016

DOI: 10.1093/eurpub/ckw164.044

CITATIONS

0

READS

17

4 authors:



Janne Sorensen

University of Copenhagen

4 PUBLICATIONS 28 CITATIONS

[SEE PROFILE](#)



Jeanine Suurmond

Academisch Medisch Centrum Universiteit van Amsterdam

109 PUBLICATIONS 731 CITATIONS

[SEE PROFILE](#)



Katja Lanting

Academisch Medisch Centrum Universiteit van Amsterdam

18 PUBLICATIONS 42 CITATIONS

[SEE PROFILE](#)



Allan Krasnik

University of Copenhagen

215 PUBLICATIONS 4,184 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



SULIM - Towards Sustainable Healthy Lifestyle Interventions for Migrants [View project](#)



GEMS University of Limerick [View project](#)

Capacity building in Danish Medical Education: towards culturally competent medical teachers

Janne Sorensen

J Soerensen¹, J Suurmond², K Lanting², A Krasnik¹

¹Research Centre for Migration, Ethnicity and Health, University of Copenhagen, Copenhagen, Denmark

²Academic Medical Center, Amsterdam, The Netherlands
Contact: jans@sund.ku.dk

Background

Europe is becoming more social and cultural diverse as a result of the increasing migration, but the physicians are largely unprepared. The education programmes and the teachers have not evolved in line with development of the population. Culturally competent curricula and teachers are needed, to ensure cultural competence (CC) among health professionals and to tackle inequalities in health between different ethnic groups.

Methods

The objective of this EU financed study is to investigate the role of CC in the medical educational programmes. As a part of the project a survey was developed to investigate medical teachers cultural competences and preparedness to teach CC topics. The survey was sent to all medical teachers, clinical teachers and external lectures that teach in the medical programme at the University of Copenhagen. A total of 1430 medical teachers received the survey. The response rate was about 14% (N = 199).

Results

Our results showed that there is a widespread recognition of the need of CC among the medical teachers. About half of the medical teachers find that they have sufficient knowledge to teach CC and 60-90% find that they have qualifications for teaching a diverse student group. About 70% are interested in getting training for various types of CC and about 75% think it is important to incorporate CC elements in the curriculum. Our survey had a low response rate and there is probably a considerable selection among the respondents.

Conclusions

Generally, there is an interest in learning more about and to receive training in CC among the medical teachers. There is also a high acknowledgment of the need and the importance of integrating CC elements in the medical curriculum. Key challenges are how to integrate cultural diversity in health and disease within medical education and how to motivate and engage stakeholders (teachers, management etc.) within the organisation to promote and allocate resources to CC training for teachers.

Key messages:

- A widespread interest for CC training among medical teachers
- It is important to integrate CC in the medical curriculum