

### Abstract Form

<b>Presenting author</b>	<b><i>Professor Bettina Meiser, Prince of Wales Clinical School, UNSW Sydney</i></b>
<b>Abstract author/s</b>	<ul style="list-style-type: none"> <li>• <b><i>Dr Rajneesh Kaur, Prince of Wales Clinical School, UNSW Sydney</i></b></li> <li>• <b><i>Dr Elvira Zilliacus, Prince of Wales Clinical School, UNSW Sydney</i></b></li> <li>• <b><i>Dr Tim Wong, Prince of Wales Clinical School, UNSW Sydney</i></b></li> <li>• <b><i>Ms Lisa Woodland, Multicultural Health Unit, South Eastern Sydney Local Health District, Sydney</i></b></li> <li>• <b><i>Dr Kaaren Watts, Prince of Wales Clinical School, UNSW Sydney</i></b></li> <li>• <b><i>Ms Sarah Tomkins, Cancer Institute NSW, Sydney</i></b></li> <li>• <b><i>Professor David Kissane, Department of Psychiatry, School of Clinical Sciences at Monash Health, Monash University</i></b></li> <li>• <b><i>Professor Afaf Girgis, Centre for Oncology Education and Research Translation, Ingham Institute for Applied Medical Research, South Western Sydney Clinical School, UNSW Sydney</i></b></li> <li>• <b><i>Professor Phyllis Butow, School of Psychology, University of Sydney</i></b></li> <li>• <b><i>Professor Sandra Hale, Faculty of Arts and Social Sciences, UNSW Sydney</i></b></li> <li>• <b><i>Ms Astrid Perry, Multicultural Health Unit, South Eastern Sydney Local Health District, Sydney</i></b></li> <li>• <b><i>Professor Sanchia Aranda, The Cancer Council of NSW, Sydney</i></b></li> <li>• <b><i>Professor Tim Shaw, Charles Perkins Centre, Faculty of Health Sciences, the University of Sydney</i></b></li> <li>• <b><i>Associate Professor Helen Tebble, School of Languages, Literatures, Cultures and Linguistics, Monash University, Australia</i></b></li> <li>• <b><i>Ms Christie Norris, Nelune Cancer Centre, Prince of Wales Hospital, Sydney, Australia</i></b></li> <li>• <b><i>Professor David Goldstein, Prince of Wales</i></b></li> </ul>

	<b><i>Clinical School, UNSW Sydney, and Nelune Cancer Centre, Prince of Wales Hospital, Sydney, Australia</i></b>
<b>Organisation</b>	<b><i>UNSW Sydney</i></b>

**Title of abstract:** Training our oncology health care professionals to communicate more effectively with migrants

**Background:**

Patients from culturally and linguistically diverse (CALD) backgrounds have poorer cancer outcomes, which may arise because of language and communication barriers, culturally divergent beliefs and attitudes about cancer and treatment, and/or lack of familiarity with healthcare processes. To meet the psychosocial needs of cancer patients from CALD backgrounds, oncology health professionals need to become 'culturally competent', that is develop a set of attitudes and behaviours that enable them to communicate effectively with patients regardless of their racial, ethnic or cultural background.

**Aims:**

This study aimed to develop and assess the feasibility of an online communication skills training intervention to increase cultural competence amongst oncology healthcare professionals working with individuals from minority backgrounds.

**Method:**

The intervention provided examples of communication strategies using vignette-based, professionally produced videos, developed through an iterative process with input from a large multidisciplinary team. Fifty-three oncology nurses completed all three questionnaires at baseline, and within two weeks and then three months after accessing the program. Questionnaires assessed: experience and satisfaction with the intervention and perceived impact on acquisition of skills and knowledge; self-rated competence in communicating with minority patients; and practices and attitudes while interacting with people with limited English proficiency.

**Results:**

The online intervention was well received by the majority of participants, and was endorsed as clearly presented, informative, relevant and useful by more than 90% of participants. Eighty seven percent of participants reported increased confidence in communicating with patients via an interpreter, and 93% agreed that skills they gained would be useful in providing better patient care. Participants reported significant improvements in practice while interacting with people with limited English proficiency two weeks and three months after accessing the website ( $X^2=13.66$ ,  $P<0.001$ ).

**Implications that impact on your project:**

This online program lays the foundations for the translation of teachable communication skills into clinical practice such that the quality of interactions between oncology nurses and their patients from minority backgrounds is likely to improve. Improved communication between health professionals and their patients from minority backgrounds may also improve the quality of patients' cancer care, and cultural competence has been found to improve patient satisfaction.