

***Comparison of Cultural Competence
Between Students Enrolled in
Entry-level and Transitional
DPT Concentrations***

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Purpose

- ▣ **The purpose of this study is to compare the present levels of cultural competence in the 2008 entry level DPT graduates and the transitional DPT students who have completed all core coursework.**

Methods

How did we examine our question?

Study Design

- ▣ **Descriptive, cross-sectional analysis examined the relationships between cultural competence measures and:**
 - ▣ **Education**
 - ▣ **Clinical experience**
 - ▣ **Gender**
 - ▣ **Age**
 - ▣ **Experience working with minorities**
 - ▣ **International experience**

Confidentiality

- ▣ **Numerical coding system**
- ▣ **Limited to study's investigators**
- ▣ **No subjects identified in reports**
- ▣ **Only pertinent information recorded**
- ▣ **Internet coding system**

Instruments Used

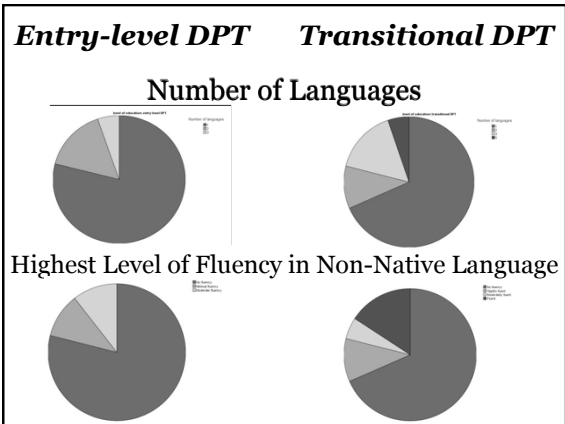
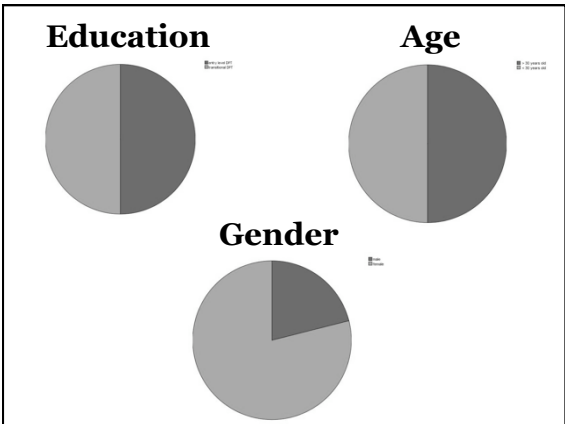
- ▣ **Cross Cultural Adaptability Inventory**
 - ▣ **50 item self-report questionnaire**
 - ▣ **4 subscale scores**
 - ▣ **Emotional Resilience**
 - ▣ **Flexibility and Openness**
 - ▣ **Perceptual Acuity**
 - ▣ **Personal Autonomy**

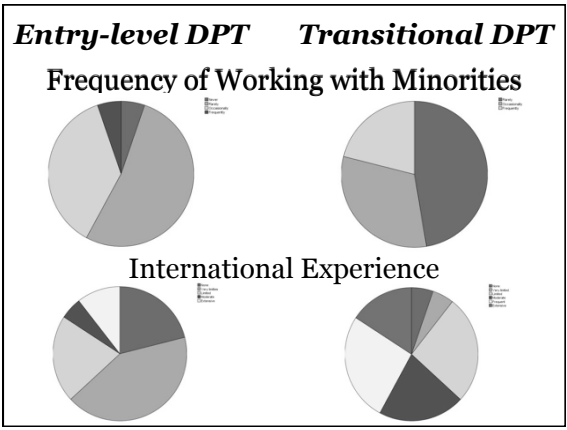
- ▣ **Quick Discrimination Index**
 - ▣ 30 item self-report questionnaire
 - ▣ 3 subscales:
 - ▣ Cognitive Racial Attitudes
 - ▣ Affective Racial Attitudes
 - ▣ Cognitive Gender Attitudes

- ▣ **Cultural Awareness and Cultural Competence Questionnaire**
 - ▣ 15 item self-report questionnaire
 - ▣ 2 subscales:
 - ▣ Perceptual Cultural Awareness
 - ▣ Cultural Knowledge and Cultural Impact

- Demographic Information***
- ▣ **Demographic survey:**
 - ▣ Current PT education level
 - ▣ Clinical experience
 - ▣ Age
 - ▣ Ethnic / racial heritage
 - ▣ Exp level working with minorities
 - ▣ International experience

Results





Data Analysis

- ▣ **SPSS 16 used to analyze the data**
- ▣ **Descriptive statistics for demographic information**
- ▣ **Correlation analysis**
 - ▣ **Spearman Rho**
- ▣ **Comparison of Means of 2 Independent Samples**
 - ▣ **Mann-Whitney U**

Results

- ▣ **Comparison of Means**
 - ▣ **Non Parametric**
 - ▣ **Educational Level**
 - ▣ **Mann-Whitney U**
 - ▣ **No significant difference when comparing the tDPT and eDPT students on CCAI and QDI total scores and subscales**

Results

- ▣ **Correlation analysis**
 - ▣ **Within and between Spearman Rho correlation coefficient**
 - ▣ **statistic was calculated for the subscales of each of the 3 survey instruments and key demographic variables**

Questionnaire Significant Results

		Correlations							
		PAACCAItotal	QDItotal	CogAtt	PCItotal	CKItotal	DIIntegrat	level of education	
Spearman's rho	PAACCAItotal	Correlation Coefficient	1.000	-.360	.130	.358	-.353	-.197	-.242
		Sig. (2-tailed)	.	.026	.475	.013	.030	.235	.141
		N	38	38	38	38	38	38	38
QDItotal	QDItotal	Correlation Coefficient	-.360	1.000	.075	-.121	.056	.100	-.159
		Sig. (2-tailed)	.026	.	.654	.470	.730	.512	.341
		N	38	38	38	38	38	38	38
CogAtt	CogAtt	Correlation Coefficient	.130	.075	1.000	-.075	-.146	-.425	-.113
		Sig. (2-tailed)	.475	.654	.	.656	.370	.006	.498
		N	38	38	38	38	38	38	38
PCItotal	PCItotal	Correlation Coefficient	.358	-.121	-.075	1.000	-.130	-.155	-.116
		Sig. (2-tailed)	.013	.470	.656	.	.436	.341	.484
		N	38	38	38	38	38	38	38
CKItotal	CKItotal	Correlation Coefficient	-.353	.056	-.146	-.130	1.000	.205	.361
		Sig. (2-tailed)	.030	.730	.370	.436	.	.080	.022
		N	38	38	38	38	38	38	38
DIIntegrat	DIIntegrat	Correlation Coefficient	-.197	.100	-.425	-.155	.205	1.000	.181
		Sig. (2-tailed)	.235	.512	.006	.341	.080	.	.278
		N	38	38	38	38	38	38	38
level of education	level of education	Correlation Coefficient	-.242	-.159	.113	-.116	.361	.181	1.000
		Sig. (2-tailed)	.141	.341	.498	.484	.022	.278	.
		N	38	38	38	38	38	38	38

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Questionnaire Significant Results

Correlation	Coefficient
Perceptual Acuity CCAI and QDI total	-.360*
Perception of Cultural Awareness CACC and Perceptual Acuity CCAI	.398*
Cultural Knowledge Cultural Impact CACC and Perceptual Acuity CCAI	-.353**
Cognitive Attitude QDI and frequency working with minorities	-.426**
Cultural Knowledge Cultural Impact CACC and level of education	.368*

*Correlation significant at the 0.05 level
 **Correlation significant at the 0.01 level

Demographic Significant Results

Correlation	Coefficient
Level of edu and Entry-level PT degree	-.811**
Level of edu and Current age	.884**
Level of edu and Frequency with non - English patients	.384*
Level of edu and International experience	.511**
International exp and Entry-level PT degree	-.570**
International exp and Current age	.479**
International exp and Highest level of fluency in non-native language	.390*
Entry-level PT degree and Current age	-.742**
Entry-level PT degree and Frequency with non - English pts	-.491**
Current age and Entry-level PT degree	-.742**
Current age and Frequency with non - English patients	.436**
Frequency working with minorities and Frequency with non - English patients	.354*

tDPT Significant Results

Correlation	Coefficient
Cultural Knowledge Cultural Impact CACC and Emotional Resilience CCAI	.584**
Perceptual Acuity CCAI and QDI total	.522*
Cognitive Attitude QDI and Perceptual Acuity CCAI	.471*
Perception of Cultural Awareness and Gender	-.520*
Emotional Resilience CCAI and Frequency working with minorities	.513*
CCAI total and Frequency working with minorities	.491*
QDI total and Frequency non-English people	.475*
Highest level of fluency and International Experience	-.560*

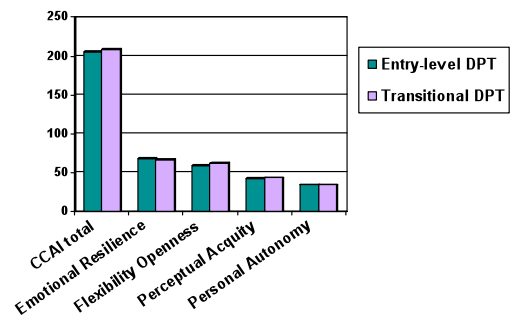
*Correlation significant at the 0.05 level
**Correlation significant at the 0.01 level

eLDPT Significant Results

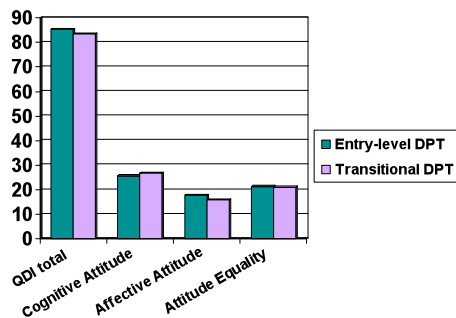
Correlation	Significance
Cognitive Attitude QDI and Frequency working with minorities	-.558*

*Correlation significant at the 0.05 level

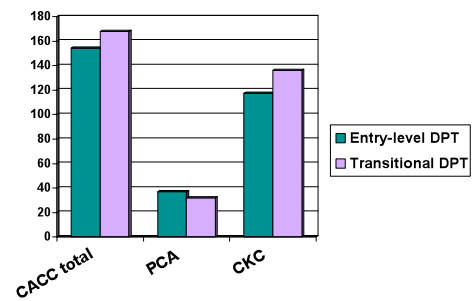
Comparison of CCAI Total and Subscale Scores Between Students



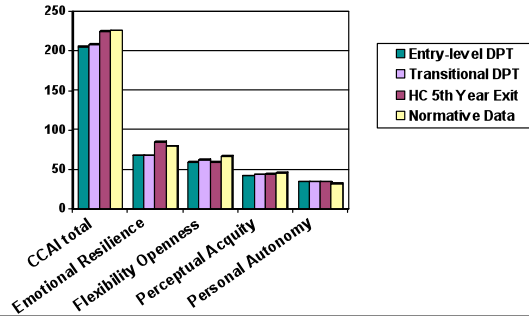
Comparison of QDI Total and Subscale Scores Between Students



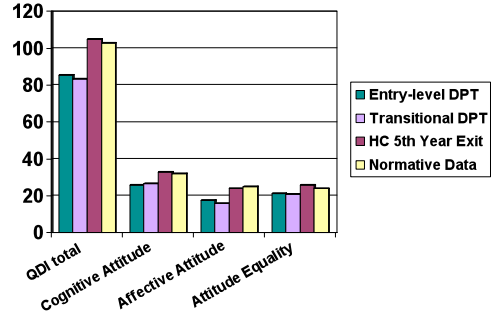
Cultural Awareness and Cultural Competence Total and Subscale Scores



Comparison of Normative and Mean Scores CCAI Total and Subscale Scores



Comparison of Normative and Mean Scores QDI Total and Subscale Scores



Significance of the study

- ✎ **First effort to objectively analyze levels of cultural competence of students enrolled in DPT program at UTC**
- ✎ **First attempt to compare responses of eDPT and tDPT students**
- ✎ **Provide a springboard for focused curriculum review related to these**

Limitations

- ✎ **Self-report measures**
- ✎ **Relatively small sample size for survey research**
 - ✎ **Inclusion criteria limits generalization**
- ✎ **Single educational program represented in sample**

Strengths

- ✎ **Strong psychometric properties of instruments used**
- ✎ **Instruments have been used with comparable PT students in literature**
- ✎ **Response rate 81%**
- ✎ **Multiple instruments to used examine focused question**

References

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Questions?