Developing Interprofessional Cultural Competence Skills Through the Use of Video Vignettes and Literature

Josette Brodhead, PhD, CNE, RNC
Patricia Burke, PhD, CNE, RNC
Laurie Walsh, PT, JD, MS
Introduction

– Overview of Study
– Cultural Competence
– Implementation of Humanities-based Teaching & Learning Strategies
  – Video Vignette and Book
– Study Results and Implications
Purpose

The purpose of this Interprofessional quantitative study was to examine the use of humanities-based teaching/learning strategies, on cultural competence development among healthcare professional students using a pretest and posttest quasi-experimental design.
Cultural Competence

- Cultural competence is “the process in which the healthcare professional continually strives to achieve the ability and availability to effectively work within the cultural context of a client” (family, individual or community). *It is a process of becoming culturally competent, not being culturally competent....* (Campinha-Bacota, 2015, para. 1).

Implementation of Teaching/Learning Strategies

Educational Interventions

- Nonfictional story
- Video vignettes
The Spirit Catches You And You Fall Down
A Hmong Child, Her American Doctors, and the Collision of Two Cultures
Anne Fadiman
Video Vignettes: A four part series
Method: Quasi-experimental

– Sample
  – Multi-site convenience nonprobability sample of 195 students from Physical Therapy and Nursing programs
  – Fall 2018 will include Physical Therapy, Nursing and Occupational Therapy, and Speech Therapy students

– Research Design
  – Quasi-experimental, non-randomized (control & experimental) pretest-posttest design
Method (cont’d)

– Data Collection/Instrumentation
  – Constructs measured: a) cultural awareness, b) cultural knowledge, c) cultural skill, d) culture encounters, and e) culture desire
Demographic Information/Sample Characteristics

- **Experimental Group**: N = 158 (81% of sample)
- **Control Group**: N = 37 (19% of sample)
- **Occupation**:
  - PT Practitioners = 85 (44% of sample)
  - Nurses = 110 (56% of sample)
- **Instrument Completion Rates**:
  - Pre-Test = 103 (56% of sample)
  - Post-Test = 92 (44% of sample)
Data Analysis

- Two Independent Variables were tested:
  - **Treatment Group**: some participants were part of an experimental group that experienced an intervention designed to enhance cultural competency; others did not have this experience
  - **Time of Measurement (Pre/Post)**: Participants completed a measure of cultural competency before and after the intervention period
  - The Pre-Post Variable was treated as a *between* rather than a *within* participants (repeated measures) variable, due to an inability to match sample scores (power limitations will be discussed as part of the study limitations)

- Six 2 (Treatment Group: Experimental, Control) x 2 (Time of Measurement: Pre-Intervention, Post-Intervention) Between Participants ANOVAs were completed

- Dependent Variables were as follows:
  - Overall (Total) Scores on a Measure of Cultural Competency (IAPCC-SV, Campinha-Bacote, 2007)
  - Scores on 5 Subscale Constructs within the CC Measure: Cultural Awareness, Cultural Knowledge, Cultural Skill, Cultural Encounters, Cultural Desire
DESCRIPTIVE DATA, TOTAL SCORE ON THE IAPCC-SV

The Table to the left contains Means, SDs, and sample sizes for each of the 4 conditions being compared:

- Pre-Test Score, Control Group
- Pre-Test Score, Experimental Group
- Post-Test Score, Control Group
- Post-Test Score, Experimental Group

- The Dependent Variable = Total Score on the Cultural Competency Measure (IAPCC-SV)
Figure 1. Mean Comparisons Across Conditions of Interest
Figure 2. Mean Comparisons Across Conditions of Interest
Figure 3. Mean Comparisons Across Conditions of Interest
Figure 4. Mean Comparisons Across Conditions of Interest
Figure 5. Mean Comparisons Across Conditions of Interest
Figure 6. Mean Comparisons Across Conditions of Interest
Conclusions

Both groups (experimental and control), scored significantly higher on each of the constructs.

The use of story and vignettes are additional innovative teaching/learning strategies educators can use to facilitate the process of cultural competence.
References


Thank you for your help and support

jbrodhea@daemen.edu
lwalsh@daemen.edu
patricia.burke@touro.edu
demer@daemen.edu