

# Cultural competency & cultural intelligence in health professional students studying overseas

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## BACKGROUND

- From 2000-2010, the Hispanic population in the United States grew by 43% and the number of people who reported themselves as non-Hispanic white grew by only 1%.<sup>1</sup>
- Cultural diversity in America is increasing, and it is important that healthcare students are appropriately prepared to interact with an increasingly diverse patient population.<sup>2</sup>
- Culture can influence health care behaviors; therefore, exposing healthcare students to different cultures can expand health care beliefs and influence future decision making.<sup>3</sup>
- Cultural competence is an ongoing process that includes the integration of cultural awareness and knowledge.<sup>4</sup>
- Culturally competent health care providers and education has shown to improve physiological outcomes such as glycemic control and total cholesterol.<sup>5</sup>
- Studying abroad can increase student's cultural competency through an increased cultural knowledge base and through personal exchanges and experiences.<sup>2</sup>
- ACPE standards require schools to prepare students to have the ability to practice in culturally diverse environments.<sup>6</sup>

## OBJECTIVE

- To determine if a short term study abroad experience improves cultural competency and cultural intelligence in health professional students.

## METHODS

### Study Design

- Pre-Post Observational Design
- N=6 (5 pharmacy, 1 nursing)

### Data Analysis

- Analyzed using SPSS V 25.0 (Armonk, NY)
- Wilcoxon Signed Rank tests and Descriptive Frequencies ran

### Cultural Competency Testing

- Administered before and after students completed elective(s) (4.5 week time span)
- Clinical Cultural Competency Questionnaire (CCCQ)
- Cultural Intelligence Scale (CQS)

### Cultural Experiences

- Month-long studying abroad in Valencia, Spain
- Weekly excursions
- Students hosted by native Spanish host families

### Holistic Diabetes Management Elective

- Diabetes Technology Presentation
- Reflections on Spanish Community Health Experiences
- Diabetes Simulation Experiences
- Diabetes Case SOAP Note
- Mock Patient Interviews

### Health Behaviors and Beliefs Elective

- Readings (Including *When Helping Hurts* by: Brian Fikkert and Steve Corbett)
- Discussion Questions
- Choose Health Behavior Change
- Health Behaviors Reflections
- Cultural Assessment Assignment
- Blog Posts
- Levante Hospital Visit
- SOAP Note

## DISCUSSION AND CONCLUSIONS

### Discussion

- The Clinical Cultural Competency Questionnaire (CCCQ) and the Cultural Intelligence Scale (CQS) tests the confidence and comfort of students in a cross cultural setting and predicted precultural judgement, decision-making, as well as task performance.
- Students showed significant increases in knowledge, skills, and encounters/situations (p<0.05), as assessed by the CCCQ. Significant improvement also was shown in two strategies, one motivation, and two behavior items on the CQS (p<0.05).
- This experience was impactful in many ways to pharmacy students. After the trip had ended, some students indicated that they wanted to become fluent in Spanish to serve a more diverse patient population. Other students thought that this experience improved their cultural sensitivity and they realized how difficult and frustrating it can be when communicating across two different languages.

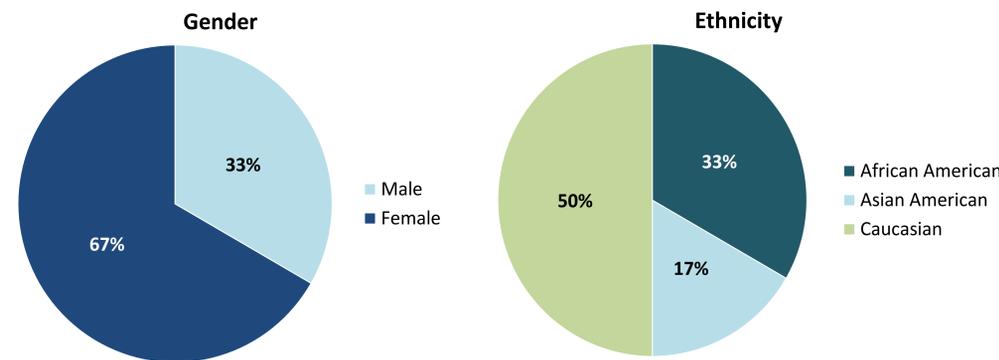
### Conclusions

- Health professional students participating in a study abroad experience increased their cultural competency, especially their knowledge, skills and comfort with another culture in health care.

### Future Directions

- More research is needed to look at other types of study abroad experiences, groups of larger size and data compared to taking the same courses in a domestic setting.

## RESULTS



### Statistically significant questions from the CQS (p<0.05)



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### Statistically significant questions from the CCCQ (p <0.05)

How knowledgeable are you about each of the following subject areas? <sup>a</sup>	Pre-Survey Median	Post-Survey Median	P value (Wilcoxon)
Sociocultural characteristics of diverse racial and ethnic groups	3	4	0.025
Health disparities experienced by diverse racial and ethnic groups	2.5	3.5	0.046
Sociocultural issues in women's health	2	3	0.038
Different healing traditions (e.g., Ayurvedic Medicine, Traditional Chinese Medicine)	2	3	0.034
Historical and contemporary impact of racism, bias, prejudice and discrimination in health care experienced by various population groups in the US	2.5	4	0.023
Office for Civil Rights August 30, 2000 Policy Guidance on the Title VI Prohibition Against National Origin Discrimination as it Affects Persons with Limited English Proficiency	1	3	0.041
Office of Minority Health's National Standards for CLAS in Health Care	1	2.5	0.038
How skilled are you in dealing with sociocultural issues in the following areas of patient care? <sup>b</sup>	Pre-Survey Median	Post-Survey Median	P value (Wilcoxon)
Eliciting the patient's perspective about health and illness	2.5	4	0.039
Eliciting information about use of folk remedies and/or other natural healing modalities	2.5	3	0.034
Eliciting information about the use of folk healers and/or other alternative practitioners	2	3	0.038
Performing a culturally sensitive physical examination	2	3.5	0.035
Prescribing/negotiating a culturally sensitive treatment plan	1.5	3.5	0.040
Providing culturally sensitive patient education and counseling	1.5	4	0.024
Providing culturally sensitive preventative services	1	4	0.026
Dealing with cross-cultural conflicts relating to diagnosis or treatment	1.5	3.5	0.041
Dealing with cross-cultural adherence/compliance	1	3	0.041
How comfortable do you feel in dealing with the following cross-cultural encounters or situations? <sup>c</sup>	Pre-Survey Median	Post-Survey Median	P value (Wilcoxon)
Caring for a patient who insists on using or seeking folk healers or alternative therapies	2.5	4	0.024
Identifying beliefs that are not expressed by a patient or caregiver but might interfere with the treatment regimen	2.5	4	0.038
Being attentive to nonverbal cues or the use of culturally specific gestures that might have different meanings in different cultures	2.5	4	0.046

<sup>a</sup>5 point Likert Scale: 1=Not knowledgeable at all; 5=Extremely knowledgeable

<sup>b</sup>5 point Likert Scale: 1= Not skilled at all; 5= Extremely skilled

<sup>c</sup>5 point Likert Scale: 1=Extremely uncomfortable; 5= Extremely comfortable

<sup>d</sup>5 point Likert Scale: 1= Not important at all; 5= Extremely important