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

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 electives (45- 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

- 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

RESULTS

- Holistic Diabetes Management Elective
- Diabetes Education
- Reflections on Spanish Community Health Experiences
- Diabetes Simulation Experiences
- Diabetes Case SOAP Note
- Mock Patient Interviews

- Culturally diverse environments

- Cultural Experiences
- Students hosted by native Spanish host families

- Health Behaviors and Beliefs Elective
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- Statistical significance

- Pre-Survey Median
- Post-Survey Median
- P value (Wilcoxon)

- SOC (p<0.05)

- How knowledgeable are you about each of the following subject areas?

<table>
<thead>
<tr>
<th>Cultural characteristics of diverse racial and ethnic groups</th>
<th>Pre-Survey Median</th>
<th>Post-Survey Median</th>
<th>P value (Wilcoxon)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>0.025</td>
<td></td>
</tr>
</tbody>
</table>

- 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 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 dealing with sociocultural issues in the following areas of patient care?

<table>
<thead>
<tr>
<th>Eliciting the patient’s perspective about health and illness</th>
<th>Pre-Survey Median</th>
<th>Post-Survey Median</th>
<th>P value (Wilcoxon)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>4</td>
<td>0.019</td>
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</tbody>
</table>

- 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 clinical preventative services

| 1                                                          | 4                | 0.026             |

METHODS

Dealing with cross-cultural conflicts related 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?

<table>
<thead>
<tr>
<th>Caring for a patient who insists on using or seeking folk healers or alternative therapies</th>
<th>Pre-Survey Median</th>
<th>Post-Survey Median</th>
<th>P value (Wilcoxon)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>4</td>
<td>0.024</td>
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</tbody>
</table>

- 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             |

REFERENCES


ACKNOWLEDGEMENTS

Thank you to the Institute of Spanish Studies located in Valencia, Spain for allowing the students to participate in the Spanish culture. Thank you to Nicole G Harper for her contribution to the poster.

1. 2-point Likert Scale: 1=Not knowledgeable at all, 2=Extremely knowledgeable
2. 5-point Likert Scale: 1=Extremely uncomfortable, 5=Extremely comfortable
3. 5-point Likert Scale: 1=Not important at all, 5=Extremely important