

## Background

Cultural Competence (CC) is a well-established healthcare professional responsibility and is described as the ability to effectively deliver services that meet the social, cultural, and linguistic needs of patients. Doctor of Physical Therapy programs must be able to reliably and accurately assess program and student outcomes. There is little guidance in the selection of measures of CC that would assist in determining best practice.

## Purpose

The purpose of this study was to investigate the relationship between student scores on two common measures of CC, the Intercultural Development Inventory® (IDI) and the Inventory for Assessing the Process of Cultural Competence-among healthcare professionals-Student Version® (IAPCC-SV).

## Material and Methods

**Table 2. Subject Demographics n=145.**

Age (years) @ IAPCC-SV administration	
<18	0
18-24	53
25-34	85
35 or more	7
Gender	
Female	87
Male	58
Other	0
Ethnicity	
American Indian or Alaska Native	2
Asian	8
Black or African American	0
Hispanic/Latino	5
Native Hawaiian or Pacific Islander	0
White	105
Other	2
Two or more ethnicities/multi-ethnic	23

### Timeline

- The IDI and the IAPCC-SV were administered to FYS within 4 weeks of starting the program and to the TYS within 4 weeks of graduation.

### Data Analysis

- Data were analyzed with Spearman-rho correlations and Chi-square statistical tests.

## Results

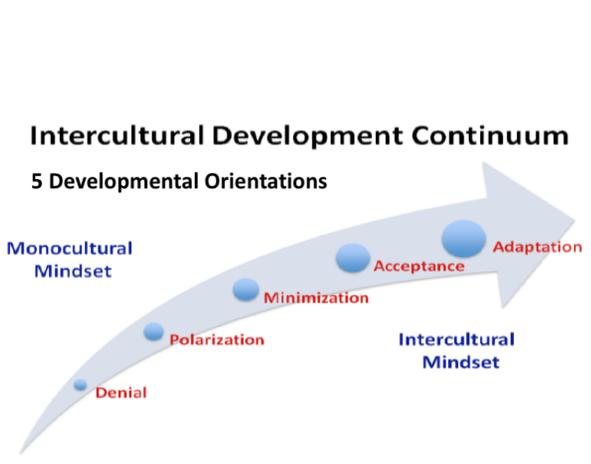
**The Intercultural Development Inventory (IDI) and the IAPCC measure different constructs of cultural competence and have low to negligible correlations between. (r<. 95% CI=).**

IDI and IAPCC-SV Correlations, n=145.

	IAPCC-SV	95% CI	Cultural Awareness	95% CI	Cultural Knowledge	95% CI	Cultural Skill	95% CI	Cultural Encounters	95% CI	Cultural Desire	95% CI	
Perceived Orientation	rho	.28**	.12-.42	0.11	-.05-.20	.28**	.12-.42	.28**	.12-.42	0.144	-.02-.30	0.16*	-.003-0.32
	p	0		0.2		0.001		0.001		0.085		0.05	
Developmental Orientation	rho	0.19*	.03-.34	0.06	-.10-.22	0.22**	.06-.37	.21*	-.05-.36	0.07	-.09-.23	0.1	-.06-.26
	p	0		0.45		0.009		0.01		0.4		0.25	
Denial	rho	0	-.10-.22	0.004	-.16-.17	0.11	-.05-.27	0.056	-.11-.22	0.02	-.14-.18	0.05	-.11-.21
	p	0		0.96		0.2		0.5		0.8		0.587	
Polarization (Defense)	rho	-0	-.16-.16	0.08	-.08-.24	0.05	-.12-.21	-0.025	-.19-.14	-0.022	-.18-.14	-0.04	-.20-.12
	p	1		0.32		0.53		0.76		0.79		0.64	
Polarization (Reversal)	rho	0	-.09-.23	0.047	-.12-.21	0.11	-.05-.27	0.15	-.013-.31	-0.04	-.20-.12	0.003	-.16-.17
	p	0		0.58		0.19		0.07		0.64		0.97	
Minimization	rho	0	-.10-.22	-0.018	-.18-.14	0.11	-.05-.27	0.15	-.013-.31	-0.06	-.22-.1	-0.2	-.35--.04
	p	0		0.83		0.18		0.06		0.484		0.814	
Acceptance	rho	.35**	.20-.48	.35**	.20-.49	.28**	.12-.42	.18*	.018-.33	0.31**	.16-.45	.26*	.10-.41
	p	0		0.001		0.002		0.031		0.0001		0.002	
Adaptation	rho	.39**	.24-.52	0.25**	.09-.40	.34**	.19-.48	.30**	.14-.44	0.27**	.11-.42	.24**	.08-.39
	p	0		0.003		0.001		0.0001		0.001		0.004	

\*denotes significance <.05  
<.0001

Target population	IDI	IAPCC-SV
	General population	Students in health profession education



- ### 5 Constructs
- Awareness:** Am I aware of my personal biases and prejudices towards cultural groups different than mine?
  - Skill:** Do I have the skill to conduct a cultural assessment and perform a culturally-based physical assessment in a sensitive manner?
  - Knowledge:** Do I have knowledge of the patient's world view and the field of biocultural ecology?
  - Encounters:** How many face-to-face encounters have I had with patients from diverse cultural backgrounds?
  - Desire:** What is my genuine desire to "want to be" culturally competent?



## Discussion

- The IDI measures a global mindset or perspective related to how one recognizes and responds to patterns of cultural similarities and difference, while the IAPCC-SV measures specific knowledge, skills, desire, encounters and awareness related to CC in healthcare

## Conclusions

- Specific CC healthcare measures should be used in combination with other measures when student skills are expected to be generalized to interprofessional relationships and community environments.
- Multimodal assessment that triangulates quantitative data and qualitative analysis of students' work (self-assessment, reflections, papers, presentations, etc.) will...
  - Lead to a deeper understanding of students' intercultural development across settings
  - allow students to self assess and set personal goals
  - provide rich data for assessing student learning and programmatic outcomes.

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