

Healthy Perspectives Fall 2014 On-line Student Course Summary



Key Findings:

- 100% completion and pass rate.
- Significant gains in five areas of cultural competency: Knowledge, attitudes, skills, health disparities and self-awareness.

Pre and Post-test Feedback

Seven-hundred and ninety-nine health sciences students from five colleges - Allied Health Sciences, Dental Medicine, Graduate Studies, Medical College of Georgia and Nursing - enrolled in the 2014 full implementation of Healthy Perspectives (HP). ALL students completed and passed HP; NO students required remediation.

To evaluate the impact of HP on students' knowledge, attitudes, skills and self-awareness, the four key areas of cultural competency, as well as content areas of health disparities and inter-professional awareness, we administered the Cultural Competency Questionnaire (CCQ) at the beginning and end of the course. A total of 783 (98%) students completed the pre-test and 669 (84%) completed the post-test.

Our post-test population included 458 women and 206 men, reflecting the broader HP 2014 gender demographics. Seventy percent of respondents (472) identified as European-American/white, 10% (69) identified as African-American/black, 10% (68) identified as Asian-American and less than 3% (18) identified as Latino/a while 6% (41) are multi-racial or other. The majority of students (86%) are between 21 and 29.

Table 1: 2014 Healthy Perspectives Cultural Competency Questionnaire

	Range	Pre-test mean	Post-test mean	Change
Knowledge	1-21	10.66	14.03	3.37***
Attitudes	1-21	13.19	15.86	2.67***
Skills	1-17	8.81	12.62	3.81***
Self-awareness	1-13	10.45	10.96	.51***
Health disparities	1-31	19.39	20.53	1.14***
Interprofessional awareness	1-9	8.35	8.26	-.089
Quality Interactions	1-100	73.84	91.86	18.02

*=p<.10, **=p<.05, ***= p<.01
N = 669

The results of the CCQ are positive and there were statistically significant gains ($p < .01$) in the five areas of cultural competency. The skills score increased the most (3.81), followed by knowledge (3.37), attitudes (2.67), health disparities (1.14) and self-awareness (0.51). Overall, the gains in cultural competency are notable.

Student Course Evaluation

Five-hundred and thirty-six students (67%) completed the course evaluation that consisted of 10 closed-end questions on course structure, content and use value as well as two open-ended questions for feedback on perceived strengths and challenges. The response option was a 5-point Likert scale that ranged from 1-strongly disagree to 5-strongly agree; 3 was neutral. The overall response was positive, with “4-agree” as the mode and median response for all questions and the mean fluctuating between 3.31 and 4.16.

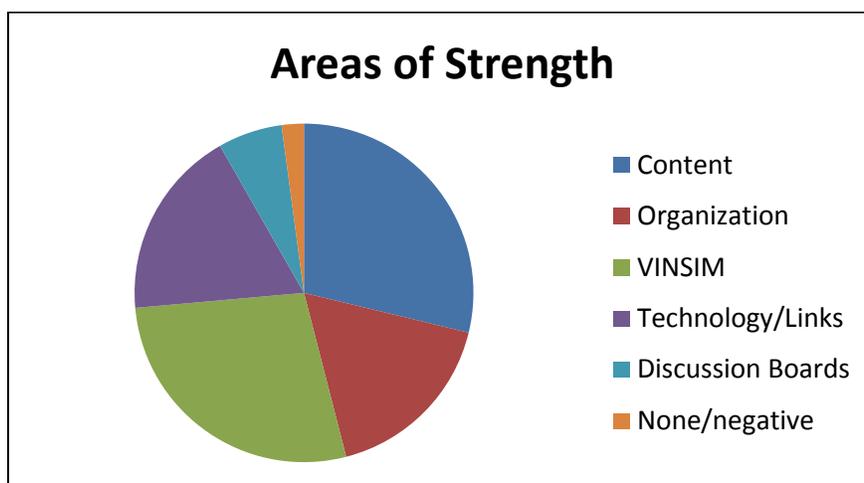
Students most appreciated the clear objectives (96%) and information (92%), the course organization (92%) with an appropriate amount of material (92%), and the focus on ideas and concepts rather than facts (92%). VINSIM, the simulation, was considered a good skill-building tool (86%) and the inclusion of videos and web-links were useful to illustrate concepts (84%). Overall, student agreed HP was considered worthwhile (82%) and contributed to their development as a future practitioner (82%).

Student comments: What are the strengths of Healthy Perspectives? (353 comments)



“The information presented was great. The ideas and reasoning behind the learning module were all in the right place. I am glad that this was incorporated into my experience at GRU.”

The positive and supportive comments reflect the survey data for HP, particularly support for the content and organization and an appreciation for the technology and interaction via video and web links.





"The modules were very well organized and had just the right amount of work. It never felt overwhelming so the material captured my attention better."

Content and information (35%)

- Important topic for career
- Encouraged self-awareness
- Effective pedagogical techniques

Course organization and structure (21%)

- Assignments succinct and manageable
- Clear goals
- Focused weekly topics with useful email reminders



"The quality of the interpreter simulation is excellent. I was really impressed and pleased. I know that it is expensive and involved, but building the course around this kind of interaction and/or more simulation for these different experiences would be very helpful. The multimedia use of videos that were relevant and to-the-point was great and added a lot. The information dealing with the blue/brown eyed students in the classroom experiment was really impactful. The information was always pretty to-the-point and that was a great strength. We have heavy course loads, and being able to engage the information in a timely manner was great."

VINSIM (33%)

VINSIM was a popular learning experience for students with the majority spending between 20 to 30 minutes on the activity.

- Appreciate experiential learning
- Great practice and practical
- Want more!

Technology/links, media and interactivity (22%)

- On-line, go at your own pace
- Great video links illustrating concepts



"I also thought most of the discussion board topics were very interesting. Given that there were students from across all the health sciences disciplines, it was quite interesting to hear about why people got into their respective fields. Having this information also shed some light and provided some context to later responses to discussion questions."

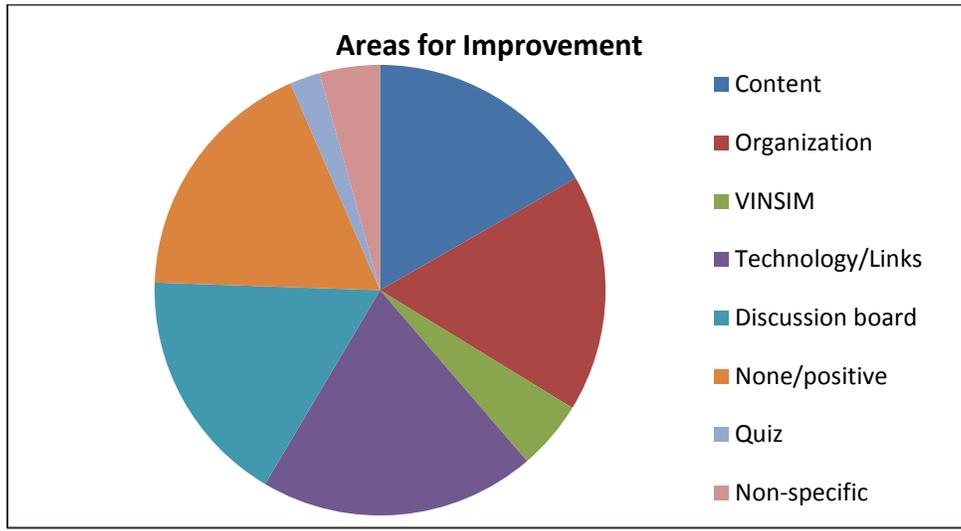
Discussion boards 7%

- Provided opportunities to share with those in other fields

Student comments: What were the challenges of HP? (323 comments)

Identifying the challenges and problems experienced by students provides useful information on how we can improve the course. Many comments contradicted each other, however, for example: Create more

or reduce topic content; eliminate or increase discussion board participation, and; it was bothersome yet important information.



Technology (20%)



"The simulation module was frustrating because it kept on glitching at the end but other than that it was good."

- Too many glitches
- Slow load times
- Browser problems

No changes/positive (18%)



"I would add more examples for definitions. I wouldn't change anything."

The second largest area in this section addressed the positive elements of HP rather than challenges and reflects comments included in the strengths comment section.

Content and information (17%)



"In the future, I would like to have facts and examples of different "do's and don't's" of cultures commonly in our area."

- More cultural specifics
- Integrate more simulations
- Repetitive

Discussion boards (17%)



“Leave out the discussion board – it was too time consuming to try to go back and read everyone’s post, especially if I completed my work early in the week and other members of my group waited until the night before it was due.”

- Lacked meaningful exchanges
- Did not add to the learning experience
- Needs more facilitated conversation

Course organization and structure (17%)



“I think the biggest thing I would change about the modules is their layout. I like the way the information is presented kind of in a powerpoint style, but I hate when the main slide has extra slides with information embedded the main one. If you want to jump back or forwards to another slide, you have to view ALL the information on that current slide before you can do so. Just try to present similar topics on one main slide and no sub-slides embedded into the main slide.”

- Face-to-face would be better
- Create course with more depth and exams
- Eliminate HP requirement or have it in the summer

VINSIM (5%), none specific (4%) and quiz (2%)



“The simulation with an interpreter was very helpful, but I had issues with it freezing up on me even when I was using a supported browser.”

- Broad and often linked to other issues such as technology.

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