

Medical University of South Carolina

**MEDICA**

---

Entry-Level Occupational Therapy Doctorate -  
Doctoral Capstone Symposium

MUSC Division of Occupational Therapy

---

2024

## **Increasing Occupational Therapy Student Confidence with Cultural Humility in Clinical Practice Through Meaningful Resources**

Emily Meiring Donovan

Follow this and additional works at: <https://medica-musc.researchcommons.org/muscotd-elotd>

---

# Increasing Occupational Therapy Student Confidence with Cultural Humility in Clinical Practice Through Meaningful Resources

EMILY (MEIRING) DONOVAN, OTDS

**FACULTY MENTOR:** AMANDA K. GILES, OTD, OTR/L, FAOTA

**CAPSTONE SITE:** INTERNATIONAL CLINICAL EDUCATORS + MUSC



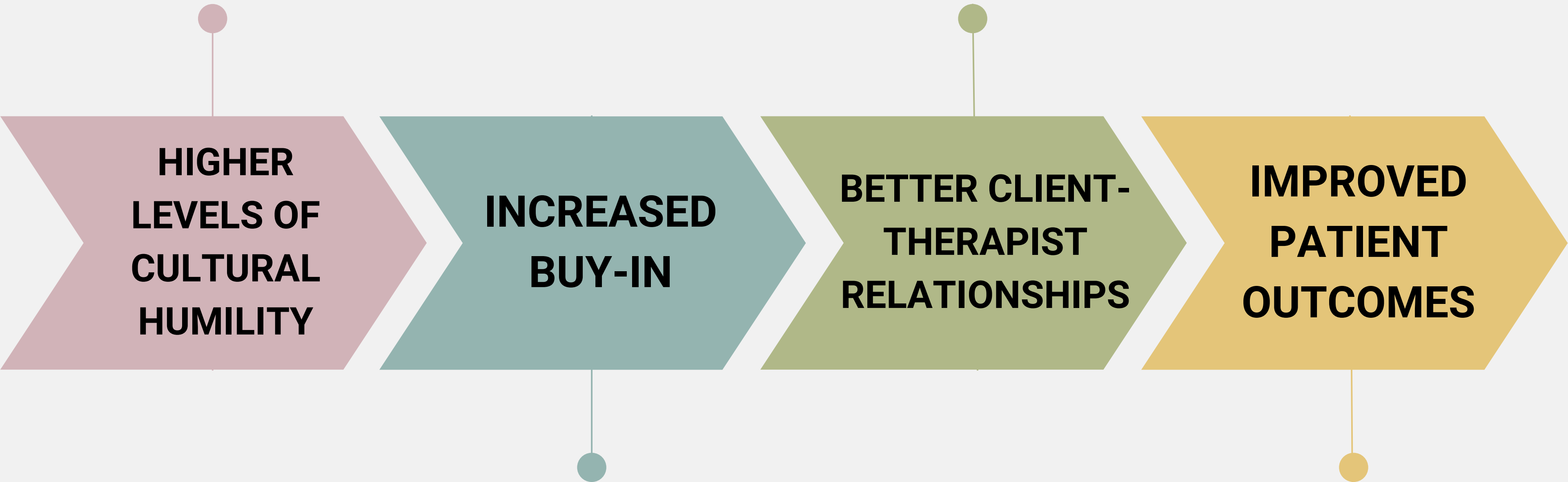
# BACKGROUND

Cultural humility is a life-long commitment to learning and delving into the process of **self-reflection** and **awareness**; not only to practice respect for others' cultures and values, but to primarily start by examining one's own cultural identities in order to (1) build trustworthy relationships and (2) to eliminate health disparities (Yeager & Bauer-Wu, 2013)

# BACKGROUND

Client-centered care is **foundational** to occupational therapy whereby healthcare professionals recognize a patient's current **knowledge, beliefs, and values** as integral parts of the client's being to incorporate into treatment in order to foster compassion, provide equity, and build a strong patient-provider relationship (Yam, et al., 2020)

# SIGNIFICANCE



Educating future healthcare students and practicing professionals on cultural humility is **essential to providing client-centered care** (Yam, et al., 2020)



# NEEDS ASSESSMENT

2ND-YEAR MUSC OTD STUDENTS  
(CLASS OF '24), N=35

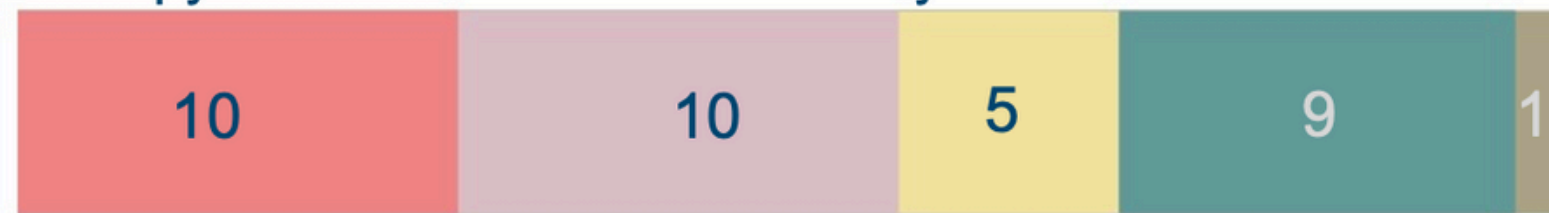
## Student Perspectives on the Concept of Cultural Humility

## Student Perspectives on Best Ways to Teach Cultural Humility

A. I am comfortable with the concept of cultural humility.



B. I have observed a therapist conducting an occupational therapy session with cultural humility.



C. I am comfortable with integrating cultural humility into all client-therapist interactions.



### Key for Figures 1 and 2

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

A. Video-based cases



B. Written cases



Although 83% students agreed with the statement of feeling comfortable with the concept of cultural humility (n= 29), nearly half of those responses fell under “somewhat agree” (n= 14), indicating a level of uncertainty or lack of confidence.



# PURPOSE

To develop resources surrounding the topic of cultural humility for integration into OT/OTA programs in order to support an increase in awareness, understanding, and confidence amongst students.

**SUPPORTING FRAMEWORK:** The Canadian Model of Occupational Performance and Engagement (CMOP-E)

# PROJECT AIMS



**1**

KNOWLEDGE

In order to enhance my understanding of cultural humility in occupational therapy, I will engage in at least five learning opportunities related to cultural humility and global health.

**2**

TEACHING

In order to increase OT student confidence with cultural humility, I will create a video case study with faculty resources.

**3**

DELIVERABLE

In order to increase my confidence and teaching ability, I will create and implement multiple lesson plans as a teaching assistant in an OTD course.



# STAKEHOLDERS

OT & OTA  
STUDENTS

OT & OTA  
FACULTY

INTERNATIONAL  
CLINICAL EDUCATOR  
CONSUMERS

INDIRECTLY: PATIENTS

INTERNATIONAL  
CLINICAL EDUCATOR  
STAFF

# EXPERIENCE

# DELIVERABLES

MUSC

Synthesis Course

Academic Teaching Seminar

Poster Presentation for MUSC Global Health Week

ICE

India Collaboration

Adaptive PE at Pattison's Academy

Pediatric DocuLearn Collaboration

- Education Module on the topic of Cultural Humility for Synthesis Course
- Handout on Cultural Humility
- Clinical Reasoning Questions for ICE videos regarding Cultural Humility







# METHODS

## QUALITY IMPROVEMENT

DESIGN

MIXED METHODS DESIGN

DATA COLLECTION

2nd year OTD students:  
(class of 2025) pre &  
post REDCap Surveys

DATA ANALYSIS

Quantitative data analyzed  
using descriptive statistics  
and Wilcoxon Signed-Rank  
Test

Qualitative data analyzed  
using thematic analysis

IMPLEMENTATION

LECTURE + RESOURCES ON CULTURAL  
HUMILITY FOR ICE AND MUSC

STRENGTHS

Opportunities for feedback  
and collaboration  
throughout semester

Ability to be flexible and to  
change course of action to  
meet the students' needs

LIMITATIONS

Limited to one lab during  
semester course to teach  
content

Lab opportunity was optional  
to students and was not able  
to reach full sample size

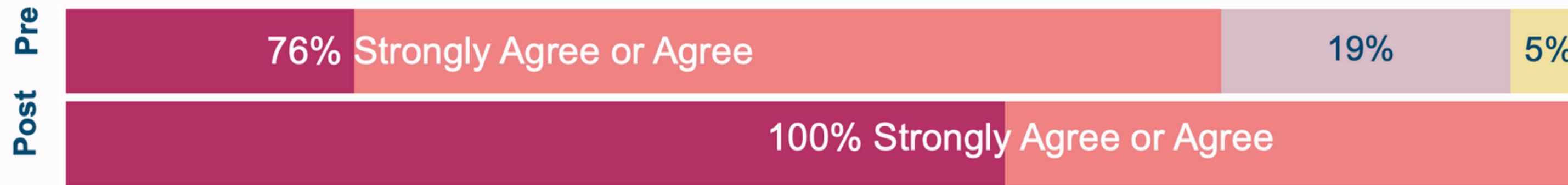
## KEY FINDINGS

A Wilcoxon Signed-Rank test indicated a **statistically significant improvement in student comfort with the concept of cultural humility** (n=42, S= -192.5, p<.0001) as well as their ability to implement cultural humility into all evaluations and treatment sessions (n=42, S=-192, p<.0001)

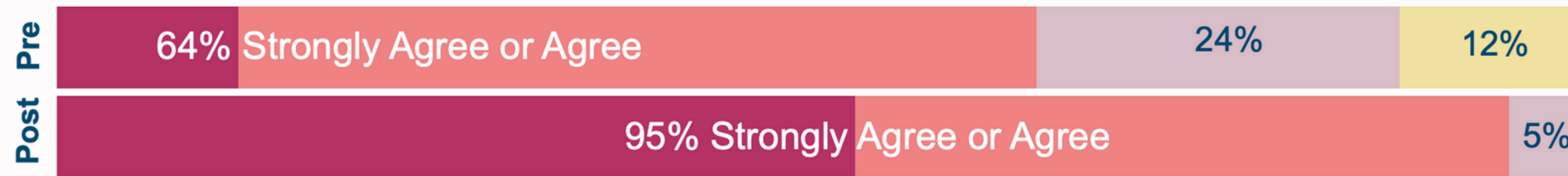
### Student Perspectives on the Concept of Cultural Humility Pre + Post-Intervention

A. I am comfortable with the concept of cultural humility.

Key for Figure 4



B. I am comfortable with integrating cultural humility into all evaluations and treatment sessions.



### Student Quotes Post-Intervention

Definitions & Terminology

“Yes, I feel more aware of the definition and how it applies to healthcare.”

Personal Awareness

“Yes! The videos and self-reflection activities were helpful to understand first my own culture and then how others' culture has impacted their health care experience.”

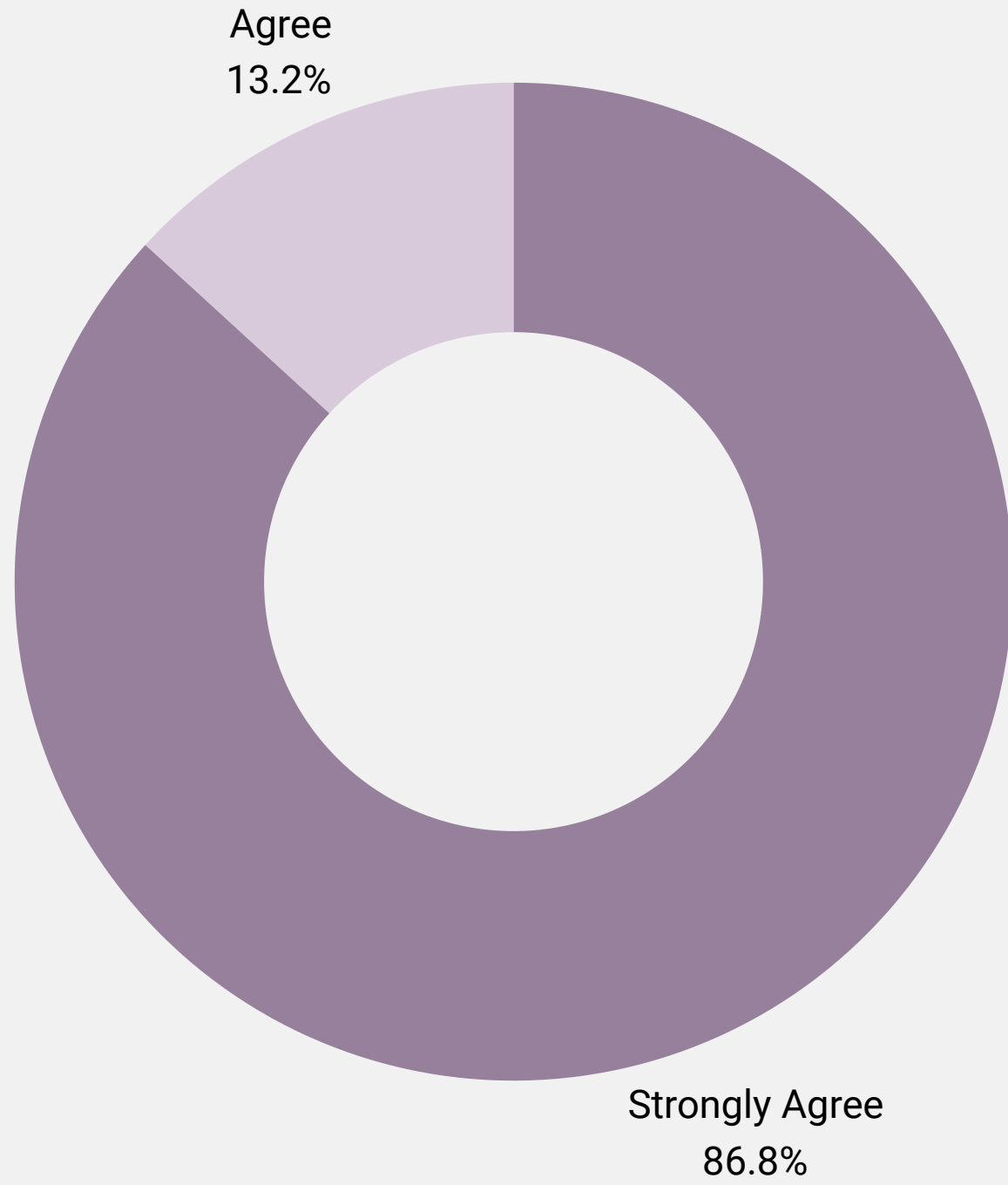
Patient Experiences

“Yes, I learned about cultural humility more through the video that was provided in optional lab.”



# KEY FINDINGS

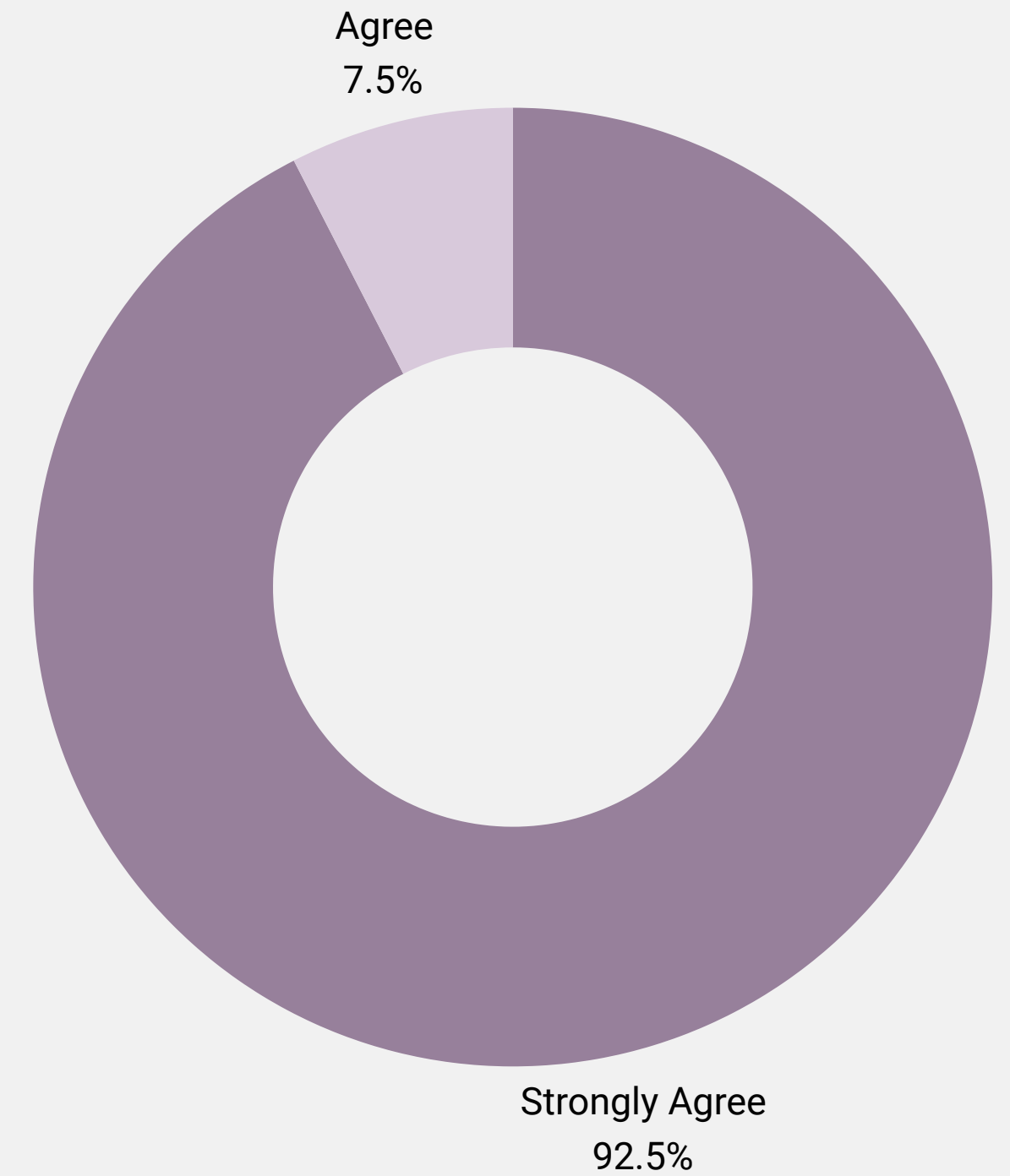
**Emily was an effective teacher.**



**100% Strongly Agree + Agree**



**Emily was approachable and willing to help.**



**100% Strongly Agree + Agree**

Survey Responses: n=53 (2nd-year OTD Students)



## ANTICIPATED OVERALL IMPACT

- **Increase student self-reflection regarding own cultural identity** to better understand the overall concept of culture and cultural humility.
- **Increase student confidence and awareness** of cultural humility to promote compassionate interactions in healthcare with patients and families.

## POTENTIAL IMPACT ON THE DISCIPLINE OF OT

- **Empowering future clinicians** to provide compassionate, holistic, and unbiased care, and ultimately **improve patient outcomes**.
- **Promoting an increase in client-centered care** through cultural humility education by dissecting terminology, exploring one's own culture, and understanding the impact from patient testimonials.

# SUSTAINABILITY & RECOMMENDATIONS

- **Continued implementation** of cultural humility topic in fieldwork preparedness courses.
- **Incorporating cultural humility** and culturally sensitive care into curriculums across all foundational and clinical courses within OT and OTA programs.
- **Utilize clinical reasoning questions** in conjunction with ICE video case studies.
- **Continue exploring international opportunities** for expanding on video examples.

# CONCLUSION

## OUTCOMES

- **Successful implementation** of education module for the synthesis course at MUSC.
- **Increased awareness** and supported an increase in 2nd-year OTD's **perceived confidence level** with the concept of cultural humility.
- Helped to **facilitate new conversations** surrounding embedding cultural humility into OT curriculum through clinical reasoning questions for existing ICE videos.
- Received necessary and **constructive feedback from faculty** regarding deliverables.
  - “The one-pager would be a great way to start off the pediatrics course.” - Dr. Brooke Mulrenin

# ACKNOWLEDGMENTS

**Faculty Mentor:** Amanda K. Giles, OTD, OTR/L, FAOTA

**Site Mentor:** Amanda K. Giles, OTD, OTR/L, FAOTA

**Capstone Coordinator:** Joy Crawford, OTD, OTR/L

**Capstone Teammate:** Mackenzie Walker

**Capstone Sites:** ICE and MUSC



# REFERENCES

Arif, S., Cryder, B., Mazan, J., Quiñones-Boex, A., & Cyganska, A. (2017). Using patient case video vignettes to improve students' understanding of cross-cultural communication. *American Journal of Pharmaceutical Education*, 81(3), 56. 10.5688/ajpe81356

Arruzza, E., & Chau, M. (2021). The effectiveness of cultural competence education in enhancing knowledge acquisition, performance, attitudes, and student satisfaction among undergraduate health science students: a scoping review. *Journal of Educational Evaluation for Health Professions*, 18(0), 18, 3. 10.3352/jeehp.2021.18.3

Hammell, K. R. W. (2013). Occupation, well-being, and culture: Theory and cultural humility / Occupation, bien-être et culture: la théorie et l'humilité culturelle. *Canadian Journal of Occupational Therapy* (1939), 80(4), 224-234. 10.1177/0008417413500465

Patridge, E. F., & Bardyn, T. P. (2018). Research Electronic Data Capture (REDCap). *Journal of the Medical Library Association*, 106(1), 142-144. <http://doi.org/10.5195/jmla.2018.319>

Yam, N., Murphy, A., & Thew, M. (2020). *Occupational Therapy for South Asian Older Adults in the United Kingdom: Cross-Cultural Issues*. SAGE Publications. 10.1177/0308022620933207

Yeager, K. A., & Bauer-Wu, S. (2013). Cultural humility: Essential foundation for clinical researchers. *Applied Nursing Research: ANR*, 26(4), 10.1016/j.apnr.2013.06.008. Presentation are communication tools that can be used as demonstrations, lectures, speeches, reports, and more. It is mostly presented before an audience.

**Thank You**