

Evaluation of a Full-Day Cultural Competency Workshop for First-Year Dental Students and Residents

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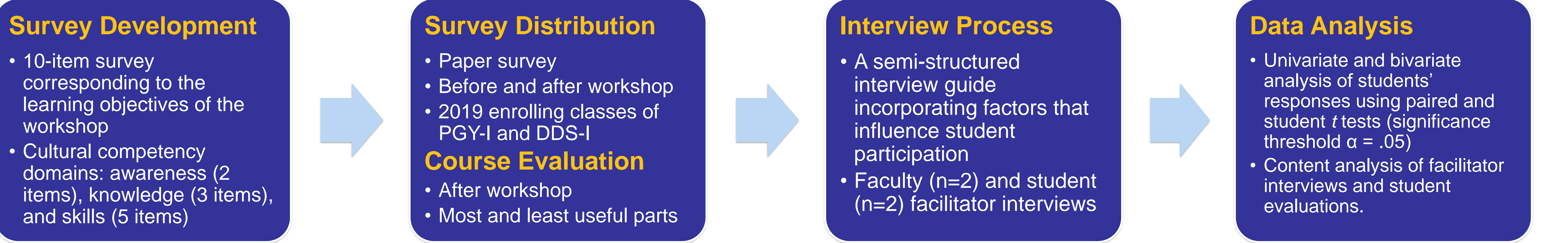
INTRODUCTION:

- Cultural competency has become an essential part of training across the health professions
- To function successfully in a multicultural work environment, dental school graduates must be capable of managing a diverse patient population
- Many dental schools have instituted mandatory cultural competency workshops for incoming students; however, the effectiveness of these workshops has not been fully examined

OBJECTIVES:

To evaluate whether the full-day cultural competency workshop provided to first-year dental students (DDS-I) and residents (PGY-I) at the Columbia University College of Dental Medicine (CDM) is effective in raising global, social, and self-awareness and in building capacity to establish professional cross-cultural relationships with diverse populations.

METHODS:



RESULTS:

Table 1: Descriptive Statistics of CDM DDS-I & PGY-I (2019 Enrolling Classes)		
Variable	DDS-1 N (%)	PGY-1 N (%)
Age		
Mean (SD)	23.5 (2.05)	29.8 (4.54)
Sex		
Male	38.0 (45.8)	18.0 (54.5)
Female	45.0 (54.2)	12.0 (36.4)
US Born		
Yes	61.0 (73.5)	14.0 (42.4)
No	21.0 (25.3)	15.0 (45.5)
Race		
White	52.0 (62.7)	13.0 (39.4)
African-American	5.00 (6.00)	3.00 (9.10)
Asian	24.0 (28.9)	12.0 (36.4)
American Indian	1.00 (1.20)	0.00 (0.00)
Ethnicity		
Hispanic	12.0 (14.5)	5.00 (15.2)
Non-Hispanic	71.0 (85.5)	25.0 (75.8)
Response Rate	81 (97.0)	24 (80.0)

Figure 1: Student Ranking of Most Useful Parts of the Workshop

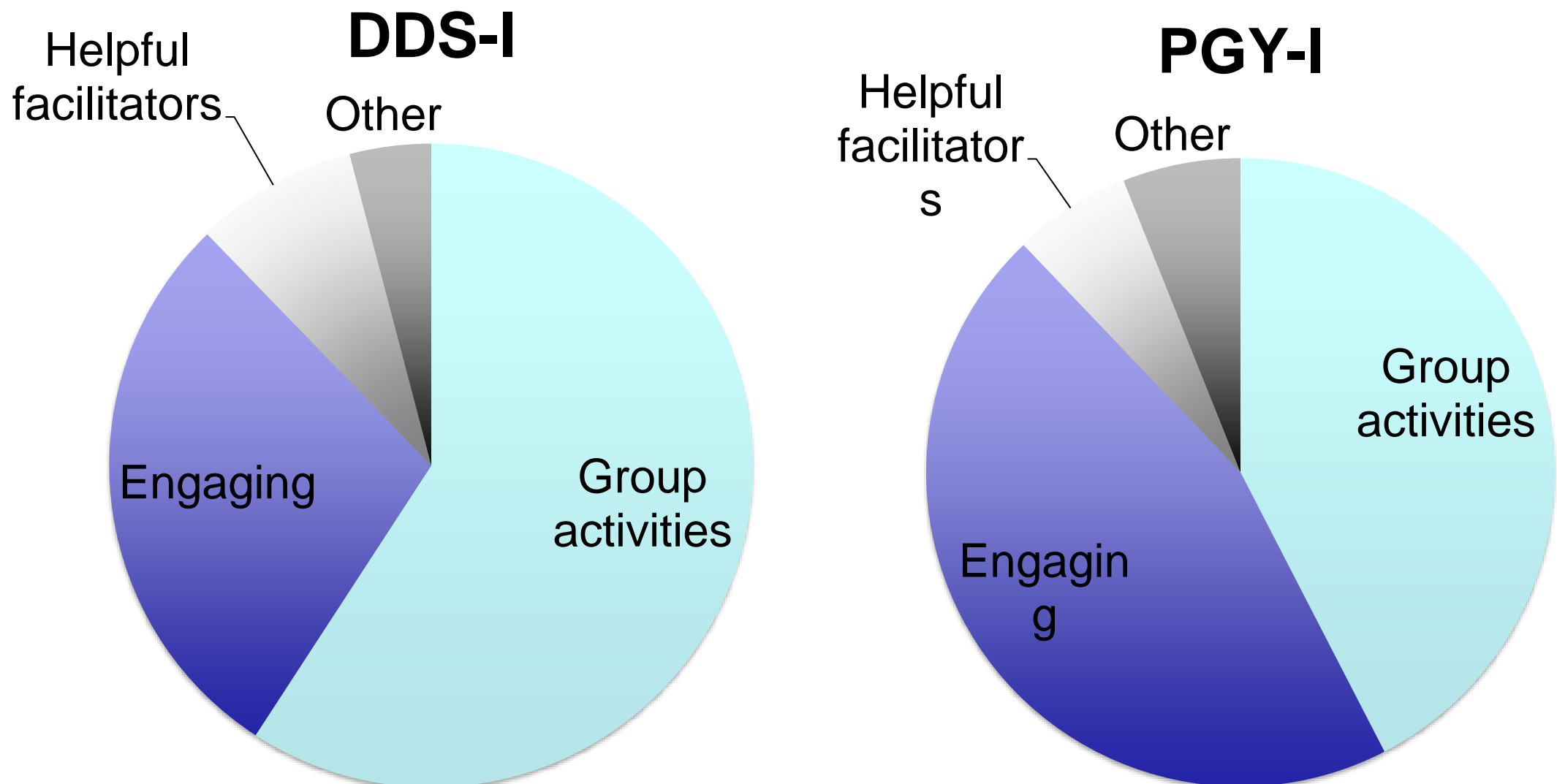


Figure 2: Student Ranking of Least Useful Parts of the Workshop

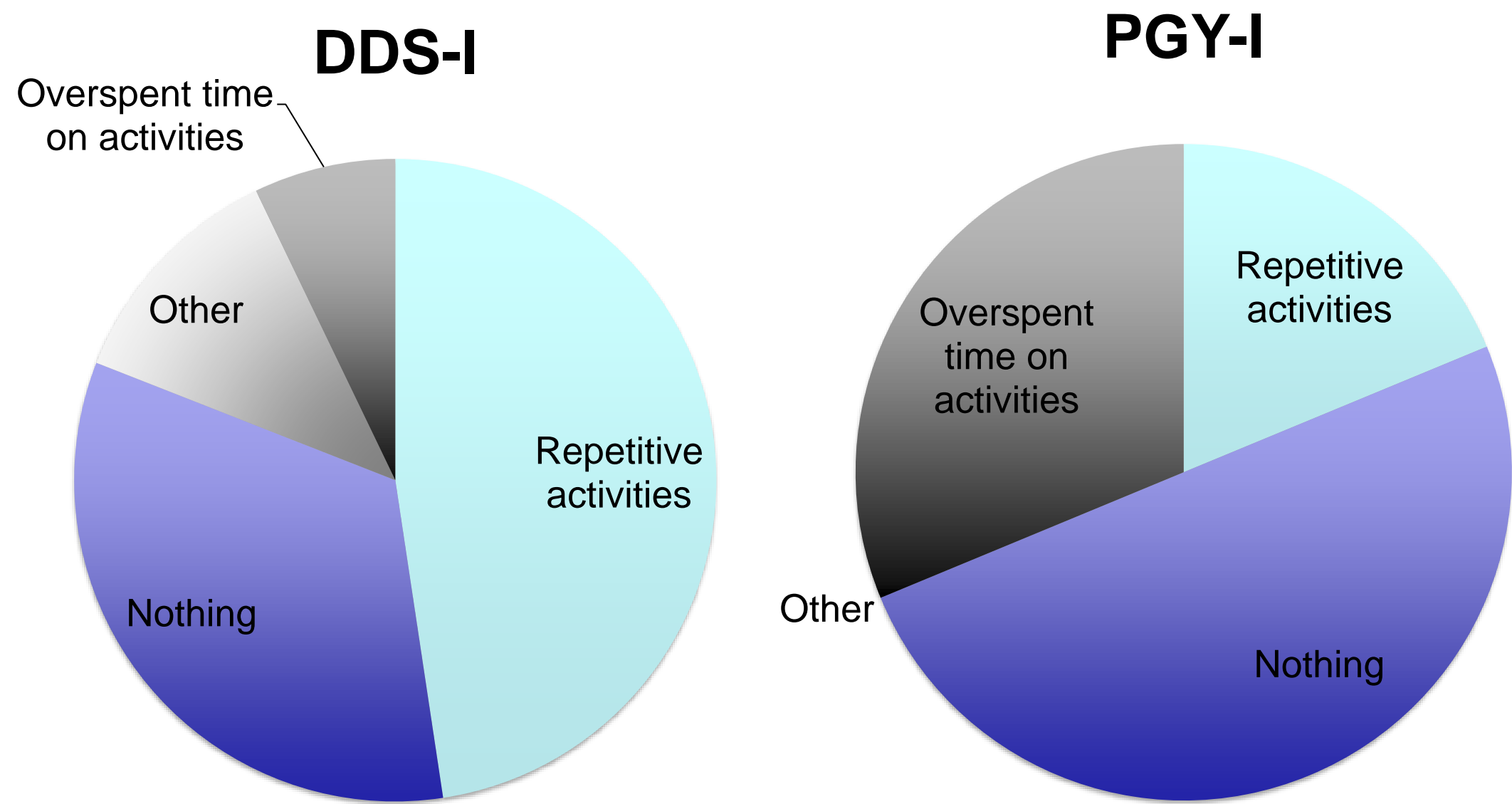


Figure 3: Content Analysis of Facilitator Interviews

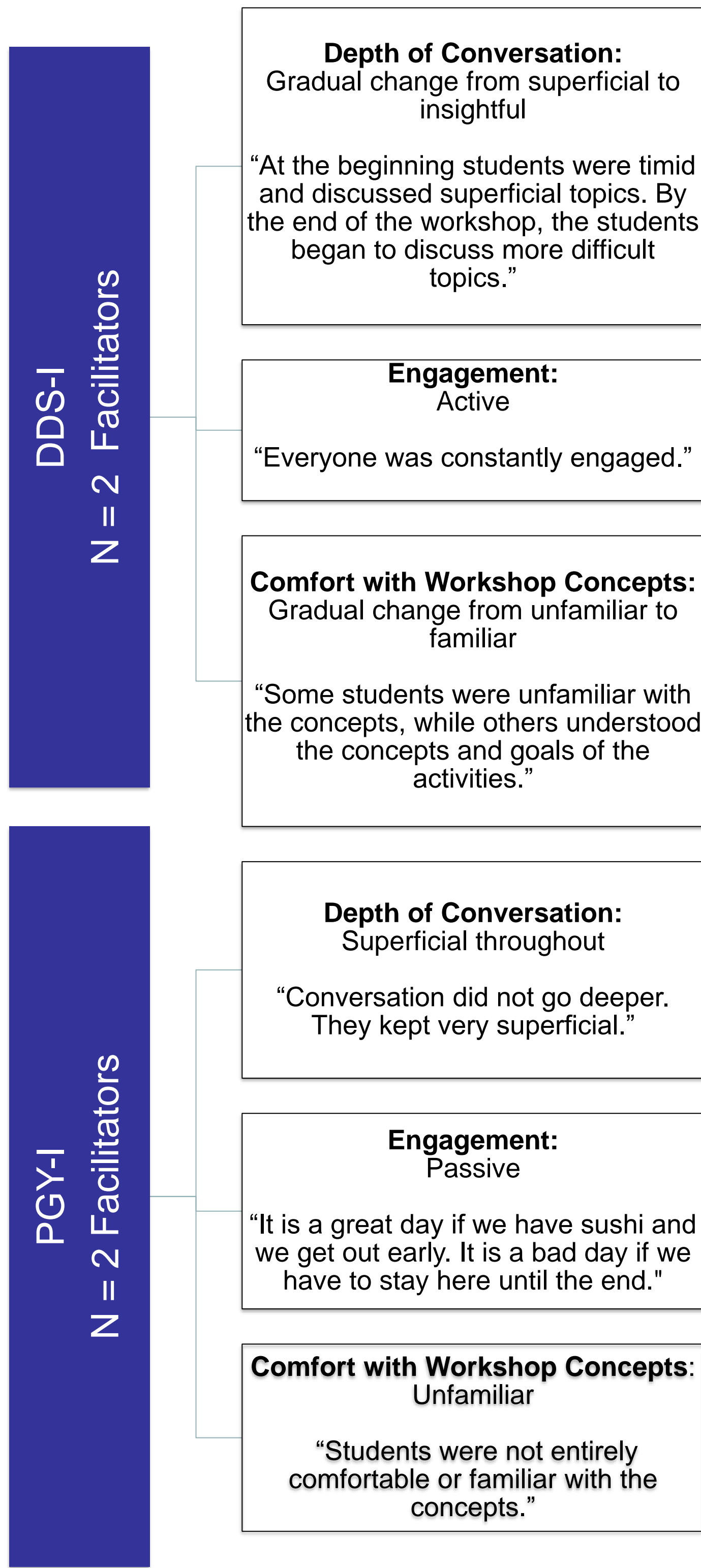


Table 2: Cultural Awareness of CDM DDS-I (N=81) & PGY-I (N=24) (2019 Enrolling Classes)				
Cultural Awareness	DDS-1 Mean (SD)	PGY-1 Mean (SD)	Mean-Diff Mean (SD)	Independent T-Test
Knowledge				
Pre-Workshop	6.21 (1.05)	6.33 (0.64)	-0.12 (0.23)	0.482
Post-Workshop	6.93 (0.98)	6.92 (0.97)	0.009 (0.23)	0.968
Mean Difference	0.72 (1.13)	0.58 (0.93)	--	--
P Value (Paired t-test)	<.001	.005	--	--
Awareness				
Pre-Workshop	11.9 (1.56)	11.3 (1.31)	0.580 (0.35)	0.075
Post-Workshop	13.8 (1.61)	14.0 (2.03)	-0.14 (0.40)	0.753
Mean Difference	1.90 (1.85)	2.63 (1.91)	--	--
P Value (Paired t-test)	<.001	<.001	--	--
Skills				
Pre-Workshop	11.7 (1.61)	11.3 (1.54)	0.404 (0.37)	0.271
Post-Workshop	13.9 (1.69)	13.9 (2.05)	0.026 (0.41)	0.955
Mean Difference	2.25 (1.88)	2.63 (1.95)	--	--
P Value (Paired t-test)	<.001	<.001	--	--
Overall				
Pre-Workshop	29.8 (3.47)	28.9 (3.15)	0.86 (0.79)	0.257
Post-Workshop	34.6 (3.84)	34.8 (4.78)	-0.11 (0.95)	0.909
Mean Difference	4.86 (3.87)	5.83 (4.23)	--	--
P Value (Paired t-test)	<.001	<.001	--	--

CONCLUSIONS

- The full-day workshop achieved its goals of raising the students' cultural competency and their capacity to establish cross-cultural relationships
- There was a statistically significant increase in both the DDS-I and PGY-I groups in overall cultural competency and a corresponding increase in the subcategories (awareness, knowledge, and skills) from pre- to post-workshop
- The facilitator interviews revealed that the DDS-I students were more insightful, engaged, and familiar with workshop concepts than the PGY-I students. This could be a reflection of their backgrounds and difference in age
- Student perceptions of the workshop in both groups were similar in the most and least useful aspects of the workshop
- A future follow-up study is needed to assess long term retention of the reported improvement and application in the clinical setting with patients

ACKNOWLEDEGMENTS

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