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Perception of cultural competence among physiotherapy students in Bangalore, karnataka

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ABSTRACT

Background: Cultural Competence is defined as having sensitivity towards different cultural groups, this includes awareness of the effect of factors such as immigration, stress, perceived lack of harmony in a person's life, language barriers, myths, taboos, and the potential for these factors to enhance or inhibit professional practice. Physiotherapy students are in the need to possess a high level of cultural competence to provide health care to patients from various cultural backgrounds. As it emphasis the importance of culturally competent practice as well as enhances health outcome and lowers health disparities.

Aim Of Study: "To study the awareness and knowledge of cultural competence among physiotherapy students in Bangalore, Karnataka".

Methodology: with a sample size of 200, a set of question were prepared by the investigators and data is collected using structured interview method where a set of closed ended questions were asked to the first year and second year physiotherapy students.

Results: The principal findings revealed that out of 200 students, majority of physiotherapy students strongly agreed to the statement that "Culture is not external but is within the person" and majority of students had very limited knowledge in understanding the way they think and act when interacting with their peer of different cultural background.

Conclusion: This study concluded that it will be of great value if multicultural education interventions are included in the curriculums of undergraduate physiotherapy students to prevent health care disparities.

Keywords: Cultural Competence, Physiotherapy Students, Quality Care

INTRODUCTION

Globalization and international migrations have caused cultural diversity in societies, significant changes in demographic size and composition of the population and hence, the physiotherapists in different societies have patients with different cultural needs[1,2].

Cultural Competence is defined as having sensitivity towards different cultural groups, this includes awareness of the effect of factors such as immigration, stress, perceived lack of harmony in a person's life, family influences, poverty, language barriers, retaining face, myths, taboos, praying and spirituality and the potential for these factors to enhance or inhibit professional practice[3].

Cultural Competence is a crucial component of the educational goals for students pursuing careers in the health profession. Cultural competence is also about the ability to care for patients, and take their cultural backgrounds into consideration in the context of the health care. It helps to induce positive change in practicing, and to explore student factor that may be associated with cultural competence knowledge. Although cultural diversity is not a new phenomenon in society, immigration has brought a great awareness of and interest in it to the forefront. Thus, for a

health workforce, it is essential that programme graduates have cultural competency [4,5,6,7].

Physiotherapy students are in the need to possess a high level of cultural competence to provide health care to patients from various cultural backgrounds. As it emphasis the importance of culturally competent practice as well as it enhances health outcome and lowers health disparities. Physiotherapy student's attitudes, abilities like cross- cultural communication skills and knowledge are all that can be improved through cultural competency training, which also gives a positive impact on patient satisfaction [4,7,8,9].

Cultural Competence leads to several health outcomes variables including an increase in quality of performance, care provider-patient rapport, treatment effectiveness, cost effectiveness and well-established intersubjectivity. It is thus imperative for students to be sufficiently exposed to different cultures and languages to build cultural competence which can be a lifelong learning process [10,11].

METHODOLOGY

STUDY DESIGN:- Descriptive study.
STUDY SETTING:- Dr. B. R. Ambedkar College of Physiotherapy, Kadugondanahalli, Bangalore-560045
SAMPLE SIZE:- 200 Samples
SAMPLING METHOD:- Convenience sampling.
STUDY DURATION:- 6 months
CRITERIA:- Inclusion criteria : Physiotherapy students. Aged between 18-22 years.

Exclusion criteria: Physiotherapy students who are not willing to participate.

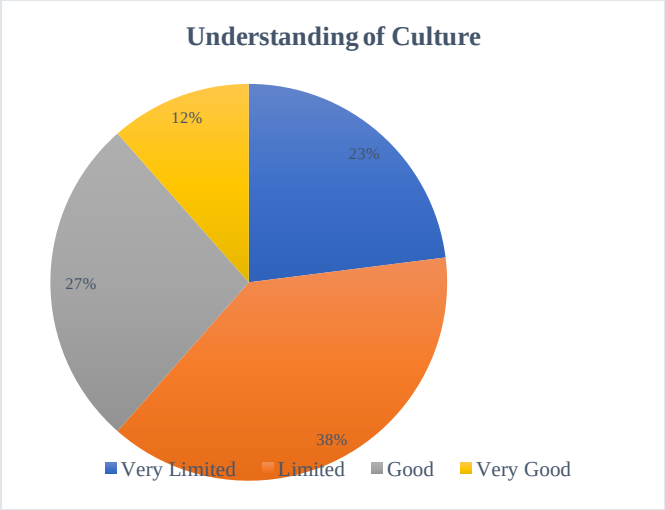
Procedure

In this descriptive study, with a sample size of 200, a set of questions were prepared by the investigators and the data was collected in stipulated period of 6 months using structured interview method where a set of questions were asked to the students of Dr. B. R. Ambedkar College of Physiotherapy. This survey consists of closed ended question, framed by the investigators, inspired from THE MULTICULTURAL AWARENESS, KNOWLEDGE, AND SKILLS SURVEY [MAKSS] which is a 60- item survey designed by Michael D'Andrea, Judy Daniels, and Ronald Heck, MAKSS was originally developed in the early 1990's to evaluate graduate-level counsellor education programs. Consent was assured and their agreement was taken for participation prior to the main questions.

Data analysis and discussion

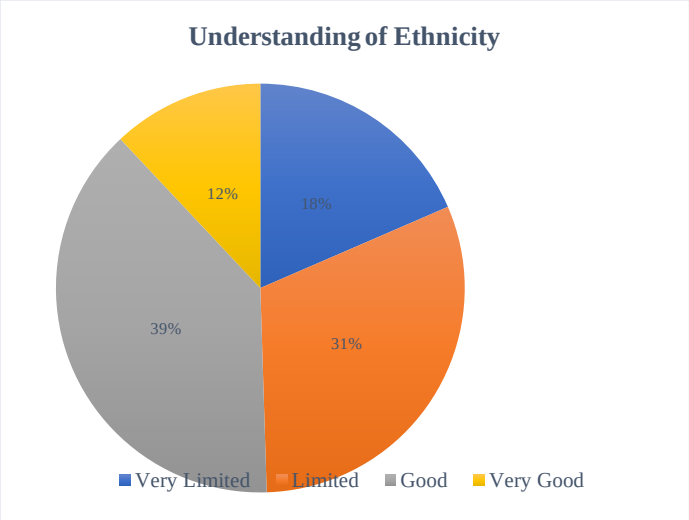
All 200 participants had given their consent to participate in this study, after which their demographic details, their perception of cultural competence among physiotherapy students were obtained.

Understanding of Culture: The principal findings revealed that out of 200 students, about 26% of students felt their knowledge was very limited in understanding of culture and 43% was limited and 30% was good and 1% students felt they had very good understanding of the word "culture".



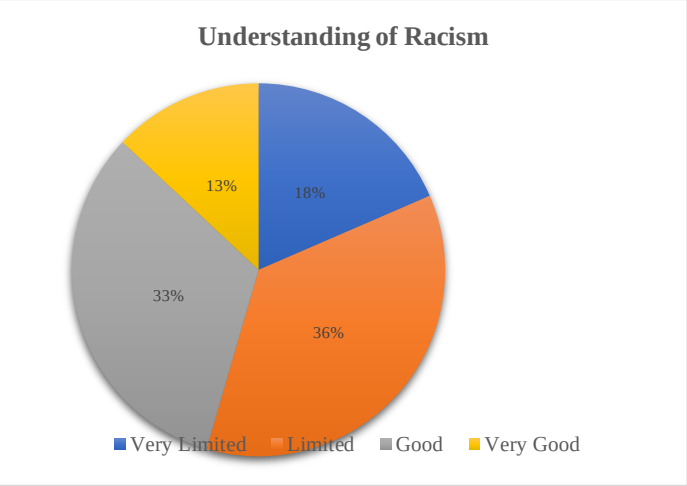
Understanding of Ethnicit

18% of students had very limited knowledge of ethnicity, and 31% was limited and 39% was good and 12% students felt they had very good understanding of the word "Ethnicity".



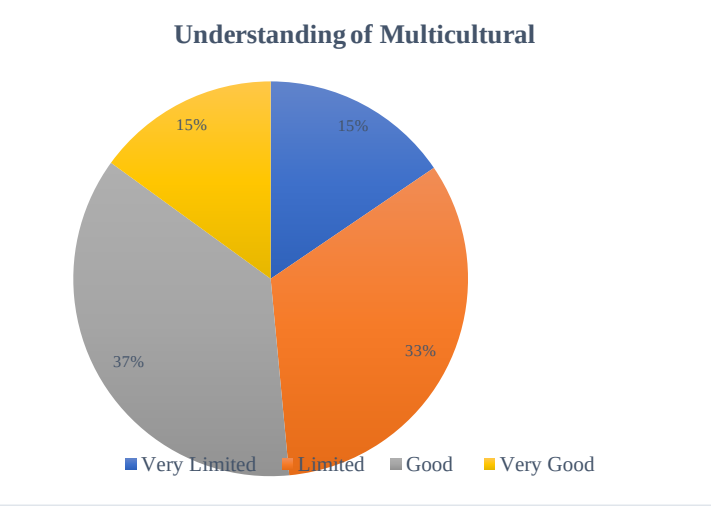
Understanding of Racism

18% of students had very limited knowledge of racism, and 36% was limited and 33% was good and 13% students felt they had very good understanding of the word "Racism".



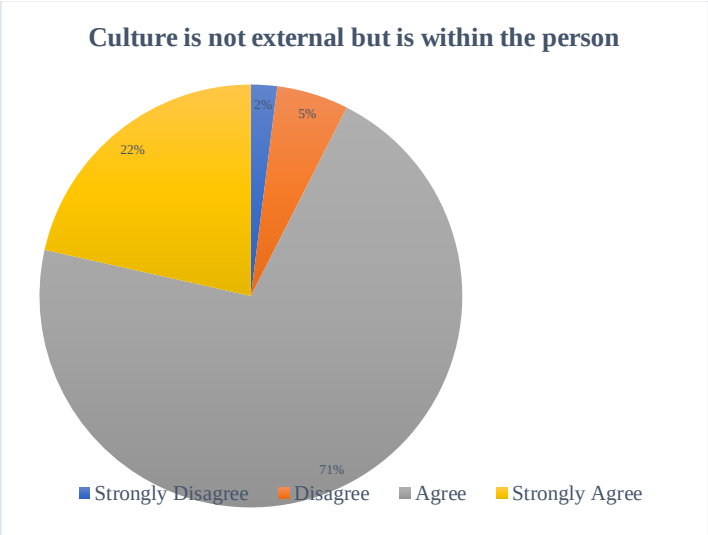
Understanding of Multicultural

15%of students had very limited knowledge in understanding of multicultural and 33% was limited and 37% was good and 15% students felt they had very good understanding of the word "Multicultural".



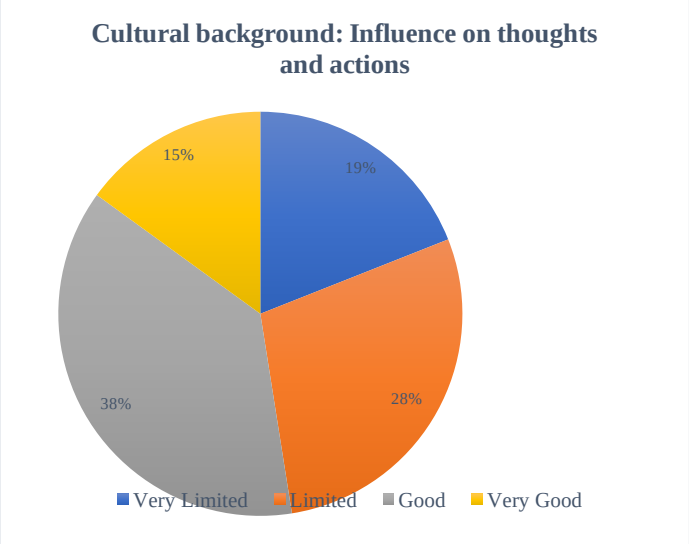
Culture is not external but is within the person

2% students strongly disagreed to the statement "culture is not external but is within the person" and 5% students disagreed and 71% students agreed and 22% students had strongly agreed to the statement "Culture is not external but is within the person".



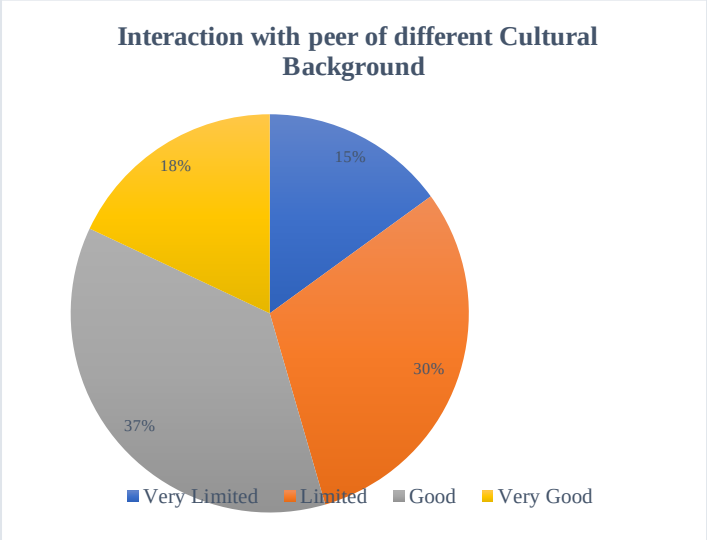
Cultural background: Influence on thoughts and actions

15% of students had very limited knowledge in understanding how their cultural background has influenced the way they think and act, 33% was limited and 37% was good and 15% students felt that the cultural background had a very good influence on how they think and act.



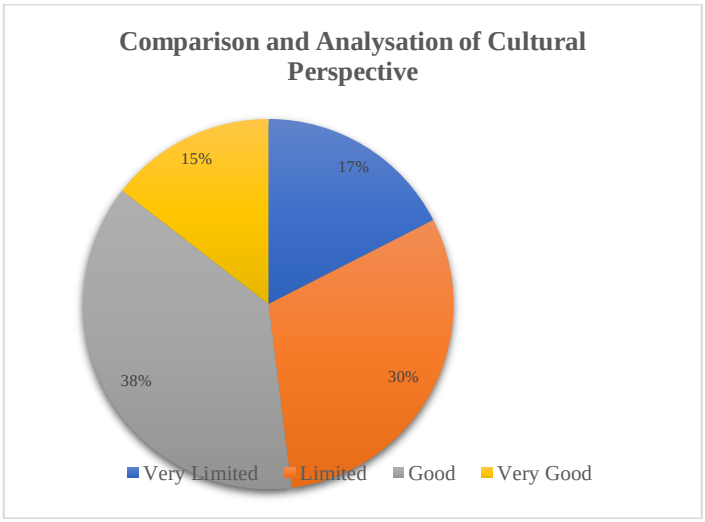
Interaction with peer of different Cultural Background

15% of students had very limited knowledge in the way they think and act when interacting with their peer of different cultural background and 30% was limited and 37% was good and 18% students felt that the interaction was very good.



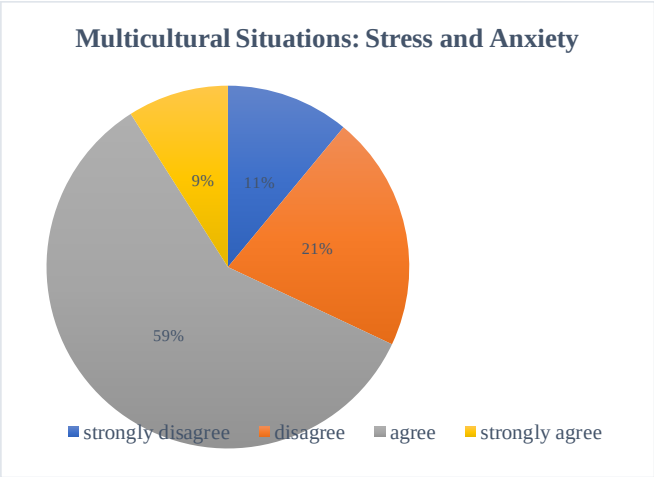
Comparison and Analysation of Cultural Perspective

17% of students had very limited knowledge in considering themselves in terms of being able to compare and analyse their own cultural perspective with that of their peer from another culture and 30% students had limited ability and 38% students had good ability and 15% students had very good ability to compare and analyse their own culture with the peer from different cultural background.



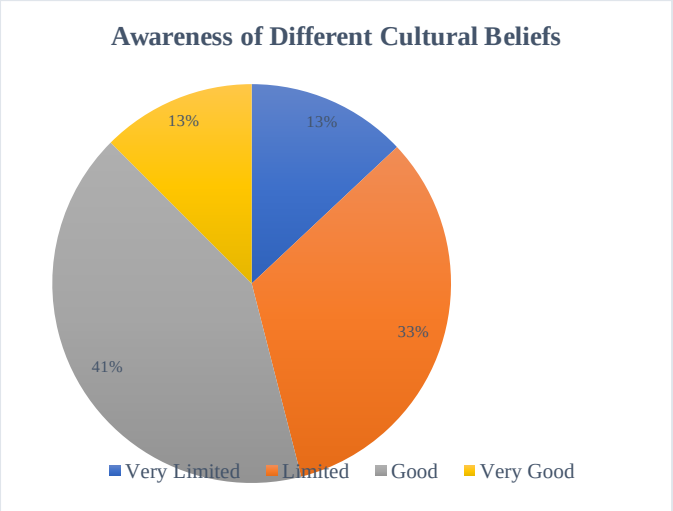
Multicultural Situations: Stress and Anxiety

11% students had strongly disagreed to the fact that anxiety and stress results from multicultural situation and 21% had disagreed and 59% had agreed and 9% students had strongly agreed to the fact that anxiety and stress often results from multicultural situation because peer's are not sure what to expect from each other.



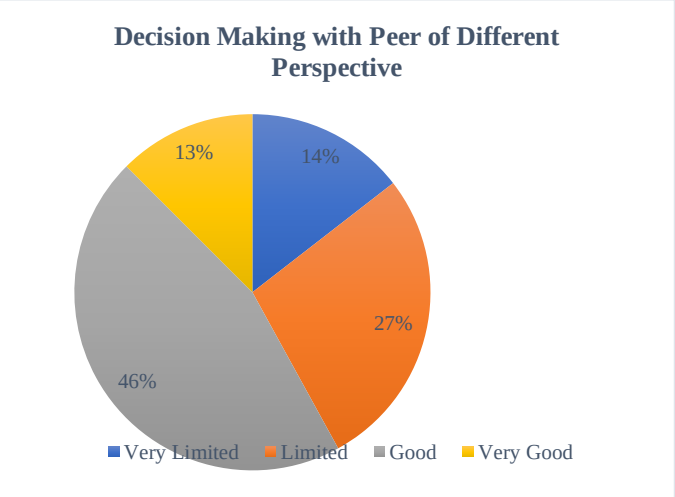
Awareness of Different Cultural Beliefs

13% of students had very limited awareness of different cultural beliefs and 33% students felt their awareness was limited and 41% students felt their awareness was good and 13% students felt they had very good awareness regarding different cultural beliefs system.



Decision Making with Peer of Different Perspective

14% students had very limited focus of arriving at a good decision when working with their peer of different perspective and 27% students had limited and 46% students had good and 13% students had very good focus of arriving at a good decision when working with their peer of different perspective.



CONCLUSION

In this study, for majority of the questions/statements many students responded with "good" and "limited", which clearly indicates that the physiotherapy students lacks clarity on importance of cultural competence among their own peer group, which may create difficulty when addressing patients with different cultural background. So, we conclude, that it will be of great value if multicultural education interventions are included in the curriculums of undergraduate physiotherapy students to prevent health care disparities.

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