

WHAT WE LEARNED



BACKGROUND

Group discussion is a common instructional method in teaching cultural competency and humility to health professionals. Educational research indicates group discussion yields positive changes in attitudes and knowledge related to cultural competency concepts. However, little is known about online discussion as an instructional methods for achieving health literacy and cultural humility learning objectives among health professions students.

Learning OBJECTIVES

Students will be able to:

- Recognize culture, language and health literacy as interrelated factors influencing communication
- Identify systems changes to promote health literate, culturally competent health organization
- Practice self-reflection to check implicit bias in public health and health

METHODS

- 1) Synchronous** – students use video conference platform for discussion in real time
- 2) Asynchronous** – students use discussion board platform to post comments and respond to others

Student achievement was assessed through content analysis of discussion transcripts. Using open coding and an iterative process, researchers identified types and topics of discussion, highlighted emergent themes and compared findings across platforms.

RESULTS & DISCUSSION

Topics and Types of Discussion Common Across Teaching Platforms



size = number of code references



n = number of code references

Topics of Discussion

Types of Discussion

Personal story: This made me think back to my clinical encounters and about the difference between having a translator in the hospital and a true **cultural broker**.

Content: This is how **implicit bias** develops - lack of exposure and messaging about the other from family, community and society.

Self-reflection: The difference between **cultural competency** and **cultural humility** is not something I actively thought about, but on reflecting on it I have truly seen the two in practice in very different ways.

Quotes

Differences Across Teaching Platforms

SYNCHRONOUS n: 7

- Program
- Certificate: 86%
 - MS HCOM: 14%
- Gender
- Female: 86%
 - Male: 14%
- Race/Ethnicity
- White: 86%
 - Asian: 14%

ASYNCHRONOUS n: 4

- Program
- MD/MPH: 100%
- Gender
- Female: 50%
 - Male: 50%
- Race/Ethnicity
- White: 75%
 - Asian: 25%

FINDINGS

- **Synchronous discussion** enabled participants to engage with each other in real time. Comments tended to be more emotional and responses provided more social support.
- **Asynchronous discussion** enabled participants to engage at any time and for any amount of time. Comments tended to address more complex topics and real world challenges.

LIMITATIONS

- Small sample size
- Self-selection
- Class profiles not equivalent
 - synchronous class HCOM students
 - asynchronous class MD/MPH students

DISCUSSION

- Instructor online presence creates a safe space for discussing difficult topics
- Participants sharing of personal experiences supports real world application of concepts
- Clear learning objectives help structure overall learning experience

References

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- Long, T.B. (2012). Overview of Teaching Strategies for Cultural Competence in Nursing Students. *Journal of Cultural Diversity*, 19(3), 102-108.

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