

**Research Report:**  
**3<sup>rd</sup> Annual Health Sciences Center Cultural Competency Workshop**  
**Increasing Cultural Competence in Our Changing World, October 23<sup>rd</sup>, 2008**

**Compiled by the Students and Teaching Team of**  
**ELFH 600-96 (HSC) Introduction to Research Methods**  
**December 19, 2008**

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**Overview:**

This research report on the outcomes of the 3rd Annual Health Sciences Center Cultural Competency Workshop, Increasing Cultural Competence (ICC) in Our Changing World, was prepared as a course project by the students and teaching team of ELFH 600-96 (HSC) Introduction to Research Methods, fall 2009. ICC was selected as a class project because It offered an opportunity for ELFH 600 students to develop the research questions, use several research methodologies, develop data collection tools, analyze several types of data, and come to conclusions that we hope will have practical significance for the HSC Diversity Committee in planning next year's event.

**Rationale for the Program:**

*Increasing Cultural Competence in Our Changing World* was a half day program held at the Kentucky International Convention Center on October 23, 2008. Participants included students from all four schools on the Health Science Center; Medicine, Dentistry, Nursing, and Public Health and Informational Sciences. Faculty and staff were also invited to participate, and an audience of approximately 500 participants was anticipated. The workshop included plenary sessions with national and regional speakers, breakout sessions on specific topics, and a summative interactive session based on a case study. The Health Science Center (HSC) Diversity Committee provided the following rational and learning objectives for Increasing Cultural Competence:

The HSC provides an excellent educational and work environment that promotes an understanding and acceptance of the many differences related to race, gender, socioeconomic class, nationality, religion, sexual orientation, and disabilities of individuals on our campus. Our core mission is to educate and train a workforce that will be optimally prepared to provide healthcare and public health services for the diverse community that we serve. But there is always more to learn.

By providing information and activities that address questions and problems we encounter with the many cultures we serve, we hope to expand our students', faculty's, and staffs' understanding of the influence of culture on health beliefs, behaviors, and practices. Our endpoint is to provide an excellent educational environment and service experience that is welcoming and respectful of diverse ideas, cultures and people.

**LEARNING OBJECTIVES for the event as a whole:**

- Describe the cultural beliefs, values, perceptions and health practices of varying diverse populations and strategies that promote cultural sensitivity for enhanced health care delivery and improved patient outcomes.
- Discuss effective communication skills utilizing the use of terms, concepts and issues relating to special populations and limited English proficient patients to promote provider and patient understanding.
- Discuss phases of cultural competence and barriers to culturally competent health care practices in order to increase the cultural sensitivity of health care providers.
- Discuss current legislation on cultural competence in health care and it's implication on improving health care delivery to diverse populations in order to improve the health status of Kentuckians.

- Describe socio-economic, educational, and neighborhood characteristics as the root causes of health and illness, inequity and the disproportionate distribution of poor health outcomes among racial minorities.
- Identify community resources to enhance and support cultural competence.

The learning objectives provided the context for most of the research questions, but several other conceptual questions were also addressed to ensure that all populations involved in the event were represented including students, the planning committee, and the presenters.

- Did the planning committee, the speakers, the students, and the faculty have similar impressions of the event?
- Was the registration process adequate for such a large group?
- Were the facilities adequate for such a large group?
- Were the facilities adequate to support the presenters?
- Were there differences (by gender or by school) in how students perceived the event?
- Which concurrent sessions attracted the most participants?
- On which concurrent session content quizzes did students perform the best?
- What types of groups or presenters should we invite next year?
- Which students should be asked to attend next year?

And, perhaps the most complex question, “were we preaching to the choir?” In other words, were the students who attend this event and took the time to respond to the survey and/or to take the content quizzes already of a culturally competent mind set?

**Research Methodology:**

Both quantitative and qualitative data were collected from student participants, faculty participants, speakers, and the planning committee. Data was collected using original survey instruments (completed both face-to-face and online), from the BlackBoard organizational site that supported student registration and the content quizzes. (See **Appendix A** for survey instruments.) All questions were designed to measure the outcome of at least one of the objectives established by the Diversity Event Committee or a research question proposed by the ELFH 600 class. The research methodology was to use multiple sources of data to support conclusions about each of the research questions and/or event objectives. The intent of the study as a whole was to provide useful outcomes data to the Diversity Event Committee for them to use in getting support from across HSC for next year’s event and in planning the design and content of next years’ event.

**Table 1**  
**Data Sources by Population**

Population	Data Source or Instrument	Type of Data	Research Question Addressed
Students	BlackBoard event registration Concurrent session content quizzes	Quantitative	Number of students selecting each concurrent session Academic outcomes

Students	General Questionnaire (using Survey Monkey)	Quantitative and qualitative	Logistics Reactions Values
Student and Faculty (participants)	Face-to-face interviews (before, during, and after)	Qualitative	Logistics Reactions Values
Presenters	Email survey	Qualitative	Logistics Reactions Values
Diversity Event Committee	Email survey	Qualitative	Logistics Reactions Values

## RESULTS:

### Student Data

Student data includes Registration by concurrent session and outcomes of Blackboard content quizzed from the concurrent sessions and the final plenary session, and results from the general online survey (implemented in Survey Monkey). The student preregistration N = 310; the response to the online general survey N = 104.

**Table 2**

**Registration and Performance by Concurrent session:**

Session Number	Session Name	Students Pre-Registered	Students who completed content Quiz	Outcomes
1.1	Shortcuts To Communicating In Spanish With Our Patients: "Camino Corto Para Comunicarnos en Espanol Con Nuestros Pacientes"	67	130	148 registered (rank order #2) 87% completed quiz with score 90 or higher
1.2	Shortcuts To Communicating In Spanish With Our Patients: "Camino Corto Para Comunicarnos en Espanol Con Nuestros Pacientes"	81		
2.1	Working Effectively with LGBT Patients	40	50	62 registered (rank order #6) 80% completed quiz with score 90 or higher
2.2	Working Effectively with LGBT Patients	22		

3.1	Increasing Cultural Competence	48	39	90 registered (rank order #3) 43% completed quiz with score 90 or higher
3.2	Increasing Cultural Competence	42		
4.1	Working with Amish/Mennonite Communities	51	80	89 registered (rank order #4 ) 89% completed quiz with score 90 or higher
4.2	Working with Amish/Mennonite Communities	38		
5.1	Islamic Perspectives and Sensitivities Toward the Practice of Western Medicine	40	69	82 registered (rank order #5 ) 84% completed quiz with a score of 90 or higher
5.2	Islamic Perspectives and Sensitivities Toward the Practice of Western Medicine	42		
6.1	Unnatural Causes	64	139	150 registered (rank order #1 ) 92% completed quiz with a score of 90 or higher
6.2	Unnatural Causes	86		
<b>Total sessions registrations</b>		<b>620 (indicating 310 students pre- registered</b>	<b>Mean score all quizzes completed 93.3</b>	

**Limitations of these measures:**

Approximately 50 students **did not preregister**, so they were not included in session counts. In addition, most students who completed the content quiz did so to obtain proof of attendance so that measure includes a disproportionate number of students in Medicine and Dentistry. **This imbalance of student participants between the schools of the HSC is the major limitation of the study in general.**

**General Student Survey:**

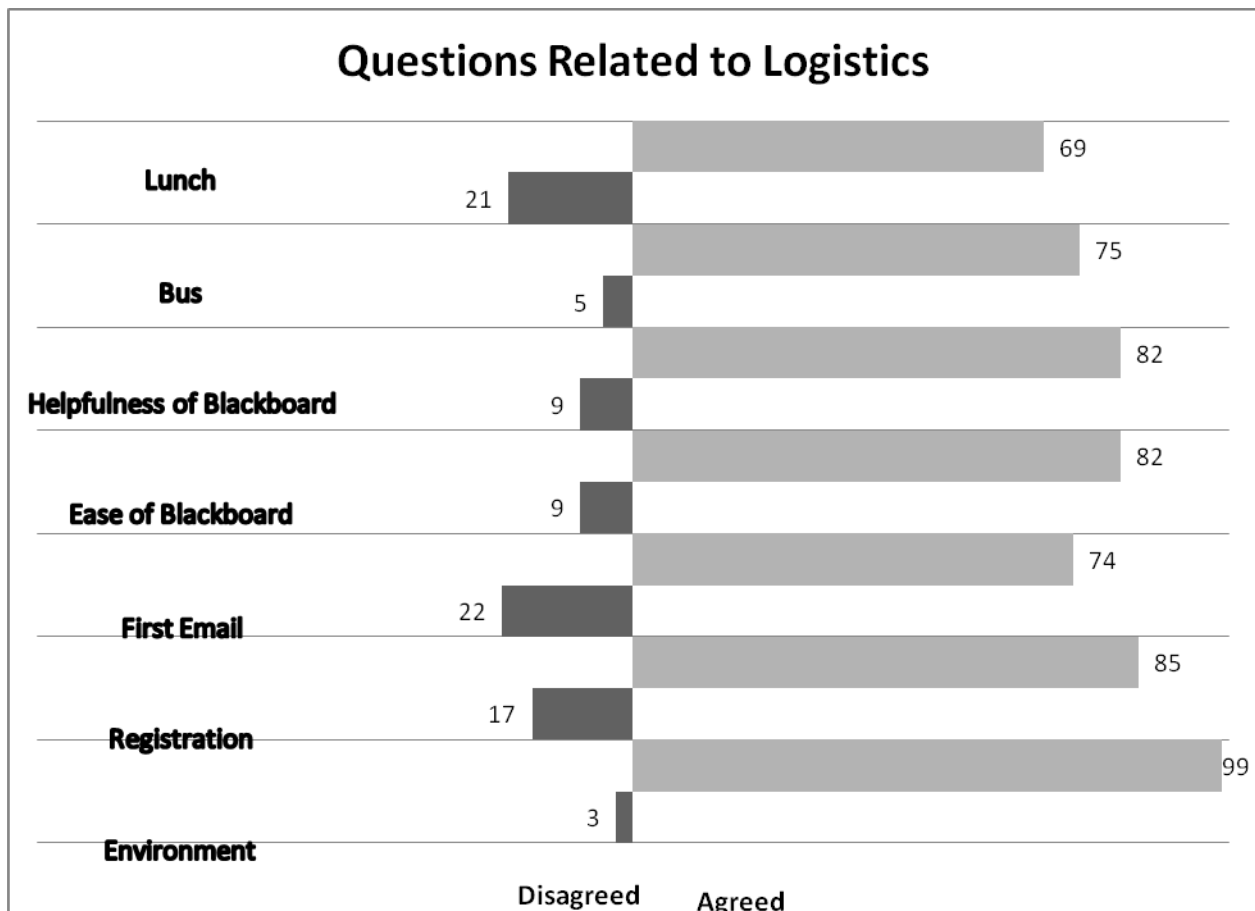
The first seven questions on the general survey were measured with a 5 point Likert agreement scale anchored by Strongly Disagree and Strongly Agree with 3 being neither agree nor disagree. These questions focused on registration and facilities (logistics). **(See Appendix B.)**

1. The environment at ICC 2008 was welcoming and respectful of diverse ideas, cultures, and people.
2. The registration process was easy to follow.
3. I understood from the first email invitation what the event was about.

4. The BlackBoard site was helpful (i.e. easy to use).
5. The Blackboard site provided useful information.
6. The bus transportation was efficient.
7. The box lunch was tasty.

The greatest difference between agreement to disagreement scores occurred in question 1 (Q1) with 99 positive vs. 3 negative replies; the next greatest difference was in Q7; and the third greatest difference occurred in Q4 and Q5. Figure 1 shows the disagree vs. agree distribution of replies for questions related to logistics.

**Figure 1**  
**Disagree vs. Agree Distribution of Replies for Questions Related to Logistics**



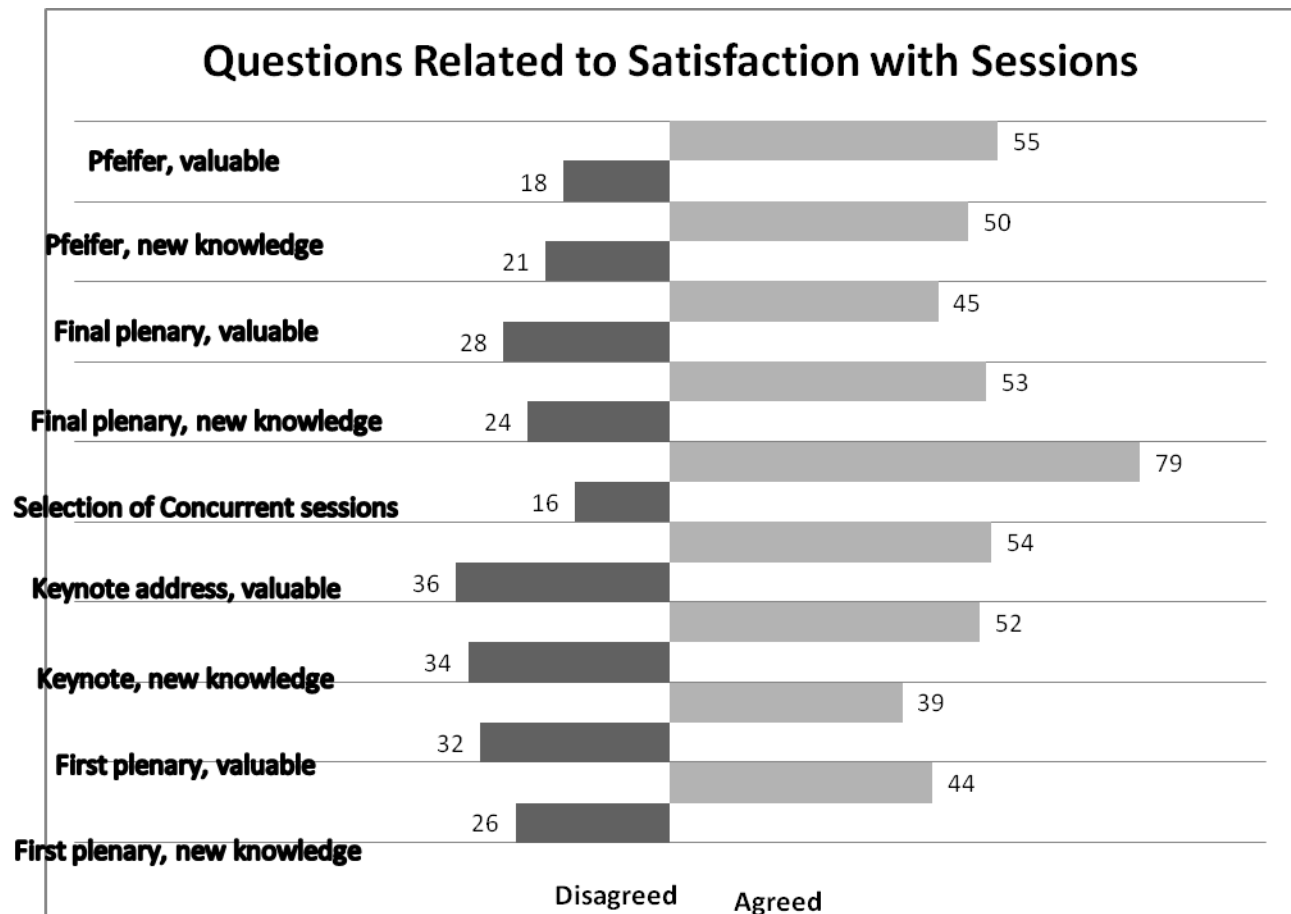
Questions 8 through 15 on the general survey related to the plenary sessions and sought to measure both perceptions of new knowledge and value for each session (see Figure 2).

8. The first plenary session, Kentucky Legislative Initiatives, gave me new knowledge.
9. I found the first plenary session, Kentucky Legislative Initiatives, to be valuable.
9. The keynote speaker, Dr. Roberto Dansie, gave me new knowledge.
10. I found the keynote address by Dr. Roberto Dansie to be valuable.

11. I was pleased with the selection of concurrent session topics.
12. The final plenary session, Worlds Apart, gave me new knowledge.
13. I found the final plenary session, World's Apart, to be valuable.
14. Dr. Mark Pfeifer's closing remarks gave me new knowledge.
15. I found Dr. Mark Pfeifer's closing remarks to be valuable.

These scores in general showed a wider range of responses than the logistics questions and showed little difference in responses between knowledge and value questions.

**Figure 2**  
**Disagree vs. Agree Distribution of Replies for Questions Related to Sessions**



The open ended questions sought to bring additional and detail to the data on both logistics and the sessions, and, as is typical with online surveys with a technically proficient population, the quality of the replies was good with almost no incomplete or ambiguous statements.

16. What was the best part of this event? *Brief open ended reply.*
17. What is one thing you would change about the event? *Brief open ended reply.*
18. Who should be invited to attend this event in coming years? *Brief open ended reply.*
19. What other cultural groups or issues should we present next year? *Brief open ended reply.*

**In summary:**

Q16 had only a few somewhat immature comments such as “lunch” or “the end”, but for the most part the question yielded good data with a consensus that the concurrent sessions were seen as the “best part of the day”. This finding echoes the 79 to 16 (agree to disagree) response on the selection of the concurrent sessions.

Q17 also provided useful data relating to potential changes e.g. having it on campus, having it earlier in the day, or even making it a full day.

Q 18 provided useful data with a general feeling that either the right groups had been asked to attend this year or that all HSC students should be invited to attend.

Q19 provided extremely rich and useful data with many suggestions to either bring back some of the most success concurrent sessions from this year or ideas for groups or issues to include next year. In analyzing qualitative data, thoughtful responses are indicators of respondents’ being engaged in the survey process and the topic (i.e. one who is disengaged does not usually provided relevant or useful observations).

The final questions were designed to collect demographic data, and were useful in identifying the differences among how the five schools of the HSC differed in promoting (or requesting or requiring student participation) this year.

20. Which school do you attend?

- Dental
- Graduate
- Medicine
- Nursing
- Public Health

21. What is your age in years?

22. What is your gender?

- Male
- Female
- Transgender

23. Your race is ... *select one*

- 1) White, Caucasian
- 2) Hispanic/Latino
- 3) Black, African Decent
- 3) Asian/Pacific Islander
- 5) American Indian/Alaskan Native
- 6) Other

24. How did faculty in your school encourage your attendance at ICC 2008?

25. Are there any other comments you would like to make about ICC 2008?



Question 24 asked respondents how their attendance was requested, i.e. was it voluntary participation or required. **The placement of these two questions seems to have influenced the response to Question 25 and therefore the results should be viewed with caution.**

Because first year medical students and some dental students (including dental hygiene) students were required to attend, there were a much higher percentage of students in those schools who completed the content quizzes and the general survey. This is an obvious limitation of the study, but it also points out the need for consistency among HSC schools if we are to achieve a balanced participant group in future years.

It may also be of interest to note that the graduate students in ELFH 600 who developed this study and the survey instruments originally did not want to include race as a demographic variable because of it being self reported, and in this day and age seen as “somewhat ambiguous.” However, our client for this study, the HSC Diversity Committee, made a special request that race be included as a variable and provided the range of reply options because these data were needed in their reporting responsibilities to the Council on Post Secondary Education in Frankfort. These differences in opinion provided a wonderful “teaching point” for the class who agreed to meet the client’s needs and include the question.

#### **Face-to-face Participant Interview Data (students and faculty):**

Because qualitative data is so much more varied than quantitative data, the class elected to conduct brief face-to-face interviews with students and faculty before, during, and after the event (see Appendix C). The goals were to capture not only specific information (is the transportation efficient) but also get an ethnographic “snap shot” of those attending the event. The final question on the face-to-face interviews, do you consider yourself socially liberal, moderate, or conservative, was focused on that “snapshot”.

In general, face-to-face data shows an interested and engaged group, happy to be off campus for a few hours, interested in the topic(s), and supportive of the event. The group as a whole showed a fairly even distribution in their self identified designation as conservative, moderates, or liberal. No distinct changes in any questions took place when comparing data from *before, during, and after*.

#### **Speaker and Planning Committee Data:**

Data were collected from speakers and committee members in order to examine the event and outcomes from the process side (as apposed to the presentation). The goal of these finds is also to provide guidance for planning next year’s event (see Appendix D). These groups were small to begin with (N<20), but the low response rate (4 or 5 for each group) makes the validity of these findings somewhat limited. In spite of this limited sample, however, the comments should be considered because they were provided by reliable sources.

For speakers, comments were generally positive and they enjoyed being a part of the event. The only problematic issue seemed to be a few logistical issues such as an AV equipment failure (highly frustrating) and the confusion about the final session location.

For committee members, there were issues of leadership (purpose, guidance, and accountability) and planning (getting started earlier in the year, and consistency among schools.)

## CONCLUSIONS:

We have focused the conclusions of this study on addressing the original learning objectives and the additional research questions developed by the graduate students of ELFH 600. Wherever possible, we have grounded conclusions on multiple sources of data. We have confidence in the data collected and the conclusions drawn, but must again acknowledge the major limitation of this study- that there was an uneven representation of students among the schools of the HSC because of the differences in how individual schools encouraged or mandated attendance.

The committees' objectives were:

- Describe the cultural beliefs, values, perceptions and health practices of varying diverse populations and strategies that promote cultural sensitivity for enhanced health care delivery and improved patient outcomes.

The six concurrent sessions, and the final plenary session met this objective.

- Discuss effective communication skills utilizing the use of terms, concepts and issues relating to special populations and limited English proficient patients to promote provider and patient understanding.

Concurrent session 1.1 / 1.2 specifically met this objective; this session was highly rated.

- Discuss phases of cultural competence and barriers to culturally competent health care practices in order to increase the cultural sensitivity of health care providers.

The six concurrent sessions, and the final plenary session met this objective.

- Discuss current legislation on cultural competence in health care and its implication on improving health care delivery to diverse populations in order to improve the health status of Kentuckians.

The opening plenary session was designed to meet this need but many students did not seem understand the intent or the context.

- Describe socio-economic, educational, and neighborhood characteristics as the root causes of health and illness, inequity and the disproportionate distribution of poor health outcomes among racial minorities.

Several concurrent sessions including "Unnatural Causes" and "Cultural Competence" and the "Worlds Apart" session met this objective.

- Identify community resources to enhance and support cultural competence.

This objective was **not** met – the community resource "fair" was not a major focus during the event because of time and space limitations. (Note: This objective should probably have been removed from the proposal.)

The learning objectives provided the context for most of the research questions, but several other conceptual questions were also addressed to ensure that all populations involved in the event were represented including students, the planning committee, and the presenters.

- Did the planning committee, the speakers, the students, and the faculty have similar impressions of the event?

The students and faculty participants in general had positive views of the event as a whole, and while they noticed several of the logistic problems such as cold rooms and failed AV support, were positive about the experience. Speakers and the committee were more critical of themselves and of the process.

The additional research questions proposed by ELFH 600 students included:

- Was the registration process adequate for such a large group?

Yes, the registration process (using email and BlackBoard) did accommodate the large group.

- Were the facilities adequate for such a large group?

The facilities were adequate but not necessarily comfortable because of the cold temperature.

- Were the facilities adequate for to support the presenters?

The AV problems were the major concern.

- Were there differences (by gender or by school) in how students perceived the event?

Because of the differences in how schools handled student participation, **these data are not representative of HSC as a whole**. Because there are major gender balance differences among school populations, conclusions based on these data would be unreliable.

- Which concurrent sessions attracted the most participants?

The most requested sessions were, Unnatural Causes, Spanish Language, Increasing Cultural Competence, and Working with Amish/Mennonite Communities.

- On which concurrent session content quizzes did students perform the best?

Students performed equally well on all tests.

**Note: Two limitations to this conclusion are that speakers did not provide adequate content questions to develop in-depth pre- and post-tests and registration did not open until a week before the event so there was too little time to implement the pretest. These issues also reflect findings about planning and organization.**

- What types of groups or presenters should we invite next year?

See Appendix B Q19 for the list of suggestions. This question yielded very rich data indicating a high level of respondent engagement with the topic.

- Which students should be asked to attend next year?

The consensus was that all HSC students should be invited and encouraged to attend. The “mandatory attendance” for some students but not others was an issue.

- How do students, committee members, and speakers generally define cultural competence?

*Note: the following statement is a composite of qualitative replies:*

“Cultural competence in health care describes the ability of systems to provide care to patients with diverse values, beliefs and behaviors, including tailoring delivery to meet patients’ social, cultural, and linguistic needs.” The literature describes cultural competence both as a vehicle to increase access to quality care for all patient populations and as a business strategy to attract new patients and market share.

In regard to the most complex question, “were we preaching to the choir?” the conclusion may be stated as “Yes, so let’s improve the quality of the preaching!” HSC students are diverse, academically skilled, and career minded. The plenary and concurrent sessions that were best received were each content rich, while those with the most ambiguous ratings had “emotional” appeal or were unrelated to students’ current interests (e.g. Kentucky legislative issues or the “soft” message from the keynote session about how all cultures are related).

Students seemed most interested in direct knowledge that will improve their success in dealing with patients and clients. For example, the high level of interest in the concurrent sessions on Amish beliefs and on Islamic beliefs show a need for content knowledge on real differences among patient groups. The richness and diversity of replies on “what topics or groups should we present next year?” shows an awareness of specific needs and a high level of engagement with the topic of cultural competence in general. There was no identified bias toward self identified “conservative” or “liberal” values, and survey data showed students believed the event itself was “welcoming and respectful of diverse ideas, cultures, and people “ so we can conclude that the event is modeling the message.

Using students’ suggestions for concurrent session topics and developing a consistent way to encourage participation across campus are the two most critical action points for 2009.

## APPENDIX A: SURVEY TOOLS

### Survey Questions: All student participants ICC 2008

Thank you for attending Increasing Cultural Competence (ICC) 2008. It will be extremely helpful to the planning committee to have your feedback on the event, and we hope you are willing to complete the following survey. It should take no more than 10 minutes- there are only 25 questions.

Unlike the content quizzes you took in BlackBoard that focused on specific sessions, this survey is anonymous and asks for your opinions about the event as a whole. The U of L HSC Diversity Committee will use this and other data to work on continuous improvement of programs and events.

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1. The environment at ICC 2008 was welcoming and respectful of diverse ideas, cultures, and people.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

2. The registration process was easy to follow.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3. I understood from the first email invitation what the event was about.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

4. The BlackBoard site was helpful (i.e. easy to use).

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

5. The Blackboard site provided useful information.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

6. The bus transportation was efficient.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

7. The box lunch was tasty.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

8. The first plenary session, Kentucky Legislative Initiatives, gave me new knowledge.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

9. I found the first plenary session, Kentucky Legislative Initiatives, to be valuable.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

10. The keynote speaker, Dr. Roberto Dansie, gave me new knowledge.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

11. I found the keynote address by Dr. Roberto Dansie to be valuable.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

12. I was pleased with the selection of concurrent session topics.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

13. The final plenary session, Worlds Apart, gave me new knowledge.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

14. I found the final plenary session, World's Apart, to be valuable.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

15. Dr. Mark Pfeifer's closing remarks gave me new knowledge.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

16. I found Dr. Mark Pfeifer's closing remarks to be valuable.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

17. What was the best part of this event? *Brief open ended reply.*

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18. What is one thing you would change about the event? *Brief open ended reply.*

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19. Who should be invited to attend this event in coming years? *Brief open ended reply.*

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20. What other cultural groups or issues should we present next year? *Brief open ended reply.*

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**Demographics:**

21. Which school do you attend? *Radio button*

- Dental
- Graduate
- Medicine
- Nursing
- Public Health

22. What is your age in years? *Fill in the blank*

23. What is your gender? *Radio button*

- Male
- Female
- Transgender

24. Your race is ... *select one*

- 1) White, Caucasian
- 2) Hispanic/Latino
- 3) Black, African Decent
- 3) Asian/Pacific Islander
- 5) American Indian/Alaskan Native
- 6) Other

25. How did faculty in your school encourage your attendance at ICC 2008?

- |                      |             |                                    |            |                     |
|----------------------|-------------|------------------------------------|------------|---------------------|
| 1                    | 2           | 3                                  | 4          | 5                   |
| Strongly discourages | Discouraged | Neither encouraged nor discouraged | Encouraged | Strongly encouraged |

26. Are there any other comments you would like to share about ICC 2008?

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### Survey Questions: Planning Committee ICC 2008

Thank you again for your willingness to serve on the planning committee for Increasing Cultural Competence (ICC) 2008. We appreciate the time, talent, and hard work that went into the event.

To produce a really through evaluation of the event, we will include data from student and faculty participants, from presenters, and from the planning committee. Please take a few minutes to complete the following 12 question survey.

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1. I enjoyed participating in planning this event.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

2. I enjoyed participating in implementing this event.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3. I would be willing to serve on this committee again next year.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

4. I had a clear idea of my role and responsibilities throughout the process.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

5. I was pleased with the final selection of topics and speakers.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

6. I was pleased with the ways the topics and speakers were chosen.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

7. How would you describe your school's faculty commitment to the concept of increasing cultural competence?

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8. What was the most successful part of the event?

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9. What was the thing most in need of change for next year?

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10. If you have attended other conferences or workshops on cultural competence, how did ICC 2008 compare to other conferences or workshops?

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11. Are there other ways you believe U of L HSC could help support diversity and cultural competence on our campus?

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12. How do you personally define cultural competence?

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*Thank you again for your time!*

### Survey Questions: Presenters ICC 2008

Thank you again for your willingness to present at the U of L HSC event Increasing Cultural Competence (ICC) 2008. We appreciate the time and talent that went into your presentation. The planning committee is working hard to ensure this event continues to grow in coming years. In fact, one of our graduate courses in research methods and statistics has taken on the evaluation of the event as a course project. Would you be willing to give us just a bit more of your time and answer these brief questions from the presenters' point of view?

You may work from this form and reply as an email attachment to [Karen.miller@louisville.edu](mailto:Karen.miller@louisville.edu). Your replies will be confidential as the data is analyzed and will be anonymous (unidentified) as the data is reported.

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1. I enjoyed participating in this event.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

2. I would be willing to present again next year.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3. The facilities and support were appropriate for my presentation.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

4. I had enough time to convey my message and/or information.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

5. How would you describe your session participants' level of knowledge on your topic before and after your presentation?

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6. How would you describe your session participants' level of engagement with your topic?

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7. Is there anything about the design of the event we should consider changing for next year?

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8. If you have presented this topic at other conferences or workshops, how did ICC 2008 compare to other conferences or workshops?

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9. Are there other ways you believe U of L HSC could help support diversity and cultural competence on our campus?

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10. How do you personally define cultural competence?

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**Face-to-Face Interview Questions: ICC 2008**

Thank you for attending Increasing Cultural Competence (ICC) 2008. My name is \_\_\_\_\_ and my graduate (or postgraduate) course in research methods and statistics is evaluating this event as our course project. May I ask you five quick questions about the event?

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**Ask between 11 am and 1 pm (during the bus ride and/or check in):**

1. Was the pre-registration process easy to follow?

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2. Could you tell from the announcements what the event was about?

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3. Was the transportation efficient?

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4. What are your expectations for the event?

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5. In general, do you consider yourself socially liberal, moderate, or conservative?

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*Thank you again for your time!*

**Ask between 1 and 5 pm:**

1. Did your registration process go well?

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2. Was your transportation and lunch satisfactory?

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3. Is the event meeting your expectations?

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4. So far, does this event seem to be welcoming and respectful of diverse ideas, cultures, and people?

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5. In general, do you consider yourself socially liberal, moderate, or conservative?

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*Thank you again for your time!*

**Ask after 5 pm:**

1. Did the event meet your expectations?

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2. Do you believe the event will be helpful to HSC students?

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3. Which session gave you the most new knowledge?

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4. How do you personally define cultural competence?

---

---

5. In general, do you consider yourself socially liberal, moderate, or conservative?

---

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## Appendix B: Detail of Student Data- General Survey

### Quantitative Replies:

### Descriptive Statistics Student Survey Questions 1-7

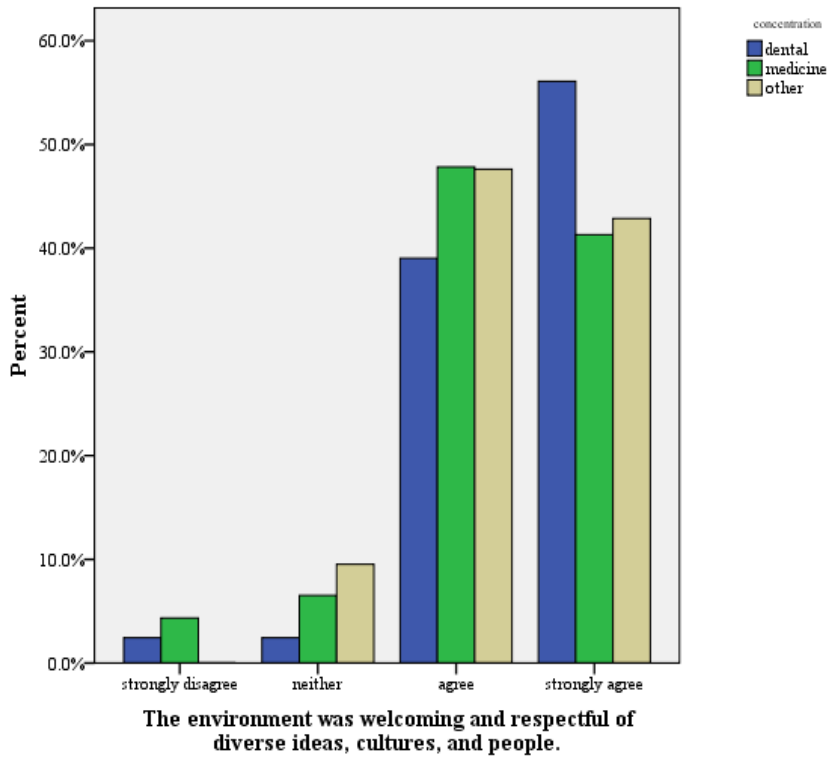
		Statistics						
		The environment was welcoming and respectful of diverse ideas, cultures, and people.	The registration process was easy to follow.	I understood from the first email invitation what the event was about.	The BlackBoard site was easy to use.	The BlackBoard site provided helpful information.	The bus transportation was efficient.	The box lunch was tasty.
N	Valid	108	108	108	108	108	93	105
	Missing	1	1	1	1	1	16	4
	Mean	4.33	4.02	3.70	3.95	3.94	4.15	3.61
	Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00
	Mode	5	5	4	4	4	5	4
	Std. Deviation	.820	1.144	1.209	.970	.936	.896	1.189



**Table and Figure - Question 1**

**Table 1**

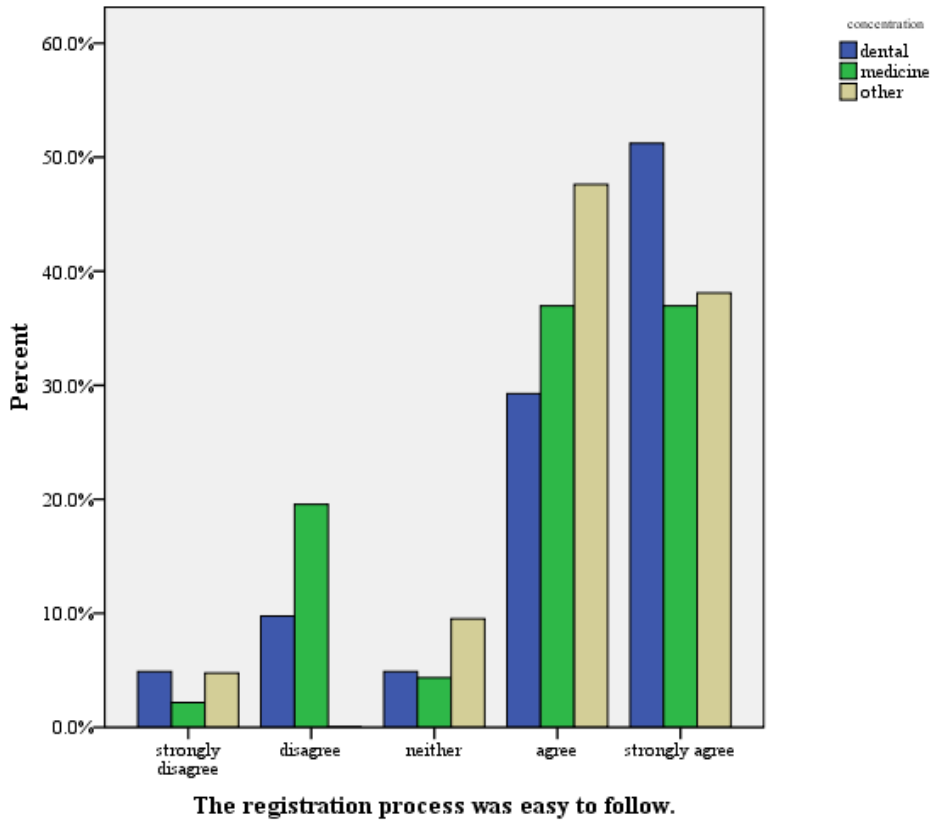
		The environment was welcoming and respectful of diverse ideas, cultures, and people.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	1	-----	1	16	23
	medicine	2	-----	3	22	19
	other	-----	-----	2	10	9



**Table and Figure - Question 2**

**Table 1**

		The registration process was easy to follow.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	2	4	2	12	21
	medicine	1	9	2	17	17
	other	1	-----	2	10	8



**Table and Figure -Question 3**

**Table 1**

		I understood from the first email invitation what the event was about.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	1	3	1	18	18
	medicine	4	11	8	15	8
	other	2	1	3	10	5

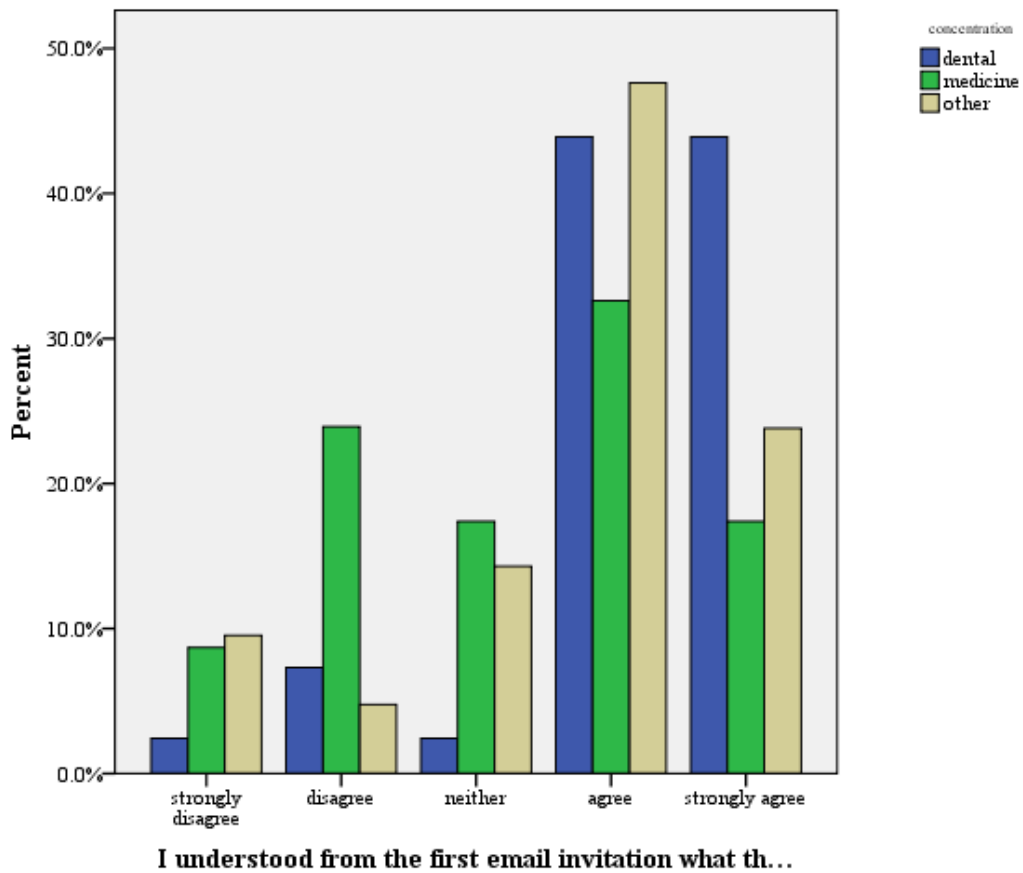


Table and Figure - Question 4

Table 1

		The BlackBoard site was easy to use.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	1	2	7	13	18
	medicine	1	2	5	29	9
	other	1	2	5	7	6

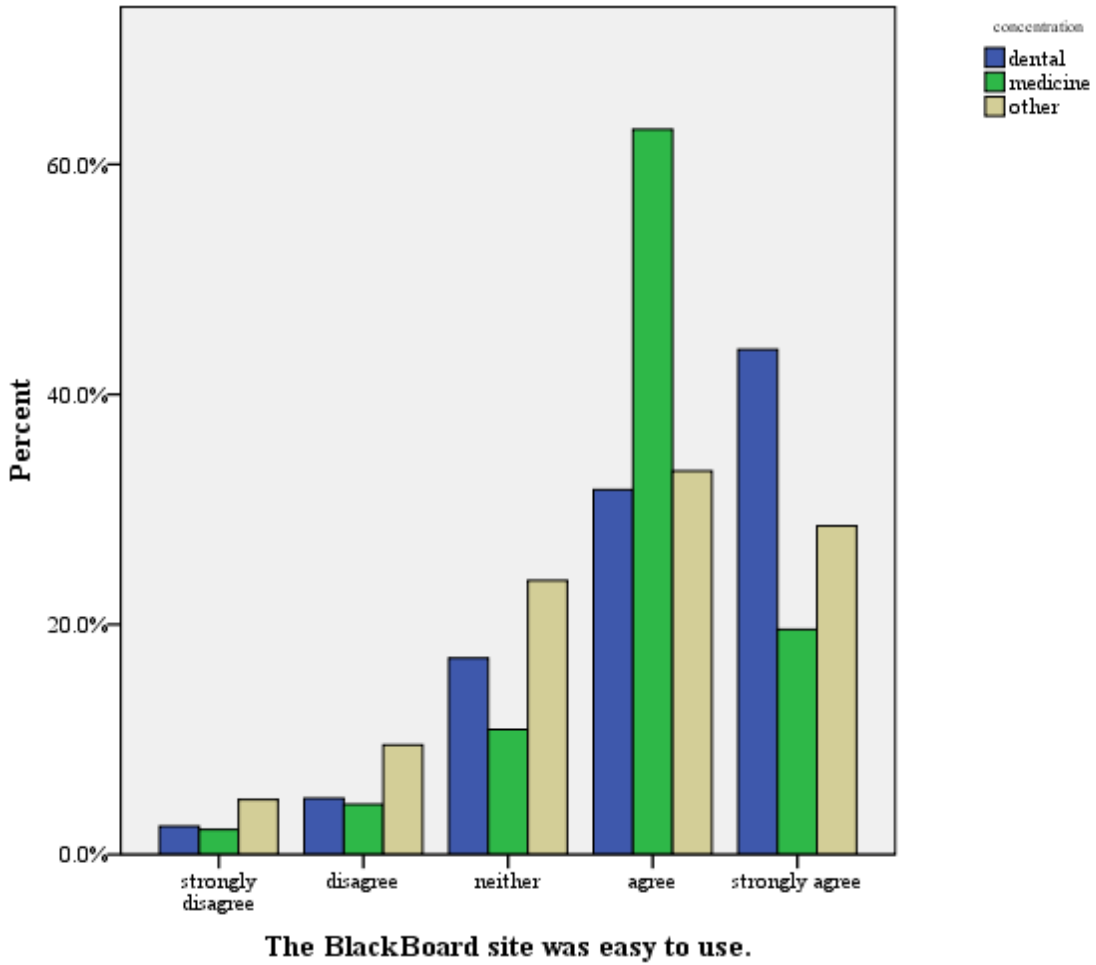
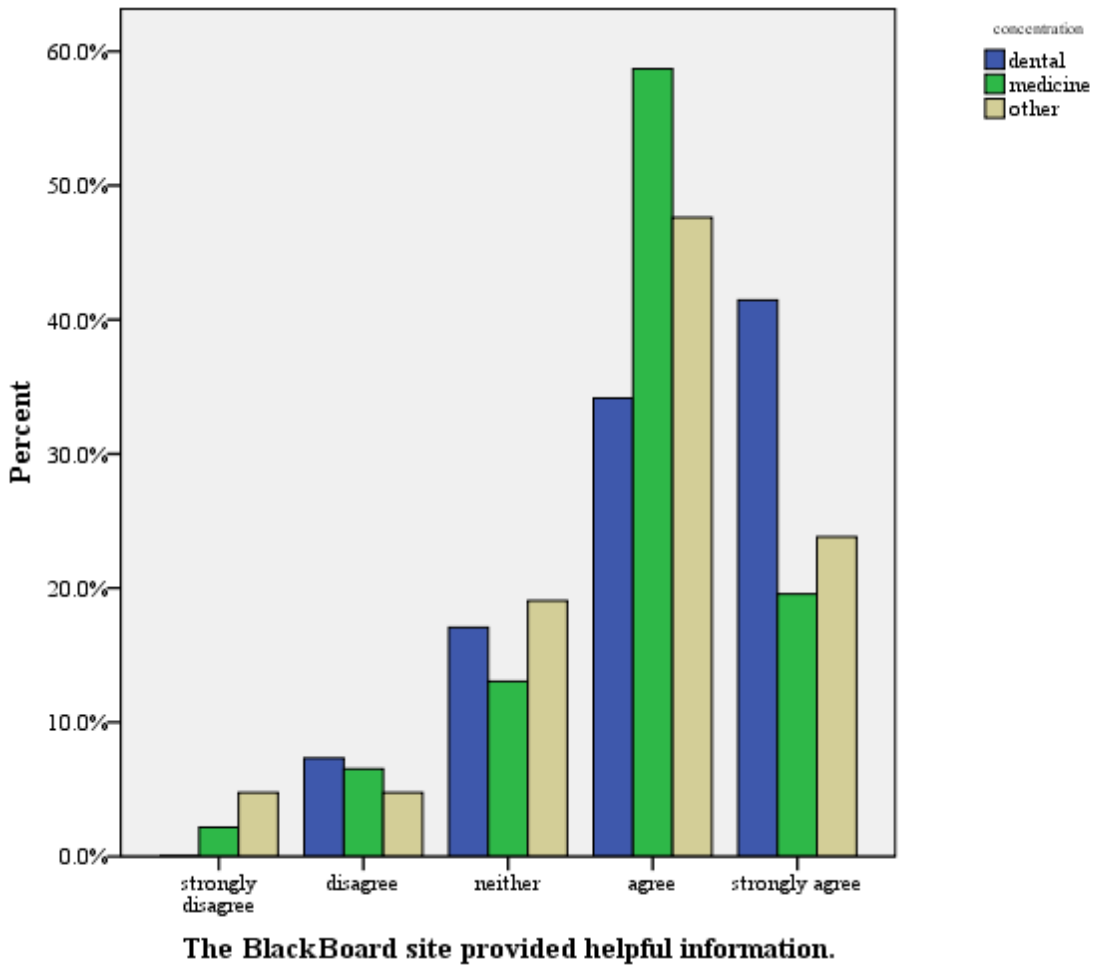


Table and Figure - Question 5

Table 1

		The BlackBoard site provided helpful information.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	-----	3	7	14	17
	medicine	1	3	6	27	9
	other	1	1	4	10	5



**Table and Figure -Question 6**

**Table 1**

		The bus transportation was efficient.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	-----	2	5	13	20
	medicine	1	1	4	20	15
	other	-----	1	4	4	3

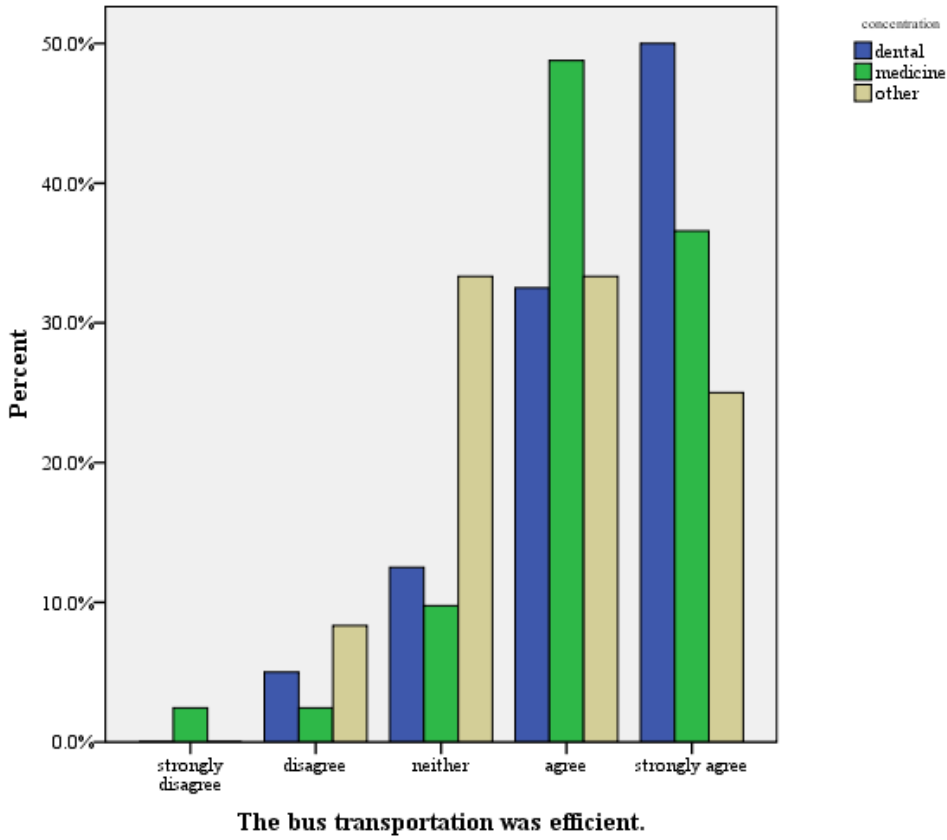
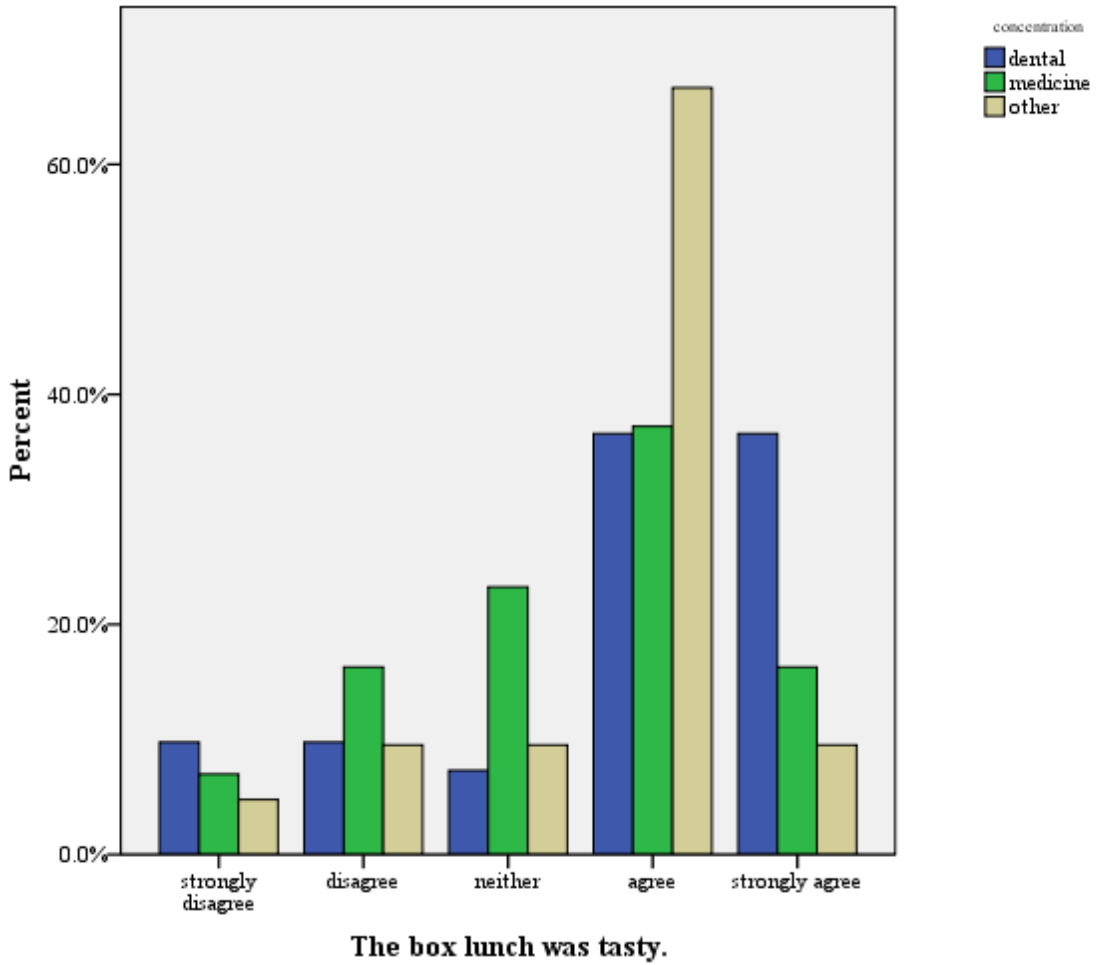


Table and Figure – Question 7

Table 1

		The box lunch was tasty.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	4	4	3	15	15
	medicine	3	7	10	16	7
	other	1	2	2	14	2



## Descriptive Statistics Student Survey Questions 8- 16

Statistics

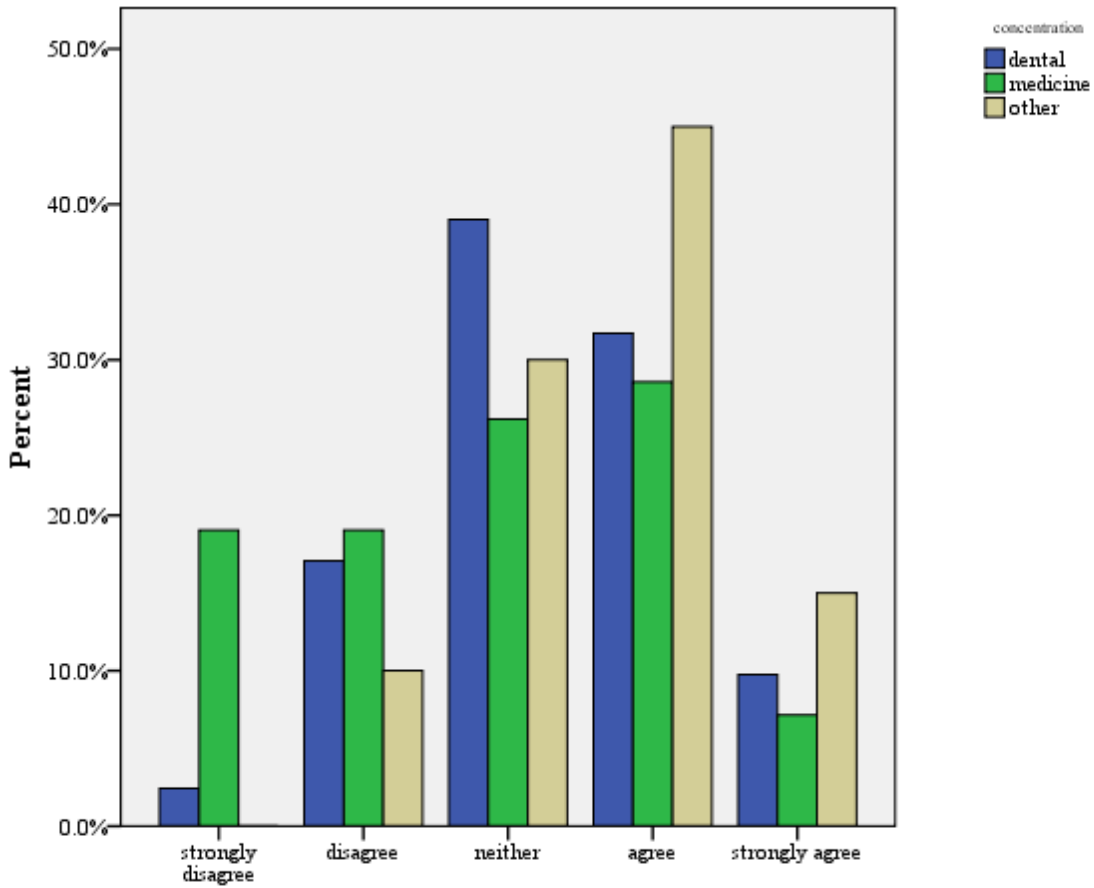
		The first plenary session, Kentucky Legislative Initiatives, gave me new knowledge.	I found the first plenary session, Kentucky Legislative Initiatives, to be valuable.	The keynote speaker, Dr. Roberto Dansie, gave me new knowledge.	I found the keynote address by Dr. Roberto Dansie to be valuable.	I was pleased with the selection of concurrent session topics.	The final plenary session, World's Apart, gave me new knowledge.	I found the final plenary session, World's Apart, to be valuable.	Dr. Mark Pfeifer's closing remarks gave me new knowledge.	I found Dr. Mark Pfeifer's closing remarks to be valuable.
N	Valid	103	103	105	105	107	98	97	96	96
	Missing	6	6	4	4	2	11	12	13	13
	Mean	3.18	3.03	3.15	3.15	3.72	3.33	3.21	3.36	3.48
	Median	3.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00
	Mode	4	3	4	4	4	4	4	4	4
	Std. Deviation	1.100	1.159	1.292	1.307	1.080	1.182	1.198	1.144	1.124



**Table and Figure – Question 8**

**Table 1**

		The first plenary session, Kentucky Legislative Initiatives, gave me new knowledge.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	1	7	16	13	4
	medicine	8	8	11	12	3
	other	-----	2	6	9	3



**The first plenary session, Kentucky Legislative ...**

Table and Figure – Question 9

Table 1

		I found the first plenary session, Kentucky Legislative Initiatives, to be valuable.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	3	7	16	11	4
	medicine	9	11	10	10	2
	other	1	1	6	9	3

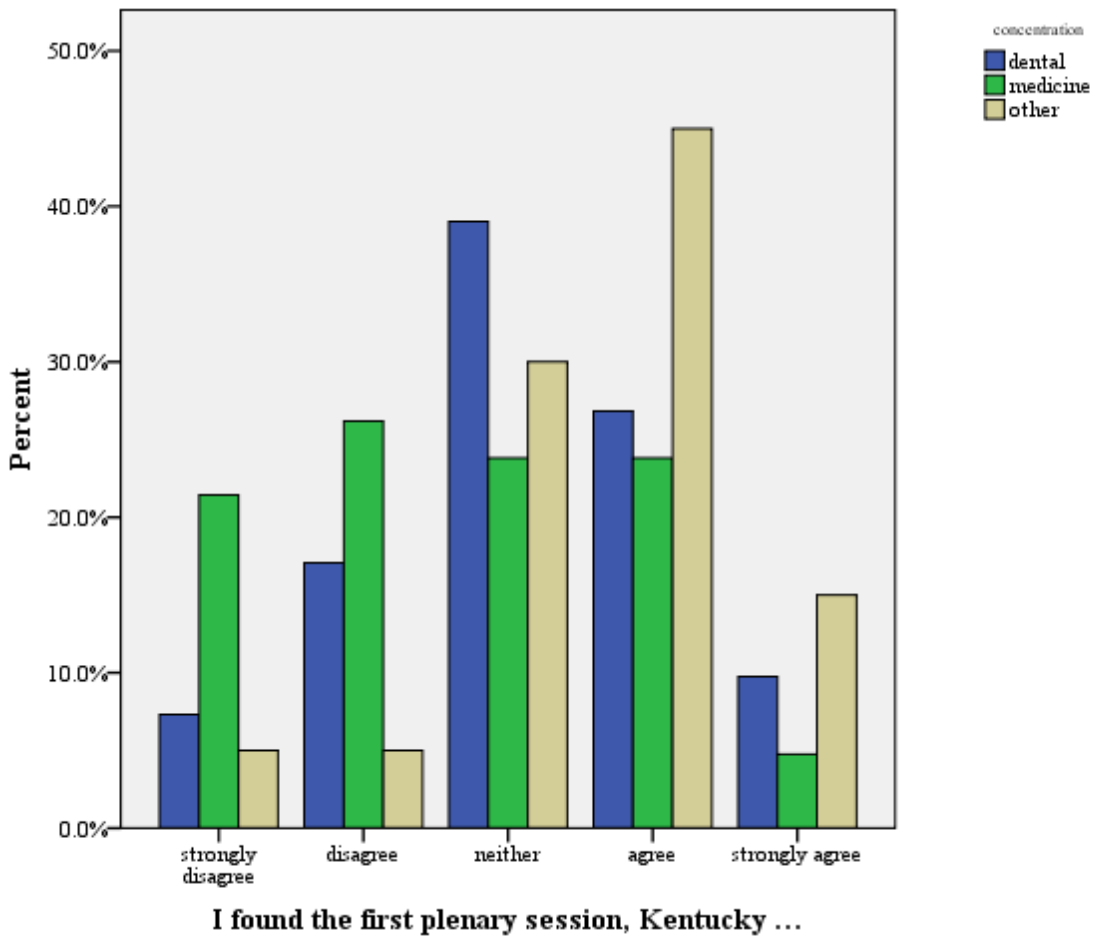
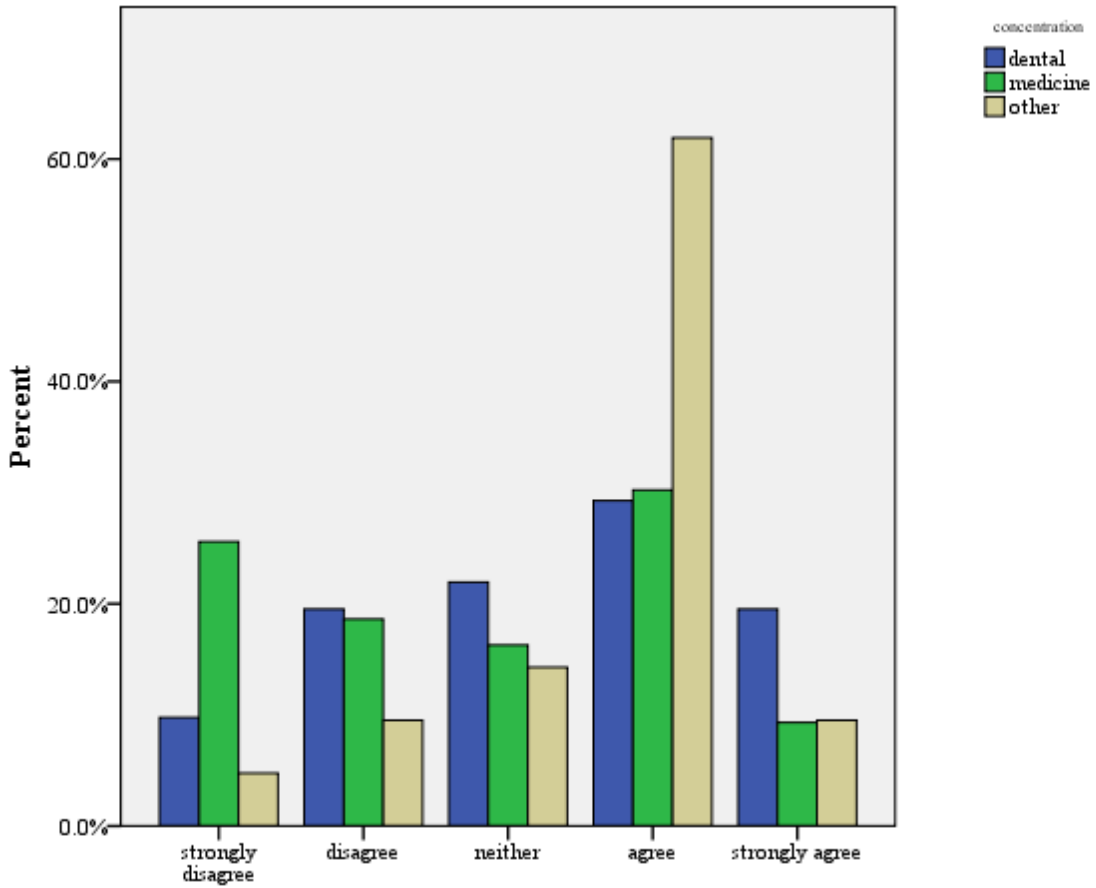


Table and Figure – Question 10

Table 1

		The keynote speaker, Dr. Roberto Dansie, gave me new knowledge.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	4	8	9	12	8
	medicine	11	8	7	13	4
	other	1	2	3	13	2

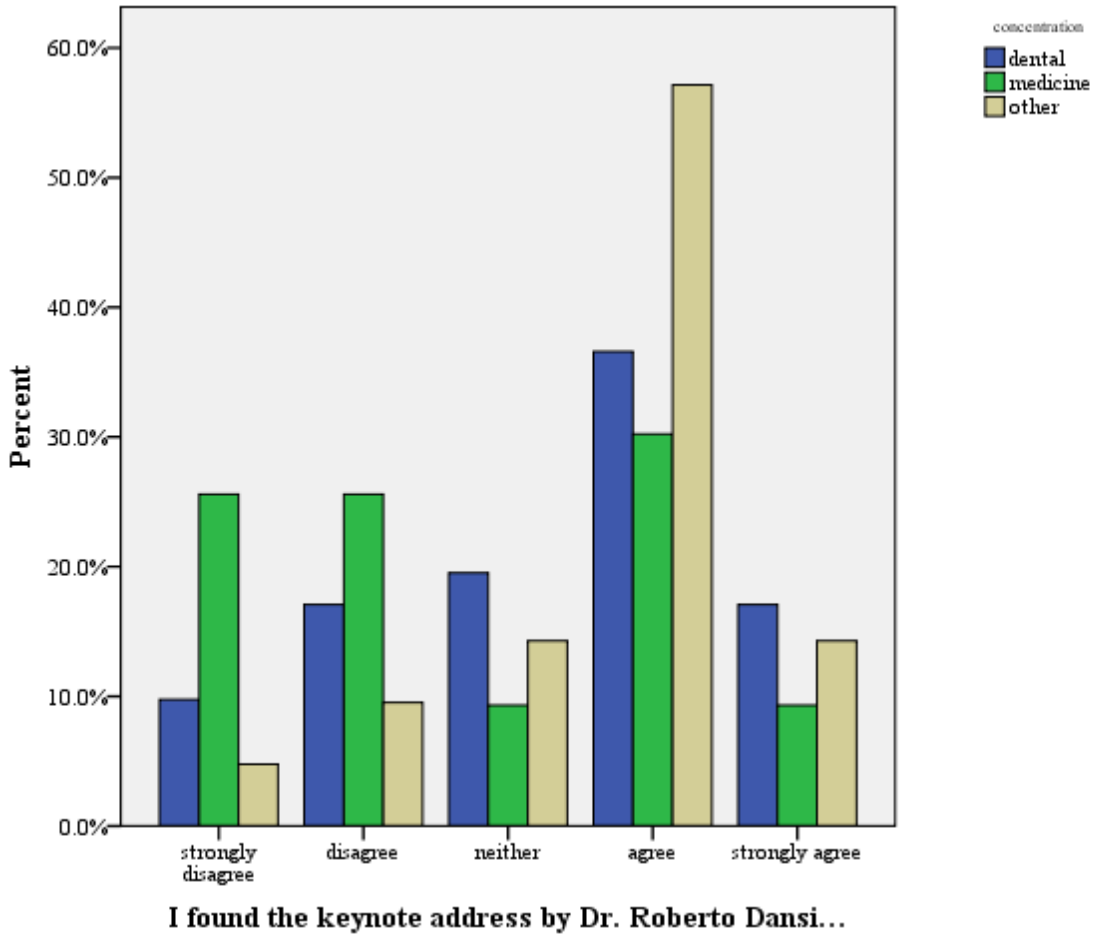


The keynote speaker, Dr. Roberto Dansie, gave m...

Table and Figure – Question 11

Table 1

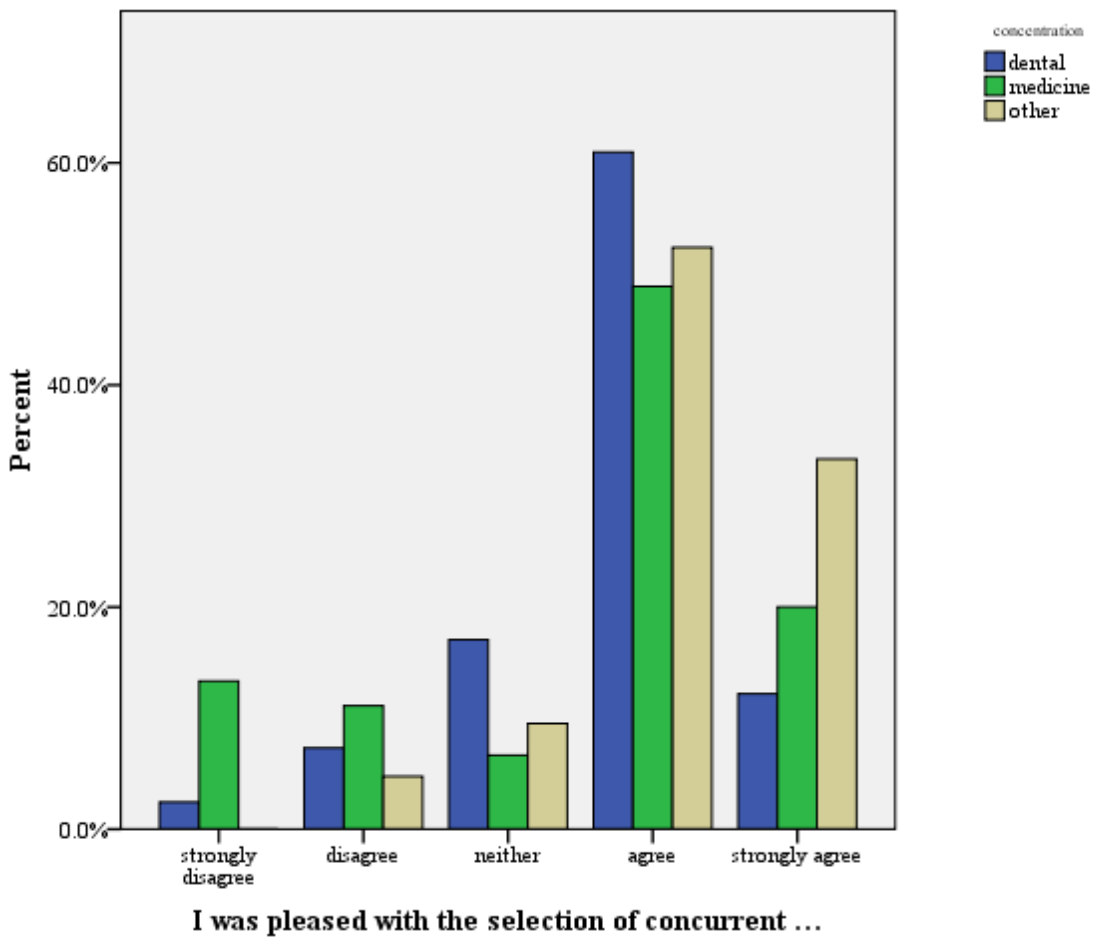
		I found the keynote address by Dr. Roberto Dansie to be valuable.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	4	7	8	15	7
	medicine	11	11	4	13	4
	other	1	2	3	12	3



**Table and Figure – Question 12**

**Table 1**

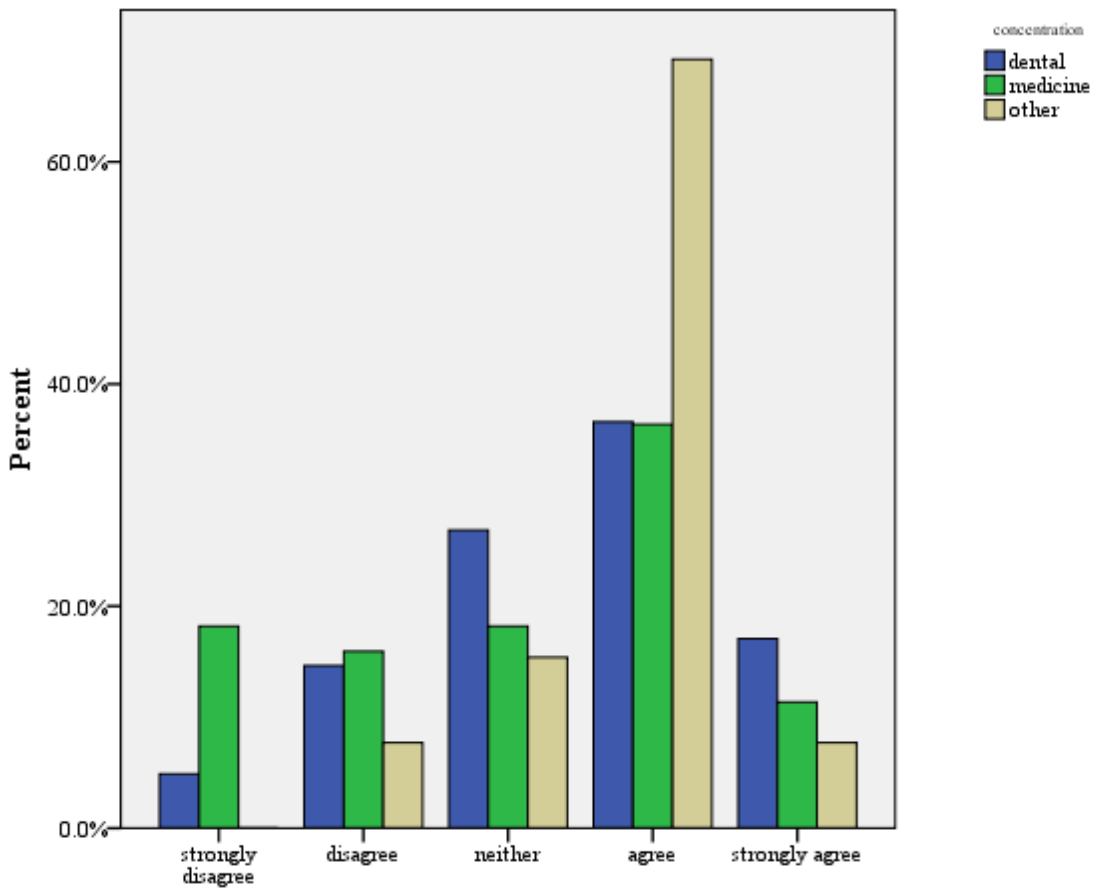
		I was pleased with the selection of concurrent session topics.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	1	3	7	25	5
	medicine	6	5	3	22	9
	other	-----	1	2	11	7



**Table and Figure – Question 13**

**Table 1**

		The final plenary session, World's Apart, gave me new knowledge.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	2	6	11	15	7
	medicine	8	7	8	16	5
	other	-----	1	2	9	1



**The final plenary session, World's Apart, gave me ...**

**Table and Figure – Question 14**

**Table 1**

		I found the final plenary session, World's Apart, to be valuable.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	2	7	12	13	7
	medicine	8	9	9	13	5
	other	-----	2	3	6	1

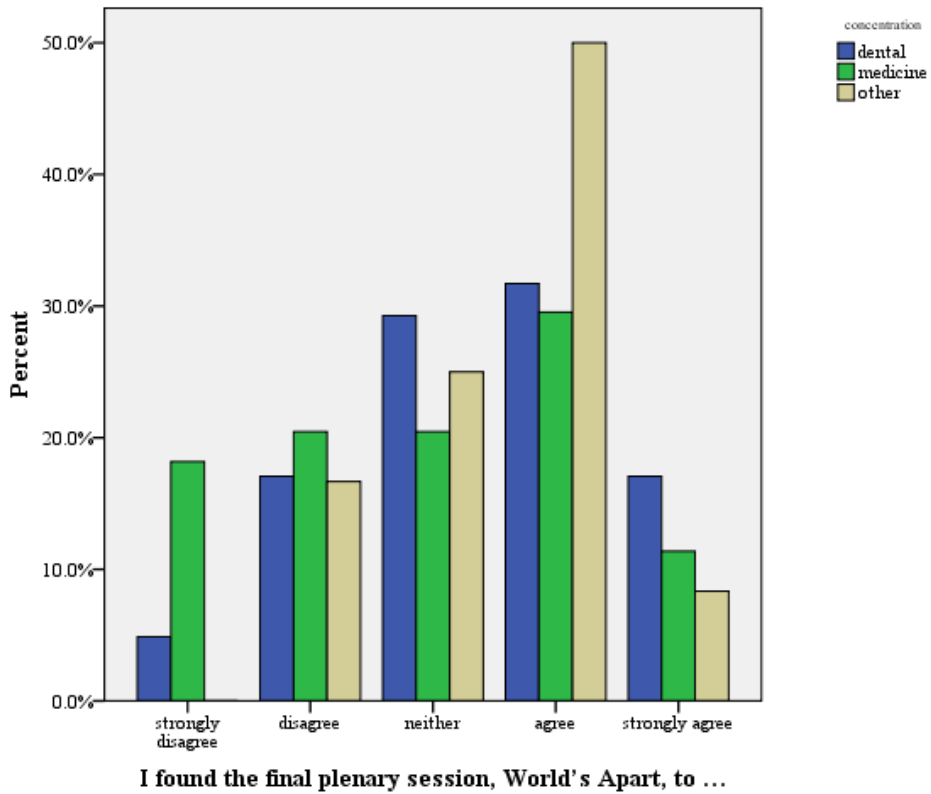
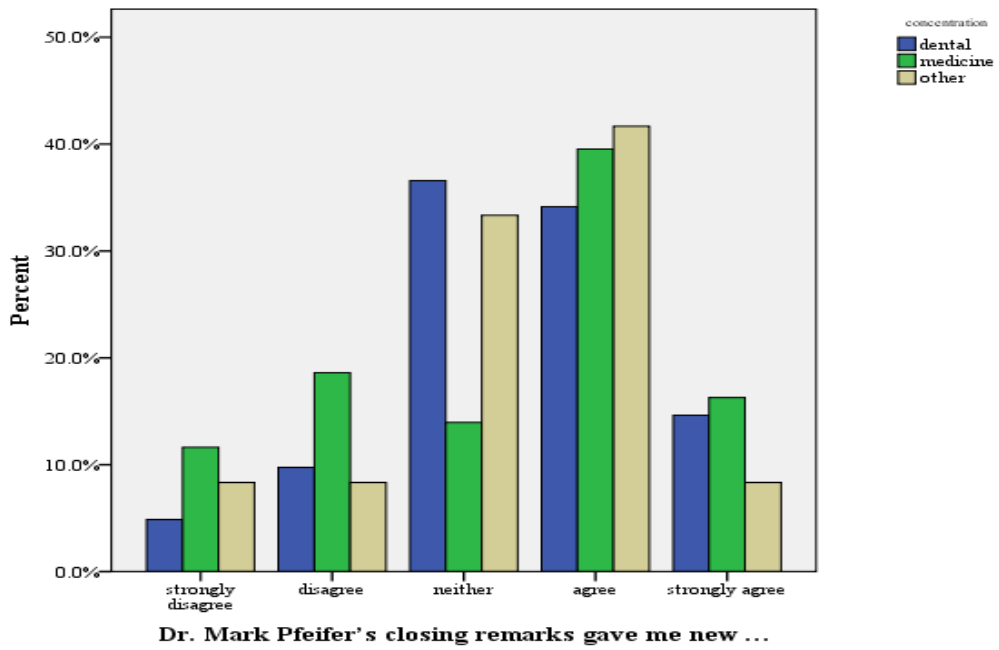


Table and Figure – Question 15

Table 1

		Dr. Mark Pfeifer's closing remarks gave me new knowledge.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	2	4	15	14	6
	medicine	5	8	6	17	7
	other	1	1	4	5	1

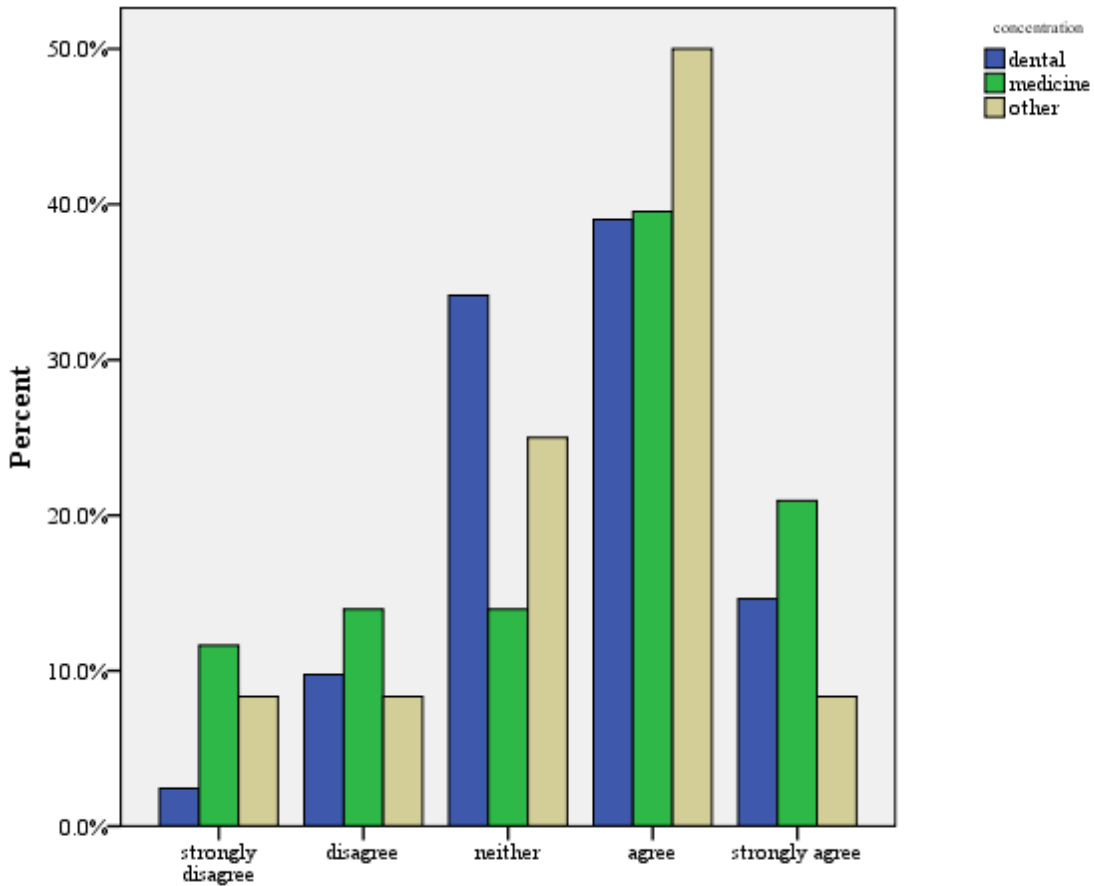




**Table and Figure – Question 16**

**Table 1**

		I found Dr. Mark Pfeifer's closing remarks to be valuable.				
		strongly disagree	disagree	neither	agree	strongly agree
		Count	Count	Count	Count	Count
concentration	dental	1	4	14	16	6
	medicine	5	6	6	17	9
	other	1	1	3	6	1



**I found Dr. Mark Pfeifer's closing remarks to be ...**

**Tables– Questions 17, 18, 19 (Demographics)**

**Statistics**

		What is your gender?	Please indicate your ethnicity/race:	concentration	The faculty in my academic program strongly encouraged me to attend the ICC 2008.
N	Valid	102	91	109	102
	Missing	7	18	0	7

**What is your gender?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	36	33.0	35.3	35.3
	female	66	60.6	64.7	100.0
	Total	102	93.6	100.0	
Missing	System	7	6.4		
Total		109	100.0		

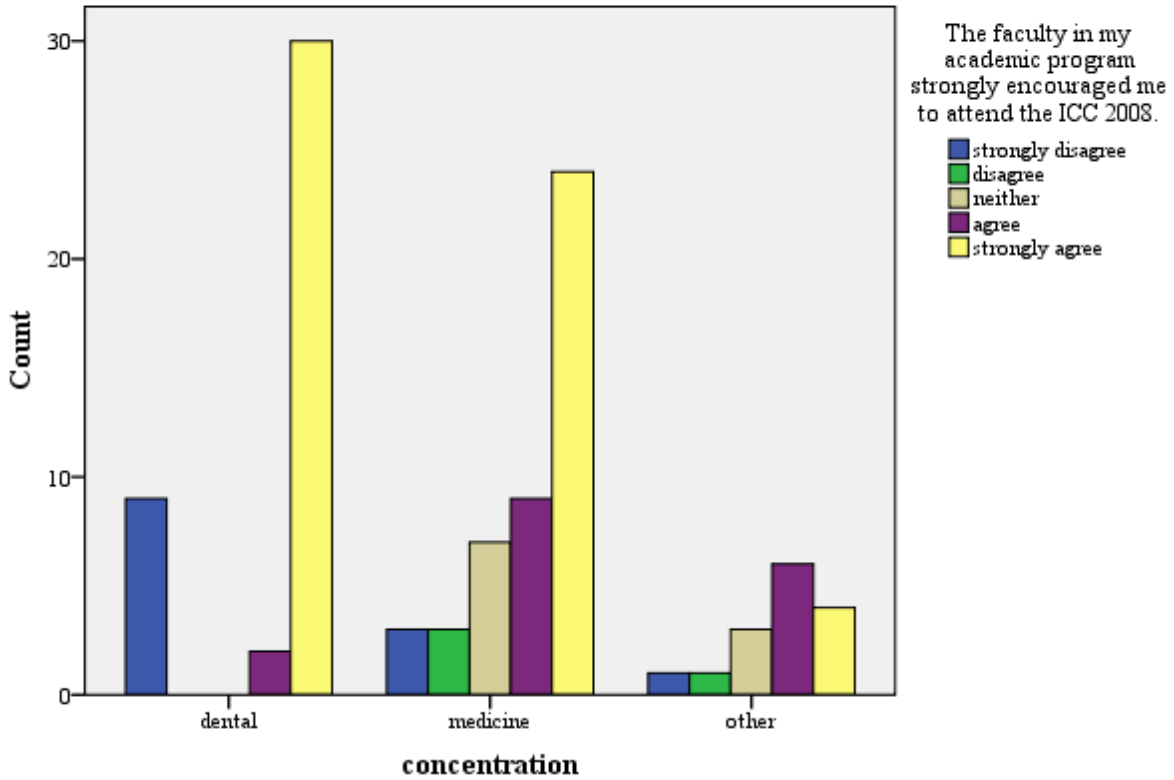
**Please indicate your ethnicity/race:**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	white	77	70.6	84.6	84.6
	hispanic/latino	3	2.8	3.3	87.9
	black	5	4.6	5.5	93.4
	asian/pacific islander	4	3.7	4.4	97.8
	american indian / alaskan native	2	1.8	2.2	100.0
	Total	91	83.5	100.0	
Missing	System	18	16.5		
Total		109	100.0		

**The faculty in my academic program strongly encouraged me to attend the ICC 2008.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	11.9	12.7	12.7
	disagree	4	3.7	3.9	16.7
	neither	10	9.2	9.8	26.5
	agree	17	15.6	16.7	43.1
	strongly agree	58	53.2	56.9	100.0
	Total	102	93.6	100.0	
Missing	System	7	6.4		
Total		109	100.0		

Bar Chart



This figure shows the differences in agreement (by school) with the statement, “The faculty in my academic program strongly encouraged me to attend ICC 2008.” The differences in the approaches taken by the different schools to encourage (or even make mandatory) student attendance in ICC 2008 is reflected in the different rates at which students of each school on HSC participated in the survey and/or completed the content quizzes.

### **Analysis of Open Ended Replies:**

Several open-ended questions were included to elicit attendee preferences and suggestions for improvement. While 108 responses were obtained on the Survey Monkey questionnaire, questions #17 had 112 different responses. This occurred because some respondents offered several different answers to the question. These were separated and evaluated individually.

#### **Question 16: What was the best part of this event? 105 responses**

The most overwhelming response to this question related to the content of the sessions (62.9%). The largest response related to the short sessions in general (23%) followed closely by a preference for the Amish/Mennonite session.

“The concurrent sessions were valuable and interesting. I learned a lot from them. Learning how to treat and interact with Amish, in particular, was a valuable and rare opportunity”

(The 7.6% preference for the Keynote Speaker content is interesting in light of the response regarding the Keynote in the following question.)

Other responses were related to the philosophy of diversity (12.5%), the functional aspects of the program (10.5%) and the choice of sessions (7.6%)

65/104 responses related to the content of one or more sessions.

22/65 responded favorable to the short sessions in general

11/65 preferred the Amish/Mennonite session

8/65 preferred the Keynote speaker

8/65 preferred the Unnatural Causes session

6/65 preferred the Islamic Perspectives session

2/65 preferred the Kentucky Legislative Initiatives session

2/65 preferred the Worlds Apart session

2/65 preferred the Closing Remarks session

1each/65 preferred the LGBT session and the Increasing Cultural Competence session

13/104 responses related to the philosophy of learning about cultural competence

8/13 reported preference for learning about diversity

5/13 reported preference for interacting and being exposed to diversity

11/104 responses were related to functional aspects of the program

10/11 preferred the good/free lunch

1/11 preferred the ease of moving between sessions

8/104 responses preferred having a choice of courses to attend

7/104 responses fell into the category of other—one was positive and was related to sharing time away from school with classmates and meeting new people. The others were negative indicating that there was no best part.

**Question 17: What is one thing you would change about the event?** 112 responses

The majority of responses to this question related to event scheduling (37.5%) and ranged from wanting the event or sessions to be shorter to longer. Event content was mentioned 33.9% of the time. The session singled out most often for change in content was the Keynote Speaker (14.3%).

“The Keynote Speaker was not very effective. It was hard to follow the points he was trying to make.”

Functional aspects of the event (noise level, registration, temperature, etc) were identified 16.1% of the time.

42/110 responses indicated that the scheduling of the event should be modified

- 15/42 thought the event should generally be shorter
- 6/42 thought the event should have lasted longer
- 5/42 thought the time of day should be different
- 4/42 thought the Kentucky Legislative Initiatives should be changed/eliminated
- 4/42 thought the Keynote Speaker should be different
- 4/42 had general comments about the timing of the event
- 2/42 thought the sessions should have been longer
- 1/42 thought the closing remarks should be eliminated

36/110 responses were related to event content

- 15/36 thought the Keynote Speaker should be eliminated or a different person invited
- 6/36 thought the Kentucky Legislative Initiatives should be shortened or eliminated
- 3/36 made general comments about the structure of the event
- 2/36 made comments related to the structure of the Spanish Communication session
- 2/36 made general comments about the target audience and the requirement for attendance
- 1/36 commented on the discussion following the Worlds Apart video—not necessary since everyone felt the same.

18/110 responses related to functional aspects of the program

- 6/18 made comments related to the registration process and its need for more organization
- 6/18 made general comments related to class size, problems with moving between classes, and finding the class locations.
- 3/18 made comments related to the cold temperature of the event site
- 3/18 made comments related to the noise level in the Worlds Apart session

13/110 responses were general comments

- 6/14 indicated no change was necessary
- 3/14 indicated no need for the required event
- 4/14 responses could not be interpreted

**Question 18: Who should be invited to attend this event in coming years?** 94 responses

The respondents offered many combinations of participants, including students, faculty, staff, and healthcare professionals in the public sector (total of 70.8%). The large “other” category (29.2%) included many non-useable responses such as n/a or “no opinion”.

35/96 indicated that peers on the HSC campus should be invited

28/96 offered no response or a response that could not be interpreted

20/96 felt that students, faculty, staff and health science public should be invited

6/96 felt that students, faculty and staff on the HSC campus should be invited

4/96 felt that all levels should be invited

3/96 felt that faculty should be invited/required to attend

**Question #19: “What cultural groups or issues should we present next year?”**

There was a wide range in responses to this question that underscores the broad concept of cultural competence. In summarizing these responses I have summed and reported the number of similar responses in brackets when more than one responder gave the same group. The groups or suggestions made by a single respondent are listed in alphabetical order.

**Same groups.** (10-12)

This was a group that I combined responses such as “none-it was good”, “same”, and “similar sessions”. Some ambiguous responses were not counted. E.g. “none”.

**Religious perspectives** (10)

These respondents requested religious groups in general or specific religious groups including, Muslims, Evangelical Christians, Catholic, Hindu, Buddhist and Jewish faith.

**Asian Cultures** (9)

Seven people requested Asian cultures in general and 2 more suggested Vietnamese culture.

**Physical and Mental Disabilities** (9)

A session on mental illness and disability was requested 5 times and general requests for sessions on persons with physical and mental disabilities also requested. Blindness (1), Loss of hearing (1).

**Poverty** (5)

**American Indians** (4)

**Somali Bantu** (2)

**LGBT** (2)

**Race** (2)

**Spanish** (2)

**And (1) each: Amish, Appalachian, Bosnia, Domestic violence, Dental caries, Eastern European, Mexican, Older people, Rural, Women**

**26 Final (additional) comments** 35 responses

Question 25 asked respondents how their attendance was requested, i.e. was it voluntary participation or required. **The placement of these 2 questions seems to have influenced the response to Question 26 and therefore the results should be viewed with caution.**

14% of responses related to aspects of the program

“Linda Lewis did a good job in encouraging the workshop”

“Why was this mandatory? It was so useless. Do you think we all live in a bubble & know nothing about gay people, poor people, black people, etc? What a waste of time. It doesn't substitute for real life, or even come close.”

“I was less than thrilled to be asked to go to another diversity class being that we had to attend one at the beginning of the year; however, I was thoroughly impressed and pleased that I had to attend the event and will be very excited to go next year and experience other seminars”

“The program was very well planned.”

“The two individual sessions I attended were valuable; however, I felt like the overall day could have been much more brief. “

86% of responses related to the attendance being “mandatory”



## Appendix C: Detail of Face-to-Face Interviews

### Face-to-face Interviews: Students and Faculty

Asked between 11 am and 1 pm (during the bus ride and/or check in):

#### 1. Was the pre-registration process easy to follow?

It was okay.	Before	1.5	
Yes.	Before	2	
Yes.	Before	2	
Yes.	Before	2	
Yes	Before	2	
Yes, once I found it.	Before	1.5	
Yes, very easy	Before	2	
It was simple	Before	2	
		1.875	Mean

#### 2. Could you tell from the announcements what the event was about?

Yes.	Before	2	
Yes, in the email.	Before	2	
Yes.	Before	2	
Yes.	Before	2	
Pretty much	Before	1.5	
Yes	Before	2	
Yes	Before	2	
Yes	Before	2	
		1.9375	mean

#### 3. Was the transportation efficient?

Didn't use shuttle.	Before	0	
Yes.	Before	2	
Drove herself.	Before	0	
Drove herself.	Before	0	
We'll see if I get there. I found the location to pick up the bus	Before	1	
Didn't use—I drove	Before	0	
Didn't use—I drove	Before	0	
Yes	Before	2	
		0	mean

#### 4. What are your expectations for the event?

Increase my cultural awareness.	Before	knowledge	
---------------------------------	--------	-----------	--

To attain a better cultural understanding of people that I've not had much contact with. Expecting more of the same except looking forward to the **Amish** meeting. I know about the other cultures.  
 Not anything new – felt she knew enough about cultural diversity.  
 To learn more about the cultural groups that are served in this area  
 To increase my knowledge of cultural diversity with different cultures  
 To become more aware of different beliefs and their impact on health  
 To get different perspectives on communication skills utilized for people with different cultures, countries—to learn more about how to communicate

Before	knowledge	
Before	knowledge	Amish
Before	0	
Before	knowledge	
Before	knowledge	
Before	knowledge	
	knowledge	

**5. In general, do you consider yourself socially liberal, moderate, or conservative?**

Conservative.  
 Liberal.  
 Liberal.  
 Moderate.  
 Liberal to moderate  
 Liberal  
 Moderate  
 What is “socially”? I would expect the answer choices to be introverted vs. extroverted  
 -----  
 -----

Before	1	
Before	3	
Before	3	
Before	2	
Before	2.5	
Before	3	
Before	2	
Before		
	2.357142857	mean

**Asked between 1 and 5 pm:**

**1. Did your registration process go well?**

Yes, except picking workshop numbers needed further explanation (clarification).  
 Yes.  
 I didn't register (facilitator).  
 Yes.  
 Yes.  
 Easy.

		Online was good but more explanation would help.
During	1.5	
During	2	
During	0	
During	2	
During	2	
During	2	

Yes, electronic is good. Step by step instructions would have been better. Response via email was quick and reassuring though.	During	1.5	Online was good but more explanation would help.
Yes, smoothly.	During	2	
Did not register but had a name tag.	During	0	
Yes.	During	2	
Yes.	During	2	
Yes. Registered on site.	During	2	
Yes.	During	2	
Yes.	During	2	
Yes.	During	2	
Yes –online.	During	2	
Yes I registered online	During	2	
		1.70	mean

**2. Was your transportation and lunch satisfactory?**

Did not take shuttle. Lunch was good.	During	2	
Yes.	During	2	
Drove self. Didn't have lunch.	During	0	
Yes (drove self).	During	2	
Drove self, parked at a meter. Lunch was okay.	During	1.5	
Delicious lunch, did not use shuttle.	During	2	
Finding the place was difficult, initially went to a convention center on Market St. Lunch was satisfactory.	During	1.5	
Yes.	During	2	
Left off at the wrong door by the bus. Lunch was fine.	During	1.5	
Yes.	During	2	
Yes.	During	2	
Drove self. Lunch fine.	During	2	
Walked. Lunch was fine.	During	2	
Okay-rode the bus. Lunch satisfactory.	During	1.5	
Transportation okay. Lunch was fine.	During	1.5	
Drove self. Lunch was okay, especially liked the potato salad.	During	2	
		1.71	mean

**3. Is the event meeting your expectations?**

Yes, held my attention.	During	2	
I didn't like the talks Before the workshops.	During	1	Weak opening sessions

Haven't attended anything yet.	During	0	
Yes, the morning speaker was great.	During	2	
Yes, definitely.	During	2	
			Problem with Mental Health session?
No, the session on mental health did not happen.	During	1	
Exceeding.	During	2	
So far.	During	2	
Very close.	During	1.5	
Not sure. I did not have any expectations.	During	0	
Yes.	During	2	
Yes. So far.	During	2	
Yes. It is what I expected.	During	2	
I did not have any expectations.	During	0	
More than meeting my expectations. Very relevant to my medical school training - to see what you are doing this for and how it will fit into my career.	During	2	
So far. It was mandatory.	During	2	
Good. Bus took weird route but we got here fine.	During	1.5	
		1.47	mean
<b>4. So far, does this event seem to be welcoming and respectful of diverse ideas, cultures, and people?</b>			
Sure.	During	2	
Yes.	During	2	
Helpful & nice people.	During	2	
Yes, should have this more often.	During	2	
Yes, very much.	During	2	
Yes.	During	2	
"I think it is asking me to do that. Feels like it's tugging on people."	During	1.5	
Yes.	During	2	
Definitely.	During	2	
Not sure. I have not heard much yet.	During	1.5	
Yes, very.	During	2	
Yes, however dental students at next table were totally disengaged and playing games on their phones.	During	1.5	
Yes, very.	During	2	
I don't know. I feel the event has been one-sided so far and hasn't had any input from us.	During	1.5	
Very diverse. Feels broad, not just black and	During	2	

white. Includes issues outside of race.		
Yes. No other comments to make.	During	2
Very organized. Should have had someone tell the group how to get to the sessions.	During	1.5
		1.85 mean

**5. In general, do you consider yourself socially liberal, moderate, or conservative?**

Moderate. "I like everybody unless they do something to me."	During	2
Conservative.	During	1
Conservative.	During	1
Liberal.	During	3
Conservative.	During	1
Liberal.	During	3
Moderate.	During	2
Moderate.	During	2
Conservative.	During	1
I don't do labels.	During	0
I don't. It depends on what the issue is at hand.	During	0
Moderate.	During	2
Liberal.	During	3
Liberal.	During	3
Moderate.	During	2
Extremely liberal.	During	3
Moderate to conservative. I feel like our generations is already <u>mostly</u> okay with diversity	During	1.5
-----		
-----		1.79 mean

**Asked after 5 pm:**

**1. Did the event meet your expectations?**

"I think so."	After	2
Yes.	After	2
Yes	After	2
Somewhat—I liked the breakout sessions most	After	1.5
Yes	After	2
A little lower than I thought	After	1.5
About right but my expectations were not too high	After	1.5
Sure	After	2
	After	1

**2. Do you believe the event will be helpful to** 1.72 mean

**HSC students?**

Very helpful	After		2
Yes	After		2
Yes	After		2
Breakout sessions very helpful	After		2
Yes if it is restructured. The keynote and senator were not good—I felt I was being talked at—keynote did not include one coherent message	After		1.5
“I think so.”	After		1.5
Yes. Never can know too much about cultural competence.	After		2
			1.85 mean

**3. Which session gave you the most new knowledge?**

Spanish speaking.	After	Sp	1
Working effectively with LGBT patients.	After	Lgbt	1
Unnatural causes	After	Uc	1
Mennonite/Amish	After	Am	2- see above
Islam	After	Is	3
Islam	After	Is	
Islam	After	Is	

**4. How do you personally define cultural competence?**

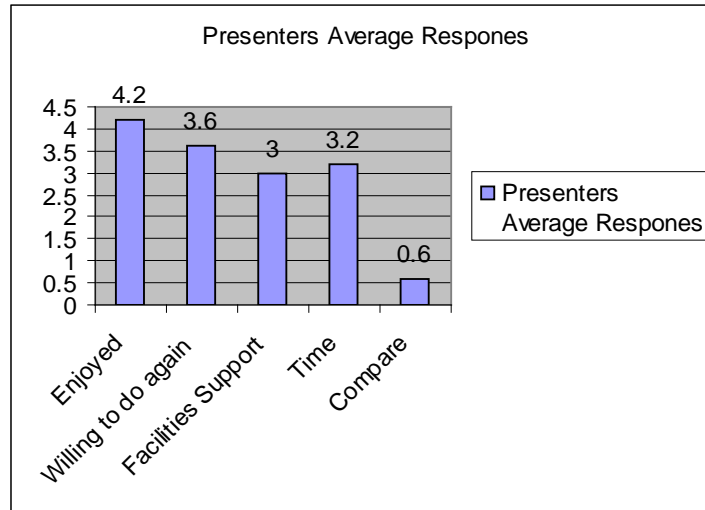
Being able to deal effectively with patients from a variety of cultural backgrounds.	After	Practice
Having the ability to work effectively with and respect individuals from culturally different backgrounds with different beliefs, attitudes and behaviors from your own.	After	Practice
Being able to co-exist in a world with people who think differently from myself	After	Knowledge
Ability to recognize differences between people from different backgrounds	After	Knowledge
I am aware of the fact that there might be differences between ourselves and others—we may not understand all differences but know that they do exist and they might see something differently than we do	After	Knowledge
Being accepting and willing to learn about other people’s cultures	After	Knowledge
Greater understanding of different cultures, beliefs, and practices and how their normal is perceived to be	After	Knowledge

**5. In general, do you consider yourself socially liberal, moderate, or conservative?**

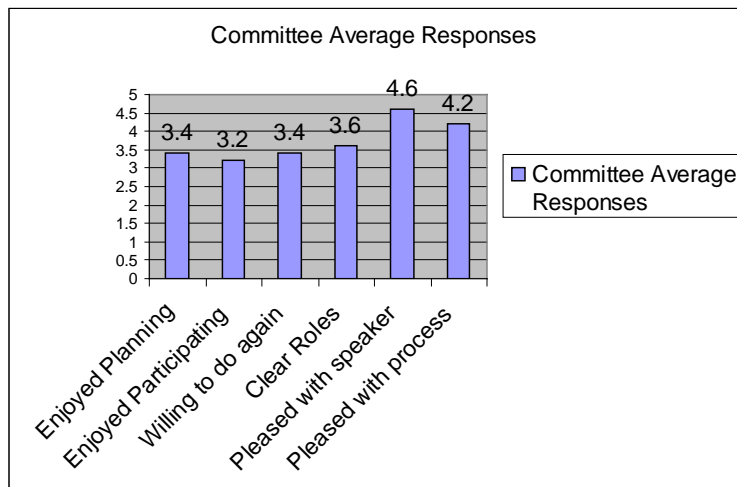
“Moderate to Liberal.”	After	2.5
Conservative.	After	1
Moderate	After	2
Liberal to moderate	After	2.5
Liberal	After	3
Conservative	After	1
liberal	After	3
		2.14 mean

### Appendix D: Details of Speakers and Committee Data

Only 4 of the 10 presenters' replied to the email request, so these data have no statistical significance but provide only a "snap shot" of opinion. Presenter comments however provide useful suggestions for next year's event.



A total of 5 committee members replied to the email survey, so again, there is no statistical significance to this data. It is presented for descriptive purposes only.



### Summary of Presenters' and Committee Members' Comments

Comparison between the presenters' responses and the committee members' responses on certain questions revealed that all individuals seemed to define cultural competence in somewhat the same way. They realized the need to understand and respect people that are different. The sample size was



too small to determine a statistical correlation in the study. Had there been more people involved in the survey, our findings indicate that there would be a correlation between *facilities* and *support* and *willingness to participate again*. Had the facilities been better equipped, it is more likely that people would participate again.

**Summary of Presenters' responses to open-ended questions:**

**Question 5: How would you describe your session participants' level of knowledge on your topic before and after your presentation?**

2 of the 4 presenters said that they had technical problems and were therefore unable to gauge the level of knowledge of the participants. 1 presenter simply stated that their knowledge was adequate before and after while another presenter said that they had limited knowledge before and had insightful comments during the presentation.

**Question 6: How would you describe your session participants' level of engagement with your topic?**

2 of the 4 presenters stated that there was good interaction and comments during the presentation. Another presenter found their level of engagement adequate while another presenter said they were not engaged at all.

**Question 7: Is there anything about the design of the event we should consider changing for next year?**

2 of the 4 presenters said that they would not change anything. The other 2 presenters said that the event needed to be more organized with more direction as to where people were supposed to be and that the projectors should be in working order.

**Question 8: If you have presented this topic at other conferences or workshops, how did ICC 2008 compare to other conferences or workshops?**

4 of the 4 presenters were presenting this information for the first time and therefore marked the question *not applicable*.

**Question 9: Are there other ways you believe U of L HSC could help support diversity and cultural competence on our campus?**

1 of the 4 presenters misinterpreted the question and commented on technical difficulties for the presentation itself. 1 other presenter couldn't think of any suggestions while the other two made comments such as having bilingual signs and more outreach programs to the community.

**Question 10: How do you personally define cultural competence?**

1 of the presenters thought that this question was irrelevant in evaluating the event. The other 3 presenters commented that it involved understanding and being aware of other people's cultures in order to work together.

## **Summary of Committees' Responses to Open-ended Questions:**

### **Question 7: How would you describe your school's faculty commitment to the concept of increasing cultural competence?**

4 of the 5 committee members were mixed on their feelings of faculty commitment while 1 committee member felt as if their commitment was strong.

### **Question 8: What was the most successful part of the event?**

1 of the 5 members didn't attend the sessions and couldn't respond. 2 members thought that the breakout sessions were the most successful. 1 thought that it was the keynote speaker and 1 thought it was the variety of topics.

### **Question 9: What was the thing most in need of change for next year?**

1 member thought that the event needs to be organized more in advance and everyone needs to do their part. 1 member thought that there needed to be more time to notify faculty and students. 1 thought that the equipment must be checked to ensure proper usage as well as having a technician on standby. 1 thought that it should be held on campus if possible and 1 thought that there should be a Worlds Apart session and coordination of timing planned events.

Timing seemed to be a major issue.

### **Question 10: If you have attended other conferences or workshops on cultural competence, how did ICC 2008 compare to other conferences or workshops?**

3 of the 5 members said it was as good if not better. The other 2 had not participated before and therefore stated the question as inapplicable.

### **Question 11: Are there other ways you believe U of L HSC could help support diversity and cultural competence on our campus?**

2 of the 5 members said that it should be incorporated into the curriculum and all courses. 1 said there should be timely notices in the paper for such events. 1 said that the terms "diversity" and "cultural competence" should be defined and addressed separately. 1 said there were no other ways.

### **Question 12: How do you personally define cultural competence?**

All five members indicated that understanding and respect of different cultures and values is important in interacting with others.