

Impact of Service on Social Responsibility and Cultural Competency in DPT Students: A Systematic Review



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Objectives:

1. By the end of the presentation, attendees will explain the role of domestic and international service in promoting social responsibility and cultural competency skills and behaviors for students in DPT programs.

1. By the end of the presentation, attendees will identify the benefits of service participation beyond the classroom environment and the overall impact on professionalism.



Overview

- Background
- Purpose
- Types of Service
- Methods
- Mixed Methods Appraisal Tool (MMAT)
- PRISMA
- Results
- Discussion
- Clinical Relevance



Background

- Professionalism is a key standard of Commission on Accreditation in Physical Therapy Education (CAPTE) and a core value in American Physical Therapy Association (APTA)¹
- Previous research suggests that service participation fosters professional behavior in students^{2,3}
- Service may provide exposure to well-diverse backgrounds, beliefs, and individual experiences which allow a better incorporation of APTA core values^{1,2,4}



Background: Social Responsibility

- Social Responsibility is defined as the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness⁵
- SR is a core value that student physical therapists can gain via partaking in service opportunities¹
- SR promotes the benefits of service learning and calls upon its members to become engaged citizens⁵
- Altruism is when a PT assumes the responsibility of placing the needs of clients ahead of their own self-interest¹



Background: Cultural Competency

- Awareness of cultural competency (CC) is an essential part of learning for students in health professions, such as physical therapy⁴
- CC in Healthcare professionals⁶
 - Make an effort to understand the new culture, while also examining their own cultural biases
- CC Includes:⁶
 - Acceptance and respect for difference
 - Continuing self-assessment regarding culture
 - Vigilance towards the dynamics of differences
 - Ongoing expansion of cultural knowledge and resources
 - Adaptations to services
- CC is a continuous process in professional development⁷
- Growing diversity of U.S population makes these aspects of CC and professionalism paramount in PT practice⁴



Background

University of Scranton service opportunities and how this led to our research question

- Leahy Pro Bono Clinic
- “Seniorcise” / “Kidzercise”
- Nail Painting at Geneva House
- I AM
- Refugee Community Health Fairs
- United Neighborhood Centers
- Montessori Preschool
- Undergrad Community Based Learning (CBL) hours
- Rock Steady Boxing
- Habitat for Humanity
- NeighborWorks
- Others



Types of Service

For the Purpose of this study we defined service as opportunities such as:

- Community-based learning (CBL) OR Community-based service learning (CBSL)
- Pro-Bono clinics
- International service trips (ISP)
- Domestic service trips
- Volunteering
- Service learning



Types of Service	Definitions
Community-based learning (CBL) OR Community-based service learning (CBSL)	<ul style="list-style-type: none"> ● Structured teaching and real -world learning experience that includes learning objectives, preparation, and reflection⁸ ● Emphasizes citizenship and reciprocal learning between the student and the community based on a community-academic institution partnership that is developed to meet an identified community need⁸
Pro-Bono clinics	<ul style="list-style-type: none"> ● Students, under licensed supervision of faculty and community physical therapists, provide care for the uninsured/underinsured community members⁹
International service trips (ISP)	<ul style="list-style-type: none"> ● Pedagogy where three educational domains converge and enhance one another: service learning, study abroad, and international education⁶
Domestic service trips	<ul style="list-style-type: none"> ● Combines learning and service in a manner that adds value to each and transforms both⁴
Volunteerism	<ul style="list-style-type: none"> ● Freely chosen and deliberate helping activities performed over time on behalf of causes/individuals who desire assistance without expectation of reward/compensation¹⁰
Service learning	<ul style="list-style-type: none"> ● Community engagement activities coupled with learning objectives, preparation, and reflection¹¹



Purpose Statement

- The purpose of this research was to determine the impact of service on Cultural Competency (CC) and Social Responsibility (SR) professional behaviors of DPT students





Methods

Databases

PubMed, CINAHL, EBSCO, ScienceDirect

Search terms

(Professionalism OR "professional development" OR “professional behavior”)
AND("physical therapy student" OR "PT student") AND(service OR volunteer OR
"community based learning" or “community-based learning” OR “service learning”)

Search limits

1996-2022, English, peer reviewed. 2 reviewers independently assessed each study for methodological quality using the Mixed Methods Appraisal Tool(MMAT)



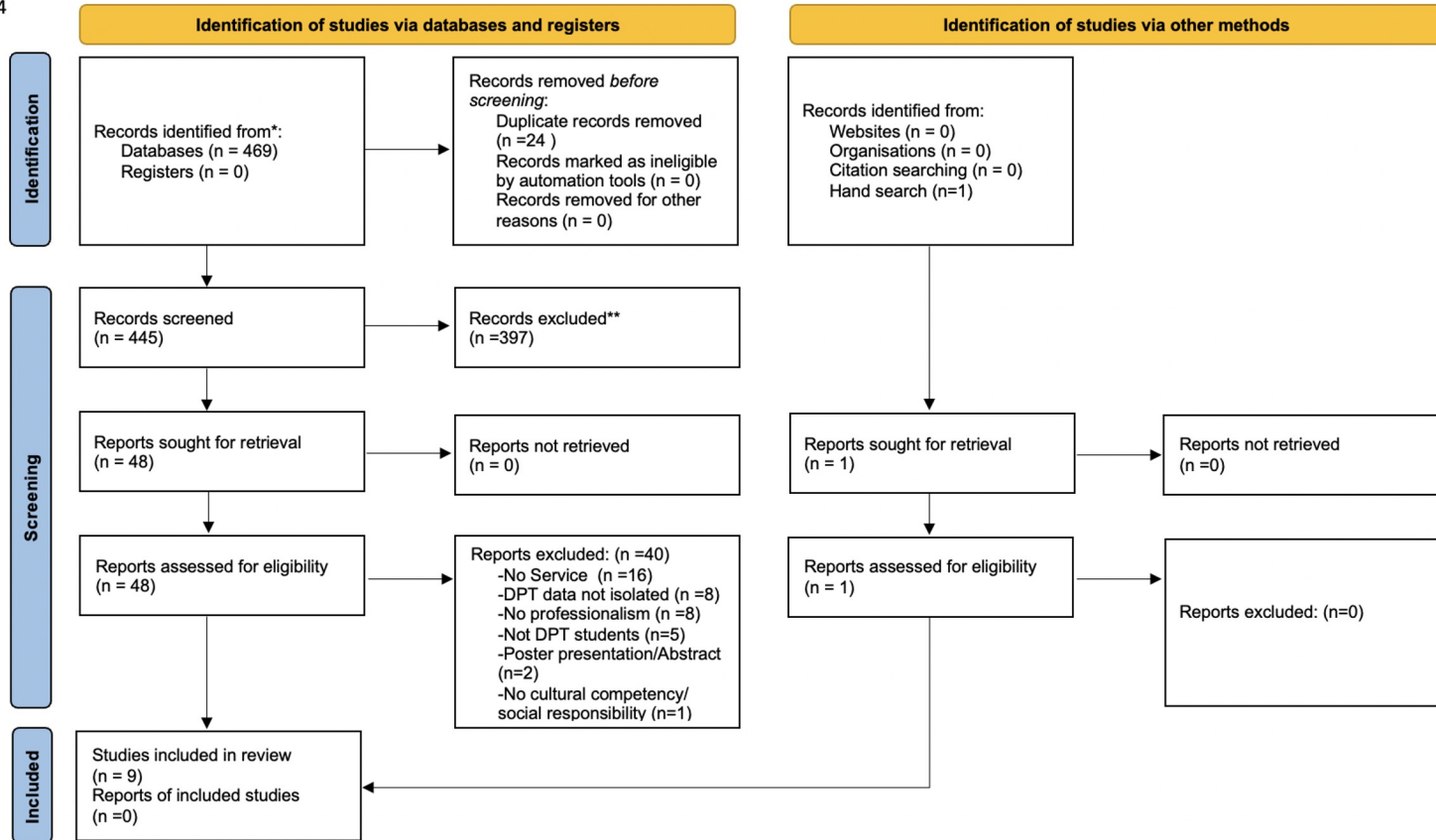
Inclusion criteria

- Doctor of Physical Therapy (DPT) students located in the U.S.
- All study designs
- Professionalism assessment focused on Cultural Competency and/or Social Responsibility



Results

- 445 articles screened
- 9 research articles met selection criteria
 - 3 qualitative^{6, 11, 12}
 - 2 quantitative^{8, 13}
 - 4 mixed methods^{4, 5, 7, 9}
- MMAT scores ranged from 40-100%
 - Average 80%
- Service was of varied duration
 - 45 minutes to 129 hours
- 375 students total completed service



*Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).

**If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

MMAT

Mixed Methods Appraisal Tool Criteria																					
Studies (author, date)	1. Qualitative					3. Quantitative Non-Randomized					4. Quantitative Descriptive					5. Mixed Methods					Overall Quality
	1.1	1.2	1.3	1.4	1.5	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	
Collins et al., 2019 ⁴	Y	Y	Y	Y	Y	--	--	--	--	--	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	****
Furze et al., 2011 ¹¹	Y	Y	Y	Y	Y	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	*****
George et al., 2016 ¹²	Y	Y	Y	Y	Y	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	*****
Gilles et al., 2019 ¹³	--	--	--	--	--	Y	Y	Y	N	Y	--	--	--	--	--	--	--	--	--	--	*****
Hayward et al., 2015 ⁷	Y	Y	Y	Y	Y	--	--	--	--	--	Y	Y	N	N	N	N	N	N	N	Y	**
Johnson & Howell, 2017 ⁶	Y	Y	Y	Y	Y	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	*****
Lattanzi et al., 2011 ⁵	Y	N	Y	N	Y	--	--	--	--	--	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	***
Porretta et al., 2017 ⁹	Y	Y	Y	Y	Y	--	--	--	--	--	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	****
Wise & Yuen, 2013 ⁸	--	--	--	--	--	--	--	--	--	--	Y	Y	N	N	Y	--	--	--	--	--	***

Y ("Yes"), N ("No"), -- (N/A)

* (20%) ** (40%) *** (60%) **** (80%) ***** (100%)



Results

- (5) articles addressed social responsibility
 - (3) qualitative^{6,11,12,}
 - (1) quantitative⁸
 - (1) mixed methods⁵
- (6) articles addressed cultural competency
 - (1) qualitative⁶
 - (2) quantitative^{7,13}
 - (3) mixed methods^{4,5,9}



Results

- Service types
 - Community based learning (CBL) ⁸
 - Pro bono clinics ^{9, 12, 13}
 - International service learning (ISL) ^{4, 6, 7}
 - Domestic service learning ^{5, 11}
- Data collection for cultural competency and social responsibility
 - Written reflection ^{4, 5, 6, 9}
 - Surveys
 - Qualitative ^{9, 11, 12}
 - Quantitative ^{7, 9}
 - Focus groups/ Interviews ^{4, 6, 9, 11}
 - Clinical Performance instrument (CPI) ¹³
 - Core Value Assessment Tool (CVAT) ⁸
 - Cross-Cultural Adaptability Index (CCAI) ⁴



Quantitative Results

Improvements in SR/CC

Social Responsibility

- Quantitative results found insignificant⁵
- Core Value Assessment Tool (CVAT) showed positive impacts on social responsibility ($p=.114$) and altruism ($p=.009$)⁸

Cultural Competency

- Cross-Cultural Adaptability Index (CCAI) ($p < 0.01$)⁴
- PT Clinical Performance Instrument (CPI): Cultural competency ($p = .047$)¹³
- Increased desire to learn spanish (74%)⁷
- Increase desire to learn about different cultures (91%) where is this from⁷

Qualitative Improvements in Social Responsibility

Lattanzi et al., 2011 ⁵



Patient advocacy & social responsibility
Desire to serve community in future as a student or PT
See past cultural stereotypes

Johnson & Howell, 2017 ⁶



Gratitude for patient & acknowledging appreciation
Make a difference, yet not doing enough
Challenged cultural expectations, humanly similar regardless of differences

Furze et al., 2011 ¹¹



Awareness of impact on others
Contemplating change by means of service
Recognizing self-capacity to serve
Increased awareness on the rewards of community service

George et al., 2016 ¹²



Civic Identity
Philanthropy
Positive impact on community
Appreciation for treating whole person

Qualitative Improvements in Cultural Competency

Collins et al., 2019 ⁴

- Recognition of commonalities with indian culture
- Connection and building trust with indian people
- Whole person care, relationships, and appreciation for way of being

Lattanzi et al., 2011 ⁵

- Patient advocacy & social responsibility
- Desire to serve community in future as a student or PT
- See past cultural stereotypes

Johnson & Howell, 2017 ⁶

- Gratitude for patient & acknowledging appreciation
- Make a difference, yet not doing enough
- Challenged cultural expectations, humanly similar regardless of differences

Porretta et al., 2017 ⁹

- Increased competency in working with diverse populations
- Navigating language barriers & different health care beliefs/practices



Conclusion

- **Moderate levels** of evidence support use of service to improve DPT cultural competency and social responsibility
- **No negative** effects identified





Limitations

- Absence of control groups
 - Service vs. Non-Service
 - Service that was required vs. service that is optional
- Lack of longitudinal studies
- Variability in measures/outcomes
- No accepted standardized assessment of professionalism
- Small sample size due to class sizes in DPT programs
- Exclusion of international programs not of doctoral status



Professional Relevance

- Professionalism content related to cultural competency and social responsibility is a requirement of DPT programs¹
- Service may be **effective** in impacting areas outside of the classroom^{4-9,11-13}
- Research shows providing service to local communities or internationally results in **positive** gains in cultural competency and social responsibility^{4-9,11-13}
 - Programs should provide such opportunities as means of fostering these behaviors in students
- University of Scranton's Jesuit Values
 - Service of faith and promotion of justice
 - Cura Personalis: Care of the whole person
 - Giving back to the community and building future professionals
 - Magis
 - Faith that does justice



Future research

- Include control groups
 - Service vs. non-service groups
 - International service learning vs. Domestic service learning
 - School required service vs. optional service
- Longitudinal studies
- Development of a valid/reliable measure to assess cultural competence and social responsibility



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Questions?



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SR Generalized Themes--Old table--Delete later or use for appendix

	Patient Advocacy (2)	Desire to Serve (2)	Civic Identity (2)	Awareness of Impact on Others/Community (3)
Lattanzi et al., 2011 ⁵	X	X		
Johnson & Howell, 2017 ⁶	X			X
Furze et al., 2011 ¹¹		X	X	X
George et al., 2016 ¹²			X	X

CC Generalized themes--Old table--Delete or use in appendix

	Interest in Culture/Language (2)	Competency with diverse Populations (1)	Recognition of Commonalities (3)
Collins et al., 2019 ⁴	X		X
Lattanzi et al., 2011 ₅			X
Johnson & Howell, 2017 ⁶			X
Porretta et al., 2017 ₉	X	X	