Using an Online Survey to Better Understand the Department of Psychiatry's Diversity and Cultural Awareness Training Needs

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UR MEDICINE

BACKGROUND

- Between 2010 and 2015, the University of Rochester Medical Center (URMC) Department of Psychiatry's Diversity and Cultural Awareness Leadership Team (DCALT) developed an online course through Blackboard to provide optional "trainings" 24/7 that help staff, faculty, and trainees in the Department of Psychiatry to meet the diversity and cultural awareness training expectation that the Department Policy requires (i.e., a minimum of 3 hours per academic year).
- As part of the psychology internship leadership project affiliated with the DCALT, we had the goal of identifying a new avenue to help fulfill this requirement considering the Blackboard course is no longer available.
- We first wanted to better understand the Department of Psychiatry's interests and training needs with regard to diversity and cultural awareness prior to implementing a new program.
- We created an online survey to assess staff, faculty, and trainees' preferences, levels of competence and comfort; and solicit feedback about their experience with the Blackboard course as well as recommendations for the future.

METHODS

AIMS:
- Assess baseline levels of cultural awareness (attitudes, skills, knowledge) among Department of Psychiatry staff, faculty, and trainees
- Inquire about topics of interest for work-related learning in order to meet current needs
- Identify the most appropriate online venue to upload content to (e.g., MyPath, SharePoint) based on participants' preferences
- Advertise the DCALT's mission and recruit potential members

SURVEY DEVELOPMENT:
- Reviewed the Blackboard course goals and documents
- Developed 17 quantitative and qualitative questions based off discussions with and feedback from DCALT members during monthly meetings as well as bi-weekly meetings among the project's authors
- Created survey using REDCap (Research Electronic Data Capture), a free and secure system available to create web-based surveys
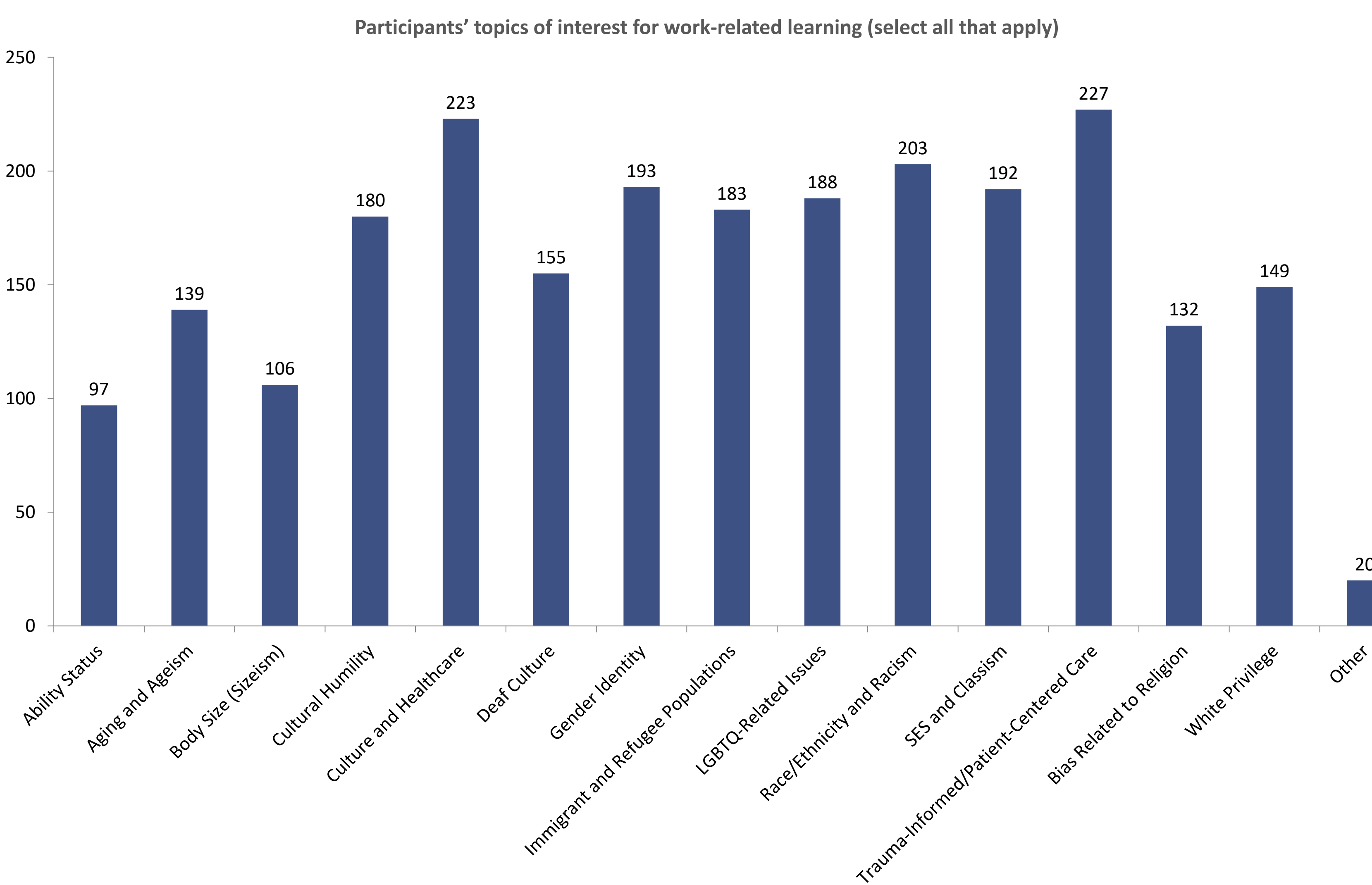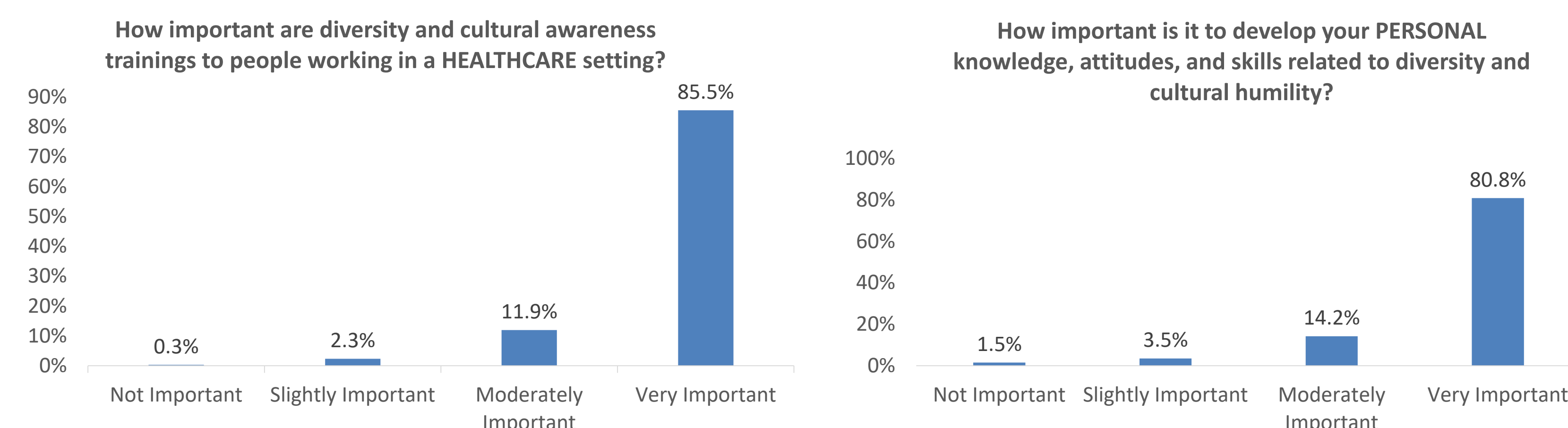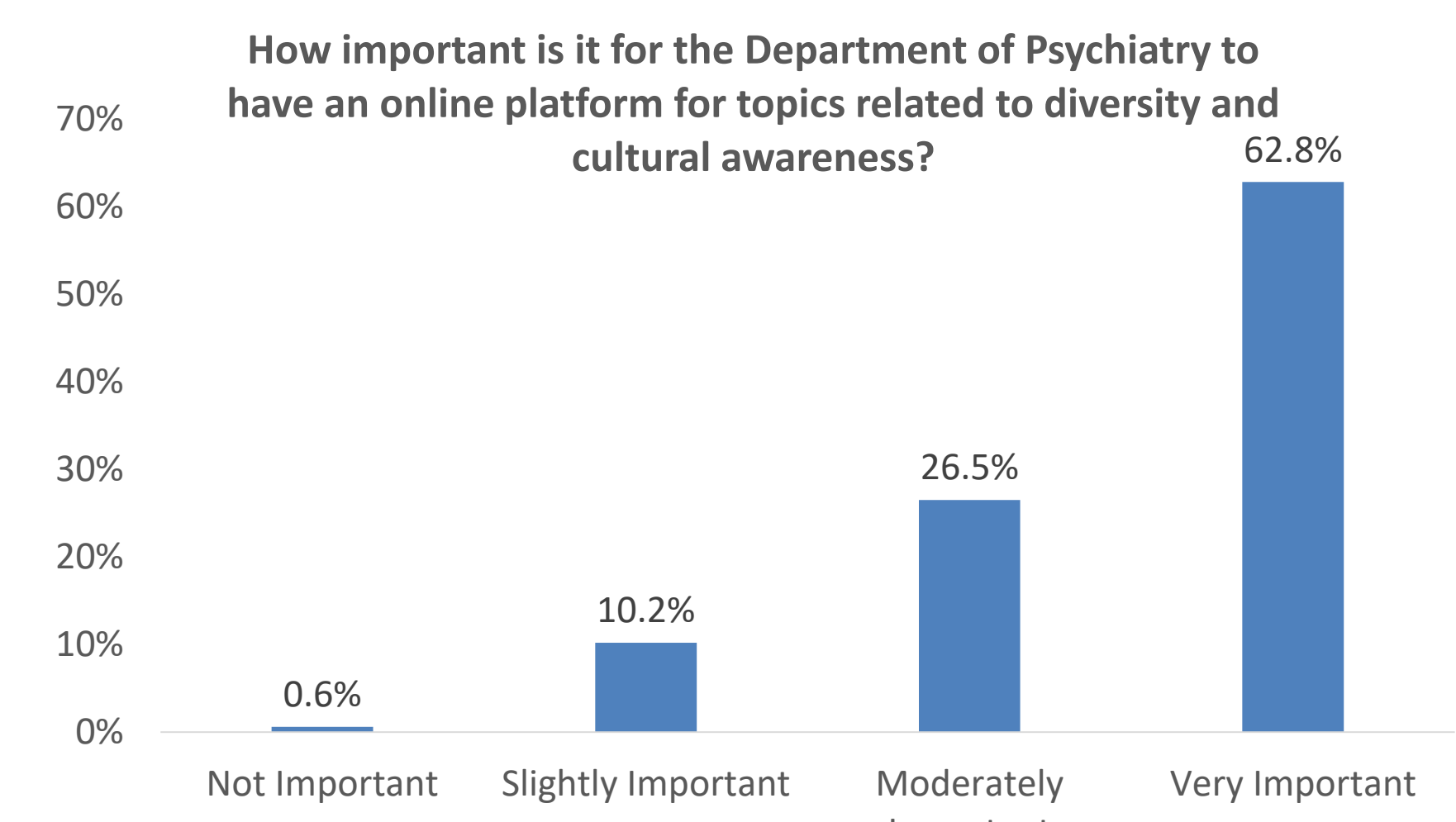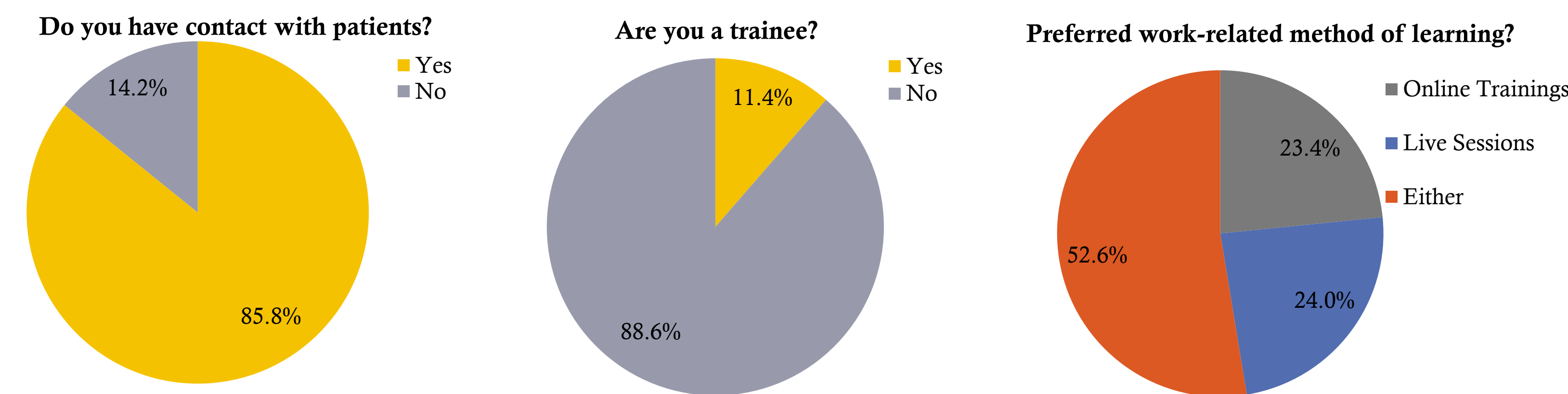
RECRUITMENT:
- Initial e-mail sent to the Psychiatry-All listserv (N = 1000) on 12/18/2017
- Reminder e-mails sent on 12/27/2017; 1/8/2018; and 1/15/2018
- The survey closed on 1/18/2018
- Advertised as a "brief (under 5 minutes) needs assessment survey" and the e-mail included a short description of the survey's purpose and the URL
- Included the authors' contact information at the end of the survey; encouraged participants to contact the authors if interested in joining the DCALT committee and attending monthly (2nd Thursday/month, 1-2 pm) meetings. Note: Four individuals across diverse Department of Psychiatry programs joined the DCALT committee following the survey's completion.

LIMITATIONS

- Cross-sectional design
- Access limited to Department of Psychiatry staff, faculty, and trainees with Internet/computer use between 12/18/2017 and 1/18/2018
- Selection bias – voluntary survey that might have pulled for respondents invested in the topic of diversity and cultural awareness
- Prioritized anonymity over demographic specificity (i.e., age, gender identity, race/ethnicity, SES, and job title were intentionally not collected) – inability to assess survey's representativeness of the Department of Psychiatry, which limits: 1) generalizability of findings to the entire Department; 2) ability to tailor educational efforts to particular groups

RESULTS (N = 348)

Do you have contact with patients? — Yes 85.8%, No 14.2%

Are you a trainee? — Yes 11.4%, No 88.6%

Preferred work-related method of learning? — Online Trainings 23.4%, Live Sessions 24.0%, Either 52.6%

How important is it for the Department of Psychiatry to have an online platform for topics related to diversity and cultural awareness? — Not Important 0.6%, Slightly Important 10.2%, Moderately Important 26.5%, Very Important 62.8%

How important are diversity and cultural awareness trainings to people working in a HEALTHCARE setting? — Not Important 0.3%, Slightly Important 2.3%, Moderately Important 11.9%, Very Important 85.5%

How important is it to develop your PERSONAL knowledge, attitudes, and skills related to diversity and cultural humility? — Not Important 1.5%, Slightly Important 3.5%, Moderately Important 14.2%, Very Important 80.8%

Participants' topics of interest for work-related learning (select all that apply)

- Ability Status: 97
- Aging and Ageism: 139
- Body Size (Sizeism): 106
- Cultural Humility: 180
- Culture and Healthcare: 223
- Deaf Culture: 155
- Gender Identity: 193
- Immigrant and Refugee Populations: 183
- LGBTQ-Related Issues: 188
- Race/Ethnicity and Racism: 203
- SES and Classism: 192
- Trauma-Informed/Patient Centered Care: 227
- Bias Related to Religion: 132
- White Privilege: 149
- Other: 20

Participants' perceived levels of knowledge, preparedness, and comfort with factors related to diversity and cultural awareness

	n	M (SD)
Trained and Knowledgeable	298	64.35 (15.89)
Prepared to Address Factors	294	66.54 (17.16)
Comfortable and Competent Discussing Barriers	289	68.27 (17.95)

Note. n = Number of respondents (Total N = 348). *M* = Mean. *SD* = Standard Deviation. Participants rated themselves using a 0-100 (Not At All-Completely) slider scale.

SELECTION OF QUALITATIVE RESPONSES

1. Briefly, please explain why you would or would not use this type of site?

- "Would definitely use it if it was included in orientation schedule. Otherwise it can be difficult to find time in my schedule and time would be the most likely barrier."
- "Greater knowledge to apply to my sessions with my clients."
- "To learn more about the populations we work with. Also for supervision purposes."
- "It [online training] is more easily accessible and quicker than going to live sessions."
- "It's difficult for me to prioritize online learning with many competing priorities; prefer added benefit of social interaction with in person groups."

2. If you used the Blackboard course, please give us your feedback and any suggestions for improvement.

- "It was difficult to find at times. The content rarely changed."
- "Finding courses in Blackboard was IMPOSSIBLE. MyPath is easier as the courses available or required are easily accessible as we are already registered rather than having to search for the course and then register ourselves."
- "I liked Blackboard. It had a multitude of topics to choose from and not just reading and answering questions. You could watch a video or ad. For the non-clinician staff, this was more easy to understand. The current articles on My Path are not geared towards Administrative or Support staff.

RECOMMENDATIONS

- Based on survey participants' feedback, upload new diversity-related content (e.g., articles, videos) to MyPath in order to promote ongoing continuing education. Include clear instructions or a readily accessible hyperlink to the content via e-mail
- Encourage staff, faculty, and trainees to submit relevant content that they would like to share with the Department of Psychiatry
- Consider having a SharePoint archive that individuals can have access to and can refer to
- Conduct follow-up surveys to assess the impact of the new content on individuals' perceived levels of knowledge, comfort, and competency as well as ongoing trainings needs
- Use the findings to inform the Brown Bag Diversity Summer Series
- Promote CultureVision (an existing online tool accessed through the URMC Intranet home page) as an additional diversity-related resource
- Develop more hands-on, practice-based trainings that address factors related to diversity and cultural awareness that could also be incorporated into new staff, faculty, and trainees' orientations

ACKNOWLEDGEMENTS

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