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Assessing Affective Learning Outcomes in Cultural Competence

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The Affective Domain

- Describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.

- Based on work of Krathwohl et al, 1964.

- Learning objectives center on interests, attitudes, appreciations, values, and emotional sets or biases (Kirk, n.d.)

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Affective Domain Hierarchy

- **Receiving** is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for), to respond to.

- **Responding** is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.

- **Valuing** is willing to be perceived by others as valuing certain ideas, materials, or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.

- **Organization** is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance, to examine.

- **Characterization** by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve. (Kirk, n.d.)

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Cultural competence involves understanding and appropriately responding to the unique combination of cultural variables—including ability, age, beliefs, ethnicity, experience, gender, gender identity, linguistic background, national origin, race, religion, sexual orientation, and socioeconomic status—that the professional and client/patient bring to interactions. (ASHA Practice Portal, n.d.)

CULTURAL COMPETENCE IN COMMUNICATION DISORDERS

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To become culturally competent…

- Students must reflect upon their attitudes, appreciations, values, and biases.
- Students must be able to move from the *receiving* level of the domain hierarchy to the *characterization* level.

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The present study asked:

- How well are students able to identify their knowledge and attitudes about cultural and linguistic diversity (CLD) issues?
- Do students' knowledge and attitudes change throughout the course of study? If so, how?
- How do curriculum models (infusion across the curriculum versus dedicated course content) compare in outcomes?

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Assessment Measures

- ASHA Cultural Competence Self-Assessment Tools
- Student Reflections
- Instructor Survey: Primarily asked students to rate their knowledge/understanding of concepts
- BEVI: The Beliefs, Events, and Values Inventory (Shealy, 2010)

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The Beliefs, Events, and Values Inventory (BEVI)

- Helps individuals, groups, organizations, and institutions 1) understand better what they believe and value about themselves, others, and the world at large and 2) reflect upon how such beliefs and values may - or may not - be conducive to learning, personal growth, relationships, and the pursuit of life goals.
- From the perspective of evaluation and research, the BEVI 1) helps answer questions such as "who learns what and why, and under what circumstances," 2) allows for the examination of complex processes that are associated with belief/value acquisition, maintenance, and transformation, and 3) analyzes the impact of specific experiences that are implicitly or explicitly designed to facilitate growth, learning, or change.

http://www.thebevi.com/

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BEVI Results

- Items relate to the Valuing, Organization, Characterization items of the affective domain.
- BEVI Scales (of the 17 available) that relate to our questions: Sociocultural Openness, Ecological Resonance, Global Resonance.

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- Sociocultural Openness: Openness regarding a wide range of actions, policies, and practices in the areas of culture, economics, education, environment, gender/global relations, politics.
- Ecological Resonance: Deeply interested in environmental/sustainability issues, concerned about fate of the earth.
- Global Resonance: Interested in learning about, encountering different individuals, groups, languages, cultures, seeks global engagement.

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- Cohort enrolled in specific multicultural issues course (changes measured at beginning and end of semester)

- Sociocultural Openness: No change
- Ecological Resonance: No change
- Global Resonance: 21% change with higher ratings at the end of the semester.

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BEVI Results (Same Cohort)

- **Common Themes in Qualitative Responses**
- Identifying content in courses that addressed multiculturalism.
- Acknowledging value in learning about other people's cultures.
- Most participants reported that they felt more aware of other's cultures after taking the course.
- Most participants reported that they perceived themselves as more culturally competent after the course.
- These responses are primarily at the *receiving* level of the hierarchy.

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BEVI Results

- A pre-test was administered to the cohort enrolled in the infused curriculum model in September 2016. Post-test will be given in April 2017.

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ASHA Cultural Competence Self-Assessment Tools

- Personal: https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Personal-Reflection.pdf
- Service Delivery: https://www.asha.org/uploadedFiles/Cultural-Competence-Checklist-Service-Delivery.pdf

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ASHA Cultural Competence Self-Assessment Tools

- These tools were used as formative assessments for the students in their self-reflection.
- After completing each tool, the students:
  - Wrote a personal reflection.
  - Drafted 3 goals for growth in the area of cultural competence.

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Student Reflections

- Personal cultural competence goals
- Reflections gave students the opportunity to work at the higher levels of the Affective Doman Hierarchy: *organization and characterization.*
- Example

Instructor Survey

- Forty-seven items required students to rate their knowledge of issues related to service delivery among culturally and linguistically diverse clients.

- Administered pre- and post- to both student cohorts

Instructor Survey: Rating Scale

- 1=Not at all knowledgeable
- 2=Somewhat knowledgeable
- 3= Knowledgeable
- 4= Very knowledgeable
- 5= Highly knowledgeable

Sample Questions

- How would you rate your level of knowledge of nonstandard dialects?
- How would you rate your level of knowledge regarding second language acquisition?

Instructor Survey

- Significant changes were measured for all items using the rating scale (for cohort completing pre-post measure).
- Students' knowledge (as measured by self-rating) changes over the course of study.
- Because the items related to professional competencies, they also measured changes in the following levels of the hierarchy: *receiving, responding, valuing.*

Questions

- How well are students able to identify their knowledge and attitudes about cultural and linguistic diversity (CLD) issues?
- Students were able to rate their knowledge and attitudes and self-monitor growth (goals, reflections, e-portfolio artifacts).

Do students' knowledge and attitudes change throughout the course of study? If so, how?

- Yes, knowledge and attitudes moved in positive directions on the instructor survey.
- Global Resonance (BEVI) increased: Interest in learning about, encountering different individuals, groups, languages, cultures, seeks global engagement.

Still under investigation….

- How do curriculum models (infusion across the curriculum versus dedicated course content) compare in outcomes?

Summary

- Standardized and informal measures can be used to assess students' learning in the affective domain.
- Multiple forms of measurement are encouraged.

Future Directions

- Conduct post-testing for cohort receiving infused model.
- Utilize tools for curriculum assessment in new curriculum track: Hispanic Emphasis Program.

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CULTURE COMPETENCE PROJECT LOG

Participant Number: _____   Cohort #: _____

Personal Culture Competence Goals:	Where was the goal addressed? (list all courses where your goal was addressed)	How was the goal addressed? (ex: course assignments, course readings, journal articles, presentations, class discussions, etc.)
Goal 1:		
Goal 2:		
Goal 3:		