

# Does Ethnicity impact DPT Students' Clinical Readiness and Performance?

## An exploratory study

### Background

- The DPT students' ability to derive a clinical decision is dependent on the students' self-efficacy, defined as beliefs or perceptions of how well they can execute courses of action required to deal with prospective situations<sup>1</sup>
- Understanding DPT students' clinical reasoning self-efficacy is essential to prepare them for successful clinical experiences
- Null Hypothesis: Among diverse ethnic groups, there is no difference in clinical reasoning self-efficacy, confidence treating patients, and clinical performance
- Previous literature suggests variation across ethnic groups on clinical performance ratings by clinical instructors during clinical experiences<sup>2</sup>
- Further assessment of the impact of ethnicity on clinical readiness and performance is warranted

### Purpose

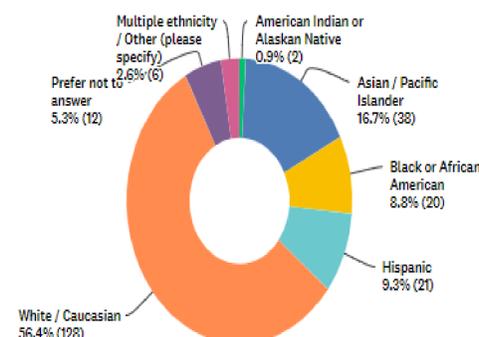
To explore the influence of ethnicity on clinical readiness and performance among DPT students as determined by (1) clinical reasoning Physical Therapist Self-Efficacy (PTSE) score during clinical experiences<sup>3</sup> (2) self-confidence rating treating patients, and (3) final APTA Clinical Performance Instrument (CPI) clinical reasoning and summative ratings by clinical instructors<sup>4</sup>

### Methods

- Survey-based descriptive and exploratory cross-sectional research design.
- 28-question survey administered at mid-term of clinical experiences
- Participants- 211** 2<sup>nd</sup> and 3<sup>rd</sup> year DPT students from multi-campus private health science university during Fall 2020 clinical experiences
- A 5-point Likert scale** to assess student clinical reasoning self-efficacy
- A 5-point Likert scale** to assess student confidence treating at initial and subsequent visits
- APTA CPI (2.0)** clinical reasoning and summative ratings retrieved for each student
- A Kruskal Wallis test** to analyze differences between groups;  $\alpha=.05$

### DPT Student Respondents during Fall 2020 Clinical Experiences (n=211)

	Kruskal Wallis Test Summary
Clinical Reasoning Self-Efficacy (PTSE)	$\chi^2(6, n=211)=5.87, p=.438$
Confidence treating initial	$\chi^2(6, n=211)=11.01, p=.088$
Confidence treating subsequent	$\chi^2(6, n=211)=4.69, p=.584$
CPI clinical reasoning ratings	$\chi^2(6, n=211)=7.55, p=.273$
CPI Summative ratings	$\chi^2(6, n=211) 8.74, p=.189$



### Results

- 7 groups were identified; American Indian or Alaskan Native, Asian/Pacific Islander, Black or African American, Hispanic, White/Caucasian, Multiple ethnicity, and Prefer not to answer; 38.3% of respondents identified with an ethnic group other than White/Caucasian
- Clinical reasoning self-efficacy (PTSE)** - no difference across 7 groups ( $p=.438$ )
- Confidence treating**- no difference across 7 groups at initial visit ( $p=.088$ ), and subsequent visits ( $p=.584$ )
- CPI Ratings** - no difference across 7 groups for clinical reasoning item ( $p=.273$ ), and summative score ( $p=.189$ )

### Discussion

- According to clinical instructors, all ethnic groups demonstrated ample clinical readiness and strong clinical performance during Fall 2020 clinical experiences
- There was no difference across groups in clinical reasoning self-efficacy (PTSE)
- There was no difference across groups in confidence treating at initial and subsequent visits
- Our findings conflict with a previous report,<sup>2</sup> as evidenced by our results demonstrating no difference across groups in clinical performance on final CPI ratings
- Our findings suggest that ethnicity does not impact DPT students' clinical readiness and performance
- In our university system, diversity representation of 38.3% was greater than 26% reported by CAPTE aggregate data,<sup>5</sup> identifying an opportunity to expand ethnic diversity in DPT programs

### Conclusion

- All ethnic groups demonstrated strong clinical readiness and performance during all clinical experience levels
- Ethnic groups did not differ in clinical reasoning self-efficacy or confidence treating patients
- Although the gap appears to be closing, there continues to be underrepresentation of ethnic groups in DPT academic programs

### Limitations

- DPT students recruited were from one large, multi-campus private university
- Self-efficacy answer choice options were defined on a 5-point scale limiting elaboration on participant responses

### Future Research

- Investigate factors impacting underrepresentation of ethnic groups in DPT academic programs to explore initiatives to close the diversity gap and meet societal needs

### References

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