

Nonparametric Tests

Notes

Output Created		05-MAR-2023 09:44:18
Comments		
Input	Data	C: \Users\ayesh\OneDrive\De sktop\2023-02-18-Survey- analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
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	Split File	<none>
	N of Rows in Working Data File	28

Notes

Syntax

```
NPTESTS
/INDEPENDENT TEST
(Q2_1_knowledge_issues_
healt_immigrants
Q2_2_understand_socialen
viron_impact_health
Q2_3_barriers_healthcare_
lowresource
Q2_4_cultural_context_infl
uences_perceptions
Q2_5_describe_ontarioheal
thsystem_effect
Q2_6_roles_relationships_
entities_influencing
Q2_7_skills_policy
Q2_8_skills_create_opport
unities_federal
Q2_9_skills_create_opport
unities_provincial
Q2_10_skills_create_oppor
tunities_municipal
Q2_11_skills_create_oppor
tunities_organizational
Q2_12_develop_approac
hes_accesscommunities
Q2_13_demonstrate_dipl
omacy_trust
Q2_14_skills_build_coaliti
ons
Q2_15_cocreate_strategies
Q2_16_skills_communicat
ion
Q2_17_skills_knowledge_
brokering
Q2_18_exhibit_interprofes
sional_values
Q2_19_apply_leadership_
practice
Q2_20_implement_strateg
ies_engagepopulations
Q2_21_conduct_communi
tyhealth_assessment
Q2_22_plan_implement_e
valuate_program) GROUP
(Q1_10_gender_female)
MANN_WHITNE
Y /MISSING
SCOPE=ANALYSIS
USERMISSING=EXCLUD
E /CRITERIA ALPHA=0.05
CILEVEL=95
```

Notes

Resources	Processor Time	00:00:03.50
	Elapsed Time	00:00:03.40

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.
1	The distribution of Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research) is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
2	The distribution of Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social support, physical environment) and how these factors can influence immigrant health is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
3	The distribution of Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address this problem is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a

Hypothesis Test Summary

	Decision
1	Unable to compute.
2	Unable to compute.
3	Unable to compute.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.
4	The distribution of Describe how cultural context influences perceptions of health and disease is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
5	The distribution of Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
6	The distribution of Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations) is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
7	The distribution of Skills in policy analysis and policy development for immigrant access to healthcare services is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
8	The distribution of Skills to create opportunities to access federal decision-makers concerning health services for immigrants and newcomers in the community is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a

Hypothesis Test Summary

	Decision
4	Unable to compute.
5	Unable to compute.
6	Unable to compute.
7	Unable to compute.
8	Unable to compute.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.
9	The distribution of Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and newcomers in the community is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
10	The distribution of Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and newcomers in the community is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
11	The distribution of Skills to create opportunities to access organizational/community/other decision-makers concerning health services for immigrants and newcomers is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
12	The distribution of Develop approaches to gain access to immigrant communities served is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
13	The distribution of Demonstrate diplomacy and build trust with community partners working in the health sector is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a

Hypothesis Test Summary

	Decision
9	Unable to compute.
10	Unable to compute.
11	Unable to compute.
12	Unable to compute.
13	Unable to compute.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.
14	The distribution of Skills to build coalitions to work collectively on access to healthcare issues is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
15	The distribution of Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
16	The distribution of Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material) is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
17	The distribution of Skills for knowledge brokering is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
18	The distribution of Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the healthcare space is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a

Hypothesis Test Summary

	Decision
14	Unable to compute.
15	Unable to compute.
16	Unable to compute.
17	Unable to compute.
18	Unable to compute.

Hypothesis Test Summary

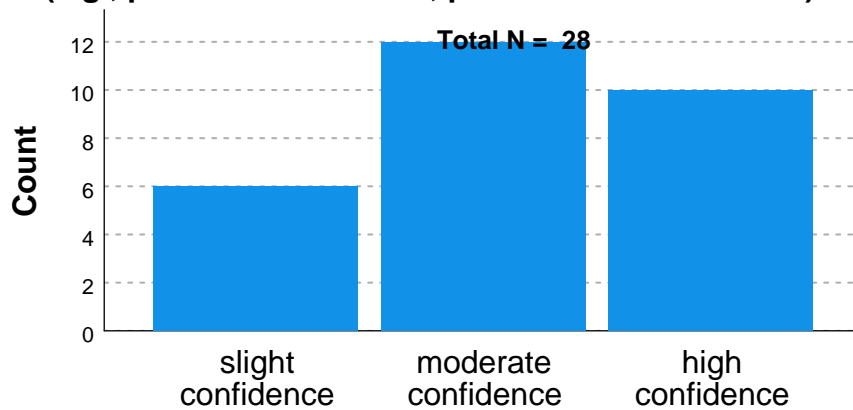
	Null Hypothesis	Test	Sig.
19	The distribution of Apply leadership practices that support collaboration and team effectiveness is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
20	The distribution of Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
21	The distribution of Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned to support this task is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a
22	The distribution of Plan, implement, and evaluate an access to healthcare program is the same across categories of Gender of LIP staff (place an "x" beside all options that apply): female.	Independent-Samples Mann-Whitney U Test	. ^a

Hypothesis Test Summary

	Decision
19	Unable to compute.
20	Unable to compute.
21	Unable to compute.
22	Unable to compute.

a. The group field does not have exactly two values.

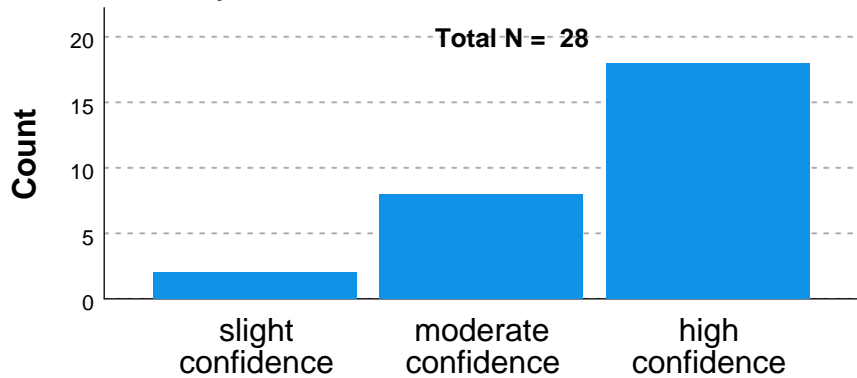
Categorical Field Information Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research)



Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research)

Knowledge about issues that affect the health of immigrants/newcomers (e.g., major causes of disease and death) via credible sources (e.g., professional bodies, peer-reviewed research) field is ordinal but is treated...

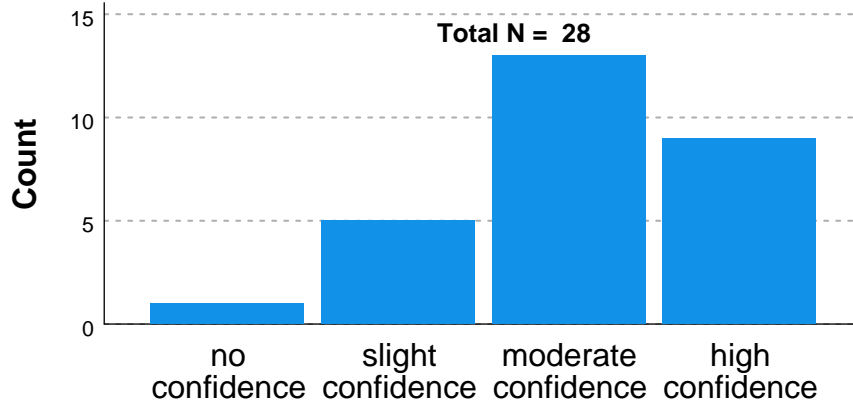
Categorical Field Information Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social support, physical environment) and how these factors can influence ...



Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social ...

Understand major social and economic environmental factors that impact access to and quality of health services within your community (e.g., education, income, social support, physical environment) and how these factors can influence immigrant health field is ordinal but is treated as ...

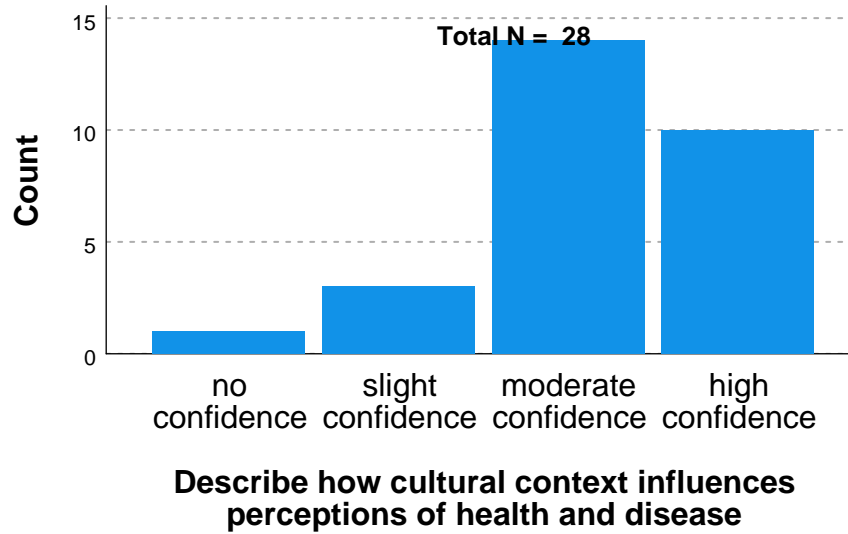
Categorical Field Information Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address...



Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address this problem

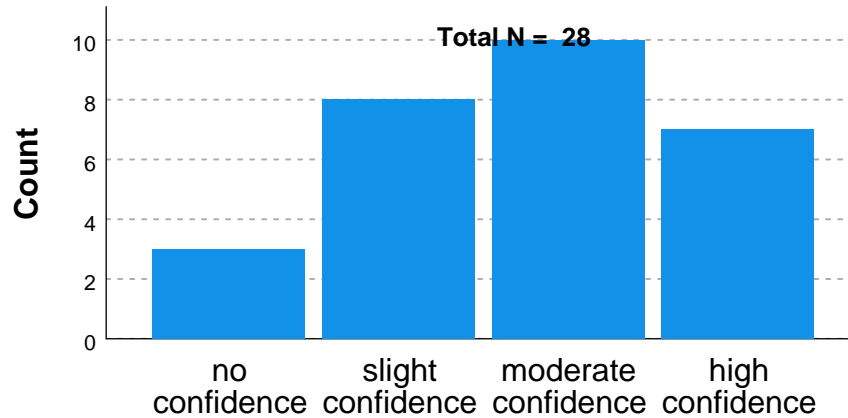
Articulate barriers to healthcare in low-resource settings locally and describe factors that contribute to this, and strategies to address this problem field is ordinal but is treated as continuous in the test.

Categorical Field Information Describe how cultural context influences perceptions of health and disease



Describe how cultural context influences perceptions of health and disease
field is ordinal but is treated as continuous in the test.

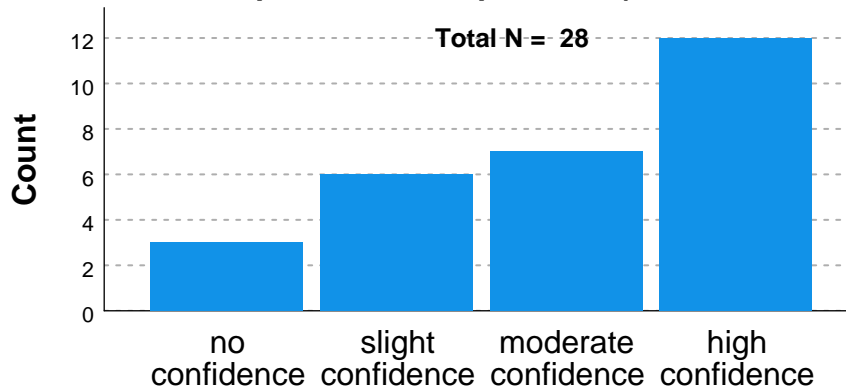
Categorical Field Information Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants



Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants

Describe the Ontario health system and its policies and effects on provision of healthcare for immigrants field is ordinal but is treated as ...

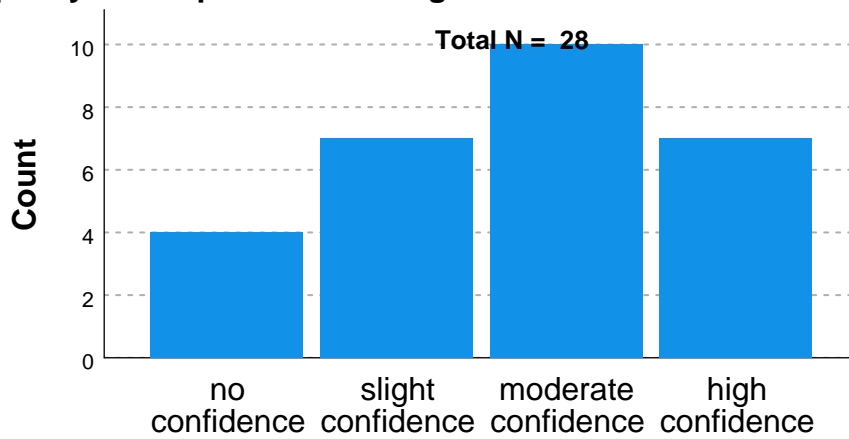
Categorical Field Information Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations)



Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations)

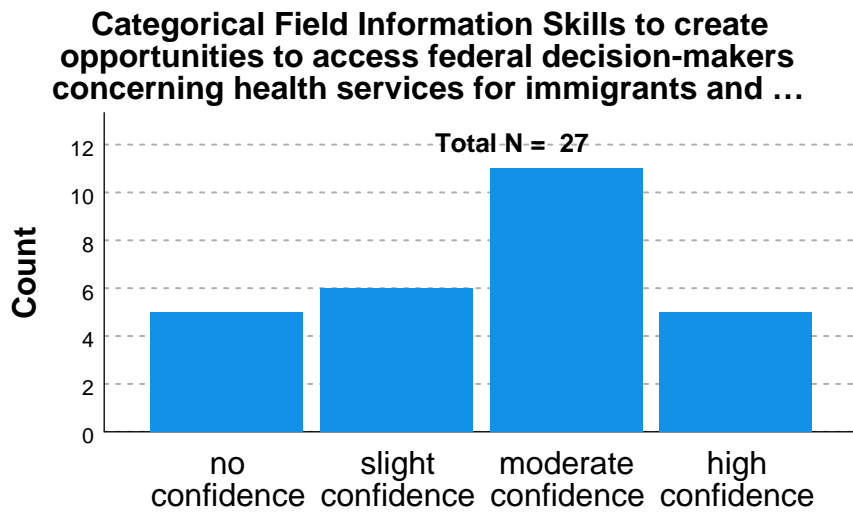
Knowledge of the roles and relationships of the major entities influencing your communities' health and development (e.g., Ministries, departments, corporations) field is ordinal but is treated as continuous in the test.

Categorical Field Information Skills in policy analysis and policy development for immigrant access to healthcare...



Skills in policy analysis and policy development for immigrant access to healthcare services

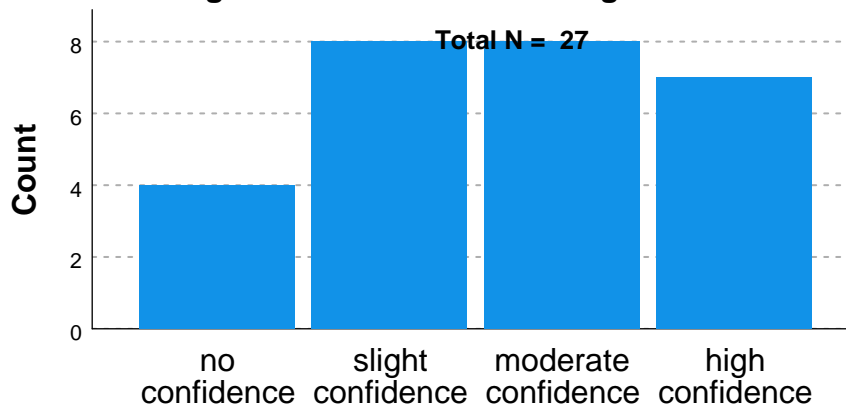
Skills in policy analysis and policy development for immigrant access to healthcare services field is ordinal but is treated as continuous in the test.



Skills to create opportunities to access federal decision-makers concerning health services for immigrants and newcomers in the community

Skills to create opportunities to access federal decision-makers concerning health services for immigrants and newcomers in the community field is ordinal but is treated as continuous in the test.

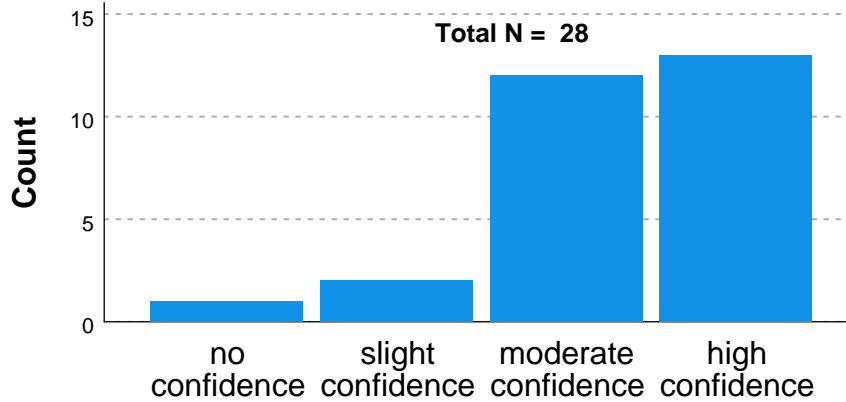
Categorical Field Information Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and ...



Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and newcomers in the community

Skills to create opportunities to access provincial decision-makers concerning health services for immigrants and newcomers in the community field is ordinal but is treated as continuous in the test.

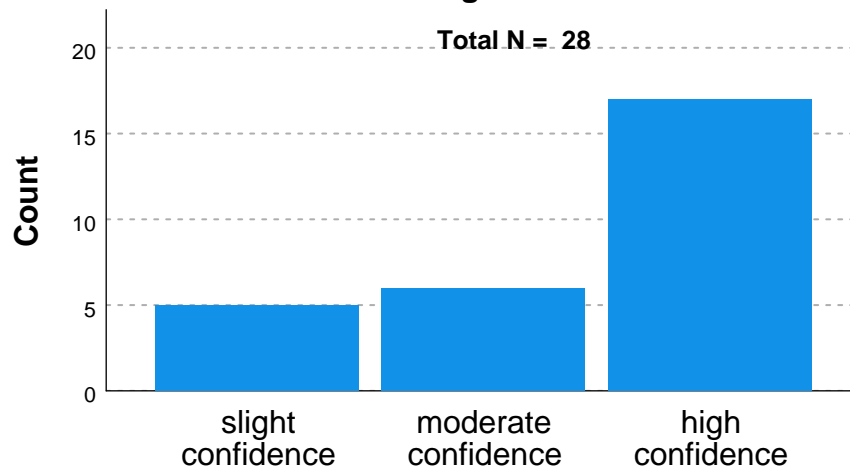
Categorical Field Information Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and ...



Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and newcomers in the community

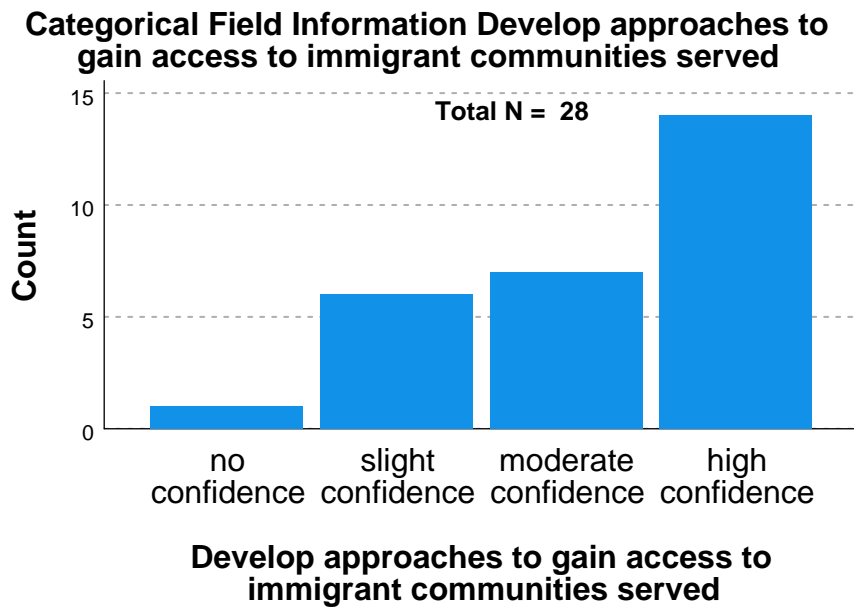
Skills to create opportunities to access municipal decision-makers concerning health services for immigrants and newcomers in the community field is ordinal but is treated as continuous in the test.

Categorical Field Information Skills to create opportunities to access organizational/community/other decision-makers concerning health services for ...



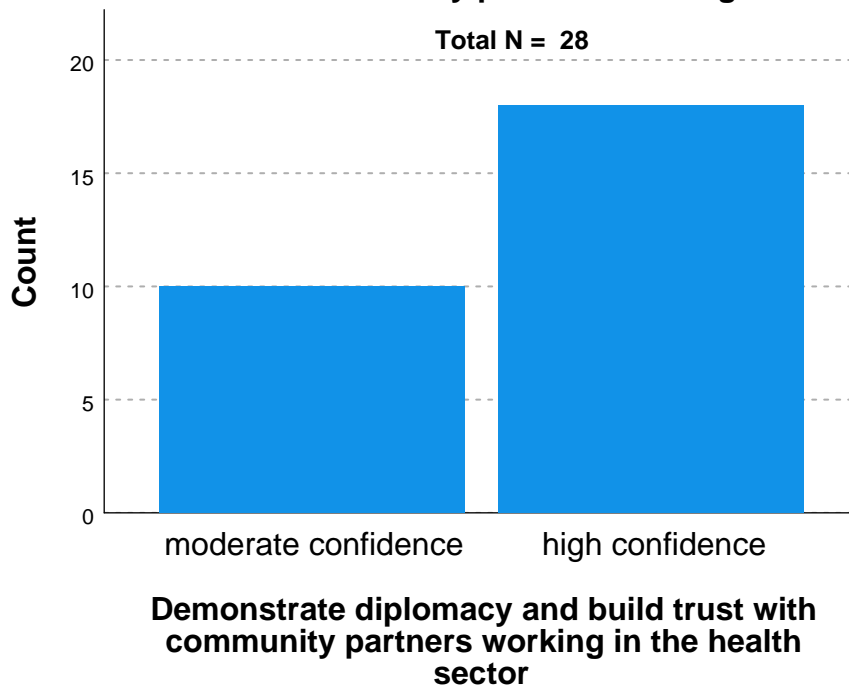
Skills to create opportunities to access organizational/community/other decision-makers concerning health services for immigrants and newcomers

Skills to create opportunities to access organizational/community/other decision-makers concerning health services for immigrants and newcomers field is ordinal but is treated as continuous in the test.



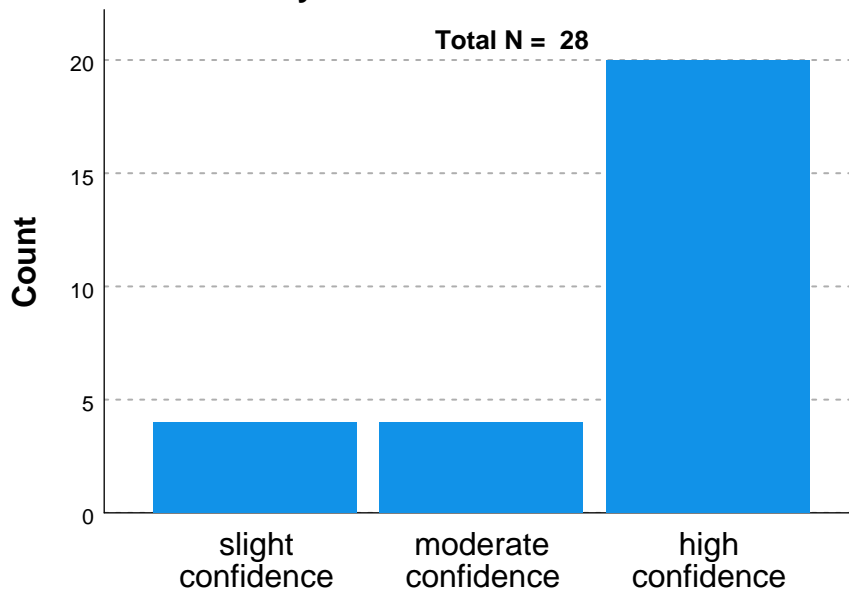
Develop approaches to gain access to immigrant communities served field is ordinal but is treated as continuous in the test.

**Categorical Field Information Demonstrate diplomacy
and build trust with community partners working in the...**



Demonstrate diplomacy and build trust with community partners working in the health sector field is ordinal but is treated as continuous in the test.

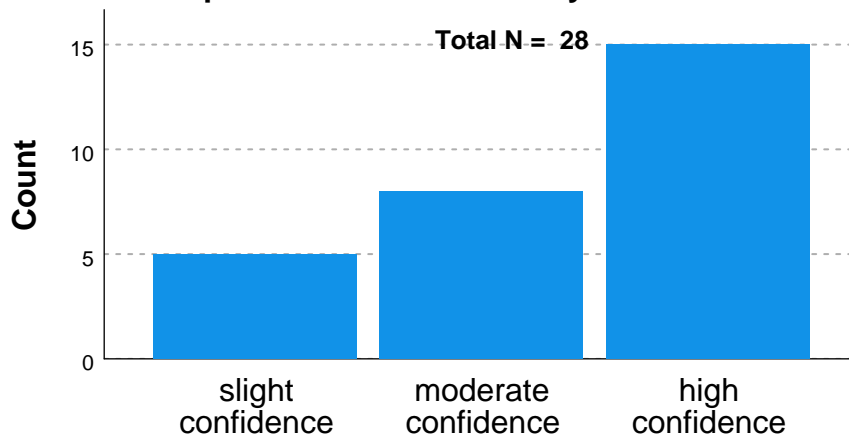
Categorical Field Information Skills to build coalitions to work collectively on access to healthcare issues



Skills to build coalitions to work collectively on access to healthcare issues

Skills to build coalitions to work collectively on access to healthcare issues field is ordinal but is treated as continuous in the test.

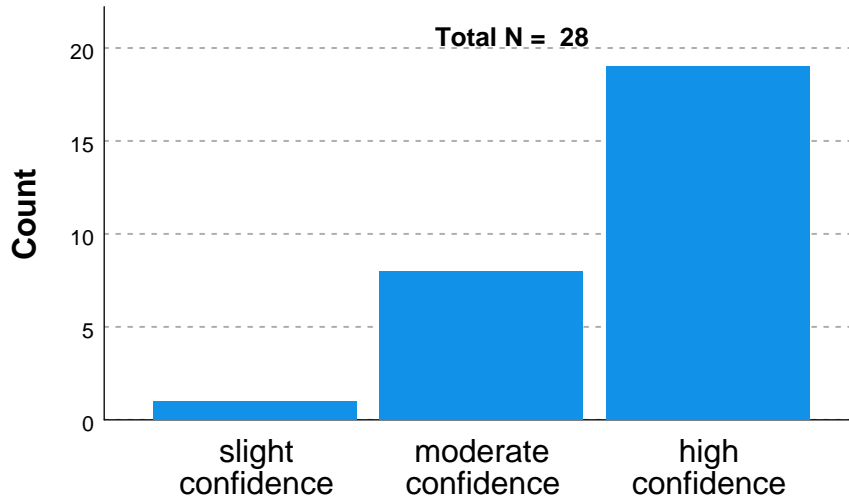
Categorical Field Information Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health



Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health

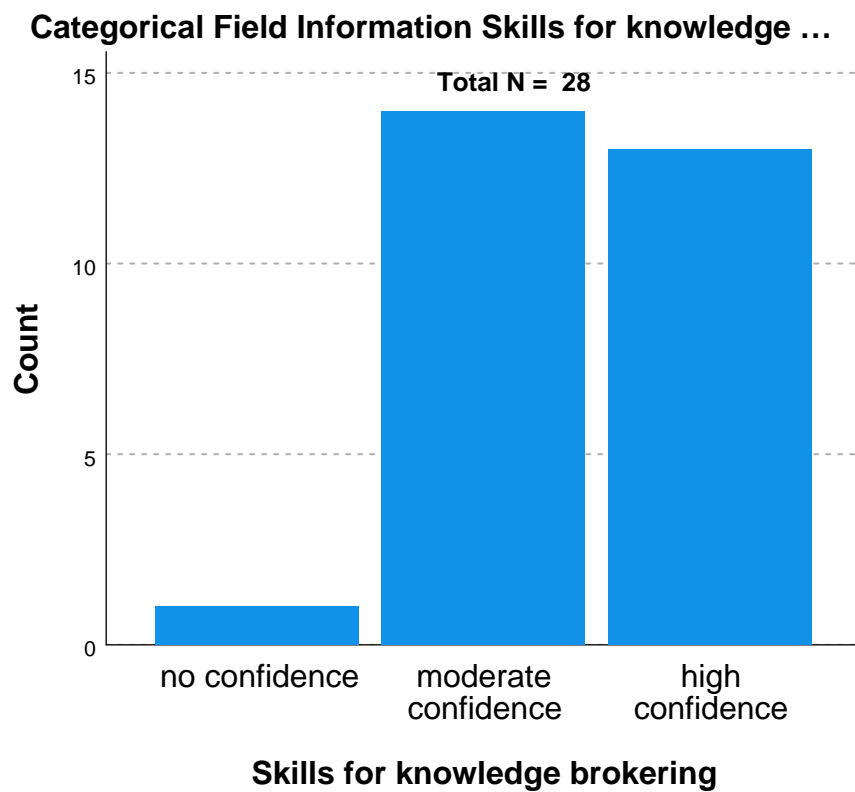
Cocreate strategies with the community to strengthen community capabilities, and contribute to reduction in health differences and improvement of community health field is ordinal but is treated as ...

Categorical Field Information Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material)



Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material)

Skills in communication (e.g., to help create and operate immigrant and newcomer health campaigns and awareness-building material) field is ordinal but is treated as continuous in the test.



Skills for knowledge brokering field is ordinal but is treated as continuou...

Categorical Field Information Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the...

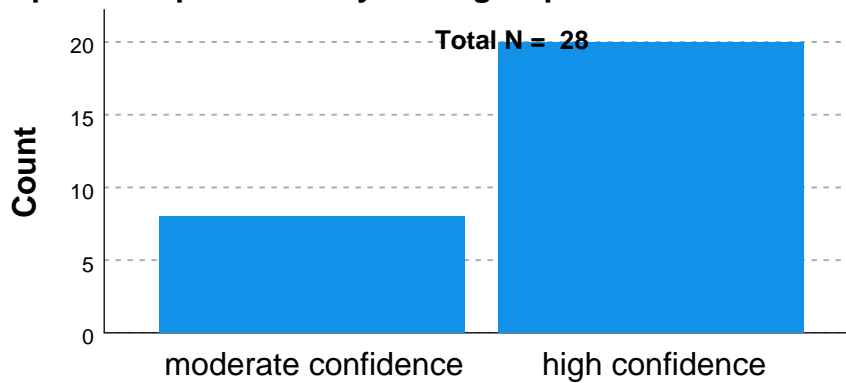
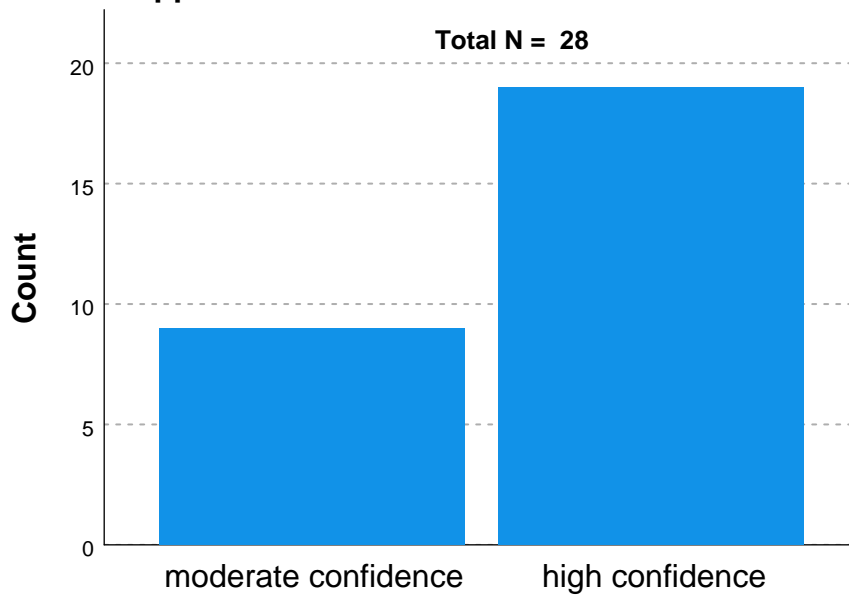


Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the healthcare space

Exhibit interprofessional values that demonstrate respect for, and awareness of, the unique cultures, values, roles/responsibilities and expertise represented by other groups that work in the healthcare space field is ordinal but is treated as continuous in the test.

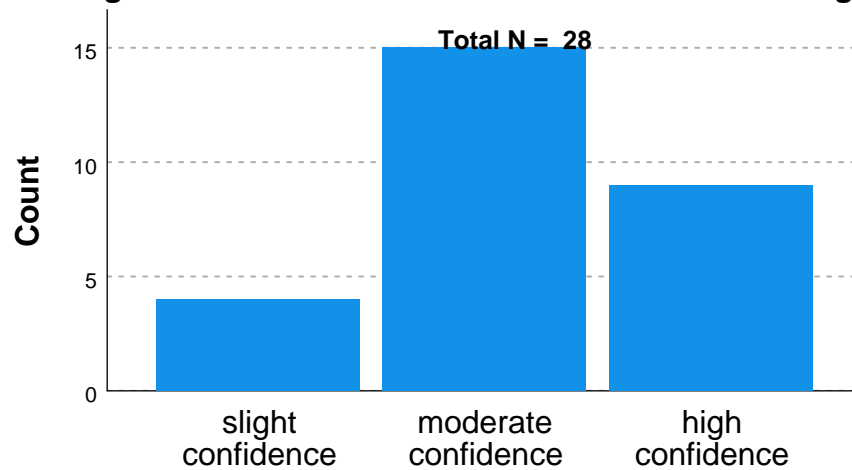
Categorical Field Information Apply leadership practices that support collaboration and team effectiveness



Apply leadership practices that support collaboration and team effectiveness

Apply leadership practices that support collaboration and team effectiveness field is ordinal but is treated as continuous in the test.

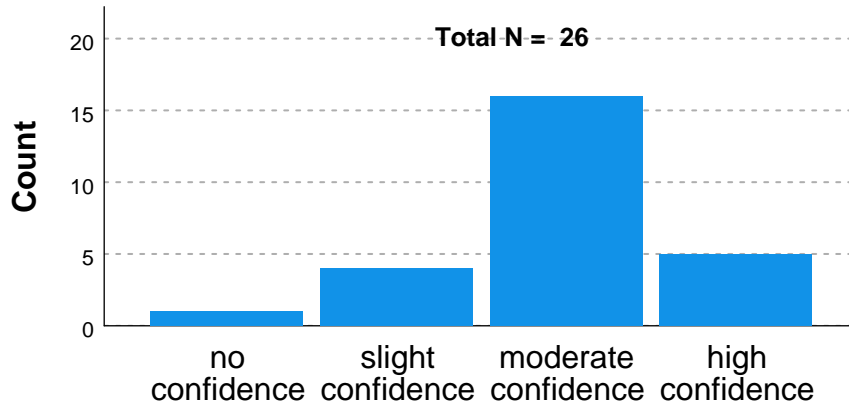
Categorical Field Information Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being



Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being

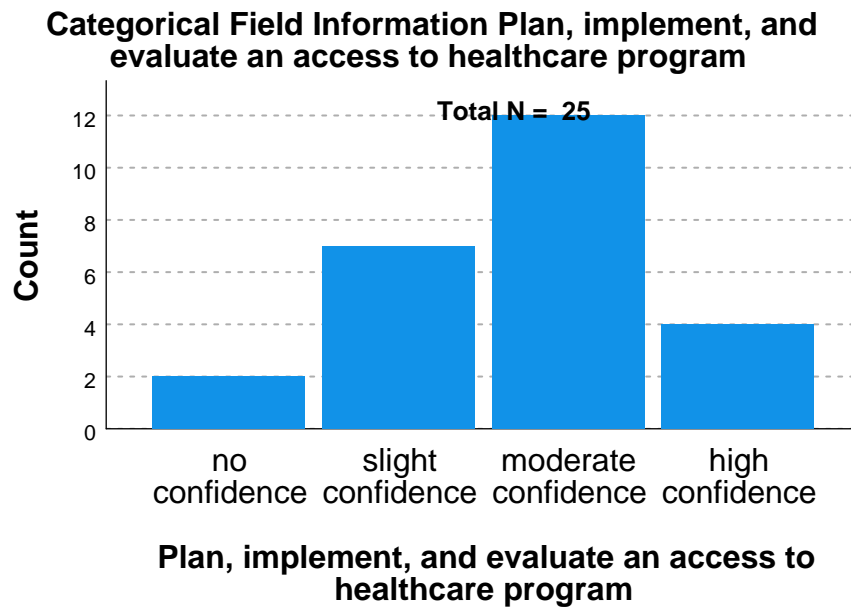
Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being field is ordinal but is treated as continuous in the test.

Categorical Field Information Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned t...



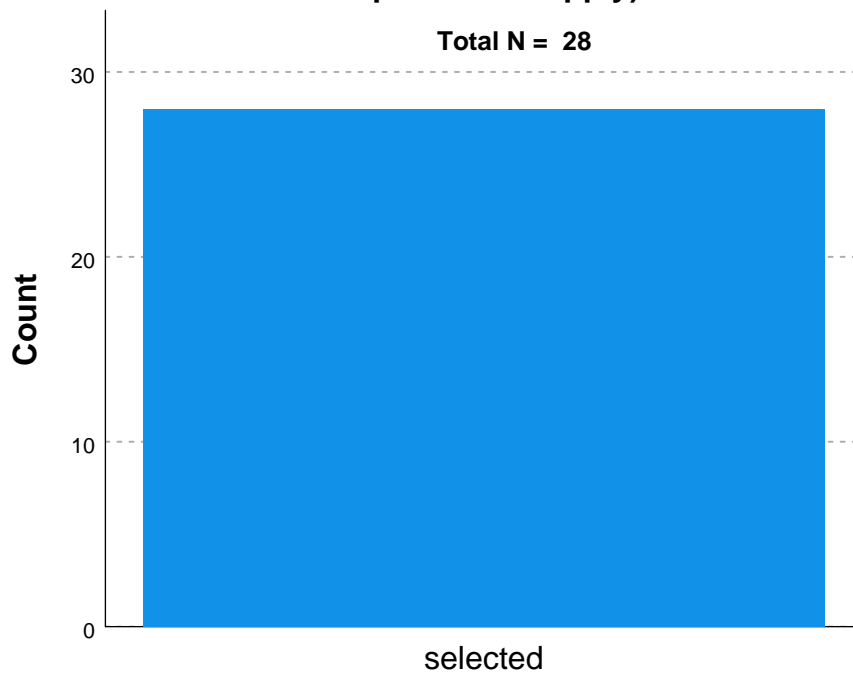
Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned to support this task

Conduct a community health needs assessment and identify partners in the service provision ecosystem that are best positioned to support this task field is ordinal but is treated as continuous in the test.



Plan, implement, and evaluate an access to healthcare program field is ordinal but is treated as continuous in the test.

Categorical Field Information Gender of LIP staff (place an “x” beside all options that apply): female



Gender of LIP staff (place an “x” beside all options that apply): female