

# Change in Cultural Competency among Students during an Intentional Human Relations Experience

Presenters:

Camille McNabb, Senior  
Samantha Tupy, Senior  
Department of Psychology

Mentor:

Elizabeth J. Sandell, Assistant Professor  
Department of Educational Studies

Minnesota State University, Mankato

# Example of Intercultural Competency

o <http://www.tubechop.com/watch/144177>

# Research Question:

- What changes occur in undergraduate students' cultural competency after participating in an intentional, multicultural relations experience?

# Course Description

- 3-credit undergraduate course “Human Relations in a Multicultural Society”
- Off-campus field experience with 18 hours of service learning
- Students self-select this course from among general education courses; however, this course is required for elementary education majors

# MSU Diversity Requirement

- o Education: “To prepare principled professional practitioners who thrive and succeed in diverse environments, promote collaborative and generative communities, and engage in life-long learning”.
- o MSU Purple: “To increase students’ understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/or disabilities.”

# Research Sample

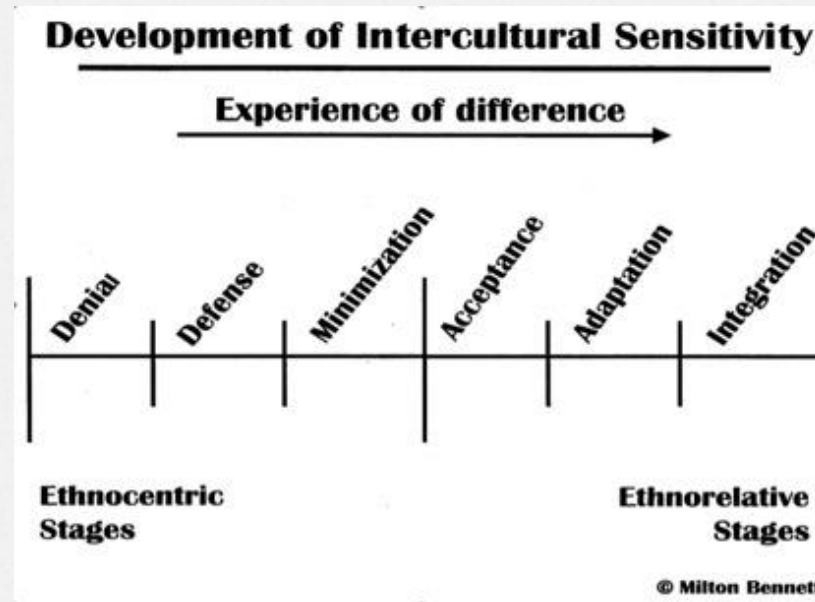
- o Population: 250 undergraduate students enrolled in Human Relations during Fall 2010.
- o Convenience sample of 70 students registered for 2 sections of EEC Human Relations.
- o 49 participants who completed both the pre-test and post-test.

# Developmental Model of Intercultural Sensitivity

- o Milton Bennett
- o The first three stages are defined as avoiding cultural differences
- o The last three stages are defined as seeking cultural differences



# Developmental Model of Intercultural Sensitivity



*Developmental Model of Intercultural Sensitivity (Hammer et. al., 2003)*



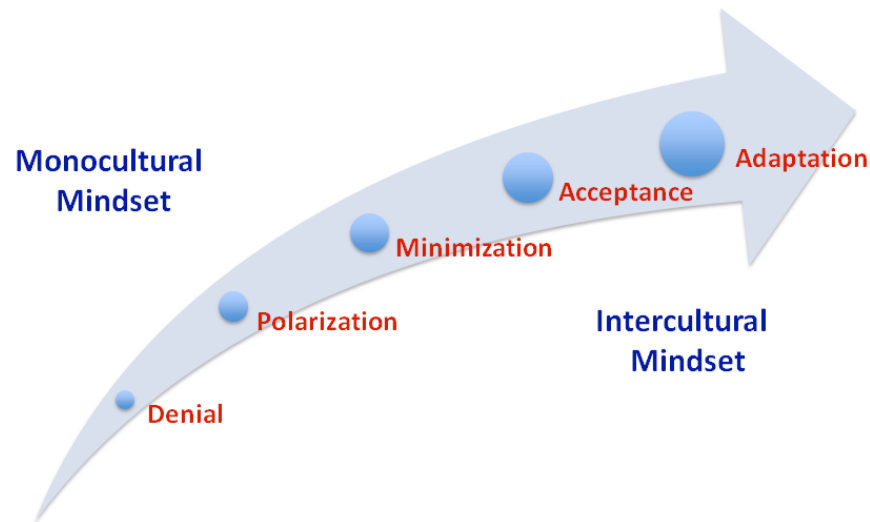
# Intercultural Development Inventory

- o Mitchell R. Hammer, PhD
- o Originated from the DMIS
- o Designed to measure individual/group intercultural sensitivity



# Intercultural Development Inventory

## Intercultural Development Continuum



# Example Items

- o Our culture's way of life should be a model for the rest of the world.
- o Human behavior worldwide should be governed by natural and universal ideas of right and wrong.
- o I feel rootless because I do not think I have a cultural identification.

# Methodology

- o Only group scores were used in these analyses.
- o During class, the subjects completed the IDI survey on-line before and at the conclusion of the cross-cultural experiences.

# Group Profile

	Pre-instruction		Post-instruction		Orientation
	<i>n</i>	Score	<i>n</i>	Score	
Perceived Orientation	49	119.02	49	118.75	Acceptance
Developmental Orientation	49	88.19	49	87.59	Minimization
Orientation Gap	49	30.83	49	31.16	Overestimated

# Conclusion

- o No significant changes occurred in students' cultural competency after participation in an *intentional* cross-cultural experience during Fall 2010 in EEC 222w Human Relations in a Multicultural Society.

# Jones (220):

- o Perceived Orientation (pre) 120.05
- o Developmental Orientation (pre) 90.57
- o Perceived Orientation (post) 134.82
- o Developmental Orientation (post) 123.17

# Quote from Jones

- o “Just because someone is different than your normal group of friends does not mean that they are bad or wrong in what they believe. This experience has opened my eyes to an entire different world.”



# Burns (225)

- o Perceived Orientation (pre) 116.75
- o Developmental Orientation (pre) 78.47
- o Perceived Orientation (post) 109.90
- o Developmental Orientation (post) 67.04

# Quote from Burns

- o “ I had to understand that my values and theirs were not the same page with the involvement of how much interaction they should have with their children.”

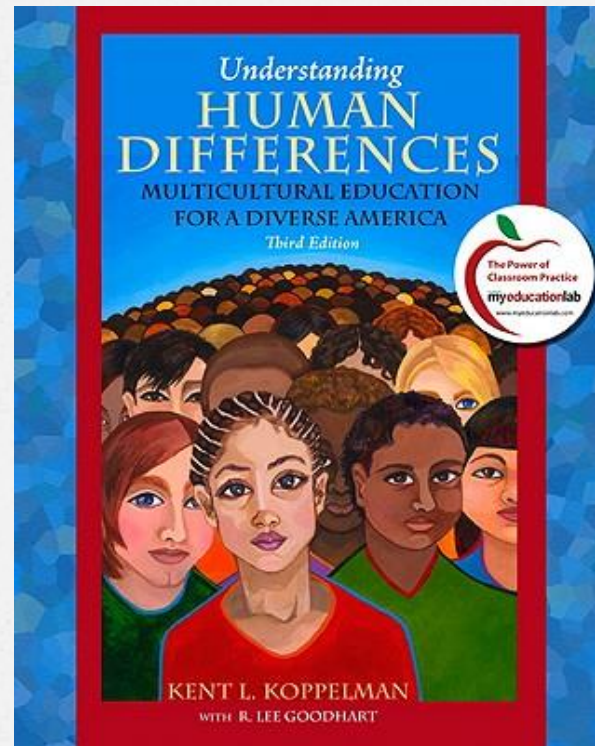
# Instructor's Observations

- little life experience with cultural variations
- lack elaborate understandings of differences
- not able to apply more complex frameworks
- reinforced simple stereotypes



# Changes

- o Changed text to *Understanding Human Differences* by K. L. Koppelman and R. L. Goodhart.
- o Added personal self-assessments, such as learning styles, communication styles, etc.
- o Added Cultural Partnership

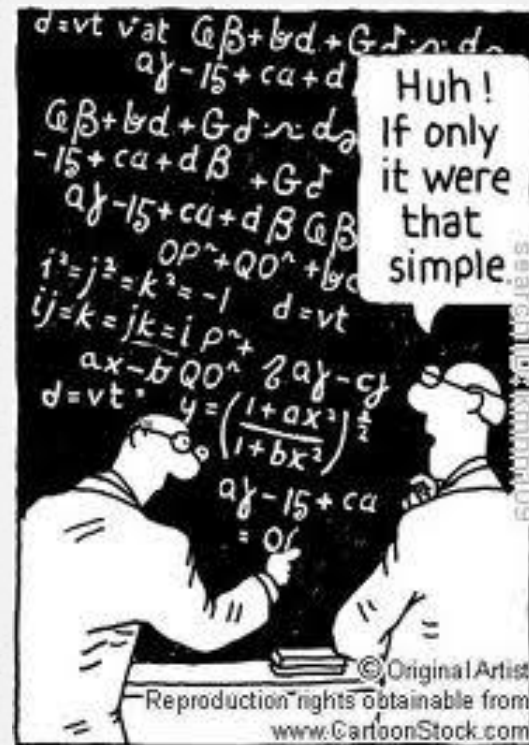


# Limitations of Study

- 49 of 70 students responded to both the pre-instruction survey and the post-instruction survey
- Sample size may have limited the statistical analyses.

# Future Research

- o What changes in curriculum design and content for a *one-semester course* enhance students' cultural competency?
- o What difference does it make that students were freshmen and sophomores?
- o What difference does it make that the course was one semester not two?



# Acknowledgments

- o Dr. Elizabeth Sandell
- o MSU Foundation
- o Students in EEC 222W
- o MSU Travel Grant Funds
- o Undergraduate Research Center at MNSU
- o National Conference on Undergraduate Research, Ithaca, NY

Questions?

