TEACHING CULTURAL COMPETENCE

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RESEARCH QUESTION

- Does taking a course in human diversity (a one-semester, 3 credit course) increase cultural competence among undergraduate students at a small, Christian, midwestern university?

HYPOTHESIS AND NULL HYPOTHESIS

- Null: Taking a one 3 credit course in human diversity does not increase cultural competence among undergraduate students at a small, Christian, midwestern university

- Hypothesis: Taking a one 3 credit course in human diversity does increase cultural competence among undergraduate students at a small, Christian, midwestern university

BACKGROUND

- Professor's personal and professional interest in topic

- Need to increase cultural competence of all students (Colby & Ortman, 2015)

- Limited cultural competence tools (other than specific to a field or populations) (Gierke, Binder, Heckmann, Odağ, Leiser, & Kedzior, 2018)

- Lack of understanding about how to increase cultural competence (Patterson, Papa, Reveles, & Rodríguez, 2018)

- Limited research exploring cultural competence through coursework (Spitzer, 2015)

LITERATURE

- Class-assigned service learning as a way to increase cultural competence (Spitzer, 2015)

- Well-designed pedagogical opportunities (at home university) may contribute more to the critical reflection regarding culture and intercultural competence development than attending classes with international students or participating in study abroad programs (Gierke, Binder, Heckmann, Odağ, Leiser, & Kedzior, 2018)

- Key aspects of multicultural competence can change in one semester from a variety of activities within and outside the classroom (Patterson, Papa, Reveles, & Rodríguez, 2018)

CLASS STRUCTURE

- Through in class and out of class activities, students are encouraged to go out of their comfort zones regarding:

  - Prejudice/Discrimination (and the origin of their beliefs)

  - Racism/Ethnocentrism

  - Cultural Diversity

  - Socioeconomic Status

  - Gender Stereotypes/Gender Identity/Gender Expression

  - Ageism

  - Immigration

METHODS

- Administered Cultural Intelligence (CQ) Quiz* (Livermore, 2009) at start of semester (n=56) as pre-test.

- Administered CQ Quiz (Livermore, 2009) Post Test (n=21).

- Coded and Entered data into SPSS

- Paired Sample t-Test were used to compare pre-test and post-test data

RESULTS

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	knowledge1	33.76	21	12.103	2.641
	Knowledge2	36.7143	21	15.05703	3.28571
Pair 2	Perseverence1	28.24	21	11.532	2.517
	Perseverence2	34.2857	21	13.70089	2.98978
Pair 3	Behavioral1	16.57	21	7.540	1.645
	Behavioral2	21.3810	21	7.61233	1.66115
Pair 4	Total1	78.19	21	27.809	6.069
	Total2	91.0476	21	28.96977	6.32172

RESULTS

Paired Samples Test

		Paired Differences			95% Confidence Interval of the ...
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	knowledge1 - Knowledge2	-2.95238	6.83722	1.49200	-6.06465
Pair 2	Perseverence1 - Perseverence2	-6.04762	6.05373	1.32103	-8.80324
Pair 3	Behavioral1 - Behavioral2	-4.80952	5.79326	1.26419	-7.44659
Pair 4	Total1 - Total2	-12.85714	9.74826	2.12724	-17.29450

RESULTS

Paired Samples Test

		Paired ... 95% Confidence Interval of the ... Upper	t	df	Sig. (2-tailed)
Pair 1	knowledge1 - Knowledge2	.15989	-1.979	20	.062
Pair 2	Perseverence1 - Perseverence2	-3.29200	-4.578	20	.000
Pair 3	Behavioral1 - Behavioral2	-2.17246	-3.804	20	.001
Pair 4	Total1 - Total2	-8.41979	-6.044	20	.000

IMPLICATIONS

- Social Work Education in General:

  - More research is needed due to small and convenience sample in one university

  - Students need more knowledge about cultural diversity in general

  - Tools are needed to better assess cultural competence

- Personal/Specific:

  - Continue teaching the class and considering additional opportunities (and/or year-long course) to increase students' cultural competence

  - Added a section at the end of the class… "Now what? Moving forward in increasing Competence" in hopes for the students to see this as life-long learning

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