Developing Intercultural Competency among Undergraduate Students in the College of Allied Health and Nursing

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Minnesota State University, Mankato

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Where in the world is Mankato Minnesota USA?
Racial and Gender Diversity among Dental Hygienists in the U.S. Workforce

DataUSA, 2019
Literature Review

Behar-Horenstein, Xiaoying, Isaac, and Lee (2017) reported that dental patients were more likely to return if they felt their culture was understood.

Betancourt, Green, and Carrillo (2002) found that “healthcare professionals must be culturally competent, so that they can give adequate and effective care to their patients. A lack of culturally competent care can affect the outcomes of health-related issues.”
Definitions of Terms

Culture is “the pattern of beliefs, behaviors, and values maintained by groups of interacting people, and passed to future generations” (Hammer, Bennett, & Wiseman, 2010).

Inter-Cultural Competency (ICC) is "the capability to accurately understand and adapt behavior to cultural differences and commonality" (Hammer, Bennett, & Wiseman, 2010).
Research Questions

1. What is the starting level of ICC among Allied Health and Nursing (AHN) undergraduate students?

2. What is the difference in the starting ICC of AHN undergraduate students when compared to students in different colleges at MSU?

3. What is the difference in the starting and ending ICC’s of AHN undergraduate students during one semester?
Intercultural Development Continuum (Theory)

Hammer, Bennett, & Wiseman, 2003
Methodology

1. Population - students in the College of Allied Health & Nursing.
2. Sample –
   - 26 students in Intro to Dental Hygiene course.
   - 17 students in Intro to Dental Hygiene course
1. Instrument - Intercultural Development Inventory (Hammer, 2007).
2. Data collection - online survey.
3. Data analysis - SPSS and tests of significance.
- Minnesota State University, Mankato
  - Mid-sized, public university
  - Midwestern United States
- Introductory dental hygiene class, not just for dental hygiene majors
- Campus-based course
- Face-to-face course
Convenience Sample Demographics

- 26 undergraduate students
- 92% female
- All between 18 & 21 years old
- 23% of students identified as members of an ethnic minority in the United States
Hypotheses

- The students’ Developmental Orientation will begin with ethnocentric perspectives that minimize cultural differences, according to the Intercultural Development Continuum.
- At the beginning of their academic studies, students in the six colleges at MSU will have similar orientations toward differences in cultures.
- AHN students will finish their semester with a higher ICC than at the beginning.
Research Question #1: Beginning Cultural Orientation (AHN)
### Research Question #2: Beginning Cultural Orientation (AHN Compared to Other Colleges)

<table>
<thead>
<tr>
<th>Course</th>
<th>N</th>
<th>Developmental Orientation (mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 212 (CSBS)</td>
<td>35</td>
<td>93.36</td>
</tr>
<tr>
<td>CMST 203 (CA&amp;H)</td>
<td>19</td>
<td>88.23</td>
</tr>
<tr>
<td><strong>DHYG 100 (CAHN)</strong></td>
<td>26</td>
<td><strong>88.02</strong></td>
</tr>
<tr>
<td>EEC 222 (CoE)</td>
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<td>86.25</td>
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<tr>
<td>MRKT 210 (CoB)</td>
<td>38</td>
<td>83.61</td>
</tr>
<tr>
<td>BIOL 100 (CSET)</td>
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<td>82.10</td>
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<tr>
<td><strong>Total</strong></td>
<td>202</td>
<td><strong>86.99</strong></td>
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Research Question #2: Data Analysis

<table>
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<tr>
<th>ANOVA</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Sum of Squares</td>
<td>df</td>
</tr>
<tr>
<td>Between Groups</td>
<td>1730.661</td>
<td>6</td>
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<tr>
<td>Within Groups</td>
<td>40769.448</td>
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</tr>
<tr>
<td>Total</td>
<td>42500.110</td>
<td>168</td>
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</tbody>
</table>
Research Question #3: Comparison of Pre/Post Average Developmental Orientation Scores (AHN)
Research Question #3 Data Analysis

Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tbody>
<tr>
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<td>17</td>
<td>12.85407</td>
<td>3.11757</td>
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<tr>
<td></td>
<td>90.5024</td>
<td>17</td>
<td>18.53772</td>
<td>4.49606</td>
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</tbody>
</table>

Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>-.913</td>
<td>16</td>
<td>.375</td>
</tr>
</tbody>
</table>
Conclusions

- The students’ Development Orientation value started within ethnocentric minimization on the Intercultural Development Continuum.
- There were no statistically significant differences in the starting ICC values of students in the six colleges at MSU.
- There were no statistically significant differences in the starting and ending ICC values of students in AHN.
Education Recommendations

- Self-Exploration (e.g., autobiographies)
- Take a multicultural course to gain knowledge, experience, and understanding of people who are from other cultures.
- Participate in service learning projects with groups of various cultures.
- Meet with a multicultural partner regularly.
Acknowledgements

- Dr. Kristine Retherford, Dean of Allied Health and Nursing
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- MSU College of Allied Health and Nursing
- MSU Honors Program
- Our friends and family and other student colleagues
References

Questions?