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

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



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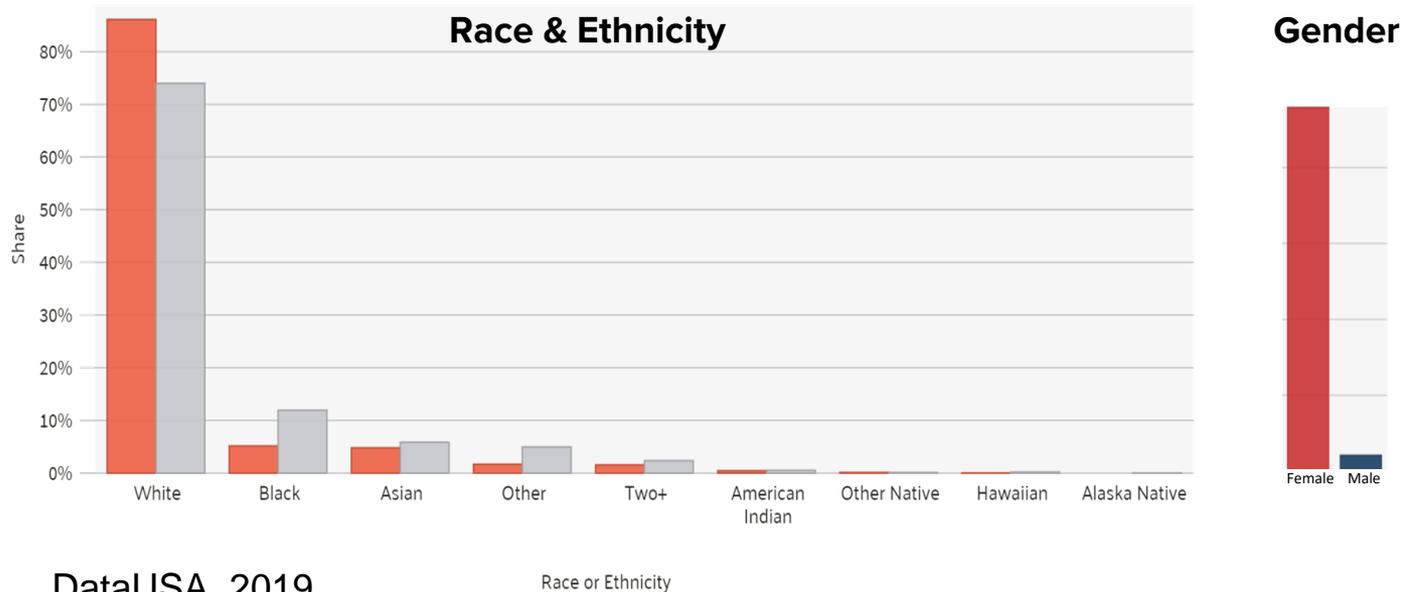
2019 World Conference for Undergraduate Research
Oldenburg, Germany
May, 2019

IRB: 1349823

Where in the world is Mankato Minnesota USA?



Racial and Gender Diversity among Dental Hygienists in the U.S. Workforce



DataUSA, 2019

Race or Ethnicity

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

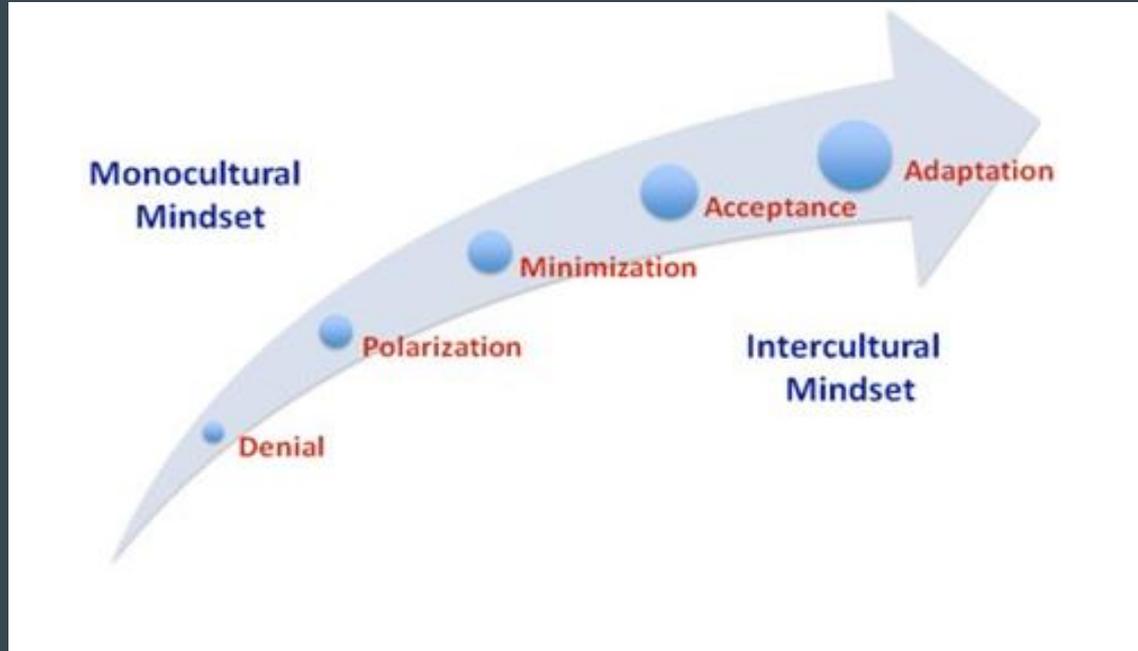
Culture is “the pattern of beliefs, behaviors, and values maintained by groups of interacting people, and passed to future generations” (Hammer, Bennett, & Wiseman, 2010).

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.

Setting

- 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

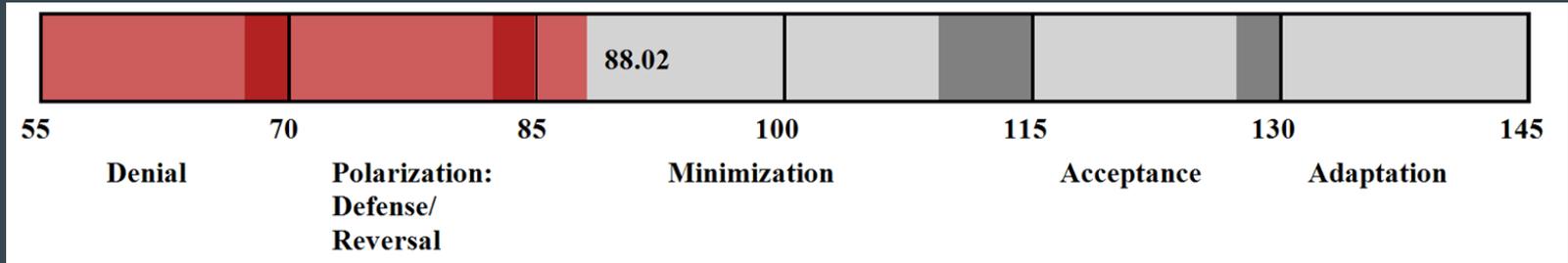
Convenience Sample Demographics

- 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)

Course	N	Developmental Orientation (mean)
SOWK 212 (CSBS)	35	93.36
CMST 203 (CA&H)	19	88.23
DHYG 100 (CAHN)	26	88.02
EEC 222 (CoE)	67	86.25
MRKT 210 (CoB)	38	83.61
BIOL 100 (CSET)	17	82.10
Total	202	86.99

Research Question #2: Data Analysis

ANOVA

DO_1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1730.661	6	288.444	1.146	.338
Within Groups	40769.448	162	251.663		
Total	42500.110	168			

Research Question #3: Comparison of Pre/Post Average Developmental Orientation Scores (AHN)



Research Question #3 Data Analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	DO_1	87.8841	17	12.85407	3.11757
	DO_2	90.5024	17	18.53772	4.49606

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	DO_1 - DO_2	-.913	16	.375

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.

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- MSU Honors Program
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Questions?

