EVALUATING THE EFFECTIVENESS OF A SHORT-TERM STUDY ABROAD PROGRAM FOR SCHOOL PSYCHOLOGY GRADUATE STUDENTS

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EVALUATING THE EFFECTIVENESS OF A SHORT-TERM STUDY ABROAD PROGRAM FOR SCHOOL PSYCHOLOGY GRADUATE STUDENTS

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ABSTRACT

EVALUATING THE EFFECTIVENESS OF A SHORT-TERM STUDY ABROAD PROGRAM FOR SCHOOL PSYCHOLOGY GRADUATE STUDENTS

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The present study investigated the results of a short-term study abroad program for school psychology graduate students. The results of three years of one university’s study abroad program were compared to results of the university’s on-campus multicultural training course. Pre/post test intercultural development assessments were used to assess the growth in intercultural competence of the participating school psychology graduate students in both groups. Findings indicated that the difference in growth in intercultural competence between the two groups was not statistically significant. A supplemental tool was also used to collect qualitative data from some of the study abroad participants. A review of responses suggested that possible change was observed in areas related to knowing oneself as cultural and communications across cultural differences. Implications for school psychology training programs and suggestions for future research are discussed.
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CHAPTER I

INTRODUCTION

In recent years the number of families from diverse backgrounds in the United States has grown rapidly. As of 2010, an estimated 40 million immigrants were living in the U.S., and by 2012, 13% of the total U.S. population were immigrants (Camarota, 2012; Center for Immigration Studies, 2012). It is predicted that by 2020, the majority of children in U.S. schools will be children of color or children from diverse backgrounds (Holcomb-McCoy, 2004). With such a high number of culturally diverse students in the schools, school psychology professionals are advised to develop their intercultural competencies in order to effectively serve this population.

Professionals who are considered interculturally competent adjust their skills as necessary to effectively serve diverse populations (Diller, 2011). For school psychologists, some critical skills include providing psychological services to diverse families, assessment of diverse students, providing consultation services to diverse clients, and attending conference presentations relevant to cross-cultural school psychology (Rogers & Lopez, 2002).

Intercultural competence must be developed in several areas, thus school psychology graduate preparation programs are faced with the challenge of providing
students with appropriate and effective multicultural training. Several methods for
developing intercultural competence can be utilized by graduate programs, including on-
campus coursework, on-going service learning (more recently known as community
engaged learning), and short-term study abroad programs (Green, Cook-Morales,
Robinson-Zanartu, & Ingraham, 2009).

Considering the need for interculturally competent school psychologists in
today’s schools, as well as the limited literature regarding the effectiveness of school
psychology training programs in developing students’ intercultural skills, the present
study evaluated the results of one university’s efforts to develop their school psychology
graduate students’ intercultural competencies.
CHAPTER II
LITERATURE REVIEW

This literature review will discuss the importance of developing intercultural competency in school psychology professionals as well as effective methods for doing so. As such, this literature review will: (1) define intercultural competence, (2) discuss intercultural competence as it applies in schools, (3) discuss means of achieving intercultural competence, (4) provide a list of tools that can be used to assess intercultural competence, and (5) describe the program to be evaluated in the present study.

Terminology

Throughout the literature, a variety of terms is used to describe one’s ability to effectively work with individuals from diverse backgrounds. Although these are often used interchangeably, the definitions of these terms also vary. This literature review will include several different terms and definitions due to the variety found in the research it reviews.

School psychologists are presented with the opportunity and challenge of developing their skills in order to effectively serve the increasing number of students from various cultures enrolled in U.S. schools today (NCES 2013). Defined broadly, cultural competence is “a cultural learning process in which one builds authentic
relationships by observing, listening, and asking those who are from different backgrounds to teach, to share, to enter into dialogue together about relevant needs and issues” (Deardoff, 2009, p. xiii). It is “the complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini, 2005, p. 12). In order for professionals to be able to provide services cross-culturally, they must develop a variety of skill areas that allow them to be culturally responsive. According to Diller (2011), there are specific skill areas that collectively result in a practitioner being interculturally competent, including: (a) awareness and acceptance of differences, which involves developing an awareness of ways cultures can differ; (b) self-awareness, which involves getting in touch with one’s own cultural background; (c) dynamics of difference, which involves knowledge of cross-cultural communication; (d) knowledge of client’s culture, which requires the mental health professional to have a basic understanding of their client’s culture; and (e) adaptation of skills, which involves adjusting general skills to accommodate cultural differences. Whaley and Davis (2007) offer another definition, in which they describe cultural competence in mental health services as:

a set of problem-solving skills that includes (a) the ability to recognize and understand the dynamic interplay between the heritage and adaptation dimensions of culture in shaping human behavior; (b) the ability to use the knowledge acquired about an individual’s heritage and adaptational challenges to maximize the effectiveness of assessment, diagnosis, and treatment; and (c) internalization (i.e., incorporation into one’s clinical problem-solving repertoire) of this process of recognition, acquisition, and use of cultural dynamics so that it can be routinely applied to diverse groups (pp. 565).
For school psychologists specifically, cross-cultural competence also encompasses the skills required to perform a variety of tasks. Rogers and Lopez (2002) identified the activities involving cross-cultural practice with which school psychologists most often reported their involvement. The top four reported activities were: 1) providing psychological services to diverse families, 2) assessment of diverse families, 3) providing consultation services to diverse clients, and 4) attending conference presentations relevant to cross-cultural school psychology. Due to the wide variety of tasks required of school psychologists, practitioners must develop a number of skills to provide quality services to students from diverse backgrounds.

One theory of intercultural development focuses less on a list of skills that must be developed and instead proposes that intercultural competence is developed across a continuum. According to the Developmental Model of Intercultural sensitivity, individuals progress from having basic perceptions and behaviors around the similarities and differences among cultures to more complex behaviors in which the individual can shift cultural perspective and adapt their behaviors to the cultural context (Bennet, 2004; Hammer, 2011). This theory served as basis for the development of the Intercultural Development Inventory (IDI) which will serve as a measure for the present study.

**Importance of Intercultural Competence in the Schools**

**U.S. demographics.** The number of multicultural families living in the U.S. has been increasing rapidly, and it is likely that this number will continue to grow. According to the U.S. Census Bureau (2011), 28% of Americans identified themselves as being of a race other than White. In this census, respondents had the option to identify as
White, Black or African American, American Indian and Alaska native, Asian, Native Hawaiian and Pacific Islander, other, or two or more races. This census also asked respondents whether or not they identify as Hispanic, currently the fastest growing race in the U.S. According to the U.S. Census Bureau (2013), “People who identify with the terms ‘Hispanic’ or ‘Latino’ are those who classify themselves in one of the specific Hispanic or Latino categories…‘Mexican, Mexican Am., Chicano’ or ‘Puerto Rican’ or ‘Cuban’ – as well as those who indicate that they are ‘another Hispanic, Latino, or Spanish origin.’” Between 2000 and 2010, the Hispanic population in the U.S. grew from 35.3 million to 50.5 million, an increase of 43%, which accounted for more than half of the increase in the total U.S. population during that time period.

More specifically, the immigrant population in the U.S. is also increasing. According to a report from the Center for Immigration Studies (Camarota, 2012), the number of immigrants in the U.S. increased from 31 million in 2000 to 40 million in 2010, an increase of almost 30%. This report indicated that immigrants came from over 60 different countries, which include nations in Africa, North and South America, Australia, Asia, and Europe. Of these countries, it was reported that in 2010 the majority of immigrants came from Mexico, China/Hong Kong/Taiwan (these three nations were reported together as one statistic), India, and the Philippines. Not only is the number of immigrants in the U.S. increasing rapidly, but the percentage of immigrants contributing to the total population of the U.S. is also increasing. The percentage of immigrants in the U.S. has risen from approximately 11% in 2000 to almost 13% in 2012. Furthermore, when considering the total growth of the U.S. population from 2000 to 2010, immigrants
and births to immigrants accounted for more than 72% of the total growth (Camarota, 2012). These statistics represent the large and growing population of immigrants in the U.S.

**School demographics.** With the large number of diverse individuals and families currently living in and entering the U.S. each year, its schools are challenged with educating and providing services to an increasingly diverse population of school-age children. According to the National Center for Education Statistics, the number of English language learning (ELL) students in U.S. public schools in the 2010-2011 school year was an estimated 4.7 million, or approximately 10% of all students in public schools, an increase from past years (NCES, 2013). The 2010 U.S. Census also provides statistics on the number of diverse students enrolled in U.S. schools. According to the Census (Davis & Bauman, 2011), the number of non-Hispanic Whites enrolled in U.S. schools at all levels dropped from 62% in 2000 to 55% in 2010. Additionally, it is predicted that by 2020, the majority of children in U.S. schools will be children of color or children from diverse backgrounds (Holcomb-McCoy, 2004).

**School psychology demographics.** In contrast to the population of the U.S. and U.S. schools, both of which are becoming more and more diverse each year, the demographics of school psychologists are largely homogeneous and have become increasingly so in recent years. Curtis, Castillo, and Gilley (2010) collected data on the demographics of 1,272 school psychologist through the use of traditional mailing surveys (1,058 participants) and web-based surveys (214 participants). The researchers found that the field is becoming older and more female, and that ethnic minorities are
significantly under-represented. Results indicated that nearly 18% of respondents were 60 years of age or older, and that more than 78% of all practicing school psychologists were female. Additionally, more than 90% of respondents identified themselves as Caucasian. Although results indicated that ethnic diversity in the field has increased slightly in recent years, from 4% in 1980 to 10% in 2010, the discrepancy between these numbers and diversity in the U.S. population suggests this population is still under-represented in the field of school psychology. Furthermore, results of this study also indicated that over 97% of respondents reported serving students from ethnically diverse backgrounds. These data suggest that the majority of students from diverse backgrounds and cultures will likely be served by white, female school psychologists. Thus, results of this review suggest a need for increased diversity in the field of school psychology as well as a need for sufficient training of school psychologists in working with students from diverse backgrounds.

**Professional standards.** In addition to the increasing number of multicultural students in U.S. schools today, other factors contribute to the importance of practicing mental health from a multicultural perspective in schools. One such factor is the ethical and professional guidelines established by professional organizations in the field of school psychology (Lopez & Bursztyn, 2013).

The National Association of School Psychologists (NASP) considers it best practice for its members to practice from a multicultural perspective. According to NASP’s statement on culturally competent practice, NASP is committed to “promot(ing) inclusive educational environments that respect and respond to differences in race,
culture, ethnicity, and language” (NASP, n.d., para. 1). NASP aims to train culturally competent school psychologists capable of providing best practices to all students, parents, and staff in the areas of multicultural communication, assessment, consultation, and intervention. Furthermore, as reflected in NASP’s outline for graduate preparation (2010), school psychologists must understand and respect human diversity, as well as promote and practice effective services, social justice, and advocacy, for all students and families.

**Achieving Intercultural Competence**

A variety of methods are currently used to develop the intercultural competencies of practicing school psychologists and school psychology graduate students. Few studies have evaluated the effectiveness of these methods. Therefore, the effectiveness of multicultural training methods in similar fields, such as social work and school counseling, will also be discussed.

**On-campus coursework.** School psychology graduate programs can employ a variety of methods to help develop students’ intercultural competence. One option for developing cultural competency is incorporating on-campus courses that focus their coursework on how to effectively serve diverse students and families. Similarly, graduate programs can also incorporate cultural issues throughout multiple courses in their curriculum as an additional means of addressing cultural competency (Lopez & Bursztyn, 2013). These are two convenient and common ways in which school psychology graduate programs prepare their students to be work with students from
diverse backgrounds. Initial research regarding the effectiveness of this type of training has yielded positive results.

One recent study evaluated different ways to train social work undergraduate students to expand their knowledge, values, and skills to be applied to global practice (Greenfield, Davis, & Fedor, 2012). This study compared students who completed an on-campus course with students who completed a study abroad program as well as students who completed a combination of an on-campus and study abroad program. Both the on-campus and study abroad course had similar learning objectives; the primary difference between the two courses was that the study abroad program focused on one of the four countries in which the program took place. A pretest/posttest self-report measure designed for the study was used to assess students’ gains in professional development. The measure included questions regarding students’ global knowledge, values, and skills. Results indicated that both the on-campus course and study abroad program provided significant gains in the students’ professional development. Almost no significant difference between the on-campus course students and the study abroad students was reported, with the exception of self-rated skills, for which students in the study abroad group reported slightly greater gains. However, in terms of the students’ perspectives of how the different courses influenced their development, students who took the on-campus course were more likely to provide specific ways in which the course improved their understanding of global issues. Overall, qualitative data revealed the on-campus course yielded more positive results.
Arra (2010) examined the effectiveness of a consultation course in a school psychology graduate program that incorporated cultural components in developing students’ cross-cultural consultation competencies. The course consisted of a minimum of four consultation sessions in which students served as the consultant in a comprehensive consultation case with students from a diverse population at a local Head Start classroom. Students participated in a minimum of 10 hours per week of practicum experience involving school-based consultation. The class also included an analysis of the students’ perceived consultation skills as well as several supplemental readings regarding consultation in schools. The evaluator used both guided personal journal entries from the students as well as a pre-test post-test consultation competency self-report measure to assess the outcomes of the course. Results indicated that students made significant gains in self-perceptions of their competencies throughout the course. It was also noted that the pre-test survey made it possible for the instructor to tailor the course content to the perceived needs of the students. In terms of qualitative outcomes, the journal entries indicated that students found the combination of readings and role-play consultation exercises to be beneficial in improving their confidence to provide similar services in actual practice.

In conjunction with on-campus coursework, one university has suggested additional activities that school psychology graduate students can engage in to promote developing a global perspective when a study abroad experience is not offered in their program (Shahidullah, Saint Gilles, Musielak, Girard & Hall, 2013). Although the authors acknowledge that participation in a study abroad program may be the most
enriching experience in terms of developing a global experience, they provide several alternatives for students lacking this opportunity. These include: 1) seeking out a study abroad program from another university, 2) organizing an advanced practicum abroad, 3) taking a class from an international university, 4) seeking out diverse experiences in students’ current location, 5) joining the International School Psychology Association, 6) attending an international conferences that focuses on multicultural psychology, and 7) getting involved with NASP’s multicultural initiatives.

**Service learning experiences.** Due to contextual factors, such as time constraints and cost, that often make it difficult for graduate level students to participate in study abroad programs or travel, utilizing other means of experiential learning is a possible alternative (Baldwin, Buchanan, & Rudisill, 2007). Service learning experiences, also known as community engaged learning, are one alternative; this type of experience requires participants to commit to ongoing community service projects so that both the participants and community simultaneously benefit from the experience. An example of a service learning experience that could be utilized as a means of developing multicultural competence in school psychology students is one in which students volunteer as English tutors for a local refugee center (Green, Cook-Morales, Robinson-Zanartu, & Ingraham, 2009).

Recent research has explored the effectiveness of these types of projects in developing cultural competence in their students. One study evaluated the effectiveness of a service learning project for students in a health education preparation program (Housman, Meaney, Wilcox, & Cavazos, 2012). The evaluators compared a group of
students who took a community health course and participated in a service learning project to a group of students who took the community health course without the service learning component. The service learning project lasted three weeks and involved delivering health educational interventions to members of a local low-income community. The students completed each phase of the project, including the collection of needs assessment data from the community participants, developing and implementing appropriate health education interventions, and writing weekly reflections on their experiences. Students also completed the Cultural Competence Assessment (CCA) before and after the course in order to assess their growth in cultural competence. Results indicated that students who took the course and participated in the service learning project scored significantly higher on the post-test than did the control group. Data revealed an increase in the culturally competent behavior and perceived self-efficacy of members of the experimental group. This provides initial evidence for service learning projects as an effective means of developing cultural competence.

**Professional development.** In addition to graduate coursework and study abroad, school psychologists are ethically obligated to continue their education throughout their careers by participating in various forms of professional development, such as cultural training programs. A recent study evaluated the effectiveness of a Race Equality and Cultural Capability training program for mental health professionals to determine if it not only improved the participants’ skills but also if participants sustained these skills over time (Bennett, 2013). The program lasted five days and focused on a different aspect of intercultural competency each day. Participants completed a self-assessment
questionnaire to rate their knowledge and skills before, immediately following, and three months after the training program. Results indicated that gains were made immediately following the training, but improvements were not sustained at the follow-up three months later. These results suggest that training programs alone may not serve as a sufficient means of developing sustained skills in cultural competency for mental health professionals.

**Short-term study abroad programs.** Another means of developing intercultural competency is the participation in study abroad programs. Short-term study abroad programs are described as programs lasting between one and eight weeks, while long-term programs last longer than eight weeks (Mapp, 2012). Short-term study abroad programs are becoming increasingly utilized in colleges and universities, and short-term study abroad programs are more conducive to the demands of graduate coursework. Furthermore, research has found short-term study abroad programs helpful for improving students’ competencies in a number of areas, including cultural sensitivity, the appreciation of other cultures, and positive attitudes toward diversity (Wang, Peyvandi & Moghaddam, 2011).

A recent quantitative study evaluated the effectiveness of a short-term study abroad program in developing the cross-cultural adaptability of undergraduate social work students (Mapp, 2012). In this study, 87 students from a small liberal arts college participated in short-term study abroad programs lasting one to three weeks in various countries. The Cross-Cultural Adaptability Inventory (CCAI) measure was used to assess students’ development pre- and post-study abroad. This self-report inventory measured
the students on four subscales: 1) emotional resilience, 2) flexibility/openness, 3) perceptual activity, and 4) personal autonomy; these four subscales were also combined to provide a comprehensive score. Results indicated that gains were made on all subscales as well as the comprehensive scale. An additional analysis was used to determine if the length of the trip had a significant impact on the results of the students’ self-evaluations, and no significant differences were reported. This study provides initial support for the effectiveness of a short-term study abroad program.

Another recent study aimed to identify the specific characteristics contributing to the effectiveness of short-term study abroad programs (Wang, Peyvandi, & Moghaddam, 2011). In this study, undergraduate and graduate business students were surveyed about their perceptions of the effectiveness of their short-term study abroad programs. Students completed four weeks of coursework on campus, and then finished the course with two weeks at a foreign campus. The researchers predicted that both experiential factors, such as cultural tours, meeting people, and daily activities, as well as contextual characteristics, such as administrative support, housing, and support would have an impact on the effectiveness of the program. Overall, results indicated that experiential and contextual characteristics of short-term study abroad programs are both positively and significantly related to their effectiveness. This suggests that programs that include positive experiential and contextual factors could experience more positive growth in their students.
Assessing Intercultural Competence

In order to determine the effectiveness of training in developing intercultural competence in school psychologists and school psychology graduate students, a variety of measures have been developed and used. The majority of these measures are in the form of self-report surveys on which students are asked to rate their self-perceptions of their skills and behaviors, though measures in which student trainees and outside evaluators assess the competencies also exist. Furthermore, many of these measures have been developed specifically for evaluating the competencies of counselors or school counselors; however, these are helpful in evaluating other mental health professionals in the schools, such as school psychologists, and are often used to do so (Malone, 2010). Some measures have undergone extensive research and revisions and therefore have stronger psychometric properties than other measures. The existing research on several measures is discussed below.

Measures for mental health professionals and trainees. Several instruments for measuring the ability to work with diverse populations have been developed specifically for individuals in the mental health field, including counselors, school counselors, and school psychologists. Some of these assessments are in the form of self-reports of trainees’ perceptions of their intercultural competencies, while others are completed by their trainers.

Self-report instruments. One self-report measure used to evaluate multicultural competency, the Multicultural Counseling Awareness Scale – Form B (MCAS:B) was adapted from the original MCAS developed by Ponterotto, Sanchez, and Magids in 1991
The MCAS:B is a self-report measure consisting of 45 items rated on a 7-point Likert scale. The two domains on this measure are multicultural knowledge/skills and multicultural awareness; trainees are provided a number of items in each domain on which they are asked to rate themselves. One sample item a trainee would see on the MCAS is “I am knowledgeable of acculturation models for various ethnic minority groups” (Malone, 2010, p. 15). Research on this measure suggests that it is an efficient measure with satisfactory internal consistency (Ponterroto et al., 1994).

Another self-report measure is the *Multicultural Counseling Inventory* (MCI) (Sodowsky & Taffe, 1994). The MCI consists of 43 Likert-scale items on which trainees indicate their level of agreement with statements concerning their multicultural practices. This measure is divided into four domains: multicultural counseling awareness, multicultural counseling knowledge, multicultural counseling skills, and multicultural counseling relationship. One sample item from the MCI reads “When working with minority clients, I perceive that my race causes the client to mistrust me” (Malone, 2010). Research on the MCI suggests it is an efficient measure of multicultural counseling competence with strong reliability, validity, and internal consistency (Ponterroto et al., 1994).

These two self-report measures are similar in the domains they measure and have moderate support for being effective tools for assessing school counselors’ multicultural competencies. However, the MCAS lacks concurrent validity, research with large sample sizes, and research dispersed geographically. Furthermore, the MCI lacks concurrent and
convergent validity, and is in need of research that further evaluates its subscale inter-correlations. The limitations of these measures should be taken into consideration when choosing an appropriate tool for measuring trainees’ skills (Ponterroto, et al., 1994).

**Assessments completed by trainers.** Another means of assessing the intercultural competency of school mental health trainees is having trainers provide their perceptions of their trainees’ competencies. The *Cross-Cultural Counseling Inventory-Revised* (CCCI-R) is one such measure that was adapted from the original CCCI developed by LaFromboise, Coleman, and Hernandez (1991). This tool was designed for counseling trainers to use as a method for evaluating trainees’ cross-cultural skills. The CCCI-R consists of 20 items with which evaluators indicate on a 6-point scale the level to which they agree with a statement regarding a student’s cross-cultural competencies. The CCCI-R is broken down into three domains: cultural awareness and beliefs, cultural knowledge, and flexibility in counseling skills. One example item from the CCCR-I that a trainer would see is “Counselor is aware of how own values might affect the client” (Malone, 2010). Research on the CCCR-I suggests its internal consistency as well as its content, criterion-related, and construct validity are acceptable (Ponterroto et al., 1994). Unique to the CCCR-I is that it offers a form of assessing trainees’ competencies other than self-report measures. However, it is suggested that further research of this measure be conducted before it is used by counseling trainers. Aspects that need further evaluation are its test-retest reliability and its inter-rater reliability. It also needs to be determined if the measure should use a unidimensional construct or a multidimensional construct.
In order to provide school psychology trainers with a measure for assessing the specific skills required of their trainees, the *Multicultural School Psychology Counseling Competency Scale* (MSPCCS) was developed (Rogers & Ponterotto, 1997). This measure is comprised of 11 questions that operationalize the identified multicultural competencies suggested for professional psychologists by Sue et al. (1982), and has been adapted to reflect the roles of school psychologists specifically. To adapt this measure for school psychologists, the statements and terminology from the competency list by Sue et al. were adjusted in such a way that it reflected the skills needed of school psychology trainees. This tool is used by school psychology graduate student trainers to assess the trainers’ perceptions of their students’ intercultural competencies. Initial research on the validity of the MSPCCS demonstrates that the measure has good internal consistency reliability. However, researchers suggest a revised measure containing a more comprehensive list of items be developed, in hopes that it might better encompass the intercultural competencies needed of school psychology graduate students. Furthermore, the developers of this measure acknowledge that they conceptualized multicultural competence in terms of the skills they believe school psychologists must develop, which is different from the manner in which most other researchers conceptualize multicultural competence. Because the MSPCCS has minimal supporting research and is not rooted in extensively developed theory, it currently lacks strong psychometric properties.

**Other measures of intercultural competence.** In addition to intercultural competence measures that have been developed specifically for school mental health professionals, general intercultural competence assessments are also available. Although
these measures may not address each of the specific skills required of school psychologists, many of these measures have been studied extensively and found to be reliable measures of intercultural competence.

Matsumoto and Hwang (2013) reviewed the reliability and validity of ten measures of intercultural competency, including: 1) the Cross-Cultural Adaptability Inventory (CCAI), 2) the Cross-Cultural Sensitivity Scale (CCSS), 3) the CQ, 4) the IBA and BASIC, 5) the Intercultural Adjustment Potential Scale (ICAPS), 6) the Intercultural Communication Competence (ICC), 7) the ICSI, 8) the Intercultural Development Inventory (IDI), 9) the ISS, and 10) the MPQ. This review evaluated the content, construct, and ecological validity of each of these measures, focusing primarily on their evidence for ecological validity. In order to do this, Matsumoto and Hwang determined if each test met a number of criteria for ecological validity, including whether or not the test used valid and reliable criterion variables, extreme group comparison, concurrent and predictive ecological validity, cross-cultural samples, and mixed methodologies.

Their review revealed that, of the assessments evaluated, the ICAPS, the CQ, and the MPQ have the strongest supporting evidence as valid measures of intercultural competence. Of the ten assessments evaluated, these three assessments were found to be the most ecologically valid. The ICAPS appears to be the most ecologically valid of all of the assessments evaluated, as it met each of the criteria determined by the evaluators. Other assessments met none of the criteria, while others, including the tool used in the present study, the IDI, met some of the criteria, demonstrating mixed results.
**Intercultural Development Inventory.** Despite the mixed review by Matsumoto and Hwang, the Intercultural Development Inventory (IDI) is a theory-based tool that has undergone extensive research and has been found to be a valid measure of intercultural competency. This assessment measures the level of intercultural competence across a development continuum; this tool can be used in a variety of settings and professions and was not specifically developed for professionals in the mental health field (Hammer, 2011). The IDI measures an individual’s ability to perceive cultural differences and commonalities and to modify his/her behavior as necessary when working with people from diverse cultural backgrounds. This assessment is administered electronically and is comprised of 50 multiple choice items and five open-ended questions that can provide the evaluator with more extensive information regarding the respondent’s intercultural development. Additionally, the IDI requires a trained evaluator to interpret and analyze the results.

The IDI is based on the Developmental Model of Intercultural Sensitivity (DMIS), a theory that assumes that as an individual’s experience of cultural difference becomes more developed and refined, their potential to develop intercultural competence increases (Hammer, Bennett, & Wiseman, 2003). Developers of the IDI utilized this model to develop the intercultural competence/sensitivity developmental continuum. This continuum consists of seven orientations that range from a more monocultural mindset to more intercultural mindset (Hammer, 2011).

The first orientation in the IDI continuum is called *Denial*. Denial is characterized as a monocultural mindset in which one may recognize observable cultural
differences but not notice deeper cultural differences. In the Denial orientation, one may also avoid cultural differences. The next orientation is called *Polarization* and has two sides, defense and reversal. Defense is characterized by a judgmental mindset in which one may view different cultures in terms of “us” and “them.” In other words, one may be overly critical of other cultures and uncritical of their own culture. Reversal is characterized by a mindset that is overly critical of one’s own culture and uncritical of other cultures. *Polarization* is followed by *Minimization*, which is considered a transitional orientation in which one is progressing from a monocultural mindset to a more intercultural mindset. In the Minimization orientation, one emphasizes the commonalities among their own culture and other cultures, which may mask the recognition of cultural differences (Hammer, 2011).

After the Minimization orientation, one begins to progress towards a more intercultural mindset. The next orientation is called *Acceptance*, and this is characterized by one’s ability to recognize and appreciate similarities and differences among their culture and other cultures. Acceptance is followed by the *Adaptation* orientation. In this mindset, one is capable of shifting between different cultural perspectives and adapting their behavior to the cultural context (Hammer, 2011).

According to the Matsumoto and Hwong review (2013), the IDI had mixed results, suggesting moderate validity. Other research has found the IDI to have strong predictive validity, as well as strong content and construct validity across different cultural groups (Hammer, 2011). Paige, Jacobs-Cassuto, Yershova, and DeJaeghere (2003) examined the empirical properties of the IDI and generated a composite score for
the measure, which could be useful for creating an intercultural competency profile of participants in training programs. In their study, the IDI was administered to 353 high school and college level foreign language students and instructors. Data analyses of the completed IDIs demonstrated that the measure is reliable and contains minimal social desirability bias. The researchers support the use of the IDI in providing approximate levels of an individual’s intercultural competence as conceptualized by the DMIS.

Due to the extensive research supporting the use of the IDI as an effective measure of intercultural competence as well as the availability of a professional trained in the administration and analysis of the IDI, this measure will be used in the present study.

**myCAP.** Additional tools beyond formal assessments can also be used to help students reflect on their global awareness and to help educators gauge the multicultural issues they need to address in the training of their students. The My Cultural awareness Profile (myCAP) is one such tool that was developed based on research of different cultural awareness theorists (Marx & Moss, 2011). The purpose of the myCAP is not to provide educators and students with a formal evaluation of their levels of intercultural competency; rather, the myCAP allows students to reflect on their global awareness and provides a starting point for students and educators to focus their efforts in terms of developing multicultural awareness and competencies.

The myCAP consists of 40 Likert-scale and essay questions that are categorized by four dimensions of cultural awareness: (1) exploring the global world (global perspective); (2) learning about different cultures (cultural understanding); (3) knowing ourselves as cultural (perspective consciousness); and (4) communicating across cultural
differences (intercultural communication). A sample survey question from the myCAP in which students are asked to select the level to which they agree or disagree with the statement reads, “Talking about common cultural characteristics is different from stereotyping” (Marx, 2011, pp. 4). A sample essay question from the myCAP reads, “How do you define a global citizen? Do you consider yourself a global citizen?” (Marx, 2011, pp. 4) The myCAP was used in the present study as a means of collecting supplemental, qualitative data.

Short-term Study Abroad Program for Graduate Students at the University of Dayton

School of education mission. According to the mission of the School of Education and Health Sciences at the University of Dayton, one outcome educators strive to achieve is that all students “embrace diversity for the promotion of social justice” (SEHS, n.d.). Furthermore, it is stated that one of the skills needed for student success is that students “must know how to work within highly diverse settings.” In order to align with the school of education’s mission to embrace diversity, faculty in the school psychology program developed the short-term study abroad program examined in the present study for graduate students in the School of Education and Health Sciences. The goal of this program is to provide students with an experience that would advance their intercultural development through visiting schools, agencies, and neighborhoods in another country.

On-campus course. Participants in the current study were given the option to fulfill a multicultural course requirement by completing a 3-credit hour course on
The course was designed to develop intercultural competencies by providing training in multicultural counselor sensitivity and multicultural theory as well as providing an experiential component for application. In this course, students are required to write reflections, participate in two “learning excursions” to experience cultures different from their own, and complete an in-class self assessment of intercultural competencies.

**Study abroad program.** An additional option for fulfilling the cultural course requirement was for students to participate in a short 2-week study abroad program in Buenos Aires, Argentina. Prior to departure, participants and program coordinators met several times to complete on-campus coursework, introduce and discuss the Argentine culture, and prepare for international travel. Then, students spent two weeks abroad during which they attended class and experienced a variety of activities, including sight-seeing, visiting local schools, and partaking in various traditions in the Argentine culture. Upon returning to the U.S., the group met again to discuss their time abroad and complete written reflections of their experience.

**The Present Study**

Due to the increasing number of students from diverse backgrounds in U.S. schools today, it is crucial that school psychology graduate programs provide their students with sufficient training in working with diverse populations. However, developing intercultural competencies can be challenging, and little research exists regarding the effectiveness of various forms of multicultural training in school psychology graduate programs. The purpose of this study was to examine the
effectiveness of a short-term study abroad program in developing intercultural competency in school psychology graduate students. This study compared the intercultural development of students who completed an on-campus course to students who experienced a combination of an on-campus course and cultural immersion through a short-term study abroad program in Buenos Aires, Argentina. The current study aimed to identify which, if either, of the two training methods is more effective in developing school psychology graduate students’ intercultural competency.
CHAPTER III
METHOD

This chapter will present the study’s research questions and predictions. Additionally, the research design, participants, and procedures are discussed.

Research Question and Prediction

Research question. When measured eight weeks after the completion of training, did students who completed the on-campus course or students who completed the combination of an on-campus course and short-term study abroad program demonstrate greater growth in their intercultural development?

Prediction. It was predicted that the group who participated in the combination of the on-campus coursework and a short-term study abroad program would experience greater growth in the development of their intercultural competence than the students who participated in the on-campus only course. Although research supporting the use of short-term study abroad programs for school psychology graduate students does not exist, research on short-term study abroad programs with other types of students does provide initial support for their effectiveness (Mapp, 2012; Wang, Peyvandi & Moghaddrad, 2011). Because research has demonstrated that on-campus coursework can also be effective in developing students’ intercultural competencies, it was predicted that the
combination of both an on-campus course and study abroad would be most effective (Arra, 2010; Greenfield, Davis, & Fedor, 2012; Lopez & Bursztyn, 2013).

Research Design

This mixed methods, quasi-experimental study used measures of central tendency, nonparametric statistics, and a review of supplemental qualitative data. This design was selected because it was not feasible or ethical to randomly assign participants to these conditions or to infer causation due to a large number of confounding variables. The independent variables in the present study were the types of training participants received—either the on-campus course or the combination of an on-campus course and a short-term study abroad program. The dependent variable was participants’ levels of intercultural competence.

Participants and Setting

Participants in the current study included \( n = 21 \) school psychology graduate students from the University of Dayton across three years of implementation of the short-term study abroad program. Due to the nature of the study, participants were not randomly assigned to groups. Participants in the study abroad group were chosen based on their admittance into the study abroad program. Not all school psychology students were required to apply to the study abroad program, but those who did not apply were required to take the on-campus course as part of their graduate program of study.

Completion of the pre- and post-test IDI was encouraged for participants in the 2011 and 2012 study abroad groups; it was required for school psychology students who participated in the 2014 program. While completion of the measure was a course
requirement for the last group, participants were informed that inclusion of IDI results in the present study was voluntary. Because completion of the IDI was not made mandatory until the 2014 study abroad program, not all participants completed both the pre and post IDI assessments. Therefore, sample sizes for the pre and post control and travel groups are small and unequal. See Tables 1 through 4 for participant demographic information. Participants included individuals who participated in the 2011, 2012, and 2014 study abroad and the on-campus sections of the required multicultural counseling course.

Data Collection

**Measures.** Intercultural competencies of participants were measured with a pre/post administration of the Intercultural Development Inventory (IDI). Additionally, the myCAP was added as a pilot measure for participants in the 2014 study abroad group to provide qualitative information.

**Intercultural Development Inventory.** The Intercultural Development Inventory (IDI) was administered at the onset of and eight weeks after the course for both the on-campus and study abroad groups. The IDI is an evidence-based assessment comprised of 50 items that assess an individual’s intercultural competence. A breakdown of the individual IDI items is not available to the public; however, each of the items on the IDI fall into one of five orientations based on the intercultural competence/sensitivity continuum, including: 1) denial, 2) polarization (defense/reversal) 3) minimization, 4) acceptance, and 5) adaptation. Assessments were administered online by a professional trained in IDI administration. More detailed information on the validity and reliability of the IDI can be found in the literature review of this study.
Table 1

**Participant Age and Gender by Group**

<table>
<thead>
<tr>
<th>Group</th>
<th>Gender</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Control</td>
<td>1 (20%)</td>
<td>4 (80%)</td>
</tr>
<tr>
<td>Travel</td>
<td>0</td>
<td>16 (100%)</td>
</tr>
<tr>
<td>Total</td>
<td>1 (4.76%)</td>
<td>20 (95.24%)</td>
</tr>
</tbody>
</table>
Table 2

*Frequency of Participants’ Years of Overseas Living by Group*

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Travel Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>never lived in another country</td>
<td>3 (60%)</td>
<td>10 (62.5%)</td>
</tr>
<tr>
<td>less than 3 months</td>
<td>0</td>
<td>5 (31.25%)</td>
</tr>
<tr>
<td>3 – 6 months</td>
<td>2 (40%)</td>
<td>0</td>
</tr>
<tr>
<td>7-11 months</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1-2 years</td>
<td>0</td>
<td>1 (6.25%)</td>
</tr>
<tr>
<td>3-5 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6 -10 years</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3

*Number and Percent of Participants Identifying as Ethnic Minorities*

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Travel Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnic Minority</td>
<td>1 (20%)</td>
<td>3 (18.75%)</td>
</tr>
<tr>
<td>Non-Ethnic Minority</td>
<td>4 (80%)</td>
<td>13 (81.25%)</td>
</tr>
</tbody>
</table>
myCAP. The My Cultural Awareness Profile (myCAP; see Appendix A) was added as a pilot tool for the 2014 travel group as a self-reflection tool (Marx & Moss, 2011). Along with the IDI, five participants completed the myCAP both at the beginning of the course and eight weeks after completion of the course. This allowed the researcher to read students’ thoughts and reflections, pre- and post- training, and thus served as a means of collecting qualitative data regarding students’ intercultural competency development.

Procedures

Approval for this research design was obtained by the Institutional Review Board (IRB) at the University of Dayton prior to the first study abroad class in 2011. Prior to the start of summer term, students in both the on-campus and study abroad groups were emailed requesting their participation in the present study. Students were assured that individual scores would remain anonymous, and those willing to participate were asked to sign a consent form prior to the data analysis (see Appendix B). Students were required to complete the IDI online both at the onset and eight weeks after the completion of their respective training courses. Students were also encouraged to complete the face-to-face debrief option of the IDI, during which the faculty member trained in administration of the IDI discussed the individual’s results and implications in greater detail. The graduate student completing this thesis visited both the on-campus and travel groups during the first week of class to explain the purpose of the study in further detail and encourage participation. Five students in the 2014 travel group also completed the myCAP at the beginning of the course and eight weeks after the completion of the course.
Training procedures. As a means of multicultural training, one group of students completed an on-campus course focused on counseling diverse populations, and another group completed a combination of this course and a short-term study abroad program.

On-campus course. The on-campus counseling diverse populations course is designed to: “1) develop counselor sensitivity; awareness, and training in human diversity; 2) introduce multicultural theory in concepts, competencies, and research; and 3) provide an experiential component for application of multicultural and global awareness” (Hall, 2013, pg. 1).

In order to accomplish the course objectives, students in the on-campus course completed a variety of assignments including: a) a written reflection describing their reaction to a film involving the multicultural challenges, b) two “learning excursions” in which students participate in multicultural experiences in their community and write reflections on their experiences, c) a paper describing their personal cultural identity and background, d) short quizzes to assess understanding of the course readings, and e) a self-assessment of their intercultural competencies.

On-campus plus study abroad. Students in the travel group completed a combination of pre-travel coursework, as well as immersion experiences and coursework while abroad. The pre-travel coursework was based on the same textbook and learning objectives as the coursework for the on-campus only course. During pre-travel coursework, students engaged in various learning activities involving multicultural
counseling, the Argentine culture, and preparation for international travel. Students also took a final exam that assessed their knowledge of the material covered in the textbook.

While abroad, students visited several local schools and one university in Buenos Aires, Argentina. During all of these school visits, students conversed with students and faculty about the differences between the cultures and educational systems in the United States and Argentina. Students also participated in group excursions to various cultural and historical sites within and outside of the city. In addition to the coordinated excursions, students had free time to explore the city independently, including experiences riding the subway system, conversing with local citizens in Spanish, and dining and visiting local attractions. Six class sessions were held while abroad as an opportunity to link in-country experiences with personal and professional development. Students completed assignments as part of the study abroad program, which included a minimum of one immersion experience journal entry every other day while abroad, one paper comparing the educational and counseling systems in the U.S. and Argentina, and one immersion experience reflection paper that discussed how student’s practice might change as a result of the study abroad experience.
CHAPTER IV

RESULTS

This chapter will discuss the results of the present study. The results are discussed according to the research question proposed in Chapter III, as well as the supplemental information analyzed in the third year participants’ myCAPs. Nonparametric and descriptive statistics were used to analyze the quantitative data; a review of student responses was used to analyze supplemental qualitative data. IBM SPSS was used to perform the data analyses. The results of this study can be used to inform school psychology training programs of the benefits and limitations of a short-term study abroad program, as well as provide implications for developing intercultural competence in school psychology graduate students.

Research Question

Post-training intercultural competence. A Mann-Whitney U test with a $p$-value of 0.05 was used to determine if there was a statistically significant difference in intercultural competence growth between the control (on-campus only course) group and the travel group. The mean IDI score of the on-campus group eight weeks after the course was 109.40, and the mean IDI score of the travel group eight weeks after the coursework and study abroad program was 97.23 (see Table 5 for additional post-test IDI
A Mann-Whitney U test comparing the two groups’ growth in IDI scores yielded an exact significance of 0.603 (see Tables 6 and 7 for additional Mann-Whitney results). Therefore, it was concluded that the growth in intercultural competence as measured by the IDI was not statistically different in the on-campus only group and the travel group eight weeks after the conclusion of the course/course plus study abroad program.

Table 4

*Post-test IDI Descriptive Statistics*

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Mean</th>
<th>Median</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>5</td>
<td>109.40</td>
<td>120.77</td>
<td>22.05</td>
<td>486.01</td>
</tr>
<tr>
<td>Travel</td>
<td>16</td>
<td>97.23</td>
<td>100.95</td>
<td>14.15</td>
<td>200.23</td>
</tr>
</tbody>
</table>

Table 5

*IDI Growth Mann-Whitney U Ranks*

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>12.40</td>
<td>62.00</td>
</tr>
<tr>
<td>Travel</td>
<td>10.56</td>
<td>169.00</td>
</tr>
</tbody>
</table>
Table 6

IDI Growth Mann-Whitney U Results

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>33.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>169.000</td>
</tr>
<tr>
<td>Z</td>
<td>-.578</td>
</tr>
<tr>
<td>Asymptotic Significance (2-tailed)</td>
<td>.563</td>
</tr>
<tr>
<td>Exact Significance [2*(1-tailed significance)]</td>
<td>.603</td>
</tr>
</tbody>
</table>

Supplemental Qualitative Data

**myCAP analysis.** The myCAP consists of eight Likert-scale questions and two open-ended questions measuring the four dimensions of cultural development. A review of students’ responses was completed on the open-ended questions for each dimension for the five 2014 study abroad participants who completed the pre and post myCAP. The students were identified with pseudonyms to ensure confidentiality. The researcher looked for changes in responses between the pre- and post-assessments. Any post-test response that reflected a different idea than the pre test was considered a change, although there is not sufficient evidence to suggest that these changes represented true intercultural development. For example, Katie’s pre-test response to the question asking the respondent to define a global citizen and share if they thought they were a global citizen read, “…a global citizen is someone who speaks up for global awareness.”
Someone who has acknowledged the challenges and issues that are faced globally and [are] willing to speak the word to make a difference. I do not exactly call myself a global citizen.” Katie’s post-test response to the same question was, “I would define a global citizen as someone who is an advocate for all people on this earth no matter what culture. I would consider myself a global advocate.” Because Katie did not consider herself a global citizen in the pre-test but did in the post-test, this was considered a change. The following example analyzes whether a change exists between a student’s pre- and post-test opinion on whether or not they believe international issues should have a central place in a school’s curriculum. Jen’s pre-test response read:

Yes, I think they should. I didn’t have much experience to international/global issues until my college curriculum. I think maybe high schools could focus on international and global issues. However, with the common core and other educational milestones that teachers want their students to meet, international and global issues may be pushed to the back burner since they wouldn’t be assessed.

Jen’s response for the same question on the post-test read:

I think international and global issues should have a place in a school’s curriculum. I think it’s important to get students involved in these issues early so they keep up with them as an adult. Schools usually focus on more core subjects like reading, writing, and math especially to pass state mandated tests. I think international and global issues should be considered to at least be an elective in middle and high school classes.

Despite changes in wording, these two responses reflect the same general idea. The student indicated in both responses that incorporating international issues into a school’s curriculum is important and would be beneficial if possible, but that core subjects are usually focused on more. Thus, this response would not be considered a change.
The dimensions on which the greatest change was seen were “Knowing Ourselves as Cultural” and “Communicating Across Cultural Differences.” The “Knowing Ourselves as Cultural” dimension considered ideas associated with understanding one’s own cultural identity and how it affects their beliefs, attitudes, and actions. The “Communicating Across Cultural Differences” dimension considered ideas such as understanding how cultural differences can affect communication and effective ways to overcome this barrier.

One major change evident in three out of five participants’ myCAP assessments in the “Knowing Ourselves as Cultural” dimension, was their expanded definitions of their own cultural identities after participation in study abroad. One student expanded the definition of his/her own cultural identity to include career and that he/she is family-oriented, one student expanded the definition to include gender, and one student expanded the definition to include his/her socio-economic status and the region of the United States that he/she is from. These participants expressed a more comprehensive definition of the various aspects that make up one’s cultural identity in the post-test myCAP than in the pre-test myCAP.

Also in the dimension of “Knowing Ourselves as Cultural,” one participant demonstrated an understanding of how one’s cultural identity can influence one’s work. One of the questions in this dimension asks the respondent to name ways in which a teacher’s cultural identity might influence the way they teach. Katie’s response in the pre-test myCAP was as follows:

A teacher may teach [sic] be influenced by the way they were raised. These teachings they gained throughout childhood may come through their teaching
strategies. Also, the teacher’s assumptions may show through lessons or the way the lesson is brought about.

Katie’s post-test response read:

In so many ways! If they are not fully aware of their cultural identity then it can come off in multiple ways. For example, a southern teacher teaching up north may feel that people move too fast in the north. So she may work to ensure that her class is laid out the way she was taught when she grew up.

In this post-test response, Katie specifically mentions one way in which not understanding one’s cultural identity could have an effect on her teaching style, reflecting a deeper understanding of the importance of knowing one’s own cultural identity and how it can affect one’s work. Furthermore, Katie also reflected the idea of being familiar with her own cultural identity in another question on the post-test myCAP which asked the respondent to identify specific strategies that could be used to effectively teach students from different cultural backgrounds. Katie’s response read:

Be completely aware of their personal cultural identities and my own, be self-aware so that I can see when my own cultural identity may come out in my teaching and working with students.

The “Communicating Across Cultural Differences” dimension also saw development between the pre- and post-test myCAP responses. On the question that asked the respondent to identify strategies that could be used for effective teaching of students from various cultures, one student’s suggestions for strategies changed from the pre- to the post-test. On the pre-test, Emily responded:

I will make sure to use front-loading for students from other cultures if they are having trouble understanding the curriculum. I might have them practice words in English before a lesson or allow them to use a translator.

Emily’s response on the same post-test question read:
I will include more visual cues around the classroom. I will have the student be with a peer mentor to help them learn English.

Also on the “Communicating Across Cultural Differences” dimension, two students referenced their study abroad experience in Argentina when describing the specific strategies they use when communicating with individuals from another culture.

In the pre-test, Jen referenced a time she was communicating with a family in Europe:

…I found myself listening more carefully to them because though they spoke the same language as me, they had an accent that made it hard to understand sometimes. They were very welcoming to my questions and appeared to be more friendly than people in America. They were very cheerful and playful with their answers, making jokes along the way. The family each took turns answering questions and added to each others answers…

Jen’s post-test response referenced her study abroad experience in Argentina:

While I was in Argentina I talked to many people that were different from my culture. Most of them were very helpful and tried to help me pronounce Spanish words or would communicate with pointing and gestures. It was very different and very challenging. It was also very rewarding and heartwarming to know they went out of their way and tried to help me.

Emily’s response regarding strategies she uses when communicating with individuals from another culture also changed. In the pre-test, Emily referenced a student she met when the student was studying abroad in the United States:

I have a good friend who did a study abroad program in the US for her HS and now currently lives in Norway. I recently talked to her over the phone and she seemed to be doing very well and her English has improved. When speaking to her I made sure to use phrases that are somewhat simple and literal in translations. I also made sure that I spoke clearly and a little more slowly.

Emily’s post-test response to this question referenced her own study abroad program in Argentina and was expanded to include the concept of checking for understanding:
I spoke with someone from another culture when I was in Argentina. When talking with this individual, I had to speak slower and use simpler vocabulary so that the individual could better understand what I was saying. Also I made sure to ask if they understood what I was saying.

Despite the fact that changes in responses were seen between the pre- and post-test myCAPs, this is not sufficient evidence to suggest that a true development in intercultural competence was indeed made, or that the students experienced a DMIS stage change. Rather, these responses suggest that changes may have occurred. Further evidence would be necessary to conclude that true gains were made in intercultural development.
CHAPTER V
DISCUSSION

Review of Purpose and Major Findings

The present study examined the difference in growth of intercultural competence among school psychology graduate students before and after an on-campus multicultural training course compared to the intercultural competence of school psychology graduate students before and after a combination of an on-campus course and a short-term study abroad program. This study used the results of both groups’ pre/post IDI assessments in order to determine which, if either, of the groups demonstrated more growth. The study also used qualitative data from the myCAP assessment completed by five participants in the 2014 travel group to provide supplemental information regarding their intercultural competence development.

Results indicated that students in the control and travel groups did not demonstrate statistically different levels of intercultural competence at the onset of the course. Although students in the control group had a higher mean IDI score at the onset of the course, the travel group had a higher median IDI score at the onset of the course. Results indicated that these differences were not statistically significant. Furthermore, results indicated that there was no statistically significant difference in the growth made
in IDI scores between the control and travel groups. Finally, a review of the myCAP responses completed by the 2014 travel group revealed some changes in students’ perceptions of their cultural awareness in the pre and post tests, although there is not sufficient evidence to support a DMIS stage change. The “knowing ourselves as cultural” and “communicating across cultural differences” dimensions saw the most change.

**Interpretation of Findings Relative to Prediction**

*IDI analysis.* It was predicted that the travel group would display more growth in intercultural competence measured eight weeks after the conclusion of the course and study abroad program than the control group. However, although the average level of growth was slightly higher in the control group than in the travel group, results of the data analysis indicated that the difference in growth between the two groups was not statistically significant. Results of the post-test IDI suggested an average level of intercultural development in the control group that fell within the cusp of acceptance orientation, and an average level of intercultural competence in the travel group that fell within the minimization orientation (see Figures 1 and 2). The minimization orientation is considered a transitional orientation in which one is progressing from a monocultural mindset to a more intercultural mindset. In this orientation, one emphasizes the commonalities among their own culture and other cultures, which may mask the recognition of cultural differences. The acceptance orientation is characterized by one’s ability to recognize and appreciate similarities and differences among their culture and other cultures (Hammer, 2011) When one is on the cusp of acceptance, he/she is close to
transitioning from minimization to acceptance, and at times operates with an acceptance world view.

Figure 1 *Post-test IDI Orientations by Group*
Although both the mean and median IDI scores were higher in the control group eight weeks after completion of the course, and the group moved from minimization to the cusp of acceptance, the difference in growth is not considered statistically significant. The variance and standard deviation of the control group’s scores is much larger than the variance and standard deviation in the travel group’s scores. This, along with the small sample size of the control group, suggests that the control group’s mean score was likely affected by extreme scores. It is possible that some participants in the control group had
more experience or training with individuals from diverse cultures, which may have accounted for higher IDI scores.

In terms of the prediction that the travel group would make greater gains in intercultural competence, results of the data analysis indicate that this hypothesis cannot be supported. This may be due to the fact that intercultural competence is challenging to develop; it is something on which individuals can spend many years, even their entire life, developing. Although individuals in the travel group likely found their study abroad experience to be rewarding and enlightening, the small amount of time spent abroad likely did not allow for significant gains in intercultural competence to occur; or, if gains did occur, they may have been short-term in nature and were not sustained over time.

Furthermore, it is common for individuals to experience beliefs associated with the reversal stage of the Developmental Model of Intercultural Sensitivity (DMIS) after exposure to another culture. Reversal is characterized by a mindset that is overly critical of one’s own culture and uncritical of other cultures (Hammer, 2011). After being immersed in a new culture, it is possible that the study abroad participants experienced critical feelings towards their own culture, thus making it less likely that any issues of reversal be resolved. In fact, when comparing the area of reversal specifically between the control and travel groups, the control group made gains in resolving this issue, while the travel group did not. When looking at the individual areas of the IDI continuum, a score of 4 or above suggests that an individual has resolved issues in a given area. In the area of reversal, the control group had a mean reversal score of 4.20, while the travel group had a mean reversal score of 3.63 (See Figure 3). Furthermore, the control group’s
mean growth in reversal score was 0.47, while the travel group’s mean growth in reversal score was -0.12. These results suggest that while the control group made gains in resolving the area of reversal, the travel group may still have been processing the experience, and actually grew further from resolving the area of reversal. It is not uncommon for students to express a more favorable view towards their host country after a study abroad program. In fact, students with this mindset may disparage their own culture as a means of helping themselves to feel more comfortable while abroad (Hammer, 2012).

![Pre/Post Test Reversal Scores](image)

**Figure 3** Pre/Post-test Reversal Scores by Group
**myCAP analysis.** Five students completed the pre and post myCAP assessments, and review of their open-ended responses suggested that the two dimensions on which there was the most possible change were “Knowing Ourselves as Cultural,” and “Communicating Across Cultural Differences.” Interestingly, these two dimensions coincide with the immersion experience. The “Knowing Ourselves as Cultural” dimension considered ideas associated with understanding one’s own cultural identity and how it affects their beliefs, attitudes, and actions, and the “Communicating Across Cultural Differences” dimension considered ideas such as understanding how cultural differences can affect communication and effective ways to overcome this barrier.

In terms of the “Knowing Ourselves as Cultural” domain, it is likely that while abroad, students became more aware of their own culture through their interactions with individuals of a different culture. Through these interactions, students may have come to better understand how different aspects of their culture can affect how they think and act, and thus how their culture can affect their work with others.

In terms of the “communicating across cultural differences” domain, it is not surprising that change in this area was seen in the post myCAP responses. Some participants referenced their interactions with others while abroad in their responses regarding communication. This is likely due to the fact that communicating across cultural and language barriers can be one of the most challenging aspects while traveling or studying abroad. After experiencing this challenge, students may better understand the difficulty that comes with communicating with diverse individuals, and possibly acquired some strategies that aided in their communication across language and cultural barriers.
Limitations

There were several confounding variables that limited the results of this study. One limitation was that students could not feasibly or ethically be randomly placed into groups. Participation in the study abroad option was offered as a voluntary option to all school psychology graduate students. Expenses related to the program made it unethical to require students to participate. Furthermore, it would not have been ethical to offer the program to only a select number of students.

The small sample size in the control group was also a major limitation of the study. Because the completion of the IDI was not made mandatory until the 2014 group, few participants completed both the pre and post IDI assessments, particularly in the on-campus group. Because of the small sample size, the average IDI score in the control group was likely affected by extreme scores. Due to these limitations, results must be interpreted with caution and do not imply causation.

In addition to the small sample size, the researchers were unable to control for the amount of previous intercultural training or experience the participants had. Aside from the question on the IDI that asks respondents how much time they have spent living abroad, which by itself does not necessarily correlate to the development of intercultural competence, the researchers could not determine how much intercultural experience the participants had prior participation in the course or study abroad program. This is another factor that prohibited the researchers from implying that any growth made in intercultural competence was solely a result of the training procedures in this study.
Another limitation in this study was that data were collected over three different years of the program. The faculty chaperones differed each year of the study abroad program, and activities students participated in while abroad also varied slightly from year to year. Furthermore, the instructor who taught the solely on-campus course also varied from year to year. Thus, it cannot be concluded that the multicultural training students received in each group was identical from year to year, which could have affected the IDI and myCAP results.

Furthermore, the homogenous demographics of the student participants limits the external validity of the results. The students were majority female across all groups. Additionally, the vast majority of participants ranged between the ages of 22 and 30. Furthermore, only 25% of control group respondents and 23% of travel group respondents identified themselves as ethnic minorities. Because the demographics of the participants in this study were largely homogeneous, it cannot be inferred that these results could be generalized to other, more diverse, student populations.

The use of the myCAP as a tool to provide supplemental information, although helpful, also has limitations. The myCAP was originally designed as a tool for students in teacher preparation programs. One of school psychologists’ main role is to serve as consultants for teachers, so questions related to teaching strategies in this case are certainly applicable. However, the myCAP did not include questions directed specifically towards school psychologists. Therefore, an adapted myCAP directed more specifically towards school psychologists may be a more appropriate tool to use in future studies.
Finally, the lack of participation in the optional one-on-one debrief of IDI results may have limited participants’ ability to make gains in intercultural competence. The individualized debrief sessions provide IDI respondents with their scores, as well as a detailed explanation of their implications. Without participating in a debrief session, respondents are not made aware of their current cultural mindset and what this means for them, and therefore cannot take the appropriate steps to further their intercultural development. Because very few participants chose to have a debrief session, it is possible that the potential to develop intercultural competence in both groups was limited.

**Implications**

**Future research.** This study provided an analysis of the initial three years of a short-term study abroad program for one school psychology training program. Although it is difficult for school psychology training programs to foster students’ development of intercultural competence, it is important that research continue to explore effective methods of doing this so that training programs can prepare students to serve the increasingly diverse populations in U.S. schools today. Despite the study’s many limitations, some implications for future research are suggested from the results obtained.

One idea for future research would be to conduct follow-up interviews or focus groups of school psychology students after a short-term study abroad program to obtain in-depth qualitative reflections of their experiences abroad. Although the IDI is a theory-based instrument that has been carefully developed by researchers, it is only one measure, and it does not directly measure all of the many potential benefits of a study abroad
program. Conducting individual interviews or focus groups reflecting specifically on the study abroad experience may reveal benefits of the study abroad program that were not assessed in the IDI.

Another possibility for future research would be to measure intercultural competence in students with the IDI or another research-based instrument prior to the start of a school psychology training program and after the completion of the program (with and without a short-term study abroad experience). Because the development of intercultural competence can be a life-long process, measuring growth after a longer period of time could display more significant results. Ideally, and in accordance with NASP standards, school psychology training programs should strive to train culturally competent school psychologists. Therefore, it is important for training programs to promote intercultural development throughout the duration of the program, and not solely during one course. Measuring intercultural competence in students before and after school psychology graduate training would provide information regarding the effectiveness of the entire program in developing students’ intercultural competence.

Finally, it would be beneficial to measure intercultural competence immediately following the completion of a multicultural training course or study abroad program, in addition to before and eight weeks after completion. This would allow researchers to examine whether initial gains were made, and then whether these gains were maintained after some time has passed.

**Training practices in school psychology programs.** In addition to implications for future research, this study also provides implications for school psychology training
programs regarding effective methods for preparing culturally competent school psychologists. One important implication for all programs to consider is that intercultural competence is a complex, on-going process that individuals can spend many years trying to achieve (ASHE Higher Education Report, 2012). Thus, it is unlikely that school psychology graduate students will become interculturally competent after one course of study or one study abroad experience. It is important that training programs emphasize the “Diversity in Development and Learning” domain required by NASP by incorporating opportunities to develop intercultural competencies throughout the duration of a student’s training program, including multiple courses and practicum experiences.

Not only is it difficult to develop intercultural competence in school psychology graduate students, but maintaining this competence over time is also challenging. Research suggests that ongoing training opportunities, or the combination of a training course or study abroad program with a long-term, intercultural development plan may be an effective methods for maintaining intercultural competence over time (Hughes, 2014). Although it may be challenging for school psychology training programs to offer ongoing training to past students or require students to participate in an intensive intercultural development plan, training programs could seek out and inform students of additional training opportunities and encourage students to be active participants in their own intercultural development.

In the ideal scenario, school psychology programs internationally would assess intercultural competence prior to the start of the program and develop individualized intercultural development plans for each student based on these results. Such plans
should include goals appropriate for each student, based on their current orientation or cultural mindset, as well as specific strategies the student will employ to reach his/her goals. Additionally, students must be accountable for following their plans and dedicated to the goal of intercultural development in order for the plans to be effective. These plans would be woven into coursework and practicum throughout the duration of the program. In the likely situation that this is not feasible for all programs, an alternative option would be to develop such plans to be incorporated in a diversity course or a study abroad program. It is unlikely that major development in intercultural competence will occur in students after a single course or study abroad program without the students also making intentional efforts to further this development. Students must be active participants in their intercultural development, rather than solely participants in a course or study abroad program in order for change to occur. The creating and use of intercultural development plans is one such way that school psychology programs can encourage student to become active participants in their own intercultural development.

Results of this study also further point to the lack of diversity in school psychology graduate students, as demonstrated in the ethnically homogenous group of participants. It points directly to the underrepresentation of school psychologists from diverse backgrounds compared to the number of culturally diverse students in U.S. schools today. School psychology training programs should strive to promote school psychology awareness among culturally diverse populations, as well as attract culturally diverse graduate student candidates in order to strive for a more culturally diverse field of professionals.
Conclusion

As the population of children in U.S. schools today becomes increasingly diverse, and the field of school psychology is lacking cultural diversity, there exists a need for school psychology training programs to develop intercultural competence in their students to prepare them to serve students from a number of different cultural backgrounds. Minimal research exists exploring effective methods in developing intercultural competence in school psychology graduate students, and virtually no research has been conducted evaluating the effectiveness of a short-term study abroad program for school psychology graduate students. This study served as initial research evaluating one university’s study abroad program for school psychology graduate students.

Results of this initial study suggest that the difference in growth made in intercultural development eight weeks after the completion of an on-campus multicultural training course or a combination of an on-campus course and short-term study abroad program was not statistically significant. Qualitative information collected for the study abroad group suggested that possible change was made in terms of understanding one’s own cultural identity and communicating with individuals from different cultures. Several limitations existed in this study, indicating the need to interpret results with caution and to conduct further research with a larger sample size and more reliable data collection procedures. Future research should attempt to more directly measure the benefits of an immersion experience as well as measure the development of intercultural competence in students throughout the entire school psychology training program.
Furthermore, school psychology training programs should emphasize intercultural development in multiple courses and practicum experiences, and they should encourage students to participate in additional and on-going intercultural training opportunities.
REFERENCES

doi:10.1080/10474411003785537


Hammer, M. (2012). The Intercultural Development Inventory: A new frontier in assessment and development of intercultural competence. In M. Vande Berg,
R.M. Paige, & K.H. Lou (Eds.), *Student Learning Abroad* (Ch. 5, pp. 115-136). Sterling, VA: Stylus Publishing.


My Cultural Awareness Profile (myCAP)

Print out this document and write in your answers.

Name ___________________________ Date __________________

**DIMENSION 1: Exploring the Global Context**

Reflect on your knowledge about the global context...

Circle the responses that best represent your views.

1. I am knowledgeable about global and international issues.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

2. It is difficult to find a global connection in most topics I plan to teach.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

3. I read or watch international newspapers, TV programs, and/or movies.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Not Often</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

4. I look for courses that focus on international and global issues and topics.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

5. Globalization has not directly impacted my life.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

6. I will teach and assess curricular units that explicitly address global issues.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
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</table>

7. I consider how choices I make in my life might have a global impact.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Not Often</th>
<th>Sometimes</th>
<th>Often</th>
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</table>

8. I get involved in activities/organizations concerned with global issues.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Not Often</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>
Reflect on your knowledge about the global context...

Self-Reflective Writing ➔ Write out your answers. If you need more space, attach an extra sheet of paper.

9. How do you define "global citizen"? Do you consider yourself a global citizen?

10. Do you think international/global issues should have a central place in a school’s curriculum? Explain your reasoning.
DIMENSION 2: Learning About Different Cultures

Reflect on your current understandings of culture and other cultural groups...

Circle the responses that best represent your views.

11. Talking about common cultural characteristics is different from stereotyping.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

12. Culture is more about traditions, celebrations, and history than about core values.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

13. The best way to come to know other cultural groups is through international travel.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

14. I find it hard to see both similarities and differences when I consider various cultures.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

15. I go to cultural events on campus or in my community.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Not Often</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

16. I will actively promote cultural awareness in my teaching.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Not Often</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

17. I am not very familiar with a culture group other than my own.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

18. Curriculum should be culturally neutral so it appeals to all children.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>
Reflect on your current understandings of culture and other
cultural groups…

*Self-Reflective Writing* ➔ Write out your answers. If you need more space, attach
an extra sheet of paper.

19. Describe three categories/characteristics commonly used to compare culture groups.

20. How might you incorporate cultural awareness into your teaching?
DIMENSION 3: Knowing Ourselves As Cultural

Reflect on your own cultural identity…

Circle the responses that best represent your views.

21. I consider myself as being part of a particular culture.

| Disagree | Somewhat Disagree | Somewhat Agree | Agree |

22. My cultural identity does not really influence how I perceive the world and how I behave.

| Disagree | Somewhat Disagree | Somewhat Agree | Agree |

23. I often view others as more cultural than myself.

| Disagree | Somewhat Disagree | Somewhat Agree | Agree |

24. I have been in situations where I felt like a cultural outsider.

| Rarely | Not Often | Sometimes | Often |

25. My cultural identity will impact my teaching.

| Rarely | Not Often | Sometimes | Often |

26. I hardly ever talk about cultural beliefs, values, and traditions.

| Disagree | Somewhat Disagree | Somewhat Agree | Agree |

27. Deep down, most people have similar ideas about what is good and right.

| Disagree | Somewhat Disagree | Somewhat Agree | Agree |

28. Helping students recognize their own cultural identity is essential for good teaching.

| Disagree | Somewhat Disagree | Somewhat Agree | Agree |
Reflect on your own cultural identity...

*Self-Reflective Writing* ➔ Write out your answers. If you need more space, attach an extra sheet of paper.

29. Using up to 10 terms or phrases, describe your cultural identity.

30. In what ways might a teacher’s cultural identity influence the way they teach?
DIMENSION 4: Communicating Across Cultural Differences

Reflect on your current intercultural communication skills…
Circle the responses that best represent your views.

31. I am comfortable talking with people from other cultural groups.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

32. The best way to avoid cultural misunderstandings is to treat other people as you would want to be treated.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

33. To be an effective teacher, it is essential to learn about the cultural background of my students.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

34. I’ve been misunderstood because of cultural differences.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Not Often</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
</table>

35. My cultural identity does not really impact how I communicate with most other people.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
</table>

36. I notice that people from other cultures use different gestures and body language when they talk.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Not Often</th>
<th>Sometimes</th>
<th>Often</th>
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</table>

37. I adjust my communication styles depending on whom I am talking to.

<table>
<thead>
<tr>
<th>Rarely</th>
<th>Not Often</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
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</table>

38. Only certain subjects that are taught in school require teachers to think about issues of culture.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
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</table>

www.nafsa.org/mycap
Reflect on your current intercultural communication skills...

**Self-Reflective Writing** ➔ Write out your answers. If you need more space, attach an extra sheet of paper.

39. Consider a time when you talked with someone from another culture. How did this conversation differ from one with someone from your own culture.

40. What are some strategies you will implement to effectively teach students from different cultural backgrounds?

Students: please tell us about your experience with myCAP in the Student Postsurvey.

Instructors: please share your feedback on the usefulness of myCAP with preservice teachers in the Instructor Postsurvey.
Informed Consent to Participate as a Research Subject

Project Title: Evaluating the Effectiveness of a Short-term Study Abroad Program for School Psychology Graduate Students

Investigators: Susan Davies, Ed.D., Associate Professor, University of Dayton; Abigail Lewis, M.S., School Psychology Graduate Student, University of Dayton

Purpose of Research: To compare the development of intercultural competence in students who take a traditional (on-campus) version of a course on counseling diverse learners vs. students who complete a combination of on-campus coursework and study abroad.

Expected Duration of Study: No additional time will be asked of the participants. Assessments used in the study were already completed as a mandatory part of EDC 575 at the beginning of the course and eight weeks after the end of the course.

Procedure: You completed the Intercultural Development Inventory v.3 (IDI) and the My Cultural Awareness Profile (myCAP) at the beginning of and eight weeks after EDC 575 (Counseling Diverse Learners). The investigators will analyze this data to determine results.

Alternative Procedures: No alternative procedures exist in this research project.

Benefits to the Participant: There are no direct benefits to you; however, results will help inform our program development.

Confidentiality: No records of your participation in this research will be disclosed to others. Your name will be associated with a code number so the primary investigator can follow up with you for the second administration of the IDI. Your name will not be revealed in any document resulting from this research.

Contact Person for Questions or Problems: If a research-related injury occurs, or if you have questions about the research, contact Susan Davies, 937-229-3652, or Abby Lewis, 740-357-5905. Questions about the rights of the subject should be addressed to Mary Connolly, Chair of the Committee for the Protection of Human Subjects, Science Center Room 240C, +2320, (937) 229-3493.

Consent to Participate: I have voluntarily decided to participate in this research project. The investigators named above have adequately answered all questions that I have about this research,
the procedures involved, and my participation. I understand that the investigators named above will be available to answer any questions about experimental procedures throughout this research. I also understand that I may refuse to participate or voluntarily terminate my participation in this research at any time without penalty or loss of benefits to which I am entitled. The investigators may also terminate my participation in this research if they feel this to be in my best interest. In addition, I certify that I am 18 (eighteen) years of age or older.

______________________________
Signature of Participant

______________________________
Date

______________________________
Signature of Investigator
Susan Davies, Ed.D.
Associate Professor
Department of Counselor Education and Human Services
University of Dayton

______________________________
Signature of Investigator
Abigail Lewis, M.S.
School Psychology Graduate Student
University of Dayton
Informed Consent to Participate as a Research Subject

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Signature of Participant ___________________________ Date ___________

Signature of Investigator
Susan Davies, Ed.D.
Associate Professor
Department of Counselor Education and Human Services
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Signature of Investigator
Abigail Lewis, M.S.
School Psychology Graduate Student
University of Dayton