

Title of the Program:	<i>Navigating Difference: Cultural Competency Training for Outreach Professionals</i>
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Abstract

According to the 2002 Extension Committee on Organization and Policy (ECOP) report, *The Extension System: A Vision for the 21st Century*, "Extension leadership must prepare its administrators, faculty and staff to value diversity and accept that change as necessary for the viability of the organization. "In support of this goal, the *Navigating Difference: Cultural Competency Training for Outreach Professionals* assists participants to:

- Become more aware of their own personal and organizational cultures;
- Examine how their personal and organizational cultures affect their ability to work across difference in both negative and positive ways;
- Build skills to increase competencies in working with others who are different.

The 18-hour professional development training for professionals is based on five key cultural competencies: cultural awareness, cultural understanding, cultural knowledge, cultural interaction and cultural sensitivity. Training modules are designed using key adult education practices that create a safe and welcoming environment for all learners. The learning activities respect and support individual learning styles and life experiences. The intent of the program is to gain knowledge and skills that can be used when engaging in any new culture, rather than focusing on specific cultural knowledge.

Keywords

Cultural Competency, Diversity, Inclusion, Equity, Access, and Opportunity

Title of the Program

Navigating Difference: Cultural Competency Training for Outreach Professionals

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Program of Distinction Category

Diversity & Inclusive Environments (Leadership, Citizenship, Life Skills)
Healthy Relationships, Good Decisions (Healthy Living)
Developing & Retaining 4-H Professionals (Organizational Strategies)

Sources of Funding

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Washington State University Division of Equity, Diversity,
Student Affairs and Enrollment

Generated Funds: Program Fees

Knowledge and Research Base

As our world becomes more interconnected on the international, domestic, and personal levels, our need to be more culturally competent increases (Samovar, Porter, & McDaniel, 2007; Ting-Toomey, 1999). Historically the Extension system has had a mission to extend the resources of land-grant universities to all residents of the U.S. and its territories. Over the last century, the diversity of residents in our country has grown, adding to the need for Extension professionals to increase their capacity to work with those who are different than themselves. According to the 2002 Extension Committee on Organization and Policy (ECOP) report, *The Extension System: A Vision for the 21st Century*, "Extension leadership must prepare its administrators, faculty, and staff to value diversity and accept that change is necessary for the viability of the organization." The *Navigating Difference: Cultural Competency Training for Outreach Professionals* was created to support this goal.

The five competencies that form the basis of the training have been adapted from the public health field (Burcham, 2002): cultural awareness, cultural understanding, cultural knowledge, cultural interaction, and cultural sensitivity. The curriculum focuses on research-based models, theories, and practices that increase the capacity of the participants to engage skillfully and intentionally in diverse settings and situations.

Increased cultural competency begins with the individual becoming more aware of his or her personal culture. To effectively interact with others, resolve conflict, and cope with the current environment of continuous change, the first step is to know ourselves. To lead in the 21st century is to be able to manage our own internal experience (Schaetti, Ramsey, & Watanabe, 2008). To structure this learning, the first two modules of the *Navigating Difference* curriculum focus on cultural awareness and understanding, using several sources. The Diversity Wheel

(Gardenswartz & Rowe, 2003) emphasizes the wide variety of diversity dimensions each person brings into the work place and how that affects our interactions with others. The Kluckhohn-Strodtbeck Model of Value Orientations (Kluckhohn & Strodtbeck, 1961) uses an anthropological approach to understanding how differences in cultural values influence each person's beliefs and behaviors, thus giving us a better understanding of the motives of "other." The Developmental Model of Intercultural Sensitivity (Hammer & Bennett, 2001) describes the developmental nature of intercultural competence. This theoretical model assists learners in assessing their own level of intercultural capacity as well as that of others. According to Samovar, Porter, & McDaniel (2007), "...from a historical perspective, successful intercultural communication has been the exception rather than the rule...people and societies must learn to cope with one another." To achieve these skills, the remaining three modules of *Navigating Difference* focus on methods of gaining information about others and communicating across cultural difference, and introducing the concepts of privilege and power. Becoming aware of the barriers to intercultural communications (Barna, 1997), communication styles (Condon, 1975, Kim, 1986, Nelson, 2002, Ting-Toomey, 1999), functions of nonverbal communications (Ting-Toomey, 1999), and mindfulness (Ting-Toomey, 1999) are key elements in learning the skills necessary to live in a global world. Understanding different cultural conflict styles (Hammer, 2003) and practicing approaches and strategies for dealing with diverse conflict styles brings participants closer to managing the inevitable intercultural conflicts effectively.

Probably the most sensitive area of gaining cultural competency skills is the area of privilege and power. The work of Peggy McIntosh (1988) is used to open the discussion on white privilege and the ramifications of its effects. Participants explore the historical and sociological influences on specific cultural interactions beginning with their own families. Strategies and approaches are shared that assist participants in recognizing the impacts of privilege, inequality, and oppression in daily contexts and how to lessen those influences (Johnson, 2006).

Extension professionals from eight states and Guam have participated in *Navigating Difference* since 2008. Overall evaluation results indicate knowledge and behavior changes. It is evident that this curriculum, based on research-based models, theories, and practices can lead to greater cultural competency skills for the Extension workforce.

Needs Assessment

In 2005 the WSU Extension Cultural Competencies were developed and approved by the WSU Extension Administrative Team. At that time it was determined that training was needed for Extension personnel, focusing on these competencies. The WSUE Diversity Catalyst Training Team then conducted a national search for curricula that would teach to the identified competencies. Three national Extension groups were contacted in the search: The Change Agent States for Diversity Consortium, consisting of 14 universities; the National 4-H Learning Strategies Team: Equity, Access and Opportunity; and National 4-H Professional Development Contacts. In addition, various universities were contacted by the WSU assistant vice president for Equity and Diversity in search of resources. No curriculum could be identified that taught to the WSUE cultural competencies. When this need was

recognized, the training team began development of the *Navigating Difference* curriculum.

Program Goals and Objectives

Goals

The overarching goals for the *Navigating Difference* training are to assist participants to:

- become more aware of their own personal and organizational cultures;
- examine how their personal and organizational cultures affect their ability to work across difference, in both negative and positive ways; and
- build skills to increase competencies as they work with others who are culturally different.

Objectives

Each of the five modules of the training has specific objectives.

Cultural Awareness

- Explore personal and cultural values, biases, prejudices, and views.
- Identify ways in which culture shapes a person's beliefs, practices, and values.
- Identify similarities and differences among cultures.
- Recognize one's own culture(s), including organizational culture.

Cultural Understanding

- Understand the developmental nature of cultural competencies.
- Describe issues and concerns that arise when someone's values, beliefs, and practices differ from those of the dominant culture.
- Recognize ways that culture affects participation in organizational programs and services.

Cultural Knowledge

- Practice techniques and strategies that will help a person gain familiarity with specific cultures.
- Use conceptual and theoretical models for understanding human culture, especially the ways in which other cultures differ from one's own.
- Identify characteristics of appropriate cultural guides and how to build productive relationships with them.

Cultural Interaction

- Recognize factors impacting successful intercultural communication.
- Learn concepts and theories of intercultural communication.
- Identify types of culturally determined conflict styles and how they affect communications.

Cultural Sensitivity

- Identify historical and sociological influences on specific cultural interactions.
- Recognize the impact of privilege, inequality, and oppression in daily contexts.

Target Audience

This curriculum has a target audience of Extension professionals and other outreach professionals. Extension professionals include anyone who works for the land-grant university system in Extension including faculty (at both the state and county level), administrators, program educators, and support staff. Outreach professionals are defined as any person with an occupation that interacts with the

public. This can include, but is not limited to, university and college professors, administrators, and support staff; public and private school teachers, administrators, and staff; county or state employees; and community partners in non-profit organizations, agencies, or non-government organizations (NGOs). The curriculum is also being piloted with older youth and volunteer worker audiences. The training is geared to adapt to suit professionals wherever they may work—in rural or urban areas, in small or large communities—and whether they work with their audience one-on-one or in group settings.

In the last four years, the complete 18-hour training has been implemented with, and evaluated by, Extension professionals from eight states and Guam; employees of the Washington State Department of Social and Health Services; and faculty and staff from school districts. Introductory sessions have been conducted with Washington State Dietetics Association and Washington State Department of Health Women, Infants, and Children Nutrition Program.

Type of Program

Navigating Difference is professional development training for outreach professionals. Pilots are now being conducted with older 4-H youth as a special interest program and with volunteers at state-wide training events.

Delivery Methods

Navigating Difference is presented in live workshops conducted by program-certified trainers. To become certified, trainers must complete a three-step process. Step 1: participate in the full 18-hour *Navigating Difference* training as a participant. Step 2: attend a three-day Train-the-Trainer Retreat. Step 3: co-train with program designers and other certified trainers.

The Train-the-Trainer retreat is facilitated by two of the original curriculum designers and other certified trainers. At this retreat, participants assess and focus on areas of personal competence and effectiveness as a diversity trainer; become grounded in the theoretical models that are the foundation of the cultural competencies taught in the curriculum; and practice conducting and debriefing activities from the curriculum. Serving as a co-trainer with one of the curriculum designers as well as other certified trainers is the most important step. It is vital to the education of trainers because only through actually teaching the lessons do the trainers integrate their own learning into the activities and increase their own cultural competence.

Navigating Difference is currently conducted in two formats. Both formats are face-to-face and utilize the *Navigating Difference* experiential-based curriculum, and both formats have proven to be very successful.

The first format is a single three-day workshop with six hours of training each day. The training is usually conducted in a neutral setting, away from participants' offices so they can focus on the training and not be distracted. Lunches and snacks are provided so people can mingle in a less structured activity and discuss the training or other diversity issues. The advantages of this format are that participants are able to concentrate on the topic for three days and immerse themselves in the topic while having opportunities to discuss with others issues that arise. A disadvantage is that there is a lot of new information shared in the training

and it is difficult to assimilate so much, so quickly. Each evening there is homework for the next day and it does not give the participants much time to reflect.

The second format has the training conducted over several weeks, with one module taught each week. Again, the setting plus providing meals and snacks is crucial to establishing a safe and welcoming environment. The advantage to this format is that participants have more time to reflect between sessions, complete the homework assignments, and practice the skills they have learned in each session. The disadvantage is that participants may not return for all the sessions or may skip a session, interrupting their learning.

Curricula and Educational Materials

The *Navigating Difference* curriculum was designed specifically for this training. After an extensive search, it had become apparent that a curriculum did not exist that addressed the WSU cultural competencies. Therefore, two Extension faculty members from the WSU Department of Human Development partnered with the WSU Assistant Vice President for the Division of Student Affairs, Equity and Diversity (now Student Affairs and Enrollment) to develop a dynamic, experiential, skills-based curriculum to meet the specific goals and objectives of the *Navigating Difference* training. The designers brought together their combined experience of over 30 years in cultural competency training, organizational development, and educational program development, implementation, and evaluation to create the curriculum using research-based models, theories, and practices.

The *Navigating Difference* curriculum is based on the premise that becoming culturally competent is a developmental process. Cultural competency skills are gained by engaging in experiences that challenge our assumptions and patterns of interacting with others. The curriculum is founded on the WSU Extension Cultural Competencies (see appendices). It was designed using adult education theory and practices to create a safe and welcoming environment for all learners. The learning activities respect and support individual learning styles, and participants' life experiences are viewed as an important source of knowledge. The competency-based approach builds skills that apply to all kinds of difference and that can be used no matter how much or how little interaction a participant has had with members of any group.

In 2006 the first edition of the curriculum was implemented with a pilot group of Extension educators. Feedback from this group led to a second edition which was piloted in March 2008. Since that time, the full 18-hour curriculum has been conducted seven times, each time using the process evaluation results to refine and improve the learning activities, discussion formats, and delivery methods.

Teamwork and Collaboration

A number of collaborations and partnerships have supported the process of development and on-going implementation of the *Navigating Difference* training program. The initial partnership was between WSU Extension, the WSU Department of Human Development, and the WSU Division of Student Affairs, Equity and Diversity. Faculty members from these entities researched, developed and vetted the WSU Cultural Competencies which are the foundation of the *Navigating Difference* training program. Faculty members from these units then designed, implemented, and evaluated the *Navigating Difference* curriculum. To date,

curriculum designers have partnered with the National Extension Change Agents States for Diversity Consortium to conduct the training in four states with representatives from eight states and a U.S. territory. In addition, trainers have partnered with government agencies (WA Department of Social and Health Services) and school districts to conduct the training. Trainings will be conducted in the spring of 2011 with WSU student leaders through the Coalition of Women Students, a recognized student organization.

Program Evaluation

a. Methods

The evaluation is a mixed methods design, consisting of both survey data and an interview. The survey is a pretest (delivered before the program begins) with two post-tests (one at the end of the program, and one 6 months later) and is anonymous. Phone interviews are conducted approximately one year after the program, with a random sample of participants. The goal of the survey is to see whether people have changed specific knowledge and attitudes targeted by the program in the short-term and whether those gains are maintained six months after the training. The goal of the interview is to see whether people have implemented any new behaviors in their workplace that they attribute to participation in the program. A secondary goal of the interviews is to ask whether people have specific changes or recommendations about the program based on their experience after participating.

b. Process Evaluation

The post survey, which is administered at the end of the 18-hour training, contains two open-ended questions which pertain to the process of the training. The responses to these questions were used to make significant changes in the learning activities and the scheduling and location of the training.

A total of 145 participants who attended seven different trainings over the course of a year and a half completed the pre and post surveys.

Participants reported participating in an average of 34 hours of training in cultural competencies before attending *Navigating Difference*, ranging from zero hours to a single respondent who reported 250 hours. The median number of training hours was 25.

c. Outcome Evaluation

Goal 1: Short-term changes in knowledge, attitudes, and beliefs

The *Navigating Difference* assessment has 12 questions that query personal assessment of knowledge and positive attitudes/beliefs about cultural difference. (See Table 1.) Participants rate how strongly they agree with each item on a Likert-type scale, with 1 = "Strongly Disagree;" 2 = "Disagree;" 3 = "Agree;" and 4 = "Strongly Agree." The scores at pretest show how participants rated themselves when they entered the program, and the comparison with scores for the same questions on the post-test indicate the level of self-assessed change in participants. Across groups (N=123), the average increase in agreement for 10 of 12 items was statistically significant and greater than 10%; and on five items participant ratings increased more than 20%. The two statements that changed less than 10% were related to each other and assessed beliefs about whether cultural sensitivity could be learned. On average, people already agreed with this statement at baseline, so

there was not much room for increase.

We conclude from these data that the training was successful in its short-term goals of increasing knowledge and positive attitudes/beliefs about cultural difference. The training experience was especially effective in helping people develop a framework to think about values across cultures (24% increase), to identify strategies to work with cultural guides (34%), to understand and manage barriers to intercultural communication (21% and 24%), and to recognize different cultural styles of dealing with conflict (33%).

Goal 2: Long-term changes in knowledge, attitudes, and beliefs

For a subset of participants (N=19), we also conducted a six-month follow-up survey (Table 2). All items remained higher at follow-up than at pretest, and three of the items that showed greatest change at baseline had maintained a greater than 20% increase (strategies to work with cultural guides: 38% higher; strategies for communication: 29% higher; and recognizing conflict styles: 24% higher).

We conclude that short-term gains in knowledge, attitudes, and beliefs translated to long-term gains, and that the training appears to have a long-lasting effect on these training outcomes.

Goal 3: Application of training: Long-term changes

A total of seven randomly selected participants have been interviewed so far, one year after their participation in the training. The interviews were conducted over the telephone by an evaluation assistant not familiar with the participants.

Qualitative interview data showed that program participants had changed specific beliefs and practices and have new behaviors such as:

- Completing a community map to become aware of gaps in programming;
- Making connections with cultural guides to improve marketing outreach strategies;
- Involving cultural guides in the formation of meeting and training agendas, rather than telling them what was needed from them;
- Being more intentional and taking actions to integrate cultural competency in planning, implementing, and evaluating programs; and
- Increasing the use of strategies for intercultural communication.

Communication to Stakeholders

The results of the *Navigating Difference* training have been shared through a variety of venues. Within the WSU system the Extension Administrative Team and the administration of the Division of Student Affairs, Equity and Diversity/Student Affairs and Enrollment have received, and continue to receive, on-going updates on the evaluation results over the four-year period in which the training has been developed, piloted, and implemented. The State 4-H Leadership Team has been briefed on the progress and results through monthly meetings. The results have also been shared through workshops and poster sessions at statewide events and nationally at the Change Agents States for Diversity Consortium management meetings, and the Children, Youth and Families At-Risk national conferences. A webinar was conducted for National 4-H Professional Development contacts to share results. Other partners and participants are encouraged to review survey

results at <http://ext.wsu.edu/diversity/training/index.html> where an evaluation report is posted and periodically updated.

Evidence of Sustainability

Navigating Difference is one of four trainings of the WSU Extension Professional Development Essential Skills Training that is required for all new employees and employees who have been hired within the last two years. Training for WSU Extension personnel is financially supported through a combination of administrative funds and grants. When the training is conducted for out-of-state participants, a program fee is charged, thus generating revenue that can support continued delivery of the training. Program fees are used to cover the costs of the trainings, to update materials, and to provide professional development for *Navigating Difference* trainers.

To ensure that there is a viable and continuous cadre of trainers, a Train-the-Trainer system has been implemented. To become a *Navigating Difference* trainer, a person must complete three steps: 1) participate in the full 18-hour *Navigating Difference* training; 2) participate in a three-day trainer retreat; and: 3) co-train with an experienced trainer. Currently there are *Navigating Difference* trainers in Washington state, Idaho, Oregon, North Dakota, Nevada, and Kansas. There has been interest from Extension services in numerous other states and from a variety of business and community groups for the training.

Replicability

The *Navigating Difference* training was initially designed for Extension professionals. Within a very brief time, requests for this training were received from other on-campus units, government agencies, and school districts. The training materials were then adapted for these non-Extension audiences and have been implemented and evaluated with an on-campus management unit, a government agency (Department of Social and Health Services), and with school district personnel. Evaluation results indicate that the materials are valid with these audiences, thus assuring that the training may be replicated with a broad range of outreach professionals.

Rationale and Importance of Program

Since the Smith-Lever Act of 1914 was enacted, the mission of Extension and 4-H Youth Development has been to share the knowledge of the university with the people. Over the years, this mission has not changed although the population of the United States has diversified, making it even more vital to learn how to work with others.

4-H Youth Development recognized the need for culturally competent professionals when the National Professional Development Task Force updated the 4-H Professional, Research, Knowledge, and Competencies (PRKC) in 2004 and included the Equity, Access, and Opportunity core competencies. The importance of this topic was reinforced by the work of the national 4-H Learning Priority Team: Equity, Access, and Opportunity. According to their final report: "For youth development professionals to be successful in our multicultural society, they must have a deep understanding of the impact of limited access and opportunities and inequities on the lives of many cultural groups living in the U.S. today" (Schauber, 2008). The *Navigating Difference* training addresses these issues.

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Appendices

WSU Extension - Cultural Competencies for Outreach Professionals

<http://ext.wsu.edu/diversity/pdf/CulturalCompetencies.pdf>.

KEY DEFINITIONS

Diversity. Differences are expressed in many ways including race, sex, age, physical, and mental ability, sexual orientation, religion, class, philosophy, and culture (WSU Strategic Plan – 2008).

Culture. A socially transmitted worldview learned and shared by a group which influences values, beliefs, customs, and behaviors, and which is reflected in their language, material culture, food, and social institutions. (Andrews & Boyle, 1999; Axelson, 1993; Burchum, 2002; Leininger, 1991, 1995; Mead, 1955; Pauwels, 1995; Purnell & Paulanka, 1998; Salmond, 2000; Schriver, 1995).

Cultural competence. "A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. Competence, in particular, implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by [participants] in their communities." (Adapted from Cross, Bazron, Dennis, & Isaacs, 1989).

Culturally competent programs and services. Programs and services which are respectful of, and responsive to, the cultural needs of partners. (Adapted from U.S. Department of Health and Human Services, Office of Minority Health, 2001.)

CULTURAL COMPETENCIES

Competency: *Cultural Awareness*

Skill Set

- Explore personal and cultural values, biases, prejudices, and views.
- Identify ways in which culture shapes beliefs, practices, and values.
- Identify similarities and differences among cultures.
- Recognize his/her own culture(s), including organizational culture.

Competency: *Cultural Understanding*

Skill Set

- Understand the developmental nature of cultural competencies.
- Describe issues and concerns which arise when values, beliefs, and practices differ from those of the dominant culture.
- Recognize ways culture affects participation in organizational programs and services.

Competency: *Cultural Knowledge*

Skill Set

- Develop familiarity with specific cultures, with an emphasis on the diverse audiences in your geographic area.
- Use conceptual and theoretical models for understanding human culture especially the ways in which they differ from one's own.

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- Identify appropriate cultural guides and build productive relationships with them.

Competency: *Cultural Interaction*

Skill Set

- Recognize factors impacting successful intercultural communication.
- Use concepts and theories of intercultural communication.
- Manage intercultural conflicts effectively.
- Interact productively and seek input and guidance from cultural partners.
- Form new programmatic partnerships across intercultural differences.

Competency: *Cultural Sensitivity*

Skill Set

- Identify historical and sociological influences on specific cultural interactions.
- Recognize the impacts of privilege, inequality, and oppression in daily contexts.

OUTCOMES FOR CULTURAL COMPETENCIES

CULTURALLY COMPETENT PROFESSIONALS:

- Engage in culturally diverse settings, initiatives programs.
- Integrate cultural competencies in the planning, implementation, and evaluation of programs and services.
- Practice strategies for successful intercultural communication in professional settings.

These cultural competencies were developed by Dr. Melynda Huskey, Assistant Vice-President for Research in the WSU Office of Equity and Diversity; Dr. Mary Katherine Y. Deen, WSU Extension Diversity Director; and Dr. Louise Parker, WSU Extension Director of Family Programs. (Adapted from: Burchum, 2002.)

Table 1. *Short-term changes in knowledge, attitudes, and belief on the Navigating Difference Survey (N=123)*

Navigating Difference Survey Items	Competencies Measured	Pretest Score	Posttest Score	Percent Change
I have a framework to help me recognize that cultures may differ from one another in some values and be the same in others	CA	2.9	3.5	24%*
I know which of my own personal values are based in my culture	CA	3.0	3.3	11%*
Cultural sensitivity is something you either have or you don't (R)	CU/CS	3.1	3.2	4%
I do not understand how culture affects participation in extension programs (R)	CA/CU	3.1	3.4	10%*
I know people who can help me understand cultures different from my own ("cultural guides")	CK	2.9	3.2	10%*
I can identify strategies to work with cultural guides to better inform my program planning and implementation.	CK	2.5	3.3	34%*
I understand the barriers to intercultural communications.	CI	2.7	3.2	21%*
I don't have strategies for effective intercultural communications (R)	CI	2.6	3.3	24%*
I recognize the different cultural styles of dealing with conflict	CI	2.4	3.2	33%*
I understand the concepts of privilege, power, and oppression.	CS	3.1	3.4	12%*
I understand how privilege may affect my work with people from cultures different from my own	CS	3.0	3.3	12%*
Cultural sensitivity can be developed.	CU/CS	3.5	3.6	4%*

Note: * = statistically significant at $p < .005$. Numbers have been rounded; percentages were calculated on unrounded values.

Green highlights indicate >20% change from pretest to posttest.

CA: Cultural Awareness; CU: Cultural Understanding; CK: Cultural Knowledge; CI: Cultural Interaction; CS: Cultural Sensitivity.

Table 2. Long-term changes in knowledge, attitudes, and belief on the Navigating Difference Survey (N=19)

Navigating Difference Survey Items	Competencies Measured	Pretest Score	6-month Followup Score	Percent Change
I have a framework to help me recognize that cultures may differ from one another in some values and be the same in others	CA	2.8	3.1	9%
I know which of my own personal values are based in my culture	CA	3.0	3.0	0%
Cultural sensitivity is something you either have or you don't (R)	CU/CS	2.9	3.2	12%
I do not understand how culture affects participation in extension programs (R)	CA/CU	2.8	3.2	11%
I know people who can help me understand cultures different from my own ("cultural guides")	CK	2.9	3.2	11%
I can identify strategies to work with cultural guides to better inform my program planning and implementation.	CK	2.2	3.1	38% *
I understand the barriers to intercultural communications.	CI	2.6	3.0	14% *
I don't have strategies for effective intercultural communications (R)	CI	2.3	3.0	29% *
I recognize the different cultural styles of dealing with conflict	CI	2.3	2.9	24% *
I understand the concepts of privilege, power, and oppression.	CS	2.3	2.9	9%
I understand how privilege may affect my work with people from cultures different from my own	CS	2.8	3.2	13% *
Cultural sensitivity can be developed.	CU/CS	3.4	3.4	2%

Note: * = statistically significant at $p < .05$. Numbers have been rounded; percentages were calculated on unrounded values.

Green highlights indicate >20% change from pretest to long-term followup.

CA: Cultural Awareness; CU: Cultural Understanding; CK: Cultural Knowledge; CI: Cultural Interaction; CS: Cultural Sensitivity.