



REFRAMING CULTURAL COMPETENCE AND CIVIC ENGAGEMENT: A REPLICATION STUDY OF HIGH IMPACT PRACTICES IN UNDERGRADUATE PSYCHOLOGY COURSES

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Abstract:

Institutions of higher education require diversity courses so that students can increase their multicultural awareness, knowledge, and skills. Multicultural Psychology courses play a pivotal role in instilling cultural competence in students. The study examined differences in cultural competence and civic engagement for 1,053 undergraduate students exposed to different types of high-impact practices enrolled in educational psychology, multicultural psychology, and psychology internship courses. There was a significant Group x Time interaction effect for cultural skills. Post hoc analyses revealed that students exposed to diversity service-learning in a multicultural psychology course acquired cultural skills compared to students exposed to academic service-learning in the educational psychology course and those students exposed to fieldwork in an internship from the beginning to the end of the semester. Students in the multicultural psychology course were also intellectually challenged, reflected on the course concepts, and gained a deeper understanding of the course content more than students in the educational psychology course. Recommendations for teaching diversity courses are discussed.

Keywords: high-impact practices, student learning outcomes, cultural competence, civic engagement

1. Introduction

Distance learning has transformed higher education. It is a cost-effective approach for reaching a wide audience of students from diverse backgrounds (de la Caridad Alvarez & Domenech Rodriguez, 2020). The expansion of online instruction has contributed to

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students increased contact with other students who are different. Students in face-to-face courses have also become more diverse. In fact, college may be the first multicultural setting for some students (Smith-Warshaw, Crume, & Pinzon-Perez, 2000). Colleges and universities have institutionalized diversity requirements in response to the diversifying student body because it is important for this group of students to see themselves reflected in the curricula (Cole, Case, Rios, & Curtain, 2011). Colleges offer a menu of educational pedagogies and practices, diversity programs, and multicultural courses with the goal of instilling cultural competence in undergraduate students. Multicultural psychology courses serve as an instrumental role in meeting university diversity requirements (Cole et al., 2011). There is little pedagogical support for both diversity courses and high-impact practices (HIPs) such as diversity learning and service-learning and the degree to which courses and practices shift attitudes in students (de la Caridad Alvarez & Domenech Rodriguez, 2020; Iseminger, Diatta-Holgate, & Morris, 2020). The purpose of this paper is to examine differences in cultural competence (i.e., colorblind racial attitudes, cultural awareness & skills, ethnic identity development, ethnocultural empathy, empathetic reactions, & multicultural interests and experiences) and civic engagement (i.e., civic awareness, interpersonal problem-solving skills, social justice attitudes, & socially responsible leadership) for students exposed to different high impact practices (HIPs) in multicultural psychology, educational psychology, and psychology internship courses.

2. Literature Review

Research has examined the effectiveness of multicultural psychology courses using a longitudinal design comparing student attitudes from the beginning to the end of the course (Cole et al., 2011; Patterson, Papa, Reveles, & Domenech Rodriguez, 2018; Sanchez, Norka, Corbin, & Peters, 2019). Most studies either measured pre-post changes in student racial or diversity attitudes in a single course (Cole et al., 2011; Patterson et al., 2018), or compared cultural competencies for students in face-to-face and online instructional modalities (de la Caridad Alvarez & Domenech Rodriguez, 2020; Iseminger et al., 2020; Reich, LaCaille, Axford, & Slaughter, 2022). Iseminger and colleagues (2020) compared psychology majors in an online to a face-to-face diversity course and found that both student groups scored low in empathy. Self-awareness, recognizing racial privilege and changing perspectives, and empathetic communication were also common themes detected in qualitative studies of student learning in a diversity course (Sanchez, et al., 2019; Smolcic & Arends, 2017; Wallin-Ruschman, Price, Richey, & Carns, 2020). Fewer studies measured attitudes and skills by comparing students exposed to different HIPs (Reich, et al., 2022; Schmidt, Earnest, & Miles, 2020; Simons, Marshall, Blank, & Weaver, 2020). Reich and colleagues (2022) found that students in a face-to-face counseling course improved their empathetic communication skills more than students in an internship. Schmidt and colleagues (2020) similarly detected that students assigned to an intergroup dialogue (IGD) approach in a diversity course increased their empathetic feelings and

awareness of racial privilege from the beginning to the end of the course compared to students assigned to didactic diversity and non-diversity psychology courses.

Empathy is a key component of cultural competence and cultural competence is a necessary component for civic engagement. Empathy, cultural competence, and civic engagement are common student learning outcomes related to both service-learning and internships (Eyler & Giles, 1999; Moely & Ilustre, 2011). Moely, McFarland, Miron, Mercer and Ilustre (2002) compared civic attitudes and skills for service-learners and nonservice-learners and discovered that service-learners had higher civic action, social justice, leadership, and problem-solving scores than did nonservice-learners. Xiao, Wan, and Chan (2022) surmised that Eservice was a viable method for teaching about civic responsibilities after observing no difference between students exposed to service-learning and Eservice. Students who participate in service-learning or fieldwork are often immersed in a cultural that differs from their own. Students learn about the community, forge relationships with service recipients, and acquire information that negates their preconceived views (Baldwin, Buchanan, & Rudisill, 2007; Bell, Horn, & Roxas, 2007). In contrast, students retain stereotypes through participation in service activities that reinforce their preconceived views (Dunlap, Scoggin, Green, & Davi, 2007; Hess, Lanig, & Vaughan, 2007). Students are likely to leave service experiences with their stereotypes intact unless their assumptions are challenged (Mitchell, 2008). Students who engaged in service-learning and internships during the outbreak of the COVID-19 pandemic had unimaginable learning experiences in and out of the classroom. The pandemic posed unprecedented challenges; however, it also provided students with opportunities for deepening intercultural relationships with recipients/clients. The current study adds to scholarship on cultural competence and civic engagement by comparing differences for students exposed to different high-impact practices in multicultural psychology, educational psychology, and internship courses before, during, and after the outbreak of the COVID-19 pandemic. Two research questions were used to guide this study:

- 1) Are there differences in cultural competence (i.e., color-blind attitudes, cultural awareness & skills, ethnocultural empathy, empathetic reactions, multicultural ethnic identity development, multicultural experiences) and civic engagement (i.e., civic attitudes, civic engagement, leadership, problem-solving, social justice attitudes) from the beginning to the end of the semester for students exposed to different HIPs (i.e., service-learning, diversity learning) in educational psychology, multicultural psychology, and psychology internship courses?
- 2) Are there differences in posttest measures of academic challenge and retention for students exposed to different HIPs (i.e., service-learning, diversity learning) in educational psychology, multicultural psychology, and psychology internship courses?

3. Methods

3.1 Participants

A total of 1,053 undergraduate students enrolled in educational psychology (21%), multicultural (19%) and psychology internship (60%) courses from Fall 2015 to Spring 2022 at a private teaching university in a northern metropolitan area took part in the study. Of these students, 400 of them were excluded from the analysis because they were only enrolled in a pre-requisite course and did not meet the criteria for an internship (matched samples were included in the analysis). Most students identified as White (72%) and female (72%) with a mean age of 20.14 years ($SD=2.26$). The remaining group of students identified as either African-American (12%), Latino/a (5%), Asian-American (3%), Middle-Eastern (3%), or Multiracial (5%) and male (28%). Of these students, 31% took a service-learning course, 11% took a practicum or internship, and 25% took a diversity course prior to the current course. The outbreak of the COVID-19 pandemic required courses and service/field work to come to a halt and transition to online instruction and either Eservice or virtual work. Out of these students, 38% of them were enrolled in psychology courses during the pandemic. There were nonsignificant differences observed in pretest scores for students enrolled in educational psychology, multicultural psychology, and internship courses, consistent with previous research (Simons, Schoneman, & Blank, in-press).

3.2 Course Content

The outbreak of the COVID-19 pandemic required modifications to the instructional modalities and course assignments in ASL, DSL and internship courses as shown in Table 1.

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Table 1: A Comparison of Educational Practices in Multicultural Psychology, Educational Psychology, and Internship Courses Before and During the COVID-19 Pandemic

Course	Prior to Pandemic			During Pandemic		
	High Impact Practices	Instructional Modality	Assignments	High Impact Practices	Instructional Modality	Assignments
Educational Psychology	- ASL	- Face-to-face	- Cultural competence paper - Structured reflections - Three Examinations	- Eservice	- Online	- Getting to know you - Cultural Competence Group assignment - Structured reflection - Three examinations - Student choice of format for Getting to Know You, Cultural Competence Group Assignment & Structured Reflections
Multicultural Psychology	- DSL - Diversity learning strategies - Experiential learning activities	- Face-to-face - Small group dialogue - Large group discussion	- Immersion paper - Multicultural movie review - Intercultural interview paper - Structured reflections	- Eservice - Diversity learning strategies - Experiential learning activities	- Online - Small group dialogue - Large group discussion	- Multicultural awareness/Getting to know you - Multicultural knowledge paper (Movie review) - Multicultural skill paper (Intercultural interview) - Structured reflections - Student choice of format for multicultural awareness & structured reflections
Internship	- Experiential learning	- Face-to-face	- Advanced ethical dilemma paper - Case study - Scholarly paper & poster - Structured reflections	- Virtual fieldwork	- Online	- Advanced ethical dilemma - Scholarly paper & poster - Structured reflections - Presentation - Student choice of format for advanced ethical dilemma & structured reflections

The multicultural psychology, educational psychology, and internship courses were taught synchronously through Zoom video-conferencing software during the COVID-19 pandemic. Course lectures and discussions were revised using a flipped learning approach (Talbert, 2017).

Educational Psychology (Simons et al., 2020). The Educational Psychology course is designed to meet the Pennsylvania Department of Education standards and requires that students complete 15-hours of academic service-learning at a public school. Academic service-learning refers to combining academic study with community service in which students connect the service context to the course content through critical reflection (Eyler & Giles, 1999). Students answer structured reflection questions that correspond to each hour of service.

Multicultural Psychology (Simons et al., 2020). The Multicultural Psychology course fulfills a distribution requirement in the African and African American Studies, Liberal Arts, and Psychology curricula and requires a service-learning component. This course incorporates diversity service-learning. Diversity service learning (DSL) refers to combining diversity-learning strategies with service-learning. Students complete 15-hours of service at either a community-based program or a public school and answer structured reflection questions after each class and service experience. The structured questions are designed for students to critically analyze their thoughts and feelings about race and class concepts within the service and course context over the semester. Students also complete three additional assignments that are designed to increase their multicultural awareness, knowledge, and skills. Experiential learning activities are used to generate small and group discussions about the course content.

Psychology Internship (Simons et al., 2020). The internship serves as a capstone and requires students to complete 150 hours of fieldwork that is discipline-specific and career-related work (Sweitzer & King, 2009). Students are matched to placements that include community mental-health centers, drug and alcohol counseling centers, rehabilitation and community centers, behavioral programs, and other agencies. Students complete four assignments and present about their fieldwork at a student forum.

3.3 Measures and Procedure (as described in Simons et al., 2020)

A Demographic Questionnaire, developed by the researchers, was used to gather information on gender, race, age, and year in school. Academic Challenge (i.e., respondents assess course qualities such as intellectual challenge and difficulty) and Retention (i.e., respondents evaluate the course's impact on continuing at the university) questions developed by Gallini and Moely (2003) were included the posttest survey.

The Civic Attitudes, Knowledge, and Skills Measures (CAKSM), developed by Moely and Ilustre (2011), measures constructs related to civic engagement and is based on the Civic Attitudes and Skills Questionnaire (CASQ) (Moely, Mercer, Ilustre, Miron, & McFarland, 2002). The CAKSM is a self-report questionnaire that yields scores on three domains and 11 subscales: 1. Attitudes (Civic Responsibility, Social Justice, Valuing

Community Engagement, & Cultural Awareness subscales); 2. Knowledge (Seeks Knowledge about Political Issues, Knowledge of New Orleans Culture, & Knowledge of Current Events subscales); and 3. Skills (Interpersonal Problem-Solving, Leadership, & Cultural Skills). Civic responsibility (i.e., respondents evaluate their intentions to become involved in community service), social justice (i.e., respondents rate their agreement with items expressing attitudes concerning the causes of poverty and how social problems can be solved), cultural awareness (i.e., respondents assess their interest in learning about different cultures) and skills (i.e., respondents evaluate their ability to relate to people from a different race or culture), interpersonal problem-solving (i.e., respondents evaluate their ability to listen, work cooperatively, take the role of the other, think logically and analytically, and solve problems), and leadership (respondents evaluate their ability to lead) subscales were used in the current study. The coefficient alpha for each subscale ranged from .77 to .78.

The Color-Blind Racial Attitude Scale (CoBRAS), developed by Neville, Lilly, Duran, Lee, and Browne (2000), assesses contemporary racial attitudes. The CoBRAS, a 20-item self-report measure, yields scores on three scales: 1. Unawareness of Racial Privilege (i.e., respondents evaluate their lack of awareness of White racial privilege); 2. Unawareness of Institutional Discrimination (i.e., respondents evaluate their lack of awareness of racial issues associated with social policies, affirmative action, and discrimination); and 3. Unawareness of Blatant Racial Issues (i.e., respondents evaluate their lack of awareness of blatant racial problems in the United States). Cronbach's coefficient alpha for each scale ranged from .86 to .88.

The Multigroup Ethnic Identity Measure (MEIM), developed by Phinney (1992), measures two aspects of students' ethnic identity: 1. Ethnic Identity Achievement based on exploration and commitment; and 2. Sense of Belonging to and attitudes toward, one's ethnic group. Cronbach's alpha for this scale is .80.

The Multicultural Experiences Questionnaire (MEQ), developed by Narvaez, Endicott, and Hill (2017), measures multicultural attitudes on two subscales: 1. Multicultural Experiences is based on the number of multicultural experiences, and 2. Multicultural Desires is based on effort or desire to increase multicultural experiences. Cronbach's alpha for the subscales ranged from .53 to .73.

The Psychological Costs of Racism to Whites Scale (PCRW), developed by Spanierman and Heppner (2004), measures the costs of racism to Whites as an emotional, cognitive and behavioral consequences experienced by White individuals as a result of racism on three subscales: 1. White Empathetic Reactions Toward Racism (i.e., respondents assess their feelings about racial injustice); 2. White Guilt (i.e., respondents assess the degree to which they feel responsible for racism), and 3. White Fear of Others (i.e., respondents assess how much they trust or distrust people who culturally differ from them). The White empathetic reactions toward racism and White guilt subscales were used in this study. Cronbach's coefficient alpha for each subscale ranged from .63 to .78.

The Scale of Ethnocultural Empathy, developed by Wang, Davidson, Yakushko, Savoy, Tan, and Bleier (2003), assesses cultural empathy on four subscales: 1. Empathetic Feeling and Expression (i.e., respondents assess their ability to take a position when they are offended by a joke or comment about a group who culturally differs from them); 2. Empathetic Perspective-Taking (i.e., respondents assess the degree to which they can put themselves in the shoes of someone who is culturally different); 3. Acceptance of Cultural Differences (i.e., respondents assess their acceptance of others who culturally differ from them); and 4. Empathetic Awareness (i.e., respondents assess their ability to recognize how society portrays people based on racial or ethnic stereotypes). The empathetic feeling and expression and empathetic perspective-taking subscales were used in this study. Cronbach's coefficient alpha for the total scale and the four subscales ranged from .71 to .91.

The Socially Responsible Leadership Scale (SRLS), developed by Dugan (2006), measures characteristics associated with leadership on eight subscales: 1. Consciousness of Self, 2. Congruence, 3. Commitment, 4. Common Purpose, 5. Collaboration, 6. Controversy with Civility, 7. Citizenship, and 8. Change. The citizenship subscale was used in this study.

The internal consistency for each scale ranged from .69 to .92.

A cross-sectional longitudinal research design was used to measure differences in student learning outcomes for students exposed to ASL, DSL, and fieldwork in multicultural psychology, educational psychology, and internship courses. Students completed an electronic consent form and a pretest survey that measured the Civic Attitudes, Knowledge, and Skills Measures (CAKSM), the Color-blind Attitudes Scale (CoBRAS), the Multigroup Ethnic Identity Measure (MEIM), the Multicultural Experience Questionnaire (MEQ), the Psychological Costs of Racism to Whites Scale (PCRW), the Scale of Ethnocultural Empathy (SEE), and the Socially Responsible Leadership Scale (SRLS). Academic challenge and retention questions were included in the posttest survey. Students completed the survey again at the end of the course. Surveys took approximately 30 minutes to complete.

4. Results

Repeated measures analyses of variance with post hoc Tukey HSD analyses were conducted to examine student learning outcomes for students exposed to academic service-learning, diversity service-learning, and fieldwork in educational psychology, multicultural psychology, and psychology internship courses from the beginning to the end of the semester. The type of HIP (i.e., ASL, DSL, & internship) was used as the independent variable and pretest and posttest survey scores were used as dependent variables. There was a significant Group (i.e., HIP) \times Time interaction effect for cultural skills as shown in Table 2. Post hoc analyses revealed that diversity service-learners ($x = 32.95$) increased their cultural skills compared to academic service-learners ($x = 31.15$) and interns ($x = 30.53$), $F(2, 325) = 4.62$, $p < .01$ from the beginning to the end of the semester.

Table 2: Mean Scores, Standard Deviations, and F Ratios for Pre- and Posttest Scores for CAKSM, CoBRAS, MEIM, MEQ, PCRW, SEE, and SRLS as a Function of High Impact Practices (HIPs)

Measure	Time Points				F ratios		
	Pretest		Posttest		Time	Group	Time x Group
	M	SD	M	SD			
CASQ-Civic Awareness					6.06*	1.03	1.30
Internship	37.41	4.76	37.57	5.85			
DSL	37.10	6.32	39.45	4.62			
ASL	36.82	5.42	37.91	5.40			
Total	37.01	5.40	38.06	5.44			
Cultural Skills					4.32*	1.18	3.70*
Internship	31.00	4.44	30.23	4.37			
DSL	30.32	4.59	32.95	4.34			
ASL	30.75	4.73	30.53	4.37			
Total	30.75	4.62	31.27	4.50			
Problem-Solving					2.50***	.34	1.79
Internship	43.98	5.14	45.09	5.21			
DSL	43.30	3.95	46.22	2.98			
ASL	43.60	5.54	44.47	6.54			
Total	43.66	4.92	45.10	5.34			
Social Justice					65.91***	5.30**	.50
Internship	29.74	3.09	33.21	4.77			
DSL	31.12	3.03	34.24	4.03			
ASL	29.92	3.25	32.62	4.74			
Total	30.06	3.20	33.01	4.67			
CoBras- White Privilege					19.67***	.99	2.60
Internship	18.39	5.30	14.94	5.96			
DSL	15.87	5.62	14.31	5.29			
ASL	17.48	5.53	15.35	5.62			
Total	17.44	5.53	15.08	5.65			
Institutional Discrimination					4.54*	.02	1.01
Internship	16.25	4.94	15.32	5.48			
DSL	15.83	5.59	14.66	5.82			
ASL	16.64	4.95	15.52	5.33			
Total	16.41	4.94	15.33	5.43			
MEIM-Ethnic Identity					12.15***	.58	.65
Internship	16.81	4.25	19.45	3.60			
DSL	17.21	3.92	17.86	4.51			
ASL	16.36	4.30	18.07	4.01			
Total	16.60	4.23	18.13	3.99			
MEQ-Experiences					31.71***	3.44*	.15
Internship	25.52	4.98	28.50	5.19			
DSL	27.29	5.57	29.87	4.16			
ASL	26.76	5.77	30.01	5.88			
Total	26.55	5.57	29.62	5.49			
PCRW-White Guilt					5.73*	5.72**	.05
Internship	13.13	4.76	14.11	5.47			
DSL	13.44	4.81	14.65	5.91			

Measure	Time Points	F ratios	Measure	Time Points	F ratios	Measure	Time Points
ASL	11.72	4.72	13.05	5.22			
Total	12.35	4.76	13.57	5.42			
SEE-Ethnocultural Empathy					5.90*	.87	.22
Internship	31.97	4.76	32.90	5.05			
DSL	32.41	5.01	34.38	5.47			
ASL	31.88	4.87	33.24	5.42			
Total	31.99	4.83	33.29	5.30			
SRL-Citizenship					9.78**	.41	.094
Internship	34.09	4.68	34.66	5.50			
DSL	33.62	5.81	35.70	4.63			
ASL	33.27	5.45	35.00	5.32			
Total	33.53	5.32	35.02	5.21			

Note: ***p<.001, **p<.01, *p<.05.

Table 3: Mean Scores, Standard Deviations, and Post hoc Analyses for CAKSM, CoBRAS, MEIM, MEQ, PCRW, SEE, and SRLS as a Function of High Impact Practices (HIPs)

Variables	High Impact Practices						Post hoc
	(1)		(2)		(3)		
	ASL		DSL		Internship		
	M	SD	M	SD	M	SD	
CAKSM Cultural Skills	30.53	4.37	32.95	4.34	31.15	4.51	2 > 1, 3
Social Justice	33.21	4.77	34.24	4.03	32.65	4.74	2 > 1, 3
PCRW White Guilt	14.11	5.47	14.65	5.91	13.05	5.22	2 > 1, 1 > 3
MEQ Experiences	28.50	5.19	29.87	4.16	30.01	5.88	3 > 1

Note: *p<.05. The numbers in parentheses in column heads refer to the numbers used for illustrating significant differences in the last column titled "Post hoc."

As also shown in Tables 2 and 3, there are main effects for the group. Students exposed to diversity service-learning ($x = 34.24$) had a deeper understanding of social inequities in the community by the end of the course compared to students exposed to academic service-learning ($x = 33.21$) and those students in the internship ($x = 32.65$), $F(2, 316) = 5.30$, $p < .01$. Interns ($x = 30.01$, $x = 13.05$) reported having more multicultural experiences $F(2, 286) = 3.44$, $p < .05$ and experiencing less White guilt by the course end compared to academic service-learners ($x = 28.50$, $x = 14.11$) $F(2, 290) = 5.72$, $p < .01$. Main effects for time indicate that students increased their civic awareness, leadership skills, social justice attitudes and problem-solving skills, levels of ethnic identity and ethnocultural empathy, multicultural experiences, and White guilt, and decreased their colorblind attitudes of White privilege and institutional discrimination from the beginning to the end of the term, regardless of whether they were exposed to ASL, DSL, or fieldwork.

A One-Way Analysis of Variance with Tukey post hoc analyses was conducted on posttest survey scores for students exposed to ASL, DSL, and fieldwork in psychology

courses. As shown in Tables 3 and 4, students in the multicultural psychology course were more satisfied with their learning experiences compared to students in the educational psychology course. Students exposed to DSL felt intellectually challenged, reflected on the course concepts, and gained a deeper understanding of the course content compared to students exposed to ASL.

Table 3: Mean Scores, Standard Deviations, and One-Way Analysis of Variance for Posttest Scores as a Function of Type of High-Impact Practice

Variable and source		SS	MS	df	F
I would recommend that students take this course.	Between Groups	8.35	4.17	2, 339	8.42***
	Within Groups	167.22	.49		
I look forward to attending this class.	Between Groups	4.34	2.17	2, 336	3.35*
	Within Groups	216.37	.64		
I was satisfied with the learning experience in this course.	Between Groups	4.47	2.23	2, 335	3.84*
	Within Groups	193.47	.58		
I feel more positive about the instruction at this university.	Between Groups	4.19	2.09	2, 337	3.05*
	Within Groups	229.49	.68		
I gained a deeper understanding of things I learned in this course	Between Groups	5.02	2.51	2, 337	3.92*
	Within Groups	211.36	.63		
I better understand the role of a professional in this field.	Between Groups	8.82	4.41	2, 335	8.40***
	Within Groups	174.67	.52		
I learned more in this course.	Between Groups	15.49	7.74	2, 338	11.64***
	Within Groups	223.47	.66		
I found myself more motivated in this course.	Between Groups	12.13	6.60	2, 336	8.49***
	Within Groups	238.67	.71		
I found this course to be more intellectually challenging.	Between Groups	12.29	6.14	2, 335	6.59**
	Within Groups	310.47	.93		
I found discussions to be intellectually stimulating.	Between Groups	24.48	12.24	2, 335	13.81***
	Within Groups	295.20	.88		
I found myself reflecting more on concepts in this course.	Between Groups	13.26	6.63	2, 335	10.32***
	Within Groups	295.20	.64		

Note: ***p<.001, **p<.01, *p<.05

Table 4: Mean Scores, Standard Deviations, and Post hoc Analyses
 for Posttest Scores as a Function of Type of Experiential Learning

Variables	High Impact Practices						Post hoc
	(1)		(2)		(3)		
	ASL		DSL		Internship		
	M	SD	M	SD	M	SD	
I would recommend that students take this course.	4.32	.77	4.75	.55	4.62	.71	1 < 1, 3
I look forward to attending this class.	4.22	.77	4.52	.72	4.44	.85	2 > 1
I was satisfied with the learning experience in this course.	4.35	.74	4.69	.60	4.52	.82	2 > 1
I feel more positive about the instruction at this university.	4.20	.81	4.52	.74	4.37	.86	2 > 1
I gained a deeper understanding of things I learned in this course.	4.35	.78	4.70	.67	4.53	.84	2 > 1
I better understand the role of a professional in this field.	4.28	.77	4.55	.69	4.66	.70	3 > 1
I learned more in this course.	4.05	.72	4.63	.66	4.15	.91	2 > 1, 3
I found myself more motivated in this course.	3.76	.78	4.22	.76	4.16	.90	3 < 2, 3 > 1
I found this course to be more Intellectually challenging.	3.73	.85	4.10	1.03	3.60	.99	2 < 1, 3
I found discussions to be intellectually stimulating	3.84	.86	4.47	.78	3.77	1.03	2 < 1, 3
I found myself reflecting more on concepts in this course.	4.02	.71	4.58	.60	4.17	.90	2 > 1, 3

Note: * $p < .05$. The numbers in parentheses in column heads refer to the numbers used for illustrating significant differences in the last column titled "Post hoc."

6. Discussion

The educational landscape has evolved. Liberal arts curricula emphasize different coursework and pedagogies to prepare students to think critically about issues of racial inequality and social injustice. Ethnic and women studies courses are designed to transfer knowledge and reflect the needs of diverse students (Cole et al., 2011). On the other hand, service-learning is designed to engage students in the community with the goal of increasing their political and civic engagement (Eyler & Giles, 1999); while, the goal of internships is to prepare students for transitioning to the workforce (Sweitzer & King, 2009). Service-learning and internships are considered high-impact practices (HIPs) that are effective for engaging students from underserved or underrepresented backgrounds (Eyler & Giles, 1999; Linder & Hayes, 2018). The primary objective of this study was to evaluate differences in student learning outcomes (SLOs) for students exposed to different HIPs in educational psychology, multicultural psychology, and psychology internship courses. This study replicates and extends previous research that suggests different HIPs lead to different yet important student learning outcomes (Simons et al.,

2020). The use of a longitudinal design with a large cross-sectional sample of students in face-to-face and online instruction expands this area of scholarship.

Students exposed to DSL in a multicultural psychology course increased their cultural skills from the beginning to the end of the semester compared to students exposed to academic service-learning in an educational psychology course and those students exposed to fieldwork in an internship, consistent with previous research (Patterson et al., 2018; Simons et al., 2020). The multicultural psychology course content, DSL pedagogy, experiential activities, and course assignments were designed to increase multicultural awareness, knowledge, and skills. Student learning of multicultural awareness, knowledge, and skills is developmental and experiential. Intercultural experiences in the form of service-learning may be a key component for instilling cultural competencies in students, but only if service experiences are explored in assignments and activities (Iseminger et al., 2020). In contrast, cultural competence was not the primary objective of the educational psychology course. Students learned about diversity, equity, and inclusion, but they were not required to systematically examine race and class concepts throughout the entire semester as did those students in the multicultural psychology course. The impact of the combination of the multicultural psychology course content with DSL appears to influence the development of students' cultural skills.

The framing of the diversity content is an important factor to consider for teaching diversity, equity, inclusion, and belonging. Racial inequality is typically discussed in terms of advantages for Whites and disadvantages for Blacks (Littleford & Jones, 2017). The way in which diversity and racial equity is framed can impact student attitudes. Differences were observed for students in the multicultural psychology, educational psychology, and psychology internship courses. Students exposed to DSL in the multicultural psychology course had a deeper understanding of social justice issues in the community compared to students exposed to ASL in the educational psychology course and those students exposed to fieldwork in the internship. The multicultural psychology course exposed students to diversity content throughout the entire semester. In both psychology internship and educational psychology courses, class discussions centered on White privilege, but only for a fraction of the time. The observed differences may be attributed to the diversity of content, the framing of such content, and high-impact practice. In addition, students in the internship course increased their actual multicultural experiences and reduced their feelings of White guilt by the end of the semester compared to students in the educational psychology course. Spanierman & Heppner (2004) found that White students experience more White guilt after engaging in racial discussions. The use of service-learning without combining it with diversity learning strategies may have reinforced racial inequity framing in the educational psychology course (Valencia-Garcia & Coles-Ritchie, 2021). Students in the internship course formed relationships with recipients and worked in different capacities at multiple organizations for an entire year. This student group had more intercultural experiences than did students engaged in ASL which may have contributed to differences in White guilt scores, consistent with Littleford and Jones (2017), who suggest that the

framing of racial inequity in terms of Black's experience with discrimination contribute to less collective guilt in White students. It is possible that students' fieldwork afforded them the opportunity to observe racial inequities in educational, social service, and healthcare institutions, thus further explaining the noted differences in White guilt scores between students in internship and educational psychology courses.

Evidence suggests that characteristics of civic engagement (CAKSM, SRLS) and cultural competence (i.e., CoBras, MEIM, MEQ, PCRW, & SEE) shift over the course of a semester. Students improved their ability to listen to others and resolve conflicts, understanding of social injustices and racial inequities, capacity to lead a group, and intentions to become involved in the community from the beginning to the end of the semester regardless of the educational practices they were exposed to in psychology courses, consistent with research on service-learning and civic engagement (Eyler & Giles, 1999; Moely et al., 2002; Xiao et al., 2022). In addition, students increased their actual multicultural experiences and levels of ethnic identity, inconsistent with previous research that suggest levels of ethnicity fluctuate for different student groups (Patterson et al., 2018). Colorblind racial attitudes and ethnocultural empathy also changed over the course of the semester. Students decreased their colorblind racial attitudes of White privilege and institutional discrimination and increased their ability to take responsibility for racial injustices, consistent and inconsistent with previous scholarship. Patterson and colleagues (2018) found a relationship; while, Spanierman and Heppner (2004) did not find a relationship between colorblind racial attitudes and ethnocultural empathy. Our findings indicate that students develop empathy as measured by both the SEE and PCRW. The use of two measures with a cross-sectional sample of students in different courses increases the reliability of our findings.

Another objective of this study was to evaluate differences in academic challenge and retention for students exposed to different HIPs in psychology courses. Students exposed to DSL assessed course discussions as stimulating and the course material as challenging compared to students exposed to ASL. Diversity service-learners gained a deeper understanding of the course content and felt more satisfied about both the learning experience in the course and overall instruction at the University. This student group also reported reflecting more on course concepts and learning more in the multicultural psychology course than in other courses compared to both academic service-learners and student interns. Interns reported increases in levels of motivation and understanding of the role of the professional in their chosen field compared to academic service-learners. There were no differences observed in retention for the students exposed to different HIPs except for the quality of instruction. Greater satisfaction about the quality of instruction is related to increased retention (Gallini & Moely, 2003). Our findings are not surprising in that diversity service-learning is related to academic challenge and fieldwork is related to professional development. Additional pedagogical support is necessary to understand changes in student perceptions of academic challenge and satisfaction with learning in undergraduate courses. This

information may be incredibly useful to educational institutions as they adjust to fewer students enrolling in college.

Cultural competence and civic engagement are typical institutional learning outcomes. The current study contributes to the literature by providing evidence of attitude and skill shifts in important domains of cultural competence and civic engagement. This study largely replicated findings about within-group differences that indicate significant change across facets of cultural competence and civic engagement over time (Simons et al., 2020). In contrast to the 2020 study, students exposed to DSL in a multicultural psychology course increased their cultural skills from the beginning to the course end compared to students exposed to ASL in an educational psychology course and those students exposed to fieldwork in the internship. The most salient finding from the current study was that the combination of multicultural content with DSL contributes to the development of cultural skills in students. This finding suggests that the simple transfer of content nor the use of a single high-impact practice suffices to achieve the learning outcome in which students develop competencies.

7. Recommendations

A final objective of this was to make recommendations about multicultural coursework. Institutions that emphasize cultural competence outcomes should redesign liberal arts curricula so that students are exposed to multiple diversity courses that use different HIPs across different disciplines. Multicultural psychology courses should move beyond the goal of transferring knowledge to shifting attitudes and skills in students. In fact, instructors should intentionally integrate diversity content with components from multiple high-impact practices such as combining diversity learning with service-learning. Developing cultural competence requires intentional effort and practice (Iseminger et al., 2020). Instructors should also use experiential activities, group work, and large group discussions so that students can form and engage in intercultural relationships with their peers. The use of service-learning will allow students to expand their intercultural skills by forming relationships with recipients who are racially and culturally different from them. Reflections that require students to think critically about the connection between the service context and the course content should also be utilized. Instructors should design assignments that challenge student assumptions and contribute to the learning of multicultural awareness, knowledge, and skills.

The study provides evidence about attitude and skill shifts in important domains of cultural competence and civic engagement; however, the results should be viewed with caution. It is important to point out that this study included students from 2015 to 2022 and 38% of them participated in psychology courses during the outbreak of the COVID-19 pandemic. The COVID-19 pandemic led to a halt of in-person instruction. Instructors had to scramble to redesign courses for an online learning environment and for many of them, this was the first-time teaching online. Students had to leave their residences, return to permanent addresses, and resume coursework that required online

instruction. The pandemic caused unprecedented challenges that were heightened for students who were engaged in service-learning and fieldwork. Students had to pivot from in-person service and fieldwork to Eservice or virtual work. There is a degree of uncertainty to which the outbreak of the COVID-19 pandemic influenced student attitudes and skills, although there were no differences in pretest scores. The uniqueness of engaging in service and fieldwork during the pandemic makes replication difficult. In addition, the use of multiple HIPs in different psychology courses contribute to the uncertainty about the exact process or coursework that facilitated changes in pre-test and posttest scores. Changes in measures of color-blind racial attitudes, ethnocultural empathy, and multicultural experiences reflect the homogeneity of the students at our campus. Most students identified as White females; therefore, the findings are not generalizable to diverse students. More research is needed on the direct pathways from coursework and educational practices on student competencies and engagement. Researchers may want to replicate and expand this study by assessing student learning with a diverse sample of students exposed to different types of HIPs in multiple diversity courses in both face-to-face and online instructional modalities.

8. Conclusion

The goal of teaching multicultural courses is to prepare students for a lifelong process of openness to learning about themselves and others who are racially and culturally different (Sanchez, Norka, Corbin, & Peters, 2019). Teaching is challenging because students bring to class their perspectives that are a result of their own racial and cultural background, upbringing, and lived experiences (Iseminger et al., 2020). Multicultural psychology courses may serve as a starting point for students to explore their views. It provides a safe space in which students can make mistakes and learn from them. Exposure to diversity content and the use of high-impact practices contribute to the development of cultural competencies, which in turn, may advance diversity, equity, and inclusion beyond the course.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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