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Intercultural Communication: Pre-Departure Orientation for Study Abroad Students

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University of San Francisco

Intercultural Communication: Pre-Departure Orientation for Study Abroad Students

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in International and Multicultural Education

By
Christopher Hanson
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Intercultural Communication: Pre-Departure Orientation for Study Abroad Students

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

In

INTERNATIONAL AND MULTICULTURAL EDUCATION

By

Christopher Hanson

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UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:



Dr. Melissa Ann Canlas

Instructor/Chairperson

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CHAPTER I INTRODUCTION

Statement of the Problem

Study-abroad programs take many forms, but all share the characteristic that, by their very nature, they provide students with a healthy dose of experiential learning. Immersing oneself in another culture provides new opportunities for learning-by-doing, virtually twenty-four hours a day. (Hopkins 1999 p. 36)

International education opportunities, which once were only obtainable to the elite after an extensive application process and interviews prior to selection, are now widely available to undergraduate students in hopes of attracting as many participants as possible (Deardorff, 2016). Some institutions have even instituted various requirements that study abroad is a prerequisite for graduation or for certain disciplines. Although institutions and stakeholders alike agree that increasing student mobility in study abroad increases intercultural communication skills, many universities do not have institutional support for programming to ensure that intercultural skill building is a key learning outcome from the study abroad experience (Deardorff, 2016). With this increase in student mobility and the increased demands of higher education, there has been a lack of preparation when it comes to student's intercultural communication skills during the pre-departure process (Braskamp, 2008). Within this Field Project, intercultural communication skills are defined as the ability to communication with those of differing cultures successfully and sensitively. When discussing culture in my Field Project, I will be using Hofstede's (2011) definition of culture that defines it as the following variables: power distance, uncertainty avoidance, long-term orientation, individualism and collectivism, and masculinity and femininity. With the demand of student mobilization by higher institutions, I have come to find that many universities do value intercultural communication skills when sending their students to their partner institutions abroad, however the common narrative is that students will gain

intercultural communication skills just by having a study abroad experience (Deardorff, 2016). Though this is not always the case, students need to be well prepared to effectively engage with intercultural differences to be successful while abroad. When researching intercultural communication and intercultural skill development, I have found that many international educators, myself included, are experiencing the same conundrum when it comes to supporting the trend of an increased student population that is participating on study abroad program (Goldoni, 2015).

Though there has been a sharp increase in the overall number of students who are taking advantage of having a study abroad experience because of the development of more short-term study abroad programs, typically summer programs that are eight weeks or less, it is imperative that these students still build intercultural skills and for the study abroad programs to assist in facilitating these developments methodically (NAFSA, 2015). Even though participation in the historically typical long-term study abroad experience is declining, the goal of providing students in higher education intercultural communication skills is still the objective for international educators like myself (Institute for International Education, 2016). The development of short-term study abroad programs that students can easily incorporate into their academic career gives students the opportunity to develop intercultural communication skills. With the increase of these nontraditional international initiatives throughout the United States' higher educational system, there has been a need to provide students the best support for developing intercultural competencies, no matter which type international education program that they participate in (NAFSA, 2015). This not only is to further assist institutions, faculty, and international educators but also to develop practical intercultural learning outcomes for students who participate in study abroad programs, whether short-term or long-term, exchange or faculty-led.

According to the Institute for International Education (IIE),

the interest in study abroad (SA) remains strong and keeps increasing on the part of the students, small and large academic institutions in the US, educators and scholars, as well as business companies and firms that wish for universities to provide students with international education and awareness (Albers-Miller et al. 1999; IIE, 2014).

Study abroad also provides various lessons in terms of cultural knowledge and awareness. The development of intercultural communication skills is not only to communicate with those from different cultures while studying abroad, but is also a tool for self-awareness in a student's own identity (Gudykunst, 2003, p. 175). The tool that my students will utilize during their pre-departure orientation is Berardo and Deardorff's (2012) model called the "5 Rs of Cultural Change," which focuses on the effects of routines, reactions, relationships, roles and also poses time of reflection on intercultural experiences to assist in developing intercultural communication skills. The latest statistics from IIE (2016) state that learning a language is not the main goal of an international experience as it has been historically. Only about 8% of all US study abroad students studying world languages now have mastered it as a second language (IIE, 2016). Currently the top six leading disciplines that study abroad programs from American universities are the STEM field (24%), Business (20%), Social Science (17%), Foreign Language & International Studies (8%), and Fine and Applied Arts (7%) (IIE, 2016). With this increased exposure and access to study abroad from various disciplines of study and with the growing concept of English being an official global language for communication, foreign language and cultural learning has increasingly declined as the focal point of study abroad and now lies within the peripheries when it comes to a study abroad experience.

As stated earlier, short-term programs are becoming the largest number of study abroad programs for American students (63%) compared to those that are mid length (34%) or long-term (3%) (IIE, 2016). Not only does this provide further access to students to study abroad but

also limits the student opportunity to engage with local communities, local cultures and interact with local students, thus affecting students' ability to cultivate intercultural communication skills as they have historically developed. Another trend that has been ever-growing and is quite similar at the University of California, Santa Cruz where I work, is that these short-term study abroad programs typically provide 24/7 supervision, organize social time, and assist students with physical, emotional, and psychological safety and well-being (Anderson & Lawton, 2007). Another break with traditional study abroad is that shorter study abroad experiences are typically in groups from the same university where they take credit-bearing courses taught at host universities from home university professors in a United States educational framework, and grading system. Thus, there needs to be international programming in the United States to ensure that a study abroad program will provide intercultural communication skills development.

When we look at that typical US study abroad participant, they are generally middle-class Caucasian students (72.9%), therefore their ability to travel during their study abroad program and receive multiple visits from family and/or friends who are in the same socioeconomic status is prominent (IIE, 2016). Study abroad students will still be able to travel and explore cultures while they are abroad, thus they need culturally preparation for their experiences. While on the other hand, the diversity of students is increasing, along with the numbers of students within the past 10 years and there is still a lot to be desired when assisting in preparing the diverse needs of students for international and intercultural experience. As the demographics diversify and numbers of study abroad participants increase, it is pertinent that we as international educators provide diverse and holistic intercultural communication programming to serve all students.

Purpose of the Project

The purpose of this project is to incorporate identity reflection and cultural humility skills into the pre-departure orientation programming for undergraduate study abroad students at a mid-size university. (Gudykunst, 2003 p. 178 & 192). As stated previously, Caucasian students tend to still dominate the study abroad population in national number, but there has been a modest decrease from 83% in 2004/05 to 72.9% in 2014/15, thus as international educators we need to change the way we prepare our students so that the diverse group of students are receptive to the programming (IIE, 2016). Though diversity does not just end with ethnic or racial diversity, but also religious, sexual orientation, gender expression, disabilities, and those who have mental health concerns so that that all students are able to reflect on their own identity and learn how to navigate within an and intercultural situation (IIE, 2016). Within the field of international education, we are currently providing a disservice to our students when trying to prepare them as if they are a monoculture heteronormative gender binary group and disservice to assume that the host culture is monolithic as well. When in fact, assisting students that come from various backgrounds will have a variety of different experiences depending on where they grew up, their socioeconomic background, their family background, their cultural background, if they come with previous language ability and various other funds of knowledge that students bring to their study abroad experience. The goal of this intercultural communication skills development pre-departure orientation is to help students navigate their own identity and be reflective of how to navigate various cultures while they are abroad (Gudykunst, 2003 p. 192). For many students, this could be their first time on a plane or out of California, or even out of the San Francisco Bay Area, thus it is extremely important to prepare the students for culture shock (or cultural transitions) when dealing with cultural differences that will occur.

My hope is that this intercultural communication skills building pre-departure orientation will assist each individual student who is studying abroad self-reflect on their own intersecting identities while also discussing intercultural confrontations that they have and have not thought they could come across while they are abroad (Gudykunst, 2003 P 192). Currently, the pre-departure orientation at the University of California, Santa Cruz addresses logistical concerns, such as academic integrity, visa instructions, mental health, and other very important practical aspect of preparing students to study abroad. As an adviser at a mid-sized university that sends over 600 students abroad every year it is very difficult to provide each individual student holistic advising on their various intersectional identities, along with providing cultural guidance for the numerous countries and cultures that each individual student will be visiting. Since our study abroad population is quite diverse when it comes to race, ethnicity, socioeconomic status, gender, sexuality, and other aspects of diversity, it is important that we supply our students the skills to interact and navigate not only within their own cultures but also various cultures that they will immerse themselves during their study abroad experience. There is a trend throughout the literature that intercultural communication, and the ability to work in diverse settings, in the promotion of tolerance of cultural differences are the learning outcomes which institutions and international educators try to instill in their students during a study abroad program (Lumkes & Vallade, 2012; Braskamp, 2008). As stated previously, learning outcomes for study abroad programs have been quite similar from institution to institution, for example, the concept that international educators, faculty, and institutions want to embed in their students' global citizenry (Lumkes & Vallade, 2012; Braskamp, 2008).

Background: UC Santa Cruz Study Abroad Services

At the University of California, Santa Cruz we have currently moved our logistical

information from our in-person pre-departure process to an online format. This not only allows students to review this material at any time during their pre-departure or post-departure process, but it also has provided us much more freedom and time to be much more intentional with our pre-departure programming. Historically, we have had pre-departure orientations for the various student groups with each pre-departure orientation serving upwards of 200 students. Currently, the University of California, Santa Cruz study abroad team only contains three study abroad advisors, thus it has been quite difficult to assess students' needs in a much more individualistic style. The historic purposes of these pre-departure orientation were mainly logistical with the intent of attempting to provide country, cultural, and various other identity need-based information, however this has been unrealistic. We have accepted that with limited staff and limited time, we were not able to provide holistic preparation for each student. Moving forward, we will be able to offer multiple pre-departure orientations in smaller group settings of between 25 and 50 students where my colleagues and me will help facilitate discussions with guidance around cultural humility and navigating intercultural conflict while also identifying tangible resources for various students' needs while they are abroad. By front loading this discussion of intercultural communication and by having students reflect on their own identities, we are hoping to create a much more preventative model of cultural adjustments, rather than post-crisis treatment to distressed students. This pre-departure orientation model will help address the lack of intentional framework within the study abroad process and study abroad programs when it comes to identity development and intercultural communication skills building to better foster and promote cultural humility prior to a student's departure.

Theoretical Framework

While researching and developing this project, I have been drawing from identity management theory (Lee, 2008), cross cultural communication theory (Kim, 1991) and cultural humility theory (Tervalon & Murray-Garcia, 1998) to assist in the various modules of the pre-departure orientation. When cultivating the various modules for this Field Project, identity formation and identity management are pertinent to a student's ability to communicate effectively with individuals from another culture. Thus, I draw upon Pei-Wen Lee's (2008) work on relational identity when it comes to intercultural friendships and how they develop. Lee (2008) states that identity management theory (IMT) is the contributor to understanding the relational process in the context of intercultural friendships, however identity management theory does not have very much empirical support and the theory is rather new. The three phases of IMT are: trial, enmeshment, and renegotiation. During the trial phase, individuals have an initial intercultural encounter that develops into relationships, thus reinforcing mutual support and confirmation of cultural identities. The enmeshment phase is when an individual "brings their cultural identities to their encounters, and then integrate their cultural identities to develop a mutually acceptable relational identity" (Lee, 2008 p. 55) Finally, in the renegotiation stage, a truly interdependent and personal relationship is developed within an intercultural friendship. Every individual possesses a multitude of identities whether they are cultural identities or relational identities. Thus, being able to manage these identities in intercultural communication style by trial and error assist in developing intercultural relationships, which assists in developing cultural humility.

When developing the second portion of the pre-departure orientation I draw upon Young Kim's (1991) definition of cross cultural communication which is:

the individual's capacity to suspend or modify some of the old cultural ways, to learn and accommodate some of the new cultural ways, and to creatively find ways to manage the dynamics of cultural difference/unfamiliarity, intergroup posture, and the accompanying stress. (p. 268)

Kim (1991) suggests that there are three dimensions that relate to intercultural communication: the cognitive dimension (an individual's interpretive mechanisms or structures that assign meaning to messages), the affective dimension (an individual's motivation or willingness to accommodate intercultural encounters), and the behavioral dimension (an individual's abilities to be flexible and resourceful in using his or her cognitive and affective skills). Effective intercultural communicators need to have an understanding of the differences and cultural communication, and the willingness and ability to overcome cultural barriers and the desire to utilize these skills to communicate. Utilizing this theory within my pre-departure orientation is critical and is the core to the pedagogical outlook of this orientation.

However rather than promoting intercultural communication skills building prior to student's departure, I am focusing on promoting cultural humility which gives recognition to the complexity of experiences that includes students experiences abroad and in various facets of life. The reason I am using cultural humility is because it focuses on a lifelong commitment to self-evaluation and self-critique, fixing power imbalances, and developing partnerships with people and groups who advocate for others (Tervalon & Murray-Garcia, 1998). While study abroad tries to promote cultural competence, students from historically marginalized backgrounds who study abroad challenge the notion of what competency truly means. Cultural humility allows students from various backgrounds to utilize and reflect on their own positionality and their development of interpersonal skills to better understanding others in relation to aspects of cultural identity that are most important to other individuals. By building this into study abroad pre-departure

orientations, international educators are instilling a “commitment of lifelong commitment to self-evaluation and self-critique”, by providing students space to learn about their positionality while also being open to aspects of identity of others (Tervalon & Murray-Garcia, 1998). International Educators must also empower students to fix power imbalances where none ought to exist (Tervalon & Murray-Garcia, 1998). Thus, recognizing that each person brings something different to the study abroad experience helps us see the value of each person’s experience. Lastly, cultural humility includes aspiring to develop partnerships with people and groups who advocate for others, along with shifting unequal power structures, whether that is abroad or at our own institutions (Tervalon & Murray-Garcia, 1998). While cultural competence learning outcomes tend to be the foundation of study abroad programs, it does not address the development of student’s lifelong education on their own reformation cultural views, self-growth, and challenging structures of power. Cultural humility challenges this notion that one can obtain competence, which has been rooted in the field of international education. Cultural humility takes intercultural communication skills building to a new paradigm which is lifelong self-reflection to always strive for competence, but knowing that one can never grasp it.

By utilizing these theories, we can start to understand how to create an environment to prepare students from various backgrounds including underrepresented and racial minorities in study abroad programs are the first step to the formation of intercultural communication skills building orientation. To develop and create a sustainable and effective intercultural humility module, we must understand our ever-changing student body at our individual institutions. The challenge that has become prominent with the diversification of our student body is how to create a holistic environment for a diverse group of students.

Significance of the Project

Many pre-departure orientations focus on just the coordination of sending students abroad such as visa information, health and safety and even just preparing the student academically. These concepts of preparation are still valid and important, but they are currently lacking a comprehensive approach to preparing students for an intercultural experience. International education is being marketed as an opportunity to develop college students who have the capability to communicate across various cultural differences and work within culturally diverse teams in the global economy. Educators, politicians, and others emphasize importance of intercultural skills development to further secure our society and to create global citizens within the United States and provide economic development (Deardorff, 2016). The concept of tying cultural humility and global citizenry into the students' academics not only helps students further understand the subject matter that they are focusing on by diversifying their learning environment, but also assists seeing their studies through a different cultural lens, which cultivates intercultural skills that assist long term in career development (Anderson & Lawton, 2007; Williams, 2005; Gudykunst, 2003).

If we continue with the current pre-departure orientation centered around a white upper-middle-class primarily female cohort, we will only be providing support and catering to a specific type of study abroad student. The development of this intercultural humility centered pre-departure orientation for study abroad programs is a step to creating an avenue to prepare our student populations who come from culturally diverse backgrounds. This pre-departure orientation not only can assist the student population in thinking about their own identity while they are abroad but also assists international educators to further learn about the intricacies and concerns that our diverse student population continued to face. This intercultural communication

based pre-departure model will introduce all students who will study abroad at the University of California, Santa Cruz to address intercultural differences and assist students in setting expectations for instances of how students will encounter cultural confrontations. If we do not develop a holistic pre-departure orientation that assists all students through culture shock, cultural confrontation, and their own identity formation outside of the United States, we risk discouraging students from diverse backgrounds from opportunities like studying abroad and being successful in an international environment.

Definition of Terms

Culture: defined by power distance, uncertainty avoidance, long-term orientation, individualism and collectivism, and masculinity and femininity (Hofstede, 2011).

Cultural Humility: Encapsulated by the three principles of (1) Lifelong learning a critical self-reflection, (2) recognizing and change power imbalances, and (3) institutional accountability (Tervalon & Murray-Garcia, 1998)

Diversity: Reflection of the student population of a specific university when it comes to gender, sexuality, race, religion, disability, immigration status, and disciplines.

Heteronormative binary: An umbrella term to group individuals who do not deviate from the heterosexual and cisgender binary.

Identity Formation: Development and deeper understanding of personal continuity of one's culture and sense of identity.

Intercultural communication: “is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions” (Deardorff, 2006)

Intersectionality: The interconnectedness of socially constructed categories, such as gender, sexuality, race, religion, disability, and immigration status that create an overlapping and interdependent systems of oppression.

Long-term Study Abroad Program: Study abroad programs that last 6 months or longer.

Mid length Study Abroad Program: Study abroad programs that are a quarter or semester length.

Power Distance: The distribution of power within cultures that accept unequal distribution of power compared to other cultures that favor a more equal distribution of power.

Pre-Departure Orientation: sessions in which international educators prepare United States university students pertinent information for success on an international education program.

Study Abroad: Act of a student pursuing educational opportunities in a country other than one's own

Short-term Study Abroad Program: Study abroad programs that are typically shorter than an academic semester or quarter.

CHAPTER II
REVIEW OF LITERATURE
Introduction

The review of literature will begin with a brief history of study abroad and the demographic of students that historically have taken advantage of this international education experience. Within this section of the literature review I will draw from the history of study abroad and how historically students have been prepared for the study abroad experience. In the second section of the literature review I will go into further detail of the types of study abroad programs and why it is important to prepare all students with intercultural communication skills. Thirdly, I will discuss the pre-departure orientation; the limits international educators face when conducting these orientations and how intercultural communication is needed to prepare a student successfully.

Study abroad experiences are associated with global awareness, personal development, global citizenry, and intercultural communication skills. Through study abroad the goal is that the experience will assist students in the understanding of the world around them and by helping them develop interpersonal and intercultural skills from a non- domestic viewpoint, in our case from the United States viewpoint. Though taking advantage of study abroad does broaden the variety of aspects of the students the ability to learn and engage, historically not every student has been able to obtain study abroad opportunities. Since most the student population at participates in study abroad programs are white female the reality is that we are preparing a specific type of student to study abroad (IIE, 2016). With the increasing diversity in the student population, while modest, educators need to create space for cultural humility and intercultural skill development for all students of various backgrounds, especially for those who are historically marginalized, who are participating in a variety of programs. By reevaluating how

we prepare our students to study abroad and by creating an inclusive space for all students with varying intersectional identities, we will better serve our student population and in doing so, encourage other students of marginalized backgrounds to study abroad.

History of Study Abroad Programs in the United States

Study abroad has been increasing across institutions in the United States, the current study by participation demographic is generally white middle class and upper-class women who are pursuing degrees within the humanities (IIE, 2016). To fully understand why the demographics of study abroad cater towards White women, it is important to understand the history of international education and study abroad within the United States. Prior to their being an official study abroad program through any university, American students were involved in traveling (Bowman, 1987). The University of Delaware was the first official university instituted a study abroad program which was the junior year in 1923 (NAFSA, 2015). The Institute of International Education (IIE) set up the committee on the Januvia brought in 1927 to help create standards, facilitate enrollment and raise scholarships for study abroad (Bowman, 1987).

Study Abroad Trends

In recent decades, it has been much easier to keep a clear record of various demographics of students, the number of students and the destinations since the Institute of International Education (IIE) has been encouraging US institutions to report through the Open Doors Report. IIE encourages universities to report their study abroad numbers and demographics every year (Open Doors). Within this report, the data shows various trends in study abroad which allow different institutions to compare themselves to peer institutions, while also learning best practices on how to increase participation and assist the universities' administration in learning which programs might be the best for their student population.

With this data, US institutions can gain better knowledge on the numbers of students, where students are studying abroad, the various programs the types, students with disabilities, students from various racial backgrounds and much more. The goal is to use these trends to increase the overall numbers of students on study abroad programs that are credit bearing. This data is also used to see where study abroad is lacking in various disciplines and how universities are measuring up nationally, this way more opportunities can be created to fill the gaps. The most popular destinations for US study abroad students are still in Western Europe. It currently stands that 55% students study abroad in Europe. Although Western Europe is a popular destination there has been a decrease of 6% since the 2003. Students are moderately looking to study abroad in Asia, Oceania, Africa, and Latin America. (Open Doors, 2016).

Another trend that has been noticeable within the last decade is the length of time that students are abroad has been decreasing. Currently, Open Doors states that 97% of US students who studied abroad did so for a semester or less during the 2015-16 year. Short-term programs have been increasingly popular across the nation due to the ability for students to take internships and other opportunities without a large commitment, and it is easier to integrate into a student academic schedule. These programs are typically much more affordable for students and these programs integrate into a student schedule due to this short-term study abroad program being taught by faculty from their own university. These short-term programs also open the possibility for disciplines that are historically marginalized within the study abroad community since many of the disciplines in the Science, Technology, Engineering, and Math (STEM) field require a variety of sequential courses that students cannot take abroad and integrate into their academic career if taken at another university (Giedt, Gokcek, & Ghosh, 2015). With the increase of first-

generation college students, these short-term programs also allow students to participate in part-time jobs, volunteer opportunities, and other on campus activities.

The Most Common Study Abroad Programs

There are many variations of study abroad programs that cater to different types of student interests, time lengths, locations, and opportunity. Historically, study abroad was for the privileged who were on exchange and sponsored by their parents for their junior year for cultural immersion, to build language skills, and to be see the world (Krane, 1997). These programs were typically occurring in Western Europe. Programs can range from short-term study abroad programs to long-term study abroad programs, and can vary from being very expensive to relatively economical, familiar to intercultural immersion and much more. The specific program type that I will be focusing on are Study Centers/Branch Campuses, faculty-led programs, field study, and direct exchange programs.

Study Centers/Branch Campuses

Study Centers, or Branch Campuses, are typically located in a foreign country but administrated by the home university. These programs typically specialize in specific topics or are theme based depending on where the university is located and these programs are typically in English. Some of these programs offer cultural interactions such as the ability to live with a host family or other types of activities to encourage the integration of students into local community. However, most students live together in a residence and do not have too much interaction with the local community. These programs are nicknamed “island” programs since there is no real connection to the local culture (Hoff, 1997).

These study centers tend to isolate students from the community, which does not provide much access to local culture or immersion. With this type of program, classes are typically more

structured where students have a prescribed course listing and the courses are much smaller than they typically would be back at their home campus. Since the home university administers the programs, the home universities have complete control over the academic rigor and components that go into the program. Since these campuses are typically similar the academic culture and rigor at the home campus, transition into the study center and into this academic setting is usually much easier for students than other programs. Since these programs are administered by home campus, grades and credits transfer rather easily and can which allows students to make progress on their academic schedule seamlessly. These programs offer opportunities for faculty from the home campus to teach abroad and these programs typically have a lot of support since faculty can conduct their own research while also teaching abroad (Hoffa, 1997). After all, these programs are much more structured than other study abroad programs, thus they also provide peace of mind for families. An example of this study abroad program is the University of California Education Abroad Program (UCEAP) French & European Studies, UC Center Paris study abroad program (French & European Studies, UC Center Paris). This study abroad program is administered by the University of California for only UC students and is staffed by local and UC staff and faculty.

Faculty-led Programs

Faculty-led programs are the fastest growing type of study abroad program the field. These programs are short in nature, typically lasting less than eight weeks, thus many students from a variety of disciplines have access to the study abroad programs and can incorporate them into their academic progression during their undergraduate career. This also allows many of students who are nontraditional, such as parents or students to work full-time, the ability to take advantage of the opportunity to study abroad.

Faculty-led programs are organized by faculty members and are usually in a small cohort of students (Pilon & College, n.d.) . For example, at the University of California, Santa Cruz I work with a Faculty member to develop the UCSC Field Study in India program which is taught by a UC Santa Cruz faculty member and designed specifically for UC Santa Cruz Anthropology students (UCSC Field Study in India Summer 2017). With this type of foundation many of the students often should not have direct contacts with the local community unless it is organizing and incorporated into the course content. These types of programs also demand that the faculty members be the first point of contact and the support network for the students should crisis or issues arise. These programs are also much cheaper than mid length or long-term programs.

Field Study

Field study programs usually consist of an internship, volunteer, work, or research opportunity (Hoffa, 1997). In this type of program students are immersed within the local culture and are more apt to gain and utilize their intercultural skills daily. An example of this type of program is the UCEAP Family & Community Health, Mexico City & Oaxaca City program where students work with Child Family Health International (CFHI) and other NGOs to immerse themselves in local communities (Family & Community Health, Mexico City & Oaxaca City). This program requires very mature students and organizational skills by the facilitator to make sure that the program runs efficiently. These programs do allow students to integrate into the local culture much more easily however strong facilitation is needed for the students to be successful when conducting their internship, research, volunteer work, or work. Since these programs are much more specialized and nuanced, they allow historically marginalized disciplines within study abroad since it is much more practical and tangible where they can apply their work abroad to their major or future career development.

Direct Exchange

Direct exchange programs are a more traditional study abroad program where students from a domestic institution in the United States study abroad at an overseas institution. During this process students typically pay the regular tuition and fees at their home university but can take courses at a foreign institution for credit. This type of program requires quite a bit of flexibility and is developed for students who are mature, tolerant of the unknown and who are interested in either foreign language or an immersive experience with host university students. The students also need to be prepared to navigate a new academic system and cultural norms. (Hoffa, 1997).

This type of program is not designed to facilitate many students into a single university, while in contrast they are built for much more independent students who should not expect a wide network of support while abroad from the host university. These students will utilize the various services in their new institution as if they were a matriculated student. Typically, these types of programs are affordable or as comparative as taking courses at their home institution since they are paying their home tuition and fees. These programs are built for more adventurous students who are seeking a significant international and intercultural experience who want a challenge. More recently some universities have been creating a mixed model of direct exchange and a study center type program where students are taking courses with the local university students with the ability to integrate into the local culture but also have the student services provided by the home university at the host university (Hoffa, 1997). An example of this type of program is the UCEAP University of Copenhagen program, where students stay enrolled as a UC student, pay their UC tuition and fees however they can take courses at the University of Copenhagen for UC credit. (University of Copenhagen).

Pre-Departure Interventions

The notion of intercultural communication can be derived from a variety of disciplines. Deardorff (2006) cites the “challenge” of defining intercultural communication. Her study revealed that the only aspect of intercultural communication upon which scholars could agree was “the understanding of others’ world views” (Goetz & Holliday, 2017). Deardorff (2006) defines intercultural communication as “the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions” (p. 247). Thus, there are many ways one can measure being culturally aware and it is quite difficult to measure if having a study abroad experience, whether it be a direct enrollment, exchange, faculty led program or another form of study abroad, has an impact on the increase intercultural communication skills. This is because intentional programming and integration of cultural understanding needs to be embedded in the pedagogy of the study abroad program to ensure the students will have intercultural learning outcomes. When reviewing intercultural communication tools, I came across Berardo and Deardorff’s (2012) “5 Rs of change” tool that had tied cultural humility with intercultural communication skills. By utilizing the “5 Rs of change,” which are routines, relationships, roles, reactions, and reflections, there is an ability for students to take this tool and utilizing not only in this study abroad program in there every day Life when they come into intercultural exchange.

Pre-Departure Orientation

To properly prepare students to succeed during their international experience the pre-departure orientation is vital. Rhodes and Hong (2005) believe that the best way to prepare a student is through the pre-departure orientation that can touch upon intercultural communication:

It is critical that students with a limited background in the languages and cultures of the world, as well as a limited understanding of the United States' role in the world, receive additional academic learning to take full advantage of their foreign experience. In addition to emphasizing academic study, it is critical to preparing students to live in another country and culture. (p. 39)

Providing a pre-departure orientation that creates space for intercultural communication skills training is a vital component of the student's ability to navigate various cultures that they will come into contact while they are abroad. However, due to the lack of resources and time, many institutions do not devote sufficient time and effort to develop a pre-departure process that holistically serves students (Fantini, 2004). With the lack of preparation provided to students prior to their study abroad program, the learning outcomes vary in quality when it comes to intercultural communication skill building. Various scholars support a strong pre-departure orientation. La Brack, quoted in Hoff and Kapplar (2015), notes that "it has been proven that properly designed and conducted orientation programs do assist participants to achieve positive cultural adjustments" (Hoff and Kapplar, 2005, p. 194). Elements such as creating a space for students to explore the notions of culture and cultural transition to better anticipate the change that is ahead. By building in exercises to assist students identify their own cultural norms and assist them through cultural confrontations, students are better prepared mentally and emotionally for their study abroad experience.

As stated in the NAFSA handbook (2015) that during the pre-departure orientation the international educators should support the students broad range of needs prior to departure such as coordination, health, and safety as well as other information that is relevant to the success of the student. When discussing the variety of support systems that are in place, students typically

realized that they are in need of additional support or when international educators realize that their student cohorts need further support for their own personal growth.

As stated in the *NAFSA's Guide to Education Abroad for Advisors and Administrators* (2015), there are several goals for the pre-departure orientation, which include:

- provide essential, practical information;
- motivate student sojourners with the process of cross-cultural adjustment (including re-entry) and the concept of culture, cross-cultural adaptability skills, and developing intercultural understanding;
- help student sojourners gain a better comprehension of world issues and their role as global citizens; and
- assist in reviewing each student's overall objectives and how the overseas experience fits into his or her long-term personal, professional, and academic goals (Thebodo and Marx, 294).

The NAFSA handbook states that pre-departure orientation sessions should strike a balance between practical information, cultural specific and academic information. Discussing cross-cultural confrontation during the pre-departure orientation is pertinent. This specific information about culture is informative and important, with most international educators agreeing that teaching the students how to learn is much more effective than trying to give the students all the information that is appropriate prior to departure (Summerfield, 1997). With trends changing, it is becoming increasingly common for our university students at UCSC first-generation college student; currently the campus is at 42% first generation college student (*First Generation Initiative*). Students have not experienced different cultures and are unaware of the cultural norms that shaped their daily lives, belief systems and relationships (Summerfield, 1997).

However as stated earlier due lack of time and staff, many international education professionals cover the most pertinent components when it comes to a study abroad preparation. Most of this coordination are practical issues when it comes to students' academics, how the program will run, getting a passport, travel documents, and funding their experience. With the increase of diversity on university campuses, the introduction and explanation culture should be the utmost important portion of the pre-departure orientation to prepare students are projected to study abroad for cross cultural interactions. In one study by Tracy Williams (2005), the researchers conducted a pretest and a posttest to measure the change in the student's intercultural adaptability and their cultural sensitivity by utilizing the Cross-Cultural Adaption inventory. When conducting this research Williams (2005) found that the results of the posttest confirm their theory that having a study abroad experience increased their intercultural adaptability and that exposure to various cultures was greatest predictor for this outcome. Thus, not only does study abroad increase a student's ability to have a cultural exchange that can provoke an experience of reflection and builds empathy, but also creates a much more affluent student when it comes to intercultural communication skills.

Culture Shock

Individuals who have moved to a new cultural immersed themselves sometimes have difficulties with adapting to the new ways of life. This is especially true for students studying abroad, not only because they are moving between new dominant culture but also because they immerse themselves in a new education system, sometimes a new language, and even a new communication style. While adjusting to this new style of living, students may encounter culture shock. P. Alder's (1977) definition of culture shock is:

Culture shock is primarily a set of emotional reactions to the loss of perceptual reinforcements from one's own culture, to new cultural stimuli which have little or no

meaning and to the misunderstanding of new and diverse experiences. It may encompass feelings of helplessness, irritability, and fears of being cheated, contaminated, injured, or disregarded (p.13).

In 1963, Oberg utilize the W curve to describe the process of how an individual goes to culture shock and how we educators can assist students in understanding what they should expect during their time abroad and when they return:

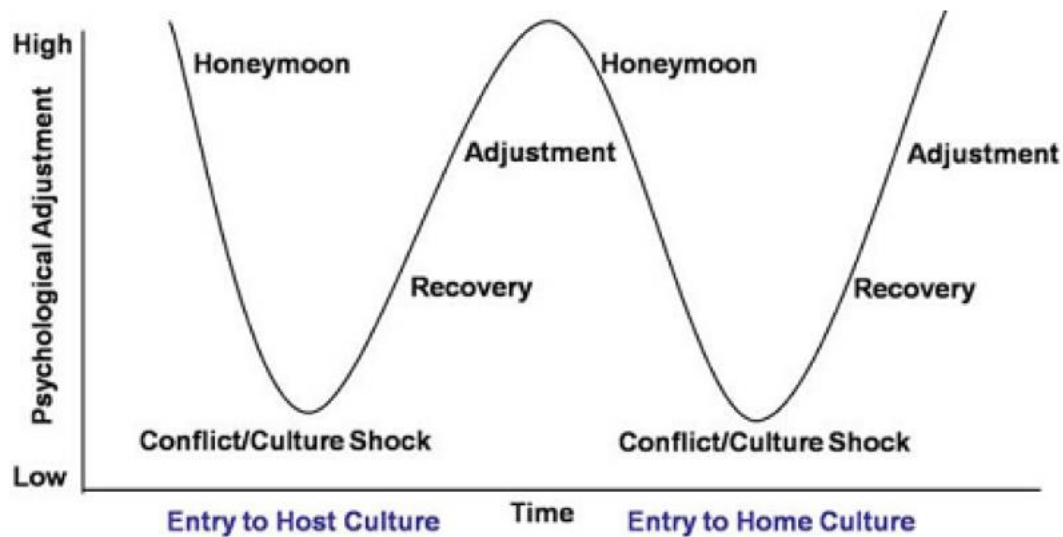


Figure 1. W-Curve: Stages of Transition Shock (Modified from Gullahorn and Gullahorn, 1963).

The curve starts with the honeymoon phase, which is the beginning of the study abroad experience. At this point the individual is typically excited to be abroad and to experience the new lives in their host culture. Students then move into this stage of culture shock or conflict while they are abroad. This typically is brought on because now that the students are living abroad they must participate and struggle with interacting with their local community. This struggle brings out cultural differences and cultural confrontations that students are trying to navigate. Typically, most people get to the graduate adjustment stage, or recovery, where students can adapt to the culture or at least compartmentalize the events that are happening

around them so they can function within the culture. Upon the students return to their home culture they begin to go through the curve once again into another stage of culture shock adjusting to their own.

However, when we discuss culture shock, there are three main ideas to consider which Bennett (2002) discusses. The first is the notion of culture surprise, and this can be something small and noticeable that is different in your new host culture than your home culture such as diversity or the power dynamics between individuals. The second notion is called culture stress and this concept encapsulates mini events that occur within the new host culture, such as queuing or various other cultural norms within a social setting. The last is culture shock, which is much larger than the previous two notions and this typically encapsulates new values or different ideas that are important within the new host culture. Thus, with the diverse types of study abroad programs some students might only experience culture surprise or culture stresses if they are on a short-term program while other students may encounter culture shock on a long-term program. Due to the variety of students going on greatly different programs, it is pertinent that we educate students of the variety of cultural confrontation that they might encounter while abroad so that they are prepared to notice and navigate differences within their new host culture.

Intercultural communication is the foundation of the pre-departure orientation that I am creating so that students are aware of the difficulties in adapting to new culture and so that students have skills to handle the variety of challenges that await them abroad. With this training built into their study abroad experience, the goal is that the students will have the ability to adapt quicker and more successfully while mitigating their culture shock.

Summary

The research that has been conducted shows how there are a variety of study abroad programs types such as study center, field study, faculty-led and direct enrollment and how intercultural communication skill building is not built in to each type of pedagogical framework. There is also the notion of monolithic cultural transitions during a study abroad program that do not take into consideration the diversity and individualism of students experience in their own funds of knowledge. Additionally, with IIE's (2016) data on the demographics of the study abroad students that show the ever changing and diversifying student population, it is pertinent that International educators provide their students with a holistic pre-departure orientation appropriate or students with could culturally diverse backgrounds.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

This Field Project is for international educators to prepare their students as best as possible to succeed in an international setting. However, many traditional forms of preparing students to study abroad has been largely to a Eurocentric populace, heteronormative, middle to upper-class student body, however this is not the case anymore and educators need to change our preparation tactics to prepare our students. With the increasing diversity, not only within the student body but the types of study abroad program, international educators need to invest in different models of preparing students for cultural confrontation (Gudykunst, 2003). For this type for orientation to be successful, the students within the orientations need feel empowered when discussing identity formation, cross cultural communication, and multicultural education for each student to be able to fully participate (Gudykunst, 2003; Bennett, 2004).

As a study abroad professional interested in providing my students intercultural communication skills and a tool to assist cultural complications, it became clear to me in our current pre-departure orientation model we are providing a disservice to our students by not introducing the students to cultural differences they might encounter. The intercultural communication pre-departure orientation will consist of three different modules in about a 90-minute period. The module is to further introduce students to the definition of culture and have students in small groups, roughly 6 students, to discuss their own definition of culture. Within this activity we will supplement a variety of photos, included in the appendix, where students will discuss their own interpretation of what is happening in the photo. At the end of discussion, I will further explain the various pictures that the students were discussing and explain what truly

is going on in the scenarios. In this explanation of culture, we will discuss Hofstede's definition of how culture is defined by power distance, uncertainty avoidance, long-term orientation, individualism and collectivism, and masculinity and femininity (Hofstede, 2011). When discussing Hofstede's definition of culture, we will be able to have each student reflect on their new host culture and what might be different from their own culture, for example, how the classroom environment might be different when it comes to individualism or how masculinity and femininity play into social roles when it comes to host family.

This will provide a framework which will guide our discussion on positionality, cultural humility, in the various funds of knowledge that each of our students bringing with them such as their own experiences, their own positionality, and their own culture when they study abroad. By introducing the students to their various positionalities and how that informs our notion of culture, it is the goal to start the formation of "commitment of lifelong commitment to self-evaluation and self-critique", by providing students space to learn about their positionality while also being open to aspects of identity of others (Tervalon & Murray-Garcia, 1998). After this introduction of culture, we will define what we as a group define American culture and what that means to the students. We will be utilizing the iceberg model of culture to discuss behaviors, customs, attitudes, beliefs, and core values (Trevino & Model, 1976). The small groups of students will then identify varying types of values, traits, and commonalities that they deem to be American culture. Since American culture is complex and by no means monolithic, we want our students to think of race, class, gender, immigration, and other forms of cultural identity that informant students' interpretation and understanding of American culture. With this discussion of how we as individuals interpret culture from our own position already, I will be at better be able to address a students' ability to form cultural humility with those students are different from

their own positionality. It is our goal that our students will draw from the core values of what American culture is to solidify their interpretation of American Culture. As Waisfisz (2010) states,

national culture as the collective programming of the human mind that distinguishes one group or category of people from another. In other words, that what many members of a group have in common and by which they distinguish themselves from other groups is called culture. (p. 1)

Thus, the idea is to have the students list commonalities and develop their own definition of American Culture. I envision this being different, yet similar in the various orientations that will be conducted.

We will then move into an identity module where they will choose the top three identities they most identify with, such as sexuality, religion, race, ethnicity, personality traits, and three that they least identified with. The students will then discuss their varying choices in their groups. We will be able to utilize this discussion to further discuss as a group how their self-culture shapes their positionality and their interpretation of cultural differences. In this pre-departure orientation, we define self-culture as “the ways in which one’s culture has influenced one’s identity and worldview” (Deardorff, 2016). By utilizing the students’ own identities, the Study Abroad Advisors and I will be able to create an interactive learning environment that is not only structured but also particularly unique to each individual student. For many students, this could be their first exposure to another culture outside of the dominant American culture, thus it is important for the students to not only learn about other cultures and how to navigate within those constructs but also identify and learn about their own identity, their own culture, and their own limitations and perspectives. With this we move forward into introducing intercultural communication because we will be utilizing their own experiences here within the United States when it comes to their race, language, sexual orientation, background, etc. (Williams, 2005;

Gudykunst, 2003). This exercise will allow the students to not only understand the complexities of their own identity formation but also how drastically different each of their study abroad experiences will be due to their own various identities.

Using the balance of identity formation and cross-cultural communication, myself and my colleagues will be better equipped to have deeper discussions of cultural differences (Gudykunst, 2003). Cultural differences major dimensions are concepts such as the differences between individualism and collectivism, high power distance and low power distance, masculinity, and feminist, and more (Hofstede, 2011). When discussing our own identity formation, I will have my students reflect on how those identities are defined within our own culture and how each identity plays a part in how to navigate within our own society (Williams, 2005). This tool not only will assist in reflecting on how the students portray themselves but also how others may identify them within our own American dominant culture. The goal is that with this identity formation process, each student will understand how culture, socioeconomic, racial backgrounds, sexual intuition, gender, gender expression, and other aspects of identity influence not only their lives but how they will navigate to various other cultures while abroad. They will then be able to reflect on how these aspects might change while they are abroad in their new host culture. The goal is to have the students understand that culture and the perception of others cultures is due to their positionality and cultural conditioning.

Development of the Project

The development of this pre-departure orientation occurred in three stages: research, development, and implementation. To begin redesigning our pre-departure orientation I first had to conduct research on intercultural communication, cultural humility, what other universities were implementing for the pre-departure orientation and assess what our pre-departure

orientation was lacking. Currently, the University of California, Santa Cruz offers students up to departure orientation that focuses on the coordination of study abroad, and not the intercultural skill building notions of I study abroad experience. Thus, students are not culturally prepared for their study abroad experience and have a higher chance of cultural difficulties will they are abroad. When conducting this research, it was quite challenging trying to identify the specific outcomes wanted students to walk away with. This is difficult because conceptually I had an idea that students would walk away from this holistic pre-departure orientation with a new sense of self-awareness and a tool that they can utilize in the moment during cultural confrontation. However, I was unaware of how I should go about implementing this type of orientation. To ensure that this intercultural communication orientation would be appropriate, I utilized my own knowledge as a practitioner and the variety of intercultural communication workshops that I have gone to as a professional in higher education. As I identified Berardo and Deardorff's (2012) model called the "5 Rs of Cultural Change" that I thought would benefit my students the most, I compared it to the difference intercultural communication workshops that I have attended, along with a hybridization of pre-departure orientation that I have seen conducted at other universities and conferences, such as "Intercultural Communication In practice" workshop at the NAFSA Annual Conference in 2014 in San Diego.

The "5 Rs of Cultural Change" are routines, reactions, roles, relationships, and reflections about yourself. By visiting these five topics, we infuse the importance of understanding where their lives are here in the United States and how it might change while they are abroad (Berardo & Deardorff 2012). This model is useful to students participating in this pre-departure orientation because it assists them in recognizing their own position analogy and reflecting on their own identities, relationships, their own roles, and helps them to process to build empathy towards

those of another culture. By infusing this notion of constant reflection and reformation, it truly emphasizes cultural humility at its core in a study abroad experience. When recognizing what could change during their study abroad experience, we help facilitate how the students could best prepare themselves for these changes whether it is overall as a foreigner or as a role as a woman in a more patriarchal society or as simply a visitor to a host culture that does not speak the same language.

The second phase of my Field Project was developing my pre-departure orientation, which involved at various modules and a pre-module introduction. During this stage I used my prior knowledge, my research on intercultural communication and cultural humility and advice from other practitioners to create an engaging and interactive pre-departure orientation to harness the students interest and their intersecting identities (Deardorff, Banta, & Wit, 2015; Deardorff 2016; Gudykunst, 2003). Some of the considerations that I needed to take into account when developing my departure orientation were: student's exposure to culture, students understanding of culture, allotted time given to facilitate the orientation and how best to utilize student own experience to assist in that educational process.

When deciding how to start the development of my pre-departure orientation, I realized that I would need to not only make sure students understand the definition of culture but also engage the students to appoint where they are emotionally and intellectually invested. From my own experience, I have found the best way to do this is to bring students own experiences into the orientation. This not only helps to mystify the study abroad experience as something foreign but also creates a much more relatable space for students who have not have the ability to travel. As an educator, it came relatively naturally to me to ensure that during the pre-departure orientation that there is less of a lecture style and more interaction with students. Based in all

aspects, I developed a pre-departure orientation that is meant to be holistic and self-driven from a student perspective to reach my desired outcome by utilizing Hofstede's (2011) definition of culture, Tervalon, & Murray-Garcia's (1998) understanding of cultural humility and tying the concepts of culture together with the "5 Rs of Cultural Change" developed by Berardo & Deardorff (2012).

The final stage of my development was the implementation of the pre-departure orientation. After identifying the different modules within the pre-departure orientation, I next had to identify the best way to implement the pre-departure orientation knowing that I typically have a cohort of 200 to 400 students and how to make it meaningful and more intimate. I decided the best route to facilitate this intercultural humility pre-departure orientation would be to hold to multiple orientations capped out at 50 students. In the end, I created a multi module orientation that I thought could assist in the development of intercultural humility skill set building prior to departure.

The Project

See Appendix A for the entire curriculum for this Field Project and Appendix C for the PowerPoint.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

With the increase of US domestic students studying abroad on various types of study abroad programs it is crucial that we can properly prepare these students with intercultural communication skills so that they are successful while abroad. While historically, many of these intercultural communication skills skill building activities happen during the onsite orientation in the host country, leaving the pre-departure orientation to be a space primarily for the coordination of this study abroad program, such as academics, travel documentation, and health and safety concern. It is pertinent that we, as international educators, prepare our student cohorts culturally for their international experience prior to departure.

I have developed this field project for my students with my own international experience as a study abroad student and as a current international educator who has seen the lack of preparedness of study abroad student cohorts. As an international educator, I have come to realize the lack of intercultural communication skills that need to incorporate into a variety of study abroad programs, whether they are short-term, medium-length or long-term. I decided to develop my own pre-departure orientation designed to incorporate identity reflection, intercultural communication skills skill building, and to ingrain multicultural education as part of the preparation of the student study abroad experience. Upon implementation of this project, it is my desire that my students will have developed a sense of self identity and cultural awareness that will assist them in moments of intercultural confrontation while they are abroad. It is also my goal for that the students that attend and participate in this pre-departure orientation have gained skills not only to assist them in their international experience but in cultural confrontations that happen within the United States and even on our own university campus.

On a larger scale, I am hopeful that the skills that they develop will not only affect them as individuals but assist them in creating a more welcoming and understanding environment which will permeate throughout their personal connections domestically and internationally. This pre-departure orientation will create a catalyst where students will question their own cultural norms and assist in developing an understanding cultural norms of others in which they are not accustomed. This intercultural communication skills pre-departure orientation not only creates a more positive experience for my students while they are abroad but will it assist in creating a more understanding and tolerant society domestically and internationally when it comes to cultural differences and interacting with those outside of our comfort zone.

Recommendations

When it comes to further developing this project and refining the various modules, I envision another module that, if implemented, would be post program. During this module, my goal for students is to reflect on their intercultural and international experience abroad. During this reflection, we would discuss how to utilize their newfound skills in their resume, in creating a more empathetic community and how they have experienced personal growth. This tool, in conjunction with the various resource centers on campus, such as the African American Resource and Cultural Center, the American Indian Resource Center, the Asian American Pacific Islander Resource Center, the Chicano Latino Resource Center, the Cantú Queer Center, and the Women's Center would assist in creating a more welcoming environment on our campus climate. With the development of this intercultural communication skills building pre-departure orientation it assists in introducing students to the notions of cultural difference and intercultural communication skills. However, there is a need for more support from universities to fund staff who specialize in intercultural communication to develop a more robust and sustainable system

if universities are truly supportive of intercultural communication and enhancing our students' international experiences. While utilizing this project, I encourage other international educators to refine and build off the current modules to create a holistic reflective process for their students.

Limitations/Considerations

The pre-departure orientation, which I developed, is catering towards four-year degree seeking university students. Thus, if international educators wanted to replicate this pre-departure orientation some aspect and considerations that need to recognize are the students' age range as this could have impact on where their identity development. Since some study abroad programs occur during high school, the modules within this pre-departure orientation might need to change due to parental involvement. This could limit the discussion of some forms of identity, such as gender expression or sexual orientation. It is extremely important to gauge the climate within these pre-departure orientation sessions and attempt to build community to ensure that a safe space for all students is available. Though even with the community building exercises, not all students are going to participate fully within is pre-departure modules since it was in a diverse medium-size setting of twenty-five to fifty students.

Another consideration to acknowledge is the positionality and identities of those who are facilitating the intercultural communication skills skill set building pre-departure orientation. As a staff of only Caucasian people, we have a limited ability to relate to our students of color. This relationship between facilitator and students can also become complicated when we take into consideration other aspects diversity. If possible, I encourage that in future iterations of this pre-departure orientation that the ethnic resource centers, diversity staff, and other auxiliary units such as Disability Resource Center and the LGBT center are involved to make sure that students

have a representation within the facilitation. It is my goal that this pre-departure orientation will be a preventative measure when it comes to cultural confrontation however it is a possibility that students within this pre-departure orientation could trigger past trauma within various discussions of confrontation. Thus, to the best of the international educators ability it would be ideal that they get to know their student cohort prior to this pre-departure orientation, however with a large group of students, this task can be impossible.

When developing this project, it was my goal to implement and assess the students within each of the pre-departure orientations. However due to the nature of our program cycles, I was unable to do this. Since the implementation of this project was very recent, I should note that I have not been able to analyze or personally see various outcomes on this pre-departure orientation. When developing this project, I consulted with other international educators on various UC and non-UC university campuses to draw from their pre-departure orientations to develop my campus' pre-departure orientation.

A final limitation is that we are unaware of what cultural knowledge that our student population is bringing into the pre-departure orientation. It is difficult create an environment to develop intercultural communication skills when many students are coming into the space with different histories, biases, and identities and that they are departing to different countries and cultures. When utilizing the term culture shock, it implies that all students will engage in a specific type of event. While the term cultural transition is more appropriate since some students will have, a challenging time engaging with certain aspects of culture while others are more successful at engaging, which is all dependent on how they identify and how the host cultural identifies them. Since this cultural transition is dependent on his students own identity, culture, and destination for their study abroad experience, it is quite difficult to prepare each individual

student for their own individual experience while they are abroad when the ratio of international educator to student is roughly one to two hundred.

The part of the development stage that I struggled with the most was trying to identify a way to effectively assess student's development. Due to time constraints and the vast variety at study abroad programs that the cohort of students for participating on, I was not able to develop an assessment to analyze students' intercultural communication skills or their readiness for cultural confrontation.

The final limitation I will discuss is how my field project does not have the opportunity to address the institutional change principle of cultural humility. Within this pre-departure orientation we can instill skills of critical reflection and Power inequities but it was not able to create a space to address institutional inequities that are embedded into the university that influences study abroad participation and intercultural skills development. By participating and creating this intercultural communication skill building pre-departure orientation, I am taking a small step towards making the institution more accountable.

Personal Implications and Future Curricular Development

The process of developing and organizing my pre-departure orientation for our various study abroad programs was very difficult, yet very rewarding. With the past couple of years learning and working in international education I have become familiar with the various types of styles on how to prepare a student for their international experience. However, this was the first time I could utilize research to support and change a process that has been stagnant to the disadvantage of our own student population. Through this experience, I furthered my education on the various aspects of identity formation and intercultural communication skill building. The new ideas that are currently permeating within myself have allowed me to gain and improve my

pedagogical teaching process and diversify my skill set when it comes to preparing students for their international experiences.

After conducting this intercultural communication skills skill set building pre-departure orientation it is my goal to refine this process so that it my works to the best of its ability on my university campus to serve my diverse student cohort. I am also hoping that others will use my example to assist their own campuses to develop a more holistic intercultural communication skills module for their student cohorts. I am aware that this project still needs refinement to make it holistic, I will be constantly researching and polishing my project to be culturally inclusive, to create a safer space for students to self-reflect on their own identity, and to prepare students of various backgrounds for an international experience to the best of my ability.

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APPENDIXES

Intercultural Communication & Cultural Humility

Pre-Departure Workshop for Study Abroad

APPENDIX A

The Curriculum

<p>Title of Lesson Intercultural Communication: Pre-Departure Orientation</p>
<p>Lesson Objective/Outcome Expose students to the notion of culture and provide students with a tool to assist them with their cultural communication skills so that they can be more successful during their study abroad experience.</p>
<p>Rationale for Lesson Content While serving a large number of students, roughly between 200-400 students, it can be challenging, if not impossible, to give each individual student specific cultural advice. Thus, this pre-departure orientation utilizes students' own positionality, life experiences and their own self-culture to engage the students in a more meaningful way when it comes to discussing culture and the challenges that come with studying abroad.</p>
<p>Time 00:00 Welcome</p> <ul style="list-style-type: none"> • At the begin of the Pre-Departure Orientation, the presenters will introduce themselves along with their titles within the office. If the presenters advise for specific regions/countries/study abroad programs, they will list those as well. • Students will utilize the warm up activity to engage with their preassigned groups while other students check in (See Appendix B). • The presenters will explain why the students are participating in the mandatory Pre-Departure Orientation and how it is to help prepare the students for their intercultural interactions and navigating the challenges that may arise during their study abroad experience. • The presenters will go over the for the day, briefly explaining the following: <ul style="list-style-type: none"> ○ Explore the question, "What is culture?" ○ Identify "self-culture" (important to understand self in order to understand how to live in another culture) ○ Self-culture definition: the ways in which one's culture has influenced one's identity and worldview (Deardorff, 2016). ○ Discuss cultural shock to help you anticipate change ○ Give you a tool to identify potential challenges associated with change ○ Identify strategies to navigate those challenges
<p>Time 00:05 Introduction</p> <ul style="list-style-type: none"> • Students do quick introduction why they introduce their name and their study abroad program to the entire group. This is to express the diversity and build community within the Pre-Departure Orientation.
<p>Time 00:10 What is culture? (5 min)</p> <ul style="list-style-type: none"> • In a big group brainstorm, the presenter(s) will work with the students to define culture, by asking "What is culture?" (5 min). Within this discussion the presenters will

write on a whiteboard the various topics/notions/topics that the students shout out.

- The presenter will go over some basic aspects of culture that are visible, such as food, language, dress, and festivals, along with visuals (see Appendix C)
- The presenter will then utilize Hofstede's (2011) definition of culture: power distance, uncertainty avoidance, long-term orientation, individualism and collectivism, and masculinity and femininity, to further provide foundation for the rest of the workshop.

Time 00:15

Culture Specific: What is American Culture? (15 min)

- In small groups (no larger than 6) students will discuss what American culture is in their own experience (5 min).
- Report back (few examples); Teacher writes on the board, separating visible from invisible culture. (5 min)
- The presenter asks students if they notice a pattern. The presenter will then draw a line to separate the visible and invisible cultural norms. Thus, this will lead into iceberg model, for individual students self-culture.
- **POINTS:**
 - The point for this activity is to introduce the students to the concept that they might be asked to discuss American culture. Since there is no real definition of American culture, the outcome of this part of the pre-departure orientation will truly depend on the information and topics that students come up with. The goal is to show that it is hard to define American culture, as it is very dependent on their own positionality and experience within the United States.
 - The students will come up with generalizations and students self-culture may differ from the generalizations of American culture. This is to help facilitate the discussion and provide a chance to recognize students own interpretation of American culture and how it differs from their peers.
 - Definition of National Culture: "National culture as the collective programming of the human mind that distinguishes one group or category of people from another. In other words, that what many members of a group have in common and by which they distinguish themselves from other groups is called culture" (Waisfisz, 2010).

Time 00:30

Individual Culture & Identity (15 min)

- After discussing culture and the students' interpretation of American culture, the students will use the iceberg image (or come up with their own) to describe their own self-culture. They will be asked to write down their visible and invisible culture. The students will also define their own values.
- Out of their iceberg models, the students will add three words that represent their identity the best.
- The students will share with a partner as much as they would like to share, but more specifically the three words that represent them the best.
- After the students share in their pairs, the presenters will ask students to report back to the larger group (voluntary).
- The Presenters will inquire with the larger group if they would have guessed

that the students could have known their partners identifiers prior to their partner revealing them.

- **POINTS:**
 - Assists students in recognizing the intersection of their own identity & culture. The words students chose as being part of their identity may be perceived differently in a different culture. This is also to assist the students to understand that others will perceive them or categorize them in certain ways due to their own culture, positionality, and life experiences.
 - E.g., Chinese American in the Netherlands may be perceived as being Chinese, not American.
 - E.g., A student may identify as being a Californian, but abroad, they may be perceived as being simply American (and falling into that generalization).
 - Sometimes it helps to think about what your values are and how they affect your everyday life, your identity, your self-culture.

Time 00:45

Yes/No Activity (5 min)

- *Round 1:* Students form pairs with a new partner. One student asks question and the other student quickly answers with only yes or no. After this is complete, the students will switch and repeat.
- *Round 2:* This time, with the same pairs with the same questions, when saying yes, students must shake heads left to right and when saying no, students must nod up and down.
- The presenter will ask a series of questions to the group, such as:
 - 1) How does it feel when something goes against what you think is so normal or natural?
 - 2) How does it relate to what you might experience when encountering a different culture?
 - 3) Did you feel uncomfortable or awkward?
- **POINT:** This portion is to introduce students to cultural conditioning. The presenter will discuss this uncomfortable and jarring feeling with the students. This discussion of cultural conditioning is to introduce the notion that culture is learned and just because others do something different than what a student is used to, does not make it wrong, it just makes it different.

Time 00:50

Anticipating Change (5 min)

- In a big group discussion, the present will ask the following questions and open it up to the entire group:
 - Will life abroad be the same as it is here?
 - What differences or changes can you anticipate?
 - How might these changes affect us? (e.g., stress, sadness or happiness, homesickness)
- The goal of this portion of the lesson is to make the orientation much more interactive and student driven. The presenter should build off of the students comments and hear the concerns that some of the students have about their study abroad experience.

Time 00:55

5 Rs of Change--Explanation (10 min)

- This is a tool that students can use to help them anticipate change and identify strategies to help themselves cope with change. The presenter will go over the various “Rs” with the students.
- **ROUTINES:** The presenter will discuss with the students that even the most basic routines may be different in another country/culture. Some questions that could be used to familiarize and facilitate this discussion are the following:
 - What was it like when you first started college? How did your routine change?
 - How did it make you feel? (Low grade stress? Worried? Happy? Not feeling grounded or anchored?)
 - What are the routines that you anticipate are going to be different in your new host culture/country?
- **REACTIONS:** The presenter will explain that everyone has their own aspects of their culture that they are doing in our own culture, but sometimes we get a very different reaction from what we are used to when we are in a new culture. Some of the examples to help facilitate the engagement with students can be as follows:
 - *Example:* Greetings. Some cultures greet with hugs and kisses. Others do not. What would the reaction be if you kissed someone for the first time (as a greeting) in a culture where they prefer lots of personal space/no touching?
 - *Example:* Humor. Ever tell a joke that did not go over well?
 - *Example:* Dress. What is normal here may be very different elsewhere. People may react differently to how you dress. (e.g., Bananaslug tie in a business meeting in Japan may seem very odd)
 - *Example:* Tipping. Many international students unaccustomed to tipping, while it is the norm here. How would a US server react if there was no tip left on the table?
 - How would these reactions affect us?
 - Possible higher levels of uncertainty/confusion
 - Possible sense of communication skills/confidence decreases
 - Become critical (our way is better than their way)
- **ROLES:** The presenter will discuss how roles and responsibilities shift when we move across cultures, even within the united states. Some of the questions that can be used to stimulate conversation and familiarize students to the concept are as follows:
 - *Example:* What roles do you currently play here? (student, club member/officer, RA, peer mentor)
 - *Example:* How might they be different over there?
 - *Example:* How might change in roles affect us?
 - Excitement for new role (re-invent yourself)
 - Unwanted roles: pressure, rejection of being defined a certain way (goes against your identity)
 - Sadness and loss of identity for roles lost
- **RELATIONSHIPS:** The presenter will discuss how relationships can change when we move across cultures, or move away from our own communities. Some questions to help stimulate the discussion are as follows:
 - How might your relationship with your family and friends change while you are

<p>away?</p> <ul style="list-style-type: none"> ○ What do you hope relationships will look like with people from your host country? ○ How might change in relationships affect us? <ul style="list-style-type: none"> ▪ Excitement, satisfaction with new relationships ▪ Worry, frustration, tension as old relationships change ▪ Sadness, loss of support system ● REFLECTIONS ABOUT YOURSELF: The presenter will instruct the students to thinking about how we may notice change in ourselves as we cross cultures. Reflecting on the various other “Rs” may help us realize what values are important to us. Students may even notice a shift in identity due to their different positionality within their new host culture. The presenter will discuss how some students may up certain habits, gestures, etc., not immediately noticeable to themselves, but perhaps to others back home upon return. Taking time to reflect on how the experience is affecting us is important for self-growth.
<p>Time 1:05</p> <p>5 Rs of Change--Individual Work (5 min)</p> <ul style="list-style-type: none"> ● The presenter will pass out the “5 Rs of Change” worksheet and have each of the students fill out the worksheet individually (see Appendix D). This is a time for students to process the pre-departure orientation and put into action what they are anticipating for their study abroad experience.
<p>Time 1:10</p> <p>5 Rs of Change--Group Work (15 min)</p> <ul style="list-style-type: none"> ● The presenter will have the small groups of student students share and talk out the 5 Rs worksheet. This will allow students to help each other identify some strategies for coping with change, maybe for their own experience of dealing with change. ● Each group will choose two strategies to share back to larger group.
<p>Time 1:25</p> <p>Closing/Wrap-Up</p> <ul style="list-style-type: none"> ● In closing, the present will review why we are having our students who are about to depart go through this pre-departure orientation. The presenter will reiterate that this pre-departure orientation is to help prepare students for intercultural interactions and navigating challenges that may arise. ● Review the How? (Agenda): <ul style="list-style-type: none"> ○ Explore the question, “What is culture?” ○ Identify “self-culture” (important to understand self in order to understand how to live in another culture) ○ Discuss cultural transition to help you anticipate change ○ Give you a tool to identify potential challenges associated with change ○ Identify strategies to navigate those challenges ● Close and open for questions.

APPENDIX B

The Warm Up Activity

Warm Up Activity for Study Abroad ICC Component of PDO

- Students arrive, check in, then find their name tag and group
- Students sit down with group, and engage in warm up activity while they wait for others to arrive

Warm Up Activity

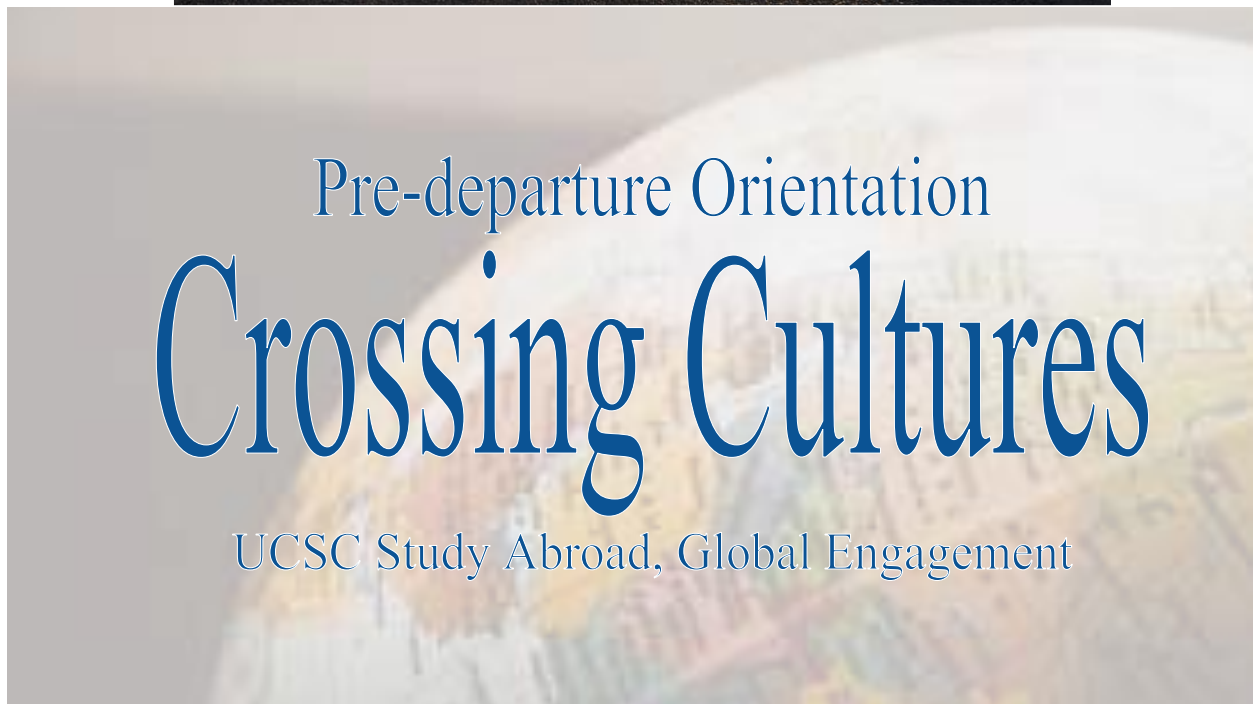
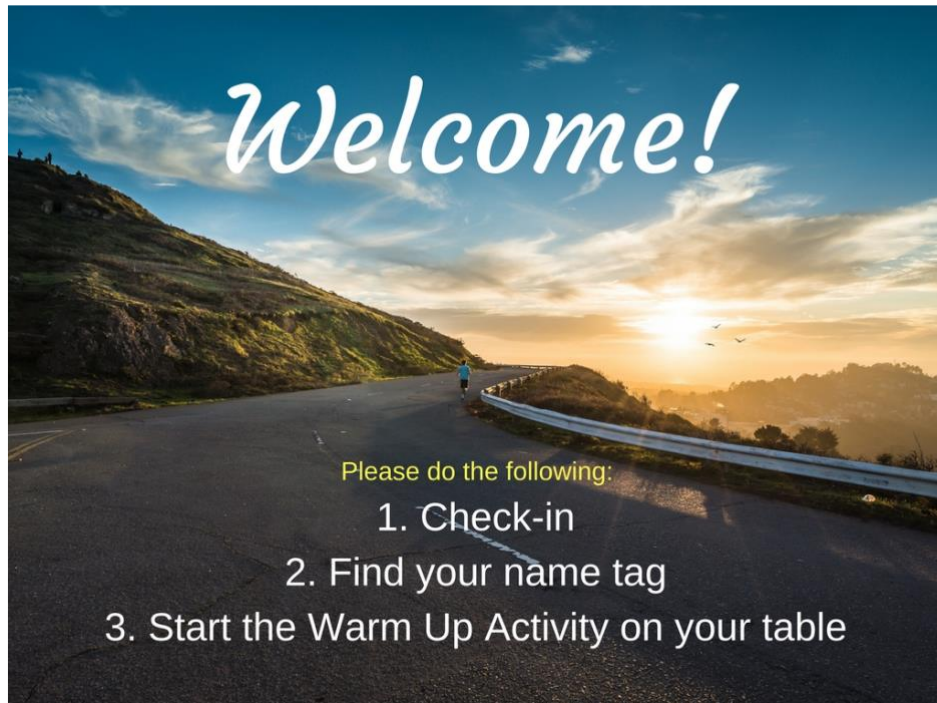
1. As people join your table, introduce yourself.
2. Roll the die once or twice to determine the # of the question you will respond to.

Questions:

1. Why did you decide to study abroad?
2. What attracted you to the program you will be studying abroad in? Was it location? Language/culture?
3. What do you think you will miss most about home while abroad?
4. What do you most look forward to doing abroad?
5. What makes you nervous about studying abroad?
6. What do you hope to get out of this study abroad experience? What are the outcomes are you hoping for?
7. What personal items (e.g., photos, favorite candy, or snack) will you take with you from home? Is there something that you have to have from home?
8. How do you think this study abroad experience will impact your life or your future career?
9. What are 3 things you know about the country or culture that you are traveling to?
10. If you had all the money and time in the world, where would you travel and why?
11. Do you speak the language of your host country? How difficult (or easy) do you think it will be to communicate with others?
12. What are 3 things you would want people in your host country to know about UCSC or Santa Cruz?

APPENDIX C

The PowerPoint



Today's Agenda

1. Define Culture
2. Identify Self-Culture
3. Discuss Cultural Transition
 - a. Anticipate change
 - b. Strategies for coping with change



Introduce Yourself!

Tell us:

1. Your Name
2. Where you're studying abroad



What is CULTURE?









<http://www.ellisjones.com.au>

Visible

Invisible

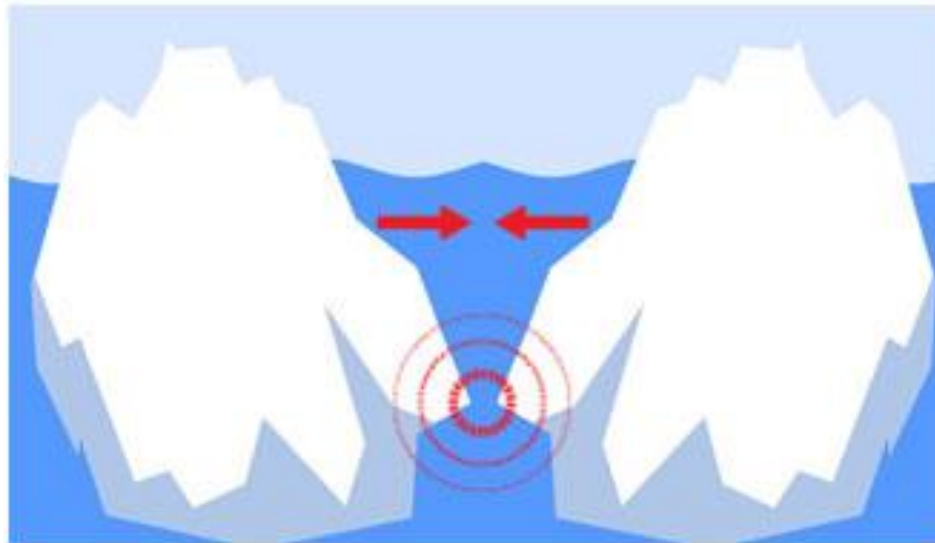


Values

Beliefs

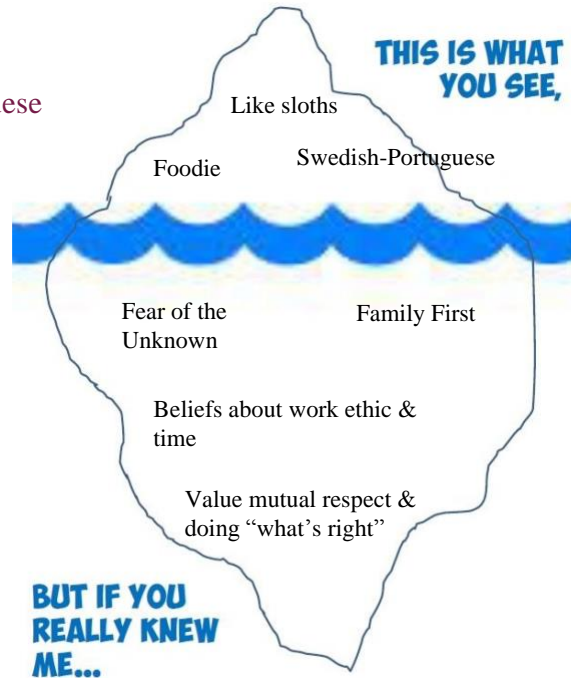
Attitudes

Thought
Patterns



MY IDENTITY

1. Swedish/Portuguese American
2. LGBT
3. Educator

Instructions:

1. Find a partner
2. One person asks the questions, the other answers using only, "Yes" or "No"
3. Switch roles

YES OR NO?

1. Are you a sophomore?
2. Are you a junior?
3. Did you study last night?
4. Did you go to class today?
5. Have you studied abroad before?
6. Do you speak another language?
7. Do you live on campus?
8. Do you have a roommate?
9. Do you like dogs?
10. Have you ever kissed a bananaslug?

Will life over
there be the same
as here?

How might these
changes
impact me?

Possible Impact of Change

- Sadness
- Sense of Loss
- Stress
- Anxiety
- Tendency to judge: My way is better than theirs
- Homesickness
- Excitement
- Sense of Adventure
- New beginnings
- New world view
- Better understanding of self

5 Rs of Change

Routines

How might your routine change when you go abroad?
How difficult will it be to adjust?

Reactions

We do things we're accustomed to doing at home, but might get a very different reaction than we expect in a new culture. How might these reactions be different?

Roles

What roles do you fulfill now? What responsibilities do you hold? (e.g., student, club member, etc.) How might these roles & responsibilities change while abroad?

Relationships

How might relationships be different abroad? How might current relationships with family/friends at home change?

Reflections

How might you change as a person because of this experience abroad?

5 Rs of Change: Small Group

1. Discuss the 5 Rs worksheet with your table.
 - a. What examples of change did you come up with?
 - b. How might you respond to those changes?
 - c. What can you do to effectively manage those changes?
2. As a group, select 1-2 examples of change and strategies to manage that change.
3. Decide who will be your group representative and share the examples of change + strategies with the class.

What we covered today...

1. Defined Culture
2. Identified Self-Culture & Identity
3. Discussed Cultural Transition
 - a. Tool to help anticipate change
 - b. Strategies for coping with change



APPENDIX D

The 5 R's Worksheet

Effectively Managing the 5Rs of Culture Change

Reflect on each of the 5Rs of Culture Change for your situation specifically. What are the changes you have/will face as you move between cultures? Be as specific as possible. List the routines that will/have changed(d), etc. Then note why this is significant to you. If you find this change stressful, how might this stress manifest itself in you? Rank the impact of these changes on you, from 1 being most significant, to 5 being least significant. What now: What are the 1-2 things you can commit to doing that will best help you manage this element of culture change?

Routines	What change?	Why significant?	How do/did I respond?	What now?
Reactions	What change?	Why significant?	How do/did I respond?	What now?
Roles	What change?	Why significant?	How do/did I respond?	What now?
Relationships	What change?	Why significant?	How do/did I respond?	What now?
Reflections About Yourself	What change?	Why significant?	How do/did I respond?	What now?

Reproduced from: Kate Berardo, "Framework: The 5Rs of Culture Change," in *Building Cultural Competence: Innovative Activities and Models*, eds. K. Berardo and D.K. Deardorff (Sterling, VA: Stylus, 2012), 193-199.