The Middlebury Institute of International Studies

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Diversity Awareness and Non-discrimination Instructor Training for Outward Bound Costa Rica

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Jordan Bowlby Emily Greenblatt Spring 2015

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About Our Team



JORDAN L. BOWLBY

Jordan Bowlby is a Colorado native now pursuing his Masters in International Education Management at the Middlebury Institute of International Studies at Monterey. He has spent the last several years working as an English teacher and leading international outdoor education programs in Perú, Costa Rica, and South Africa. In his free time he can be found rock climbing, hiking mountains, snowboarding, and travelling around Latin America. He is passionate about

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EMILY GREENBLATT

Emily Greenblatt is an Oregon native now residing in Monterey, California while she pursues a Masters in International Education Management from the Middlebury Institute of International Studies at Monterey. Emily has international experience working as a nanny and housekeeper in Italy,

volunteering at an orphanage, daycare, and eco-reserve in Peru, and traveling independently in Central America, South America, and Western Europe. Emily currently works as an Activity Manager for Education First Language Travel. Emily plans to devote her professional career to facilitating international exchange through citizen diplomacy and service learning to assist students on a path to global understanding and commitment to international involvement.

Statement of Ethics

INTEGRITY

During the entirety of our training design, execution, and assessment process we will maintain a professional level of integrity and honesty. We will treat all participants and stakeholders with fairness and complete equality. In instances of conflict and disagreement, we will uphold our commitments of integrity and honesty, and react to situations in a manner that reflects these principles.

DIVERSITY

In dealing with our instructor participants and our client, we will respect diversity among individuals and treat every person with equal acknowledgement and dignity, regardless of cultural background, race, or ethnicity. In planning and developing our training, we will strive to keep in mind all belief systems and design the content of our training to reflect this. We will engage respectfully with all individuals involved in the training with equal commitment and attention. In every aspect of our design, training, and assessment process we will strive to maintain openness to other values systems and not allow our techniques to be guided simply by American biases and cultural norms.

OBSERVANCE OF BEST PRACTICES

We will strive to adhere to best practices in the field of international education and study abroad. We will periodically refer to these best practices to ensure our methods for design, execution, and assessment of our training are up to par. We will exhibit sensitivity to our client and instructor participant needs, and attend to each concern and conflict with professional practices and full responsibility.

TRANSPARENCY

We will strive to make every step of our training design, execution, and assessment process transparent and clear for a diverse range of individuals. We will demonstrate our level of transparency by checking for mutual understanding of our process among instructor participants and our client, and by always providing our stakeholders with adequate information and other resources necessary to fully understand our purpose and actions. We will make sure the resources we provide are current, accurate, and readable. We will word our training content in a straightforward manner, to accommodate the mixed language abilities of our participants.

COMPETENCE

We will carefully design and develop our training to reflect our knowledge of program design and assessment and our full commitment to creating a successful and replicable training. We will regularly seek advice and guidance from both our client and our professor to ensure that our work is of adequate quality and in line with appropriate expectations, requirements, and guidelines.

RESPONSIVENESS

We will strive to maintain open and clear communication with our stakeholders. We will provide multiple means of communication for our client including Skype, email, WhatsApp, and phone correspondence, to allow flexibility and increased communication between the three of us. We will also provide our instructor participants with multiple means to contact us prior, during, and after the training to address their questions, concerns, and critiques. We will reply to our messages from instructor participants and our client in a timely and professional manner, never allowing more than 24 hours of response time.

QUALITY

We will strive to provide high quality design models, training materials, and assessment methods to provide exceptional results. We will review our work consistently among ourselves and with our client to ensure maximum improvement. If our client or other stakeholders advise changes, we will process these critiques seriously and make necessary changes in a timely manner. We will maintain flexibility throughout our design, execution, and assessment process, and remain open to alternative practices and critiques of our work.

Project Overview

EXECUTIVE SUMMARY

Our project consists of three deliverables that we have designed for Outward Bound Costa, and specifically for the Executive Director of Outward Bound Costa Rica, Jim Rowe. Before we describe our deliverables in detail, it is important to know a little bit about Outward Bound Costa Rica (OBCR), and their values and philosophy.

"Outward Bound Costa Rica is a non-profit educational organization that serves people of all ages and backgrounds through active learning expeditions that inspire character development, self-discovery, and service both in and out of the classroom. Outward Bound delivers programs using unfamiliar settings as a way for participants to experience adventure and challenge in a way that helps students realize they can do more than they thought possible. Outward Bound Costa Rica inspires and develops leadership, compassion, intercultural understanding, respect for the environment, and a commitment to serve through adventure-based programs led by a highly skilled, safety-conscious staff. There are currently Outward Bound Schools in 33 countries with over 250 wilderness and urban locations. Worldwide, Outward Bound serves over 250,000 participants each year" (Overview, 2015).

We conducted a needs assessment to gauge the primary needs of our client, and discuss areas for project design. Our client voiced the concern that many of the OBCR instructors lack an "awareness of diversity," and that they would greatly benefit from improving their knowledge on the topics of diversity and discrimination, as well as improving their skills to mitigate and discuss issues of diversity and discrimination among students on outdoor expeditions. Using this information, we were able to determine the framework for our project. We decided to meet our client's stated needs by creating a Diversity Awareness and Non-discrimination Instructor Training (see Appendix A), along with a corresponding assessment survey (see Appendix B) and supplemental chapter for the OBCR Instructor Manual (see Appendix C). The overall impact for our project was to *increase the instructor's abilities to handle issues related to racism, classism, and nationality discrimination on group expeditions*.

Throughout both the design and assessment portions of this project, we worked to ensure that the values of OBCR, and what they represent, were visible in ever aspect of our development process. We developed our three deliverables with several considerations in mind. These considerations included: the specific needs of (OBCR), the guidelines of the International

Education Design and Assessment course, and the interests and skills of our design team. These three criteria were used to better focus our project in order to produce a valuable product for all of the parties involved.

Our first and primary deliverable is the Diversity Awareness and Non-discrimination Instructor Training. This training will be four hours in length, include 20 instructor participants, and cover the topics of racism, classism, and nationality discrimination. The training will be held in Costa Rica at the OBCR facility, and be facilitated by an OBCR staff member. The training will be broken into three sections by topic, and each section will include three activities. Instructors will participate in the activities, discuss them afterwards, and complete a final assessment survey upon the completion of the training.

Our second deliverable is the corresponding Training Assessment Survey. Because this deliverable will include direct participation of instructors, we completed an application to be submitted to the Middlebury Institute of International Studies Institutional Review Board (see Appendix D). The survey we developed is broken down into two sections: participant satisfaction and participant comprehension of concepts. We will measure instructor satisfaction of the training, as well instructor comprehension of the topics of racism, classism, and nationality discrimination, along with other content discussed in the training.

The assessment survey will be anonymous. The facilitator will distribute this survey upon the completion of the training, and participants will be given 15 minutes to complete the survey. The facilitator will then collect the survey responses and record the results. The results of the survey will be organized and then analyzed by the facilitator, the OBCR Executive Director, or another designated individual. The analysis of these results will be used to inform future changes to the training content, the survey content, as well as any organizational changes that may be necessary.

Our third and final deliverable is the Chapter on Diversity Awareness and Non-discrimination that will be added to the OBCR Instructor Manual. This chapter is three pages in length, and comprises the key elements from our training. The chapter includes key term definitions, tools to mitigate issues of racism, classism, and nationality discrimination on group expeditions, and questions to raise in circumstances of discrimination and conflicts related to these topics. We developed this chapter to be used as a mobile "tool-kit," a tangible resource that instructors can easily refer to when and where these situations arise on outdoor expeditions.

Ultimately, our project will provide OBCR instructors with the experience and tools necessary to mitigate and discuss issues of diversity and discrimination among their fellow instructors and their students.

*For a previous version of our Project Design Proposal, please see Appendix L.

Needs Assessment

NEEDS ASSESSMENT MODEL

For our needs assessment model we conducted an individual informational interview with the Executive Director of Outward Bound Costa Rica, Jim Rowe. Because of our location difference, we conducted the interview via Skype. In preparation for our interview with Jim, we researched Outward Bound Costa Rica and gathered as much information as we could prior to the interview. We then collaborated to create a list of about ten open-ended questions for Jim, making sure to only include questions that we could not find the answers to on our own (Gupta, 2007).

The type of assessment we conducted was a knowledge and skills needs assessment (Gupta, 2007), where we focused our questions on the knowledge and skills needed to perform tasks as instructors at Outward Bound Costa Rica. We classified our client's needs as individual performance needs because they focused primarily on gaps in the desired behavior and performance of OBCR instructors, specifically relating to their lack of diversity awareness and non-discriminatory practices on group expeditions.

Once we had narrowed down the needs of our client to individual performance issues, we used Gilbert's Six Barriers of Personal Performance to further analyze and assess what barriers may be hindering the performance of OBCR instructors (Binder, 2009). We assessed that instructors may lack proper resources to deal with issues of diversity in group settings, they may lack adequate knowledge of the subjects of diversity and discrimination, and they may also lack an emotional capacity to deal with these complex and sensitive issues.

This assessment led us to our conclusions that additional training was needed to further develop diversity awareness and non-discrimination skills among instructors. We conducted a second follow-up conversation with Jim to confirm that we had heard and analyzed his needs correctly, and to make any necessary adjustments to our needs assessment conclusions.

CRITICAL QUESTIONS FOR OUR CLIENT

Our most crucial and useful questions for Jim were primarily "big picture" topics, that helped us quickly narrow down our focus and better direct specific follow-up questions in the later part of our initial needs assessment interview and follow-up interview. We strived to keep our questions simple and straightforward so as to avoid complexity and misunderstanding of questions.

Our primary questions were as follows:

- What are your long-term goals for Outward Bound Costa Rica as an organization?
- What are some overarching needs of your organization?
- Would you prefer for us to work on a new project to address these needs, or an existing project within the organization?

Our follow-up questions were as follows:

- Would your instructors benefit from a diversity awareness training?
- What type of training do the instructors currently go through?
- What training methods are the instructors accustomed to?

NEEDS ASSESSMENT WRITE-UP/KEY ELEMENTS OF PROJECT

Through our needs assessment we deduced that our client's primary need is to improve the "diversity consciousness" of OBCR instructors, in other words, to improve instructor awareness of diversity and increase non-discriminatory practices. Our client noted that there have been instances where he felt the instructors lacked proper understanding and respect for diversity among individuals, and lacked adequate judgment about how to properly deal with scenarios of interpersonal discrimination on group expeditions.

Through the course of our assessment, our client highlighted nine specific areas where discrimination and diversity inclusion were of importance: nationality discrimination, racism, classism, bullying, ageism, sexual orientation, sexism, religious discrimination, and learning disabilities. Due to our time constraints for this project, we chose to narrow these nine topic areas down to three: racism, classism, and nationality discrimination. We chose to focus on these three in particular because of their interrelatedness, because of our previous experience in these subject areas, and due to lack of experience and knowledge in the other six areas.

We chose to design and implement a half-day training course, included in the annual OBCR staff training, to specifically educate instructors on the issues of racism, classism, and nationality discrimination. We also decided to design a corresponding survey to assess our training, and a supplemental chapter on these topics to be added to the OBCR Instructor Manual. Our client informed us that in OBCR trainings the instructors are accustomed to reflecting upon and synthesizing real-world scenarios and plotting their responses on matrices. This allows them the ability to refer to and directly apply what they learn in training to their work in the field. We decided to stay consistent with this existing training model of providing the instructors with scenarios (although ours were hypothetical), along with adding some additional group discussions and worksheets to address non-discrimination and respect for diversity in group settings. When we had a full idea of what our project would include, we created a formal Scope of Work in order to have our project plan in written form, for us to reference at later dates (see Appendix E).

ANTICIPATED LIMITATIONS

Through discussing our training plan in detail with our client, we have outlined three primary limitations that may occur during the course of our instructor training. The first potential limitation for our training is the variety in educational backgrounds of the instructors who will participate in the training session. As Jim noted, "We have some instructors who join our team with a Masters in the field, and others who have not completed an elementary school education" (Skype meetings, February 2015). We will address this educational imbalance by designing all of the materials in a simple and straightforward format, using no specific jargon or complicated terminology. Training facilitators will also be available to break down concepts into simpler or alternative phrasing for instructors, if necessary.

The second potential limitation is the language barrier between native English speakers and second language English speakers. Our client noted that the instructors employed at OBCR come from all over the globe, including Mexico, Malaysia, Brazil, and Sweden, among other countries. This language separation leaves ample room for misunderstandings between individuals during the training, and misunderstanding of the training content for non-native English speakers. We plan to remedy this potential challenge by assigning bilingual facilitators to administer the training. Jim has informed us that there will be bilingual facilitators available. Our simple and straightforward wording of the training materials will also help mitigate this potential limitation.

The third limitation that may arise during our training in one of Gilbert's Six Barriers: lack of emotional capacity (Binder, 2009). The topics of racism, classism, and nationality discrimination are all very charged issues, and we recognize that these may be difficult or painful for some individuals to process and discuss in a group setting. We will mitigate this limitation by making every exercise in our training optional, and allow abstention from any activity provided we understand that an individual is truly emotionally incapable of or unwilling to participate.

STRATEGIES TO FULFILL CLIENT NEEDS

We have designed our project to address our client's needs and improve upon existing practices at Outward Bound Costa Rica. Our primary strategy to fulfill these needs will be to design and conduct a half-day training for the 20 OBCR instructors. This training will seek to provide instructors with the tools needed to better understand and mitigate issues of racism, classism, and nationality discrimination on group expeditions. This will address our client's primary concern regarding the lack of knowledge and respect for diversity among instructors.

We will incorporate our half-day diversity training into the existing two-week annual training for all OBCR staff. This will address our client's interest in adding to the existing training in the organization, rather than creating a separate event.

We will use hypothetical scenarios to be read and discussed among instructors. These scenarios will be created based on Jordan's extensive experience leading international outdoor expeditions, similar to those led by OBCR instructors. This will address our client's input that it is best to train instructors in a way they are accustomed to, instead of completely changing their normal educational training process. This will also address our client's interest in providing the instructor's with scenarios as examples, so that instructors can better recount and apply specific information from scenarios directly to similar instances they encounter during group expeditions.

Lastly, we will provide a small chapter to be added to the OBCR instructor handbook that will include a synopsis of our training. It will provide key terms and concepts as a "toolkit" for instructors to refer to when they encounter issues of racism, classism, and nationality discrimination during their group expeditions. This will essentially be a written reiteration and conclusion of the workshop, where we include pointers for encouraging diversity awareness and non-discrimination. This written chapter will address our client's interest in creating a lasting bank of knowledge for instructors that they can access at any point as issues arise during their work.

BUDGET & RESOURCES

The costs and resources required for this project will be minimal, due to the fact that our training is only four hours, the training space is owned and provided by our client, and we designed a local assessment survey, rather than using a costly commercial assessment instrument. A facilitator will need to be compensated for the entire four hour duration of the training, including some setup and breakdown time. Our client noted that he will provide the facilitators, and that they are already employed by Outward Bound Costa Rica in other capacities. Depending on whether the facilitators are paid hourly or by salary, their compensation for the training will vary.

For the training itself, we intentionally developed activities that did not require any materials or additional costs. The exception to this is the paper and pens or pencils required to create nametags for each participant. We anticipate the cost of these materials to be under \$5.00. For the assessment, 20 surveys will need to be printed for the participants, and pens or pencils must be provided as well. We anticipate that the cost of administering the assessment will also be under \$5.00. The cost of analyzing and organizing the results of the surveys will be no cost. The surveys do not require any specific software to be analyzed; excel spreadsheets or even simple document columns will be sufficient.

ACCESS TO ONLINE PROJECT DELIVERABLES

The following documents can be downloaded and edited from a public Google folder that was created in order to make the documents available from any location with Internet access.

- Diversity Awareness & Non-discrimination Training
- Assessment Survey
- Chapter on Diversity Awareness & Non-discrimination

https://drive.google.com/folderview?id=0B9--

_Nu4VVg5flFQY0tsMGNJV1BfQmpuSm5wTWJUWHdmZjdiU3pINTN2MXRRR2JtVWUwa G8&usp=sharing

Program Design Proposal

EXECUTIVE SUMMARY

The concept for the Diversity Awareness and Non-discrimination Instructor Training for Outward Bound Costa Rica was developed with several considerations in mind. These considerations include: the specific needs of Outward Bound Costa Rica (OBCR), the guidelines of the International Education Design and Assessment course, and the interests and skills of our design team. These three criteria were used to better focus our project in order to produce a valuable product for all of the parties involved.

Beginning with an interview of mostly open-ended questions, we were able to narrow our focus to the subject of diversity awareness and non-discrimination with program instructors. After several important discussions it was determined that the project would consist of a half-day instructor training and a chapter in the instructor manual on the topics of racism, classism, and nationality discrimination. Jim Rowe, the Executive Director and founder of OBCR, specifically mentioned these topics as being of high importance to the organization. We determined that our training would last no longer than four hours, due to the fact that instructors will already be partaking in the full two-week instructor training. Using this information we were able to determine that the overall impact for our project would be to *increase the instructor's abilities to handle issues related to racism, classism, and nationality discrimination on group expeditions*.

It was determined that the best way to increase the instructor's understanding of these topics was through the use of hypothetical scenarios and a variety of activities using several different teaching methods that were largely based off of the Experiential Learning Cycle (Kolb, Boyatis, & Mainemelis, 2001). For each topic discussed, instructors will be given tasks that allow them to move through the various stages of experiential learning, which are: experience, reflection, abstract conceptualization, and application/active experimentation (Kolb, Boyatis, & Mainemelis, 2001). Along with our teaching methods and materials we will design an assessment survey for the instructors to fill out after completing our training. This will allow us to better determine which activities were most and least effective and how we can improve the program in the future.

Ultimately, this project will leave Outward Bound Costa Rica with a repeatable Diversity Awareness and Non-discrimination Instructor Training course that will include all of the necessary instructions and materials needed to be led by a facilitator with no previous experience on the subjects. We do not anticipate implementing the training ourselves and will include sufficiently detailed materials for project implementation.

KEY ASSUMPTIONS

It is worth noting that many of the topics that will be covered in the Diversity Awareness and Non-discrimination Instructor Training will largely be based on a United States viewpoint and value system and may not reflect the viewpoints and values of everyone involved. We respect different value systems yet acknowledge our own biases toward Western values and cultural standards.

PROJECT DESCRIPTION

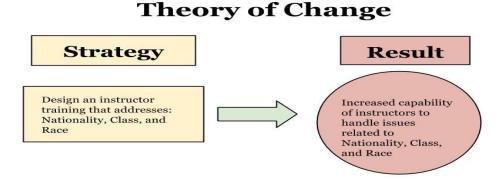
For our project we will design and assess an training on diversity awareness and nondiscrimination for Outward Bound Costa Rica instructors. We will develop the content of this training by developing hypothetical scenarios, group activities, and discussion questions relating to racism, classism, and nationality discrimination in order to better prepare instructors for group expeditions. The instructors will then participate in these various discussions and activities and gain skills to facilitate non-discriminatory decision-making on future group expeditions. The training will be assessed through a survey to test participant satisfaction and knowledge gained by instructors in order to gauge areas for future improvement of the training.

CHAPTER IN INSTRUCTOR MANUAL

We discuss the instructor training and assessment survey in detail throughout this document, however we wanted to highlight our third deliverable, the supplemental chapter in the Outward Bound Costa Rica Instructor Manual, in further detail. The chapter in the OBCR Instructor Manual was created so that instructors will have a resource to refer to while on expeditions. This resource will help reinforce the training and assist in achieving the intermediate and long-term goals listed under outcomes as well as the overall desired impact stated in the Program Logic Model. The Chapter on Diversity Awareness and Non-discrimination was designed to fit into the Other Guidelines portion under the section titled Safety Guidelines and Procedures of the current Outward Bound Costa Rica Instructor Manual.

The Instructor Manual chapter will include instructions for how to use the chapter itself, the Developmental Model of Intercultural Sensitivity, useful definitions, and key takeaways from the training. These will give instructors a resource to use when they encounter issues of racism, classism, and nationality discrimination on expeditions. The Developmental Model of Intercultural Sensitivity can be used by instructors in order identify where students may be located on the scale and better understand what types of interventions may be necessary. The definitions included will provide the instructors with the proper language and terminology to discuss issues of racism, classism, and nationality discrimination with students and other instructors. Lastly, the key takeaways portion will highlight important takeaways and learning outcomes from the instructor training.

THEORY OF CHANGE NARRATIVE



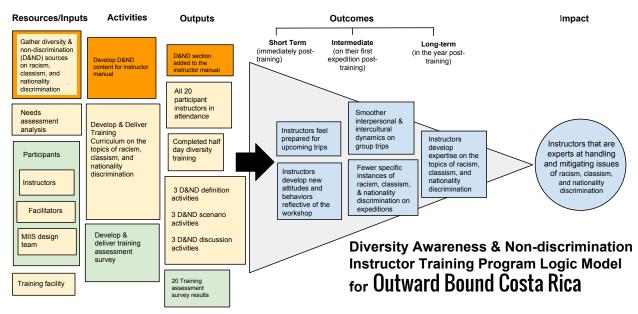
Our final Theory of Change demonstrates the overall intended strategy to fulfill our client's needs, in connection with our intended overall result. Drawing from the information gathered in our needs assessment, we deduced that our client's largest need was to increase the capability of instructors to mitigate issues of racism, classism, and nationality discrimination on outdoor expeditions.

Once we settled on a succinct and explicit final impact, we worked backwards in brainstorming activities for our training that would lead to our final impact. It was useful to have a clearly defined result in mind while coming up with our strategies, so we did not get sidetracked from our overall goal during the brainstorming process. After substantial research, brainstorming, and collaboration, we decided that designing and assessing an instructor training was the most appropriate strategy to fulfill our client's need and produce our final impact.

Our initial impact evolved several times during the first few weeks of its creation to become more specified and narrow in scope to fit our timeline and to ensure product quality overall. Initially, we included both students and instructors in our impact, and we used the term "intercultural competence," before narrowing that down further to specifically include race, class, and nationality. It was useful to revise our Theory of Change multiple times in order to refine our design further and increase clarity of the model.

* For a previous version of our Theory of Change, please see Appendix J.

PROGRAM LOGIC MODEL NARRATIVE



The Program Logic Model (PLM) visually demonstrates the process and logic that was used in designing the Diversity Awareness and Non-discrimination Instructor Training. It was designed to be read from left to right, beginning with all of the resources that will be necessary, then moving into the activities that will be completed, followed by the outputs (ways of measuring success), followed by the intended outcomes categorized in various time intervals, and ending with the final impact. The Program Logic Model was color coded to distinguish different strategy strands of the program that will be used to achieve the final goal. The terminology used was very precise and all of the measurable outcomes were created in order to ensure that the program could be assessed properly.

We intentionally designed our PLM to be extremely straightforward, and as succinct as possible. We did this to reflect our training goals- to be clear and understandable, in order to serve the diverse group of instructors participating in the training. Program Logic Models are used to convey meaning, and in particular, the complexity of a project (Knowlton & Phillips, 2013). For this reason, we created our Program Logic Model to be understood, or at least read, by a variety of audiences.

In order to better understand the Program Logic Model it will be important to explore some of the terminology used, beginning with: *what is a diversity awareness & non-discrimination training?* Diversity means "The state of having people who are different races or who have different cultures in a group or organization" (Merriam-Webster, 2015). In our training non-discrimination means "Fair and unprejudiced treatment of different categories of people" (Oxford Dictionary, 2015). This Program Logic Model describes how instructors will become aware of diversity and learn non-discrimination practices.

All of the strategy strands listed in the Program Logic Model are used in order to achieve the overall desired impact of having instructors that are experts at handling and mitigating issues of racism, classism, and nationality discrimination. What this overall desired impact means is that the instructors will have a sufficient background on issues of racism, classism, and nationality discrimination, and they will be able to successfully recognize and mitigate circumstances of discrimination and potential risk factors involved. It also means that the instructors will recognize their own biases regarding these topics and why they have them. The instructors will then be able to use the tools and experiences learned during the training to prevent, mitigate, and discuss the topics of racism, classism, and nationality discrimination among themselves and students on Outward Bound Costa Rica expeditions.

The strategy strand colored in orange is related to the process that will be used to achieve the goal of having a chapter in the instructor manual. The Chapter on Diversity Awareness and Nondiscrimination will be created so that instructors will have a resource to refer to while on expeditions. This resource will help reinforce the training and assist in achieving the intermediate and long-term goals listed under outcomes as well as the overall desired impact stated in the Program Logic Model.

The yellow strategy strand is related to the creation of the Diversity Awareness and Nondiscrimination Instructor Training itself. The training strategy strand will be where the bulk of the information about racism, classism, and nationality discrimination will be explored. This is based upon the needs that were identified during the needs assessment. This strategy strand will use methods through a variety of activities in order to maximize instructor learning. The curriculum was informed and modeled using Kolb's Experiential Education Cycle and will be measured by the outputs of creating nine different activities and by having all 20 participants complete the training. The training will directly lead to our outcomes and overall impact.

Lastly, the green strategy strand pertains to assessing both instructor satisfaction as well as instructor comprehension of key concepts (learning outcomes) outlined in the training. The Assessment Survey will require that the assessment be developed and delivered as a separate activity and will be measured by 20 complete assessment survey results.

All of the strategy strands were created to achieve the outcomes and overall impact. The outcomes of the training were broken down into short-term, intermediate, and long-term categories in order to better assess if the goals have been met, or when we can expect them to be met. Short-term was defined as the period immediately following the training. In the short-term we expect the instructors to feel prepared for upcoming trips and that they will have developed new attitudes and behaviors reflective of the workshop. Being prepared for upcoming trips refers to how the instructors feel specifically regarding issues of racism, classism, and nationality

discrimination rather than outdoor skills or other unrelated topics that we are not focusing on. The outcome of having the instructors develop new attitudes makes the assumption that they are currently unknowledgeable about these topics and that these new attitudes and behaviors will be formed immediately after the training and only require a short processing period.

The intermediate outcomes are defined as occurring on the instructor's first expedition following the completion of the training. The outcomes that we anticipate are smoother interpersonal and intercultural dynamics on group trips and fewer instances of racial, national, and class discrimination on trips. Smoother interpersonal and intercultural group dynamics means that students and instructors will be able to prevent, avoid, and mitigate conflicts while on expeditions. Fewer instances of racial, national, and class discrimination refers to reported incidents on expedition. We realize that this will be difficult to judge because many incidents regarding these issues are not reported or overtly discussed.

Lastly, the long-term outcome of instructors developing expertise on the topics of racism, classism, and nationality discrimination is defined as taking place in the year post-training. The assumption of this outcome is that the instructors will continue to develop expertise on these subjects from their experiences on expeditions within the year following the training. *For a previous version of our Program Logic Model, please see Appendix I.

THE MODELING PROCESS

During the initial phases of the program design and modeling process it was important to focus on what the intended impact for our program would be. It became clear that we needed to focus on either the students or the instructors in order to keep the project from branching into several different areas of focus. With the help of our client, it was determined that our focus would be on the instructors increasing both their understanding and ability to properly handle issues regarding racism, classism, and nationality discrimination in group settings.

Once the final impact was created, our team worked backwards in the design process in order to develop the best possible methods to accomplish our impact, while keeping in mind the implementation process and possible limitations (Wiggins & McTighe, 2005). We created the skeleton of a Program Logic Model on a white board and began working together to fill it out. Creating learning activities was a fairly straightforward activity. However, creating measurable outcomes was where we faced the biggest challenge. We spend several days conversing about how to measure our outcomes in order to easily assess them.

PROGRAM DESIGN

There were several factors that were taken into account for the design of the Diversity Awareness and Non-discrimination Instructor Training. The training needed to be simple and straightforward due to the diverse language and education levels of the instructors (Eight Principles of Good Practice for All Experiential Education Activities, 2013). The simplicity of the training was also important to consider because of the limited amount of resources and time available to complete the training. The training needed to fit into the already existing two-week training without impeding on the time designated for the rest of the OBCR training objectives and topics. Simplicity and utility played a major part in choosing to include hypothetical scenarios in the training that would allow for specific comparisons between training material and actual expeditions. These scenarios align with Outward Bound's philosophy of experiential learning and would fit in easily with the other sections of the instructor training.

Critical questions that were asked while designing the logic model:

- o Should the model focus on instructor learning or student learning?
- o How can we measure outputs and diversity-consciousness in general?
- o How can we quantify outputs to be measurable?

One of the most important determinations we made during the program design process was that the logic model would focus on instructor outcomes rather than student outcomes. This was a topic that was discussed at great length and was critical in the design process and the formation of our ultimate impact. The inclusion of student learning outcomes would have greatly expanded the scope of the program and could have resulted in less time devoted to each program outcome. Once we decided upon the outcomes, they were then divided into short, intermediate, and longterm categories to assist in the assessment process. Lastly, it was important to narrow the focus of the program from nine topics down to three topics in order to ensure that we were able to create a high quality program.

HOW THE MODEL WILL MEET CLIENTS NEEDS

The training program that we designed based on the Program Logic Model will allow OBCR to better train their instructors and raise the ethical standards for international outdoor education organizations. The Program Logic Model will be useful for the client to be able to follow along in our thought process as well as in improving it over the course of time. The model conceptualizes and articulates the key ideas behind the project goals and the ways in which the program will successfully achieve these goals.

MODEL BENEFITS AND LIMITATIONS

The logic model has several benefits and limitations. The benefits are that it is simple to understand, it is focused on one overall impact, and it is inclusive of various learning styles by incorporating a variety of activities. The anticipated limitations of our model is that is does not address possible language barriers that we might encounter with the Costa Rican instructors and that it does not include student feedback or student involvement. The possible language barrier will be addressed by having bi-lingual facilitators to run the Diversity Awareness and Nondiscrimination Instructor Training. We will address the absence of student involvement in the training by creating hypothetical scenarios for instructors to discuss that will represent student perspectives.

SMART AND FIT TESTING PROCESS

The SMART and FIT tables (see Appendix F) are used to explain precisely how the Diversity Awareness and Non-discrimination Instructor Training and the associated Program Logic Model meet the SMART and FIT principles commonly used in program design.

We tested the models using several worksheets (see Appendix K) that outlined specific questions to test the effectiveness and feasibility of our Program Logic Model. The purpose of the test was to look for gaps in our logic, highlight potential obstacles, and maintain focus on our final impact goal. Additionally, there was an external review conducted of the Program Logic Model by two of our peers in our Design and Assessment course.

Through both our internal and external SMART and FIT testing processes (see Appendices G and H) we were able to revise and edit our Program Logic Model in several respects. In regards to the SMART principles, we made a number of changes regarding how we planned to measure our results, stay relevant, and manage our timeline of the outcomes. Initially we included "lowered number of complaints of discrimination" in both our outputs and outcomes sections. However, through our SMART testing, we realized that this may not be an accurate measurement due to the fact that many complaints may not be files or recorded. Secondly, through the SMART testing process we changed a number of our training activities to better align with Kolb's Experiential Education Cycle, to be more relevant to our particular training content and the experiential learning philosophy of Outward Bound Costa Rica. In regards to time, the SMART testing process highlighted the fact that our short-term, intermediate, and long-term outcomes were not clear or specific. As a result, we specified these three phases exactly, and included the updated timeline of our outcomes in our revised Program Logic Model.

Through the FIT testing process, we noted that the intensity of our project might not be sufficient to achieve our intended results in all cases. That is to say, a half-day training on the topics of racism, classism, and nationality discrimination, may not include the depth and concentration

level necessary to create eventual expert instructors in these three areas. However, our time constraints both for the time allotted for the training itself, as well as the time constraint of the course, impeded us from being able to expand on the content depth and intensity in our workshop. In our recommendations for future improvements of our project, we suggested the training be expanded both in length and number of topics. This would allow for more in-depth understanding of the topics covered, and therefore a higher chance that our long-term outcomes and final impact could be achieved.

Assessment Proposal

EXECUTIVE SUMMARY

Our project consisted of developing three deliverables for Outward Bound Costa Rica. These deliverables included an instructor training, a supplemental chapter, and a training assessment survey. Outward Bound Costa Rica's overarching goals were taken into consideration during both the training and assessment design process. The training covers what it means to be diversity-conscious and non-discriminatory, how to use the developmental model of intercultural sensitivity scale, and how to discuss the definitions of stereotype, prejudice, and discrimination, among other concepts.

We designed a local assessment survey in order to ensure that the Diversity Awareness and Npndiscrimination Instructor Training meets the highest standards and can be improved for the following year. We developed a local assessment survey because it would be customizable to our needs, low in cost, and quick and easy for non-native English speakers to complete. The survey was created to measure two specific areas, learning outcomes and participant satisfaction. Learning outcomes was chosen in order better understand what the participants were able to glean from the training, in terms of content. Participant satisfaction was measured in order to better understand the participant's experience and level of comfort during the training. A section for open-ended comments was included to allow for more detailed commentary and suggestions.

The assessment consists of a one-page custom survey that will be filled out by instructors immediately following the training. The assessment survey will be distributed to the participants by the facilitator and filled out anonymously. The data will then be collected, entered into a spreadsheet, and analyzed in order to make informed decisions and improvements regarding the future of the training.

CONTEXT

It is important to assess our instructor training in order to gauge what diversity awareness and non-discrimination skills the instructors received from the training, as well as their satisfaction with the training overall. The instructors at OBCR go through an extensive two-week training prior to their expeditions each year, and it is important to know if our half-day training is a useful addition to the overall training.

Our assessment survey relates to our project design by gauging instructors on the outcomes listed in our Program Logic Model. These outcomes included changed attitudes and behaviors of instructors regarding diversity and discrimination, among others. This assessment of learning outcomes relates directly back to our client's need for more "diversity-conscious" instructors. If we are able to gauge progress among instructors in these areas, we will know we have properly addressed and served our client's needs.

PURPOSE STATEMENT & RESEARCH QUESTION

Through our assessment survey we are seeking to answer the question: "what did the instructors glean from the training in terms of diversity awareness and non-discriminatory attitudes and practices?" This relates back to our initial research question, "How can we better equip instructors at Outward Bound Costa Rica with the skills necessary to handle the issues of racism, classism, and nationality discrimination that may arise on expeditions?"

Assessment Plan Implementation

STAKEHOLDERS

Ideally, the facilitator of the Diversity Awareness and Non-discrimination Instructor Training will be the person implementing the assessment plan. Jim Rowe, the Executive Director, will choose this person. The main stakeholders in the assessment will be the facilitator, the instructor participants, and the Executive Director himself. In order to properly assess this training, the facilitator and Executive Director will need data regarding the success of the training and whether the training achieved it's learning outcomes. This data will allow them to assess how effective the training was and give them ideas for future improvements.

ASSUMPTIONS

One of the largest assumptions that the assessment plan makes is that a certain level of change will occur in attitudes regarding race, class, and nationality immediately following the training. In reality, it could take longer for the training material to be processed. If the instructors don't have enough time to reflect and process the training, it could lead to inaccurate assessment

results. The other assumption that we are making with the assessment plan is that the instructors will self-report honestly. It is possible that they may not want to share their actual views about the training if they feel that it might jeopardize their job. For that reason we have made the assessment survey anonymous, but the potential for dishonesty will remain a possibility.

BUDGETS & RESOURCES

The largest resource that is involved with both the training and the assessment will be the time of the facilitator and the instructors. The facilitator will also need to be paid for his or her time spent training and conducting the assessment. Also, the OBCR staff will need a computer to copy all of the survey results into an easy to read and easy to share format, such as an excel spreadsheet.

GOALS, OBJECTIVES, & RATIONALE

The goals of the assessment will be to identify areas for future improvement of the training, assess the instructor's level of comfort and satisfaction, and to verify that the learning outcomes in our Program Logic Model were achieved.

ASSESSMENT TOOLS

We chose to create our own local assessment tool in order to make the assessment highly customizable and easy to understand and analyze. We have a variety of instructors participating in the survey with varied reading levels and educational backgrounds, many of who speak and read English as a second language. Due to these reasons, we consciously designed the survey to be non-stressful and extremely straightforward. We kept the survey to one page of questions in order to avoid survey fatigue, stay within our given timeframe, and accommodate those instructors with low reading levels. We chose to have the survey be completed anonymously and in a simple pen and paper format to keep the assessment extremely simple in hopes that participants would then be more likely to answer the questions candidly and accurately (Schuh, 2011).

TIMELINE

We propose that the survey be implemented at the end of the training by the training facilitator for 15 minutes. The results should then be collected, recorded and analyzed by the facilitator within two weeks. Ideally the facilitator will create several spreadsheets to clearly demonstrate results and trends in the survey results. Then, the Executive Director will review the data and survey trends and choose to make changes to the training where he deems necessary. Ideally, the improvements will be made, or at least noted, within one month following the training, so that information is not forgotten or misconstrued over time.

DATA ANALYSIS PLAN

The survey will be analyzed by the facilitator, put into spreadsheets, and reviewed by the Executive Director for improvements and changes for future trainings. The Executive Director could also delegate another individual with making appropriate alterations to the training.

DATA REPORTING & DISSEMINATION

The data will be shared between the facilitator and the Executive Director. The Executive Director will decide whom else to share the data with, depending on what he deems appropriate and useful. This should all take place within one month of the training.

HOW DO YOU ANTICIPATE RESULTS CAN/SHOULD BE UTILIZED?

Results should be used primarily to inform the training for the following year. The assessment survey results can be utilized to create new sections of the training, change or delete sections, or to change formatting and facilitator involvement in the training. These survey results can also be used to inform future changes to the assessment survey tool itself. Lastly, these results can be used by OBCR to show program credibility and instructor expertise in the areas of diversity awareness and non-discriminatory practices.

The Future of the Project

RECOMMENDATIONS

This project will be implemented at the end of May 2015 by Outward Bound Costa Rica. It is our hope that the training continues to be implemented and improved upon in years following. We recommend that the training should be expanded into a multi-day training that includes other topics of interest that were not mentioned this year due to time constraints. These topics include issues such as bullying, ageism, sexual orientation, sexism, religious discrimination, and learning disabilities. We hope this training will demonstrate the importance and value of diversity awareness and non-discrimination and prove useful to Outward Bound Costa Rica instructors while on expeditions. Additionally, we believe the training would be valuable to other national branches of Outward Bound and we recommend it to be adopted globally. Outward Bound could also consider sending their diversity awareness and non-discrimination facilitators to attend a global competency training seminar through the Intercultural Communications Institute in Portland, Oregon. This seminar would better prepare the facilitators to run the training that we have developed and give them the skills to expand the training by including the other suggested topics. Overall, we believe there are many opportunities to expand and improve our training, as well as other manual chapter and assessment survey. We hope to see some of these expansions and improvements come to fruition in the future.

Appendices

APPENDIX A: DIVERSITY AWARENESS & NON-DISCRIMINATION INSTRUCTOR TRAINING

Diversity Awareness and Non-discrimination Instructor Training

GUIDE FOR FACILITATORS

TRAINING TIMETABLE

9:00-9:30AM Introduction (roadmap, intros, DMIS, definitions) 9:30-10:15AM Nationality section 10:15-10:30AM Break 10:30-11:15AM Classism section 11:15-12:00PM Racism section 12:00-12:15PM Break 12:15-12:45PM Conclusion (takeaways, comments, survey instructions) 12:45-1:00PM Survey

TRAINING INSTRUCTIONS

This training was created to be a complete document for the facilitator. All items that are intended to inform only the facilitator begin with a **red heading**. All of the sections that should be read aloud to the training participants have been given a **blue heading**.

INTRODUCTION (30 MINUTES)

Read aloud: This training was designed to provide instructors with the skills and knowledge to recognize and mitigate issues of racism, classism, and nationality discrimination among fellow instructors and among students on Outward Bound Costa Rica expeditions. We will cover what it means to be culturally competent, how to use the developmental model of intercultural sensitivity scale, and how to discuss the definitions of stereotype, prejudice, and discrimination in group expedition settings.

For this training we will be discussing some complex and potentially uncomfortable issues over the course of the next four hours. It will be important for us as a group to be sensitive to what others have to say and to make this a safe place to share our personal experiences with each other. We will be exploring and discussing racism, classism, and nationality discrimination and how they may arise on the expeditions that you will be leading. We will have three sessions and then a conclusion. Each session will take about 45 minutes and we will be taking periodic stretch breaks in between sessions. Please note that if you do not feel comfortable participating in any of the activities for any reason, you are more than welcome to simply observe. This will not effect your position as an instructor in any way. We do, however, encourage everyone to push themselves to participate in things that may be uncomfortable.

Read Aloud: Facilitator Goals

- To make instructors feel prepared for upcoming trips
- To have instructors develop new attitudes and behaviors reflective of the training
- To have instructors develop expertise on the topics of racism, classism, and nationality discrimination
- To improve interpersonal & intercultural dynamics on group trips
- To have fewer instances of racism, classism, and nationality discrimination on expeditions

Read aloud: What does it means to be culturally competent?

"One basic precondition for individual intercultural competence is the need to allow one's attitudes to be challenged by recognizing that the other [person] has the freedom and the right to be different, whatever one's own opinion is.

Both partners in the exchange are experts of their respective cultures and should treat each other with mutual respect. The practitioner is responsible for the process. S/He has to enable the different experiences and viewpoints to be identified properly and related to the problem they are talking about.

Being non-judgemental. In communicating with someone from a different culture, the practitioner has to be aware of the fact that they are making an interpretation of what is being communicated to them and that they will never have the full picture (Intercultural Competence, 1993)".

Read aloud: (5 minutes)

Throughout this training we will be discussing and using the terms stereotype, prejudice, and discrimination. These terms can mean different things to different people, and there are some differences between the three terms that are worth talking about. Please form groups of three and try to come up with definitions for stereotype, prejudice, and discrimination. Now lets come back together as a group and discuss some of the definitions we came up with.

Here are some definitions we found:

Term Definitions

A *stereotype* is an exaggerated belief, image or distorted truth about a person or group — a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media, or reputations passed on by parents, peers and other members of society. Stereotypes can be positive or negative (Teaching Tolerance, 2015).

A *prejudice* is an opinion, prejudgment or attitude about a group or its individual members. A prejudice can be positive, but in our usage refers to a negative attitude. Prejudices are often accompanied by ignorance, fear or hatred. Prejudices are formed by a complex psychological process that begins with attachment to a close circle of acquaintances or an "in-group" such as a family. Prejudice is often aimed at "out-groups." (Teaching Tolerance, 2015)

Discrimination is behavior that treats people unequally because of their group memberships. Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices (Teaching Tolerance, 2015).

Discussion questions:

Share your definitions with the group. Are your definitions all negative? Why, why not? When would stereotyping a be a good thing? When would you not want to stereotype? How can you decide when to stereotype or not?

UNDERSTANDING THE DEVELOPMENT MODEL OF INTERCULTURAL SENSITIVITY

Facilitator instructions: Describe the DMIS shown below and note that the instructors will be discussing the DMIS later in the workshop. Talk through the six DMIS columns for five minutes and answer any questions from instructors.

Read aloud:

The Developmental Model of Intercultural Sensitivity is a framework that explains the development of increasing awareness and navigation of differences (Bennett, 2004).

This model begins with three *ethnocentric* stages, in which our own culture is experienced as central to reality in some particular way. The latter three stages of the model are termed *ethnorelative*, in which our own culture is viewed in the context of other cultures (Bennett, 2004).

The Developmental Model of Intercultural Sensitivity (DMIS)

Denial	Defense	Minimization	Acceptance	Adaptation	Integration
My cultural experience is the only one that is real and valid. There is little to no thought of the "other"	"We" are superior and "They" are inferior. One feels threatened and is highly critical. What is unfamiliar may be labeled as bad.	Other cultures are trivialized or romanticized. One tends to deny differences (e.g. "colorblind") and only seek similarities.	I accept but may not agree with other cultures. Generally, I am respectful and curious.	I "see" the world through different eyes and make intentional changes in my own behavior and values.	I easily move in and out of different worldviews.

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Experience of Difference

-----Ethnocentric-----

-----Ethnorelative-----

Nationality

Time: 45 minutes

Facilitator Objectives:

- Uncover our own biases and stereotypes based on Nationality
- Monitor and attempt to change hidden attitudes regarding nationality before they are expressed through behavior

- Gain skills and knowledge that will allow for more informed decision-making on the topic of nationality
- Create a safe and equal environment to allow students to gain the most from their travel experience with Outward Bound Costa Rica, regardless of their particular nationality

Read aloud:

Often times on outdoor expeditions, students or other expedition leaders make judgments about each other based upon nationality. While sometimes this information is helpful and can assist us when we don't know a lot about someone, it often times leads to misunderstandings and does not allow the students to show or tell us about what their true identity might be. A person's identity is a combination of how they see themselves and how others see them and many times there are big differences between the two.

ACTIVITY 1: WHAT'S IN A NAME (15 MINUTES)

Facilitator Instructions: For this activity you will need enough sheets of paper and writing utensils for everyone in the group. Pass a sheet of paper and a pen out to each person. Ask the group to fold their piece of paper into three equal sections to form a nametag. You will then ask everyone to draw symbols that represent how *they* see themselves on one side of the nametag and symbols for how *others* see them on the other side. The facilitator will then ask everyone in the group to share about what they drew and lead a discussion using the debrief questions after everyone has finished sharing.

Read Aloud: Everyone should take a sheet of paper and fold it into thirds. Then I would like you to take a writing utensil and write your name on two sides of the paper. After that take the next five to draw on one side, how you see yourself using different symbols and drawings. Then on the other side of the paper draw symbols that represent how you think others see you.

Once everyone is done I would like us to share what you drew on both sides of the nametag with the rest of the group. Then once everyone has shared I have a few questions for the group that are related to this activity.

Discussion questions:

Tell us about what you drew? Are both sides the same? Is your nationality part of who you are? How do others see your nationality?

ACTIVITY 2: DEFINING NATIONALITY (10 MINUTES)

Facilitator Instructions: For this activity you will lead the group through a discussion about what nationality is and how that can affect a person's feelings and viewpoints.

Read Aloud: Can anyone give me a definition of what nationality means? Can anyone think of a situation that might make someone's nationality complicated? How might you view your nationality if you haven't spent a lot of time in your country of birth?

Discussion questions:

It is important to recognize that someone may identify as a different nationality despite what his or her passport says. How might we do this? An individual may have only been born in a country and not really identify with it. How connected do you think they might be with their nationality? An individual may feel extremely connected to their nationality, and easily offended if their nationality is insulted. How might we respect this person's nationality? Does anyone have any experience with an issue that came about due to someone's nationality?

ACTIVITY 3: NATIONALITY SCENARIO (20 MINUTES)

Facilitator instructions: Read the scenario to the group and facilitate a discussion using the debrief questions. Try to have the participants come up with some ways to prevent nationality bias from arising.

Scenario: Jack is from the United States and is from a small town in the countryside where his family raises cattle. Jack's family is not very wealthy and he often wakes up early to help with the chores around the farm. Francisco is from San Jose, Costa Rica and is an honors student in science. His family owns a computer store where Francisco often spends his time playing video games and surfing the web.

On a trek through the countryside Jack notices a cow near a fence and asks the instructor in broken Spanish if he can go check it out. The group is taking a break and there is no hurry. The cow also appears to be relaxed and posing no threat.

Discussion questions:

If the instructor did not know anything about Jack, other than the fact that he was from the U.S., should he let him go over to see the cow? Would you have acted differently if Francisco had asked? Was it important that you knew the student's backgrounds? Is there potential here for stereotyping, prejudice, or discrimination based on nationality? Are there any safety considerations?

Facilitator: Key Takeaways for Instructors regarding Nationality

- Individuals should feel free to create their own identity, regardless of their legal nationality
- Understanding how an individual characterizes their own nationality can help mitigate the need for stereotyping them based on their perceived or legal nationality
- o Pausing before acting or speaking can prevent unintentional issues related to nationality
- Recognize that each person has their own unique skills and story that cannot be judge from appearance
- Understand that urgency, safety, and lack of knowledge have major effects on how an individual may stereotype another individual based on perceived Nationality

Classism

Time: 45 minutes

Facilitator objectives:

- o Become more aware of our own biases related to class and classism
- Develop strategies to discuss and mitigate issues of classism
- Understand that class cannot be judged solely based on appearance, nationality, and other external factors

Read aloud:

For this section we will be discussing class and classism. We will explore what class and classism are and how they may arise on an expedition. We will try to better understand that a person's class involves several factors and should not be used as means for treating someone differently.

ACTIVITY 1: DEFINING CLASS AND CLASSISM (10 MINUTES)

Facilitation instructions: For this activity you will help guide the group to understand what class and classism mean through exploring definitions.

Activity: We probably can't reach consensus on a definition of class if we try, but we probably all have some shared understandings of what it means.

Here are two working definitions we can use to start our conversation on what class and classism mean to us:

Class: "The system of ordering a society in which people are divided into sets based on perceived social or economic status."

Classism: "Prejudice against or in favor of people belonging to a particular social class. Now lets discuss what may be missing from these definitions, and what we can add to make these definitions more personal and inclusive to our backgrounds and experiences with class and classism. (Merriam-Webster, 2015)

Discussion questions:

Now lets discuss what may be missing from these definitions, and what we can add to make these definitions more personal and inclusive to our backgrounds and experiences with **class** and **classism**.

ACTIVITY 2: THE PRIVILEGE WALK (20 MINUTES)

Facilitation instructions: The head facilitator will say statements reflecting economic/class-related situations that people go through on a daily basis. The participants will be asked to stand in a line in the middle of the room and either step forward or backward for each statement, depending on if it applies to them (Young, 2006).

Read aloud: Each of us come from different backgrounds and a variety of social and economic settings, and each of us comes to work with a different set of skills and valuable capabilities to be shared. In this activity we will learn a little bit more about where each of us come from, and

how each individual brings unique skills to the table. We will work to challenge ourselves to recognize how privilege has shaped our realities.

Everyone will begin in the middle in one line. Every time one statement is read you will be told to step back or step forward. The further up you are along the line, the more privilege you have been surrounded by.

This activity is not a competition; it is about learning more about each other and the differences in privilege we have all grown up with. If at any point during the exercise you do not feel comfortable moving backward or forward, you may stay where you are.

This is an activity based on trust, and I'd like us to form a safe and considerate environment for all participants during this exercise.

Please stay silent during the activity as the statements are read. We will discuss our reactions afterwards.

Statements:

- Please take one step forward: If you own your own car or bicycle
- Please take one-step forward: If your primary national identity is American.
- Please take one step **backward**: If you have ever entered a city or unban environment and felt as if you didn't belong there
- Please take one-step **forward**: If there were people of color who worked in your household as servants, gardeners, etc.
- Please take one-step **backward**: If you were ever ashamed or embarrassed of your clothes, house, car, etc.
- Please take one-step **forward**: If one or both of your parents has a college degree.
- Please take one-step **backward**: If you were raised in an area, where there was prostitution, drug activity, etc.
- Please take one-step **backward**: If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed.
- Please take one-step **forward**: If you studied the culture of your ancestors in elementary school.
- Please take one step **backward**: If you have never been on an airplane, but you'd like to someday
- Please take one-step **forward**: If there were more than 50 books in your house when you grew up.
- Please take one-step **backward**: If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up.

- Please take one-step **backward**: If one of your parents was unemployed or laid off, not by choice.
- Please take one-step **backward**: If your family ever had to move because they could not afford the rent.
- Please take one-step **forward**: If you were encouraged to attend college by your parents.
- Please take one-step **forward**: If your family owned the house, where you grew up.
- Please take one-step **backward**: If you had to rely primarily on public transportation.
- Please take one-step forward: If you ever inherited money or property.

Discussion questions:

- How did this exercise make you feel?
- What were your thoughts as you did this exercise?
- What have you learned from this experience?
- What can you do with this information in the future?

ACTIVITY 3: CLASSISM SCENARIO AND DMIS ANALYSIS (15 MINUTES)

Facilitation instructions: Read the following case study and lead a discussion using the debrief questions below.

Scenario: On an expedition you have two sibling students from Venezuela, Enrique and Sofia. Enrique and Sofia are always bragging to the other students about their second home in Miami they fly to in a private jet and how amazing the food is that their private chef makes. Often times Enrique and Sofia make fun of other students for not having travelled to different countries or for not having stylish clothes. At first the other students brush it off and act like it's not a big deal, however it has become apparent that Enrique and Sofia have started picking on John who came on the program through a needs-based scholarship. John doesn't like being picked on and starts making comments to the siblings about how spoiled they are and how they are ruining his trip!

Discussion questions

What issues are involved in this scenario? Where do you think the characters in this scenario are on the DMIS scale?

DenialDefenseMinimizationAcceptanceAdaptationIntegration
--

What are some ways that you could address this? What might you say to Enrique and Sofia? John? the group? How might you avoid a situation like this from developing?

Facilitator: Key Takeaways for Instructors regarding Classism

- Instructors and Students should stay continually aware that not everyone on an expedition may live the same way they do, or have the same privileges or disadvantages
- It is important to put yourself in another's shoes when trying to understanding issues of class
- Class can be an uncomfortable topic to discuss and should be approached delicately
- Someone's class should not be used to make judgments or decisions about that individual

Racism

Time: 45 minutes

Read aloud:

The goal of this portion of the training will be to uncover our own biases regarding race and discuss ways to create a safe space for students and instructors to learn in a multiracial environment. We all have varying degrees of experience on the subject of racism and we will hopefully be challenged to think of our own biases throughout this section of the training.

Facilitator Objectives

- To work with and explore our stereotypes and prejudices about other people, especially minorities
- To understand how racial stereotypes function
- To monitor and attempt to change hidden attitudes regarding race before they are expressed through behavior

ACTIVITY 1: BLUE EYES BROWN EYES (15 MINUTES)

Facilitation instructions: Divide participants into two groups- "blue eyes" and "brown eyes." Tell the groups to play the human knot activity (stand in a circle, reach and grab someone's hand with their left hand, grab someone else's right hand with their right hand. Then untangle yourself). Then, treat the groups with radically different privileges/punishments. This activity is designed to illustrate that racism is learned and conditioned (Lester, 2015).

The facilitator will only make eye contact with the blue eye group and will give only positive feedback to the blue eye group. The brown eye group receives negative feedback and no personal instruction. The two groups are both given the challenge of untangling a human know, and the facilitator gives the appropriate response based on which group they are speaking with.

Activity: I would like to break up into two groups. Please count off 1,2,1,2 etc. Now get into your groups and form a circle. Reach and grab someone's hand with your left hand, grab someone else's right hand with your right hand. Then try and untangle your group knot. I will come around and give your group feedback. Don't speak to the other group and please ask me if you have any questions (Lester, 2015).

Discussion questions:

How did it feel to be in the brown eyes group? How did it feel to be in the blue eyes group? Did you want to participate when the facilitator treated you that way? Did you feel like the challenge was easy? brown eyes? blue eyes? What type of things could you do to set up a safe and non-discriminatory environment? How can this be related to an expedition?

ACTIVITY 2: SHARING REFLECTIONS (15 MINUTES)

Facilitation instructions:

Facilitators should divide the class into small groups of no larger than six members. Each participant is given the opportunity to share about one of the four situations (Gorski, 2015):

(1) a time she or he experienced racial prejudice or discrimination;

- (2) a time she or he racially discriminated against somebody else;
- (3) a time she or he witnessed racial discrimination and did nothing about it;
- (4) a time she or he witnessed racial discrimination and did something about it.

Share observations in the large group. Although a lot of various experiences will be shared, be sure to take advantage of the last two prompts. What is it that leads us to act or choose not to act?

Participants often are reluctant to volunteer to begin this activity, particularly when required to tell a story about how they have discriminated against somebody else. A good strategy is to tell your own story first. This will help with the trust factor as well.

Make the point that we share stories about when we have discriminated against somebody else, not to feel guilty, but to better understand why we do such things.

Be sure to differentiate for participants the experience of being discriminated against once in a specific context (*I was the only white person in the club...*), and the experience of being discriminated against consistently, every day.

Activity: I am going to split you all into groups of five and have you tell a story related to the one of the following.

- (1) a time she or he experienced prejudice or discrimination;
- (2) a time she or he discriminated against somebody else;
- (3) a time she or he witnessed discrimination and did nothing about it;
- (4) a time she or he witnessed discrimination and did something about it.

These are not easy stories to tell and it is important that we recognize how others might feel while telling these stories. It is also important that we realize the difference between one specific instance of being discriminated against, and being discriminated against everyday. After we finish, we will get back together and talk about the experience (Gorski, 2015).

Discussion questions

Was it difficult to tell your story? Could you relate to anyone else's stories? Did you learn anything that you might be able to use while on an expedition?

ACTIVITY 3: RACISM SCENARIO (15 MINUTES)

Facilitation instructions: The facilitator will tell the instructors the scenario and prompt the group with questions. The facilitator will explain that only the person with the "talking piece (any object)" may speak to guarantee that the group is fully listening in the discussion.

Read aloud: Scenario

All of your students are white except for one black student from the South Africa, Jane. All of the other students love to play the latest and greatest new card game, but Jane doesn't seem interested. They all seem to get along well when they are out hiking and rafting, but when they get back they all seem to a little distant from Jane. One day Jane decides she wants to try and play cards with the rest of the group, but when she asks one of the other students says, "You don't know anything about this card game and we don't want you to ruin it!" Jane comes to you later that night and tells you what happened.

Discussion questions

Is this an issue of racism? How can you resolve this issue? What can you do as an instructor to help? Under what circumstances should you talk to the group about the issue?

Facilitator: Key Takeaways for Instructors regarding Racism

- Everyone has experienced discrimination in some capacity and it is important to recognize how racism can cause intense reactions and can deeply disturb group dynamics
- It is important to realize that our feeling about race can be subconscious, and may need to be looked at through a variety of lenses in order to fully understand a situation regarding race or racism
- Racial discrimination can take many forms and can be affected by the surrounding social environment
- It is important to validate individual's claims of feeling racially discriminated against, regardless of how the situation may be viewed by others

CONCLUSION (30 MINUTES)

Facilitator Instructions: Facilitate a closing discussion related to the three topics we covered today, and encourage comments from the group.

Read Aloud:

What are some of our core beliefs regarding race, class, and nationality and how have they been culturally influenced?

How has the information in this training changed those beliefs and attitudes?

How can we move beyond this training to deal with these complex topics in the real world on outdoor expeditions?

How can we work to keep the notions of diversity awareness and non-discrimination on our minds following this training?

Any other closing comments or questions?

SURVEY INSTRUCTIONS

Read aloud: We have a short survey for you to complete. The results of the survey will be used for us to assess how useful the training was for you, and ways in which we can improve upon the training curriculum in the future. This survey will be anonymous and will not impact your position as an OBCR instructor in any way. Please take your time on the survey, and feel free to include any additional comments you deem useful in our assessment of the training.

Please do not write your name anywhere on this document.

APPENDIX B: ASSESSMENT SURVEY SURVEY (15 minutes)

Please do not sign your name on the survey or include any information in your responses that makes it easy to identify you. By completing and submitting the survey, you affirm that you are at least 18 years old and that you give your consent for Jordan Bowlby and Emily Greenblatt to use your answers in their research. If you have any questions about this research before or after you complete the survey, please contact Jordan Bowlby and Emily Greenblatt at <u>bowlby.jordan@gmail.com</u>.

Participant Satisfaction

1=Not at all 5=Very

How satisfied were you with the training?

How effective was this training for you? Did you feel comfortable during the training? Do you feel like you have developed better skills to handle intercultural and interpersonal issues on group expeditions? How prepared do you feel for your upcoming expedition? Do you feel like you have developed new attitudes regarding race? Do vou feel like vou have developed new attitudes regarding nationality? Do you feel like you have developed new attitudes regarding class? Participant Comprehension of Concepts Give a definition for stereotype, prejudice, and discrimination?

Give a definition for race, class, and nationality?

Briefly describe the DMIS and talk about how it could be useful to understand students' or fellow instructors' behavior on group expeditions?

List some ways to create a non-discriminatory intercultural environment?

Additional comments:

APPENDIX C: CHAPTER IN INSTRUCTOR MANUAL Diversity Awareness and Non-discrimination

KEY POINTS FOR INSTRUCTORS

In dealing with diversity and discrimination surrounding class, race, and nationality among students and instructors on group expeditions, it is important to understand what each of these terms means, and ways to mitigate issues regarding them. This chapter should serve as a base for undertaking these topics on OBCR expeditions and creating an environment of diversity

awareness and respect and non-discriminatory attitudes among instructors and students alike on group expeditions.

THE DEVELOPMENTAL MODEL OF INTERCULTURAL SENSITIVITY (DMIS)

The Developmental Model of Intercultural Sensitivity is a useful framework that explains the development of increasing sophistication in individual experience and navigation of differences. Assessing a student's or an instructor's stage in this model can be helpful in understanding their potential behaviors and difficulties in an international or intercultural setting.

This model begins with three ethnocentric stages, in which our own culture is experienced as central to reality in some particular way. The latter three stages of the model are termed ethnorelative, in which our own culture is viewed in the context of other cultures.

Denial	Defense	Minimization	Acceptance	Adaptation	Integration
My cultural experience is the only one that is real and valid. There is little to no thought of the "other"	"We" are superior and "They" are inferior. One feels threatened and is highly critical. What is unfamiliar may be labeled as bad.	Other cultures are trivialized or romanticized. One tends to deny differences (e.g. "colorblind") and only seek similarities.	I accept but may not agree with other cultures. Generally, I am respectful and curious.	I "see" the world through different eyes and make intentional changes in my own behavior and values.	I easily move in and out of different worldviews.

DMIS Experience of Difference

-----Ethnocentric-----

-----Ethnorelative------

USEFUL TERM DEFINITIONS

A *stereotype* is an exaggerated belief, image or distorted truth about a person or group — a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media, or reputations passed on by parents, peers and other members of society. Stereotypes can be positive or negative.

A *prejudice* is an opinion, prejudgment or attitude about a group or its individual members. A prejudice can be positive, but in our usage refers to a negative attitude. Prejudices are often

accompanied by ignorance, fear or hatred. Prejudices are formed by a complex psychological process that begins with attachment to a close circle of acquaintances or an "in-group" such as a family. Prejudice is often aimed at "out-groups."

Discrimination is behavior that treats people unequally because of their group memberships. Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices.

KEY POINTS ON NATIONALITY

Nationality refers to the status of belonging to a particular nation, whether by birth or naturalization. When understanding a student's or fellow instructor's nationality during an outdoor expedition, it will be useful to keep the following points in mind:

- Individuals should feel free to create their own identity, regardless of their legally given nationality
- Understanding how an individual characterizes their own nationality can help mitigate the need for stereotyping them based on their perceived or legal nationality
- Pausing before acting or speaking can prevent unintentional issues related to nationality
- Recognize that each person has his or her own unique skills and story that cannot be judge from appearance
- Understand that urgency, safety, and lack of knowledge have major effects on how an individual may stereotype another individual based on perceived nationality

KEY POINTS ON CLASS AND CLASSISM

Class is a system of ordering a society in which people are divided into sets based on perceived social or economic status. *Classism* is prejudice against or in favor of people belonging to a particular social class. When addressing and mitigating issues of class diversity and classism among students and instructors on outdoor expeditions, it will be useful to keep the following points in mind:

- Instructors and Students should stay continually aware that not everyone on an expedition may live the same way they do, or have the same privileges or disadvantages
- It is important to put yourself in another's shoes when trying to understanding issues of class
- Class can be an uncomfortable topic to discuss and should be approached delicately
- Someone's class should not be used to make judgments or decisions about that individual

KEY POINTS ON RACE AND RACISM

Race typically refers to a categorization of persons related by common descent or heredity. *Racism* therefore, refers to hatred or intolerance of another race or other races. When addressing and mitigating issues of racial diversity and racism among students and instructors on outdoor expeditions, it will be useful to keep the following points in mind:

- Everyone has experienced discrimination in some capacity and it is important to recognize how racism can cause intense reactions and can deeply disturb group dynamics
- It is important to realize that our feeling about race can be subconscious, and may need to be looked at through a variety of lenses in order to fully understand a situation regarding race or racism
- Racial discrimination can take many forms and can be affected by the surrounding social environment
- It is important to validate individual's claims of feeling racially discriminated against, regardless of how the situation may be viewed by others

IN CONCLUSION

This short chapter should be used as a starting point in addressing issues of racism, classism, and nationality discrimination among students and fellow instructors on OBCR expeditions. The definitions and key points listed in this chapter are by no means exhaustive, and should be used as working concepts to be added upon and potentially adapted according to specific scenarios based on these issues.

APPENDIX D: MIDDLEBURY INSTITUTE INTERNAL REVIEW BOARD

WHO WE ARE

We, Jordan Bowlby and Emily Greenblatt, are graduate students at the Middlebury Institute of International Studies in the International Education Management Program and will be the

principle investigators. We will be submitting this Internal Review Board application for a project in our International Education Program Design and Assessment course (IEMG 8510A). Our instructor and advisor for this course is Paige Butler. Our client for this project is Outward Bound Costa Rica and specifically, the Executive Director and founder, Jim Rowe. Jim will be our main contact and source of data collection with regards to the organizations instructor information we will be requesting.

Paige Butler pbutler@miis.edu International Education Management 460 Pierce St. Monterey, CA 93940

Jim Rowe jim@outwardbounder.org Executive Director & Founder of Outward Bound Costa Rica 1-800-676-2018

TYPE OF APPLICATION

This will be a new IRB application submitted for this research protocol. We have not submitted any previous information or applications regarding this project. This will be a onetime request and we do not anticipate needing to renew this IRB in the future. We also feel that we will be able to complete the project within the yearlong approval and will not need an extension. Should we encounter any changes, we will note them in a new submission of an IRB.

TYPE OF PROJECT

International Education Program Design and Assessment is a client based graduate class within the Graduate School of International Policy and Management. We feel that this client project is best described as senior work, because an instructor is facilitating it. While this project has a research component, much of its focus will be on the creation of a new training program based on entirely new and unrecorded data.

PRINCIPAL INVESTIGATORS

The principle investigators in this project will be Middlebury Institute of International Studies Students, Emily Greenblatt and Jordan Bowlby.

PRINCIPAL INVESTIGATORS

Emily Greenblatt egreenblatt@miis.edu Anticipated Graduation Date: Spring 2016 International Education Management 460 Pierce St., Monterey, CA 93940

Jordan Bowlby bowlby.jordan@gmail.com Anticipated Graduation Date: Fall 2015 International Education Management 460 Pierce St., Monterey, CA 93940

PROJECT TITLE

This project is titled *Diversity Awareness and Non-discrimination Instructor Training for Outward Bound Costa Rica*.

START DATE & END DATE

This project was started on February 24, 2015 and is anticipated to end May 15th, 2015. The start date is the time from which the idea for the project was first formulated and the end date corresponds with the end of the International Education Design and Assessment Course.

EXTERNAL FUNDING

This project will not require any external or internal funding. It will be analyzing pre-existing materials at no direct cost.

RESEARCH QUESTION

Through our assessment survey we are seeking to answer the question: What did the instructors glean from the training in terms of diversity awareness and non-discriminatory attitudes and practices. This relates back to our initial goal, "To better equip instructors at Outward Bound Costa Rica with the skills necessary to handle the issues of racism, classism, and discrimination based on nationality that may arise on expeditions."

TARGET DEMOGRAPHIC

Our target demographic will be the instructors working on Outward Bound Costa Rica trips. All of the research and data collection that we will be conducting will be focused on these instructors. The instructors are from a large variety of cultural backgrounds. We will be selecting

the instructors that participated in the diversity awareness and non-discrimination training to take our survey.

ESTIMATED NUMBER OF SUBJECTS

We estimate that there will be 20 instructors participating in the diversity awareness and nondiscrimination training that we will design.

SUBJECT TYPES YOU WILL INCLUDE

None of our subjects will be classified as being vulnerable populations. They will all be over the age of 18.

STUDY LOCATION

The training, survey, and analyses will all take place in Costa Rica.

COOPERATING INSTITUTION

We will be working directly with Outward Bound Costa Rica for this study and will not need to work with any third party institutions.

NON-PHYSIOLOGICAL DATA COLLECTION METHODS

During the assessment portion of our training we will be distributing a survey to all of the instructors who participate in order to better assess the effectiveness and learning outcomes of the training. The participants will be protected by allowing the surveys to be filled out anonymously. The participants will not be observed during the time that they are filling out the assessment survey so that we will get the most accurate results possible.

EXPOSURES

Our subjects will not be exposed to any hazardous conditions or substances during our training or through our process of data collection.

EXERCISE

Our subjects will not need to perform any level of exertion or exercise during our training or throughout the data collection process.

PHYSIOLOGICAL DATA COLLECTION

All data will be collected through non-invasive measures, using our local assessment survey.

PHYSIOLOGICAL DATA COLLECTION, BODILY MATERIALS

This project will not require any physiological data from the subjects.

WILL DATA BE COLLECTED ANONYMOUSLY?

All of the data collected will be anonymous and will protect the identity of those who supplied the information.

WILL DATA BE COLLECTED CONFIDENTIALLY? N/A

WILL IDENTIFIERS BE REMOVED?

All critical identifiers will be removed. For the purposes of evaluating the effectiveness of the program we may choose to include some demographic information which could be used to identify potential subjects. All of the information will remain confidential and no efforts will be made to make such connections between subject identities and the demographic information.

WILL YOU TAKE VIDEO RECORDINGS OR PHOTOS?

No photos of the subjects will be necessary to complete the data collection portion of our project.

WILL YOU MAKE VOICE RECORDINGS?

No voice recordings of the subjects will be necessary to complete the data collection portion of our project.

PERSONAL RECORDS

No personal records of the subjects will be necessary to complete the data collection portion of our project.

DECEPTION

Our research will not require any deception of the subjects for any purpose at any time.

CIVIL LIABILITY

Neither participating in our training nor in our data collection activity will put any party at potential risk of being sued.

CRIMINAL LIABILITY

Neither participating in our training nor in our data collection activity will put any party at potential risk of being accused of or punished for committing a crime.

FINANCIAL OR EMPLOYMENT RISK

There will be no employment or financial risk of not participating in our data collection efforts. The information we collect will be anonymous and will not cost anything for the participants.

SOCIAL RISK

There will be no social risk for the subjects that have provided us with data due to the fact that all of the results will be both anonymous.

STRESS

We anticipate almost no level of stress for our subjects. Most of the questions will be straightforward and the results will not be used to change any of the ways that they are currently being evaluated as instructors.

PROTECTIONS FOR VULNERABLE POPULATIONS N/A

PLAN TO ENSURE CONFIDENTIALITY

No names will be published or used in any assessment survey materials. All critical identifiers will be removed. For the purposes of evaluating the effectiveness of the program we may choose to include some demographic information that could be used to identify potential subjects. All of the information will remain confidential and no efforts will be made to make connections between subject identities and the demographic information. All of the data collected will be anonymous and will protect the identity of those who supplied the information. All of the data

collected will be made available only to the client, the primary investigators, and when necessary Paige Butler, our faculty advisor. This information will remain confidential.

RISK ANALYSIS

The training could be potentially uncomfortable because of cultural differences being experienced in a group setting. The training itself will involve a certain level of disclosure about how the instructor view the topics of racism, classism, and nationality discrimination. We believe there to be very little long-term risk in both our data collection and the training program.

RECRUITING PROCEDURE

The survey that we will use to assess our diversity awareness and non-discrimination program will be distributed to all of the participating instructors. The training facilitator will collect the surveys after the training has been completed.

WHAT SUBJECTS WILL DO

Subjects will participate by filling out a one-page survey that has been designed by Emily Greenblatt and Jordan Bowlby.

CONSENT

By signing Outward Bound's work contract, they are also agreeing to participate in the diversity awareness and non-discrimination training. We will also request that participants be made aware of the fact they will be taking part in a diversity training prior to participating in their annual 2-week instructor training. All instructors will be over the age of 18 and no parent signature will be necessary.

BENEFITS TO PARTICIPANTS

They will be given tools to better work in a diverse environment and handle future issues involving nationality, race, and class.

BENEFITS TO DISCIPLINE OR SOCIETY

The instructors will be able to manage issues relating to racism, classism, and nationality discrimination. This awareness and understanding of the issues could lead to a more just and tolerant society in the long run. We believe that society in general would benefit from better understanding and empathizing with those around us and be able to use that understanding to bring about more cooperation and multicultural understanding.

STATUS REPORT

The diversity awareness and non-discrimination training and the assessment survey have all been designed are approved by the Outward Bound Cost Rica Executive Driector, Jim Rowe.

RESEARCH PROTOCOL (REQUIRED FOR ALL PROJECTS)

For our project we will design an instructor training on diversity awareness and nondiscrimination for Outward Bound Costa Rica. We will develop the content of this training by creating hypothetical scenarios, activities, group discussion, relating to racism, classism, and nationality discrimination, in order to better prepare instructors for group expeditions. The instructors will participate in the training that we have designed and learn to facilitate nondiscriminatory decision-making on the group expeditions. The materials provided in the training will be assessed to test effectiveness and gauge areas for future improvement.

NIH CERTIFICATE OR EQUIVALENT (REQUIRED FOR ALL PROJECTS)





Consent materials (required for all projects except those using surveys, restricted databases, or secondary sources)

N/A Survey (required for all surveys)

Please attach an exact final copy of the survey you will use. Your survey should include the following consent statement:

SURVEY

Please do not sign your name to the survey or include any information in your responses that makes it easy to identify you. By completing and submitting the survey, you affirm that you are at least 18 years old and that you give your consent for Jordan Bowlby and Emily Greenblatt to use your answers in their research. If you have any questions about this research before or after you complete the survey, please contact Jordan Bowlby and Emily Greenblatt at <u>bowlby.jordan@gmail.com</u>.

Participant Satisfaction

1=Not at all 5=Very How satisfied were you with the training? How effective was this training for you? Did you feel comfortable during the training? Do you feel like you have developed better skills to handle intercultural and interpersonal issues on group expeditions? How prepared do you feel for your upcoming expedition? Do vou feel like vou have developed new attitudes regarding race? Do vou feel like vou have developed new attitudes regarding nationality? Do you feel like you have developed new attitudes regarding class? Participant Comprehension of Concepts

Give a definition for stereotype, prejudice, and discrimination?

Give a definition for race, class, and nationality?

Briefly describe the DMIS and talk about how it could be useful to understand students' or fellow instructors' behavior on group expeditions?

List some ways to create a non-discriminatory intercultural environment?

Read Aloud:

Please do not sign your name to the survey or include any information in your responses that makes it easy to identify you. By completing and submitting the survey, you affirm that you are at least 18 years old and that you give your consent for Jordan Bowlby and Emily Greenblatt to use your answers in their research. If you have any questions about this research before or after you complete the survey, please contact Jordan Bowlby and Emily Greenblatt at bowlby.jordan@gmail.com

INTERVIEW/QUESTIONNAIRE (REQUIRED FOR ALL PROJECTS THAT ARE NOT SURVEYS OR RESEARCH IN RESTRICTED DATABASES/SECONDARY SOURCES) N/A

INSTITUTIONAL PERMISSIONS (REQUIRED IF YOUR RESEARCH WILL TAKE PLACE AWAY FROM YOUR

HOME INSTITUTION) N/A

GRANT PROPOSAL N/A

OTHER DOCUMENTS

SURVEY CERTIFICATION (REQUIRED FOR SURVEYS ONLY)

I am familiar with the Middlebury College Policy on Protection of Human Subjects and will comply with all of its ethical requirements. I certify that my research will include no other mechanism for data collection beyond the anonymous survey attached to this application. I certify that all other information in this application is truthful, and that I will inform the IRB if I make significant changes to the proposed study.

I have read this certification and, by submitting this application, agree to abide by its terms. Submission certification (required for all other types of data collection)

I am familiar with the Middlebury College Policy on Protection of Human Subjects and will comply with all of its ethical requirements. I certify that my research will include no other mechanism for data collection beyond the methods described in, and the materials attached to, this application. I certify that all other information in this application is truthful, and that I will inform the IRB if I make significant changes to the proposed study. I have read this certification and, by submitting this application, agree to abide by its terms.

APPENDIX E: FINAL SCOPE AGREEMENT

Scope of Work Agreement

PROJECT TITLE

Diversity Awareness and Non-discrimination Training for Outward Bound Costa Rica Instructors

PROJECT DESCRIPTION

For our project we will design a half-day instructor training on non-discrimination and diversity awareness for Outward Bound Costa Rica. We will develop the content of this training by selecting specific real-world cases relating to nationality, race, and class in order to better prepare instructors for instances of discrimination in groups on OBCR expeditions. The instructors will read and discuss these case studies and fill out a matrix that we have designed, to facilitate non-discriminatory decision-making on the group expeditions. We will also provide additional intercultural competency worksheets and facilitate group discussions and interactive activities to facilitate this learning. The materials provided in the training will be assessed with SMART and FIT principles to test effectiveness and gauge areas for future improvement.

PROJECT RESEARCH QUESTION

How can non-discrimination and diversity awareness, specifically on issues of racism, classism, and discrimination against nationality, be increased among instructors at Outward Bound Costa Rica?

PROJECT GOALS

- Develop a half-day training for OBCR instructors to develop their awareness and competency in dealing with issues of racism, classism, and discrimination based on nationality.
- Develop an additional section to the existing OBCR instructor manual detailing best practices for non-discrimination and diversity inclusion.

PROJECT STAKEHOLDERS

The stakeholders for this project will be our client-Jim Rowe, Outward Bound Costa Rica staff, international students, Costa Rican locals, parents, and Emily and Jordan.

PROJECT TIMELINE

Skype meetings with Client- Jim Rowe	Every 1-2 weeks as needed
Statement of Ethics, Terms of Reference (signed), IRB Proposal, Needs Assessment, Design Proposal- DRAFT	March 12th
Compilation of Training Materials: case studies, matrices, worksheets, keys, etc.	March 27th
Assessment of Project- Rough Draft	April 1st
Assessment Critique	April 23rd
Final Project & Presentation	May 15th
Training Implementation in Costa Rica	June

PROJECT LIMITATIONS

We will develop this training as a recommendation for Outward Bound Costa Rica. Therefore, this training is a proposal and not a commitment to actual implementation of the training.

PROJECT TRANSFERABILITY

We will develop this training to be implemented by any set of individuals knowledgeable on the training materials and capable of facilitating the training activities in a professional and culturally-conscious manner.

APPENDIX F: SMART & FIT TESTING TABLES

Internal SMART and FIT testing process below.

SMART PRINCIPLE COMMENTS

Specific	Instructors will be demonstrating their understanding of three specific topics and be given tools to help guide them through issues related to these topics (racism, classism, and nationality discrimination). The Program Logic Model depicts the "who, what, why, where, how, and when" of the training.
MEASURABLE	The outcomes will be measured by looking at the responses of the assessment survey on satisfaction levels and gauging if the learning outcomes were sufficiently demonstrated on the survey. Success will also be measured by our completion of the diversity awareness and non-discrimination section in the instructor manual. Lastly, we will measure our success by noting fewer instances of racism, classism, nationality discrimination among instructors and students on expeditions
ACTION- Oriented	The action-oriented steps are clearly indicated under the activities portion of the Program Logic Model. The specific order and timing of each activity is described in the facilitator training materials. Each activity specifically relates to the Experiential Education Cycle and serves the purpose of increasing awareness, knowledge, and skills (Kolb, Boyatis, Mainemelis, 2001).
REALISTIC/RELE VANT	We designed ach strategy with feasibility of implementation and manageability of workloads on mind. The scope of the program was re-focused several times to be achievable in the course of a half-day training. The strategies we chose are not only relevant to our project goals, but also fit into the larger guiding philosophy of experiential learning that is at the core of Outward Bound Costa Rica's values. We developed case studies and designed the activities in a way that will maximize the instructor's progress in the short amount of time allotted for the training.
TIMED	A detailed timeline was made in order to ensure that all components of our project are completed by May 15 th , in time for the training and for the end of this class. We hope that some initial results of our training be fairly immediate, however the measurements that we will use to judge our success in it's entirety will not be available until one full year following the training. This is when we expect our long-term outcomes to occur.
POTENTIAL Obstacles	Meeting with our client in order to receive input and approval will certainly be a potential obstacle moving into the process. Finding real life case studies related to the topics of racism, classism, and nationality discrimination on outdoor programs may prove to be a major obstacle. We will address this obstacle by creating our own scenarios if necessary.

FIT PRINCIPLES

FREQUENCY	Once per year	The aim of the program is to have this training become part of the annual instructor training. This should be a sufficient frequency to achieve the results we desire.
INTENSITY	Nine Activities (three per topic)	Each of the topics will have three different activities associated with them. Each activity will be chosen to give the instructors an in-depth understanding of the topic.
TARGETED	Outward Bound Costa Rica instructors	While the targeted audience has been clearly identified, it is worth noting that each cohort of instructors will consist of a variety of instructors with very different backgrounds.

APPENDIX G: EXTERNAL SMART & FIT REVIEW

Design & Assessment –Spring 2015 SMART & FIT Principles - Reviewer Worksheet

Today's Date: 4/2/15 External Reviewer(s): Abbey Wallace <u>Client-Project Review Information</u> Client: Outward Bound: Costa Rica Project Description: Develop diversity and non-discrimination for Outward Bound Costa Rica leader training Team Members: Emily Greenblatt and Jordan Bowlby **Instructions:** Test Program Logic Model quality by applying SMART & FIT Principles to provide useful feedback to your peers. Use a mark-up process to offer constructive

to provide useful feedback to your peers. Use a mark-up process to offer constructive feedback to improve the model. Provide the team with your mark-up of their Program Logic Model along with your feedback written on this worksheet and additional pages as needed.

SMART Principles

- 1) Verify model quality and test outcomes using SMART Principles
 - Specific
 - Measurable
 - Action-Oriented
 - Realistic & Relevant
 - Time-Bound

Apply SMART principles to both individual strategy strands and activities as well as the comprehensive model.

SMART Principles	ds and activities as well as the com Guiding Questions to verify	Reviewer comments
Salariter i micipies	SMART Principles	
Specific:	What exactly will be accomplished? Describe the 5 W's relevant to the project depicted in the model.	 Who: Outward Bound Costa Rica What: diversity and non discrimination training Where: Costa Rica training facility When: Summer 2016? Not explicitly stated in PLM Why: to prevent problems related to isms on OB trips
Measureable:	How will results be qualified and/or quantified? Can the content be quantified and qualified?	Measurements about who will participate – if all leaders are present, considered a success? How do you measure engagement and effectiveness? Will there be an assessment? Critical thinking questions or self- reflection about the principals taught may be effective. Will they assess the workshop activities or the content? Most notably, how do you measure the LT outcomes?
Action-Oriented:	Are action steps clearly indicated? What will happen? Are the results clear and actionable? Will this lead to change in awareness, knowledge, skill and/or behavior?	Yes, they are going to develop very specific types of activities with specific topics. It is obvious that they need to create worksheets, case studies, and debate and discussion activities
Realistic / Relevant:	Are the strategies to achieve goals plausible and feasible? Is achievement realistic with effort and commitment? Are the strategies relevant to the overall project goals? How likely is progress?	Yes, they have well thought out steps and a focused goal of improving D&ND It is a difficult thing to assess, so here lies an obstacle for realisticness

Timed:	Are there time-dependent steps? If so, are they clearly illustrated? By when will results be achieved?	I assume they want to implement this this summer? Their short term, mid term, and long term goals are labeled in the bubbles, but it may be helpful to also note this in heading since they are so defined. Also designate when this training will take place?
--------	---	---

• Potential Obstacles:

Ability to measure success of D&ND training is difficult in the ST Activities need to be engaging and relatable and culturally sensitive. Will they take into consideration cultural norms in relation to diversity in Costa Rica? If this is according to an American understanding of diversity and non-discrimination, that should be made clear in the proposal and to the leaders

• Is the model SMART? Why/Why Not? Review team suggestions, considerations or notes:

I believe the PLM is SMART. Your revisions clearly took this into consideration and everything was made very specific. The primary strategy strand leading from research to activity development to implementation is slightly confusing with all of the numbers, so be more clear and specific with this.

FIT Principles

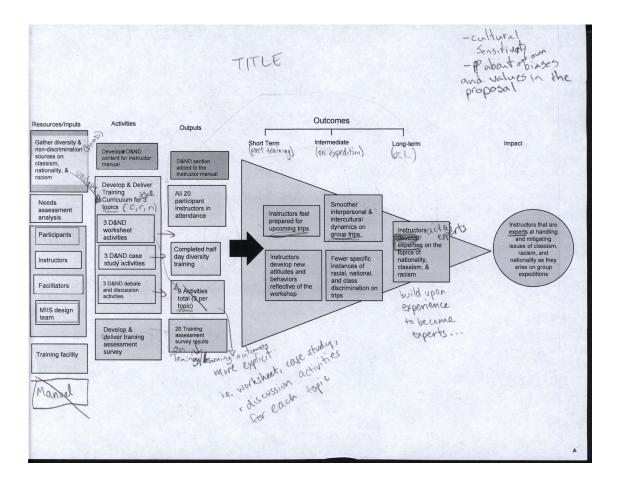
2) Test using FIT Principles – examine process elements of the model

2) Test using FIT Trinciples – examine process elements of the model				
Frequency	Frequency of occurrence (dose) relative	Does the project (idea or program)		
	to intended results	repeat, occur with appropriate		
		volume, or happen often enough		
		so results are likely?		
		so results are likely!		
Reviewer Cor				
My understand	ling is that the pages will be included in the	e manual until revisions are needed?		
Intensity	Intensity or strength of given effort	Does the project (idea or program)		
		have enough depth or		
		concentration that results are		
		likely?		
Deviewer Cor	monto	inkery:		
Reviewer Cor		1 1. 1 . 1		
	ifficult topic to address, especially for anot	ther culture, but they seem to have a		
strong understanding of their goals and process.				
-				
T 1				
Targeted	Targeted at specific market or audience	Does the project (idea or program)		

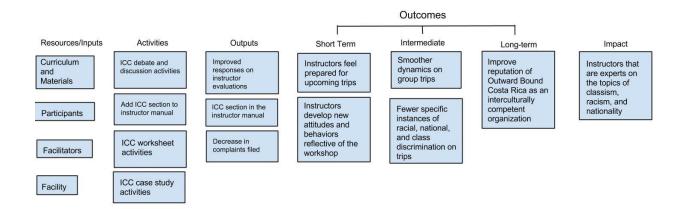
		aim at an appropriate and specific audience? Is the audience clearly defined?	
Reviewer Comments: Clearly defined as trip leaders for Outward Bound Costa Rica			

• Is the model FIT? Why/Why not? Review team suggestions, considerations or notes:

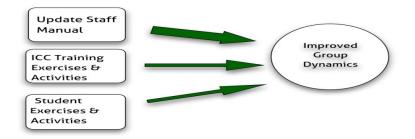
APPENDIX H: EXTERNAL PROGRAM LOGIC MODEL REVIEW



APPENDIX I: VERSION 2 OF THE PROGRAM LOGIC MODEL



APPENDIX J: VERSION 1 OF THE THEORY OF CHANGE MODEL



APPENDIX K: WORKSHEET FOR DESIGNING A COURSE

	Worksheet : Worksheet for Design		
Learning Goals for Course:	Ways of Assessing This Kind of Learning:	Actual Teaching-Learning Activities:	Helpful Resources: (e.g., people, things)
1. Knowledge	Comparing their list to the answer key	Instruction issues in cose study	Case Study, Master listfanswer key
2. Comprehension	Tell and discuss	Instructors puraphrase the case study.	Case Study/ Pacilitator
3. Analysis	Demonstration of connection	Connect the issues in the case study to previous experience	facilitator, case Study
4. Application	Fewer instances of discrimination and diversity issues	Applying the knowledge of the case studies in the field	The training course modrix, case studies facilitator, Supervisor
5. Synthesis	The plan they create meets criteria	Predict tuture issues and them, to avoid them,	Pens & Paper, facilitato Criteria
6. Evaluation	Complete checklist	Detend why you chose the plan of action you did if	Check list

APPENDIX L: VERSION 1 OF THE DESIGN PROPOSAL

Executive Summary

The concept for our non-discrimination and diversity awareness training for Outward Bound Costa Rica Instructors was developed with several considerations in mind. These considerations include; the specific needs of Outward Bound Costa Rica, the standards of the International Education Design and Assessment course, and the interests and skills of our design team. These three criteria were used to better focus our project in order to produce the greatest amount of value for all of the parties involved.

Beginning with an interview of mostly open-ended questions, we were able to narrow our focus onto the subject of non-discrimination and diversity training with program instructors. After several important discussions it was determined that the project would consist of a half-day instructor training and a chapter in the instructor manual on the topics nationality, race, and class. Jim Rowe, the Executive Director and founder, specifically mentioned these topics, as being of high importance to the organization and the duration was a function of instructor training logistics. Using this information we were able to determine that overall impact for our project would be to *increase the instructor's abilities to handle issues related to nationality, race, and class on group expeditions.*

It was determined that the best way to increase the instructors understanding and ability of these topics was through the use of real life case studies and through a variety of teaching methods that were largely based off of Blooms Taxonomy: Teacher Planning Kit. For each topic discussed instructors will be given tasks that allow them to move through the various stages of learning, which are: knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Along with our teaching methods and materials we will design an assessment survey for the instructors

to fill out after completing our training. This will allow us to better determine the activities that were effective and improve the program in the future.

All instructors attend a 2-week training in Costa Rica during the first half of June. Ultimately, we would like to leave Outward Bound Costa Rica with a repeatable diversity and nondiscrimination training course that will include all of the necessary instructions and materials needed to be led by someone without previous experience on the subjects. We do not anticipate implementing the non-discrimination and diversity training ourselves and will include sufficiently detailed materials should this project be implemented in the future.

Key Assumptions

It is worth noting that many of the topics that will be covered in our diversity and nondiscrimination training will largely be based on a United States viewpoint and value system and may not reflect the viewpoints and values of everyone involved. We believe these values to be important, but there will be a bias toward equality, understanding, and inclusion in the training.

Project Description

For our project we will design an instructor training on diversity and non-discrimination for Outward Bound Costa Rica. We will develop the content of this training by developing specific case studies relating to nationality, race, and class in order to better prepare instructors for group expeditions. The instructors will then read and discuss these case studies and fill out a matrix that we have designed to facilitate non-discriminatory decision-making on the group expeditions. The materials provided in the training will be assessed to test effectiveness and gauge areas for future improvement.

Project Logic Model Narrative

The Program Logic Model visually demonstrates the process and logic that was used in designing the diversity and non-discrimination training. It is designed to be read from left to right, beginning with all the resources that will be necessary, then moving into the activities that will need to be done, followed by the outputs (ways of measuring success) and ending on the final intended outcomes spelled out in various time intervals. It has been color coded to distinguish different strategy strands of the program that will be used to achieve the final goal. The terminology used was very precise and all of the measurable outcomes were created in order to ensure that the program could be assessed properly.

In order to better be able to understand the Program Logic Model it will be important to explore some of the terminology used, beginning with, *What is a diversity & non-discrimination training?*. Diversity refers to working in groups of people of different ethnicities, worldviews, backgrounds, or other distinguishing facets. The non-discrimination component refers to having instructors recognize that discrimination is behavior that treats people unequally because of their group memberships and understanding ways to mitigate and avoid such instances.

All of the strategy strands listed in the Program Logic Model are used in order to achieve the overall desired impact of having instructors that are experts at handling and mitigating issues of classism, racism, and nationality. What this overall desired impact means is that the instructors

will have a sufficient enough background on issues related to racism, nationality, and classism that they will be able to successfully recognize circumstances of discrimination and potential risk factors involved. It also means that the instructors will also recognize their own biases and why they have them. The instructors will then be able to use the tools and experiences learned during the training to prevent, mitigate, and discuss the topics of racism, nationality, and classism among themselves and with students on Outward Bound Costa Rica expeditions.

The strategy strand colored in orange is related to the process that will be used in order to achieve the goal of having a section in the instructor manual. The section in the instructor manual will be created so that instructors will have a resource to refer to while on expeditions. Having this resource to refer to will help reinforce the training and assist in achieving the longer term goals listed under outcomes as well as the overall desired impact.

The yellow strategy strand is related to the creation of the diversity and non-discrimination training itself. The training strategy strand will be where the bulk of the information about racism, nationality, and classism will be explored. It is based upon the needs that were identified during the needs assessment and developed to using different methods and activities in order to maximize instructor learning. The curriculum was informed and modeled using Blooms taxonomy and will be measured by the outputs of having 20 participants, having a total of 9 different activities and, and by having the participants complete the training. The training will directly lead to our outcomes and overall impact.

Lastly, the green strategy strand pertains to assessing both instructor satisfaction as well as whether or not the learning outcomes outlined in the training were achieved. Our assessment of the training will require that the training is developed and delivered as an activity and will be measured by having 20 complete assessment survey results.

All of the strategic strands were created to achieve the outcomes and overall impact. The outcomes of the training were broken down in short-term, intermediate term, and long-term in order to better assess if the goals have been met and when they are expected to be realized. Short-term was defined as the period immediately following the training. In the short-term we expect the instructors will feel prepared for upcoming trips and that they will develop new attitudes and behaviors reflective of the workshop. Feeling prepared for upcoming trips refers to how the instructors feel and makes the assumption that the instructors will be prepared specifically for issues of racism, nationality, and classism rather than outdoor skills or other unrelated topics. The outcome of having the instructors developing new attitudes makes the assumption that they are currently unknowledgeable about the topics and that these new attitudes and behaviors will be created immediately after the training and not require any processing period.

The intermediate outcomes are defined as occurring on the instructor's first expedition following the completion of the training. The outcomes that we anticipate realizing are smoother interpersonal and intercultural dynamics on group trips and fewer instances of racial, national, and class discrimination on trips. Smoother interpersonal and intercultural group dynamics means that students and instructors will be able to prevent, avoid, and mitigate conflicts while on

expeditions. Fewer instances of racial, national, and class discrimination refers to reported incidents on expedition, but cannot account for instances that were prevented or avoided.

Lastly we have the long-term outcome of having instructors develop expertise on the topics of nationality, classism, and racism. Long-term is defined as taking place in the post-training. The assumption of this outcome is that the instructors will develop expertise from their experiences on expeditions after having gone through the training.

The Modeling Process

During the initial phases of the program design and modeling it was important to focus on what the intended impact for our program would be. It became clear that we needed to focus on either the students or the instructors in order to keep the project from branching into several different areas of focus. With the help of our client, it was determined that our focus would be on the instructors and increasing both their understanding and ability to properly handle issues regarding nationality, race, and class in group settings.

Once the final impact was created our team worked backwards in design process in order to come up with the best possible ways to accomplish our impact while keeping in mind the implementation process and possible limitations. We wrote down the skeleton of a Program Logic Model onto a white board and began working together to fill it out. Creating learning activities was something that came to fairly easily. However, creating measurable outcomes was where we saw the most challenge.

In creating this impact we made the assumption that our training will provide instructors with the tools necessary to mitigate conflicts regarding the topics of race, nationality, and class on group expeditions. For the long-term outcomes the assumption made was that the training would be successful and that the Outward Bound Costa Rica instructors would develop expertise on the topics of nationality, classism, and racism.

Similarly, under intermediate outcomes, the assumption is that our training will result in smoother group dynamics and fewer specific instances of racial, national, and class discrimination on trips. For the short-term outcomes the assumptions made were that training will prepare the instructors for upcoming trips and that we will be able to change the behaviors and attitudes of the instructors. The activities assume that the instructors will participate and be able to follow along with what we have put together. Lastly, the assumption was made that we would not have any additional inputs to account for.

In the logic model that we designed, each input, activity, output, and impact was separated to allow for a clear and simple visual representation of the ideas and the way that they are connected. Different colors were used to differentiate between tasks that were to be done by our team and those which will be done by the instructors during the training.

Program Design

There were several factors that were taken into account for the design of this non-discrimination and diversity training. The training needed to be simple and straightforward due to the diverse

language and education levels of the instructors. The simplicity of the training was also important to consider because there are limited amounts of money and time available to complete the training. It needed to be able to fit into the already existing two-week training without sacrificing any of the other topics that must be covered throughout the training. Simplicity and utility played a part in making the training based on real world scenarios that would allow for specific comparisons. These real world case study scenarios fit in with Outward Bounds philosophy of experiential learning and further would therefore not distract from other sections of the instructors training week.

Critical questions that were asked while designing the logic model were:

- o Should it focus on instructor learning or student learning?
- o How to measure outputs and intercultural competency in general?
- o How to create the wording of final impact?
- o How to identify specific percent's for outputs to keep measurable?

One of the most important determinations in the program design process was that the logic model would focus on instructor outcomes rather than student outcomes. This was a topic that was discussed at great length and was critical in the design process and formation of an ultimate impact. Including student outcomes would have greatly expanded the scope of the program and could result in a less time devoted to each program outcome. Once we decided upon the outcomes we wanted to see they were then divided into short, medium, and long-term to assist in the assessment process. Lastly, it was important to narrow the focus of the program from 8 topics down to 3 topics in order to ensure that we are able to create a high quality program.

How the Model Will Meet Clients Needs

The program that we designed along with the logic model will allow our client to better train his instructors and meet the ethical standards for international outdoor education organizations. Jim Rowe explicitly identified the need for an up-to-date instructor manual and non-discrimination and diversity training as areas where a program and training materials would be useful. The logic model will be useful for the client to be able to follow along in our thought process as well as in improving it over the course of time. The model conceptualizes and articulates the key ideas behind the programs goals and the ways in which the program will successfully achieve these goals.

Model Benefits and Limitations

The logic model has several benefits and limitations. The benefits are that it is simple to understand, it is focused on one overall impact, and it is inclusive of various different learning styles. The anticipated limitations of our model is that is does not address possible language barriers that we might encounter with the Costa Rican instructors and that it does not include student feedback or student involvement. The possible language barrier will be addressed by having bi-lingual facilitators to run the diversity and non-discrimination training. The student involvement will be addressed by the scenarios that will represent students perspectives.

SMART and FIT Testing Process

The following tables are used to explain precisely how the non-discrimination and diversity training program and the associated logic model fit meet the SMART and FIT principles commonly used in the program design process. While most of the comments directly address how the principle is met some give a detailed explanation of what will need to be done in the future in order to meet the criteria.

The testing of the models was done using several worksheets that outlined specific questions that we should be asking in order to test the logic model. The purpose of the test was to look for gaps in our logic, potential obstacles, and in order to maintain focus on our final impact goal.

	SMART Principle Comments
Specific	Instructors will be demonstrating their understanding and be given tools to help guide them through issues related to nationality, race, and class. The Program Logic Model depicts the who, what, why, where, and when of the training.
Measurable	The results will be measured by looking at the results of the assessment survey satisfaction levels and gauging if the learning outcomes were sufficiently demonstrated on the survey question, the completion of a diversity and non- discrimination section in the instructor manual, fewer instances of national, racial, and class discrimination.
Action-Oriented	The action-oriented steps are clearly indicated under the activities portion of the logic model. The specific order and timing of each activity is spelled out in the training materials. Each activity specifically relates to Blooms taxonomy and serves the purpose of increasing awareness, knowledge, and skills.
Realistic/Relevant	Each strategy was designed with feasibility of implementation and realistic workloads in mind. The scope of the program was re-focused several times and will be achievable in the course of a half-day training. The strategies we chose are not only relevant to our project goals, but also fit into the larger guiding philosophy of experiential learning that is at the core of Outward Bound Costa Rica's values. We developed case studies and designed the activities in a way that will maximize the instructor's progress in the short amount of time that we will have.

Timed	All of the training materials and instructions must be ready before the training can be implemented and before an assessment survey can be made. A detailed timeline was made in order to ensure that all materials were completed. A timeline was created to ensure that the training would be completed in time to implement it in May. The results from the training we hope will be immediate, however the measurements that we will use to judge our success completely will not be available until after the summer programs have ended.
Potential Obstacles	Meeting with our client in order to receive input and approval will certainly be a potential obstacle moving into the process Finding real life case studies related to the topics of nationality, race, and class may prove to be a major obstacle. We will address this obstacle by creating our own case studies if necessary.

FIT Principles

Frequency	Frequency of occurrence (dose) relative to intended results	Does the project (idea or program) repeat, occur with appropriate volume, or happen often enough so results are likely?
Comments	Once per year	The aim of the program is to have this training become part of the annual instructor training. This should be a sufficient frequency to achieve the results we desire.

Intensity	Intensity or strength of given effort	Does the project (idea or program) have enough depth or concentration that results are likely?
Comments	9 Activities(3 per topic)	Each of the case studies will have 3 different activities associated with it. Each activity will be chosen to give the instructors a more in-depth look at the topic.
Targeted	Targeted at a specific market or audience	Does the project (idea or program) aim at an appropriate and specific audience clearly defined?
Comments	Outward Bound Costa Rica instructors	While the targeted audience has been clearly identified, it is worth noting that each cohort of instructors will consist of a variety of different people with varying backgrounds.

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