Counseling and Psychological Services Dissertations

Department of Counseling and Psychological Services

Summer 8-11-2020

School Counselors And Multicultural Counseling Competencies: Are We As Competent As We Think We Are?

Vanessa Placeres

Follow this and additional works at: https://scholarworks.gsu.edu/cps_diss

ACCEPTANCE

This dissertation, SCHOOL COUNSELORS AND MULTICULTURAL COUNSELING COMPETENCIES: ARE WE AS COMPETENT AS WE THINK WE ARE, by VANESSA PLACERES, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree, Doctor of Philosophy, in the College of Education & Human Development, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chairperson, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty.

_____
Don E. Davis, Ph.D.
Committee Chair

_____   _____
Catherine Y. Chang, Ph.D.   Franco Dispenza, Ph.D.
Committee Member   Committee Member

_____
Erin Mason, Ph.D.
Committee Member

_____
Date

_____
Brian J. Dew, Ph.D.
Chairperson, Department of Counseling and Psychological Services

_____
Paul A. Alberto, Ph.D.
Dean
College of Education & Human Development

AUTHOR'S STATEMENT

By presenting this dissertation as a partial fulfillment of the requirements for the advanced degree from Georgia State University, I agree that the library of Georgia State University shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote, to copy from, or to publish this dissertation may be granted by the professor under whose direction it was written, by the College of Education and Human Development's Director of Graduate Studies, or by me. Such quoting, copying, or publishing must be solely for scholarly purposes and will not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involves potential financial gain will not be allowed without my written permission.

Vanessa R. Placeres

NOTICE TO BORROWERS

All dissertations deposited in the Georgia State University library must be used in accordance with the stipulations prescribed by the author in the preceding statement. The author of this dissertation is:

Vanessa Renee Placeres
Department of Counseling and Psychological Services
College of Education and Human Development
Georgia State University
30 Pryor St SW
Atlanta, GA 30303

The director of this dissertation is:

Don E. Davis, Ph.D.
Department of Counseling and Psychological Services
College of Education and Human Development
Georgia State University
Atlanta, GA 30303

CURRICULUM VITAE

VANESSA PLACERES LPC, NCC

30 Pryor St SW Atlanta, GA 30303 • (209) 609-7958 • vplaceres1@student.gsu.edu

EDUCATION:

Ph.D.	2020	Georgia State University	Counselor Education & Practice
M.Ed.	2018	Georgia State University	School Counseling
M.S	2013	California State University, Fresno	Counseling, Marriage and Family Therapy
B.S.	2011	California State University, Fresno	Criminology, Psychology

CERTIFICATION AND LICENSURE:

Professional School Counselor K-12, Georgia Professional Standards Commission #1608746

Licensed Professional Counselor (LPC), Georgia State Board for Licensed Professional Counselors #009126

National Certified Counselor (NCC), National Board for Certified Counselors #319451

PROFESSIONAL EXPERIENCE:

2016-2019	Lecturer/Teaching Assistant Georgia State University
2017-2019	Professional School Counselor St. Pius X High School
2017-2019	Clinical Supervisor, Doctoral Intern Georgia State University
2013-2017	Child & Adolescent Counselor Clinic for Treatment, Prevention, and Addiction

PUBLICATIONS:

*Lenz, A. S., Bledsoe, K., & **Placeres, V**. (in press) Positive psychology characteristics as predictors of school climate among Hispanic/Latinx students.

*Varney, M., Swank, J., Weaver, J. L., & **Placeres, V.** (in press). Master's level counseling students of color in personal growth groups: A phenomenological study of congruence.

*Zeligman, M., Varney, M., Gheesling, S., & **Placeres, V.** (2018). Trauma, meaning making, and loneliness in college students. *Journal of College Student Psychotherapy, 33*(4).

Davis, D. E., DeBlaere, C., Owen, J., Hook, J. N., Rivera, P. D., Choe, E., Van Tongeren, D. R., Worthington, E. J., & **Placeres, V.** (2018). The multicultural orientation framework: A narrative review. *Psychotherapy, 55*(1), 89-100.

Davis, D. E.., Hook, J. N., McAnally-Linz, R., Choe, E., **Placeres, V.** (2017). Humility, religion, and spirituality: A review of the literature. *Journal of Psychology of Religion and Spirituality, 9*(3), 242-253.

*Davis, D. E., McElroy, S., Choe, E., Westbrook, C. J., DeBlaere, C., Van Tongeren, D. R., Hook, J., Sandage, S., & **Placeres, V.** (2017). Development of the experiences of humility scale. *Journal of Psychology and Theology, 45*(1).

*Davis, D. E., McElroy, S. E., Rice, K. G., Choe, E., Westbrook, C., Hook, J. N., Van Tongeren, D. R., DeBlaere, C., Hill, P., **Placeres, V.,** Worthington, E. L. (2016). Is modesty a subdomain of humility? *Journal of Positive Psychology, 11*(4), 439-446.

PRESENTATIONS:

Carlson, N. & **Placeres, V.** (2019, March). *School counselors seeking their LPCs.* American Counseling Association Conference. New Orleans, LA.

Park, C., Bledsoe, K., **Placeres, V.** (2019, March). *Beyond barriers: Equipping high school non-completers for post-secondary transition.* American Counseling Association Conference. New Orleans, LA.

Placeres, V. (2018, May). *Bridging the gap: Racial/ethnic minority students and school-based mental health services.* National Board for Certified Counselors Symposium. Washington DC.

Placeres, V., Coleman, J., Tarziers, K. (2018, October). *Intergroup forgiveness of race-related offenses and stigma associated to seeking counseling.* Southern Association for Counselor Education and Supervision. Myrtle Beach, SC.

Merlin-Knoblich, C., **Placeres, V.,** Mason, E., Harris, P., Grad, R., Huguelte, A., Finan, R. (2018, October). *Current research on flipped learning in counselor education: Findings from three recent studies.* Southern Association for Counselor Education and Supervision. Myrtle Beach, SC.

SCHOOL COUNSELORS AND MULTICULTURAL COUNSELING COMPETENCIES: ARE

WE AS COMPETENT AS WE THINK WE ARE?

by

VANESSA PLACERES

Under the Direction of Don E. Davis, Ph.D.

ABSTRACT

By 2022, estimates suggest that students of color will become the majority population within K-12 schools (Harris et al., 2018). With the growing number of students of color and the estimated 70% of school counselors that identify as white and female, the need for multicultural awareness is especially salient (DataUSA, 2017). With the changing demographics and strong presence of the dominant culture within the school counseling profession, it is imperative that school counselors at all levels (pre-K-12) are multiculturally competent and aware of how their behaviors, conceptualization, and advocacy impact campus climate and student success (Greene, 2018). School counselors who are multiculturally oriented and advocates for social justice are crucial to creating a more inclusive school environment. Multiculturalism has become one of the defining commitments of the counseling profession. Thus, chapter one takes stock of the empirical literature on multicultural counseling competencies within counseling journals. As concluded in chapter one, we have limited research on multicultural competencies and related constructs within school counseling literature. Therefore, the purpose of the present study is to address this gap in the literature by investigating several potential indicators of multicultural competence in a sample of school counselors, including self-reports of multicultural competence

and social justice advocacy and the relationship with multicultural orientation (MCO) constructs using a case conceptualization.

INDEX WORDS: Multicultural counseling competencies, multicultural orientation, social justice advocacy, case conceptualization, school counseling

SCHOOL COUNSELORS AND MULTICULTURAL COUNSELING COMPETENCIES: ARE

WE AS COMPETENT AS WE THINK WE ARE?

by

VANESSA PLACERES

A Dissertation

Presented in Partial Fulfillment of Requirements for the

Degree of

Doctor of Philosophy

in

Counselor Education and Practice

in

Counseling and Psychological Services Department

in

The College of Education and Human Development

Georgia State University

Atlanta, GA
2020

DEDICATION

To my mom Frances Placeres (my earth angel), my dad Frank Placeres (my proudest cheerleader), my sister Monica Placeres (the rabbit to my chick), and my brother Frankie Placeres (my voice of reason) this one is for you. Thank you for believing in me and knowing wholeheartedly that I could be something bigger than myself. If there's one thing I've learned along this journey, it is that I am nothing without you, ALL of you. This dissertation is dedicated to the big Mexican family that I left seven years ago in pursuit of love, adventure, and, most importantly, myself. Thank you for letting me spread my wings and believing I would find my way home. Grandma, lo hice, I'm coming home!

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1

MULTICULTURAL COUNSELING COMPETENCIES: A 30-YEAR CONTENT

ANALYSIS OF AMERICAN COUNSELING ASSOCIATION JOURNALS

Nearly four decades ago, Sue and colleagues (1982) proposed the multicultural counseling competencies (MCC) model. This tripartite model focuses on beliefs and attitudes, knowledge, and skills. As a result of this seminal work, multiculturalism has become one of the defining commitments of the counseling profession. This model has gone on to not only influence counseling but many other allied helping professions, including psychology, psychiatry, social work, health care, and education (Sue et al., 1992). The purpose of the current review is to take stock of the empirical literature on MCCs within counseling journals.

Overview of Multicultural Counseling Competencies in Counseling

The moral and ethical case for the multicultural movement stemmed from repeated demonstrations that the mental health profession was failing to address the specific needs of racially/ethnically diverse clients in a multiculturally sensitive way (McFadden et al., 1978; Sue, 1990; Sue, 1991; Vail Conference [Korman, 1974]). The United States was becoming more racially diverse, which further amplified the need to improve multicultural competence within the counseling profession. Growth was happening especially quickly in Latinx (expected to make up 28.6% of the U.S. population by 2060; U.S. Census Bureau, 2018) and multiracial populations (1 in 5 individuals are projected to identify as multiracial by 2050; Cardenas et al., 2011). Thus, leaders in counseling and other allied professions called for the integration of multicultural values into all aspects of training in order to more effectively address the needs of clients with varying cultural identities (Arredondo et al., 1996).

Before we consider the current state of the literature, it might be helpful to consider how counselor educators fit into the history of the multicultural movement. Many multicultural scholars trace the early commitment to addressing these issues to the Vail conference in 1973 (Korman, 1974). The National Institute of Mental Health sponsored this conference, and it is here that discussion around the ethical implications of treating culturally diverse clients began. These conversations led to significant implications for graduate training programs, including the recommendation that counselor education programs should infuse cultural content in their curriculum (Pope-Davis et al., 2003).

Sue, a firmly established leader in both counseling and related mental health fields, had several fundamental papers with different collaborators that laid what has become the foundation of the MCC movement within counseling. Sue and colleagues (1982), argued that modern counseling practices were embedded within Western cultural values, which often conflict with values and beliefs of people from different cultural frames. These cultural differences can make it more difficult for counselors to connect and establish trust with clients from racially and ethnically diverse cultural groups without proper training and awareness. They made several recommendations for training.

One of the proposed recommendations was the incorporation of the MCC model, which focuses on counselors' beliefs and attitudes, knowledge, and skill (Sue et al., 1982). This tripartite serves as the backbone for many MCC-based models and approaches that seek to actualize a commitment to multiculturalism. A culturally competent counselor is one who is in an active pursuit of understanding and awareness around their values, beliefs, behaviors and biases as it pertains to their own worldview (Sue et al., 1982). Second, the counselor works to gain knowledge and understanding around clients that are culturally different from them in

addition to knowledge about how their worldview impacts their work (Sue et al., 1982). Third, the counselor is on a journey to develop skills and culturally sensitive interventions that are appropriate and relevant to a diverse population and clientele (Sue et al., 1982).

Ten years later, Sue and colleagues (1992) published their major seminal paper in a counselor education journal. In this paper, they urged the counseling profession to implement multicultural counseling competencies and standards into counseling practice and training programs. Sue and colleagues (1992) provided an argument for the importance of incorporating MCC into assessment, clinical work, training, and research and proposed the standardization of this conceptual model. Among other suggestions, the authors advocated strongly for the integration of the MCC into the American Association for Counseling and Development (AACD) (now known as the American Counseling Association, ACA) standards of practice (Sue et al., 1992). After the creation of this seminal work, literature related to the assessment of MCC, training, practice, and supervision began to flourish (Pope-Davis et al., 2003). Multicultural counseling competency training gained traction within the counseling profession and became known as the "fourth force" in counseling (Arredondo et al., 2005).

The Evolution of Multicultural Counseling Competencies in Counseling

After the initial call to the profession in 1982, several major counseling organizations began to heed the call to formally integrate MCCs into their training practices. First, the Association of Multicultural Counseling and Development (AMCD) endorsed the MCCs in 1991. Second, these standards were then adopted by AACD in 1997 (Tomlinson-Clarke, 2013). Third, in 2001, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) endorsed the MCCs by adding multicultural training into their core curriculum (CACREP, 2001). And more recently the MCC's were revised to the Multicultural and Social

Justice Counseling Competencies (MSJCC) in order to reflect a more comprehensive understanding of multiculturalism, intersectionality, and our responsibility to promote equity through social justice advocacy (Ratts et al., 2016). As these standards were clarified and refined, the standardization of the MCC model put into place many of the training standards that are foundational to current training within counselor education programs (Chae et al., 2006; Harley et al., 2002).

After these critical commitments were established, counselor educators have not only sought to strengthen MCCs within training, but they have led in efforts to make multicultural values and a commitment to diversity defining features of holding a counselor identity. Programs seek to infuse multicultural values into all aspects of training and the acculturation of future counselors and counselor educators. Indeed, counselor educators have made this a central part of their professional identity and have led the charge in expanding the boundaries of multicultural initiatives, including the promotion of advocacy and social justice models that define the role of counselors as citizens serving within a broader system (Hill, 2003; Ridley et al., 1994; Sue et al., 1992). Counselors are continually envisioning new ways to address societal injustices that affect the lives of their clients. This identification and acculturation process serves to instill values that will not only promote training goals (i.e., development of MCCs), but also promote a commitment to life-long advocacy, growth, and cultural humility (Gallardo, 2013).

A Need to Take Stock of the Empirical Literature

In recent years, multicultural leaders in counselor education have sought to not only celebrate successes, but also define the next set of goals for those committed to multiculturalism, social justice, and advocacy (Chang et al., 2010; Ratts, 2009). Content analyses provide an important way to clarify future directions. They can document the state of literature and can

prepare the ground for theoretical reviews designed to evaluate specific hypotheses. Content analyses can also help clarify broader trends as well as, more importantly, any significant gaps. However, to this point, we are not aware of a systematic review or content analysis that examines the current body of work on MCC empirical literature within ACA affiliated journals.

Although several content analyses were published in recent years the existing reviews tended to focus on narrow aspects of the field (e.g., review of one journal, 5-10-year timeframe, broader multicultural focus) (Arrendondo et al., 2005; Leach et al., 1996; Ponterotto, 1986). Similarly, sample codes from prior content analysis on multicultural competence literature are also limited (e.g., groups discussed, leading contributors, page length, broad topical areas, and methodology). The most comprehensive content analysis was Worthington et al. (2007), but this review occurred over a decade ago, and also tended to prioritize contributions of counseling psychologists in its coverage. The last significant content analysis of multicultural literature (Arrendondo et al., 2005) in the flagship journal of ACA searched articles through 2001 (almost 20 years ago). This review did not include other outlets where many of the studies on MCC might show up. Finally, the previous reviews happened before some of the more recent work within ACA to distinguish itself from other disciplines. American Counseling Association and counselor education has surged ahead in leadership around integrating theories of intersectionality, advocacy, and social justice into its training standards (Chang et al., 2010). A review of prior work is needed in order to maintain the positive trajectory and leadership stance.

The Current Study

The purpose of the present content analysis is to take stock of the empirical literature on MCCS within ACA journals and affiliated journals (see Table 1). Indeed, given that the vast majority of counseling delivery happens by master's-level counselors, the future of the

profession is increasingly in the hands of counselor educators (Kaplan & Gladding, 2011). In order to maintain momentum and progress, it is essential to not only celebrate prior successes and achievements but also to continue to seek cutting edge advancement of knowledge and science that can inform best practices for training in counselor education programs. The last major review of ACA journals occurred nearly a decade ago and was more general in focus and reviewed qualitative research in ACA journals (Woo & Heo, 2013). Our goal is to survey the empirical work on MCCs within ACA journals, paying particular attention to work over the past three decades after the endorsement of MCCs and the beginning of the fourth force in counseling. Thus, the rationale for this paper also assumes the need for counselor educators to clarify their unique leadership role in seeking to infuse multicultural values throughout their training practices.

Therefore, in the present article, we systemically reviewed and evaluated the existing empirical MCC literature to examine trends in (a) study design, (b) training and education curriculum, (c) intrapersonal counselor characteristics, (d) multicultural counseling perception, and (e) counseling outcomes. We were specifically interested in three guiding questions: (1) What types of empirical articles on the multicultural counseling competencies are published in ACA affiliated journals? (2) What variables are being researched that may contribute to multicultural counseling competence? (3) How are we quantitatively measuring multicultural counseling competence as it relates to skill development, and are MCCs related to client outcome?

Method
Search and Inclusion Criteria

The search included three primary steps. First, we conducted a series of searches in PsychInfo on 3/26/19 and used search terms "*multicultural competence,*" "*multicultural*

competency," and "*multicultural competencies*" in addition to each of the respective journals

listed in Table 1. We limited the search to the ACA affiliated journals listed in Table 1.

Affiliated journals were determined by the current publication list posted on ACA's website. It is

also important to note that for the purposes of representation, *Professional School Counseling*

Journal was included in the study and endorsed during the timeframe under review. Second, we

conducted a parallel search of Google Scholar using the program Publish or Perish. Third, we

examined the reference section of the included articles. Articles were included in the current

review if they were (a) published in an ACA journal (see Table 1) and (b) included a quantitative

measure specific to general multicultural counseling competence. The initial search resulted in

102 articles. We retrieved the pdfs of all articles. These articles were initially reviewed by the

lead researcher and classified by topic (counseling process/outcomes, training, theory/model,

best practice, scale development, tangential focus, or article review). Of the 102 retrieved, 44

articles (see Appendix A) from 11 ACA affiliated journals, met inclusion criteria and were coded

based on the coding scheme described below. For a complete list of journals included, see Table

2.

Description of Coders

The coding team consisted of three doctoral students. At the time of the study, the first

author was a 4th year doctoral candidate in a counselor education and practice program. She was

30 years old and identifies as a Latinx woman. She trained two other coders in the coding

scheme. Coder 2 is a 3rd year counselor education and practice doctoral student. He is 28 years

old and identifies as an African American man. Coder 3 is a 1st year doctoral student in a

counseling and psychology program. She is 32 years old and identifies as a white woman.

Coding Procedure

As a starting point for our coding template, we examined schemes used in prior reviews of the MCC literature (e.g., Arredondo et al., 2005; Ponterotto, 1986; Worthington et al., 2007). Many of the previous content analyses included empirical MCC research alongside conceptual articles on broader MCC topical areas (e.g., Arredondo et al., 2005; Ponterotto, 1986). Given similarities to the purpose of the present review (i.e., examining empirical literature on MCCs), we relied heavily on codes from Worthington et al. (2007). More specifically, we used the following codes from Worthington et al. (2007) (i.e., client perception, client outcome, objective ratings of MCCs, multicultural counseling training interventions, intrapersonal correlates of the counselors' MCCs, and counseling process). Next, the first author read through the included articles and added several additional codes in order to contextualize the coding scheme to the training of counselors (e.g., specialty area, population sampled). Next, the first author spent several hours training both coders before preliminary coding began. We then pilot tested the coding system on two of the same articles, coded individually, and then worked as a team to fine-tune the codes until reaching consensus (2 out of 3 agreement level).

The final coding system included 12 classification categories:

- Contributing authors and journals: This category focused on trends within authorship and most published journals in the area of MCC literature.

- Domain referenced: This category referenced the leading specialty focus (e.g., school counseling, mental health, rehabilitation counseling, other).

- Methodology used: This category documents the type of methodology used in the study (e.g., quantitative or mixed-method).

- Population discussed: Studies focused on a specific sample (e.g., graduate students/trainees, licensed/credentialed professionals, supervisors, other).

- Multicultural counseling training/education/curriculum interventions: This category included studies in which the researcher's primary focus was about counselor training in an educational institution/setting to promote multicultural competencies (e.g., counselor education programs, immersion/service learning, graduate courses, workshop/in-service, training needs, other).

- Intrapersonal correlates of counselors' MCC: This category contained studies that focused on one of the following variables as it related to counselors' MCCs: (a) demographics, (b) racial identity development, (c) MCC experiences (d) number of MCC courses/training, (e) years of clinical experience, (f) other.

- Counselor self-report of MCCs: Studies in this category addressed counselors' self-report of MCCs as it related to work with clients, their training, supervision, etc.

- Objective rating of trainee or counselor MCCs: For this category, studies included an objective rater/observer assessing MCCs through several modalities (e.g., case conceptualization, vignettes, pseudo-client interaction).

- Client perceptions: This category addressed client perceptions of different characteristics of their counselor, including MCCs, counselor effectiveness, and general counseling relationship.

- Counseling process: This category collected data about the counseling process (e.g., therapeutic relationship, counselor behaviors, working alliance).

- Client outcomes: This category focused on different ways studies collected client outcomes as it related to their time in counseling (e.g., early termination, length of treatment, successful completion of treatment, transfer, decrease in symptomology, agency outcomes).

- Other: The coders used this category to document any reoccurring themes that did not fit one of the existing classification categories.

The first author coded all 44 articles (e.g., counseling process and training). The second and third author split the 44 articles in half and coded one of the two categories (e.g., counseling process and training). The second author coded the articles about the counseling process. The third author coded the articles on training. Each article was read by 2 coders and the coding subsets met frequently (e.g., once per week) throughout the coding process to address discrepancies in coding and to enhance coding accuracy. Consensus was reached by cross-referencing the notes and codes highlighted and talking through any discrepancies. Agreement between coders was adequate (Cohen kappa with second coder = 0.61; Cohen kappa with third coder = 0.63).

Results

The results of the content analyses are summarized in Tables 2-9. Tables 2 and 3 describe leading journal outlets and author contribution. Tables 4 and 5 focus on the specialty area and populations sampled. Tables 6 and 7 focus on sample codes (i.e., training interventions and intrapersonal correlates of the counselor). Additionally, Tables 8 and 9 display frequency and percentage of various MCC assessment/perception and counseling related outcomes.

In terms of authors, we computed productivity using the productivity index modeled from Howard et al. (1987). This productivity index is a weighted counting system that awards each article 1.0 point and divides the point by the number of authors (e.g., 1 author; 1.0; 2 authors; 0.6 first author and 0.4 second author; 3 authors; 0.47, 0.32, 0.21; 4 authors; 0.42, 0.28, 0.18, and 0.12 points) (Worthington et al., 2007). Constantine (counseling psychologist), Bellini (rehabilitation counselor), Holcomb-McCoy (school counselor), and Chao (counseling

psychologist) were the top four contributors to empirical articles on MCCs in ACA journals. As might be expected, the *Journal of Multicultural Counseling & Development* published the largest number of articles ($n = 14$), followed closely by ACAs flagship journal (*Journal of Counseling and Development; n = 11*).

Regarding area of focus, the greatest number of articles focused on mental health counseling ($n = 9$), followed by school counseling ($n = 5$), rehabilitation counseling ($n = 5$), and other ($n = 5$; career, substance use, marriage and family therapy, and college counselors). Studies included consisted of both quantitative ($n = 38$; 86.4%) and mixed-method design ($n = 6$; 13.6%). Most samples focused on graduate students ($n = 28$ of 44; 63.6%), although some studies used samples of licensed or certified professionals ($n = 16$ of 44; 36.4%). (Note: titles other than counselor recognized in the two mentioned codes above included supervisors, psychologist, social workers, human services personnel, university staff, and community members).

Of the two broader codes (i.e. training/education/curriculum intervention and intrapersonal correlate of the counselors' MCC) the training/education/curriculum code comprised 40.9% of all empirical MCC literature (see Table 6; $n = 18$; 40.9%). More specifically, most studies focused on courses (both graduate and post graduate studies) and their influence on multicultural competence ($n = 6$, 13.6%), followed by immersion or service-learning specific studies ($n = 3$, 6.82%). Other topics coded within the training/education/curriculum domain included counselor education, workshop/in-service training, training needs, and other (i.e., supervision and research). The most researched intrapersonal correlate ($n = 29$, 65.9%) of the counselors' MCC was counselor demographics

(i.e., race/ethnicity, gender, and age), followed by the number of multicultural courses or trainings taken ($n = 21$, 44.7%). For a full breakdown of each code, refer to Table 7.

Measurement related codes are summarized in Table 8. The vast majority of studies ($n = 41$; 93.2%) relied only on self-reports to assess MCCs. Other report/assessment was also used in some studies (e.g., pseudo-client; case conceptualization) ($n = 8$; 18.2%), but surprisingly, we found no studies that examined client perspectives of MCCs. Also, surprising, very few studies examined the relationship between counseling outcomes and MCCs ($n = 2$; 4.55%) or included counseling process variables ($n = 1$; 2.27%; see Table 9).

Discussion

The purpose of the present article was to take stock of the empirical literature on MCCs published in ACA affiliated journals. We hope that this article can serve as something of a call to the trenches. Strong research is what helped counselors make a case for making a more substantial commitment to multiculturalism. We need cutting edge research to continue to clarify strategies for seeking to live up to our commitments as a profession. Therefore, in the present article, we systematically reviewed and evaluated the existing empirical MCC literature published between 1987-2017 in ACA affiliated journals to examine trends in (a) study design, (b) training and education curriculum, (c) intrapersonal counselor characteristics, (d) multicultural counseling perception, and (e) counseling outcomes.

Our review produced several important findings related to counselor training and multicultural counseling competence unique to counseling journals. Of the articles reviewed, 40.9% of them were related to counselor training, education, and curriculum intervention. The focus on training could be related to CACREPs endorsement of the MCCs in the early 2000s and counselor educators' due diligence in measuring whether they are increasing counselors-in-

trainings awareness, knowledge, and skill related to cross-cultural client relationships. Training focus has important implications for counselor educators, specifically, studies that compared training effects on counselors' self-report of MCC in comparison to observer assessment (Cartwright et al., 2008; Soheilian & Inman, 2015; Vespia et al., 2010).

Another significant contribution was the focus on discipline-specific literature (e.g., mental health, rehabilitation, and school counseling). Prior reviews had not considered such distinctions in specialization or licensure. Although counselors at large hold a 'counselor first' identity, it is essential to note the training and systemic differences that exist as a mental health, rehabilitation, or school counselor. Our results also showed that empirical research on the MCCs has increased steadily over the past 30 years, with many studies published between 2000 and 2009 ($n = 52.3\%$). This surge in scholarship aligns with the endorsement of MCCs by AMCD in 1991, AACD's in 1997, and CACREPs endorsement of MCC into core curriculum in 2001.

Based on our review, Constantine, Bellini, Holcomb-McCoy, and Chao were top contributors within MCC empirical literature. The listed authors have produced about 23% of all MCC empirical literature within ACA affiliated journals. In order to be considered top contributor authors averaged two to three empirical publications, meaning the number of articles needed was relatively small. (Note: although other scholars may have published more conceptual or qualitative articles on MCC, they were not included in the present review, because their articles did not include a quantitative measure of MCC). This finding also converges with those of Worthington et al. (2007), which found that top contributing authors were only publishing a few articles related to MCC. This raises concerns about the need for programmatic research.

Of the 22 ACA affiliated journals, the *Journal of Multicultural Counseling and Development* was the leading contributor of MCC empirically published articles ($n = 31.8\%$).

This imbalance of contribution is understandable considering the mission of the journal is concerned with the research, theory, and program application of multicultural and racial/ethnic minority interests in all areas of the counseling profession (American Counseling Association, 2019). However, with only 50% of the ACA journals represented in our sample, there is a need within the broader counseling literature to empirically cover MCC across all journal outlets to continue to propel the model forward with stronger empirical evidence.

Regarding the specialty areas, articles focused on mental health counseling were the most frequently published ($n = 20.5\%$). Mental health counseling is the largest and most general area of counseling (CACREP, 2019). However, the underrepresentation of rehabilitation and school counseling specific literature is of growing importance considering the continued diversification of the clients/students seeking rehabilitation and school counseling services (Harris et al., 2018; Matrone & Leahy, 2005). Also, note that, for the present review, we included articles from the *Professional School Counseling Journal*. The journal was endorsed during the timeline under review and was the only affiliated journal dedicated to publishing work on school counseling.

Finally, we also found that studies relied heavily on self-reports of MCC (93.2%). Only about one in five used other-reports of MCC ($n = 18.2\%$), but many of these were not examining actual counseling relationships. Given the contextual nature of culture, we were surprised and concerned that none of the studies published in ACA affiliated journals used client perspectives of MCCs. The lack of client data is a significant gap, considering historical critiques of MCC and the need for more empirical data to support the theoretical model (Ponterrotto et al., 2000; Owen et al., 2017; Worthington et al., 2007). For example, nearly twenty years ago, Ponterotto et al. (2000) identified weaknesses in the MCC literature related to measurement and over-reliance on self-report, yet these issues persist and continue to weaken the credibility of MCC scholarship.

Limitations and Suggestions for Future Research

The present review has several important limitations. First, given the extensive range of multicultural counseling literature, the researchers limited the search to ACA affiliated journals. Although the authors completed an extensive search of the multicultural counseling competency literature within ACA affiliated journals, based on our inclusion criteria, we did not include interdisciplinary journals in which counselor educators might publish. Thus, our sample does not represent an exhaustive list of the empirical multicultural literature within the counseling profession. Second, although interrater reliability was adequate, and we coded individually and as a team until reaching consensus, we noted lower initial interrater agreement trends with the "education, curriculum, and training" code during initial phases of the coding process. Finally, the study limited its inclusion to quantitative articles within a 30-year range. Although the growing body of qualitative research on multicultural competence has provided valuable information to the topical area, we excluded these studies because they did not fit the research question and help address how MCCs are measured as it relates to counseling outcomes. Despite the listed limitations, we hope that readers will find the results from this study helpful in guiding their teaching, service, and scholarship as it relates to multicultural competence as there are several implications for counselor educators and future research.

One of the most substantial implications for counselor educators is the need to connect theory to practice and client outcome. If the results from this content analysis are any indication of where we are as a profession, we have an opportunity for publications related to client and counseling outcomes. In the current review, only two studies attempted to examine the relationship between counseling outcomes and MCCs, and there were no measures of the client perception of the counselors MCC. Measurement is key to moving the profession forward and

incorporating more methodological rigor within the MCC literature and client-outcome research is an essential first step (Arredondo et al., 2005; Barrio Minton et al., 2014; Worthington et al., 2007).

Along with strengthening the empirical support for the theoretical model, there are also several major constructs that require attention within the MCC literature. Although several studies are looking at the role of intersectionality on various populations and treatment, there appears to be a gap in the literature regarding MCC and the incorporation of intersectionality theory in our current teaching and researching practices within counselor education (Ratts et al., 2016). Intrapersonal counselor characteristics were the most studied variable within the literature reviewed for this study, specifically counselor demographics (i.e., race/ethnicity, gender, and age). Whereas this construct is frequently measured, little attention is given to bi/multiracial identity and MCC in counseling training programs (Evans & Ramsay, 2015). According to a content analysis conducted by Evans and Ramsay (2015), counselors frequently reported a lack of information on racial identity development and interventions specific to the needs of bi/multiracial clients. Although several studies are documenting the need to address MCC within the dominant culture to help work with diverse clients, there is less literature around supporting counselors from marginalized groups work with white clients (Ratts et al., 2016). Cultural countertransference is another area of opportunity within the counseling literature as there is a need for empirical research dedicated to MCC training to help fight burnout and compassion fatigue amongst counselors of color.

Finally, although the current MCC literature relies heavily on self-report, it is imperative to gather additional points of data to measure competence. One way to gather additional data is to assess the Dunning and Kruger effect on MCC and counselor-training programs. The Dunning

and Kruger effect argues that less competent and skilled individuals tend to overestimate their ability while more advanced/experienced individuals more accurately assess their skill level (Kruger & Dunning, 1999). The accuracy of self-assessment of one's competence is an essential ethical practice as MCC impacts counselor/client relationship, trust, and scope of practice (Lepkowski et al., 2009). As evident by this review, there are several areas of opportunity within the counseling literature, and we hope that we continue to get stronger together through interdisciplinary collaboration, increased rigorous measurement of MCC, and infusing theory to practice through multicultural oriented behaviors.

Conclusion

As scholars continue to research and strengthen the MCC literature, we hope this article serves as a call to the counseling profession. Although there are several fundamental articles related to the importance of multicultural competence, the counseling profession is in a space of opportunity regarding process and outcome research related to MCCs. We believe the counseling profession is situated to advance the study of multicultural competence and strengthen the current state of empirical literature within counseling journals. In order to accomplish these goals, we must focus our energies on process/outcome studies, client data, and investigating how MCCs are related to counseling outcome (Worthington et al., 2007). We believe by addressing the theory-research gap in the MCC literature, these efforts will lead to further strengthening and validation of the multicultural counseling competencies model (Sue et al., 1982).

References

American Counseling Association (n.d.). Retrieved August 23, 2019 from ACA:

    https://www.counseling.org/publications/counseling-journals

Arredondo, P., Rosen, D. C., Rice, T., Perez, P., & Tovar-Gamero, Z. G. (2005). Multicultural

    counseling: A 10-year content analysis of the Journal of Counseling &

    Development. *Journal of Counseling & Development*, *83*(2), 155-161.

    https://doi.org/10.1002/j.1556-6678.2005.tb00592.x

Arredondo, P., Toporek, R., Brown, S. P., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H.

    (1996). Operationalization of the multicultural counseling competencies. *Journal of*

    Multicultural Counseling and Development, *24*(1), 42-78.

    https://doi.org/10.1002/j.2161-1912.1996.tb00288.x

Barrio Minton, C. A., Wachter Morris, C. A., & Yaites, L. D. (2014). Pedagogy in counselor

    education: A 10-year content analysis of journals. *Counselor Education and*

    Supervision, *53*(3), 162-177. https://doi.org/10.1002/j.1556-6978.2014.00055.x

Cardenas, V., Ajinkya, J., & Leger, D. G. (2011). Progress 2050: New ideas for a diverse

    America. *Washington: Center for American Progress*, 1.

Cartwright, B. Y., Daniels, J., & Zhang, S. (2008). Assessing multicultural competence:

    Perceived versus demonstrated performance. *Journal of Counseling &*

    Development, *86*(3), 318-322. https://doi.org/10.1002/j.1556-6678.2008.tb00515.x

Chae, M. H., Foley, P. F., & Chae, S. Y. (2006). Multicultural competence and training: An

    ethical responsibility. *Counseling & Clinical Psychology Journal*, *3*(2), 71-80.

Chang, C. Y., Crethar, H. C., & Ratts, M. J. (2010). Social justice: A national imperative for counselor education and supervision. *Counselor Education and Supervision*, *50*(2), 82-87. https://doi.org/10.1002/j.1556-6978.2010.tb00110.x

Council for Accreditation of Counseling and Related Educational Programs. (2001). *2001 Standards for Accreditation.* Alexandria, VA: Author.

Council for Accreditation of Counseling and Related Educational Programs. (2019). CACREP annual report 2018. http://www.cacrep.org/wp-content/uploads/2019/05/CACREP-2018-Annual-Report.pdf .

Evans, A. M., & Ramsay, K. (2015). Multiracial and biracial individuals: A content analysis of counseling journals, 1991–2013. *Journal of Multicultural Counseling and Development*, *43*(4), 262-274. https://doi.org/10.1002/jmcd.12020

Gallardo, M. E. (Ed.). (2013). *Developing cultural humility: Embracing race, privilege and power*. SAGE Publications.

Harley, D. A., Jolivette, K., McCormick, K., & Tice, K. (2002). Race, class, and gender: A constellation of positionalities with implications for counseling. *Journal of Multicultural Counseling and Development*, *30*(4), 216-238. https://doi.org/10.1002/j.2161-1912.2002.tb00521.x

Harris, P. N., Shillingford, M. A., & Bryan, J. (2018). Factors influencing school counselor involvement in partnerships with families of color: A social cognitive exploration. *Professional School Counseling*, *22*(1). https://doi.org/10.1177/2156759X18814712

Hill, N. R. (2003). Promoting and celebrating multicultural competence in counselor trainees. *Counselor Education and Supervision*, *43*(1), 39-51.

https://doi.org/10.1002/j.1556-6978.2003.tb01828.x

Howard, G. S., Cole, D. A., & Maxwell, S. E. (1987). Research productivity in psychology based on publication in the journals of the American psychological association. *American Psychologist*, *42*(11), 975. https://doi.org/10.1037/0003-066X.42.11.975

Kaplan, D. M., & Gladding, S. T. (2011). A vision for the future of counseling: The 20/20 principles for unifying and strengthening the profession. *Journal of Counseling & Development*, *89*(3), 367-372.

https://doi.org/10.1002/j.1556-6678.2011.tb00101.x

Korman, M. (1974). National conference on levels and patterns of professional training in psychology: Major themes. *American Psychologist, 29,* 301-313. https://doi.org/10.1037/h0036469

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*, *77*(6), 1121.

Leach, M. M., Behrens, J. T., & Rowe, W. (1996). The journal of multicultural counseling and development: Then, now, and in the 21st century. *Journal of Multicultural Counseling and Development*, *24*(3), 167-175.

https://doi.org/10.1002/j.2161-1912.1996.tb00299.x

Lepkowski, W. J., Packman, J., Smaby, M. H., & Maddux, C. (2009). Comparing self and expert assessments of counseling skills before and after skills training, and upon graduation. *Education*, *129*(3). http://dx.doi.org/10.1002/j.1556-6978.2005.tb00129.x

Matrone, K. F., & Leahy, M. J. (2005). The relationship between vocational rehabilitation client

    outcomes and rehabilitation counselor multicultural counseling

    competencies. *Rehabilitation Counseling Bulletin*, *48*(4), 233-244.

    https://doi.org/10.1177/00343552050480040401

McFadden, J., Quinn, J. R., & Sweeney, T. J. (1978). [Position paper by Commission on Non-

    White Concerns of Aces.] Washington, DC: American Personnel and Guidance

    Association. http://dx.doi.org/10.1002/j.1556-6676.1985.tb02828.x

Owen, J., Drinane, J., Tao, K. W., Adelson, J. L., Hook, J. N., Davis, D., & Fookune, N. (2017).

    Racial/ethnic disparities in client unilateral termination: The role of therapists' cultural

    comfort. *Psychotherapy Research*, *27*(1), 102-111.

    https://doi.org/10.1080/10503307.2015.1078517

Ponterotto, J. G. (1986). A content analysis of the journal of multicultural counseling and

    development. *Journal of Multicultural Counseling and*

    Development. https://doi.org/10.1002/j.2161-1912.1986.tb00173.x

Ponterotto, J. G., Fuertes, J. N., & Chen, E. C. (2000). *Models of multicultural counseling*. John

    Wiley & Sons Inc.

Pope-Davis, D. B., Heesacker, M., Coleman, H. L., Liu, W. M., & Toporek, R. L.

    (2003). *Handbook of multicultural competencies in counseling and psychology*. Sage.

Ratts, M. J. (2009). Social justice counseling: Toward the development of a fifth force among

    counseling paradigms. *The Journal of Humanistic Counseling, Education and*

    Development, *48*(2), 160-172.

    https://doi.org/10.1002/j.2161-1939.2009.tb00076.x

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, *44*(1), 28-48. https://doi.org/10.1002/jmcd.12035

Ridley, C. R., Mendoza, D. W., & Kanitz, B. E. (1994). Multicultural training: Reexamination, operationalization, and integration. *The Counseling Psychologist*, *22*(2), 227-289. https://doi.org/10.1177/0011000094222001

Soheilian, S. S., & Inman, A. G. (2015). Competent counseling for Middle Eastern American clients: Implications for trainees. *Journal of Multicultural Counseling and Development*, *43*(3), 173-190. https://doi.org/10.1002/jmcd.12013

Sue, D. W. (1990). Culture specific strategies in counseling: A conceptual framework. *Professional Psychology, 24,* 424-433. https://doi.org/10.1037/0735-7028.21.6.424

Sue, D. W. (1991). A model for cultural diversity training. *Journal of Counseling & Development*, *70*(1), 99-105. https://doi.org/10.1002/j.1556-6676.1991.tb01568.x

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Multicultural Counseling and Development*, *20*(2), 64-88. https://doi.org/10.1002/j.2161-1912.1992.tb00563.x

Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith, E. J., et al. (1982). Position paper: Cross-cultural counseling competencies. *The Counseling Psychologist*, *10*, 45-52. https://doi.org/10.1177/0011000082102008

Tomlinson-Clarke, S. (2013). Multicultural counseling competencies: Extending multicultural training paradigms toward globalization. *Ideas and research you can use: VISTAS 2013*.

U.S. Census Bureau (2018). Retrieved October 03, 2019:

https://www.census.gov/library/visualizations/2018/comm/hispanic-projected-pop.html

Vespia, K. M., Fitzpatrick, M. E., Fouad, N. A., Kantamneni, N., & Chen, Y. L. (2010). Multicultural career counseling: A national survey of competencies and practices. *The Career Development Quarterly*, *59*(1), 54-71.

https://doi.org/10.1002/j.2161-0045.2010.tb00130.x

Woo, H., & Heo, N. (2013). A content analysis of qualitative research in select ACA journals (2005–2010). *Counseling Outcome Research and Evaluation*, *4*(1), 13-25.

https://doi.org/10.1177/2150137812472195

Worthington, R. L., Soth-McNett, A. M., & Moreno, M. V. (2007). Multicultural counseling competencies research: A 20-year content analysis. *Journal of Counseling Psychology*, *54*(4), 351. https://doi.org/10.1037/0022-0167.54.4.351

Table 1

List of ACA Affiliated Journals Included in Search

Journal
Adult Lifespan Journal
Counseling and Values: Spirituality, Ethics, and Religion in Counseling
Counseling Outcome Research and Evaluation
Counselor Education and Supervision
Journal of Addictions & Offender Counseling
Journal of Child and Adolescent Counseling
Journal of College Counseling
Journal of Counseling & Development
Journal of Creativity in Mental Health
Journal of Employment Counseling
Journal of Humanistic Counseling
Journal of LGBT Issues in Counseling
Journal of Mental Health Counseling
Journal of Military and Government Counseling
Journal of Multicultural Counseling and Development
Journal for Social Action in Counseling and Psychology
Journal of Specialists in Group Work
Measurement and Evaluation in Counseling and Development
Professional School Counseling Journal
Rehabilitation Counseling Bulletin
The Career Development Quarterly
The Family Journal

Note. ACA = American Counseling Association; LGBT = Lesbian, gay,

bisexual, transgender.

Table 2

Leading Journals Publishing MCC Empirical Research

Rank	Journal Name	No. of Articles	%
1	Journal of Multicultural Counseling and Development	14	31.8%
2	Journal of Counseling and Development	11	23.4%
3	Journal of Counselor Education and Supervision	6	12.8%
4	Rehabilitation Counseling Bulletin	5	10.6%
5	Professional School Counseling Journal	3	6.38%
6	Career Development Quarterly	1	2.13%
7	Journal of Addiction and Offender Counseling	1	2.13%
8	Journal of College Counseling	1	2.13%
9	Journal of LGBT Issues in Counseling	1	2.13%
10	Journal of Mental Health Counseling	1	2.13%
11	Journal for Specialist in Group Work	1	2.13%

Note. ACA = American Counseling Association; LGBT = Lesbian, gay, bisexual, transgender.

Table 3

Leading Author Contribution

Rank	Name	Overall Productivity Index	No. of Articles
1	Madonna G. Constantine	2.32	4
2	James Bellini	2	2
3	Ruth Chu-Lien Chao	1.6	2
4	Cheryl Holcomb-McCoy	1.6	2
5	Ginger L. Dickson	1.07	2
6	Aida Midgett	1.07	2
7	Markus P. Bidell	1	1
8	Linwood Vereen	.94	2
9	Judy Daniels	.64	2
10	Diana M. Doumas	.61	2

Table 4

Domain Specificity

Domain	*f*	%
Mental health	9	20.5%
Rehabilitation counseling	5	10.6%
School counseling	5	10.6%
Other	5	10.6%

Table 5

Participants Role Sampled

Sample Type	*f*	%
Graduate students	28	63.6%
Other	17	38.6%
Licensed/credentialed professionals	16	36.4%

Table 6

Categories for Addressing MCC and Training, Education, and Curriculum

Content-Analysis Category	Total	f	%
Training/education/curriculum	44	18	40.9%
MCC course	44	6	13.6%
Other	44	4	9.09%
Immersion/service learning	44	3	6.82%
Workshop/in service	44	2	4.55%
Counselor education	44	2	4.55%
Training needs	44	1	2.27%

Note. MCC = Multicultural counseling competence.

Table 7

Intrapersonal Counselor Characteristics Related to MCC

Intrapersonal Characteristics	Total	*f*	%
Other	44	37	84.1%
Demographics	44	29	65.9%
MCC courses/training	44	21	47.7%
MCC experiences	44	14	31.8%
Years of clinical experience	44	9	20.5%
Racial identity development	44	5	11.4%

Note. MCC = Multicultural counseling competence.

Table 8

MCC Perception/Assessment

Perception Measured	Total	*f*	%
Counselor self-report	44	41	93.2%
Observer/other assessment	44	8	18.2%
Client perception	44	0	0.0%

Note. MCC = Multicultural counseling competence.

Table 9

Counseling Outcomes

Counseling Process Evaluated	Total	*f*	%
Counseling outcome	44	2	4.55%
Client process	44	1	2.27%
Counseling relationship	44	1	2.27%

CHAPTER 2

SCHOOL COUNSELORS AND MULTICULTURAL COUNSELING COMPETENCIES: ARE WE AS COMPETENT AS WE THINK WE ARE?

By the year 2022, some estimates suggest that students of color will become the majority population within P-12 schools and by 2050, it is estimated that 60% of the student population will be comprised of students of color (Harris et al., 2018; U.S. Census Bureau, 2009). However, despite these changes in composition, teachers and school counselors are still predominately white, and it seems unlikely that inequality will suddenly disappear, and students of color may face greater multiculturally insensitive school climates without a more intentional focus on multicultural awareness (Cannon, 2010; Harris et al., 2018). Although many school systems work towards egalitarianism, the reality is that the educational curriculum is influenced by political and social constructs beyond the school walls (Soo Hoo, 2004; Tadlock-Marlo et al., 2013). The harsh reality is that insensitive school climates and inequity for many students may be a norm within the education system because of culturally embedded, majority, Westernized, white culture ideologies (Sue, 2006; Tadlock-Marlo et al., 2013).

There are many people positioned to be advocates inside the education system. School counselors are on the front line, situated specifically to help support the students' academic, social/emotional, and college/career readiness by advocating for multiculturally sensitive educational systems that promote access for all students (Tadlock-Marlo et al., 2013). The American School Counselor Association (ASCA) clearly states that the expectation is that school counselors address the needs of all students and help create a school climate that welcomes all people, inclusive of varied aspects of diversity (ASCA, 2015). School counselors hold the responsibility of creating and supporting a school climate that bolsters success for all students and celebrates multicultural diversity (ASCA, 2015).

The need for multiculturally sensitive learning environments is particularly salient in schools with greater cultural diversity. With the growing number of students of color and the estimated 70% of school counselors that identify as white and female, the need for multicultural awareness is especially salient (DataUSA, 2017). This underrepresentation of school counselors of color is also reflected in the current ASCA (2018) membership, with most members being women (85%) or white (81%). With the changing demographics and strong presence of the dominant culture within the school counseling profession, school counselors at all levels (P-12) should demonstrate multicultural competence and become aware of how their behaviors, conceptualization, and advocacy impact campus climate and student success (Greene, 2018). School counselors who are multiculturally competent, comfortable addressing the growing diversity, and advocates for social justice are crucial to creating a more inclusive environment; however, there is minimal research on the empirical measurement of multicultural competencies and related constructs within school counseling literature (Worthington et al., 2007). Therefore, the purpose of this study seeks to address several potential indicators of multicultural competence in a sample of school counselors, including self-reports of multicultural counseling competence (MCC) and social issues awareness as well as multicultural orientation skill based on a case conceptualization.

Multicultural Counseling Competencies

It has been almost 40 years since the inception of the tri-partite model of multicultural competencies (MCCs; Sue et al., 1982). This model delineates three domains of competence: multicultural awareness, knowledge, and skill. According to Sue and Sue (1999), a culturally competent counselor (a) actively pursues understanding and awareness around their values, beliefs, behaviors, and biases, (b) works to gain knowledge and understanding about their clients

cultural background, (c) understands how these differing and overlapping cultural identities impact the counseling relationship, and (d) develops skills and culturally sensitive interventions that are appropriate for various populations.

After the creation of this seminal work, MCCs training gained traction and was endorsed by the Association of Multicultural Counseling and Development (AMCD) in 1991 and later adopted by the American Association for Counseling and Development (AACD; now known as the American Counseling Association; ACA) in 1997 (Tomlinson-Clarke, 2013). The AACDs endorsement of the MCCs would later lead to several changes in the way the profession conceptualizes and trains counselors, as they prepared to serve a diverse population (Chae et al., 2006; Harley et al., 2002). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) endorsed the MCC in 2001. They mandated that training programs include a multicultural course into their core curriculum in an effort to highlight the significance of moving away from a monocultural perspective of counseling and training services (CACREP Standards, 2001). Since MCCs inception, the MCCs theoretical framework has been widely accepted amongst the mental health profession and increasingly researched.

Empirical Literature on School Counseling Multicultural Competence

The adoption of MCCs into training models in counseling led to thriving research programs on MCCs in training, practice, and supervision (Pope-Davis et al., 2003). Replicating research in other areas, early work documented that school counselors view themselves as having high levels of MCCs (Holcomb-McCoy, 2005; Owens et al., 2010); however, for several reasons, researchers question the validity of self-reports of MCCs (Davis et al., 2018; Owens et al., 2010; Worthington et al., 2007). For example, some studies found that multicultural training increased self-reports of MCCs (Hayden-Davis, 2006), but other studies did not (Holcomb-McCoy,

2001a). Similarly, although we might expect years of experience to predict greater MCCs, some studies found such a relationship (e.g., Owens et al., 2010), but others have not (e.g., DeCino et al., 2018). Furthermore, self-reports of MCCs do not necessarily correspond with measures of demonstrated competence assessed by outside raters (e.g., Guzman et al., 2013), and limited research has documented that MCCs, as a stable quality of the counselor, are related to better client outcomes (Tao et al., 2015).

Since MCCs inception, the theoretical framework has been widely accepted among the mental health profession and increasingly researched. Even more, several articles are documenting the benefits of MCC teaching (Harris et al., 2018; Holcomb-McCoy, 2005; Owens et al., 2010). However, there is still little empirical support linking self-reported MCCs with better school counseling outcomes or skills related to working with racial/ethnically diverse students.

Multicultural Values Expressed in School Counselors

The MCCs were developed to infuse multicultural values into the training structures of the mental health professions. However, scholars have struggled to define and effectively measure MCCs in a way that supports foundational hypotheses, such as the association between MCCs (as a quality of the school counselor) with better counseling outcomes, including process variables associated with better counseling-related skills. The multicultural orientation (MCO) framework is one complimentary theoretical model that might help bridge this gap within school counselor training, research, and practice.

The MCO framework includes three constructs theorized to help cultivate a stronger working alliance (cultural comfort, cultural opportunity, and cultural humility; Owen et al., 2011). The MCO framework posits that culturally humble counselors seek to understand and

take advantage of cultural opportunities that arise in session while simultaneously working to create a comfortable environment to explore various cultural identities of the client (Owen et al., 2011). The MCO language also focuses on orienting the school counselor to the student and the cultural processes that may emerge within a session. Thus, MCO language aligns with the perspective of a school counselor attending to the unfolding process of the counseling relationship. Taken together, the MCC and MCO draw on similar values and can help bridge the gap between theory and practice.

The MCO framework was designed to prioritize the counselor's perspective while engaging cultural dynamics with clients. A strength of MCO language is that it emphasizes a way of "being" that is guided by the school counselors' philosophy and values as it relates to cultural factors of the school counselor and the student (Owen et al., 2011). Thus, the MCO framework amplifies values in the MCC model and contextualizes these values within the perspective of a counseling relationship, encouraging school counselors to cultivate a mindset that will aid their development of skills for working with students from marginalized groups (Owen et al., 2011). Accordingly, it ought to inform all aspects of school counselors' work, including how they conceptualize cases and enact culturally focused interventions in session (Owen et al., 2011).

Cultural Comfort

The first complimentary construct included in this study is cultural comfort. Cultural comfort represents the ease and seamlessness of the school counselors' ability to discuss multicultural factors with the student (Slone & Owen, 2015). The MCO framework posits that school counselors who display higher levels of cultural comfort will strengthen their working alliance with students, which involves agreement on the goals and tasks of counseling as well as

strengthen the relational bond between the school counselor and student (Owen et al., 2011). For example, a study conducted by Owen et al. (2017) looked at cultural comfort as a predictor for premature termination. Findings suggested clients that rated their counselor as higher in cultural comfort stayed in counseling longer and had stronger working alliances (Owen et al., 2017). Alternatively, there is also research to support that lower levels of comfort lead to poorer counseling outcomes. For example, research has found that white counselor-trainees have lower levels of comfort working with clients of color compared to their counterparts (Gunter, 2002). Additionally, lower comfort has been shown to predict unilateral termination (Owen et al., 2017).

Cultural Humility

Cultural humility is the second construct in the MCO framework that we use to assess MCCs in the study. Cultural humility involves taking an "other-oriented" approach to addressing the cultural factors of the student and maintaining an accurate assessment of ones' abilities and limitations (Davis et al., 2018). There is initial support for the MCOs hypothesis that greater cultural humility leads to stronger counseling relationships and better therapeutic outcomes (Hook et al., 2013). Alternatively, there is also research to support that clients who rated their counselor as less culturally humble also reported counseling being less effective (Hook et al., 2013, 2016; Owen et al., 2014, 2016).

Social Justice Advocacy

The final construct we plan to assess in the study as a complement to self-reports of MCCs is social justice advocacy as measured by a school counselors' level of social issues awareness. Social justice is defined as valuing fairness and equity in resources, rights, and the treatment of individuals from marginalized groups (Constantine, 2007). Accordingly, advocacy

is an action that follows the fundamental values of social justice and is used to promote systemic change (Cohen et al., 2001). Awareness of social justice issues, such as the impact of social and political inequalities that affect students with marginalized identities, is particularly crucial to the advocacy efforts of school counselors (Nilsson et al., 2011). In seminal writing on the MCO framework, Owen and colleagues (2011) frame the MCO as a way of being rather than doing that involves a consistent inclination towards diversity and awareness.

The MCOs orientation towards "being with" and focus from a wellness perspective aligns with recent theorizing within counselor education on the importance of training counselors to have a strong counseling identity (Mellin et al., 2011), characterized by a commitment to multiculturalism and advocacy for social justice (Ratts, 2011). Namely, social justice advocacy has become an increasingly discussed and researched topic within the mental health profession (Nilsson et al., 2011). This is evident in the recent revision the MCCs to Multicultural and Social Justice Counseling Competencies (MSJCC) in order to reflect a more comprehensive understanding of multiculturalism and the intersectionality of social justice advocacy (Ratts et al., 2016).

Although important in all areas of counseling, social justice advocacy, and awareness is especially fundamental to the role of school counselors in serving the social/emotional, academic, and college and career needs of students P-12 (Nilsson et al., 2011). Indeed, the educational system is a social microcosm of today's society and is evident by social injustices outside of the school setting impacting the students' ability to perform in school (e.g., poverty, racism, unsafe living environments, lack of support, historical injustices; Nilsson et al., 2011). Regardless of the cultural and political factors impacting students P-12, all students are expected to achieve academically set standards and perform as equally well as their peers (Bemak &

Chung, 2005; Parikh et al., 2011). Research continues to document the wide disparity that exists in the academic achievement of students of color compared to their white counterparts (Bemak & Chung, 2008). Therefore, school counselors have a professional responsibility to lead school reform efforts, challenge educational inequalities, and work to close the achievement gap to support the social/emotional, academic, and college and career needs for all students (Bemak & Chung, 2008; Ratts et al., 2007).

Although the need for social justice advocacy and awareness in P-12 is well established, there are limited empirical studies on the actual advocacy practices and level of awareness of professional school counselors (Ratts & Hutchins, 2009). Early work documented that personal attitudes and behaviors of the school counselor impact their level of social justice advocacy (Parikh et al., 2011; Steele et al., 2014). Research also found that school counselors reported higher social justice advocacy scores after receiving training focused on social justice and advocacy (Crook et al., 2015). Although these findings are helpful, neither measure advocacy awareness and the impact school counselors MCCs and social issues awareness have on MCO constructs. The present study seeks to address this gap by assessing how social issues awareness and MCCs impact MCO as measured by a case conceptualization.

The Present Study

Given the lack of research examining MCCs and related constructs in school counselors, the present study drew on a case study method to expand the literature (Gainor & Constantine, 2002; Lee & Tracey, 2008). School counselors completed self-reports of MCCs and social issues awareness. Prior studies of MCO have tended to rely on one method (i.e., other reports based on client ratings). In the present study, we used a case conceptualization approach (Gainor & Constantine, 2002; Lee & Tracey, 2008) and complimented self-reports of MCCs with coded

ratings of cultural humility and cultural comfort. Namely, school counselors were instructed to

read a case and give a conceptualization as they might present it to the student. Then we had five

raters rate the cultural humility and cultural comfort of the school counselor.

We tested the following hypotheses. The first hypothesis was that MCCs would be

related to observer ratings of cultural humility and cultural comfort. Although there is mixed

empirical support for the validity of MCC self-reports (e.g., Drinane et al., 2016), MCCs ought

to show some degree of alignment with MCO constructs as rated by coders.

The second hypothesis was that social issues awareness would predict MCO constructs

above and beyond self-reported MCCs. Prior theorizing suggests that MCO constructs align with

counseling process variables and a way of "being" in session (Owen at al., 2011). We are

expecting that social issues awareness will predict MCO as rated by coders more strongly than

self-rated MCCs because the social justice advocacy measure focuses on awareness and

behaviors that generally align with a commitment to social justice. In contrast, MCC self-reports

are less behaviorally anchored and perhaps more prone to self-enhancement or other response

biases. This prediction also aligns with empirical work that suggests self-reported MCCs may

align more with cultural self-efficacy than it does with an actual skill (Worthington et al., 2000).

The third hypothesis was that school counselor experience would moderate the

relationship between MCCs and MCO constructs, such that the relationship would be stronger at

higher levels of experience. This hypothesis is based on the Dunning-Kruger effect, which

involves the tendency of individuals at lower levels of experience to overestimate their level of

competence (Dunning, 2011). Initial research has extended this effect to counselors and found

that less experienced/trained counselors have difficulty accurately assessing their competence

level regarding skill development and ethical decision making (Lepkowski et al., 2009; Luke et

al., 2017). Indeed, based on the initial work, there is some possibility that those with less expertise overestimate their abilities, whereas, as expertise increases, so does modesty about one's abilities (Kruger & Dunning, 1999).

Method

Participants and Procedure

In order to determine appropriate sample size, we conducted power analyses for a moderate effect size of .15, an alpha of .05, estimated power of .80, and with two predictors; results suggested sampling at least 77 participants for regression analyses (Cohen, 1988; Faul et al., 2009; Hayes, 2013). Participants were recruited through the American School Counselor Association Scene, the American Counseling Association community webpage, professional networking websites, and personal communication with school counselors, school counseling graduate students, and school counselor educators. The study included participants who were current school counseling graduate students and practicing/previously credentialed professional school counselors in the United States.

The total sample size included 80 current/previously certified school counselors and school counseling graduate students and all 80 were used in the analysis after addressing outliers and missing data. The final sample used in this study consisted of 80 school counselors (69 women, 11 men, and 1 male to female). On average, participants were 38.8 years old ($SD =$ 11.6). Regarding sexual orientation, 92.6% identified as heterosexual, 2.5% as bisexual, 1.3% as queer, 1.3% as gay, 1.3% as questioning, and 1% another orientation (e.g., pansexual). Regarding chronic illness/disability, 81.3% reported they did not have a current disability, 6.3% another chronic illness/disability (e.g., chronic pain), 3.8% chronic medical health (e.g., HIV or Diabetes), 3.8% psychological/psychiatric, 2.5% hearing, and 1.3% mobility. The sample was

racially diverse (52.5% European American/White, 27.5% African American/Black, 10.0%

Latinx/Hispanic, 5.0% Asian American/Asian, 1.3% Native Hawaiian/Pacific Islander, 1.3%

Multiracial with African American/Black identity, and 2.6% another race (e.g., Multiracial

without African American/Black identity). See Table 1 for full participant demographic

breakdown.

Most participants identified as certified school counselors (80.0%, $n = 64$) and fewer

identified as school counseling graduate students (20.0%, $n = 16$). Of the certified school

counselors, the majority of participants identified master's degree as their highest degree earned

(55.0%, $n = 44$) and most were from a CACREP accredited program (72.5%, $n = 58$) in the

Southeast region (47.5%, $n = 38$). Participants ranged in years of professional school counseling

experience ranging from one to 41 years ($M = 10.21$, $SD = 8.69$). The number of multicultural

courses also varied from zero to six ($M = 2.70$, $SD = 1.14$) and multicultural workshops from one

to more than 20 ($M = 3.51$, $SD = 1.76$) (see Table 2-3 for full breakdown).

Participants were contacted via professional networking websites, professional

membership communities, and individual communication. A recruitment script was included that

contained a brief description of the project and rationale for the study, University affiliation,

ability to withdrawal, contact information, and a link to the survey. Participants first read the

consent form (see Appendix B) and indicated consent. After providing consent, participants

completed the demographic questionnaire and self-report surveys, including the Multicultural

Counseling Competence and Training Survey-Revised and the Social Issues Advocacy scale.

To measure multicultural orientation skills, school counselors completed a case

conceptualization exercise modeled after Gainor and Constantine (2002) and Lee and Tracey

(2008) (See Appendices F-G). Participants were asked to imagine that they were the school

counselor of a 16-year-old African American male who they were about to meet for the first time. Participants were provided with a vignette in which the 16-year-old African American male was matriculating through a predominately white suburban school setting. The student was being referred to counseling because of challenges adjusting to his new school, social isolation from his peers, and mildly depressed affect (Gainor & Constantine, 2002). The case provided an array of possibilities to consider cultural factors in the formulation of the treatment plan. After reading the vignette, participants were asked to give two case conceptualizations. They were asked to write a conceptualization about what they believed was at the center of the students presenting concerns and what they thought would be the most effective approach to intervention. Additionally, they were directed to call a Google Voice number and asked to provide a one-minute voicemail recording of how they would present their conceptualization to the student and how they planned to intervene. Participants also provided a four-digit identification code that would later be used to merge participant data with the coded data.

We had five students of color with dissimilar and similar identities (i.e., master's in counseling, doctoral students in various programs, differing race/ethnicity, varying age) listen to each of the audiotapes and rate the cultural humility and cultural comfort of the school counselor. This approach is based on lay-coding methods that rely on the intuitions of a larger set of raters rather than coding utilizing a rigid and narrow set of themes based on the researcher's own definition and potential biases (Waldinger et al., 2004). Furthermore, there is initial support for the reliability of coding emotion variables using multiple coders (Rosenthal & Rosnow, 1991; Waldinger et al., 2004). Intraclass correlation coefficient estimates and their 95% confidence intervals were calculated based on a mean-rating, consistent agreement, 2-way mixed effect model and results reported excellent reliability amongst the five raters for Cultural Humility

(*ICC* = .95 with a 95% confidence interval from .94 to .97, *F*(79, 4661) = 21.0, *p*<.001, and

Cultural Comfort (*ICC* = .95 with a 95% confidence interval from .93 to .96, *F*(79, 3871) = 18.9,

p<.001 (Koo & Li, 2016).

Measures

Demographic Questionnaire

The demographic questionnaire collected a variety of information, including participants'

racial and ethnic identity, gender identity, age, sexual orientation, and ability. Participants also

indicated whether they were trained in a CACREP accredited program, training region (e.g.,

North Central, North Atlantic, Southeast, Rocky Mountain, West), how many multicultural

courses they took as part of their program, and how many multicultural trainings they have

attended (e.g., at conferences or other continuing education events). In addition, participants also

indicated whether they were a graduate student or a credentialed professional. If they indicated

being a credentialed professional, they also indicated year of graduation, years of professional

experience as a school counselor, and highest degree earned. For a full list of demographic

questions, refer to Appendix C.

Multicultural Competencies

Multicultural competencies were assessed with the 32- item Multicultural Counseling

Competence and Training Survey-Revised (MCCTS-R; Holcomb-McCoy & Day-Vines 2004).

The MCCTS-R is the revised version of the initial scale developed by Holcomb-McCoy and

Myers (1999) to assess the perceived multicultural competence of professional counselors based

on the AMCD multicultural competencies. The revised survey was created to better reflect the

language used by school counselors and is a behavioral based measure created to assess school

counselors perceived multicultural competence (Holcomb-McCoy, 2001b). For example, the

word *client* was replaced by the term *student.* An analysis of the revised items on the MCCTS-R

revealed the following subscales: Multicultural Knowledge, Multicultural Terminology, and

Multicultural Awareness (Holcomb-McCoy & Day-Vines, 2004). The MCCTS-R's 32-items are

rated on a 4-point Likert-type scale ranging from 1 = *not competent* to 4 = *extremely competent*.

Higher scores reflect higher self-perceived competence. A sample item is, "I can list at least

three barriers that prevent ethnic minority students from using counseling services." See

Appendix D for a full list of items. Content and construct validity have been demonstrated

through factor analysis yielding the three factors (i.e., multicultural knowledge, awareness, and

terminology) related to total MCCs (Holcomb-McCoy & Day-Vines, 2004). The subscales

showed evidence of internal consistency, with Cronbach alpha coefficients of .95 for

Multicultural Knowledge; .85, Multicultural Awareness; and .97, Multicultural Terminology

(Holcomb-McCoy & Day-Vines, 2004). For the present study, the Cronbach alpha was .95 for

the total scale; .96, Multicultural Terminology; .94, Multicultural Knowledge; and .89,

Multicultural Awareness.

Social Justice Advocacy

Social justice advocacy was assessed with the 21-item Social Issues Advocacy (SIA)

scale that was developed to assess social justice advocacy attitudes and behaviors (Nilsson et al.,

2011). Items are rated on a 5-point scale ranging from 1 = *strongly disagree* to 5 = *strongly*

agree. It has four subscales: Political and Social Justice Advocacy, Political Awareness, Social

Issues Awareness, and Confronting Discrimination (see Appendix E). A total score can also be

calculated, and higher total scores reflect greater social issues advocacy attitudes and behaviors.

For the analysis, the Social Issues Awareness subscale was used and consisted of four items. The

SIA has been used with counseling trainees and professional school counselors (Beer et al.,

2012; Feldwisch & Whiston, 2015). A sample item is "Societal forces (e.g., public policies, resource allocation, human rights) affect individuals' education performance." The SIA demonstrated initial evidence of construct validity as the scores of the SIA scale were associated with another advocacy measure, multicultural empathy, and political interest (Nilsson et al., 2011). The subscale used showed evidence of internal consistency, with Cronbach alpha coefficients of .91, Social Issues Awareness. For the present study, the Cronbach alpha was .89, for the Social Issues Awareness subscale.

Cultural Humility

To assess cultural humility, raters completed the 12-item Cultural Humility Scale (CHS; Hook et al., 2013). The scale has two subscales addressing positive and negative cultural humility and can also be scored using a total score, with higher scores indicating higher cultural humility. For the purposes of this study, the instructions were adapted to address the population being assessed (e.g., counselor to school counselor and my to student). Observers rated the items on a 5-point Likert scale 1 = *strongly disagree* to 5 = *strongly agree*. The instructions read: "Please think of the school counselor. Using the scale below, please indicate the extent to which you agree or disagree with the following statements about the school counselor. Regarding core aspects of the student's background, the school counselor…" (refer to Appendix H). Example items include "was considerate" and "was a know-it-all." The CHS demonstrated initial evidence of construct validity as the scores of the CHS were associated with other measures of cultural competence, general competencies, and counseling outcomes (Hook et al., 2013). The CHS demonstrated strong internal consistency for the measure with a Cronbach's alpha = .93 (Hook et al., 2013). For the present study, the Cronbach alpha was .95.

Participants' cultural humility was also assessed using a single item question asking them to rank their multicultural competence by identifying what percentile they were (e.g., 25th, 50th, 75th, 100th) in comparison to another credentialed school counselor. This methodology was adapted from a similar study assessing school counselors' use of ethical decision-making models and the ability to accurately self-assess skill (Luke et al., 2017).

Cultural Comfort

To assess cultural comfort, we used the 10-item Cultural Comfort Scale (CCS; Slone & Owen, 2015). Since its initial creation, the scale has been adapted to address group counseling dynamics as well (Kivlighan et al., 2019). For the purposes of this study, the scale has been adapted for the rater to assess the school counselors' level of comfort addressing culturally related topics. The measure has two subscales; Positive and Negative levels of comfort. The scale can also be total scored, with higher scores indicating higher levels of cultural comfort. The CCS is a 10-item measure rated on a Likert-type scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. The instructions read: "Overall, how do you think the school counselor felt in session," and sample items include, "comfortable," "awkward," "nervous." See Appendix I for a full list. The CCS demonstrated strong internal consistency for the measure with a Cronbach's alpha = .94 (Slone & Owen, 2015). For the present study, the Cronbach alpha was .95.

Results

Preliminary Analysis

We began by examining whether there were patterns in missing data. Less than 3% of data were missing per item once the data was pulled for those participants that completed up to the voicemail portion of the survey ($n = 80$). Next, we conducted Little's Missing Completely at Random test to determine whether we could proceed with imputation without introducing bias

(Schlomer et al., 2010). The test was not significant ($p = 1.00$), so we proceeded with expectation maximization to impute the missing data. Additionally, data was screened for potential violation of assumptions, including multicollinearity ($VIF = 1.01$), normality (i.e., skewness and kurtosis), multivariate outliers (i.e., Mahalanobis), linearity, homoscedasticity using scatter plots, and independence of residuals. There were no problems with outliers or normality (i.e., multivariate probability above .001), and all values were within an acceptable range for skewness and kurtosis (i.e., between -1 and +1).

Primary Analysis

To test the first hypothesis that MCC and MCO constructs would be related, we ran a correlation analysis. All bivariate correlations, means, and standard deviations are displayed in Table 4. Regarding contextual data for whether MCCs would be related to observer ratings of cultural humility and cultural comfort, multicultural competence was not correlated with cultural humility. However, Multicultural Competence was positively and moderately correlated with Cultural Comfort ($r = .27$, $p = .016$). Cultural Comfort was also positively and moderately correlated to Multicultural Knowledge ($r = .27$, $p = .015$) and Multicultural Awareness ($r = .26$, $p = .021$). All other correlations are reported in Table 4.

The second hypothesis was that social justice advocacy would predict coded cultural humility and cultural comfort above and beyond MCCs. To test this hypothesis, we conducted a series of hierarchical regression analyses in which MCCs were entered in Step 1, and then Social Issues Awareness was entered in Step 2 (see Tables 5 and 6). Before running each regression, preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, homoscedasticity, and multicollinearity. With Cultural Comfort (CC) as the dependent variable, MCC predicted 7.2% of the variance in Step 1 ($R^2 = .072$, $p = .016$), and Social Issues

Awareness did not predict any additional variance in Step 2 ($R^2 = .004$, $p = .54$). With Cultural Humility as the dependent variable, MCCs did not predict Cultural Humility in Step 1 ($R^2 = .012$, $p = .32$), and Social Issues Awareness did not predict Cultural Humility in Step 2 ($R^2 = .045$, $p = .059$).

The third hypothesis was that experience as a school counselor would amplify the relationship between MCCs and coded MCO constructs. In order to test this hypothesis, we conducted parallel moderation analyses using the Hayes' PROCESS Macro on SPSS (Hayes, 2013). The interaction term was not significant, with no moderation found between MCC and MCO, as zero lied between the confidence intervals for both Cultural Humility 95 % CI [-2.45, 1.30], $t = -.61$, $p = .54$ and Cultural Comfort 95 % CI [-1.98, 1.17], $t = -.51$, $p = .61$. Thus, Hypothesis 3 was not supported.

Discussion

There have been several calls to the profession regarding moving beyond reliance on self-report to assess multicultural counseling competence (Holcomb-McCoy, 2005; Worthington et al., 2007). Although there is a great need to gain a better understanding of what contributes to MCC and better counseling outcomes, there are few studies within the counseling literature that investigate school counselors MCC beyond self-report. With shifting demographics P-12, school counselors are likely to see an increase in students of color on their caseloads, resulting in an increased need for more multiculturally oriented and aware school counselors (Greene, 2018). However, we currently have limited research on the empirical investigation of multicultural competencies and related constructs beyond correlating self-reports of MCCs with self-reports of other constructs. It is important to link MCCs with skills known to be related to better client outcomes (e.g., multicultural orientation constructs). Therefore, the purpose of this study was to

address this gap in the literature by investigating several potential indicators of multicultural competence in a sample of school counselors, including self-reports of multicultural counseling competence (MCC) and social justice advocacy as well as multicultural orientation skill based on a case conceptualization created to simulate a response to a student.

Findings from this study provide partial support that the multicultural counseling competencies and the multicultural orientation framework are related to one another. Multicultural counseling competence was positively correlated with cultural comfort, such that as a school counselor's self-report of multicultural competence increased, so did their observed assessment of comfort. This finding partially supports theorizing that the MCO framework is an extension of the MCC model and created to look at how cultural underpinning can impact the counseling process (Davis et al., 2018). In other words, when school counselors have more multicultural awareness, knowledge, and understanding of cultural-related terminology, they are more likely to feel confident and appear comfortable engaging students in multicultural conversations and broaching difficult topics.

Along the same lines, this theorizing fits previous studies that have found that self-reported MCC scales actually measure self-efficacy (i.e., confidence, comfort) for engaging in multicultural dialogue (Constantine & Ladany, 2001; Ottavi et al., 1994). Specifically, that MCC measures are generally aligned with measurement of self-efficacy rather than the assessment of actual competence (Constantine et al., 2002; Ottavi et al., 1994; Tao et al., 2015). Our results converge with evidence that self-reported MCCs reflect confidence (i.e., comfort) engaging in multicultural conversations, but more work is needed to assess actual skill or performance (Worthington et al., 2007). Namely, we found that self-reported MCCs were associated with coded cultural comfort. This study was the first to demonstrate the association using coded

cultural comfort. An essential next step might be to explore the particular indicators that helped

coders identify variability in comfort.

Self-reported MCCs did not correlate with coded cultural humility. Although not ideal,

this finding is not surprising. Prior work has failed to demonstrate the construct validity of self-

reported MCCs (Constantine et al., 2002; Ottavi et al., 1994; Tao et al., 2015). We certainly want

to guard against making too much of null findings (Greenwald, 1975). Nonetheless, null findings

pervade this literature; after several decades, no studies have linked self-reported MCCs (as a

counselor effect) to better counseling outcomes in ACA affiliated journals (Placeres, 2020). The

problem with self-report has become well-known within counseling literature, such that other

studies have suggested that the Dunning and Kruger effect could help explain the issue with self-

report (Dunning et al., 2003; Lepowski et al. 2009; Luke et al., 2017). The Dunning and Kruger

effect suggests that individuals base their perceptions of their performance on the opinion of skill

rather than an assessment of actual skill, or in this case, way of approaching multicultural

dialogue (Dunning et al., 2003). Based on our findings, school counselors generally reported

having high levels of multicultural competence (53.8% self-reported being in the 75th percentile

of MCC) but generally had lower scores in cultural humility as rated by the observer. Based on

recent work applying the Dunning and Kruger theory to counseling, there is support that

counselors have a difficult time evaluating their competence, and the results from this study are

consistent with these findings when comparing self-reported MCC percentile rank with observers

assessment of cultural humility (Lepkowski et al., 2009; Luke et al., 2017).

Limitations and Suggestions for Future Research

The present study had several potential limitations. First, the sample was gathered online,

and no incentive was offered, so there is some potential for selection bias, given that school

counselors with a higher interest in multiculturalism might have been more likely to complete the survey. Thus, it might be helpful to conduct a similar study by identifying several school counseling programs and attempting to assess all or any of the students within their training program to see if results replicate using a different sampling method.

Second, our study focused on case vignettes as a way of sampling a school counselor's current level of skill. The vignette increased internal validity because all school counselors responded to the same content, but the disadvantage is that it does not match the conditions of all school counseling settings and demographics. Some school counselors may have advanced skills that are contextualized to the process of forming trusting relationships with students. Coding school counselor behavior within the first few sessions might be a more contextually valid way to assess school counselor skills, so the results should be viewed tentatively until results have been replicated across different methods of studying the counseling process.

Third, reflecting the broader field, our sample was predominately white, female, and heterosexual. It is important to explore whether the results of this study replicate in samples of, for example, school counselors with marginalized identities. Future research could examine a variety of potential moderators (e.g., race/ethnicity, geographic location, training program, and years as a school counseling experience).

Lastly, this initial study used a cross-sectional, correlational design in order to examine the association between MCCs and social justice advocacy with coded MCO skills. However, future work could examine coded skills, as expressed in the early sessions of counseling, in order to see if MCO constructs influence subsequent trends in counseling. To date, most studies of MCO have relied primarily on client-reports, which on the one hand, is a strength, but on the other, may be prone to mono-method bias, to the degree that outcomes are also measured with

client reports (e.g., perceived symptom improvement). Similarly, it might be helpful to examine coded MCO skills across various turning points in a training program (e.g., baseline, after helping skills, beginning of practicum/internship, end of practicum/internship, a year after graduation).

Implications for School Counselors and Training Programs

The present study has several implications for the school counseling profession. There is substantial research generally supporting the multicultural counseling competencies (Bidell, 2012; Chao, 2013; Constantine et al., 2002; Holcomb-McCoy, 2005; Owens et al., 2010); however, most of the studies within the school counseling literature rely on self-report (Greene, 2018). Thus, it is essential to understand complementary constructs related to counseling outcomes (i.e., cultural humility and cultural comfort) and how taken together, the multicultural competencies and multicultural orientation framework can potentially help inform school counselor training and bridge the theory to research gap within MCC and school counseling literature (Davis et al., 2018).

The results of this study provide preliminary support that self-reported MCCs are related to cultural comfort. This correlation has significant implications for the training and practice of school counseling. Although the MCO framework is in its early stages of development, there is initial support linking MCO constructs with better counseling outcomes and various parts of the therapeutic process (Davis et al., 2018; Owen et al., 2011). Because self-reported MCCs and cultural comfort are correlated, one training recommendation would be to invest time in skill-building (e.g., flipped learning, role-plays, recorded student sessions, interactive lectures) versus a traditional didactic lecture style (Guzman et al., 2013) to increase comfort implementing multicultural skill. Providing school counselors and school counselor trainees with an

opportunity to challenge their multicultural skill-set by participating in training that is more interactive and representative of the changing demographics P-12 could help increase cultural comfort and the execution of multicultural skill beyond the incorporation of knowledge and awareness (Owen et al., 2011). Additionally, focusing on how MCCs may present at various levels P-12 and addressing training needs at each level from a developmentally sensitive perspective and with developmentally appropriate techniques (e.g., play therapy, sand tray, broaching, Socratic dialogue).

Alternatively, self-reported MCCs did not correlate with cultural humility. This finding could have several implications for school counselor education training programs. In line with prior theorizing, the teaching and training of multicultural competence in counselor education programs may not accurately translate into increased multicultural competence or demonstration of multicultural skills (Guzman et al., 2013). Multicultural competence is explained as a way of implementing one's awareness and knowledge during the counseling session. Alternatively, MCO has been noted as a way of being and interacting with cultural components in session (Owen et al., 2011). Taken together, these frameworks have several implications regarding the way we train and prepare school counselors. Although MCC serves as the foundation for multicultural work, it may be difficult for school counselors to measure level of competence with the current assessment tools available in addition to the tendency to overestimate ability early in training (Kruger & Dunning, 1999). Cultural humility could help trainees identify strengths and areas of opportunity in their knowledge bank (Davis et al., 2018). One practical suggestion for training programs is to provide ongoing, formative feedback at different developmental milestones throughout the program and incorporate additional forms of evaluation in order to provide more accurate feedback. For example, gathering several data points to assess

multicultural skill development across different modalities (e.g., initial assessment during interviews, mock sessions, role plays, written case conceptualizations, MCO assessments). Another suggestion would be to train site-supervisors to assess multicultural competence and cultural humility during practicum and internship (e.g., MCC measures, observations, other-oriented approach, questions, and curiosity about others). Without formative feedback on multicultural awareness and cultural humility during the early stages of professional development, it may be difficult for professional school counselors to ask for and receive help when they are confronted with possible limitations to their training (Davis et al., 2018).

Further, although school counselors typically view themselves as multiculturally competent (Holcomb-McCoy, 2005; Owens et al., 2010), it is critical to move beyond reliance on self-report regarding the measurement of student outcomes. There are several studies that report the use of MCO constructs (e.g., cultural humility, cultural comfort, and cultural opportunity) with better counseling outcomes (i.e., stronger working alliance, decreased unilateral termination, and higher levels of comfort and trust) (Hook et al., 2013; Kivlighan et al., 2019). An important next step in infusing the MCO framework into school counselor training is including MCO skill (e.g., cultural comfort and cultural opportunity) development in the syllabi of multicultural courses and continuing multicultural skill development across the curriculum. Additionally, providing continuing education workshops that use MCC and the MCO constructs to help bridge the gap between perception and actual skill development and behavior. Multicultural counseling competencies, in conjunction with the skills derived from the multicultural orientation framework, have the potential to change the way we train school counselors to conceptualize, counsel, and advocate with and on behalf of students P-12 (ASCA, 2015).

Conclusion

In order for school counselors to validate their students' experiences, they must demonstrate the attitudes/beliefs, knowledge, skills, and actions necessary to address a students' worldview from a multicultural and social justice perspective (Ratts et al., 2016). School counselors must develop self-awareness of their attitudes, beliefs, and assumptions as it pertains to their worldview, biases, and spaces of privilege and oppression (Ratts et al., 2016). Additionally, school counselors should be able to take an action-oriented/culturally humble perspective in understanding their students' worldview and how their combined attitudes, beliefs, and perceptions influence the counseling relationship (Ratts et al., 2016). The MCO framework is a complementary model to the MCC's and a way of bridging the gap between the perception of competence and actual skill development. School counselors should be equipped to employ empowerment-based theories to address internalized oppression experienced by students with marginalized identities and take action at a personal, community, and systemic level (Ratts et al., 2016).

We encourage researchers to continue to explore the role multicultural competence has on actual counseling behavior and therapeutic outcomes, and how this may impact engagement in counseling services. As both scholars and school counselors continue to challenge multiculturally insensitive educational environments, addressing multicultural orientation may be one way to bridge the gap between communities of color and multiculturally accepting school environments. If stronger (i.e., longitudinal) studies can provide additional support for the link between multicultural competence, social justice advocacy, and multicultural orientation skill, this may open the door to potential strategies for addressing the effectiveness on school counseling services P-12. We believe school counselors are positioned to continue advancing the

implementation of multiculturally-oriented behaviors in the school to meet the changing

demographics of the students they serve.

References

American School Counselor Association. (2015). The school counselor and cultural diversity. ASCA position statement. https://www.schoolcounselor.org/asca/media/asca/PositionStatement/PS_CulturalDiversity.pdf

American School Counselor Association. (2018). ASCA membership demographic. *2018 ASCA member directory*. https://www.schoolcounselor.org/asca/media/asca/home/Member-Demographics.pdf

Beer, A. M., Spanierman, L. B., Greene, J. C., & Todd, N. R. (2012). Counseling psychology trainees' perceptions of training and commitments to social justice. *Journal of Counseling Psychology*, *59*(1), 120. https://www.jstor.org/stable/42732459

Bemak, F., & Chung, R. C. Y. (2005). Advocacy as a critical role for urban school counselors: Working towards equity and social justice. *Professional School Counseling, 8,* 196-303. https://www.jstor.org/stable/42732459

Bemak, F., & Chung, R. C. Y. (2008). New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling & Development*, *86*(3), 372-381. https://doi.org/10.1002/j.1556-6678.2008.tb00522.x

Bidell, M. P., (2012). Examining school counseling students' multicultural and sexual orientation competencies through a cross-specialization comparision. *Journal of Counseling & Development, 90,* 200-207. https://doi.org/10.1111/j.1556-6676.2012.00025.x

Cannon, E. P. (2010). Measuring ethical sensitivity to racial and gender intolerance in schools. *Journal of School Counseling*, *8*(20), 20.

Chae, M. H., Foley, P. F., & Chae, S. Y. (2006). Multicultural competence and training: An ethical responsibility. *Counseling & Clinical Psychology Journal*, *3*(2), 71-80.

Chao, R. C. L. (2013). Race/ethnicity and multicultural competence among school counselors: Multicultural training, racial/ethnic identity, and color-blind racial attitudes. *Journal of Counseling & Development*, *91*(2), 140-151. https://doi.org/10.1002/j.1556-6676.2013.00082.x

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.

Cohen, D. J., De la Vega, R., & Watson, G. (Eds.). (2001). *Advocacy for social justice: A global action and reflection guide*. Bloomfield, CT: Kumarian.

Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. *Journal of Counseling Psychology*, *54*(1), 1. https://doi.org/10.1037/0022-0167.54.1.1

Constantine, M. G., Gloria, A. M., & Ladany, N. (2002). The factor structure underlying three self-report multicultural counseling competence scales. *Cultural Diversity and Ethnic Minority Psychology*, *8*(4), 334. https://doi.org/10.1037/1099-9809.8.4.335

Constantine, M. G., & Ladany, N. (2001). New visions for defining and assessing multicultural counseling competence. In J.G. Ponterotto, J.M. Casas, L.A. Suzuki, & C.M. Alexander (Eds.) *Handbook of multicultural counseling* (2nd ed., pp. 482-498). Thousand Oaks, CA: Sage.

Council for Accreditation of Counseling and Related Educational Programs. (2001). *CACREP accreditation manual*. Alexandria, VA: Author.

Crook, T. M., Stenger, S., & Gesselman, A. (2015). Exploring perceptions of social justice advocacy competence among school counselors. *Journal of Counselor Leadership and Advocacy*, *2*(1), 65-79. https://doi.org/10.1080/2326716X.2014.996831

DataUSA. (2017). DataUSA: Counselors. https://datausa.io/profile/soc/211010/#demographics

Davis, D. E., DeBlaere, C., Owen, J., Hook, J. N., Rivera, D. P., Choe, E., Tongeren, D. R., Worthington, E. L., & Placeres, V. (2018). The multicultural orientation framework: A narrative review. *Psychotherapy*, *55*(1), 89. https://doi.org/10.1037/pst0000160

DeCino, D. A., Strear, M. M., & Olsen, S. (2018). Exploring school counselors' social desirability, multicultural counseling competence, and demographics in the Midwest. *Journal of School Counseling, 16.* http:jsc.montana.edu/articles/v16n2.pdf

Drinane, J. M., Owen, J., Adelson, J. L., & Rodolfa, E. (2016). Multicultural competencies: What are we measuring? *Psychotherapy Research*, *26*(3), 342-351. https://doi.org/10.1080/10503307.2014.983581

Dunning, D. (2011). The Dunning–Kruger effect: On being ignorant of one's own ignorance. *Advances in Experimental Social Psychology*, *44,* 247-296. Academic Press.

Faul, F., Erdfelder, E., Buchner, A., & Lang, A. G. (2009). Statistical power analyses using G* Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*, *41*(4), 1149-1160. http://dx.doi.org/10.3758/BF03193146

Feldwisch, R. P., & Whiston, S. C. (2015). Examining school counselors' commitments to social justice advocacy. *Professional School Counseling*, *19*(1), 1096-2409. https://doi.org/10.5330/1096-2409-19.1.166

Gainor, K. A., & Constantine, M. G. (2002). Multicultural group supervision: A comparison of in-person versus web-based formats. *Professional School Counseling*, *6*(2), 104-111. https://www.jstor.org/stable/42732399

Greene, J. H. (2018). The multicultural school counseling behavior scale: Development, psychometrics, and use. *Professional School Counseling, 22*(1). https://doi.org/10.1177/2156759X18816687

Greenwald, A. G. (1975). Consequences of prejudice against the null hypothesis. *Psychological Bulletin*, *82*(1), 1. https://doi.org/10.1037/h0076157

Gunter, R. (2002). Student counselors' anxiety, clinical performance, comfort levels when working with culturally similar and dissimilar clients. *Dissertation Abstracts International, 62,* 5963.

Guzmán, M. R., Calfa, N. A., Kerne, V. V. H., & McCarthy, C. (2013). Examination of multicultural counseling competencies in school counselors. *Journal of School Counseling*, *11*(7), 7.

Harley, D. A., Jolivette, K., McCormick, K., & Tice, K. (2002). Race, class, and gender: A constellation of positionalities with implications for counseling. *Journal of Multicultural Counseling and Development*, *30*(4), 216-238. https://doi.org/10.1002/j.2161-1912.2002.tb00521.x

Harris, P. N., Shillingford, M. A., & Bryan, J. (2018). Factors influencing school counselor involvement in partnerships with families of color: A social cognitive exploration. *Professional School Counseling*, *22*(1). https://doi.org/10.1177/2156759X18814712

Hayden-Davis. A. M. (2006). Multicultural counseling competencies of school counselors

(Doctoral dissertation). ProQuest, UMI Dissertation Publishing.

Hayes, A. F. (2013). The PROCESS macro for SPSS and SAS (version 2.13)[Software].

Holcomb-McCoy, C. C. (2001a). Exploring the self-perceived multicultural counseling

competence of elementary school counselors. *Professional School Counseling, 4,* 195-

201.

Holcomb-McCoy, C. (2001b). The MCCTS-R: Assessing school counselors' perceived

multicultural counseling competence. *Unpublished manuscript*.

Holcomb-McCoy, C. C. (2005). Investigating school counselors' perceived multicultural

competence. *Professional School Counseling, 8,* 414-423.

https://www.jstor.org/stable/42732483

Holcomb-McCoy, C. C. & Day-Vines, N. (2004). Exploring school counselor multicultural

competence: A multidimensional concept. *Measurement in Counseling and Development,

37,* 154-162. https://doi.org/10.1080/07481756.2004.11909757

Holcomb-McCoy, C. C., & Myers, J. E. (1999). Multicultural competence and counselor

training: A national survey. *Journal of Counseling & Development*, *77*(3), 294-302.

https://doi.org/10.1002/j.1556-6676.1999.tb02452.x

Hook, J. N., Davis, D. E., Owen, J., Worthington Jr, E. L., & Utsey, S. O. (2013). Cultural

humility: Measuring openness to culturally diverse clients. *Journal of Counseling

Psychology*, *60*(3), 353. https://doi.org/10.1037/a0032595

Hook, J. N., Farrell, J, E., Davis, D. E., DeBlaere, C., Van Tongeren, D, R., & Utsey, S. O.

    (2016). Cultural humility and racial microaggressions in counseling. *Journal of*

    Counseling Psychology, *63*, 269-277. https://doi.org/10.1037/cou0000114

Kivlighan III, D. M., Adams, M. C., Drinane, J. M., Tao, K. W., & Owen, J. (2019).

    Construction and validation of the multicultural orientation inventory-group

    version. *Journal of Counseling Psychology*, *66*(1), 45.

    https://doi.org/10.1037/cou0000294

Koo, T. K., & Li, M. Y. (2016). A guideline of selecting and reporting intraclass correlation

    coefficients for reliability research. *Journal of Chiropractic Medicine*, *15*(2), 155-163.

    https://doi.org/10.1016/j.jcm.2016.02.012

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing

    one's own incompetence lead to inflated self-assessments. *Journal of Personality and*

    Social Psychology, *77*(6), 1121. http://dx.doi.org/10.1037/0022-3514.77.6.1121

Lee, D. L., & Tracey, T. J. (2008). General and multicultural case conceptualization skills: A

    cross-sectional analysis of psychotherapy trainees. *Psychotherapy: Theory, Research,*

    Practice, Training, *45*(4), 507. http://dx.doi.org/10.1037/a0014336

Lepkowski, W. J., Packman, J., Smaby, M. H., & Maddux, C. (2009). Comparing self and expert

    assessments of counseling skills before and after skills training, and upon

    graduation. *Education*, *129*(3).

Luke, M., Gilbride, D., & Goodrich, K. M. (2017). School counselors' approach to ethical

    decision making. *Journal of Counselor Leadership and Advocacy*, *4*(1), 1-15.

    http://dx.doi.org/10.1002/j.1556-6978.2013.00039.x

Mellin, E. A., Hunt, B., & Nichols, L. M. (2011). Counselor professional identity: Findings and

implications for counseling and interprofessional collaboration. *Journal of Counseling &*

Development, *89*(2), 140-147.

http://dx.doi.org/10.1002/j.1556-6678.2011.tb00071.x

Nilsson, J. E., Marszalek, J. M., Linnemeyer, R. M., Bahner, A. D., & Misialek, L. H. (2011).

Development and assessment of the social issues advocacy scale. *Educational and*

Psychological Measurement, *71*(1), 258-275. https://doi.org/10.1177/0013164410391581

Ottavi, T. M., Pope-Davis, D. B., & Dings, J. G. (1994). Relationship between white racial

identity attitudes and self-reported multicultural counseling competencies. *Journal of*

Counseling Psychology, *41*(2), 149. https://doi.org/10.1037/0022-0167.41.2.149

Owens, D., Bodenhorn, N., & Bryan, R. M. (2010). Self-efficacy and multicultural competence

of school counselors. *Journal of School Counseling, 8,* 1-2.

http://jsc.montana.edu/articles/v8n17.pdf

Owen, J., Drinane, J., Tao, K. W., Adelson, J. L., Hook, J. N., Davis, D., & Fookune, N. (2017).

Racial/ethnic disparities in client unilateral termination: The role of therapists' cultural

comfort. *Psychotherapy Research*, *27*(1), 102-111.

https://doi.org/10.1080/10503307.2015.1078517

Owen, J., Jordan, T. A., Turner, D., Davis, D. E., Hook, J. N., & Leach, M. M. (2014).

Therapists' multicultural orientation: Client perceptions of cultural humility,

spiritual/religious commitment, and therapy outcomes. *Journal of Psychology and*

Theology, *42*(1), 91-98. https://doi.org/10.1177/009164711404200110

Owen, J., Tao, K. W., Drinane, J. M., Hook, J., Davis, D. E., & Kune, N. F. (2016). Client

    perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and

    cultural humility. *Professional Psychology: Research and Practice*, *47*(1), 30.

    https://doi.org/10.1037/pro0000046

Owen, J. J., Tao, K., Leach, M. M., & Rodolfa, E. (2011). Clients' perceptions of their

    psychotherapists' multicultural orientation. *Psychotherapy*, *48*(3), 274.

    https://doi.org/10.1037/a0022065

Parikh, S. B., Post, P., & Flowers, C. (2011). Relationship between a belief in a just world and

    social justice advocacy attitudes of school counselors. *Counseling and Values*, *56*(1-2),

    57-72. https://doi.org/10.1002/j.2161-007X.2011.tb01031.x

Placeres, V. (2020). *Multicultural counseling competencies: A 30-year review of American

    Counseling Association journals* [Unpublished dissertation manuscript]. Department of

    Counseling and Psychology, Georgia State University, Atlanta, Georgia.

Pope-Davis, D. B., Heesacker, M., Coleman, H. L., Liu, W. M., & Toporek, R. L.

    (2003). *Handbook of multicultural competencies in counseling and psychology*. Sage.

Ratts, M. J. (2011). Multiculturalism and social justice: Two sides of the same coin. *Journal of

    Multicultural Counseling and Development*, *39*(1), 24-37.

    https://doi.org/10.1002/j.2161-1912.2011.tb00137.x

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A

    social justice advocacy framework for professional school counselors. *Professional

    School Counseling*, *11*(2). https://doi.org/10.1177/2156759X0701100203

Ratts, M. J., & Hutchins, A. M. (2009). ACA advocacy competencies: Social justice advocacy at the client/student level. *Journal of Counseling & Development*, *87*(3), 269-275. https://doi.org/10.1002/j.1556-6678.2009.tb00106.x

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, *44*(1), 28-48. https://doi.org/10.1002/jmcd.12035

Rosenthal, R., & Rosnow, R. L. (1991). *Essentials of behavioral research: Methods and data analysis* (Vol. 2). New York: McGraw-Hill.

Schlomer, G.L., Bauman, S., Card, N.A. (2010). Best practices for missing data management in counseling psychology. *Journal of Counseling Psychology, 57*(1), 1-10. https://doi.org/10.1037/a0018082

Slone, N. C., & Owen, J. (2015). Therapist alliance activity, therapist comfort, and systemic alliance on individual psychotherapy outcome. *Journal of Psychotherapy Integration*, *25*(4), 275. http://dx.doi.org/10.1037/a0039562

Soo Hoo, S. (2004). We change the world by doing nothing. *Teacher Education Quarterly, 4*(1), 199-211. https://www.jstor.org/stable/23478430

Steele, J. M., Bischof, G. H., & Craig, S. E. (2014). Political ideology and perceptions of social justice advocacy among members of the American Counseling Association. *International Journal for the Advancement of Counselling*, *36*(4), 450-467. http://dx.doi.org/10.1007/s10447-014-9217-0

Sue. D. W. (2006). The invisible whiteness of being: Whiteness, white supremacy, white privilege, and racism. In M. Constanine & D. W. Sue (Eds.), *Addressing racism:*

Facilitating cultural competence in mental health education settings (pp. 15-32).

    Hoboken: Wiley.

Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith, E. J., et al. (1982).

    Position paper: Cross-cultural counseling competencies. *The Counseling Psychologist*,

    10, 45-52. http://dx.doi.org/10.1177/0011000082102008

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice*. John

    Wiley & Sons Inc.

Tadlock-Marlo, R. L., Zyromski, B., Asner-Self, K. K., & Sheng, Y. (2013). One school, many

    differences: An assessment tool for school counselors and multicultural

    counseling. *International Journal for the Advancement of Counselling*, *35*(3), 234-250.

    http://dx.doi.org/10.1007/s10447-012-9179-z

Tao, K. W., Owen, J., Pace, B. T., & Imel, Z. E. (2015). A meta-analysis of multicultural

    competencies and psychotherapy process and outcome. *Journal of Counseling

    Psychology*, *62*(3), 337. http://dx.doi.org/10.1037/cou0000086

Tomlinson-Clarke, S. (2013). Multicultural counseling competencies: Extending multicultural

    training paradigms toward globalization. *Ideas and research you can use: VISTAS 2013*.

U.S. Census Bureau (2009). United States population projects: 2000 to 2050.

    https//www.census.gov/library/working-papers/2009/demo/us-pop-proj-2000-2050.html

Waldinger, R. J., Schulz, M. S., Hauser, S. T., Allen, J. P., & Crowell, J. A. (2004). Reading

    others' emotions: The role of intuitive judgments in predicting marital satisfaction,

    quality, and stability. *Journal of Family Psychology*, *18*(1), 58.

    http://dx.doi.org/10.1037/0893-3200.18.1.58

Worthington, R. L., Mobley, M., Franks, R. P., & Tan, J. A. (2000). Multicultural counseling

competencies: Verbal content, counselor attributions, and social desirability. *Journal of*

Counseling Psychology, *47*(4), 460. http://dx.doi.org/10.1037/0022-0167.47.4.460

Worthington, R. L., Soth-McNett, A. M., & Moreno, M. V. (2007). Multicultural counseling

competencies research: A 20-year content analysis. *Journal of Counseling*

Psychology, *54*(4), 351. http://dx.doi.org/10.1037/0022-0167.54.4.351

Table 1

Demographic Data for Participants

Variable	*n*	%
Gender Identity		
Woman	69	86.3%
Man	11	13.8%
MTF	1	1.3%
Race/Ethnicity		
European-American/White	42	52.5%
African American/Black	22	27.5%
Latinx/Hispanic	8	10.0%
Asian American/Asian	4	5.0%
Another race/ethnicity	2	2.6%
Native Hawaiian/Pacific Islander	1	1.3%
Multiracial: African/Black Identity	1	1.3%
Sexual Identity		
Straight/heterosexual	74	92.6%
Bisexual	2	2.5%
Questioning	1	1.3%
Queer	1	1.3%
Gay	1	1.3%
Another orientation	1	1.0%
Chronic Illness/Disability		
No disability	65	81.3%
Another illness/disability	5	6.3%
Psychological/psychiatric	3	3.8%
Chronic/other medical health	3	3.8%
Hearing	2	2.5%
Mobility	1	1.3%

Note. MTF = Male to Female.

Table 2

Participant Multicultural Training

Variables	*n*	*%*
Number of Multicultural Courses		
One	46	57.5%
Two	17	21.3%
Three	8	10.0%
More than four	4	5.0%
Four	3	3.8%
Zero	2	2.5%
Number of Multicultural Workshops		
Two	16	20.0%
Zero	15	18.8%
More than four	15	18.8%
Three	12	15.0%
Four	12	15.0%
One	9	11.8%
Self-Reported Multicultural Percentile		
75th Percentile	43	53.8%
50th Percentile	24	30.0%
100th Percentile	9	11.3%
25th Percentile	4	5.0%

Table 3

Participants Professional Data

Variable	*n*	%	*M*(SD)
Highest Earned Degree			
Master's	44	55.0%	
Bachelor's	13	16.3%	
Specialist	12	15.0%	
Doctorate	10	12.5%	
Another degree	1	1.3%	
Professional Identity			
Professional school counselor	64	80.0%	
School counseling trainee	16	20.0%	
Years of Experience			10.21(8.69)
CACREP Accreditation			
Yes	58	72.5%	
No	13	16.3%	
Unsure	9	11.3%	
Training Region			
SACES	38	47.5%	
NCACES	16	20.0%	
NARACES	12	15.0%	
WACES	11	13.8%	
RMACES	3	3.8%	

Note. CACREP = Council for Accreditation of Counseling and Related Education Program;

SACES = Southern Association for Counselor Education and Supervision; NCACES

= North Central Association for Counselor Education and Supervision; NARACES = North

Atlantic Region Association for Counselor Education and Supervision; WACES = Western

Association for Counselor Education and Supervision; RMACES = Rocky Mountain Association

for Counselor Education and Supervision.

Table 4

Means, Standard Deviations, and Correlations for Study Constructs

	M	*SD*	1	2	3	4	5
1. Cultural Comfort	34.4	7.01					
2. Cultural Humility	39.6	8.21	.73**				
3. Multicultural Awareness	30.5	3.99	.26*	.21			
4. Multicultural Knowledge	53.0	9.59	.27*	.080	.70**		
5. Multicultural Terminology	13.9	1.96	.081	.015	.48**	.43**	
6. Social Issues Awareness	18.2	2.06	.098	.22*	.20	.039	.24*

Note. $p < .05 = * < .01 = **$ in the table.

Table 5

Hierarchical Linear Regression Analyses for Cultural Humility

Step	Construct	*b*	*SE*	β	*p*	$R^2\Delta$	*F*	*p*
Step 1	Constant	165	32.9		<.001	.012	.99	.32
	MCC	.32	.33	.11	.32			
Step 2	Constant	95.7	48.7		.053	.045	2.34	.059
	MCC	.25	.32	.087	.44			
	SIA	4.23	2.21	.21	.059			

Note. MCC = Multicultural Counseling Competencies; SIA = Social Issues Awareness.

Table 6

Hierarchical Linear Regression Analyses for Cultural Comfort

Step	Construct	*b*	*SE*	β	*p*	$R^2\Delta$	*F*	*p*
Step 1	Constant	105	27.3		<.001	.072	6.08	.016
	MCC	.67	.27	.27	.016			
Step 2	Constant	86.1	41.4		.041	.004	3.21	.54
	MCC	.65	.27	.26	.020			
	SIA	1.15	1.88	.067	.54			

Note. MCC = Multicultural Counseling Competencies; SIA = Social Issues Awareness.

APPENDICES
APPENDIX A
Content Analysis References

Barden, S. M., Sherrell, R. S., & Matthews, J. J. (2017). A national survey on multicultural competence for professional counselors: A replication study. *Journal of Counseling & Development, 95*(2), 203-212. https://doi.org/10.1002/jcad.12132

Bellini, J. (2002). Correlates of multicultural counseling competencies of vocational rehabilitation counselors. *Rehabilitation Counseling Bulletin, 45*(2), 66-75. https://doi.org/10.1177/003435520204500201

Bellini, J. (2003). Counselors' multicultural competencies and vocational rehabilitation outcomes in the context of counselor-client racial similarity and difference. *Rehabilitation Counseling Bulletin, 46*(3), 164-173. https://doi.org/10.1002/j.1556-6676.2013.00082.x

Bidell, M. P. (2014). Are multicultural courses addressing disparities? Exploring multicultural and affirmative lesbian, gay, and bisexual competencies of counseling and psychology students. *Journal of Multicultural Counseling and Development, 42*(3), 132-146. https://doi.org/10.1002/j.2161-1912.2014.00050.x

Cartwright, B. Y., Daniels, J., & Zhang, S. (2008). Assessing multicultural competence: Perceived versus demonstrated performance. *Journal of Counseling & Development, 86*(3), 318-322. https://doi.org/10.1002/j.1556-6678.2008.tb00515.x

Castillo, L. G., Brossart, D. F., Reyes, C. J., Conoley, C. W., & Phoummarath, M. J. (2007). The influence of multicultural training on perceived multicultural counseling competencies and implicit racial prejudice. *Journal of Multicultural Counseling and Development*, *35*(4), 243-255. https://doi.org/10.1002/j.2161-1912.2007.tb00064.x

Chao, R. C. L. (2013). Race/ethnicity and multicultural competence among school counselors: Multicultural training, racial/ethnic identity, and color-blind racial attitudes. *Journal of Counseling & Development, 91*(2), 140-151. https://doi.org/10.1002/j.1556-6676.2013.00082.x

Chao, R. C. L., & Nath, S. R. (2011). The role of ethnic identity, gender roles, and multicultural training in college counselors' multicultural counseling competence: A mediation model. *Journal of College Counseling*, *14*(1), 50-64. https://doi.org/10.1002/j.2161-1882.2011.tb00063.x

Clark, M., Moe, J., & Hays, D. G. (2017). The relationship between counselors' multicultural counseling competence and poverty beliefs. *Counselor Education and Supervision*, *56*(4), 259-273. https://doi.org/10.1002/ceas.12084

Coleman, H. L. (1998). General and multicultural counseling competency: Apples and oranges? *Journal of Multicultural Counseling and Development*, *26*(3), 147-156. https://doi.org/10.1002/j.2161-1912.1998.tb00194.x

Coleman, H. L., Morris, D., & Norton, R. A. (2006). Developing multicultural counseling competence through the use of portfolios. *Journal of Multicultural Counseling and Development*, *34*(1), 27-37. https://doi.org/10.1002/j.2161-1912.2006.tb00024.x

Constantine, M. G. (2002). Racism attitudes, white racial identity attitudes, and multicultural counseling competence in school counselor trainees. *Counselor Education and Supervision*, *41*(3), 162-174. https://doi.org/10.1002/j.1556-6978.2002.tb01281.x

Constantine, M. G., & Yeh, C. J. (2001). Multicultural training, self-construals, and multicultural competence of school counselors. *Professional School Counseling, 4*(3), 202-207.

http://ezproxy.gsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db
=psyh&AN=2001-16600-007&site=ehost-live&scope=site

Cumming-McCann, A., & Accordino, M. P. (2005). An investigation of rehabilitation counselor
characteristics, white racial attitudes, and self-reported multicultural counseling
competencies. *Rehabilitation Counseling Bulletin, 48*(3), 167-176.
https://doi.org/10.1177/00343552050480030501

D'Andrea, M., Daniels, J., & Heck, R. (1991). Evaluating the impact of multicultural counseling
training. *Journal of Counseling & Development*, *70*(1), 143-150.
https://doi.org/10.1002/j.1556-6676.1991.tb01576.x

Díaz-Lázaro, C. M., & Cohen, B. B. (2001). Cross-cultural contact in counseling training.
Journal of Multicultural Counseling and Development, *29*(1), 41-56.
https://doi.org/10.1002/j.2161-1912.2001.tb00502.x

Dickson, G. L., Argus-Calvo, B., & Tafoya, N. G. (2010). Multicultural counselor training
experiences: Training effects and perceptions of training among a sample of
predominately Hispanic students. *Counselor Education and Supervision, 49*(4), 247-265.
https://doi.org/10.1002/j.1556-6978.2010.tb00101.x

Dickson, G. L., & Jepsen, D. A. (2007). Multicultural training experiences as predictors of
multicultural competencies: Students' perspectives. *Counselor Education and
Supervision, 47*(2), 76-95. https://doi.org/10.1002/j.1556-6978.2007.tb00040.x

Estrada, A. U., Durlak, J. A., & Juarez, S. C. (2002). Developing multicultural counseling
competencies in undergraduate students. *Journal of Multicultural Counseling and
Development*, *30*(2), 110-123. https://doi.org/10.1002/j.2161-1912.2002.tb00483.x

Gainor, K. A., & Constantine, M. G. (2002). Multicultural group supervision: A comparison of in-person versus web-based formats. *Professional School Counseling*, *6*(2), 104-111. https://www.jstor.org/stable/42732399

Granello, D. H., & Wheaton, J. E. (1998). Self-perceived multicultural competencies of African American and European American vocational rehabilitation counselors. *Rehabilitation Counseling Bulletin, 42*(1), 2-15. http://ezproxy.gsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db =psyh&AN=1999-00020-001&site=ehost-live&scope=site

Gushue, G. V., Constantine, M. G., & Sciarra, D. T. (2008). The influence of culture, self-reported multicultural counseling competence, and shifting standards of judgment on perceptions of family functioning of white family counselors. *Journal of Counseling & Development*, *86*(1), 85-94. http://dx.doi.org/10.1002/j.1556-6678.2008.tb00629.x

Holcomb-McCoy, C. C. (2005). Investigating school counselors' perceived multicultural competence. *Professional School Counseling, 8*(5), 414-423. http://ezproxy.gsu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db =psyh&AN=2005-06839-010&site=ehost-live&scope=site

Holcomb-McCoy, C. C., & Myers, J. E. (1999). Multicultural competence and counselor training: A national survey. *Journal of Counseling & Development, 77*(3), 294-302. http://dx.doi.org/10.1002/j.1556-6676.1999.tb02452.x

Ivers, N. N., Johnson, D. A., Clarke, P. B., Newsome, D. W., & Berry, R. A. (2016). The relationship between mindfulness and multicultural counseling competence. *Journal of Counseling & Development, 94*(1), 72-82. http://dx.doi.org/10.1002/jcad.12063

Kanamori, Y., & Cornelius-White, J. H. D. (2017). Counselors' and counseling students' attitudes toward transgender persons. *Journal of LGBT Issues in Counseling, 11*(1), 36-51. http://dx.doi.org/10.1080/15538605.2017.1273163

Ladany, N., Brittan-Powell, C. S., & Pannu, R. K. (1997). The influence of supervisory racial identity interaction and racial matching on the supervisory working alliance and supervisee multicultural competence. *Counselor Education and Supervision, 36*(4), 284-304. http://dx.doi.org/10.1002/j.1556-6978.1997.tb00396.x

Lassiter, P. S., & Chang, C. Y. (2006). Perceived multicultural competency of certified substance abuse counselors. *Journal of Addictions & Offender Counseling*, *26*(2), 73-83. http://dx.doi.org/10.1002/j.2161-1874.2006.tb00009.x

Lee, D. L., Rosen, A. D., & McWhirter, J. J. (2014). Assessing changes in counselor trainees' multicultural competence related to service learning. *Journal of Multicultural Counseling and Development, 42*(1), 31-41. http://dx.doi.org/10.1002/j.2161-1912.2014.00042.x

Love, M. M., Smith, A. E., Lyall, S. E., Mullins, J. L., & Cohn, T. J. (2015). Exploring the relationship between gay affirmative practice and empathy among mental health professionals. *Journal of Multicultural Counseling and Development, 43*(2), 83-96. http://dx.doi.org/10.1002/j.2161-1912.2015.00066.x

Manese, J. E., Wu, J. T., & Nepomuceno, C. A. (2001). The effect of training on multicultural counseling competencies: An exploratory study over a ten-year period. *Journal of Multicultural counseling and Development*, *29*(1), 31-40. http://dx.doi.org/10.1002/j.2161-1912.2001.tb00501.x

Matrone, K. F., & Leahy, M. J. (2005). The relationship between vocational rehabilitation client outcomes and rehabilitation counselor multicultural counseling competencies. *Rehabilitation Counseling Bulletin, 48*(4), 233-244. http://dx.doi.org/10.1177/00343552050480040401

Middleton, R. A., Stadler, H. A., Simpson, C., Guo, Y.-J., Brown, M. J., Crow, G., Schuck, K., Alemu, Y., & Lazarte, A. A. (2005). Mental health practitioners: The relationship between white racial identity attitudes and self-reported multicultural counseling competencies. *Journal of Counseling & Development, 83*(4), 444-456. http://dx.doi.org/10.1002/j.1556-6678.2005.tb00366.x

Midgett, A., & Doumas, D. M. (2016). Evaluation of service-learning-infused courses with refugee families. *Journal of Multicultural Counseling and Development, 44*(2), 118-134. http://dx.doi.org/10.1002/jmcd.12041

Midgett, A., Hausheer, R., & Doumas, D. M. (2016). Training counseling students to develop group leadership self-efficacy and multicultural competence through service learning. *Journal for Specialists in Group Work, 41*(3), 262-282. http://dx.doi.org/10.1080/01933922.2016.1186765

Munley, P. H., Lidderdale, M. A., Thiagarajan, M., & Null, U. (2004). Identity development and multicultural competency. *Journal of Multicultural Counseling and Development*, *32*, 283.

Pope-Davis, D. B., Ottavi, T. M., & Ottavi, T. M. (1994). Examining the association between self-reported multicultural counseling competencies and demographic variables among counselors. *Journal of Counseling & Development*, *72*(6), 651-654. http://dx.doi.org/10.1002/j.1556-6676.1994.tb01697.x

Soheilian, S. S., & Inman, A. G. (2015). Competent counseling for Middle Eastern American clients: Implications for trainees. *Journal of Multicultural Counseling and Development, 43*(3), 173-190. http://dx.doi.org/10.1002/jmcd.12013

Steward, R. J., Wright, D. J., Jackson, J. D., & Jo, H. I. (1998). The relationship between multicultural counseling training and the evaluation of culturally sensitive and culturally insensitive counselors. *Journal of Multicultural Counseling and Development*, *26*(3), 205-217. http://dx.doi.org/10.1002/j.2161-1912.1998.tb00199.x

Swan, K. L., Schottelkorb, A. A., & Lancaster, S. (2015). Relationship conditions and multicultural competence for counselors of children and adolescents. *Journal of Counseling & Development, 93*(4), 481-490. http://dx.doi.org/10.1002/jcad.12046

Vereen, L. G., Hill, N. R., & McNeal, D. T. (2008). Perceptions of multicultural counseling competency: Integration of the curricular and the practical. *Journal of Mental Health Counseling, 30*(3), 226-236. http://dx.doi.org/10.17744/mehc.30.3.g34u122m16q64g44

Vespia, K. M., Fitzpatrick, M. E., Fouad, N. A., Kantamneni, N., & Chen, Y.-L. (2010). Multicultural career counseling: A national survey of competencies and practices. *The Career Development Quarterly, 59*(1), 54-71. http://dx.doi.org/10.1002/j.2161-0045.2010.tb00130.x

Vinson, T. S., & Neimeyer, G. J. (2003). The relationship between racial identity development and multicultural counseling competency: A second look. *Journal of Multicultural Counseling and Development*, *31*(4), 262-277. http://dx.doi.org/10.1002/j.2161-1912.2003.tb00354.x

Zalaquett, C. P., Foley, P. F., Tillotson, K., Dinsmore, J. A., & Hof, D. (2008). Multicultural and

    social justice training for counselor education programs and colleges of education:

    Rewards and challenges. *Journal of Counseling & Development, 86*(3), 323-329.

    http://dx.doi.org/10.1002/j.1556-6678.2008.tb00516.x

APPENDIX B

Informed Consent

Georgia State University

Department of Counseling and Psychological Services Informed Consent

Title: School counselors and multicultural counseling competencies: Are we as competent as we think we are?

Principal Investigator: Don E. Davis, Ph.D.

Student Principal Investigator: Vanessa Placeres

      Student Investigators: Nicolas Williams, Giscard Petion, Shola Shodiya-Zeumalt, and Michelle Aiello

I. Introduction and Key Information:

You are invited to participate in a research study. This will involve completing an online survey. The purpose of this study is to examine school counselor training experience and experience with cultural diversity. Your role in this study will last about 30 minutes. Participating in this study will not expose you to any more risks than you would experience in a typical day. This study is not designed to directly benefit you. Overall, we hope to gain information about school counselor training and experience with cultural diversity.

II. Purpose:

The purpose of this study is to examine what contributes to multicultural competence. You are invited to take part in this research study because you are either a current school counseling graduate student or certified/licensed school counselor. The study takes about 30 minutes.

III. Procedures:

If you decide to take part, you will complete a one-time online survey. First, you will be required to read the consent form. Second, you will answer questions about your identity, level of experience, and self-report of multicultural competence, social justice advocacy, and complete a 3-6 sentence case conceptualization and 1-minute audio recording. The survey will take about 30 minutes to complete.

IV. Future Research:

Researchers will remove information that may identify you and may use your data for future research. If we do this, we will not ask for any additional consent from you.

V. Risks:

In this study, you will not have any more risks than you would in a normal day of life. No injury is expected from this study, but if you believe you have been harmed, contact the principle investigator as soon as possible. You may also call the university counseling center (phone number: 404-413-1640) if you want to discuss your reactions with a counselor.

VI. Benefits:

This study is not designed to directly benefit you personally. Overall, we hope to gain information about what contributes to multicultural competence and the practice of school counselors.

VII. Alternatives:
The alternative to taking part in this study is to not take part in the study.

VIII. Compensation:
You will not be compensated for participating directly however; you are contributing to the scientific understanding of school counselor training.

 IX. Voluntary Participation and Withdrawal:
Participation in research is voluntary. You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. Simply close out of your browser. You may skip survey questions or stop participating at any time. You may refuse to take part in the study or stop at any time. This will not cause you to lose any benefits to which you are otherwise entitled.

X. Confidentiality:
We will keep your records private to the extent allowed by law. The following people and entities will have access to information you provide:
- Principle Investigator: Don E. Davis
- Student Principle Investigator: Vanessa Placeres
- Student Investigators: Nicolas Williams, Giscard Petion, Shola Shodiya-Zeumalt, and Michelle Aiello

When using the Internet to participate in this study, there is the risk that data shared over the internet can be unprotected. The information you provide will be stored within Qualtrics, which is password protected and firewall protected. When we complete data collection, we will delete all identifying information from the dataset, so that your identity is not matched with your data. This data is stored on a computer that is password and firewall protected. When we present or publish the results of this study, we will not use your name or other information that may identify you.

XI. Contact Persons:
Please contact Dr. Don E. Davis at 404-413-8195 or ddavis@gsu.edu or Vanessa Placeres at 209-609-7958 or vplaceres1@student.gsu.edu if you have questions about the study or your part in it, including:
- if you have questions, concerns, or complaints about the study;
- if you have questions about your rights as a research participant;
- if you have questions, concerns, or complaints about the research.

The IRB at Georgia State University reviews all research that involves human participants. You can contact the IRB if you would like to speak to someone who is not involved directly with the study. You can contact the IRB for questions, concerns, problems, information, input, or questions about your rights as a research participant. Contact the IRB at 404-413-3500 or irb@gsu.edu.

XII. Copy of Consent Form to Subject: Please print a copy of this consent form to keep.

APPENDIX C
Demographic Questionnaire

1. Gender (Please check all that apply):
☐ Man
☐ Woman
☐ Transgender
☐ Genderqueer
☐ Intersex
☐ Two-spirit
☐ FTM
☐ MTF
☐ Gender Fluid
☐ None of the above. I identify as: _____

2. What is your age?
_____

3. Race or Ethnicity (Please check all that apply):
☐ African American or Black
☐ Latinx or Hispanic
☐ Asian/Asian American
☐ Native Hawaiian or Pacific Islander
☐ American Indian or Alaska Native
☐ White or European American
☐ Multiracial WITH African or Black identity
☐ Multiracial WITHOUT African or Black identity
☐ None of the above. I identify as: _____

4. Sexual Identity
☐ Lesbian
☐ Bisexual
☐ Gay
☐ Queer
☐ Pansexual
☐ Questioning
☐ Heterosexual
☐ None of the above. I identify as: _____

5. Chronic illness/disability impacting daily functioning (Please check all that apply):

☐ Not applicable. I do not experience a disability.

☐ Chronic/other medical health (e.g. HIV, diabetes, hypotension)

☐ Hearing

☐ Intellectual

☐ Learning

☐ Mobility

☐ Motor activity

☐ Psychological/psychiatric

☐ Speaking

☐ Vision

☐ None of the above. The CI/D I experience is: _____

6. How many multicultural courses have you taken in graduate school?

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

☐ More than 4

7. How many multicultural specific trainings/workshops have you attended outside of graduate school?

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

☐ None of the above. The number of workshops/trainings I've attended is: _____

8. What is your highest earned degree?

☐ Bachelor's

☐ Master's

☐ Specialist/Post Master's

☐ Doctorate

☐ None of the above. I earned a: _____

9. Which statement best describes you?

☐ I am a school counseling graduate student

☐ I am a certified/licensed school counselor

10. What year did you graduate from your school counseling program?

_____

11. How many years of experience as a certified/licensed school counselor do you have?

_____

End of Block: Demographics

Start of Block: School Counseling Demographics

12. What State in the United States did/are you completing your school counseling graduate training?

_____

13. Was/is your school counseling graduate program CACREP accredited?
☐ Yes
☐ No
☐ I don't know

14. Compared to a certified/licensed school counselor, how would you rate yourself in multicultural competence?
☐ 25th percentile
☐ 50th percentile
☐ 75th percentile
☐ 100th percentile

APPENDIX D
Multicultural Counseling Competence and Training Survey-Revised (MCCTS-R; Holcomb-McCoy& Day-Vines, 2004)

DIRECTIONS: For the following questions, assess your multicultural competence using the 4-point Likert-type scale.

1 = not competent
2 = somewhat competent
3 = competent
4 = extremely competent

1. I can discuss, my own ethnic/cultural heritage.
2. I am aware of how my cultural background and experiences have influenced my attitudes about psychological processes.
3. I am able to discuss how my culture has influenced the way I think.
4. I can recognize when my attitudes, beliefs, and values are interfering with providing the best services to my students.
5. I verbally communicate my acceptance of culturally different students.
6. I nonverbally communicate my acceptance of culturally different students.
7. I can discuss my family's perspective regarding acceptable and non-acceptable codes of conduct.
8. I can discuss models of White racial identity development.
9. I can define racism.
10. I can define prejudice.
11. I can define discrimination.
12. I define stereotype.
13. I can identify the cultural basis of my communication style.
14. I can identify my negative and positive emotional reactions towards persons of other racial and ethnic groups.
15. I can identify my reactions that are based on stereotypical beliefs about different ethnic groups.
16. I can give examples of how stereotypical beliefs about culturally different persons impact the counseling relationship.
17. I can articulate the possible differences of nonverbal behaviors among the five major ethnic groups (i.e., African American/Black, Hispanic/Latinx, Asian, Native American, European/White).
18. I can articulate the possible differences of the verbal behavior among the five major ethnic groups.
19. I can discuss the counseling implications for at least two models of racial/ethnic identity development.
20. I can discuss within-group differences among ethnic groups (i.e. African American, Hispanic/Latinx, Asian American, Native American).
21. I can discuss how culture affects a student's vocational choices.

22. I can discuss how culture affects the help-seeking behaviors of students.
23. I can discuss how culture affects the manifestations of a psychological disorder.
24. I can describe the degree to which a counseling approach is appropriate for a specific group of people.
25. I can explain how factors such as poverty and powerlessness have influenced the current conditions of at least two ethnic groups.
26. I can list at least three barriers that prevent ethnic minority students from using counseling services.
27. I can discuss how the counseling process may conflict with the cultural values of at least two ethnic groups.
28. I can list at least three barriers that prevent ethnic minority students from using counseling services.
29. I can discuss the potential bias of two assessment instruments frequently used in the schools.
30. I can discuss family counseling from a cultural/ethnic perspective.
31. I can anticipate when my helping style is inappropriate for a culturally different student.
32. I can help students determine whether a problem stems from racism or biases of others.

APPENDIX E
Social Issues Advocacy (SIA; Nilsson et al., 2011)

DIRECTIONS:

This questionnaire is intended to evaluate attitudes and behaviors towards advocacy. Advocacy is defined as actively supporting something such as a cause, idea, or policy. Please note that the questions below sometimes refer to your personal advocacy and other times to your professional advocacy.

Please rate the following items according to the scale below. Select the responding answer that most clearly reflects your opinion, behaviors or experiences.

1 = strongly disagree
2 = disagree
3 = neither agree nor disagree
4 = agree
5 = strongly agree

1. I participate in demonstrations or rallies about social issues that are important to my profession.
2. I take telephone calls to policy makers to voice my opinion on issues that affect my profession.
3. I participate in demonstrations or rallies about social issues that are important to me.
4. I volunteer for political causes and candidates that support the values of my profession.
5. I make financial contributions to political causes or candidates who support the values of my profession.
6. I volunteer for political causes and candidates I believe in.
7. I use letters or e-mail to influence others through the media regarding issues that affect my profession.
8. I meet with policymakers (e.g., city council, state and federal legislators, local elected officials) to advocate for social issues that I personally believe in.
9. I discuss bills/legislative issues that are important to my profession with friends and family.
10. I keep track of important bills/legislative issues that are being debated in Congress that affect my profession.
11. I keep track of important bills/legislative issues that are being debated in Congress that I am personally interested in.
12. I discuss bills/legislative issues that are important to my profession with coworkers and acquaintances.
13. I work to elect policy makers who support the views of my professional organization on important social issues.
14. I vote in my most local elections.
15. Societal forces (e.g., public policies, resource allocation, human rights) affect individuals health and well-being.

16. State and federal policies affect individuals' access to quality education and resources.
17. State and federal policies affect individuals/ access to social services.
18. Societal forces (e.g., public policies, resource allocation, human rights) affect individuals education performance.
19. I am professionally responsible to confront colleagues who display signs of discrimination towards the elderly.
20. It is my professional responsibility to confront colleagues who I think display signs of discrimination towards culturally/ethnically different people or groups.
21. It is my professional responsibility to confront colleagues who display signs of discrimination toward individuals with disabilities.

APPENDIX F
Case Conceptualization (Gainor & Constantine, 2002; Lee & Tracey, 2008)

For the following question, imagine that you are the school counselor at a predominately white suburban school setting. You are about to meet a 16-year-old African American male who is new to the school. He is being referred to you because of challenges adjusting to the new school, social isolation from his peers, a tendency to daydream in class, lack of motivation for schoolwork, and appears mildly depressed.

In the space below, write at least three to six sentences about:

1. What you believe is at the center of the students presenting concerns.
2. What you think would be the most effective approach to intervention.

APPENDIX G
Case Conceptualization (Gainor & Constantine, 2002; Lee & Tracey, 2008)

What is your Birthday **day** and **year** (**example**: September 29, 1988 = 2988)?
This will serve as your unique 4-digit code used for the next question.

_____

Using your answer from the case above, leave a 1-minute voicemail directed to the student about his presenting concerns and how you plan to help.

Please include the following:

1. What you believe is at the root of the students presenting concerns.
2. How you plan to intervene/support him.

DIRECTIONS:

Call 706-688-9886 and leave a 1-minute voicemail response to the question above **beginning with your unique 4-digit code you provided above.**

(Your birthday **day** and **year**; **example**: September 29, 1988 = 2988).

APPENDIX H
Observer Scales
Cultural Humility Scale (CHS; Hook et al., 2013)

<u>DIRECTIONS</u>:
Overall, please indicate the extent to which you agree or disagree with the following statements about the school counselor.

1 = strongly disagree
2 = mildly disagree
3 = neutral
4 = mildly agree
5 = strongly agree

Regarding the core aspects of the student's cultural background the school counselor…
1. Was respectful.
2. Was open to explore.
3. Assumed they already knew a lot.
4. Was considerate.
5. Was genuinely interested in learning more.
6. Acted superior.
7. Was open to seeing things from the student's perspective.
8. Made assumptions about the student.
9. Was open-minded.
10. Was a know-it-all.
11. Think they understood more than they actually did.
12. Asked questions when they were uncertain.

APPENDIX I
Therapist Cultural Comfort Scale
(CCS; Slone & Owen, 2015; Kivlighan et al., 2019)

DIRECTIONS:

Overall, how comfortable did the school counselor present to you as it relates to dialogue around cultural identity or cultural issues?

1 = strongly disagree
2 = mildly disagree
3 = neutral
4 = mildly agree
5 = strongly agree

1. Comfortable
2. Awkward
3. Tense
4. Nervous
5. Confident
6. Uneasy
7. Relaxed
8. Calm
9. Edgy
10. Genuine