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This dissertation, FACTORS ASSOCIATED WITH MULTICULTURAL TEACHING COMPETENCY: CULTURAL HUMILITY AND ADVOCACY COMPETENCY by HANNAH CARTER, 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.

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FACTORS ASSOCIATED WITH MULTICULTURAL TEACHING COMPETENCY:
CULTURAL HUMILITY AND ADVOCACY COMPETENCY

by

HANNAH CARTER

Under the Direction of Dr. Erin Mason

ABSTRACT

Literature extensively documents ways to incorporate the Multicultural and Social Justice Competencies (MSJCC: Ratts et al., 2016) in the classroom; however, it is limited in exploring these competencies among counselor educators. This study aims to understand factors contributing to multicultural teaching competence among counselor educators and uses the Critical Race Theory theoretical framework (CRT; Bell, 1995). The study examines the relationships between personal and professional characteristics, advocacy competence (AC), cultural humility (CH), and multicultural teaching competence (MTC) among full-time counselor educators teaching in master's and doctoral-level CACREP-accredited programs. Data was collected via cluster sampling from 127 self-identified CEs who completed an online survey. Significant positive associations were found between all variables using Pearson correlation analysis. The results of the multiple regression analyses were statistically significant for both MTA and MTK; marginalized identities were not found to be a predictor. These findings underscore the interconnection between multicultural competencies, advocacy, and cultural humility, indicating that strengths in one area are often associated with strengths in others. The results underscore the importance of integrated approaches to professional development in multicultural education and counseling.

INDEX WORDS: Counselor educators, multicultural teaching competency, advocacy
competency, cultural humility

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HANNAH N. CARTER

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Doctor of Philosophy

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Counseling and Psychological Services Department

in

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Atlanta, GA
2025

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DEDICATION

This written work is dedicated to my grandparents, gone but never forgotten. To Grandma and Grandpa Carter, as well as Grandma and Granddad Herchmer. Thank you for your courage, resiliency, hope, and continued love. You will always inspire me to be a better person.

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CHAPTER 1. INTRODUCTION

This chapter provides an overview of the present study, including an in-depth account of the current extant literature on multicultural and social justice counseling competencies, multicultural teaching competence, cultural humility, and advocacy competency. Additionally, a review of the current scope of the problem is discussed. The purpose of the study is detailed, including rationale and research questions.

Overview

With the increasing cultural diversity of the U.S. population, healthcare professionals face the challenge of providing culturally responsive care to diverse communities. Metanalytic and nationwide scholarly studies by organizations like the Centers for Disease Control and Prevention and National Institutes of Health (NIH) continue to show that communities of diverse backgrounds (i.e., racial, ethnic, SES, ability, spirituality, etc.) exhibit underutilized behavioral and mental health services (Gonzalez-Voller et al., 2020). To promote equity and quality health care to these diverse populations, a strong emphasis on multicultural and socially just pedagogical and praxis has been proposed within counselor education programs (Barrio- Minton & Hightower, 2020; Chang & Rabess, 2020; Gonzalez-Voller et al., 2020), titled the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016).

Counselor education programs prepare graduate master's level counselors-in-training (CITs) and doctoral-level counselor educators-in-training (CEITs) to work effectively with diverse populations. These programs teach the MSJCCs and address topics like multiculturalism, social justice, and advocacy (Ratts et al., 2016). CEs also need to model and teach conversations about power, privilege, and marginalization as modern-day professional counselors (Buckley &

Foldy, 2010; CACREP, 2024; Chan et al., 2018; Haskins & Singh, 2015; Killian & Floren, 2020).

However, testing and assessment related to the MSJCCs are traditionally designed and administered for CITs, CEITs, and professional counselors (licensed or pre-licensed at the national level). To the researcher's knowledge, no counseling-related competence assessments have been developed for CEs. Once a doctoral candidate in a Counselor Education and Supervision Program graduates, they can choose to become a CE and work in academia. Alternatively, they can transition into private practice counseling or other settings. It is assumed they are culturally competent, and no additional testing exists in our field to verify ongoing competence. However, the field does not have specific mandates through state licensing boards, national accreditation standards, and ethical guidelines that require counselor education programs and CEs to incorporate multicultural and social justice approaches into curricula, theory, and practice.

The American Counseling Association (ACA) established ethical guidelines and advocacy competencies to support their application across the counseling field. For instance, in the 2014 ACA Code of Ethics, a document outlining ethical obligations and guidelines for its members, two core professional values are highlighted. They are listed as "honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts" and "promoting social justice" (p. 3). The 2014 ACA Code of Ethics further integrates multiculturalism and social justice into numerous standards, ranging from multicultural and diversity considerations to personal values and advocacy.

The Council for Accreditation of Counseling and Related Educational Programs

(CACREP) also provides leadership. It promotes excellence in counseling by accrediting counseling programs and developing standards and procedures that appropriately address society's dynamic and diverse needs (CACREP, 2024). To ensure the quality of counselor education programs and alignment with trends and needs of the profession, clients, and society, CACREP revises its accreditation standards every seven years (Lu & Pillay, 2016). This past year, CACREP released its 2024 standards. These standards became effective July 1, 2024, but give programs and students a whole year to familiarize themselves with the new standards before the 2024 Standards replace the 2016 Standards (CACREP, 2024). Now that the new standards are enacted, counselor education programs have a 2-year transition period to submit reports for accreditation under either the 2016 or 2024 Standards. Considering this transition, the researcher will utilize both the 2016 and 2024 standards in this paper, with a focus on the 2024 standards, as they represent the future expectations for counselor education programs to teach from.

To meet the needs of a diverse student population, accrediting bodies such as CACREP (2024) require that continuing education (CE) providers incorporate specific areas of social and cultural diversity into their courses, whether related to course content or the students themselves. This requires CEs to engage in advocacy and cultural humility, a fundamental concept essential for developing cultural competence in the classroom (Barrio-Minton & Hightower, 2020). CEs need to continually reflect on their own beliefs, increase their awareness, explore their understanding of multicultural issues, and advocate for students and other faculty (Barrio-Minton & Hightower, 2020; Gonzalez-Voller et al., 2020). However, guidelines for training in teaching and supervision are inconsistent and lack specificity (Hays, 2020). Scholarship indicates that multicultural and social justice experiences are limited in master's and doctoral programs, and

those that are included often serve merely to satisfy accreditation or ethical requirements—topics that faculty address quickly, superficially, or move past to the following subject (Collins et al., 2015; Haskins et al., 2015).

Furthermore, these findings are consistent with the work of other researchers, highlighting that developing multicultural and social justice competence is an ongoing, lifelong process that requires personal commitment and dedication to staying informed (Hipolito-Delgado et al., 2017). The results also underline the challenges faced by CEs, including a lack of confidence and knowledge in addressing multicultural teaching, especially regarding diversity within the classroom (Brown-Rice & Furr, 2019; Decker, 2013; Haskins et al., 2015). Institutional forms of oppression, such as racism, sexism, heterosexism, and ableism, in higher education negatively impact the emotional well-being of CEs and their students (Nassar et al., 2020). Despite increasing interest in multicultural teaching within CE research, the current literature still lacks a clear definition of the relationship between advocacy competency, cultural humility, and multicultural teaching competency (Haskins et al., 2015). Applying the theoretical framework of Critical Race Theory (CRT; Crenshaw, 2017) provides a powerful lens for understanding how institutions systematically reproduce racial hierarchies and marginalize voices, significantly impacting efforts to develop genuine CH and AC to challenge structural inequities. This analysis explores the complex relationship between CRT insights and the challenges in developing multicultural competence. Focusing more on this area of research could lead to more equitable treatment of individuals with diverse backgrounds and identities.

Statement of the Problem

Over the past 20 years, the United States has undergone rapid diversification, marked by an increase in individuals with marginalized identities (U.S. Census Bureau, 2020). Recent

estimates indicate that Black, Indigenous, and People of Color (BIPOC) groups comprise nearly 39.9%, or about 131 million non-white people (U.S. Census Bureau, 2020). Additionally, the latest Gallup survey (2023) found that 7.2% of U.S. adults identify as LGBTQ, representing a steady rise from previous surveys (Jones, 2023). Despite the increasing diversity of U.S. residents, most counseling services are based on Westernized, white-normed methods (Thacker & Minton, 2021). Operating within these white and Westernized frameworks fails to meet the needs of culturally diverse populations, leading to underuse of behavioral health resources and early termination of counseling (Singh et al., 2020). Societal stigma, discrimination, and minority stress caused by prejudice can accumulate and act as ongoing stressors, affecting both the emotional and physical health of marginalized communities (Thacker, 2019; Thacker & Minton, 2021).

Scholars in the counseling field have observed differences in representation among underrepresented minorities in faculty positions at academic institutions (Baggerly et al., 2017; Cartwright et al., 2018; Hannon et al., 2023; Ju et al., 2020; Casado Pérez & Carney, 2018). According to the National Center for Education Statistics (NCES, 2024), data indicate that only 22% of full-time faculty roles in the United States are held by people of color. This figure is especially troubling given that these communities are highly underrepresented in academic settings (Ju et al., 2020). In predominantly white environments, power and privilege often take shape through ethnocentrism, which involves evaluating others based on white norms and the expectation that individuals conform to these standards (Locke, 2021).

According to findings from the comprehensive 2024 CACREP Vital Statistics Survey, which included data from 3,574 full-time faculty members within CACREP-accredited programs, a significant demographic disparity emerged. Among this faculty population, 61%

identified as white, while 18% identified as Black, 6% as Hispanic or Latino, 6% as Asian, 4 % as Unknown/Other, 2% as Two or More, 1% as American Indian or Alaska Native, and .14% as Native Hawaiian or Other Pacific Islander (CACREP Vital Statistics, 2024). This underrepresentation of ethnic minority groups within the realm of counselor education is a multifaceted issue that carries far-reaching implications. These disparities give rise to a range of challenges that permeate the profession. For example, these include feelings of isolation, heightened stress levels, experiences of racism, tokenism, discrimination based on accent, biased recruitment and promotion practices, and unwarranted doubts regarding intellectual capabilities and credentials (Brooks et al., 2023; Ju et al., 2020; Casado Pérez & Carney, 2018; Walker & Bruns, 2022). These cumulative obstacles are formidable barriers to establishing a genuinely diverse and inclusive learning community within the field of counselor education.

To address the ongoing marginalization of individuals affected by their salient identities—such as ethnicity, race, culture, ability, gender, sexual orientation, and spiritual orientation—counseling leaders and active organizations, previously mentioned in the overview, have called for standardized training and development of multicultural competence for ethical practice (Sue et al., 1992; ACA, 2020). Recognizing the core values of the counseling profession, the second tenet of the ACA Code of Ethics states that it is essential to "honor diversity and embrace a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts" as a key aspect of ethical practice (ACA, 2014, p.3). Additionally, the evolution of professional ethical codes has deliberately incorporated principles that highlight cultural sensitivity and social justice (ACA, 2014). The expansion of professional ethics explicitly emphasizes a counselor's responsibility to promote social justice and advocate for marginalized clients; it also acknowledges the harmful impact of

microaggressions and encourages counselors to challenge their personal biases. This underscores the field's efforts to confront biases systematically and prompts practitioners to support clients with marginalized identities actively (ACA, 2014; Ratts et al., 2016). Although CEs may or may not be working directly with clients as counselors, this counselor identity is part of their broader professional identity as a CE (Dollarhide et al., 2016). The MSJCC framework aims to provide CEs with guiding principles for delivering a relevant and current approach to multicultural counseling, research, training, and supervision. The new competencies reinforce the expectation that CEs should be competent in providing relevant training to foster safe and affirming counseling environments for clients and communities (Ratts et al., 2016).

Over the past 10 years, articles and studies on the MCC and MSJCC frameworks in counselor education have focused on reporting signature pedagogical and andrological practices (i.e., Budesa & Barrio-Minton, 2022; Chang et al., 2012; Chang & Rabess, 2020; Clark et al., 2022; Killian & Floren, 2020; Melamed et al., 2020). However, many of these studies are conceptual, indicating that CEs are high in MSJCCs. For those that are empirically driven, they examine the types of pedagogical frameworks that CEs use to support education in the MSJCCs, especially multicultural competency and social justice advocacy competence (Melamed et al., 2020). For example, scholars have explored specific interventions like self-reflection activities, case-study vignettes, and cultural immersion strategies to foster multicultural competence (Melamed et al., 2020; Ratts, 2010); however, these findings have been considered limited in scope and generalizability due to study design and inconsistent conceptualization of multicultural competence outcomes (Mollen & Ridley, 2021).

Over the past three decades, research on CEs and multicultural teaching competency has been thoroughly documented through dissertation studies, showing ongoing support for the

importance of incorporating multicultural counseling competencies (MCCs) into teaching and curriculum. However, a comprehensive review of the literature reveals that most studies exploring the link between CEs and multicultural teaching competency are mainly quantitative dissertations. These studies tend to focus narrowly on either multicultural competency constructs (Hu, 2016; Johnson, 2018; Mandina-Morrill, 2019; Quinlan, 2009; Stephens, 2020; Stoyer, 2017; Watts, 2017; White et al., 2024) or social justice advocacy dimensions (Decker et al., 2016; Davis, 2019). They rarely examine both constructs together within the Multicultural and Social Justice Counseling Competencies (MSJCC) framework.

While all dissertations show varying levels of support for CEs' multicultural competence and social justice advocacy, demonstrating positive and statistically significant predictive relationships with multicultural teaching competency (White et al., 2024), these studies do not thoroughly examine both constructs, which would better align with the MSJCC framework's integrated approach. Notably, only two of the twelve dissertations explored individual constructs while considering social desirability bias. Moreover, numerous studies have reported methodological challenges, including multicollinearity among independent variables (Stephens, 2020; Stoyer, 2017; Watts, 2017; White et al., 2024). Additionally, mixed results persist regarding the factors that predict multicultural teaching competency (Mandina-Morrill, 2019; Stephens, 2020), highlighting inconsistent findings across research studies.

The literature shows that research on CEs and multicultural teaching competence has mainly been conducted through dissertations, qualitative studies, and conceptual works, revealing a significant gap in rigorous quantitative research that examines both multicultural competence and social justice advocacy within a single framework. This gap underscores the pressing need for comprehensive quantitative studies that address both constructs while

considering methodological issues, such as social desirability bias and multicollinearity, thereby contributing to a stronger empirical foundation for understanding multicultural teaching competence in counselor education. Scholars have called for a shift in how multicultural teaching is conceptualized, aiming for a more accurate reflection of current understandings of cultures and identities in the classroom (Owen et al., 2016). To achieve this, cultural humility has been suggested as an alternative framework that promotes ongoing learning and self-examination related to culture (Davis et al., 2021).

Within various concepts, cultural competence (CC) and cultural humility (CH) have often been discussed and studied together (e.g., Danso, 2018; Fisher-Borne et al., 2015; Greene-Moton & Minkler, 2020). In the CH–CC literature, CC is defined as counselors’ awareness, knowledge, skills, and actions to provide competent counseling services to culturally diverse clients (Drinane et al., 2016; Ratts et al., 2016; Sue et al., 1992), while CH is described as counselors’ self-reflection, critique, and sensitivity to cultural encounters both as a disposition and in specific situations (Davis et al., 2021; Zhu et al., 2022). Cultural humility is closely linked to multicultural counseling competence and is often viewed as a key factor for clinicians maintaining an open awareness when working with culturally diverse clients (Hook et al., 2013). It emphasizes the importance of cultural efficacy, as outlined by the ACA (2014), the 2024 CAREP-accreditation standards, and the ACA Advocacy Competencies (2003; 2018). For instance, engaging in cultural humility involves ongoing self-reflection and awareness of one's own cultural subjectivity to address social inequalities (Fisher-Borne et al., 2015). It also entails recognizing biases and power imbalances to foster more inclusive and respectful interactions (Kondili et al., 2022). Through this process, counselors and CEs can engage more in perspective-taking, detached awareness, inclusive identification, and critical thinking (Kondili et al., 2022),

aligning with the expectations of many professional organizations. Recent promising findings suggest that cultural humility could serve as a strategy to connect cultural diversity with social injustice, helping CEs engage more effectively with students (Fisher-Borne et al., 2015).

MSJCC task force members have highlighted cultural humility as a vital skill for reflecting on and accepting differences in cultural beliefs and attitudes (Singh et al., 2020). In the theoretical foundations of the MSJCCs, cultural humility is recognized as the foundation for accommodating culturally diverse clients and students (Ratts et al., 2016). Reports of low cultural humility have been associated with a higher risk of engaging in overt racism or microaggressions that hinder therapeutic outcomes (Hook et al., 2023). Based on previous research recommendations, the factors influencing multicultural teaching competency for CEs remain unclear. Research on the CE population related to MTC is limited. Despite the mandated standards from national boards, accreditation, and ethical guidelines, continuing education specialists face significant challenges that remain largely unexplored.

Purpose of the Study

The purpose of this study was to determine whether a specific factor or a combination of factors predicted the multicultural teaching skills and knowledge of CEs. This study aimed to identify implications for continuing education, CEs, and Counseling Education Programs regarding ongoing education and training in MTC. The premise of this study is that CEs with higher MTC may more frequently engage in CH and possess higher AC, which aids diverse student groups in achieving success across all fields of counseling curricula. Additionally, many CEs with low MTC might not reflect on their awareness and understanding of their MTC, CH, or AC.

This study used a quantitative methodology, which is ideal for objectively examining relationships between specific variables (Creswell, 2021). It investigated whether cultural humility and advocacy competence predict multicultural teaching competency and to what extent they do so. Using pre-designed assessments, researchers gathered participants' perspectives on these individual variables (Creswell, 2021). The researcher hopes this study will address gaps in the literature regarding the predictive factors of multicultural teaching competency for CEs. The findings from this study will help identify the factors that predict CEs' multicultural teaching competency.

Rationale of the Study

This manuscript was inspired by the increasing need for CEs to explore their multicultural teaching competence through their own cultural humility and advocacy skills, in order to prepare their students and supervisees for the cultural and professional awareness needed to work with diverse client populations. CEs include full-time faculty who provide teaching and/or supervision to graduate-level master's and doctoral students in CACREP-accredited programs. Students can only effectively address biases and preconceived notions in a CACREP-accredited learning environment if they critically evaluate their own experiences (Pope-Davis, 2003). Competency in counseling is not a static achievement but an ongoing journey that requires continuous growth and development. It calls this profession into action, into advocacy. It is strongly recommended that counselors actively broaden their counseling perspective, using cultural humility and advocacy to improve their skills at every stage of their career. (Abdou et al., 2022; Hook et al., 2023; Kondili et al., 2022; Zhu et al., 2022). This priority is also reflected in the ACA Code of Ethics (2014), which clearly states that its mission is to promote respect for human dignity and diversity.

Nevertheless, our field still struggles to define terms, develop, and find existing tools that aim to measure aspects of multicultural and social justice competency. This challenge arises from the lack of assessments for CEs' competence levels after completing the doctoral program and the abundance of fragmented measurements of the MSJCCs (Ratts et al., 2016), which are outdated and provide limited views of multicultural and social justice counseling competence (Killian & Floren, 2020). More research is needed to explore factors that predict MTC for CEs.

Research Questions

This quantitative, predictive, correlational study aimed to determine whether or to what extent marginalized and non-marginalized personal and professional characteristics (i.e., age, race, ethnicity, gender identity, and sexual orientation) (i.e., a) length of time teaching as a CE, b) PhD/EdD graduation year, c) professional certification, d) state counseling licensure, and e) experience teaching an MC course) are associated with Cultural Humility (CH), Advocacy Competency (AC), and Multicultural Teaching Competency (MTC), including multicultural teaching knowledge (MTK) and multicultural teaching skills (MTS), for CEs. The study also explored the following research questions:

RQ1: What are the associations between MTK and MTS, CH, and AC?

RQ2: What combination of factors or individual predictors, such as professional and personal characteristics, and total scores on CH and AC, best predicts MTS?

RQ3: What combination of factors or individual predictors, such as professional and personal characteristics, and total scores on CH and AC, best predicts MTK?

Definition of Terms

The terms listed below are referenced throughout this dissertation. These definitions were reviewed in various sources and chosen for their relevance to this study.

Advocacy. An action that is taken to empower individuals and identify and remove external and systemic barriers to well-being (Toporek et al., 2009).

Advocacy Competency (AC). Advocacy competency encompasses the knowledge, skills, and dispositions necessary for effective advocacy work in counseling settings (ACA, 2018). The ACA Advocacy Competencies (2018) outline specific competencies organized by client involvement levels and intervention targets, including client empowerment, client advocacy, community collaboration, and systems advocacy.

Cultural Humility (CH). In this study, cultural humility refers to a lifelong commitment to self-evaluation and self-reflection to address potential or real imbalances in the client-clinician dynamic, while maintaining respect for people of diverse racial, ethnic, and cultural identities (Hook et al., 2013). Cultural humility requires intentional advocacy to create mutually beneficial and non-oppressive dynamics in systems to better the care of diverse populations (Tervalon & Murray-Garcia; 1998).

Cultural Competence (CC). An individual “becoming aware of his or her assumptions about human behavior, values, biases, preconceived notions, personal limitations, and so forth” (Sue & Sue, 2022, p. 18).

Counselor Educator (CE). A full-time or core faculty member with a PhD or EdD, working at a CACREP-accredited university or college, teaching or supervising in a counseling-related field with master’s and/or doctoral programs. Doctoral degree programs in Counselor Education and Supervision prepare graduates to work as CEs, supervisors, researchers, and practitioners in academic and clinical settings (CACREP, 2024).

Marginalized populations. CACREP (2024) defines “individuals or groups historically and/or currently underserved or experiencing discrimination. Identification may be based on, but

is not limited to, any of the following: age, generational status, body size, ability status, race, ethnicity, gender/gender identity, affective/relational/sexual identity, religion and spirituality, social class, national origin and language, migration status, and veteran status” (pg. 35).

Multicultural Counseling Competence (MCC). Refers to the process and ability to obtain awareness, knowledge, and skills to work with people of diverse backgrounds in a counseling context and deliver effective care. In counseling and psychology literature, this term may be used interchangeably with cultural competence or cross- cultural competence (Hook et al., 2023; Sue, 2001).

Multicultural Teaching Knowledge (MTK): "Teachers' knowledge of culturally responsive pedagogy and instructional strategies related to diverse populations, major sociohistorical and current sociopolitical realities, and cultural dynamics (e.g., ethnic identity, gender socialization, etc.) that may affect between- and within-group differences” (Spanierman et al., 2011, p. 455).

Multicultural Teaching Skills (MTS): "Teachers' ability to (a) actively select, develop, implement, and evaluate strategies that facilitate the academic achievement and personal development of all students; (b) select and implement culturally sensitive behavioral management strategies and interventions; and (c) participate in ongoing review and evaluation of school policies, procedures, and practices regard to cultural responsiveness" (Spanierman et al., 2011, p. 455).

Multicultural Teaching Competence (MTC). According to Spanierman et al. (2011), multicultural teaching competency is defined as: A dynamic, iterative process in which teachers continuously explore their attitudes and beliefs about multicultural issues, increase their understanding of their diverse students, and examine how their awareness and knowledge

influences how and what they teach and how they interact with students and their families. Multicultural teaching competency involves complex interactions between micro-level systems, such as teachers, other educational staff, parents, and students, and macro-level systems, such as the political economy, race relations, and policy. (p. 144)

Multicultural and Social Justice Counseling Competencies (MSJCC). Developed by Ratts et al. (2015), it serves as a framework for counselors to implement multicultural and social justice practices, theories, and research in meaningful ways. Revolving around four domains of counselor self-awareness, client worldview, counseling relationship, and advocacy and intervention, the MSJCC was created to revise the previously adopted Multicultural Counseling Competencies (MCC; Sue et al., 1992).

Privilege. Lee & Kelley-Petersen, (2018) define privilege as resulting from social, political, economic, and/or cultural advantages bestowed in connection with societal dominance. Privilege can extend to many domains of existence, including, but not limited to, gender identity, race and ethnicity, sexual and affectional identity, socioeconomic status (SES), and others.

Social justice advocacy. It is a term used within professional counseling literature to distinguish advocacy related to power and privilege, resource allocation, and discrimination from professional advocacy (Toporek et al., 2009; Toporek & Daniels, 2018). Professional counseling advocacy involves contacting, discussing, or debating issues directly affecting the profession; social justice advocacy entails taking action to address social issues and inequality (McKibben et al., 2017).

Social justice advocacy competence. Proficiency in identified competencies considered necessary for engagement in advocacy endorsed by the American Counseling Association (ACA) in 2003 (Lewis et al., 2002; Toporek & Daniels, 2018).

Organization of Dissertation Chapters

Chapter two will contextualize the key variables of this study within a historical framework and review recent literature related to these variables. In chapter three, the instruments used to measure MTK and MTS, along with MCHS and AC, will be introduced. Chapter four will present the results of the data analysis, and chapter five will focus on discussing the findings, the study's limitations, and areas for future research.

CHAPTER 2. LITERATURE REVIEW

Methods of Literature Search

The researcher conducted a thorough literature review to evaluate existing research, theories, empirical evidence, and critical discussions regarding Counselor Educators (CEs). The following steps were used to gather a more comprehensive and diverse collection of relevant articles and books for this review. First, the researcher performed an advanced search using APA PsycNET, a search engine that includes PsycINFO and PsycARTICLES. Through PsycINFO, the researcher accessed electronic databases such as EBSCOhost, Google Scholar, ProQuest Central, and ScienceDirect. Since the focus was on multicultural teaching competence for CEs, the researcher also specifically explored the ACA's Flagship Journals (Journal of Counseling and Development, Counselor Education and Supervision, and Journal of Multicultural Counseling and Development). The following keywords were used in the search: "counselor educator" OR "Critical Race Theory" AND "multicultural counseling competence" AND "multicultural and social justice competencies" AND "social justice advocacy" AND "multicultural teaching competence" AND "cultural humility."

To ensure a comprehensive review of existing literature, the search field was set to "any field." Next, the researcher selected the "peer-reviewed" option to limit results to scholarly journals and periodicals. However, the researcher found a total of 94 articles. The sources selected and synthesized in the following review directly address the key topics and themes related to the purpose of this study. To better understand multicultural teaching competence, it is essential to understand the multicultural movement in counseling, to gain a solid understanding of the field's history, and identify what is still missing.

Background of Counseling Competencies

History of Multicultural Counseling Competency

The multiculturalism movement in the United States emerged following the passage of the Civil Rights Act of 1964, in support of historically marginalized populations. Soon after, counseling scholars began to illuminate the lack of cultural responsiveness in mental health treatment and outcomes for racially and ethnically diverse clients (Sue, 1990, 1991). In 1981, Allen Ivey, then-president of the American Psychological Association (APA) Division of Counseling Psychology, commissioned a report from the Professional Standards Committee. This committee, headed by Derald Wing Sue, was tasked with addressing cross-cultural issues. From which the first formal description of multicultural competence stems (Sue et al., 1990). In that paper, Sue and colleagues recommended the adoption of specific cross-cultural counseling and therapy competencies, outlining 11 characteristics necessary to provide appropriate services to racial and ethnic minority clients (Sue et al., 1990). Each characteristic was conceptualized within three broad dimensions of the Tripartite Model: attitudes/beliefs (awareness), knowledge, and skills. The committee proposed that training in all three areas was necessary to develop competency and made several recommendations regarding graduate-level training. For example, including a separate course on racial and ethnic minority concerns, infusing racial and ethnic minority issues into existing curricula, and adding training experiences at practicum and internship sites, which offer opportunities for work with racial and ethnic minorities (Robinson & Morris, 2000; Sue et al., 1982).

In 1991, Thomas Parham, president of the Association of Multicultural Counseling and Development (AMCD), a division of the American Counseling Association (ACA), commissioned the AMCD Professional Standards Committee to review and update the 1982 cross-cultural competencies document. The committee created 31 multicultural counseling

competencies in the document titled "Multicultural Counseling Competencies (MCC) and Standards: A Call to the Profession" (Sue et al., 1992). In the revised version, three broad counselor characteristics were introduced—the first focused on becoming aware of one's own assumptions, values, and biases. The second emphasized understanding the worldview of culturally diverse clients. The third involved developing suitable intervention strategies and techniques (Sue et al., 1992). The MCC model was designed to help counselors positively influence clinical variables, such as client treatment utilization, treatment outcomes, and counselor effectiveness (Robinson & Morris, 2000).

This MCC model influences counseling and other related helping fields, such as psychology, education, social work, and healthcare (Sue et al., 1992). By 1990, multiculturalism was recognized as a "fourth force" in counseling (Pedersen, 1991). The term indicates that multiculturalism is a major paradigm, equally important to earlier movements like psychoanalysis (the first force), behaviorism (the second force), and humanistic/person-centered psychology (the third force) (Frisby, 2018). Patel (2018) conducted a 30-year content analysis of quantitative studies on multicultural competence. These studies include the Cultural Diversity and Awareness Inventory (CDAI), which assesses educators' attitudes and beliefs toward diverse students (Henry, 1986); the Cultural Awareness and Beliefs Inventory (CABI), which measures multicultural awareness and sensitivity (Roberts-Walter, 2007); and the Teacher Multicultural Attitude Survey (TMAS), which evaluates knowledge of urban teaching and diversity (Ponterotto et al., 1998).

In 1996, Arredondo and colleagues were asked by another AMCD Professional Standards Committee to expand on the 1992 standards by creating a document titled "Operationalization of the Multicultural Counseling Competencies," which included 119 explanatory statements for 31

competencies. Arredondo and colleagues (1996) clarify the ideas of diversity and multiculturalism (Robinson & Morris, 2000). Multiculturalism centered on ethnicity, race, and culture, while diversity referred to other traits, such as age, gender, sexual identity, religious or spiritual beliefs, and ability status (Arredondo et al., 1996; Robinson & Morris, 2000). Additionally, three competencies related to organizational change were added to the 1996 list, increasing the AMCD competency list to 34, which led to the publication of a book titled *Multicultural Counseling Competencies: Individual and Organizational Development* (Sue et al., 1998).

Many professional counseling organizations have accepted and adopted these competencies and domains. It started with the Association of Multicultural Counseling and Development (AMCD) endorsement in 1991, followed by the American Association for Counseling and Development (AACD), now known as the American Counseling Association (ACA), as of 1997. It was not until 2001 that the Council for Accreditation of Counseling and Related Educational Programs (CACREP) endorsed the MCCs and required multicultural coursework into CEs' core curriculum (CACREP, 2001).

While there was substantial evidence supporting the positive impact MCCs have had on counseling clients from historically marginalized groups (Soto et al., 2017; Thacker & Minton, 2021), a main critique was that the competencies did little to change the systemic inequity and oppression faced by these groups (Chang et al., 2012; Constantine et al., 2008; Kiselica et al., 2009; Ratts & Wood, 2011; Toporek et al., 2009). Therefore, the Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016) were developed as an evolution of the MCC, incorporating social justice advocacy into a framework that explicitly addresses power, privilege, and oppression in counseling and at the institutional and systemic levels of society.

Much of this emerging advocacy movement reflects social justice developing as the “fifth force” in counseling (Ratts, 2010), supporting advocacy efforts and equity for historically marginalized communities within counseling practices.

Multicultural Social Justice and Advocacy Competencies

In 2016, a more advanced understanding of counseling competence in multicultural and social justice counseling competencies suggests that identity is both multicultural and multidimensional. This means that an individual is composed of many contextually influenced, privileged, and marginalized cultural variables. The Multicultural Social Justice and Advocacy Competencies (MSJCC) model builds on the original tripartite model of MCCs (awareness, knowledge, skills) by including multiple intersecting privileged and oppressed identities, expanding the view of multiculturalism, and emphasizing action (Ratts et al., 2016). This fourth competence, action, broadens the 'counseling and advocacy interventions' domain with six levels drawn from McLeroy and colleagues' (1988) socioecological model. These levels are a) intrapersonal, b) interpersonal, c) institutional, d) community, e) public policy, and f) global/international levels (Ratts et al., 2016). Ratts and colleagues (2016) also highlighted the importance of balancing individual counseling services with social justice advocacy work.

Ratts et al. (2016) provided the following theoretical foundations for developing this latest version of culturally competent counselors: “(a) understanding the complexities of identity, (b) recognizing the negative influence of oppression on mental health and well-being, (c) understanding individuals in the context of their social environment, and (d) integrating social justice advocacy into various counseling modalities (e.g., individual, family, partners, group)” (p. 29). This foundation informed the creation of the MSJCC model, which, compared to Sue and colleagues' (1991) original competencies model, includes four developmental domains: (a)

counselor self-awareness, (b) client worldview, (c) counseling relationship, and (d) counseling and advocacy interventions. Additionally, the original tripartite model of developmental competencies (Sue et al., 1992) evolved into four domains: (a) attitudes and beliefs, (b) knowledge, (c) skills, and (d) action. These four competencies expanded upon the initial three developmental domains of counselor self-awareness, client worldview, and counseling relationship. Finally, the socioecological perspective broadened the domain of counseling and advocacy interventions, enabling counselors to adopt a multilevel approach in their interventions.

Since its inception, the MSJCCs have accumulated a wealth of citations used across the eight CACREP domains, five doctoral core areas, and various counseling specialties (Leibowitz-Nelson et al., 2020). Although the profession widely supports integrating multicultural competence (MCC) and multicultural social justice competence (MSJCC), disagreements persist about the underlying assumptions of what defines multicultural, competent, and socially just practice (Kumas-Tan et al., 2007; Pope-Davis, 2003). Due to the lack of consensus, numerous instruments have been developed to assess multicultural competence. A systematic review of cultural competence measures identified 54 instruments as of 2006 (Kumas-Tan et al., 2007). Even the most prominent measures, which are most often used in counseling research, have faced criticism for not adequately assessing specific components of the competencies (Constantine et al., 2008; Kumas-Tan et al., 2007). The review focuses solely on self-report instruments used to evaluate MCCs, considering the typical population of counseling researchers. Examples include the Multicultural Counseling Inventory (MCI; Sadowsky et al., 1994), the Cross-Cultural Counseling Inventory-Revised (CCCI-R; Hernandez & LaFromboise, 1985), the Multicultural Awareness, Knowledge, and Skills Survey, Counselor Edition, Revised (MAKSS-CE-R; Kim et al., 2003), and most recently, the Multicultural Counseling and Social

Justice Competencies Inventory (MSJCC-I; Killian et al., 2023). In practice, this framework enables counselors to understand multicultural and social justice issues across diverse contexts and marginalized identities (Peters et al., 2020), including, but not limited to, refugees (Bemak & Chung, 2017), clinical supervision (Killian & Floren, 2020), leadership (Peters et al., 2020), impoverished communities (Clark et al., 2022), rural areas (Crumb et al., 2019), and counselors of color (Washington et al., 2023)

Critiques of MSJCCs

Over the past few decades, multicultural competency (MCC) has gained recognition; however, there remains confusion about its meaning and practical application (Hays, 2020). Criticism of MCC includes tokenism of marginalized identities in the classroom, assumptions, and treating it as an incorrect final goal for cultural awareness (Davis et al., 2016). The absence of a clear definition hinders its practical use (Hays, 2020; Mollen & Ridley, 2021; Singh et al., 2020). Repetitive language hinders the identification of concrete steps for achieving cultural competence (Danso, 2018; Vandiver et al., 2021).

Although the MSJCC framework has been widely cited and accepted in the field since 2016, finding an instrument that measures CE's multicultural and social justice counseling competencies through this framework remains challenging. Most of the measurements related to multicultural and social justice counseling were developed based on earlier multicultural competencies (awareness, knowledge, and skills) or lack the comprehensiveness and currency to include recently emerging concepts (see Kim et al., 2003).

It was not until Killian and colleagues (2023) noted the absence of standardized assessments that they decided to evaluate the constructs and domains of the MSJCC (Ratts et al., 2016) to create the Multicultural and Social Justice Counseling Competencies-Inventory

(MSJCC-I). However, their target population included counselors across multiple specialty areas (i.e., addictions, career, clinical mental health, counselor education/supervision, rehabilitation/clinical rehabilitation, college counseling/student affairs, marriage/couple/family, and school counseling). This survey was considered inappropriate, given the target population of this study.

Before this development, researchers used scales to measure only MCCs or separate scales for social justice advocacy action-based competence. Fietzer and colleagues (2018) noted that the past measures used with CITs, professional counselors, and CIETs did not reflect the MCCs measured by MSJCCs (Ratts et al., 2016), which explicitly include social justice and advocacy as part of MCC. To the best of the researcher's knowledge, no scales have been created for CEs regarding multicultural teaching competence and multicultural and social justice competence. Indeed, research on the population of CEs related to multicultural teaching competence is scarce.

Additionally, multicultural counseling often presents multicultural competence as a linear endpoint; however, critics argue that this view is unrealistic due to the complexity and ongoing nature of cultural identity (Barsky, 2020; Danso, 2018; Zhu et al., 2021). Competency training typically emphasizes the acquisition of knowledge, while potentially overlooking important factors such as internal processing, counselors' positionality, and how oppression influences their interactions with clients (Mollen & Ridley, 2021; Vandiver et al., 2021). This emphasis may lead to broad generalizations, potentially obscuring the recognition of clients' humanity and lived experiences (Barsky, 2020; Davis et al., 2016; Zhu et al., 2021). Barnes and Slaton (2020) highlight the counseling profession's need to invest in humanity through humility as society becomes more diverse. Tervalon and Garcia (1998) suggest that cultural humility is more about

ongoing learning and self-awareness, which can help counseling professionals establish mutually respectful relationships with clients.

Multicultural Teaching Curriculum

Multicultural Teaching in Counselor Educator Programs

Counselor education programs are where the learning begins for master's-level counselors-in-training (CITs) and doctoral-level CEs-in-training (CEITs), who can learn firsthand through modeling skills and gaining knowledge about social justice advocacy efforts established within the curriculum (Chang et al., 2012; Dollarhide et al., 2016). Many counselor education programs are CACREP-accredited and are transitioning from 2016 to 2024. The curriculum in these programs can continue to use a one-course-only model for multiculturalism and social justice education. Sue et al. (2011) stated that multicultural courses are the most difficult to teach in counselor education. In most education programs, only one 11-15-week course is taught to emphasize the importance of multicultural competence when working with individuals from diverse groups (CACREP, 2016). CEs are tasked with educating students on the importance of self-reflection, cultural humility, understanding racism and oppression, and helping students build their confidence to provide services through a multicultural lens (Estrada, 2015).

These limited courses do not address the complexities of multicultural counseling and social justice (Nassar et al., 2020; Peters et al., 2020; Singh et al., 2020), leaving students in these counseling programs unable mainly to differentiate between multiculturalism and social justice or to describe social justice advocacy as it relates to counseling (Taylor & Trevino, 2022). However, counseling scholars have advocated for its integration throughout the master's level curriculum (Singh et al., 2020; Taylor & Trevino, 2022), and students have been reported as

wanting a genuine commitment from programs to incorporate social justice advocacy into their actions, not just words (Singh et al., 2020; Taylor & Trevino, 2022).

Their efforts succeeded roughly 20 years after the initial call for integration, with the release of the 2024 CACREP standards. Section 1 covers the learning environment, including institutional and programming resources and standards designed to enhance social justice advocacy competencies for professional counseling development (CACREP, 2024). In contrast, the CACREP 2016 standards consisted of five sections (E, F, G, H, and I), whereas the 2024 standards include twelve sections (C, D, E, F, H, I, O, P, Q, R, S, and T). In Section 1, counseling education programs are expected to support faculty in engaging in professional, scholarly, and service activities related to social justice advocacy (CACREP, 2024). To facilitate this, institutions should provide resources to students and faculty that enable access to all necessary information for learning and teaching social justice advocacy (CACREP, 2016; 2024).

The 2016 and 2024 standards integrate social justice advocacy into the counselors' professional identity, including ethical behavior, diversity, equity, inclusion, and critical thinking standards (CACREP, 2016; 2024). Only the 2024 standards specify that these elements should be woven throughout the curriculum (CACREP, 2024). Additionally, only the 2024 standards require counseling education programs to include culturally sustaining content and diverse strategies, covering all aspects of intersectional and cultural identity across the eight foundational curriculum areas. Both the 2016 and 2024 standards specify that counseling education programs must provide documented evidence demonstrating how social justice advocacy is incorporated into the training curriculum (CACREP, 2016; 2024).

Although the 2024 CACREP Standards outline accreditation requirements, they do not specify how programs must meet these standards. Instead, they encourage CEs to fulfill the

“intent and spirit” of the 2024 CACREP Standards. It is essential to note that counselor education programs can meet accreditation requirements in various ways, and there are no specific methods required for achieving the standards. Providing evidence of compliance or exceeding the standards is the responsibility of the program. Collins et al.’s (2015) identified a gap in multicultural counseling and competencies regarding how various institutions incorporate multicultural content into their courses, apart from one specific course focused on multicultural counseling.

Collins et al.’s (2015) found that students believed role-plays, as a means of learning, facilitated the real-world application of counseling techniques and helped them develop more multicultural counseling skills when working with other students. Celinska and Swazo (2016) found that students who received training in multicultural competencies through multicultural courses self-reported higher levels of comfort, as well as greater openness to working with diverse client populations, compared to their counterparts in the study who had learned some multicultural concepts and skills from other counseling courses (nonspecific to diversity). Collins et al.’s (2015) study aligned with Celinska and Swazo’s (2016), showing that participants’ competencies in multicultural counseling and social justice were low because their educational programs did not focus enough on multicultural counseling competencies.

Finally, although the established CACREP (2024) standards highlight a diverse and inclusive academic community, studies show that minorities remain underrepresented among faculty at higher education institutions (Baggerly et al., 2017; Cartwright et al., 2018; Hannon et al., 2023; Ju et al., 2020; Casado Pérez & Carney, 2018). Exposure to microaggressions occurs at universities among both students (Ellis et al., 2019) and faculty (Louis et al., 2016; Zambrana et al., 2016), as well as in the workplace (DeCuir-Gunby & Gunby, 2016; DeCuir-Gunby et al.,

2023). Researchers have noted that microaggressions can lead to feelings of despair, depression, and social isolation. They may also trigger impulsive actions, risky behaviors, and physical symptoms such as high blood pressure (Brooks et al., 2023; Davis et al., 2016).

Microaggressions are everyday verbal or behavioral acts that convey hostility or negativity toward a person or group, whether intentional or unintentional, and can have harmful psychological effects (Davis et al., 2016, p. 483). These issues have significant implications for recruiting and retaining minority faculty, as well as for the academic and professional success of minority students in counselor education programs (Hannon et al., 2023).

Counselor Educator's Multicultural Teaching Competence

CEs are responsible for responding to and implementing the new MSJCC into their programs by sharing the most current and relevant ideas with CITs and CEITs. CEs can play a key role in operationalizing the MSJCC for instruction, providing training and pedagogical suggestions, researching the effectiveness of MSJCC competencies, and creating professional development opportunities for practicing counselors.

Multicultural teaching competency evaluates a teacher's ability to integrate the skills and knowledge of culturally responsive teaching into their daily practice (Spanierman et al., 2011). Broadly defined, multicultural teaching competence (MTC) is an educator's capacity to work effectively with students from diverse cultural, linguistic, and ethnic backgrounds (Spanierman et al., 2011). Over the years, several instruments have been developed to measure MTC as a construct. Similar to the tools used to assess teachers' attitudes toward inclusion, many of these instruments lack strong psychometric properties (Davis & Cabello, 1989; Sue et al., 1982) or have produced, at best, inconclusive results (Spanierman et al., 2011). Another limitation of the instruments used to evaluate MTC is their failure to recognize the multidimensional nature of the

construct. Some are one-dimensional, primarily measuring cognitive components, while others are two-dimensional, mainly assessing cognitive and behavioral aspects. Interestingly, although multicultural affective competence has been shown to play a crucial role in teachers' multicultural competence (Stephens, 2020), it remains an overlooked area in most cultural competence research. According to Yang and colleagues (2013), multicultural teaching competence (MTC) refers to how teachers think, feel, and act toward students from culturally, linguistically, and ethnically diverse backgrounds.

This scale has been used in other studies (Harrison et al., 2010; Mena & Rogers, 2017; Watts, 2017) with professors and teachers across various educational levels. Mainly, it has been applied in physical education at the undergraduate level, as well as in early childhood, primary, and secondary education. In research involving the MTCS, Harrison et al. (2010) found that educators who scored higher on the knowledge and skill section of the scale tended to be individuals of color, while their counterparts scored lower. To promote diversity, researchers recommended recruiting and retaining teachers from different cultural backgrounds (Watts, 2017). The study concluded that professional development is crucial, and teachers must be culturally knowledgeable and skilled in their approach. Assessing CEs' teaching competencies helps fill part of the literature gap. Examining professors' competencies provides insight into their perspectives on students, classroom dynamics, multicultural issues, and how they incorporate cultural discussions into their teaching. The most important aspect of this scale is measuring professors' competence in teaching about diversity. Findings by Harrison et al. (2010) and Watts (2017) highlight the importance of ongoing education and training for professors, as emphasized by Mena and Rogers (2017).

Previous research examining the relationship between personal and professional

characteristics of CEs and multicultural competency has yielded mixed and sometimes contradictory findings, justifying the similar approach taken in this study. Winston (2016) found no statistically significant relationship between age, race, sexual orientation, and gender and MTC among CEs, despite theoretical assumptions that racial identity would predict competency levels. However, Winston's (2016) study revealed a significant relationship between ethnic identity awareness and MTC, suggesting that self-awareness of cultural identity may be more predictive than individual demographic categories alone. In contrast, Stephens (2020) found that being a part of a marginalized population is a significant predictor of MTK, indicating that marginalized status does contribute to competency development.

Professional characteristics have also shown inconsistent patterns, with age, graduation data, and experience producing counterintuitive results, where less experienced professionals sometimes outperformed their more seasoned colleagues. Hazel (2023) added another layer of complexity by demonstrating that the cultural diversity background of the CEs shapes the way they teach, suggesting that background characteristics influence pedagogical approaches rather than just competency levels. Furthermore, research has revealed significant interactions between demographic characteristics, with studies showing significant interaction between gender, MTS, and ethnic identity among CEs (Stephens, 2020). These mixed findings underscore the need for the possibility of a comprehensive model that examines multiple personal and professional characteristics simultaneously, as individual factors may interact in complex ways that are not apparent when studied in isolation.

Advocacy in Counselor Education Programs

While scholars emphasize the importance of integrating social justice training into counselor education programs (Bemak et al., 2011), evidence suggests that students still seek

more opportunities to deepen their interest in social justice and strengthen their commitment (Singh et al., 2020). CITs and CEITs also expressed a desire for opportunities to participate in social justice-related activities to reinforce the principles they have learned (Singh et al., 2020). However, CEs identified barriers to social justice training in their programs, such as coursework limitations and a lack of faculty time and resources (Singh et al., 2020).

Research indicates that the quality of CEs' instruction can influence the professional developmental identity of CITs and CEITs, especially in multicultural counseling classes (Buckley & Foldy, 2010) and regarding MSJCC issues (Singh et al., 2020). Davis (2019) found that CEs who hold stronger attitudes and beliefs about social justice and advocacy are more likely to incorporate these values into their personal and professional lives. CEs help shape students' MSJCC development, and their cultural knowledge and skills regarding diversity issues can affect trainees' growth (Sue et al., 2019). Despite the importance of these factors, limited research exists on the specific characteristics of CEs that impact their multicultural teaching competence (Mena & Rogers, 2017). Ratts et al. (2016) recommended that CEs re-evaluate their instructional methods to implement relevant social justice education that fulfills the MSJCC. These MSJCC competencies, along with programmatic requirements outlined by CACREP (2016, 2024) and the ACA Code of Ethics (2014), establish a vital framework for CEs to ensure they integrate these principles into their teaching during training and supervision.

The 2003 ACA Advocacy Competencies (Lewis et al, 2003) were updated in 2018 by Toporek and Daniels in response to a call to action. In the revised Advocacy Competencies, the authors kept the original framework, which includes two dimensions (i.e., extent of client involvement and level of advocacy intervention) across six advocacy domains. These six domains consist of client/student empowerment, client/student advocacy, community

collaboration, systems advocacy, collective action (formerly called public information), and social/political advocacy (Toporek & Daniels, 2018). The updated ACA Advocacy Competencies clarify the dimensions and domains and expand on specific advocacy strategies. However, they do not offer detailed guidelines or explain how CEs should train future professional counselors to be multiculturally and socially just.

Even so, there is often confusion between multiculturalism and social justice, leading to a focus on cultural competence rather than preparing students for social justice advocacy. Experts in multicultural competence argue that addressing social justice advocacy, which includes power dynamics and oppression, is vital for cultural competence to effectively combat racism and other forms of oppression (Chapman-Hilliard & Parker, 2022; Sue & Sue, 2019). Past and current research shows a trend where CEs struggle to turn social justice advocacy from theory into practice (Miller & Sendrowitz, 2011; Wilcox et al., 2023), resulting in ineffective teaching of emerging CITs and CEIs. The limited emphasis on social justice within the counseling curriculum has led to a lack of research on how to implement it (Chapman-Hilliard & Parker, 2022). Therefore, this study evaluated the CE's responses for advocacy competence using the Advocacy Competencies Self-Assessment (ACSA; Ratts & Ford, 2010) to measure the CE's self-perceived competence and effectiveness as a social justice advocate.

Cultural Humility

As the emphasis on developing multicultural and social justice competence has expanded across education, training, research, and practice, researchers and practitioners have called for interventions and teaching practices to address this important goal (Hook et al., 2013). With recent advances in methods to assess and measure multicultural teaching competence, a gap still

exists in the literature guiding Continuing Education (CE) professionals on this topic. In the counseling field, focusing on the openness component of multicultural counseling competencies has increased interest in concepts such as cultural humility (Placeres et al., 2022).

Origin and Development of Cultural Humility

Following the emergence of Tervalon and Murray-Garcia's (1998) influential work, researchers across medical and healthcare-related fields began exploring cultural humility. In a concept analysis of cultural humility, Foronda et al. (2016) identified it as a "way of being" that requires a commitment to education, reflection, and effort to foster progressive change (p. 214). Cultural humility has gained recognition in various helping professions as a proposed approach to maintaining effective cross-cultural healthcare (Hook et al., 2013; Tervalon & Murray-Garcia, 1998).

Tervalon and Murray-Garcia (1998) introduced the concept of cultural humility as a lifelong commitment to critical self-reflection, awareness, and maintaining institutional accountability in response to the urgent need for multicultural competence in clinical practice. Practicing cultural humility involves clinicians maintaining self-awareness, valuing clients' worldviews and beliefs, and actively engaging with power and oppression dynamics within systems (Atkins & Lorelle, 2022; Murray-Garcia & Garcia, 2008; Tervalon & Murray-Garcia, 1998). Unlike multicultural competence, cultural humility emphasizes a more proactive, adaptable process that involves partnership in relational dynamics to address power imbalances (Tervalon & Murray-Garcia, 1998). Thus, cultural humility offers a more comprehensive view of the MSJCCs by focusing on active social justice and advocacy efforts to challenge oppressive power structures (Ratts et al., 2016; Hook et al., 2013).

Cultural Humility in the Multicultural Orientation (MCO) Model

Cultural humility is also crucial to the Multicultural Orientation framework (Owen, 2013). Owen (2011) created the Multicultural Orientation model, which extends the Multicultural Competencies (MCC) theory and model. The MCO highlights cultural worldviews and beliefs, especially the interaction between the therapist's and client's values and beliefs, rather than focusing solely on the clinician's awareness of their own values separate from the client (Davis et al., 2016). Within this broader framework, cultural humility is an essential and overarching guiding principle. With cultural humility as a foundation, the MCO suggests exploring cultural opportunities and comfort to prioritize the relationship between therapist and client from a multiculturally inclusive perspective (Owen, 2016).

Cultural Humility and Multicultural Competence

The increasing interest in cultural humility and multicultural competence highlights promising methods for researchers and practitioners to address disparities in healthcare, particularly for individuals with marginalized cultural identities (Zuh et al., 2021). The multicultural competencies movement has emphasized the need to enhance clinical practice and education to serve culturally diverse populations better (Sue et al., 2001; APA, 2018). Both cultural humility and multicultural competence require clinicians to show respect and care for a client's culture, although there are apparent differences between these concepts in practice (Tervalon & Murray-Garcia, 1998). Essentially, multicultural competence involves knowledge of different cultures, beliefs, and attitudes (Sue et al., 2001). In contrast, cultural humility involves the ongoing effort to understand how culture uniquely impacts each client (Zhu et al., 2021), which aligns more closely with the professional growth of CEs (Dollahide et al., 2016). The idea that multicultural skills and knowledge are static, as initially suggested in early discussions of multicultural competence, has led to a growing interest in applying cultural humility within

professional counseling and CEs (Atkins & Lorelle, 2022; Hook et al., 2023; Zhang et al., 2021). Multicultural competence remains a fundamental focus in counseling research, and scholars have proposed cultural humility as a promising alternative framework that emphasizes lifelong learning and self-reflection related to multicultural competence (Davis et al., 2016). Recent ideas of cultural humility define it as “the ability to maintain an interpersonal stance that is other-oriented (or open to the other) concerning aspects of cultural identity that are most important to the client” (Hook et al., 2023, p. 354). The willingness and openness in cultural humility practices involve reflecting on one’s own culture, seeking to understand how the client’s culture affects their lives, and considering the interaction of cultures (between client and clinician) throughout the therapy process (Hook et al., 2023).

This section offers an overview of the existing literature related to this quantitative predictive correlational study, along with the problem statement. It was unknown whether advocacy competence and cultural humility predict multicultural teaching competency, or to what extent. The inconsistencies in the available research highlight the need for further investigation into the possible relationships between MCT, CH, AC, and socio-demographic characteristics. Specifically, the current study aimed to (1) determine if there is a connection between MCT and AC and CH, and (2) examine whether participant demographic characteristics (such as personal and professional factors), CH, and AC competence are related to MCT. Chapter four provides a more detailed explanation of the actual results.

CHAPTER 3. METHODOLOGY

Theoretical Framework

Over the past three decades, Critical Race Theory (CRT) has provided a sustained critique of racism as a persistent, structural force in U.S. society. First introduced by Bell (1995), CRT emphasizes both conscious and unconscious racial biases that influence social life. A key principle is that racism is institutionalized—normalized within dominant cultural norms—to justify discriminatory practices that favor white Americans (Crenshaw, 1989; Ladson-Billings, 1998). As a result, U.S. standards of “normality” often align with White or European benchmarks, thereby reinforcing systemic barriers for marginalized groups (Delgado et al., 2017; Ladson-Billings, 2023). By revealing these dominant ideologies and power structures, CRT aims to promote social justice and improve equity for populations that have been historically oppressed (Brooks et al., 2023; Delgado & Stefancic, 2023). Guided by this framework, the current study highlights participants’ lived experiences and their historical contexts to shed light on the mechanisms of oppression in counselor education (Hannon et al., 2023). Unlike perspectives based on universalistic “neutral” principles—which often reflect dominant-group interests—CRT insists on placing race and racism within social, experiential, and historical realities.

Initially rooted in legal scholarship (Crenshaw, 1989), CRT moved into education when scholars of color challenged the “color-blind” approach that made minority experiences invisible (Delgado & Stefancic, 2023). In educational settings, CRT directly confronts racist practices and examines their effects on American schooling (Ladson-Billings, 2023). More recently, counselor-training programs have adopted CRT as a culturally responsive framework,

establishing it as a leading anti-racist pedagogy (Delgado & Stefancic, 2023; Haskins & Singh, 2015). This perspective helps researchers and practitioners identify racial disparities in academic and professional outcomes (Ladson-Billings, 2023). For example, Henfield et al. (2013) used CRT to explore the racialized experiences of Black doctoral students in counselor-education programs, uncovering patterns of social isolation, perceived cultural misunderstandings by faculty, and a sense of separation from peers. Such structural inequities highlight the importance of CRT by revealing the historically racist roots of American higher education systems (Henfield et al., 2013; Ladson-Billings & Tate, 1995).

CRT also enhances advocacy efforts by highlighting the perspectives of marginalized populations (Delgado & Stefancic, 2023). Leonardo (2013) emphasized that “stories” in CRT serve as counter-narratives challenging dominant discourses typically voiced by white, cisgender men (p. 603). By promoting these alternative accounts, CRT aims to dismantle oppressive structures and foster more inclusive understandings of social realities (Delgado & Stefancic, 2023). Crenshaw (1989) further argued that many individuals possess intersecting marginalized identities and face compounded oppression at institutional, social, and systemic levels. Although the current study does not use intersectionality as its primary theoretical framework, examining multiple identities remains an important approach for exploring how cultural identity, power, and oppression interact (Chan et al., 2018; Delgado & Stefancic, 2023). CRT urges academic institutions to address microaggressions and create more welcoming environments for counselor educators (CEs), counselors-in-training (CITs), and counselor-education students-in-training (CEITs).

Despite CRT’s strong qualitative tradition, few quantitative studies have explored how CEs’ self-perceptions of professional identity relate to marginalization, advocacy skills, cultural

humility, and multicultural teaching competence. To fill this gap, the current study uses a CRT perspective to examine relationships among marginalized identity factors (race, ethnicity, gender, and sexual orientation), advocacy skills, cultural humility, and multicultural teaching competence for all CEs. Incorporating CRT enhances our understanding of unequal practices and hierarchical power dynamics in counselor education (Sue et al., 2019).

Researcher Statement

As a white woman with significant societal privileges, I approach this quantitative research project with a deep commitment to cultural humility and reflexivity. I understand that my identity and experiences shape the way I perceive the world, including the questions I ask, the methods I choose, and the interpretations I draw. While quantitative research often emphasizes objectivity and neutrality, recognizing the researcher's positionality is just as important. My background and social position inevitably affect my assumptions, the framing of research questions, and how I interpret data. I aim to stay critically aware of these influences as I write and develop new knowledge throughout the research process.

I am committed to engaging with the communities and individuals represented in my data with respect and openness. This means actively seeking out diverse perspectives, questioning my assumptions, and being transparent about the limitations of my own understanding. I have taken deliberate steps to consult with community members and experts from diverse backgrounds, incorporating their feedback into the design and development of this work. Cultural humility is not a static achievement but an ongoing process. I aim to listen, learn, and adapt as I go through each phase of this research. I aim to contribute to more ethical, inclusive, and meaningful scholarship by emphasizing reflexivity and humility, even within quantitative frameworks.

Research Questions and Hypotheses

The following research questions aim to determine whether, and to what extent, personal and professional characteristics (personal: age, race and ethnicity, gender identity, and sexual orientation; professional: a) length of time teaching as a CE, b) PhD/EdD graduation year, c) experience teaching an MC course, d) state counseling licensure, and e) professional certification), along with cultural humility (CH) and advocacy competency (AC), predict multicultural teaching competency (including multicultural teaching knowledge (MTK) and multicultural teaching skills (MTS)). The research questions explored in this quantitative study are:

RQ1: What are the associations between MTK, MTS, AC, and CH?

H₀: There is no statistically significant correlation between all construct variables (MTK, MTS, AC, CH) among CEs.

H₁: There is a statistically significant positive correlation between all construct variables (MTK, MTS, AC, CH) among CEs.

RQ2: What combination of factors or individual predictors, such as professional and personal characteristics, and total scores on CH and AC, best predicts MTS?

H₀: There will be no statistically significant difference in the predictive strength of CH, advocacy competency AC, personal characteristics of marginalized identity, or professional characteristics on MTS. Any observed relationships will not differ between CEs with marginalized and non-marginalized identities.

H₂: CEs with marginalized identities will demonstrate stronger positive correlations between CH, AC, and MTS compared to those with non-marginalized identities.

Specifically, CH and AC will be significant predictors of MTS, such that the predictive strength of CH and AC on MTS is greater for marginalized CEs.

RQ3: What combination of factors or individual predictors, such as professional and personal characteristics, and total scores on CH and AC, best predicts MTS?

H₀: There will be no statistically significant difference in the predictive strength of CH, advocacy competency AC, personal characteristics of marginalized identity, or professional characteristics on MTK. Any observed relationships will not differ between CEs with marginalized and non-marginalized identities.

H₃: CEs with marginalized identities will demonstrate stronger positive correlations between CH, AC, and MTK compared to those with non-marginalized identities.

Specifically, CH and AC will be significant predictors of MTK, such that the predictive strength of CH and AC on MTS is greater for marginalized CEs.

Research Design

The researcher determined that a predictive correlational design was most appropriate for this study. Researchers have used correlational designs to examine cultural humility and advocacy competency (Singh et al., 2020; Taylor & Trevino, 2022). Since the researcher aimed to identify the relationship between similar constructs as in other studies, the predictive correlational design was the most logical choice. A correlational design was selected because the study focused on examining relationships between variables. The decision was influenced by the nature of the research problem and existing gaps in the literature. Creswell (2021) explained that “if the problem calls for the identification of factors that influence an outcome, the utility of an intervention, and understanding the best predictor of outcome, then a quantitative approach is the

best” (p. 20). “A substantial proportion of quantitative educational research is nonexperimental because many important variables of interest are nonmanipulable” (Johnson, 2018, p. 3).

Correlational designs use surveys to rigorously examine the relationships between predictor and criterion variables (Babbie, 2017). Predictive correlational designs help researchers forecast the connection between two or more variables (Johnson, 2018). CH, AC, marginalized and non-marginalized identities, and professional characteristics served as predictor variables, while multicultural teaching competency was the criterion variable. The independent predictor variables personal characteristics included marginalized and non-marginalized identities such as age, race and ethnicity, gender identity, sexual orientation. While the professional characteristics include the years teaching as a CE, PhD/EdD graduation year, experience teaching an MC course, whether they hold a state counseling license and a professional certification, as well as the total scores on the MCHS (CH) and ACSA (AC). The dependent variables were multicultural teaching skills (MTS) and multicultural teaching knowledge (MTK).

A survey was used to gather data from CEs instructing master’s and/or doctoral students in CACREP-accredited counseling programs. Survey research is a common method for collecting information on various topics (Reiter et al., 2010). The current study employed survey methodology to understand the perspectives, opinions, and experiences of a large group of CEs regarding their self-identified marginalized identities, professional demographics, multicultural and social justice competencies (as measured by the MCHS and the ACSA), and multicultural teaching skills. The benefits of using survey research include being cost-effective, saving time, and allowing researchers to apply findings from a representative sample to a broader population (Creswell, 2021). A series of bivariate correlation tests and hierarchical multiple regressions were used to evaluate the relationships and the statistical significance of the data. The advantage

of a correlational design is that it allows researchers to identify or disprove a relationship between two variables (Laerd Statistics, 2018a).

Instruments

The Multidimensional Cultural Humility Scale (MCHS; Gonzalez et al., 2021), the Advocacy Competencies Self-Assessment (ACSA; Ratts & Ford, 2010), and the Multicultural Teaching Competence Scale (MTCS; Spanierman et al., 2011), used in the present study, were respectively associated with the latent variables of interest (CH, AC, and MTK/MTS).

Demographic questionnaire

The first instrument is a demographic questionnaire designed to collect data on CEs' marginalized or non-marginalized identities or identifiers based on personal characteristics such as age, race and ethnicity, gender identity, and sexual orientation. The following professional demographic questions are a) length of time teaching as a CE, b) PhD/EdD graduation year, c) experience teaching an MC course, d) state counseling licensure, and e) professional certification. This questionnaire is included as Appendix A.

While the intended variables of interest (MTK, MTS, CH, and AC) are operationalized and clearly defined, other potentially confounding variables may influence the findings. Previous research on MTC, AC, and CH collected data on CEs' race/ethnicity, age, sexual orientation, and gender identity. Including marginalized and non-marginalized identities as variables in this research addresses important gaps in the counselor education literature (Thacker, 2019). Research indicates that CEs with marginalized identities frequently encounter distinct challenges in professional identity development, including navigating adversity through interpersonal relationships and ongoing identity negotiation (Thacker, 2019; Thacker & Minton, 2021). Studies suggest that experience with marginalized populations is a significant predictor of

multicultural teaching knowledge and that marginalized identity status can influence the development of multicultural competencies (Stephens, 2020). Examining marginalized identities as predictor variables aligns with calls for more identity-affirming practices in counselor education. Research suggests that counselor educators from marginalized backgrounds may bring unique perspectives and strengths to multicultural teaching (Johnson, 2023).

Understanding the dynamic relationships found within academia (Thrasher et al., 2021) can help inform mentorship programs and support systems for diverse counselor educators. In addition to teaching experience, duration of teaching, the timing of when their doctoral degree was earned, whether they held any licensure or certifications, experience teaching a multicultural course, and all these factors were used to describe the study participants, support data analysis, and form the basis of their recommendations for further research based on some of the study's results and demographic data collected (Bonner et al., 2017; Callaway, 2017; Chu & Garcia, 2018; Johnson, 2018; McCann, 2014). Gathering similar demographics in this study enabled comparison with other research and helped address previous recommendations, thereby examining the culturally responsive MTC of CEs (Torres-Harding et al., 2012).

Cultural Humility

The Multidimensional Cultural Humility Scale (MCHS; see Appendix B), developed by Gonzalez et al. (2021), is a counselor self-report measure designed to assess not only a respondent's overall cultural humility but also specific domains that make up cultural humility according to prior literature (Foronda et al., 2016; Gonzalez, 2021). The scale includes 15 items measuring agreement with statements about cultural humility, rated on a 6-point Likert scale from 1 (strongly disagree) to 6 (strongly agree). The MCHS consists of five subfactors: self-reflection and critique, supportive interactions, ego-less self-awareness, and openness. Openness

items evaluate a person's willingness and ability to remain receptive to cultural differences (Gonzalez et al., 2021). Self-awareness refers to a counselor's recognition of their own cultural biases and assumptions (Gonzalez et al., 2021). The ego-less subscale assesses how counselors can set aside their ego in cross-cultural interactions (Gonzalez et al., 2021). The supportive interactions subscale measures the respondent's ability to provide support and understanding in the face of cultural differences (Gonzalez et al., 2021). Lastly, reflective self-critique gauges an individual's capacity to critically reflect on their own biases and their willingness to make changes. While reflective self-critique is closely related to self-awareness, it specifically examines the individual's readiness to act on their biases to become more culturally conscious (Gonzalez et al., 2021).

Each subfactor includes three items, with three negatively worded items in the supportive interaction's subscale (items 10, 11, and 12). These items are designed to measure the respondent's perception of cultural humility. For example, an item from the ego-less subscale is, "I ask my clients about their cultural perspective on topics discussed in session" (Gonzalez et al., 2021, p. 61). To score and interpret the instrument's results, the subscale scores are summed to create an overall total score ranging from 15 to 90, with higher scores indicating greater levels of cultural humility (Gonzalez et al., 2021; see Appendix B).

This measurement tool was explored and tested using exploratory and confirmatory factor analyses on 861 helping professionals (Gonzalez et al., 2021). The Cronbach's alpha for the entire scale ($\alpha = 0.78$) indicates acceptable internal reliability. In the Exploratory Factor Analysis (EFA) results, the Cronbach's alpha coefficients for the subfactors were 0.73, 0.69, 0.72, 0.62, and 0.59, respectively. Based on the internal consistency reliability reported, self-awareness and openness show acceptable alpha coefficients. The initial scale development

provided evidence for the convergent and discriminant validity of the scale. Gonzalez et al. (2021) advised caution when using the self-awareness and openness subscales due to their low internal consistencies and recommended further validation studies to assess the psychometrics. Although the MCHS is said to have limited construct validity, it remains the only self-report measure of cultural humility (Zhu et al., 2023). This study focused on the total score rather than the subscales.

Advocacy Competency

The Advocacy Competencies Self-Assessment (ACSA; Ratts & Ford, 2010; see Appendix C) is a 30-item questionnaire that measures the participant's self-perceived competence and effectiveness as a social justice advocate. Ratts and Ford (2010) created this instrument to align with the ACA Advocacy Competencies (Lewis et al., 2002; Toporek & Daniels, 2018). The ACSA Survey (Ratts & Ford, 2010) offers participants three response options on a Likert-type scale: 4 = almost always, 2 = sometimes, or 0 = almost never. Sample questions include "I help clients identify external barriers that affect their development" and "I lobby legislators and policymakers to create social change." Although Ratts and Ford (2010) did not report psychometric data for the original ACSA, it was validated with mental health counselors (Bvunzawabaya, 2012), indicating adequate internal consistency for the overall measure; however, this validation does not necessarily extend to each specific domain. Total scores range from 0 to 120, reflecting the participant's advocacy competency and areas for growth (Ratts & Ford, 2010). Bvunzawabaya (2012) reported a coefficient alpha of .93, while Midgett and Doumas (2016) found an internal consistency of .94, providing evidence of acceptable reliability based on previous data. In a study involving school counselors, Cronbach's alpha coefficients ranged from .69 to .79 across the six domains and were .94 for the overall scale

(Placeres et al., 2022).

This measure primarily aligns with the ACA Advocacy Competencies (Lewis et al., 2002; Toporek & Daniels, 2018). The specific construct measured by the ACSA Survey corresponds theoretically with the developmental domain of the MSJCC (i.e., IV.A.-F.) concerning counseling and advocacy interventions. This MSJCC domain reflects the socioecological framework (Ratts et al., 2016) within the action domain of social justice. It assesses CE's readiness to serve as a social justice advocate for marginalized populations and includes the six levels of a competent counselor: intrapersonal, interpersonal, institutional, community, policy, and global (Ratts et al., 2016). For this study, the researcher focused on evaluating the overall scale to assess CEs' advocacy competencies, rather than analyzing the individual domains.

Multicultural Teaching Competency

The Multicultural Teaching Competency Scale (MTCS; Spanierman et al., 2011; see Appendix D) is a 16-item, six-point Likert scale with options ranging from “strongly agree” to “strongly disagree,” where higher scores indicate greater multicultural teaching competence. The scale includes 10 items related to Multicultural Teaching Skills (MTS), which assess self-reported skills or behaviors in applying culturally sensitive teaching practices, and six items on Multicultural Teaching Knowledge (MTK), which measure self-reported knowledge of culturally responsive theories, resources, and classroom strategies. The multicultural teaching awareness domain was not a viable factor in the MTCS. Therefore, the MTCS only includes two dimensions of the tripartite model of multicultural competence: knowledge and skills. Participants' multicultural teaching competence scores were calculated as the total of the MTK and MTS item scores from the survey.

A confirmatory factor analysis showed that the two-factor model fit the data well and was better than other models in the field (Spanierman et al., 2011). Spanierman et al. (2011) reported that the total MTCS had a mean Cronbach's alpha of .88. The mean Cronbach's alpha for multicultural teaching skill and knowledge was .83 and .80, respectively, indicating good internal consistency. The Pearson correlation coefficient was used to examine the relationship between the knowledge and skill domains of MTCS. These domains were positively correlated, with a Pearson's r of 0.76 ($n = 268$), $p < .001$. Overall, a strong, positive correlation was found between the knowledge and skill domains of the MTCS (Spanierman et al., 2011).

This scale has been used in other studies (Harrison et al., 2010; Mena & Rogers, 2017; Watts, 2017) with professors and teachers at various educational levels. It has also been utilized in physical education at the undergraduate level, as well as in early childhood, primary, and secondary education. In research using the MTCS, Harrison et al. (2010) found that teachers who scored higher on the knowledge and skill section were individuals of color, while their white counterparts scored lower. To enhance diversity, researchers recommended recruiting and retaining teachers from different cultural backgrounds (Watts, 2017). All items from the original MTCS were maintained, with minor verbal adjustments—if approved by the scale's authors—to make them more relevant for CEs. Item 12 is reverse scored to reduce bias and prevent response set effects. MTCS items are brief statements, and completing the scale takes approximately 5 to 10 minutes.

The Multicultural Teaching Competency Scale assesses teachers' belief in multicultural teaching skills (Spanierman et al., 2011). The scale uses a 6-point Likert-type format, ranging from 1 (strongly disagree/disapprove) to 6 (strongly agree/favor). Although the variable was technically considered ordinal, it is treated as a continuous variable due to its nature. The

multicultural teaching competency score was calculated by summing responses across the entire scale. Using the full scale instead of individual items yields data that are empirically interval (Laerd Statistics, 2018a), making the variable continuous. Cronbach's alpha for the scale was .88, indicating high reliability in measuring multicultural teaching competency. The scores on the Multicultural Teaching Competency Scale did not correlate with social desirability (Spanierman et al., 2011). To ensure data reliability, this researcher used the instruments exactly as they were developed, without modifications.

Reliability

The reliability of a scale indicates how free it is from random errors (Laerd Statistics, 2018a), which is especially important because this study uses scales that are not normed for the CE population. Cronbach's alpha measures the internal consistency among a group of items combined into a single scale, a common method used by researchers collecting survey data with Likert-type scales (Flower, 2014). Additionally, Gay and Airasian (2000) noted that "the reliability of scores from an instrument can vary based on sample characteristics (e.g., age, disability status) or environmental conditions (e.g., time of day, geographical location)" (p. 242) and recommended performing a reliability analysis for each sample or group responding to the instrument.

Because several existing instruments were used in this study, many already have a reliability coefficient, as measured by Cronbach's alpha, found in past literature where the scales were previously created and validated. The researcher conducted a reliability analysis using Cronbach's alpha coefficient for each scale and subscale, and a Pearson correlation coefficient to assess the relationship between the subscales used. Cronbach's alpha coefficient is expected to range from 0 to 1, with higher values indicating greater reliability (Laerd Statistics, 2018a). A

minimum threshold of 0.7 is recommended to demonstrate adequate reliability, depending on the nature and purpose of the scale (George & Mallery, 2003; Laerd Statistics, 2018a).

Validity

Threats to internal validity include participants' procedures, treatments, or experiences that could hinder the researcher's ability to make accurate inferences or conclusions from the data collected during the study (Creswell, 2021). Selection bias might also influence the proposed study due to the knowledge base of CEs, who are expected to teach content related to the MSJCC. Attrition, or lack of retention, could also affect the study because of the time required to complete the survey. To address these threats, participants can enter their email addresses in a second survey to receive a \$5 gift card. They were also given a clear explanation of the study's purpose so that participants understood the time involved and the importance of honest responses. This information was included in the informed consent and reiterated at the start of each survey. Four established research instruments were used to assess data reliability, ensuring construct validity (Creswell, 2021). The researcher elaborates on this further in the next section. Proper statistical analysis is crucial to understanding the relationships between variables and confirming the validity of the conclusions. This study employs correlational research design using multiple linear regression and Pearson's correlation analysis. As with most studies of this kind, the relationship between variables is assumed to be linear. It's important to note that a correlation indicates a relationship but does not necessarily imply causality (Creswell, 2021; Reiter et al., 2010). Therefore, care was taken not to suggest causality when reporting the findings or making general statements about training considerations for CEs regarding multicultural teaching competence, cultural humility, and advocacy skills.

Threats to external validity happen when researchers make incorrect inferences from sample data to other people, settings, or past and future situations (Creswell, 2021). One benefit of survey research is that it allows for generalizations from the sample to the larger population (Bordens & Abbott, 2008; Creswell, 2021). However, it is crucial to ensure that this study's sample accurately represents the broader CE population, which has historically been mainly white, cisgender women, heterosexual, and able-bodied, as shown by CE self-reported measures. A lack of participant diversity would prevent broad generalizations from being made based on the findings. While applying the study's results to all CEs in CACREP-accredited graduate counseling programs could be helpful, it introduces a threat to validity if researchers assume the findings apply to every counselor educator. A threat to external validity in this study includes the interaction between setting and treatment, as the environment's features may influence how well the results generalize.

This study does not explore the link between MTC and the tendency to give socially desirable responses. Previous research using self-reported measures of multicultural competence has emphasized the importance of considering social desirability (e.g., Gamst & Liang, 2013). However, some scholars argue that social desirability scales reflect an adaptive form of interpersonal sensitivity, where high scores indicate self-control rather than hidden biases (Larson, 2019). The current study will not include a social desirability scale in its methods, as its usefulness remains debated and it is seen as measuring personality rather than social desirability (Larson, 2019).

Procedure

Participants

This study selected participants from CEs in CACREP-accredited programs across the United States. The inclusion criteria for participants were as follows: they had to be over 18

years old, be a counselor educator (holding a Ph.D. or Ed.D. from a Counselor Education program), and currently teach master's and/or doctoral-level students in a CACREP-accredited program. CACREP-accredited programs were selected because the recent publication of the new CACREP 2024 Program Standards includes competencies for social justice advocacy training. This study aims to gather more data related to these new standards. The exclusion criteria included any psychologist teaching in counselor education, such as Counseling Psychologists or Clinical Psychologists, since their training differs from that of doctoral-level counselor educators.

To identify potential participants, the researcher created a comprehensive Excel spreadsheet listing all CACREP-accredited master's and doctoral programs during data collection. The schools were divided into the five regions of the Association for Counselor Educators and Supervisors (ACES): North Atlantic, North Central, Rocky Mountain, Southern, and Western. Once in the selected regions, each school was assigned a number and randomly chosen using cluster sampling. Cluster sampling is a probability sampling method often used to study large, dispersed populations (Laerd Statistics, 2018a). After selecting a school, the researcher emailed eligible participants—identified through the school's website—with a recruitment letter and a survey link. Direct compensation was used in the data collection, with all participation recruitment emails (see Appendix E) and consent forms stating that participants could enter their email to receive a \$5 gift card. That email link was separated from their survey data.

Sample Size

An a priori power analysis using G*Power (version 3.1; Faul et al., 2009) was conducted to determine the appropriate sample size and control for Type 1 and Type 2 error probabilities

(Field, 2024). To perform the analysis, the researcher used linear multiple regression, specifically a fixed-effects model, with R-squared values obtained from the F-test. The input parameters included eleven predictors, an effect size f^2 of 0.15, an alpha level of 0.05, and a power of 0.80 (Field, 2024). Results from G*Power confirmed whether the null hypotheses, H_0 , were correctly accepted or rejected. The G*Power 3.1 output for linear multiple regression indicated that a total sample size of 123 participants was required to achieve a statistically significant R^2 deviation from zero. To ensure the minimum sample size was met, 140 participants were recruited. Since participant attrition—when participants quit before completing the study—is always a possibility, aiming for a larger sample size allows the researcher to account for missing data, potential dropout, threats to internal validity, and cases where participants may not respond accurately to attention checks (Zhou & Fishbach, 2016).

Data collection

After receiving approval from the University's Institutional Review Board (IRB), the researcher distributed recruitment materials between March 2025 and April 2025 to invite participants. The survey was conducted using Qualtrics, a survey software designed for both online browsers and mobile devices. The researcher followed the IRB protocol and explained to participants their right to voluntarily participate in a study on advocacy competence, cultural humility, and multicultural teaching skills in counseling educators. Informed consent also informed participants that their survey responses would be kept confidential, anonymous, and securely protected (e.g., only accessible to the investigator).

The completed survey included: (1) study summary and informed consent, (2) demographics questionnaire, and (3) a measurement section with items from four identified measurement tools. Participants could take as much time as they needed, including leaving and

returning later. Due to the flexible timing, there was a wide range in the time spent on the survey, although the average was approximately 12 minutes. When finished, participants were informed that they could click on another Qualtrics survey link to enter their email address to receive a \$5 gift card to a queer, feminist, independently owned bookstore as a financial incentive.

This study was designed using web-based Qualtrics software, allowing the researcher to easily create the survey, collect and store data, and generate reports. Web-based surveys are a preferred method for gathering large amounts of data quickly and at a low cost (Field, 2024). The electronic distribution of surveys offers convenience and flexibility for participants, as well as speed and ease in follow-up, data entry, and analysis for the researcher (Laerd Statistics, 2018a).

The researcher created a survey to collect demographic information about the participants. Dobosh (2017) states that including a survey to gather demographic data can give context about the participants, helping the researcher describe them more accurately, support data analysis, and justify the study's generalizability. Demographic questions should be closed-ended or multiple-choice and should use commonly accepted categories or ranges, such as those used by organizations like the United States Census Bureau (Barnes and Slaton, 2020). The demographic questions in the survey typically use accepted categories for race and ethnicity, as identified in studies by the Institute of Education Sciences and the National Center for Education Statistics (U.S. Department of Education, 2019). Age was presented in 10-year ranges. Demographic questions about gender follow the guidelines provided by the American Psychological Association (2016).

Data analysis

A correlational design was selected for this research because the primary goal is to examine the relationship between CE's perceived levels of MCT, AC, and CH as they naturally

occur, without manipulation. Additionally, the study aims to evaluate how demographic and professional variables influence these constructs. After collecting data through Qualtrics, the data was analyzed using IBM SPSS (Version 29), employing Pearson's bivariate correlation and multiple regression analysis.

Before running the data analyses, the data were cleaned by reviewing them to identify and correct errors (Field, 2024). The initial data cleaning method used included spot-checking. Participant responses from the Qualtrics program were compared to the SPSS file to confirm the data was entered correctly. The second method involved creating a scatter plot and visually checking for outliers to ensure that the correct code was assigned to each response. Dummy codes related to the MTCS, MCHS, ACSA, and demographic personal and professional questionnaires were converted into numerical format when entered into SPSS. The final data cleaning step included a logic check to verify that participants answered related questions consistently. Participants who missed two or more of the three attention checks were excluded. Attention checks were included in this study because prior research indicated that careless responses are more common in online surveys (Kung et al., 2018). Additionally, the literature indicates that attention checks enhance measurement quality without compromising participant engagement, which is why they were employed in this study (Kung et al., 2018).

After cleaning the data, the researcher used the descriptive statistics function in SPSS to gather information on outliers and create plots and graphs that visually represent the dataset (Field, 2024). Outliers caused by inaccurate measurements or data entry were removed from the dataset. Outliers that affected the test's assumptions of Cook's distance but did not change the analysis results were also removed and noted in the findings (Field, 2024). If outliers influenced the study's results or assumptions, the statistical tests were performed both with and without

these data points. The impact of including or excluding outliers was discussed in the results section. All data analyses were conducted using SPSS Version 29. As previously mentioned, all data characteristics were examined before conducting analyses. The reliability and validity of each instrument were tested, and the data were checked for confounding variables and violations of regression assumptions.

The demographic survey (Appendix A) yielded a mix of nominal and ratio data. Descriptive statistics, such as frequency distributions, means, modes, and standard deviations, were used to analyze the survey data. Bivariate correlations were performed on specific interval data to identify significant relationships. The first research question was addressed by examining the relationships between four study variables using Pearson's bivariate correlation coefficients (Field, 2024). Significant correlations between all study variables are expected. The second and third research questions aimed to understand the predictive power among variables; therefore, a multiple linear regression analysis was conducted. Before interpreting the model parameters, the researcher checked the assumptions of independence, homoscedasticity, linearity, normality, multicollinearity, and bias for the regression outcomes (i.e., MTS or MTK; Field, 2024). Linearity was assessed with a scatterplot. This study used a moderate effect size of .20, a standard error of 0.05, and an 80% confidence interval, resulting in a conservative sample size for this quantitative research. The adjusted R^2 value was used to assess the appropriateness of the statistical test.

Ethical Consideration

This researcher critically examined the guidelines of Respect for Persons, Beneficence, and Justice outlined in the 1979 Belmont Report (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). The Belmont Report (1979)

offers guidance and principles researchers should follow when working with human participants. Throughout the data collection process, the researcher ensured that potential participants were informed of their right to decline participation, minimized potential risks to participants, and ensured that procedures respected participants' autonomy. During the study, participants received informed consent forms that explained the study's purpose, the process for participation, potential risks, procedures for withdrawal, and how to obtain additional information. The researcher made certain that all individuals were treated with respect and protected from harm, both from participation and the information they shared (Campbell & Morris, 2017). Before collecting data, the researcher obtained consent from all participants; those who did not consent were excluded from accessing the survey materials.

The potential risks to participants in this study may include feeling uncomfortable when answering questions about themselves, as well as ethical concerns related to informed consent and maintaining participants' data confidentiality. While there is a risk of discomfort, the researcher anticipates it to be minimal, comparable to what is typically experienced in daily life. The researcher is also aware of the potential emotional reactions that may result from discussions about marginalized identities and discriminatory attitudes or behaviors. To help reduce this risk, participants were provided with mental health resources at the end of the first survey; if they experience any uncomfortable feelings, they are encouraged to seek professional support. No funds were allocated for mental health services. The listed resources include crisis lines available 24/7 (Suicide Prevention Lifeline 988, Veterans Crisis Line 988 Press 1, Crisis Text Line text HOME to 741741, LGBTQ National Hotline 1-888-843-4564, and Línea de Prevención del Suicidio y Crisis 1-888-628-9454).

Following the *ACA Code of Ethics* (2014), section G.2.a., the researcher understands that risks related to informed consent and confidentiality can occur. To mitigate these risks, participants were informed of the study's purpose, confidentiality concerns, and their rights in the email invitation and were provided with an informed consent form. Participation is voluntary, although participants are invited to take part in this research. To further protect confidentiality, all data collected from participants were transferred from Qualtrics to SPSS, and both electronic databases are password-protected. Data will be stored on a password-protected computer and a personal backup drive, both of which are protected by a password. All participant data will be retained for five years (Fowler, 2014). After this period, the data will be deleted from the researcher's computer, hard drive, and recycling bin (ACA, 2014). No participant names were collected or included in the records to enhance confidentiality. Qualtrics offers features to disable the collection of email addresses and IP addresses, protecting participant privacy. Only the researcher will have access to the collected data. At the end of the first survey, a second Qualtrics link was provided as an option for participants to access a follow-up survey and submit their email address for a \$5 gift card or to exit the survey. The informed consent clarified that their email will not be linked to their initial survey responses. There is no penalty for any choice, and participation is voluntary. The potential confidentiality risks associated with the second survey, which involves an email address, are noted (Fowler, 2014). Participants will be informed that they can withdraw from the second survey at any time without penalty by exiting the Qualtrics website.

Assumptions

The researcher acknowledges several assumptions underlying this study. First, they assume that the MCT, AC, and CH are valued as aspects of CEs' identities. The researcher

assumes that CEs understand they are participating in a self-report survey and will respond honestly about their knowledge, skills, and perceptions of multicultural teaching competence. The researcher presumes that the information provided by participants will be trustworthy and that those who choose to participate will give accurate answers, avoiding false responses that could skew the study's results. Furthermore, the researcher assumes that the scales used to collect data are both reliable and valid. MTCS measures multicultural teaching knowledge and skill competency. The ACSA assesses advocacy, effectiveness, and competency areas. Additionally, the MCHS evaluates respondents' overall cultural humility. Finally, the researcher assumes that their findings will provide counselor education programs with insight into the need for training and strategies to incorporate cultural humility and advocacy competence into their curricula, along with important implications for accrediting bodies and professional organizations involved in developing counseling doctoral training standards.

Summary

Chapter 3 defined the key terms examined in this quantitative study, including, but not limited to, marginalized population identity, multicultural and social justice competence, and multicultural teaching competence. It also explained the rationale for using a quantitative design and the application of correlational and multiple regression analyses to explore the relationships between independent and dependent variables. To ensure a methodologically sound study, Chapter Two covered research design, population, data collection methods, and participant protections necessary for proper implementation. The following chapter will present the descriptive and demographic characteristics of the sample, along with the results of the correlational and regression analyses. This study aims to assess the multicultural teaching competencies of CEs, specifically their knowledge and skills in multicultural teaching, and how

these relate to cultural humility and advocacy competencies. Additionally, the study will explore the connections between multicultural teaching competence and various demographic characteristics of faculty members at a higher education institution.

CHAPTER 4. RESULTS

Introduction

The primary goal of this study was to determine whether and to what extent personal and professional characteristics, cultural humility, and advocacy competency predict the multicultural teaching competency of CEs in CACREP-accredited programs. A correlational design was considered suitable for this study, as the data were interpreted to uncover meaning and gain a deeper understanding of the phenomenon under investigation (Field, 2024). The analysis of the results examined the predictive relationship between personal and professional characteristics, cultural humility, and advocacy competency on multicultural teaching competency, distinguishing between multicultural teaching knowledge and multicultural teaching skills, both collectively and independently. Chapter 4 describes the sample using descriptive statistics, explains the data analysis procedures, and presents the study results. The data analysis procedures tested the null hypotheses for the following research questions.

RQ1: What are the associations between multicultural counseling competency, cultural humility, and advocacy competence?

RQ2: What combination of factors or individual predictors, such as professional and personal characteristics, and total scores on CH and AC, best predicts MTS?

RQ3: What combination of factors or individual predictors, such as professional and personal characteristics, and total scores on CH and AC, best predicts MTK?

The hypotheses were tested to examine the correlations (RQ1) between the measured construct scales (MTK, MTS, AC, and CH) and the predictive relationships (RQ2 and RQ3) of the independent or predictor variables (personal and professional characteristics, AC, and CH) with dependent or criterion variables (MTK and MTS). Chapter 4 details the data collection

process and results. The data collection procedures followed the strategies outlined in Chapter 3, including the sample population of CEs, sampling methods, and data collection techniques. The results also include descriptive statistics and the outcomes of the statistical analyses.

Data Collection

The data was collected through an electronic survey sent via Qualtrics. The survey was distributed by email to individuals who hold a PhD and/or EdD and teach in a CACREP counseling program. A total of 458 universities and 3,574 full-time faculty members with a CACREP counseling program were randomly selected to participate. The researcher accessed each university program's staff directory on their website to find professors currently teaching in the CACREP counseling program who hold a PhD or EdD in Counselor Education and Supervision. The universities chosen were identified through the CACREP directory (2024). Over the course of four weeks, emails were sent to 356 potential participants. Twenty-six email addresses could not be found on university websites or through Internet searches. Fourteen emails were returned undeliverable, and twenty-two recipients responded that they were on a sabbatical.

The desired sample size based on a G*Power analysis was 123 participants. During data collection, 162 individuals initiated participation in the online survey, with 137 completing the entire survey. Twelve participants who met the selection criteria were excluded because they did not complete the study past the first measure. The online survey did not have a forced response structure; instead, it provided a suggested reminder of missing responses before proceeding to the next question. Additional validity and reliability analyses were performed to identify potential outliers and anomalies. These steps included reviewing boxplots to visualize data distribution and highlighting outliers. Six cases showed extreme deviation in the boxplots and

were flagged as potential outliers. All these cases were removed from the dataset due to validity concerns, such as straight-lining, acquiescence, or invalid responses. This resulted in a final dataset of 127 cases. The researcher then analyzed the data to answer the research questions and determine whether to reject or fail to reject each null hypothesis.

Data Management

The researcher followed steps to ensure that the data collected was suitable for analysis. In preparation for analysis, the researcher cleaned the data, checked for completeness and accuracy, and made sure the data was error-free (Babbie, 2017). The researcher verified that cases were matched and that participants responded to all survey questions. The data for the predictor and criterion variables were cleaned, screened, and calculated. All categorical variables (marginalized/non-marginalized identities, years of teaching in CE, PhD/EdD graduation year, experience teaching a multicultural course, and holding licensure and certifications) were dummy-coded to prepare for analysis. More details are discussed in the assumptions section.

Descriptive Statistics

The researcher reviewed the data file for accuracy and analyzed individual variables for descriptive statistics. The frequency, central tendency, and standard deviation of each variable were evaluated. The researcher also checked the data for univariate and multivariate outliers, skewness, and kurtosis, and performed a reliability test that yielded Cronbach's alpha (α). Descriptive statistics summarized the central tendency and frequency of the data collected from the demographic survey, describing the participants in the study. The demographic survey data was used to characterize the sample population.

Personal Characteristics

Participants ranged in age from 27 to 75, with a mean age of 44 (SD = 11.26). The

majority of participants were 40 years or older ($N = 76, 58\%$), followed by those aged 25–39 years ($N = 55, 42\%$). Most self-reporting participants identified as white/European ($N = 66, 50\%$), as cisgender female ($N = 76, 57.6\%$), and as heterosexual ($N = 82, 62.9\%$). Thus, the participants appeared to be overrepresented in the following demographics: females aged 40 years or older, white/European, cisgender, and heterosexual (see Table 1). These numbers align with CACREP’s Vistal 2024 statistics comparison for CACREP-accredited full-time CEs. Although literature does not provide published demographics of CEs employed in CACREP-accredited programs, several authors have described the smaller numbers of racial and sexual minorities in the counselor education profession (Burton & Furr, 2014; Thacker, 2019). None of the current study's statistics seem contradictory to what might be expected in this population. Table 1 presents the frequency and percentages of age, race and ethnicity, gender identity, and sexual orientation in the sample. Asterisks (ages 27-39, white, cisgender, heterosexual) indicate participant identities grouped into non-marginalized categories, leaving the other identities to represent marginalized groups.

Table 1.

Personal Demographic Characteristics of Participants

Variables	Category	N	Percentages (%)	<i>M</i>	<i>SD</i>
Age		131		44.31	11.26
Age Group	27-39*	55	42		
	40+	76	58		
Race and Ethnicity	Black	12	9.1		
	Black and A.A.	8	6.1		
	African American (A.A)	12	9.1		
	Hispanic or Latino/a/x	14	10.6		
	Middle Eastern	3	2.3		
	Asian or Asian American	10	8.3		
	White/European*	66	50		

	Scandinavian	1	.8
	Biracial	4	4.3
	Prefer not to respond.	1	.8
Gender Identity	Non-binary/Genderfluid	9	6.1
	Gender-Queer	5	4.5
	Transgender Male	2	1.5
	Transgender Female	2	1.5
	Cisgender Male*	33	25
	Cisgender Female*	76	57.6
	Prefer not to respond.	4	3.0
Sexual Orientation	Lesbian	4	3.0
	Gay	11	8.3
	Bisexual	11	8.3
	Bisexual/Pansexual	2	1.5
	Queer	12	9.1
	Queer/Pansexual	3	2.3
	Pansexual	5	3.8
	Heterosexual*	82	62.9
	Prefer not to respond.	1	.8

Note. $N=131$; * indicate the non-marginalized identities

Professional Characteristics

The sample population of this study included a diverse range of professional identities and backgrounds (see Table 2). Most participants had been working as a CE for seven or more years, completed their doctorate in 2000 or later, held a state counseling license and/or certificate, and had taught at least one multicultural course. A significant number of participants reported having seven or more years of teaching experience in CE ($N = 90, 68.7\%$), followed by 41 participants with between 1 and 6 years of experience (31.1%). Additionally, 121 participants (91.7%) earned their doctoral degree between 2000 and 2024, while 10 participants (7.6%) completed theirs between 1980 and 1999. A total of 98 participants reported holding an independent license to practice counseling ($N = 98, 74.2\%$), and 84 participants had a counseling-related certification ($N = 84, 63.6\%$). The closest comparison is with 67 participants

who reported teaching a diversity and/or multicultural-specific course ($N = 67, 50.8\%$), while 63 participants had not taught a course before ($N = 63, 48.5\%$).

Table 2.

Professional Demographic Characteristics of Participants

Variables	Category	N	Percentages (%)
Teaching Experience	1-6 years	41	31.3
	7+ years	90	68.7
Doctoral Completion	1980-1999	10	7.6
	2000-2024	121	91.7
State Licensure	Yes	98	74.2
	No	33	25.8
Counseling Certification	Yes	84	63.6
	No	47	36.4
Multicultural Course	Yes	68	50.8
	No	63	48.5

Note. $N=131$

Descriptive Statistics for Variables of Interest

A summary of the descriptive statistics for the nine personal and professional CH and AC predictor variables, along with the criterion variable of multicultural teaching knowledge and skills, is presented in Table 3. Skewness and kurtosis were examined for both the criterion and predictor variables. These metrics help assess the normality of the data (Cain, , 2017). Skewness values of 0 indicate a perfectly normal distribution. When skewness deviates from 0, it suggests a lack of symmetry (Cain et al., 2017). The skewness for the personal and professional predictors varied in symmetry. However, the MTS, MTK, AC, and CH were consistently slightly negatively skewed. Non-normal distributions are common in social science research, especially when measuring self-concept (Cain et al., 2017). Kurtosis statistics indicate the presence of

outliers (Westfall & Henning, 2013). Values of kurtosis greater than or equal to 3 suggest the distribution may produce outliers and deviate from normality. Extreme kurtosis was observed for AC (1), CH (2), and MTS (3). Outliers in all six predictor variables were identified and removed; further details are provided in the assumptions section below. The remaining predictor and criterion variables showed no additional outliers.

Table 3.

Descriptive Statistics for Variables of Interest

	N	Minimum	Maximum	<i>M</i>	<i>SD</i>	Skewness Statistic	Kurtosis Statistic
MargIdentifiers	131	.00	1.00	.8321	.37525	-.797	1.249
NonMargIdentifiers	131	.00	1.00	.9542	.20986	-.396	2.591
Experience Teaching total	131	.00	2.00	2.3969	1.30490	.830	-.430
2-6 years	131	.00	1.00	.3130	.46549	.816	-1.355
7+ years	131	.00	1.00	.7328	.44418	-.065	-.880
PhD Graduated total	131	1.00	3.00	4.0534	.98694	-.327	.852
1980-1999	131	.00	1.00	.0763	.26655	.228	2.551
2000-2024	131	.00	1.00	.9237	.26655	-.228	2.551
Teaching an MC Course	131	0	1	.51	.502	-.046	-2.029
Licensure	131	0	1	.74	.440	-1.110	-.781
Certification	131	0	1	.63	.484	-.561	-1.712
AC	130	46.00	112.00	81.3538	15.1523	-.194	-.415
CH	129	63.00	90.00	76.4419	5.52679	-.142	-.160
MTK	131	23.00	36.00	30.6718	3.54627	-.630	-.440

MTS	128	35.00	59.00	50.3906	5.38039	-.528	-.304
Valid N (listwise)	127						

Note. Teaching MC Course = Teaching a Multicultural Course; AC= Advocacy Competency; CH= Cultural Humility; MTK= Multicultural Teaching Knowledge; MTS= Multicultural Teaching Skills.

Reliability Testing

After removing six outliers, the new sample size was $N = 127$. This sample size exceeded the minimum required by the a priori calculation. Since the minimum sample size ($N = 123$) was met, the study's statistical analysis procedures and design did not need modification. The researcher conducted a reliability analysis to obtain Cronbach's alpha scores for each instrument used in the study, assessing the internal consistency and reliability of the scales. The instruments showed varying internal consistency. The Multidimensional Cultural Humility Scale had a Cronbach's alpha of (15 items; $\alpha = .65$), while the Advocacy Competencies Self-Assessment had a Cronbach's alpha of (30 items; $\alpha = .88$). The Multicultural Teaching Competency Scale had a high Cronbach's alpha for the total score (16 items; $\alpha = .81$), with $\alpha = .73$ for the multicultural teaching skills (10 items), and $\alpha = .71$ for the knowledge (6 items), indicating adequate internal consistency. A Cronbach's alpha above 0.70 suggests that the data are reliable.

Assumption Testing for Correlation

For research question 1, several key assumptions must be met before conducting Pearson's bivariate correlation analysis. First, both variables should be measured on a continuous scale (interval or ratio level). Second, a linear relationship should exist between the two variables, which can be visually assessed using a scatterplot. Third, the data should be free from significant outliers, as these can distort the results. Finally, both variables should be approximately normally distributed, especially when interpreting significance tests and

confidence intervals. Meeting these assumptions ensures the validity of the Pearson correlation results (Laerd Statistics, 2018a).

Continuous variables. The first two assumptions for Pearson's bivariate correlation are related to the types of variables that were analyzed. The first assumption for this type of correlation is that there must be a continuous independent variable and a continuous dependent variable. This assumption was met in the design of this study.

Linearity. There should be a linear relationship between the variables, which can be assessed visually using a scatterplot. A linear relationship was shown across MTS, MTK, AC, and CH.

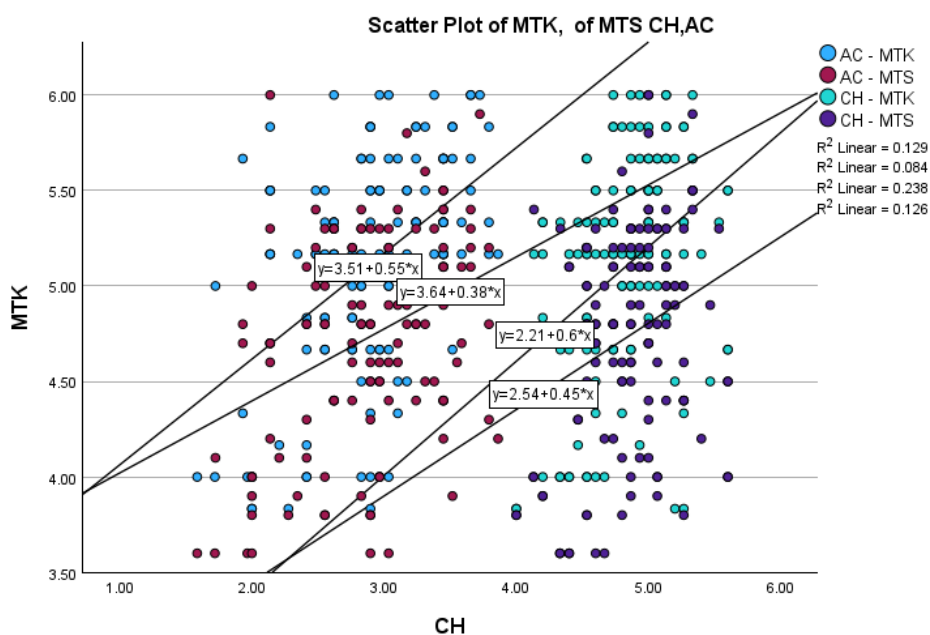


Figure 1. Scatterplot for all scales. (MTK, MTS, CH, and AS)

Significant Outliers. Visual inspection of boxplots, scatterplots, and histograms was conducted to assess the presence of outliers in the dataset. Six extreme outliers were identified, primarily through boxplots: one in AC, two in CH, and three in MTS. These points were classified as extreme outliers based on their distance from the interquartile range (IQR). To

ensure the validity of the Pearson's correlation analysis and to prevent distortion of the results, these extreme outliers were removed from the dataset prior to further analysis (Laerd Statistics, 2018a). After removing these cases, the final sample size for analysis was 127.

Normality of distribution. The final assumption of normality was assessed for all four variables (MTS, MTK, AC, and CH) using histograms, Q-Q plots, and the Shapiro-Wilk test. In contrast, the Shapiro-Wilk test revealed statistically significant deviations from normality for MTS ($p = 0.009$), MTK ($p < 0.001$), and AC ($p = 0.040$). Visual inspection revealed only moderate asymmetry and a slight difference in tail weight. The absolute skewness values (< 2) and kurtosis values (< 7) fell within ranges generally considered acceptable for parametric analyses (Laerd Statistics, 2018a). Q-Q plots showed minor deviations from the diagonal line, which are often tolerable in larger samples (Field, 2024). Given the robustness of Pearson's correlation to mild non-normality in moderately sized datasets ($N = 127$) and the absence of extreme outliers after removal, parametric analyses were retained without transformation (Field, 2024).

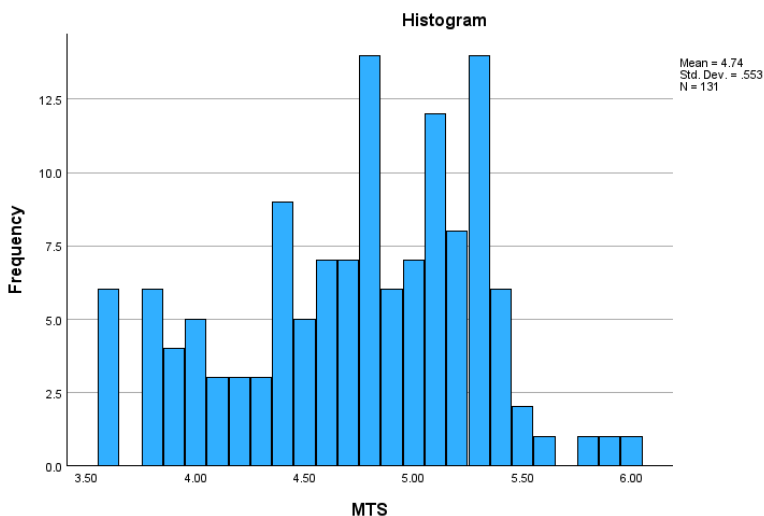


Figure 2. Histogram for Multicultural Teaching Skills.

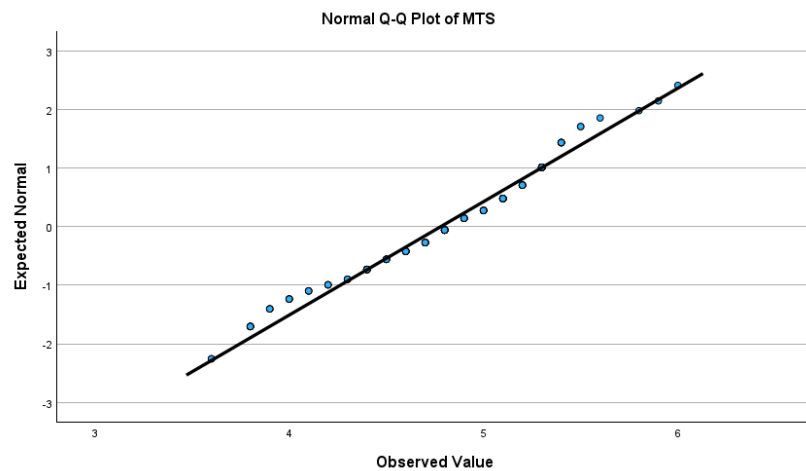


Figure 3. Predicted probability (Q-Q) plot chart for Multicultural Teaching Skills.

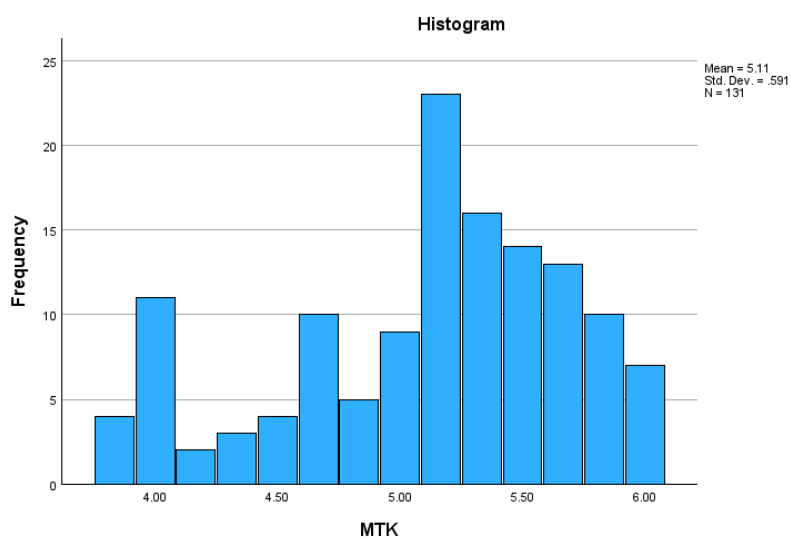


Figure 4. Histogram for Multicultural Teaching Knowledge.

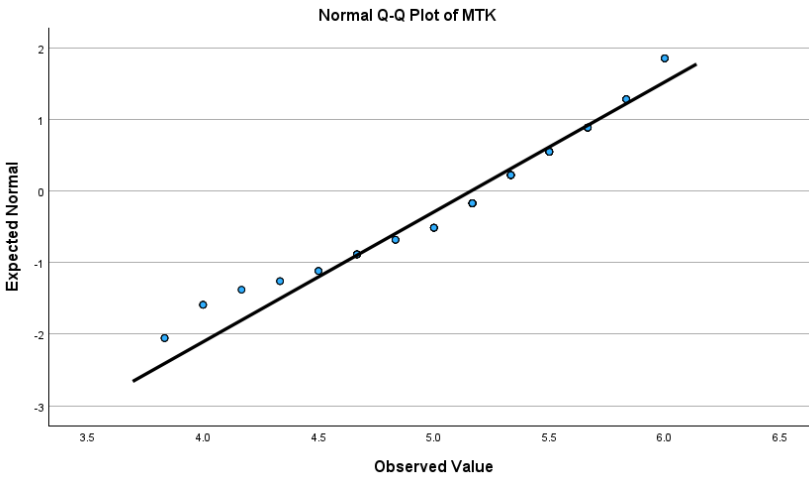


Figure 5. Predicted probability (Q-Q) plot chart for Multicultural Teaching Knowledge.

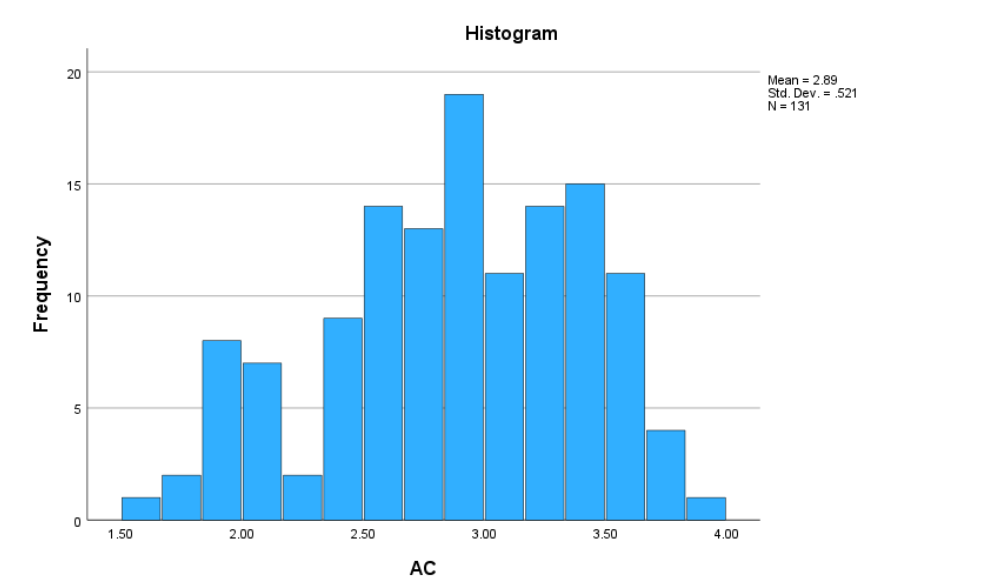


Figure 6. Histogram for advocacy competency.

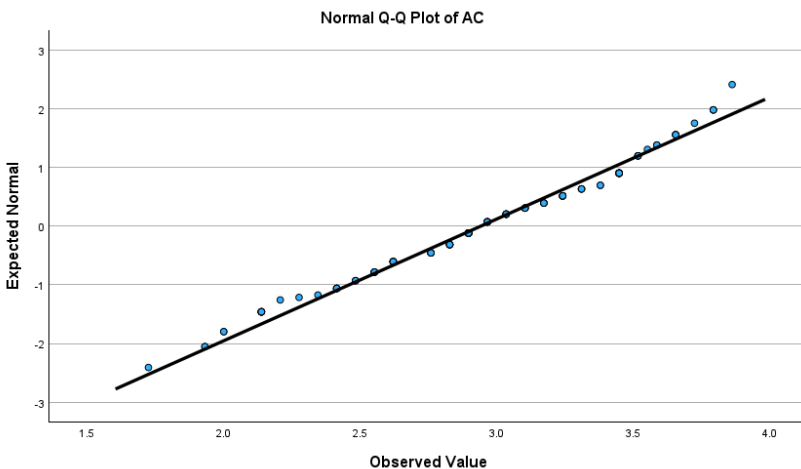


Figure 7. Predicted probability (Q-Q) plot chart for advocacy competency.

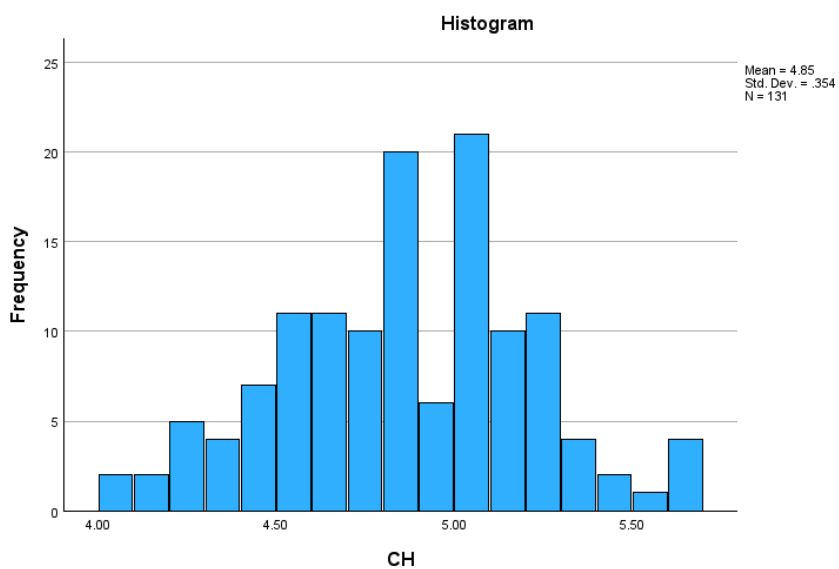


Figure 8. Scatterplot for cultural humility.

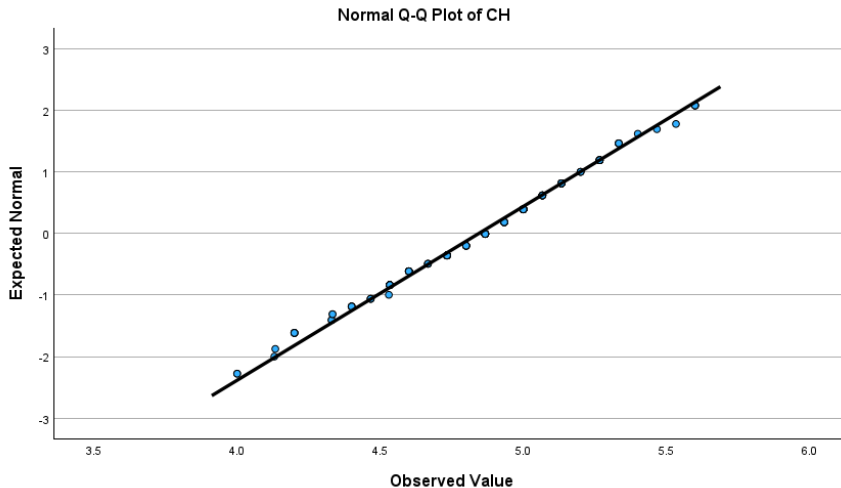


Figure 9. Predicted probability (Q-Q) plot chart for cultural humility.

Pearson's bivariate correlation was conducted using SPSS version 29. To interpret results, the researcher examined the mean, standard deviation, correlation coefficient (r), and p -value. The strength and direction of the linear relationship were determined using Cohen's (1988) guidelines: $|r| \geq .10$ (small), $|r| \geq .30$ (medium), $|r| \geq .50$ (large). The alpha (α) was set to .05. If $p < \alpha$, the null hypothesis (no linear relationship) was rejected. For significant correlations, r^2 (the coefficient of determination) was reported to quantify the proportion of shared variance between variables.

Assumption Testing for Multiple Regression

To build the multiple regression model that supports the data analysis to answer RQ 2 and 3, the researcher followed the guidance of Laerd Statistics (2018a) and verified that the eight required assumptions for multiple regression were met. assumptions must be met. The eight assumptions are 1) the criterion variable is continuous; 2) the predictor variables are continuous; 3) that there is an independence of residuals; 4) the relationship between the predictors variable and each criterion variable is linear; 5) homoscedasticity of residuals; 6) multicollinearity is not present; 7) there are not significant outliers, high leverage points, or highly influential points; and

8) the residual of errors are distributed normally (Laerd Statistics, 2018a).

Continuous variables. The first two assumptions for multiple regression are related to the types of variables that were analyzed. The first assumption for multiple regression is that there must be a continuous criterion variable; the second assumption is that there should be two or more predictor variables, which can be either continuous or categorical. Both assumptions were met in the design of this study.

Independence of residuals. The third assumption, the independence of observations or the independence of residuals, is tested for first-order autocorrelation. This assumption was checked using the Durbin-Watson statistics. The Durbin-Watson statistic requires a value between 0 and 4, where a value of 2 indicates there is no correlation between residuals (Laerd Statistics, 2018a). A Durbin-Watson statistic of 2.385 was obtained for the MTS model and 1.417 for the MTK model. Indicating there is independence of residuals.

Linearity. The test for linearity consisted of two parts. First, the researcher determined that there was a linear relationship between the criterion variable and the collective. This was done by examining the plot of the studentized residuals against the unstandardized predictor values (see Figure 1). The residuals plotted on a scatterplot of the studentized residuals by unstandardized predicted value present as a horizontal band, indicating that the relationship between the criterion variable and the collective predictor variables is likely linear. The second part of the linearity test consisted of examining the linear relationship between the criterion variable and each predictor variable. The assumption was checked by examining the partial regression plots for multicultural teaching knowledge and skills against all nine personal and professional demographics, as well as AC and CH. The partial regression plots for the predictor variables and the criterion variable indicated there was a linear relationship between each of the

variables.

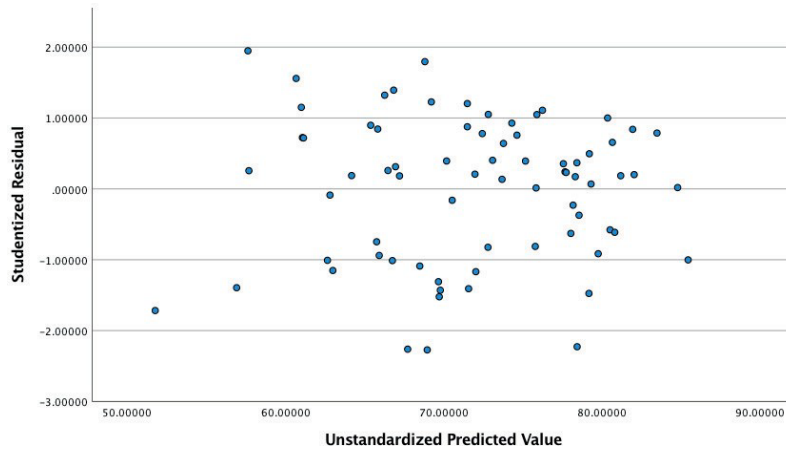


Figure 10. Scatterplot of studentized residual by unstandardized predicted value.

Homoscedasticity. The assumption of homoscedasticity requires that the variance be equal for all values of the predicted dependent variable. The assumption of homoscedasticity was assessed by inspecting the plot of studentized residuals against the unstandardized predicted values (see Figure 10). An examination of the scatterplot indicates that the residuals are randomly scattered, and homoscedasticity is present.

Multicollinearity. Assumption six, the absence of multicollinearity, was checked in two steps. First, the independent variables were examined to determine if they were highly correlated with one another; secondly, the Tolerance values were examined. Correlation values less than 0.7 and Tolerance values less than 0.1 indicate multicollinearity is not present. Tables 4 and 5 provide the correlational coefficients and Tolerance values for the dataset. The Tolerance values were within the acceptable ranges, and the assumption of multicollinearity was met.

Outliers, high leverage points, and influential points. Assumption seven required an examination of the data for outliers, leverage points, and highly influential points. To determine

if outliers were present in the data set, the data were examined for standardized residuals and studentized deleted residuals greater than ± 3 standard deviations. The Casewise Diagnostics table and the studentized deleted residuals were examined to identify any outliers. An examination of the Casewise Diagnostics table revealed that there were no cases where the standardized residuals exceeded ± 3 (Table 6). An examination of the studentized deleted residuals revealed no outliers. The data were examined for leverage points and highly influential points by examining the leverage values and Cook's Distance. Leverage values less than 0.2 and Cook's Distance values less than one are in an acceptable range and indicate that leverage points and highly influential points are not present (Laerd Statistics, 2018a). No leverage points or highly influential points were observed.

Normality of distribution. The final assumption, that the residual errors are distributed normally, was investigated by examining a normal probability plot of the studentized residuals (see Figures 4 and 5). An examination of the histogram indicated that the standardized residuals appear to be normally distributed. The Normal P-P Plot shows that the data is normally distributed as the points are aligned along the diagonal line. The distribution of the data appears to be normally distributed, satisfying the final assumption.

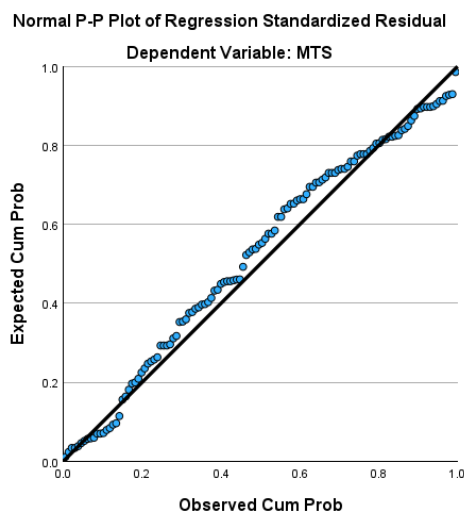


Figure 11. Predicted probability (P-P) plot chart for Multicultural Teaching Skills.

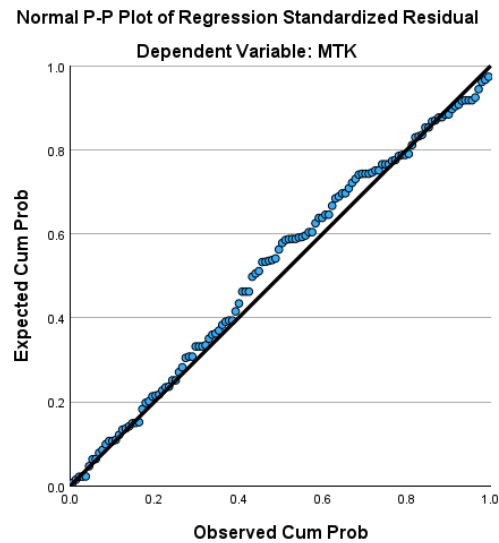


Figure 12. Predicted probability (P-P) plot chart for Multicultural Teaching Knowledge.

To use multiple regression, all eight assumptions had to be satisfied. The data set was analyzed to verify that each assumption was met, ensuring the data was appropriate for multiple regression analysis. All eight assumptions were satisfied. A multiple regression was performed using SPSS version 29. To interpret and report the results, the researcher assessed whether the regression model was a good fit for the data, interpreted and reported the coefficients, and made predictions of the criterion variable based on the predictor variables (Laerd Statistics, 2018a). To evaluate the model fit, the researcher examined the Model Summary to look at R and R², and the ANOVA table to determine the statistical significance of the model. The Model Summary showed the R value and R-squared (R²). R indicated the strength of the linear relationship between the criterion variable and the set of predictor variables. Higher R values suggest a better fit. The R² value was also analyzed; R² represents the proportion of variance in the criterion variable that can be explained by the predictors and assesses the overall model fit. The researcher reviewed the ANOVA table to determine the statistical significance of the model's overall fit. It

provided the necessary information to evaluate this significance. The researcher set alpha (α) at 0.05, and compared the p-value to α . If $p > \alpha$, the null hypothesis was accepted; if $p < \alpha$, it was rejected.

Review of Research Questions and Hypotheses

The purpose of this predictive correlational study was to determine whether, or to what extent, culturally responsive personal and professional characteristics, AC, and CH predict the multicultural teaching knowledge and skills of CEs across the nation in CACREP-accredited programs. The results are presented in an unbiased and non-evaluative manner, summarizing the data clearly and objectively. Research questions and related hypotheses organize the results. Descriptive statistics and assumption testing for all research questions were discussed in the previous section. These assumptions had to be satisfied before conducting the bivariate correlation and multiple linear regression analyses. This section reviews the use of inferential statistics and analysis to address each research question and hypothesis.

Research Question 1

The researcher conducted a multiple regression analysis to answer the following research questions with the corresponding hypotheses:

RQ1: What are the associations between MTK, MTS, AC, and CH?

Ho: There is no statistically significant correlation between all construct variables (MTK, MTS, AC, CH) among CEs.

H1: There is a statistically significant correlation between all construct variables (MTK, MTS, AC, CH) among CEs.

Table 4 shows the means, standard deviations, and Pearson correlations among cultural humility (CH), advocacy competency (AC), multicultural teaching knowledge (MTK), and

multicultural teaching skills (MTS). All variables were positively and significantly correlated at the $p < .01$ level. The strongest positive correlation was between multicultural teaching knowledge and multicultural teaching skills ($r = .601, p < .01$), indicating that higher levels of multicultural teaching knowledge are closely linked to higher levels of multicultural teaching skills. Cultural humility was moderately correlated with advocacy competency ($r = .503, p < .01$) and multicultural teaching knowledge ($r = .376, p < .01$) and had a weaker but still significant correlation with multicultural teaching skills ($r = .299, p < .01$). Advocacy competency was moderately correlated with multicultural teaching knowledge ($r = .471, p < .01$) and had a smaller yet significant correlation with multicultural teaching skills ($r = .247, p < .01$).

These results indicate that while all four constructs are positively related, the link between multicultural teaching knowledge and skills is particularly strong. These support viewing multicultural teaching competency as a multidimensional construct that closely connects knowledge and skills. The null hypothesis was rejected, as all study constructs were statistically significant. The significant, positive correlations among all variables emphasize the interconnectedness of cultural humility, advocacy competency, and multicultural teaching competencies within counselor education.

Table 4.

Means, Standard Deviations, and Correlations for Cultural Humility, Advocacy Competency, Multicultural Teaching Knowledge, and Multicultural Teaching Skills

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	1.	2.	3.	4.
1. Cultural Humility	129	76.44	5.53	.			
2. Advocacy Competency	130	81.35	15.15	.503**	.		
3. Multicultural Teaching Knowledge	131	30.67	3.55	.376**	.471**	.	

4. Multicultural Teaching Skills	128	50.39	5.39	.299**	.247**	.601**	.
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Note. * $p < .05$, ** $< .01$

Research Questions 2 and 3

The researcher conducted a multiple regression analysis to answer the following research questions with the corresponding hypotheses:

RQ2: What combination of factors or individual predictors, such as professional and personal characteristics, and total scores on CH and AC, best predicts MTS?

H₀: There will be no statistically significant difference in the predictive strength of CH, advocacy competency AC, personal characteristics of marginalized identity, or professional characteristics on MTS. Any observed relationships will not differ between CEs with marginalized and non-marginalized identities.

H₂: CEs with marginalized identifiers will demonstrate a stronger positive relationship between CH, AC, and MTS compared to those with non-marginalized identifiers.

Specifically, CH and AC will be significant predictors of MTS, such that the predictive strength of CH and AC on MTS is greater for CEs from marginalized populations.

The multiple regression analysis revealed that the overall model significantly predicted multicultural teaching skills (MTS), $F(10, 116) = 3.428$, $p < .001$, accounting for 22.8% of the variance ($R^2 = 0.228$, adjusted $R^2 = 0.162$). Among the predictors, CH was a significant positive predictor ($B = 0.239$, $p = .013$), indicating that higher self-reported cultural humility was associated with higher MTS scores. Completing a multicultural teaching course also emerged as a significant predictor ($B = 2.540$, $p = .008$), with those who completed such a course scoring approximately 2.54 points higher on MTS. Conversely, being in the non-marginalized identifier category was a significant negative predictor ($B = -4.187$, $p = .035$), suggesting lower MTS

scores compared to the marginalized identifier group. Marginalized Identifiers did not significantly predict MTS ($B = -1.390$, $p = .253$), indicating that marginalized identity status alone did not uniquely explain the variance in MTS when other predictors were included.

Additionally, AC, marginalized identity status, years of teaching experience, doctorate graduation year, licensure, and certification did not significantly predict MTS in this model.

Table 5.

Model Summary for RQ2 MTS

Model	<i>R</i>	<i>R square</i>	Adjusted <i>R Square</i>	Std. Error of the Estimate
1	.478	.228	.162	4.783

Note. a. Predictors: (Constant), ScoreCH, PhD80sand90s, PhD2000s_plus, NonMargIdentifier2, TeachingExpMore, MargIdentifier, TeachingMCCourse, Licensure, Certification, ScoreAC, ExperienceTeaching

b. Multicultural Teaching Skills

Table 6.

Coefficients of MTS

Effect	Estimate	SE	95% CI		<i>p</i>
			<i>LL</i>	<i>UL</i>	
Constant	35.857	7.443	7.473	25.388	<.001
Marginalized Identities	-1.390	1.210	-3.787	1.007	.253
Non-marginalized Identities	-4.787	2.238	-2.449	1.948	.035
ExpTeaching=2-6 years	1.683	2.108	-1.545	2.633	.426
ExpTeaching=7 years or more	2.690	2.176	-2.999	4.145	.219
PhDGraduate=1980-1999	1.690	2.692	-3.650	7.031	.531
PhDGraduate=2000-2024	-3.400	1.755	-1.878	7.391	.055
Taught MC Course	2.540	.935	.688	4.3991	.008
Licensure	-.797	1.099	-2.974	1.381	.470
Certification	-1.49	1.008	-2.146	1.849	.883
AC	.035	.036	-.036	.107	.329
CH	.229	.090	.050	.408	.013

Note. AC=Advocacy Competency, CH=Cultural Humility
Criterion Variable: Multicultural Teaching Skills

Table 7.

ANOVA Table Results for RQ2_MTS

Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig
1	Regression	784.253	10	78.425	3.428	<.001 ^b
	Residual	2653.479	116	22.875		
	Total	3437.732	126			

Note. a. Multicultural Teaching Skills

b. Predictors: (Constant), ScoreCH, PhD80sand90s, PhD2000s_plus, NonMargIdentifier2, TeachingExpMore, MargIdentifier, TeachingMCCourse, Licensure, Certification, ScoreAC, ExperienceTeaching

RQ3: What combination of factors or individual predictors, such as professional and personal characteristics, and total scores on CH and AC, best predicts MTS?

Ho: There will be no statistically significant difference in the predictive strength of CH, advocacy competency AC, personal characteristics of marginalized identity, or professional characteristics on MTK. Any observed relationships will not differ between CEs with marginalized and non-marginalized identities.

H3: CEs with marginalized identities will demonstrate stronger positive correlations between CH, AC, and MTK compared to those with non-marginalized identities. Specifically, CH and AC will be significant predictors of MTK, such that the predictive strength of CH and AC on MTS is greater for marginalized CEs.

The multiple regression analysis for the second model of MTK examined predictors of MTK among CEs and revealed a significant model, $F(10, 118) = 5.250$, $p < .001$, with an R^2 of .308 and an adjusted R^2 of .240, indicating that about 30.8% of the variance in multicultural teaching knowledge was explained by the predictors. This shows a large effect size, suggesting that the variables collectively have strong predictive power for understanding multicultural teaching knowledge among CEs. Significant predictors included CH, which was positively

linked to multicultural teaching knowledge ($B = .124, p = .031$). This means that for each one-unit increase in cultural humility scores, multicultural teaching knowledge increased by 0.124 units, with all other variables held constant. Also, teaching a multicultural course was positively associated with MTK ($B = 1.286, p = .029$), indicating that participants who had completed multicultural teaching coursework scored about 1.29 points higher on the multicultural teaching knowledge measure compared to those without such training. Furthermore, the graduation years (2000-2024) of doctoral recipients showed a negative relationship ($B = -2.194, p = .036$), suggesting that recent doctoral graduates reported lower levels of MTK compared to earlier cohorts. In other words, CEs who earned their doctoral degrees in 2000 or later scored roughly 2.19 points lower on MTK than those who earned their degrees earlier. This suggests potential differences in MTK development across generations or training programs. Other variables, such as general teaching experience, marginalized identity, and professional licensure or certifications, did not significantly predict multicultural teaching knowledge in this model.

Table 8.

Model Summary for RQ3 MTK

Model	<i>R</i>	<i>R square</i>	Adjusted <i>R Square</i>	Std. Error of the Estimate
2	.555 ^a	.308	.249	3.010

Note. a. Predictors: (Constant), ScoreCH, Phd80sand90s, Phd2000s_plus, NonMargIdentifier2, TeachingExpMore, MargIdentifier, TeachingMCCourse, Licensure, Certification, ScoreAC, ExperienceTeaching

b. Multicultural Teaching Knowledge

Table 9.

Coefficients of MTK

Effect	Estimate	SE	95% CI		<i>p</i>
			<i>LL</i>	<i>UL</i>	
Constant	18.550	4.602	9.436	27.664	<.001
Marginalized Identities	-.731	.761	-2.237	.775	.338

Non-marginalized Identities	-2.094	1.402	-2.449	.682	.138
ExpTeaching=2-6 years	.805	1.326	-1.821	3.432	.545
ExpTeaching=7 years or more	.720	1.369	-1.991	3.432	.600
PhDGraduate=1980-1999	1.690	2.692	-3.650	7.031	.531
PhDGraduate=2000-2024	-2.194	1.034	-1.878	7.391	.036
Taught MC Course	1.286	.582	.134	2.439	.029
Licensure	-.296	.687	-1.656	1.063	.667
Certification	.888	.629	-.359	2.134	.161
AC	.069	.022	.026	.112	.002
CH	.124	.057	.011	.236	.031

Note. AC=Advocacy Competency, CH=Cultural Humility
 Criterion Variable: Multicultural Teaching Knowledge

Table 10.

ANOVA Table Results for RQ3_MTK

Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig
2	Regression	475.601	10	47.560	5.250	<.001 ^b
	Residual	1068.879	118	9.058		
	Total	1544.481	128			

Note. a. Multicultural Teaching Knowledge

b. Predictors: (Constant), ScoreCH, PhD80sand90s, PhD2000s_plus, NonMargIdentifier2, TeachingExpMore, MargIdentifier, TeachingMCCourse, Licensure, Certification, ScoreAC, ExperienceTeaching

Summary

The null hypothesis for research question 1 was rejected but accepted for research questions 2 and 3. However, statistically significant results were found across the analyses. For Research Question 1, bivariate correlation analyses showed that cultural humility (CH), advocacy competency (AC), multicultural teaching knowledge (MTK), and multicultural teaching skills (MTS) were all positively and significantly correlated at the $p < .01$ level. The strongest correlation was between MTK and MTS ($r = .601$), indicating a strong relationship between these two aspects of multicultural teaching competency. Moderate and significant

correlations were also identified between CH and AC ($r = .503$), between AC and MTK ($r = .471$), and between CH and MTK ($r = .376$). These findings suggest that higher levels of cultural humility and advocacy competency are linked to greater multicultural teaching knowledge and skills.

For Research Question 2, Model 1, the regression model was statistically significant, $F(10, 116) = 3.428$, $p < .001$, with an R^2 of .228, indicating that about 22.8% of the variance in MTS was explained by the model. Three predictors were statistically significant: CH ($B = 0.239$, $t = 2.532$, $p = .013$), which was significantly positive; experience teaching a multicultural course ($B = 2.540$, $t = 2.717$, $p = .008$), also significantly positive; and non-marginalized identifiers ($B = -4.187$, $t = -2.139$, $p = .035$), which were significantly negative. AC did not reach statistical significance in this model, nor did it influence the effects of identity status or most professional experience variables.

For Research Question 3, Model 2 was also statistically significant, $F(10, 118) = 5.250$, $p < .001$, with an R^2 of .308, indicating that the predictors explained 30.8% of the variance in MTK. In this model, AC was the strongest predictor of MTK ($B = 0.069$, $t = 3.150$, $p = .002$), demonstrating that higher AC is strongly associated with greater MTK. CH was also a significant positive predictor ($B = 0.124$, $t = 2.181$, $p = .031$), along with teaching a multicultural course ($B = 1.286$, $t = 2.210$, $p = .029$). However, doctoral graduates from 2000 to 2024 were a significant negative predictor ($B = -2.194$, $t = -2.123$, $p = .036$), suggesting that more recent doctoral graduates reported lower MTK scores. Other variables, including marginalized identity status, licensure, certification, and years of teaching experience, did not reach statistical significance in this model. The findings from both models emphasize the importance of AC, CH, and extensive teaching experience in predicting multicultural teaching knowledge and skills. The

implications, strengths, limitations, and recommendations for future research and practice are discussed in the following chapter.

CHAPTER 5. DISCUSSION

Major counseling organizations' publications, views, and principles emphasize the importance of multicultural teaching competence (ACA, 2014; CACREP, 2024). While the literature on this study mainly explores and assesses CEs' multicultural teaching knowledge and skills, research focusing on this vital concept within the population of CEs remains limited. This study examined the relationship among personal and professional characteristics, advocacy competence, cultural humility, and multicultural teaching competence in CEs. Chapters 1, 2, and 3 provided an overview of the problem, reviewed relevant literature, and outlined the proposed research procedures. Chapter 4 detailed the sampling framework, data analyses, and study results. This chapter further discusses the analysis of the findings, limitations, and implications for social change, along with suggestions for future research.

Interpretation of the Findings

Introduction

The purpose of this quantitative, predictive, multiple regression study was to identify which combination, if any, of professional and personal characteristics, cultural humility (CH), and advocacy competency (AC) best predicts multicultural teaching knowledge (MTK) and multicultural teaching skills (MTS) among CEs. The study examined marginalized and non-marginalized identities (i.e., age, gender, sexual orientation, race/ethnicity), years of teaching experience, PhD graduation year, completion of multicultural/diversity teaching courses, professional licensure, and certification status, as well as CH and AC, as predictors of both MTS and MTK.

Three core questions guided the research: 1) What are the relationships among CH, AC, MTK, and MTS? 2) Which combination of factors or individual predictors—including professional and personal characteristics and total scores on CH and AC—best predicts

multicultural teaching skills (MTS)? 3) Which combination of factors or individual predictors—including professional and personal characteristics and total scores on CH and AC—best predicts multicultural teaching knowledge (MTK)? Data was collected from 131 CEs using validated instruments and demographic questionnaires, with extreme outliers removed to ensure data integrity; the final sample size consisted of 127 participants. Analyses included Pearson’s bivariate correlations and multiple regression using SPSS version 29, which enabled the examination of predictive relationships while controlling for other variables.

Summary of Findings

The findings from this study provide important insights into the relationships between CH, AC, and MTC (MTS/MTK) among CEs. The results show a complex pattern of relationships that both support and challenge multicultural teaching in counselor education.

The results of Research Question 1 for the Pearson correlation analysis revealed that CH, AC, MTK, and MTS are all positively and significantly correlated among CEs, with the strongest association observed between MTK and MTS. These results are supported by previous research indicating that these interconnected constructs are essential for effective counselor education practice (Hays, 2020; Tervalon & Murray-García, 1998). CH demonstrated moderate correlations with both AC and MTK, as well as a weaker but still positive and significant correlation with MTS. This is supported by Lekas et al. (2020) and Summers and Nelson (2022), who report that both AC and MTC require the ability to recognize and address inequities, a core outcome of practicing CH. Other research supports that practicing CH not only strengthens an individual’s ability to advocate for equity and social justice but also enhances their effectiveness as a multicultural educator (Delfish & Chadha, 2025). By committing to lifelong learning, self-reflection, and openness, individuals can better support diverse communities and foster inclusive

environments. These findings led to the rejection of the null hypothesis, confirming that all constructs are statistically interrelated. Overall, the results highlight the multidimensional and interconnected nature of multicultural teaching competencies, emphasizing the importance of developing all four areas within counselor education.

The results from Research Question 2 emphasize the statistical significance of CH, having non-marginalized identities, and having experiences teaching a multicultural (MC) course as predictors of MTS among CEs. These results build on existing evidence that CH (Hazel, 2023; Johnson, 2023; Lekas et al., 2020), experience teaching an MC course (McKenzie, 2023), and having a marginalized identity (Kucuktas, 2016; Stephens, 2020) influence the teaching of CEs. Previous research supports CH as a core component of multicultural orientation and teaching competency (Johnson, 2023). CEs who demonstrate CH are more likely to create inclusive, responsive learning environments and effectively support diverse student populations (Hazel, 2023). Additionally, CEs who teach MC courses gain practical experience and exposure to diverse perspectives, which enhances their MTS (McKenzie, 2023). Teaching these courses often requires educators to engage in self-reflection and adjust their teaching strategies to meet the diverse needs of their students.

The results for non-marginalized identities were reported as a significant negative predictor, meaning that participants in this demographic group reported lower MTS scores than their colleagues who identified as having no privileged identities, providing some support for the proposed hypothesis. However, since marginalized identity status neither significantly predicted MTS nor strengthened the predictive power of the other variables, the hypothesis was not confirmed. The challenge with only addressing identity characteristics is compounded by what CRT scholars identify as intersectionality (Crenshaw, 1989), which recognizes that individuals

experience multiple, overlapping forms of marginalization and privileges based on various identity categories. This intersectional reality, which extends beyond the scope of this study, renders it impossible to develop MTC, CH, and AC through reductionary assessments that treat identity categories as discrete and knowable. The reduced predictive power of marginalized identity in shaping MTC reflects the lack of inclusion of the pervasive influence of systemic and structural academic inequalities that operate independently of individual characteristics (Braveman et al., 2022; McKenzie, 2023). This response addresses intersectionality and systemic and structural oppression in academia, aligning with Research Question 3.

The results from Research Question 3 revealed that AC, CH, teaching a multicultural course(s), and the year of graduation with the doctoral degree significantly predicted MTK among CEs. The most significant predictor was AC, which is not surprising, given that AC is not just about identifying inequities, but also about using that knowledge to influence change, support students, and reform institutional practices. These results support previous research on CEs who are strong advocates, often those who can effectively translate MTK into practical strategies for empowerment, policy change, and inclusive curriculum design (Hazel, 2023; Johnson, 2023). Interestingly, those who graduated between 1980 and 1999 reported higher MTK than their post-2000 counterparts, challenging assumptions that more recent graduates would inherently possess greater multicultural knowledge (Kucuktas, 2016). This finding highlights the complex interplay between formal education, experience, and skill development in MTK. Continued emphasis on skill development is essential to complement knowledge gained through both formal training and professional experience (Kucuktas, 2016). Similar to Research Question 2, CH and teaching an MC course experience predictability are supported by previous research for their ability to play a unique and complementary role in shaping how educators

acquire, apply, and deepen their knowledge of multicultural issues in educational settings (Hazel, 2023; Johnson, 2023; Lekas et al., 2020); (McKenzie, 2023). Practicing cultural humility helps educators move beyond static knowledge to a dynamic, responsive understanding of multicultural content. It fosters an environment where CEs actively seek new information and perspectives, which directly enhances their professional development and teaching effectiveness. The findings from all three research questions highlight the importance of both dispositional characteristics (marginalized and non-marginalized identities, CH) and professional competencies (AC and experience teaching in the MC course) in developing MTK and MTS, while emphasizing the continued value of formal multicultural education training (graduation year).

Non-Significant Factors

With respect to factors that did not predict MTS or MTK, the results did fit the theory of Stephens (2020) and Winston (2016), who investigated whether counseling state licensure, counseling-related certifications, or years of teaching experience were significant predictors of MTS or MTK for CEs. The prevailing evidence suggests these variables are not strong predictors of MTC and that experience does not equate to exposure (Stephens, 2020; Winston, 2016). For this study, the majority of CEs had 7+ years of teaching experience (68.7%), over 74.2% held a counseling certification, and 63.6% were licensed as professional counselors within their state. However, none of these factors were a predictor for MTS or MTK.

Simply accumulating years of teaching in counselor education does not guarantee that a CE has meaningfully engaged with diverse cultures or updated their knowledge or skills about cultural issues or needs (Stephens, 2020). Educators may repeat the same curriculum and teaching methods year after year, which can reinforce existing knowledge rather than promote

new cultural learning (Hazel, 2023), which is why without intentional self-reflection, professional development, or targeted multicultural training, years of experience may not necessarily translate into a deeper understanding of MTS and MTK. Instead, CEs should focus on targeted training and ongoing professional development. Direct engagement with multicultural content, such as taking multicultural courses or teaching, has a more substantial impact on MTS and MTK (Johnson, 2023). Regular participation in workshops, seminars, and reflective practice focused on multicultural issues is more predictive of growth in cultural knowledge (McKenzie, 2023).

Regarding licensures and certifications, it is possible that these exams and requirements often change slowly and may not keep pace with the evolving multicultural issues or best practices in cultural education. Many certification processes do not require rigorous or ongoing multicultural exploration or assessment (McKenzie, 2023). As a result, CEs can obtain and maintain certifications without significant growth in multicultural skills and knowledge across the counseling field. These exams and maintenance requirements are instead designed to ensure competence in broad professional skills, ethics, and foundational knowledge, rather than in-depth multicultural teaching understanding.

Implications

Theoretical Implications

The findings can be understood through the lens of Critical Race Theory (CRT), which highlights how systemic and structural factors influence the development and expression of multicultural competencies among CEs (Hutchens et al., 2013; Sue et al., 2019). CRT stresses that race and power are central to understanding social phenomena, including education and professional practice (Braveman et al., 2022; Hipolito-Delgado et al., 2017). In this context, the strong link between advocacy competency and multicultural teaching knowledge suggests that

educators who have a critical consciousness of systemic inequities are more likely to develop the necessary knowledge and skills for culturally responsive teaching. This aligns with CRT's claim that awareness of systemic oppression and the ability to challenge it are essential components of genuine multicultural competence (Crenshaw, 2017; Ladson-Billings & Tate, 1995). The lack of significant predictive power of CH when considering other variables may reflect the influence of dominant institutional structures that often emphasize surface-level cultural awareness rather than transformative advocacy (Braveman et al., 2022).

CRT argues that institutions often reproduce racial hierarchies and silence marginalized voices, which can hinder the development of deep cultural humility that challenges systemic inequities (Braveman et al., 2022). The reduced role of marginalized identity as a predictor further demonstrates how structural inequalities can obscure or mitigate the impact of personal identity in shaping multicultural competence, underscoring the need for systemic change rather than focusing solely on individual traits. Educational institutions perpetuate silencing mechanisms through curricula that exclude the histories of people of color and disciplinary policies that disproportionately impact CEs of color (Braveman et al., 2022).

Developing and engaging in authentic CH and AC encounters substantial systemic barriers, such as institutional racism. This creates conditions where CH and AC become difficult to achieve because it requires acknowledging and challenging systems of power and privilege that many institutions are designed to maintain. This institutional racism functions to maintain racial hierarchies where whiteness is positioned as the normative standard against which all other racial identities are measured. CRT's emphasis on structural analysis helps explain why marginalized identities may have reduced predictive power in shaping multicultural competence. Structural inequalities create conditions where individual identity characteristics

become less predictive of outcomes because systemic barriers operate regardless of individual traits or qualifications. CRT strongly supports the argument for systemic change rather than focusing solely on individual traits. The framework challenges the notion that educational inequality can be addressed solely through individual cultural competence training or personal bias reduction. Instead, CRT advocates transformative approaches that address the structural nature of oppression and work toward social and racial justice.

For Counselor Educators

The results of this study indicate that multicultural counseling competence is closely tied to educational institutions perpetuate racism through curriculum that excludes the histories of people of color, assessment practices that confirm narratives about the "ineducability" of students of color, and disciplinary policies that disproportionately impact students of color to multicultural teaching skills and knowledge. Therefore, if CEs want to continue growing in a multicultural setting, they need to enhance their awareness (CH), knowledge (CH and AC), and skills (CH), which will directly impact their teaching.

In this study, a negative association was found between doctoral degree completion from 2000 to 2024 and those who graduated prior to that period. This suggests potential changes in doctoral training programs, continuing education motivation, or different developmental trajectories for acquiring multicultural knowledge. Researchers (Collins et al., 2015; Quinlan, 2009; Stoyer, 2017) suggest that obtaining continuing education hours on diversity issues in teaching and finding opportunities for social justice advocacy are positive steps toward expanding beyond the margins. However, Collins et al. (2015) noted that some educators are unaware of the additional training needed to increase their competence in areas related to teaching and advocacy. Since MCHS, ACCS, and the MTCS were used to evaluate these areas,

CEs can leverage these assessments to identify their gaps and address their knowledge, skills, and awareness of multicultural social justice and advocacy in counseling. Looking at the bigger picture, CEs are responsible for students' learning, which in turn influences how clients are served (McKibben et al., 2017). This means CEs must hold themselves and their students accountable, ensuring everyone has opportunities to grow in multiculturalism.

Results of the present study also indicate that the relationship between experience in a marginalized population and multicultural teaching knowledge is directly correlated. This demonstrates that experiences influence how people understand culture and diversity. Of the 131 participants in this study, before removing outliers, 109 identified as holding at least one marginalized identity. This shows that inequality is common among counselor educators. CEs' experiences are crucial to their teaching and contribute to their knowledge of communication styles, culturally responsive pedagogy, racial and ethnic identity theories, how historical experiences impact students' learning, teaching strategies that affirm all students' identities, and the resources available in their community (Spanierman et al., 2011). The experiences that CEs bring to their classrooms make them invaluable. Marginalized population experiences deserve further exploration to recognize various groups who have faced exclusion due to race, religion, ability status, age, gender, sexual orientation, and/or financial status, as well as how to incorporate these experiences. The implications for CEs are to advocate for and create structures that support one another (Hazel, 2023; Johnson, 2023).

For Counselor Education Programs

The findings from this research have important implications for counselor education programs. The emergence of CH as a key predictor of MTS and MTK, along with AC as a significant predictor of MTK, supports ongoing integration of these competencies into counselor

education curricula for trainees (CACREP, 2024; Borders et al., 2019). Research indicates that incorporating advocacy throughout the curriculum and encouraging CEs to foster supportive learning environments can improve student outcomes (Borders et al., 2019). Counselor education programs can use the MCHS and ACCS to evaluate CH and AC in all trainees. Through assessment, these programs can identify which competency areas students need to improve and where to strengthen their curriculum and instruction. Students are expected to reach their multicultural competency level once they demonstrate increased knowledge, awareness, and skills essential for working effectively with diverse populations (ACA, 2014; CACREP, 2024). Without proper education, training, resources, and guidance to teach diversity-related issues, CEs do a disservice to both their students and, ultimately, the clients those students will serve (Thacker & Minton, 2021).

For Licensure Boards and Continuing Education Units

Based on the literature and the findings of this study, teaching a multicultural course and the ongoing development of AC and CH support improve competency in MTC to varying extents; licensure boards should require CEs to complete diversity training before obtaining or renewing their licenses. Specifically for MTS, professional development through teaching multicultural course(s) was found to result in participants scoring approximately 2.54 points higher on the MTS measure compared to those who had not taught the course. As our world continues to grow increasingly diverse, and more universities become accredited under the 2024 CACREP standards, obtaining or renewing licenses or certifications will be a crucial way to increase MTK and MTS for CEs. Particularly for CEs with non-marginalized identities, as this research indicates, participants in this group scored roughly 4.19 points lower on multicultural teaching skills compared to those with marginalized identities. Not only would focusing on

continuing education in MTK and MTS better serve the community, but it also provides counselors, students, and CEs with greater competency areas.

Additionally, the importance of professional development, such as continuing education and extensive teaching experience in multicultural courses, reflects CRT's focus on education as a space for resistance and change. These findings suggest that deliberate, institutional efforts are necessary to develop critical awareness and advocacy skills, thereby addressing systemic inequalities and promoting genuine multicultural competence among CEs (Ratts et al., 2016). Overall, these results emphasize that developing multicultural teaching knowledge and skills is not just an individual endeavor but is deeply influenced by larger systemic and institutional structures, aligning with CRT's focus on the central roles of race, power, and social justice in understanding educational and professional issues.

Limitations

This research has several important limitations that need to be considered. Focusing on specific predictive factors within CACREP-accredited programs may have unintentionally overlooked significant environmental variables in academic institutions that could significantly impact multicultural teaching outcomes. Although the sample was randomized, the self-selected recruitment process introduces potential response bias, as those with a particular interest in the research topic might have been more inclined to participate. This could lead to systematic differences between respondents and non-respondents, thereby limiting the broad applicability of the findings.

Another limitation is the dependence on self-reported measures, which are inherently susceptible to various types of measurement bias, including social desirability bias, demand characteristics, and acquiescence bias. Participants might interpret survey items differently than

intended, potentially reporting expected behaviors rather than actual ones (Field, 2024). Furthermore, the Dunning-Kruger effect (Kruger & Dunning, 1999) raises a specific concern in this study. Where less competent people tend to overestimate their abilities and skills, while more competent people tend to underestimate their abilities and skill level. This cognitive bias could undermine the accuracy of self-reported multicultural teaching knowledge and skills, both of which are essential to ethical practice in counselor education (Lepkowski et al., 2009).

While a research-grounded decision to use only quantitative data creates limitations, this decision also has its advantages. Although this method produced important results, it limited the depth of understanding that could have been gained through qualitative approaches, such as interviews (Larson, 2019). Engaging directly with counselor educators might have offered richer insights into their experiences, training backgrounds, perceived competencies, and cultural influences. Recent scholarly reviews have raised questions about the validity of self-report measures in assessing constructs such as CH, AC, and MTC. Even with efforts to ensure anonymity and reduce bias, these measures may still fail to fully capture actual skills or abilities, highlighting the need for alternative or supplementary assessment methods (Creswell, 2021).

Additional methodological concerns include the potential for testing fatigue caused by the administration of three separate scales. If participants did not carefully read the instructions for each scale, this could have led to invalid responses. The survey's length may have decreased engagement or motivation, resulting in random or inaccurate responses, especially if participants were worried about being perceived as incompetent. The sample composition further limits the generalizability of the results. Thirty-three participants did not proceed beyond the consent page, resulting in a 22% reduction in the sample size. This attrition might have been reduced with more explicit instructions. Additionally, the sample lacked diversity, as the average participant

was a 27- to 39-year-old, cisgender, heterosexual, white woman with two to six years of teaching experience who graduated between 2000 and 2024. This demographic homogeneity limits the applicability of the findings to the broader population of counselor educators.

The correlational design of the study inherently limits the ability to establish causal relationships, making the findings susceptible to confounding variables, such as environmental and social factors not included in the analysis (Laerd Statistics, 2018a). While the sample size was sufficient for fundamental regression analyses, it might have been too small to detect complex interactions or to support more advanced statistical methods. Violations of normality assumptions for several variables, even though addressed statistically, present another limitation that could impact the accuracy of parameter estimates (Laerd Statistics, 2018a).

Instrumentation also contributed to the study's limitations. The variables chosen might not have included all relevant aspects of multicultural teaching competency. For instance, the impact of holding multiple marginalized identities, licensure or certification status, and the length of time spent teaching as a counselor educator may not have been thoroughly examined. As a result, some variables may have shown no relationship to multicultural teaching skills or knowledge simply because they did not reflect the full complexity of the construct.

Finally, the study assumed that participants would answer honestly, understand the survey language, and possess the necessary technological skills to complete the online survey. However, the 15- to 20-minute time commitment might have discouraged some individuals due to scheduling conflicts. In counselor education, educators often juggle multiple responsibilities, such as managing workloads, maintaining work-life balance, and fostering student development, all of which could affect their willingness or ability to participate. Concerns about self-presentation, motivation, psychological defenses, and individual worldviews or cultural

backgrounds may have contributed to the survey not being completed. These factors could have led to incomplete or biased responses, further affecting the validity and generalizability of the study's findings.

Future Recommendations

Based on the findings of this study, several recommendations emerge to enhance multicultural teaching competency (MTC) among counselor educators (CEs), particularly in light of the updated 2024 CACREP standards and the evolving sociopolitical landscape. Although this research included CACREP-accredited programs, the full impact of the 2024 standards has not yet been fully realized. Continued research is necessary to understand how these revised standards will influence various aspects of CEs' multicultural teaching skills and training methods. Considering the current sociopolitical climate in the United States, further investigation may encourage states to adopt more rigorous training in cultural humility (CH) and advocacy competency (AC), or to implement comprehensive programs aimed at systematically developing CEs' MTC. Future studies should explore how counseling programs and educators are integrating the more social justice- and advocacy-focused 2024 CACREP standards into their curricula. Such research can help foster a fundamental shift in teaching approaches, positioning social justice advocacy as a core competency instead of an optional or peripheral element.

The limitations of this study revealed that instruments such as the MTCS, ACSA, and MCHS were not standardized for counselor education settings. A significant lack of quantitative research persists in evaluating the effectiveness of strategies and interventions designed to develop CH, AC, and MTC among CEs. Future research would benefit from creating assessments designed explicitly for counselor educators, focusing on CH, AC, and MTC. The development and implementation of such tools could help bridge gaps in the literature, allow for

the collection of more comprehensive quantitative data, and support systematic efforts to improve and monitor competency development.

The counseling education field should focus on developing and using comprehensive scales that accurately assess competence in teaching multicultural social justice advocacy, in line with the 2024 CACREP standards, which highlight social justice and advocacy as core elements of multicultural competence. The lack of such assessments hampers both self-evaluation and institutional accountability, making it challenging to identify areas for professional growth or to measure the success of professional development efforts. Purpose-designed instruments could enable CEs to evaluate their skills critically, direct targeted training, and ensure consistency with evolving professional standards.

Incorporating qualitative methods can yield valuable insights into the specific situations and contextual factors that influence CEs' responses. While open-ended explanations might shift the research away from purely quantitative approaches, such as this study, they provide a deeper understanding of participants' thought processes and the circumstances that affect their responses. A generic qualitative approach is especially suitable for exploring the complex and multifaceted nature of multicultural competency development. Additionally, mixed-methods studies should be considered, as they allow CEs to provide feedback on their advocacy efforts and strategies for promoting equity and inclusivity in their courses, highlighting both the challenges and successes of implementing social justice advocacy in educational settings.

Although marginalized identities were not significant predictors of multicultural teaching knowledge (MTK) or multicultural teaching skills (MTS) in this study, future research should explore how intersectionality influences CEs' MTC. While intersectionality was outside the scope of this research, findings showed that participants with non-marginalized identities (white,

heterosexual, cisgender, ages 25–39) scored lower on both MTK and MTS than their marginalized counterparts. This indicates that the convergence of multiple identities presents unique challenges and opportunities that cannot be fully understood through single-identity quantitative analyses. Future studies should adopt intersectionality as a guiding framework to understand better the complex experiences of CEs from both marginalized and privileged backgrounds. Research should examine how educators with intersecting marginalized identities navigate institutional barriers, develop their multicultural teaching competencies, and advocate for social justice in their professional environments. This perspective is essential in a field historically dominated by white, Westernized viewpoints, which have often marginalized the experiences and expertise of educators from diverse backgrounds. Gaining a deeper understanding of how these educators overcome institutional obstacles will provide valuable insights for fostering more inclusive and equitable educational settings. Additionally, research should explore how institutional policies, culture, and support systems influence the development and expression of multicultural teaching competencies.

Although variables such as years of experience teaching as a CE, holding a licensure or certification, and having a marginalized identity were not significant predictors of MTC, it remains important to understand the factors that influence CE's MTC. By identifying these factors, educators, universities, supervisors, and counseling departments can better support the development of competence across all components of MTC. Future research should also investigate the differences in experiences among CEs from marginalized populations, with a focus on specific groups. Such studies could provide insights that inform counselor education programs, improve faculty experiences, and highlight the diversity that educators bring to their departments.

The recommendations emphasize the urgent need for comprehensive and systematic strategies to improve MTC in counselor education. Implementing the 2024 CACREP standards presents a valuable opportunity to enhance approaches to multicultural and social justice education. However, achieving this transformation requires ongoing dedication to research, assessment, and intervention development that target both individual skills and systemic obstacles.

Conclusion

This study examined the relationships between cultural humility, advocacy competency, and multicultural teaching knowledge and skills among CEs, utilizing CRT as a theoretical framework to understand how these predictors contribute to MTC. The findings reveal a complex pattern of relationships that both support and challenge existing assumptions in the multicultural counseling literature. This study contributes to the growing body of research on multicultural teaching competency in counselor education by examining the complex relationships between individual traits, professional experiences, and institutional structures in shaping multicultural teaching knowledge and skills. The findings encourage the field to move beyond simple assumptions about overall competency development. Instead, they promote more detailed understandings that consider systemic and environmental factors influencing how multicultural teaching knowledge and skills are acknowledged, validated, and demonstrated within educational institutions by CEs.

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APPENDICES

Appendix A

Demographic Questionnaire

Thank you for participating in the study. Please complete the following demographic questionnaire. This survey is designed to better understand you as a participant. Your responses are strictly confidential and will only be used for the purpose of this research study at Georgia State University. The survey in total should take roughly 10-15 minutes to complete.

Question 1:

What is your age in years?

Question 2:

Which option(s) best describe the racial/ethnic group with which you identify?

- Biracial/Multiracial
- Black
- African American
- Hispanic or Latino/a/x
- Middle Eastern
- Asian or Asian American
- Native Hawaiian or Pacific Islander
- White/European
- Native American or Alaskan Native
- Self defined: _____
- Prefer not to say.

Question 3:

Which option(s) best describe your gender identity?

- Non-binary
- Genderqueer/GNC
- Transgender Male
- Transgender Female
- Cisgender Male
- Cisgender Female
- Self-define: _____
- Prefer not to say.

Question 4:

Which options(s) best describe your sexual orientation?

- Lesbian
- Gay

- Bisexual
- Queer
- Pansexual
- Asexual
- Heterosexual
- Self-define: _____
- Prefer not to say.

The following questions explore your professional identity demographics.

Question 6:

What year did you graduate or become grandparented into a PhD or EdD in Counselor Education & Practice?

Question 7:

Do you currently hold a state licensure (LPC, LPCC, etc.) in which to practice professional counseling?

Yes

No

Question 8:

Do you currently hold counseling/supervisory related certifications (i.e., CRC, RPT, CPCS, ACS, NCC, etc.)?

Yes

No

Question 9:

Have you ever taught a diversity/multicultural-specific course as the instructor of record?

Yes

No

Appendix B

This second survey is designed to better understand how you think about clinically working with clients. The goal of the questions below is to read the question carefully and then choose a response based on how much you might agree or disagree with a statement. (MCHS)

Question 1: I am comfortable asking my clients' questions about their cultural experience.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 2: I seek to learn more about my clients' cultural background.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 3: I believe that learning about my clients' cultural background will allow me to better help my clients.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 4: I seek feedback from my supervisors when working with diverse clients.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 5: I incorporate feedback I receive from colleagues and supervisors when I am faced with problems regarding cultural interactions with clients.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree

- Strongly Agree

Question 6: I am known by colleagues to seek consultation when working with diverse clients.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 7: I ask my clients about their cultural perspective on topics discussed in session.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 8: I ask my clients to describe the problem based on their cultural background.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 9: I ask my clients how they cope with problems in their culture.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 10: I wait for others to ask about my biases for me to discuss them.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 11: I do not necessarily need to resolve cultural conflicts with my clients in counseling.

- Strongly Disagree
- Disagree

- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 12: I believe the resolution of cultural conflict in counseling is the client's responsibility.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 13: I enjoy learning from my weaknesses.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 14: I value feedback that improves my clinical skills.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Question 15: I evaluate my biases.

- Strongly Disagree
- Disagree
- Slightly Disagree
- Slightly Agree
- Agree
- Strongly Agree

Appendix C

This third survey is designed to better understand how you access your own competence and effectiveness as a social justice change agent. Respond to the following statements as honestly and accurately as possible. (ACSA)

Question 1: I tend to focus on problems within the client/student less than their strengths and resources.

- Almost Always
- Sometimes
- Almost Never

Question 2: I am comfortable with negotiating for relevant services on behalf of clients/students.

- Almost Always
- Sometimes
- Almost Never

Question 3: I alert community or school groups with concerns that I become aware of through my work with client/students.

- Almost Always
- Sometimes
- Almost Never

Question 4: I use data to demonstrate urgency for systemic change.

- Almost Always
- Sometimes
- Almost Never

Question 5: I prepare written and multimedia materials that demonstrate how environmental barriers contribute to client/student development.

- Almost Always
- Sometimes
- Almost Never

Question 6: I distinguish when problems need to be resolved through social advocacy.

- Almost Always
- Sometimes
- Almost Never

Question 7: It is difficult for me to identify whether social, political and economic conditions affect client/student development.

- Almost Always
- Sometimes
- Almost Never

Question 8: I am skilled at helping clients/students gain access to needed resources.

- Almost Always
- Sometimes
- Almost Never

Question 9: I develop alliances with groups working for social change.

- Almost Always
- Sometimes
- Almost Never

Question 10: I am able to analyze the sources of political power and social systems that influence client/student development.

- Almost Always
- Sometimes
- Almost Never

Question 11: I am able to communicate in ways that are ethical and appropriate when taking on issues of oppression public.

- Almost Always
- Sometimes
- Almost Never

Question 12: I seek out and join with potential allies to confront oppression.

- Almost Always
- Sometimes
- Almost Never

Question 13: I find it difficult to recognize when client/student concerns reflect responses to systemic oppression.

- Almost Always
- Sometimes
- Almost Never

Question 14: I am able to identify barriers and impede the well-being of individuals and vulnerable groups.

- Almost Always
- Sometimes
- Almost Never

Question 15: I identify strengths and resources that community members bring to the process of systems change.

- Almost Always
- Sometimes
- Almost Never

Question 16: I am comfortable developing an action plan to make systems changes.

- Almost Always
- Sometimes
- Almost Never

Question 17: I disseminate information about oppression to media outlets.

- Almost Always
- Sometimes
- Almost Never

Question 18: I support existing alliances and movements for social change.

- Almost Always
- Sometimes
- Almost Never

Question 19: I help clients/students identify external barriers that affect their development.

- Almost Always
- Sometimes
- Almost Never

Question 20: I am comfortable with developing a plan of action to confront barriers that impact client/students.

- Almost Always
- Sometimes
- Almost Never

Question 21: I assess my effectiveness when interacting with community and school groups.

- Almost Always
- Sometimes
- Almost Never

Question 22: I am able to recognize and deal with resistance when involved with systems advocacy.

- Almost Always
- Sometimes
- Almost Never

Question 23: I am able to identify and collaborate with other professionals who are involved with disseminating public information.

- Almost Always
- Sometimes
- Almost Never

Question 24: I collaborate with allies in using data to promote social change.

- Almost Always
- Sometimes
- Almost Never

Question 25: I assist client/students with developing self-advocacy skills.

- Almost Always
- Sometimes
- Almost Never

Question 26: I am able to identify allies who can help confront barriers that impact client/student development.

- Almost Always
- Sometimes
- Almost Never

Question 27: I am comfortable collaborating with groups of varying size and backgrounds to make systems change.

- Almost Always
- Sometimes
- Almost Never

Question 28: I assess the effectiveness of my advocacy efforts on systems and its constituents.

- Almost Always
- Sometimes
- Almost Never

Question 29: I assess the influence of my efforts to awaken the general public about oppressive barriers that impact client/students.

- Almost Always
- Sometimes
- Almost Never

Question 30: I lobby legislators and policy makers to create social change.

- Almost Always
- Sometimes
- Almost Never

Appendix D

This final survey is designed to better understand how you think about working with students in the classroom. In the questions below, the goal is to read the question carefully and then choose a response for how much you might agree or disagree with a statement. (MTCS)

Question 1: _ I plan many activities to celebrate diverse cultural practices in my classroom.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 2: I understand the various communication styles among different racial and ethnic minority students in my classroom.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 3: I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 4: I have a clear understanding of culturally responsive pedagogy.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 5: I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree

- Moderately Agree
- Strongly Agree

Question 6: I plan school events to increase students' knowledge about cultural experiences of various racial and ethnic groups.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 7: I am knowledgeable about racial and ethnic identity theories.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 8: My curricula integrate topics and events from racial and ethnic minority populations.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 9: I am knowledgeable of how historical experiences of various racial and ethnic minority groups may affect students' learning.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 10: I make changes within the general school environment so racial and ethnic minority students will have an equal opportunity for success.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 11: I am knowledgeable about the particular teaching strategies that affirm the racial and ethnic identities of all students.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 12: I rarely examine the instructional materials I use in the classroom for racial and ethnic bias.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 13: I integrate the cultural values and lifestyles of racial and ethnic minority groups into my teaching.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 14: I am knowledgeable about the various community resources within the city that I teach.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 15: I often promote diversity by the behaviors I exhibit.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Question 16: I establish strong, supportive relationships with racial and ethnic minority students.

- Strongly Disagree
- Moderately Disagree
- Slightly Disagree
- Slightly Agree
- Moderately Agree
- Strongly Agree

Appendix E

Georgia State University Department of Counseling and Psychological Services Recruitment Email

Greetings Counselor Educator,

I am Hannah “Carter” Carter, a doctoral candidate at Georgia State University. I am conducting the following quantitative research study to fulfill the requirements for my dissertation (H25538). The purpose of this study is to investigate the factors that impact counselor educators' multicultural teaching competence.

You have been randomly selected to participate in this research study, as you appear to meet the eligibility criteria outlined below.

Eligible criteria:

- 18+ years old; and
- Must identify with all the following:
 - A **Counselor Educator** (holds a PhD or similar; teaching/supervising master's or doctoral counseling students; any employment status qualifies, e.g., clinical, full professor, tenure, non-tenure, etc.)
 - Be **full-time** (or core faculty)

Participation involves completing a **10–15-minute online survey**, which includes a set of demographic questions followed by a survey containing 77 items. If you meet the criteria and are interested in completing the survey, then I invite you to use the following Qualtrics link:

https://gsu.qualtrics.com/jfe/form/SV_dbNCPUkAePTc9dc

As an incentive for participation, all participants can enter their email to **receive a \$5 e-gift card**. Please note that email addresses will not be linked to your responses.

(The gift card is to Charis Books & More, which is a Queer, woman-owned, feminist, independent bookstore based in Atlanta, GA. They are dedicated to working for social justice and encourage the expression of diverse and marginalized voices. Their link can be found [HERE](#).)

Participation is entirely voluntary, and your answers will be anonymous.

If you have any questions or concerns regarding this research project, please do not hesitate to email me at hcarte5@student.gsu.edu or contact my dissertation chair, Dr. Erin Mason, at emason15@gsu.edu.

I greatly appreciate your time and participation!

With immense gratitude,

Hannah "Carter" Carter, M.S., CRC, NCC

Doctoral Candidate

Georgia State University