

## Multicultural Training in CACREP Counselor Education Programs: A Survey

Michael Brooks<sup>1</sup>, Taehee Kim<sup>1</sup>, Pamela Moye<sup>1</sup>, Sonya Oglesby<sup>1</sup> & Brenden Hargett<sup>1</sup>

<sup>1</sup>North Carolina A&T State University, USA.

Correspondence: Michael Brooks, School of Education, North Carolina A&T State University, Greensboro, NC., USA.

Received: July 29, 2015

Accepted: August 14, 2015

Available online: August 25, 2015

doi:10.11114/ijsss.v3i6.985

URL: <http://dx.doi.org/10.11114/ijsss.v3i6.985>

### Abstract

Fifty-seven, Council for Accreditation of Counseling & Related Educational Programs (CACREP), doctoral programs were invited to participate in a survey. The researchers wanted to know the extent to which multicultural issues were addressed in coursework, practicum, and scholarship, as well as faculty members who participate in multicultural professional development, teaching, supervision, and research. Results show that the majority of programs surveyed have at least one multicultural course. Although junior faculty were more involved in all areas of multicultural training, where senior faculty were involved, additional multicultural courses were required and a subspecialty was available.

**Keywords:** Multiculturalism, counselor education doctoral programs, affirming diversity

### 1. Introduction

In 1991, the Association for Multicultural Counseling and Development (AMCD) established and approved a document detailing the need for a multicultural perspective in counseling (Sue, Arrendondo, & McDavis, 1992). The Professional Standards committee proposed thirty-one multicultural counseling competencies for adoption as a standard for curriculum reform and training of helping professionals (Note: published in *ACA Journal of Counseling and Development* and *Journal of AMCD*, 1992). Hope I. Hills and Anne L. Stozier (1992) conducted research on the inclusion of multicultural curricula in American Psychological Association (APA) approved counseling psychology programs. Forty-nine counseling psychology program directors submitted survey results regarding the implementation of multicultural coursework, practicum, and research as a part of their curricula.

Hills and Stozier (1992) suggested future research be conducted every 5 to 10 years to assess the changes in APA programs; and creative ways for other programs to expand their multicultural focus. An in depth study was suggested. Such a study would describe the course syllabi and content as well as the experiences of faculty members who taught multicultural courses. Perhaps the purpose of the thorough would be to follow up and possibly analyze the commitments to multicultural pedagogy at a more fractional level.

The current literature does not reveal such a check and balance inquiry of Counselor Education program's display of multicultural instruction and scholarship facilitation at the doctoral level (Hills & Stozier, 1992). Therefore, this study aimed to determine the degree to which Counselor Education Ph. D. programs synthesized multiculturalism throughout their curriculums as well as the extent to which these same programs affirmed diversity.

#### 1.1 Literature Review

Literature reflects that as the population grows and becomes more diverse, so does the crucial need for counselors to be culturally competent (Gusheu, Constantine, & Sciarra 2008; McRae, & Johnson, 1991; Vontress, 2001). Sue (1991) suggested by the year 2010, racial and ethnic minorities would become a numerical majority with White Americans constituting 48% of the population (Sue, Arrendondo, & McDavis, 1992). To be competent when working with clients of color or clients who are culturally different, Sue, Arrendondo, and McDavis (1992) suggested the American Counseling Association (ACA) take a proactive stance in incorporating standards of practice which reflect the diversity of our society. "Recent literature suggests that the academic success of students of color is due in part to higher education institutions with knowledge, understanding, and cultural sensitivity, as well as responsive pedagogy and activities which integrate cultural differences" (Strayhorn, 2007).

There have been numerous conferences held by the ACA, the American Psychological Association (APA), and other

government-sponsored events where the lack and inadequacy of training programs in dealing with racial, ethnic, and cultural matters were noted. The Association for Counselor Education and Supervision Commission on Non-White Concerns, the Austin Conference 1975, Dulles Conference 1978, National Conference on Graduate Education in Psychology 1987, and President's Commission on Mental Health 1978 Vail Conference all addressed the inadequacy of training programs surrounding issues of race, ethnicity, and cultural matters (Hills, 1992).

In 2001, Arrendondo, D'Andrea and Ivey developed the guidelines for culturally competent practice. These guidelines were centered on the principals of awareness, knowledge, and skills. More specifically, professionals must recognize the necessity to commit to developing and maintaining cultural expertise and a culture-centered practice. Helping professionals must also commit to increasing knowledge concerning multiculturalism as a base of their psychological practice. This is accomplished by learning about racial/cultural identity development theories, non-Western practices, and cultural groups' history and how this history may be associated with different worldviews. Lastly, the guidelines urge counselors to apply their culturally proficient awareness and refined knowledge in effective multicultural practices. Utilization of these skills are observed when a counselor works as an agent of social change, receives on-going feedback pertaining to social competencies, and critiques traditional interventions and theories with regards to cultural applicability (Flores & Heppner, 2002).

### *1.2 Graduate Programs and Faculty*

Graduate programs with a course or courses on multicultural counseling are sometimes treated as ancillary and not an integral part of counseling (Arrendondo-Dowd & Gawelek, 1992). It has also been recommended that training programs make attempts to incorporate competencies and guidelines into their training of vocational counselors (Flores & Heppner, 2002). However, there has been no published report on how to comprehensively and systemically implement and integrate multiculturalism into a counseling program (Locke, D. C., & Parker, L. D. 1994; Stadler, Suh, Cobia, Middleton & Carney, 2006). Unfortunately, program professionals put more emphasis on other counseling requirements with cultural diversity needs being minimally met. Additionally, junior-level or newer faculty members primarily teach courses on multiculturalism (Alexander & Moore, 2008). These faculty members were known to be overwhelmed during the first two or three years of employment and these newer faculty members generally need time to gain teaching experience as well as time to establish their scholarship interest (APA, 2003). The result of coupling a young "inexperienced" professor with a provocative and controversial subject like multiculturalism leads to the blurring of serious concepts and foundational philosophic material (i.e. failure to have concrete distinction between multiculturalism and diversity; Vontress & Jackson, 2004). The above scenario possibly leads to cultural differences being taught from an intellectual perspective without regard for social issues such as oppression, discrimination, or racism. Most counselors do not have enough experience or training, to feel confident or comfortable working with various populations of racial and ethnic minorities (Ahmed, Wilson, Henriksen, & Jones, 2011). Although little is known regarding clinicians' actual practices, less is known about what clinicians believe constitutes multicultural competence (Lopez & Hernandez, 1986; Ramiez, Wassef, Paniagua, & Linskey, 1996; Zayas, Torres, Malcom & DesRosiers, Hansen, et al., 2006). It is critical that practitioners, administrators, and educators facilitate multicultural skill building and increase their overall knowledge base (Butler, 2003). If the helping profession is to become more multiculturally competent, there must be a stronger emphasis placed on institutional and organizational change in the direction cited above (Butler, 2003). In a study done by Torres-Rivera, Phan, Maddux, Wilbur, and Garrett (2001), they found that many counselor educators who left their training sessions often did not have the knowledge and skill to work effectively with their multicultural clients. Therefore, once they got out into the counseling workforce, they were unable to relate well to their clients or students because of their lack of understanding and skill in working with multicultural people. This suggests that counseling programs need to offer more multicultural courses and possibly a curriculum modification to expose students to multicultural issues, scholarship and worldviews. Counselors can comfortably work with multicultural populations if they have been exposed to them both through coursework and training. The most logical place to embed such knowledge is at the master and doctoral training levels. Accredited masters programs are required to meet multicultural standards. Evidence of meeting these standards is customary in the accreditation and reaccreditation processes. However, multicultural competencies and standards for counselor education (doctoral) programs are a growing concern (Speight, Thomas, Kennel, & Anderson, 1995). Since counseling faculty will more than likely come through a Counselor Education program, it would seem logical to have multicultural standards in place. Graduate education programs in the 1970's provided minimal instructional requirements for the study of racial and ethnic minority groups. Studies in the late 1980's revealed an increasing emphasis in this area revealing that 89% of master's counseling programs are now providing a multicultural focused course (Hills & Strozier, in press). Within the last decade, there has been an increased emphasis placed on experiential learning as a way of bridging theory and practice within the multicultural counseling realm and promoting self-awareness (Achenbach & Arthur, 2002). In using experiential activities, counseling trainees are able to have a multicultural experience within the realms of race, ethnicity, and gender. It can enable counseling

trainees to confront and overcome racial and ethnic biases. By being able to offer firsthand experiences to counseling trainees, they seem to become more engaged and therefore achieve the educational objectives (Achenbach & Arthur, 2002; Kim & Lyons, 2003). When students participate in experiential activities, they experience both cultural similarities and differences. Experiential learning also goes beyond cognitive learning and challenges them to think about cultural contexts that may influence their behavior or attitudes about certain racial or ethnic groups. This, in turn, can enable them to reflect upon their own behavior, attitudes, or beliefs both in their personal and professional role. It is evident while master's counselor education programs are providing courses focused on multiculturalism, there is little information about the multicultural focus at the doctoral level. Multicultural issues are marginalized in most school counseling textbooks and in applied practice (Butler, 2003). Given the status quo, the researchers still wonder: What is the commitment level of departments to provide a sound basis for delivery and training in the field of counseling on multiculturalism to future counselor educators? Is there an opportunity for cultural self-reflection/awareness by future counselor educators? What is the most effective pedagogy for teaching multiculturalism to future counselor educators? Counselor Education doctoral programs accredited by The Council for Accreditation of Counseling & Related Education Programs (CACREP) were surveyed. Questions were specifically designed to inquire about curriculum and teaching structure regarding multicultural education and support to faculty who teach multicultural courses.

## 2. Method

In order to answer the above research questions, the researchers utilized the survey method. The survey design provides a numeric description of trends, attitudes or opinions of the population by studying a sample of that population (Creswell, 2014). The survey was the preferred method due to the economical design using electronic systems, which provides a rapid turnaround time for data collection, and is able to identify attributes of a large population from a small sample size (Creswell, 2014). The survey was cross-sectional, allowing data to be collected at one point in time. Data collection was self-administered online using survey monkey. A survey was sent to the directors of all doctoral counselor education and supervision programs approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As of March 2015, there were 57 programs that met this criterion. To increase the possibility of respondents answering openly, we assured them anonymity. The universities were called prior to receiving the survey in order to obtain contact information of the director authorized to make multicultural curriculum decisions. A couple of weeks later, a second copy of the survey, with a reminder email, was sent to those programs that had not responded to the first request. At the end of April, researchers made telephone calls to those remaining programs that had not submitted results or had failed to deny our request to participate. The telephone calls were made to the remaining schools and updated every week for the next several weeks. The researchers ceased collecting data on the first day of June. At the end of the data collection period, seventeen (17) or 30 (29.80) % of programs returned their answers. There were a total of eight questions in the survey; three of them had subquestions. Since most of the questions (seven of eight questions) were categorical variable, the results were reported using the descriptive statistics of percentages or using Chi-square goodness of fit. There was only one question using Likert scale with three separate subquestions to measure attitudes of faculty about the importance of multicultural coursework, practice, and research in students' training respectively. The results of the Likert scale were reported using descriptive statistics with mean and standard deviation.

### Instrument

The questionnaire used was adopted and approved for use from Hope I. Hills, who developed the survey along with Anne L. Strozier (Hills & Strozier, 1992). The instrument was the primary method of collecting data in the article, *Multicultural Training in APA-Approved Counseling Psychology Programs: A Survey*. This study focused on multicultural issues addressed in coursework, practice, and research within counseling psychology programs accredited by the American Psychological Association (Hills & Strozier, 1992). The Hope, Strozier questionnaire was modified for use within Counseling Education programs accredited by CACREP. In terms of modification of the questionnaire, there was one area that was no longer applicable for the current counseling programs. The participating programs were already accredited by CACREP; therefore, the area on the perceived amounts and kinds of pressure that the programs were experiencing from various sources to develop coursework and research was not included in the current survey.

The questionnaire addressed the following areas: (a) the existence or development of coursework and practice in the area of multicultural knowledge and skills (b) the numbers of faculty by rank who were involved in teaching, supervising, researching, and attending workshops dealing with multicultural issues; (c) faculty attitudes about the importance of multicultural coursework, practice, and research in students' training; and (d) demographic information regarding the number of faculty and the number of ethnic minorities of faculty at various ranks and number of master's and doctoral students and numbers of ethnic minorities of master's and doctoral students (Hills & Strozier, 1992).

## 3. Results

The purpose of this study was to determine the extent to which Counselor Education Ph. D. programs synthesize

multiculturalism throughout their curriculums as well as the extent to which they affirm diversity. By the end of the data collection period, the final rate of return was 30 (29.80) % (17 of the 57 programs). In order to determine the extent to which the respective programs valued diversity, questions were grouped into the following six areas: Coursework, Faculty expertise in Multicultural aspects, Faculty activities, Importance of Multicultural training, Faculty in Counselor Education Programs, and Students in Counselor Education programs. The authors descriptively analyzed the data. However, regarding the area on the Faculty Activities, it was analyzed using Chi-square goodness of fit in order to examine the difference in level of involvement in each activity across different ranks of faculty. Because some of the programs failed to respond to all of the questions, the following areas contain the results from respondents for the respective area.

### *3.1 Coursework*

Of the responding programs, 87.5% (14 of the 16 programs) offered courses focusing primarily on multicultural knowledge and skills. These courses include: Cross-Cultural Counseling, Multicultural Counseling, Advanced Social Justice & Diversity, Multicultural: LGBT, Gender, Spirituality, Multicultural issues in Counselor Education & Supervision, Counseling culturally diverse clients, Multicultural issues in counseling, Cross-cultural issues in counseling, Cross-cultural counseling, Foundations of professional counseling, Legal & ethical issues, Group Counseling, Multicultural counseling: Race and Psychology, Teaching in Higher Education, Ethics and Professional Development, Counseling Specific Seminar & Advanced Clinical Practice, Orientation to the Profession, Pedagogy, Supervision, Advanced Practice, Advanced Theories, and Research Design. All of the responding programs (16 of the 16 programs) currently have courses, which include units on multicultural knowledge and skills. These courses include: Advanced Transcultural Counseling and Advanced Multicultural Counseling. However, none of the programs (16 of the 16 programs) are currently developing a multicultural course and/ or practicum. Also, 12 of the 16 programs (75%) do not have specific multicultural courses for their students to take as part of their doctoral studies. Fifteen programs (15 of 17 programs), 88.2% required at least one multicultural course to complete the doctorate. As previously stated, these courses include Advanced Transcultural Counseling and Advanced Multicultural Counseling. Of those responding, in 47.1% (8 of 17) programs, doctoral students are able to create a subspecialty in cross-cultural counseling/counselor education in their program. Programs that allow a subspecialty stated that normally these are designed in collaboration with the advisor or the student's doctoral committee. Students may also use elective classes, practicum, and internship to create cross-cultural cognates.

### *3.2 Faculty Expertise in Multicultural Aspects*

According to the respondents, department of leaders on the program as a whole, all respondents (16/16) agreed that their faculty members are developing professional expertise in this area. Fourteen out of sixteen (87.5%) respondents made comments about how they are developing their expertise in multicultural aspects. Areas of expertise are being developed through teaching experience, training, and research as well as through publishing and presentations. Faculty are involved in clinical practice, supervision and are members on boards of multicultural associations or serve on national committees related to multicultural topics. However, only 12.5% (2 out of 16 respondents) thought that they do not receive active support to teach, conduct research, and develop an expertise in multiculturalism while 87.5% (14 out of 16 respondents) thought that they receive active support for those activities. The majority of respondents stated that supports were provided through encouragement of pursuing research agendas with support from university funding. Additional supports noted were developed through encouraging staff to become involved with multicultural counseling activities and through dissertation and practicum support.

### *3.3 Faculty Activities*

The total number of faculty members who were involved in teaching multicultural content, supervising practicum with specific multicultural experience, pursuing minority-related research, and attending seminars and workshops focusing on multicultural issues were 126 within 14 programs. To determine difference in level of involvement in each activity among ranks of professors, a chi-square test for goodness of fit for each activity was used. The following are the null hypotheses: there are no differences across the faculty ranks in terms of level of involvement of teaching (table 1.); supervising (table 2.), researching (table 3.), and attending workshops (table 4.) from what would be expected by chance. Since there are four different ranks of faculty, it was expected that one-fourth of the faculty members would fall in each of the categories. Even though observed frequency of one of the categories in researching and workshops activities are less than 5, the expected frequency in each category was still more than 5 in researching and workshops. Therefore, assumptions for Chi Square are met, and four separate chi-square of goodness of fit were used to analyze the differences across ranks of professors. The four tables (Table 1-4) presented the observed frequencies in each activity for each rank and the expected frequencies.

Table 1. Frequencies of Ranks of Faculty in Teaching Multicultural Content

	Full	Associate	Assistant	Adjunct
Observed frequency	19	29	33	20
Expected Frequency	25.25	25.25	25.25	25.25

$$\chi^2 = 5.57, (n=101), df=3, p = .134$$

The goodness-of-fit results,  $\chi^2 (3, n = 101) = 5.57$ , indicated no statistical difference in frequencies among faculty by ranks in teaching multicultural content.

Table 2. Frequencies of Ranks of Faculty in Supervising Practicum with Specific Multicultural Experience

	Full	Associate	Assistant	Adjunct
Observed frequency	13	26	26	10
Expected Frequency	18.8	18.8	18.8	18.8

$$\chi^2 = 11.45^*, (n=75) df=3, p < .05$$

The goodness-of-fit results,  $\chi^2 (3, n = 75) = 11.45$ , showed that there was statistical difference in faculty by ranks in supervising practicum with specific multicultural experience. Based upon the observed frequencies, it appears that the number of associate and assistant faculty members is higher than that of other ranks of faculty members in terms of supervising practicum with specific multicultural experience.

Table 3. Frequencies of Ranks of Faculty in Pursuing Minority-Related Research

	Full	Associate	Assistant	Adjunct
Observed frequency	15	22	14	0
Expected Frequency	12.75	12.75	12.75	12.75

$$\chi^2 = 19.98^*, (n=51) df=3, p < .05$$

The goodness-of-fit results,  $\chi^2 (3, n = 51) = 19.98$ , indicated statistical difference in frequencies among faculty by ranks in conducting minority-related research. Based upon the observed frequencies, it appears that the numbers of associate faculty members are higher than that of other ranks of faculty members in terms of conducting minority-related research.

Table 4. Frequencies of Ranks of Faculty in Attending Seminars and Workshops Focusing on Multicultural Issues

	Full	Associate	Assistant	Adjunct
Observed frequency	17	28	23	3
Expected Frequency	17.75	17.75	17.75	17.75

$$\chi^2 19.761^*, (n=71) df=3, p < .05$$

The goodness-of-fit results,  $\chi^2 (3, n = 77) = 9.494$ , indicated that there was statistical difference in faculty by ranks in attending workshops focusing on multicultural issues. Based upon the observed frequencies, it appears that the number of associate and assistant faculty members is higher than that of other ranks of faculty members in terms of attending seminars and workshops focusing on multicultural issues.

According to the results of the chi-square test for each activity, test statistics for three activities, supervising practicum with specific multicultural experience, conducting minority-related research, and attending seminars and workshops focusing on multicultural issues, were statistically significant. Based on observed frequency, associate and assistant professors appear to do more supervising ( $\chi^2(3) = 9.494, p < .05$ ) and attending workshops ( $\chi^2(3) = 19.76, p < .01$ ) related to multicultural issues than other ranks of faculty members do, and associate professors appears to do more conducting minority-related research ( $\chi^2 (3) = 19.98, p < .05$ ). However, there were not statistically significant

differences among ranks of faculty members in their teaching related to multicultural issues.

### *3.4 Importance of Multicultural Training*

Faculty members answered the degree of importance to provide curriculum and training experiences that prepares their students to be competent in counseling/psychotherapy with multicultural clients, to conduct research concerning multicultural issues, and to be multicultural competent counselor educators. The Likert scale (1=not important at all and 7=very important) was used for all three questions. The results of descriptive statistics showed that preparing students to counsel with multicultural clients ( $M=6.81$ ,  $SD=0.40$ ) and to be multicultural competent counselors ( $M=6.67$ ,  $SD=0.61$ ) were judged more important than training them to do research concerning multicultural issues ( $M=5.81$ ,  $SD=1.10$ ).

Furthermore, using the categorical variable with three response options, they were asked whether they see any change in the attitudes of faculty about the importance of multicultural curricula. Forty six per cent (7/15) of respondents reported there was a change while 26.7% (4/15) and 26.7% (4/15) reported either they didn't see any changes or the attitudes remained the same.

### *3.5 Faculty in Counseling Education Programs*

Overall, 14 of the 17 respondents answered the question. Including all the adjunct and instructors, the total number of faculty members totaled 153. Thirty five point two nine per cent (35.29%) of all faculty members (54/153) were considered as minority. Consequently, 19.10 % of all faculty members (30/153) were full professors, and minority full professors totaled 6.53 % of the entire faculty members (10/153). Additionally, 28.75% of the total faculty members (44/153) were associate professors and 11.11% (17/153) were minority associate professors. Eighteen point nine per cent (18.9%) of the total (29/153) were assistant professors and 7.84% (12/153) were minority assistant professors. Finally, 32.67% of the total were adjunct professors (50/153), and 12.41% (19/153) were minority adjunct professors.

#### *Students in Counseling Education Programs*

In 13 of the 17 programs, the total number of master students in counselor education programs is 1886 while the total number of doctorate students in counselor education programs is 589. In the 13 programs, multicultural and ethnic minority populations are represented in their Counselor Education student body. The representation of these group consists of African American, Latino, Asian, Indian, Turkish, Gay, Lesbian, International, Disabled, and nontraditional students. Only 4 of 18 programs responded on the question of how many minority students are enrolled in their programs, and in the four programs, the number of minority students is 39.

## **4. Discussion**

The results of this study present a generally positive picture of the state of multicultural counseling training in CACREP accredited Counselor Education training programs. Only two of the reporting programs stated there were no units devoted to multicultural content in their curriculum. However all of the programs reported having dedicated units to multicultural content in their curriculum. In 88% of the programs, students were required to take at least one multicultural course to receive their doctorate, and in 47% of the reporting programs, students are able to plan a multicultural subspecialty. Also, it appears these new faculty members are earning tenure. This fact supports the additional result indicating newer faculty from all ethnic groups are significantly more active in multicultural training and research than are their senior colleagues.

The results of this study revealed a statistically significant difference between assistant, associate, full professors and other faculty who provide supervision related to multicultural issues. More specifically, associate and assistant professors supervise more in relation to multicultural issues than other ranks of faculty members. The most noteworthy cause of this significant finding is possibly due to low numbers of available full professors. Assistant and associate professors make up 46% of the programs surveyed. Also, associate/assistant professors are the preferred group to supervise clinical experiences (Collins, S., Arthur, N., & Wong-Wylie, G., 2010). Full professors typically have their time divided between a very limited teaching load and their scholarship or administrative duties.

The results revealed significance in terms of the frequency of associate professors conducting minority-related research. When noting the differences among faculty by rank, associates were higher than other ranks (assistant and full) in terms of faculty who are conducting minority-related research. This finding is somewhat consistent with the current literature. Tuner, Gonzalez and Wood (2008) analyzed 20 years of literature addressing the status and experience of faculty of color in academe. One of the themes from their analysis indicated the need for departments to recognize the underlying message conveyed to new faculty of color that devalue their research and writing. New faculty members are not always encouraged or given the opportunity for individual expression. Once a faculty member earns tenure, they have a stronger sense of job security and are therefore empowered to exercise their liberties and publish in areas that may be perceived as risky (Aguirre, 2000).

It is also noteworthy to report on the significant findings regarding the attendance of faculty at workshops related to multicultural issues. Associate and assistant professors were more involved than full professors in attendance at activities related to multiculturalism. As stated in the above, full professors, at research universities, typically spend the majority of their time conducting research, pursuing extramural funding, and carrying out administrative duties. Consistent with Hills and Strozier (1992) the results of the current study suggest assistant professors carry much of the burden of multicultural activities. Hills and Strozier went on to say that programs attract and obtain new faculty by including multicultural training in their curriculum as well as fulfilling accreditation standards.

#### 4.1 Limitations and Recommendations for Future Research

There were limitations identified by the researchers. First, the low response rate could pose a risk due to the data not being completely representative of the target population. Additionally, a low response rate could give rise to sampling bias if the non-responses are unequal among the participants regarding exposure and/or outcome (Creswell, 2014). Lastly, the current studies low response rate substantiates the need to reevaluate CACREP programs with Counselor Education PhD programs during a full academic year for a better representative target population. Although there are documented cases where low response rates had no effect on survey quality (Curtin et al, 2000), and even some lower response rates yielded more accurate measurements than did surveys with higher response rates (Visser, Krosnick, Marquette, Curtin, 1996), higher response rates (typically above 80%) are preferred because the missing data is not random.

Second, the overall low number of participants was also a limitation to this inquiry; all of the CACREP programs with Counselor Education Ph.D. programs were not represented. It is obvious that our results are biased in favor of programs with persons willing to respond and reveal their strengths and weaknesses in multicultural training (Hills & Strozier, 1992). Not having a large participant group may be a reflection on a host of societal and systemic issues with regard to the period of time the survey was initiated (during the summer months) when faculty are usually off contract and away from campus. The subject of multicultural curriculums can often be a sensitive topic. Discussing curriculum can be a delicate topic, especially to programs that are doing little to nothing to affirm, discuss, research, or promote multiculturalism. To obtain a more sizable survey participant sample, it may be wise to make face-to-face contact or not initiate research protocol procedures until a conversation with a program administrator can occur. A larger sample size would have been more representative of this population and consequently, the findings more trustworthy. However, investigators reported robust statistical significance, which suggests the findings were not produced by random chance.

Overall, the results of this study offer some insight supporting the efforts being made to include material and coursework on ethnic diversity within Counselor Education doctoral programs. The results speak to the programs' determination in attracting faculty and students from ethnically diverse backgrounds. Efforts and strategies emphasized in this study (research, workshop, conferences, financial support, programmatic planning and collegial encouragement) are crucial in order to successfully include multicultural training in programs designed to train counselors, and to notably increase the number of ethnically diverse student and faculty participation.

#### References

- Achenbach, K., & Arthur, N. (2002, Winter). Experimental learning: Bridging theory to practice in multicultural counseling. *Guidance and Counseling, 17*(2), 39-45.
- Aguirre, A. (2000). Women and minority faculty in the academic workplace: Recruitment, retention, and academic culture. *ASHE-ERIC Higher Education Report, 27*(6).
- Ahmed, S., Wilson, K., Henriksen, R., & Jones, J. (2011). What does it mean to be a culturally competent counselor? *Journal for Social Action in Counseling and Psychology, 3*, 17-28.
- Alexander, R., & Moore, S. E. (2008). The benefits, challenges, and strategies of African American faculty teaching at predominately white institutions. *Journal of African American Studies, 12*, 4-18.
- American Psychological Association (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologist. *American Psychologist, 58*, 377-402. <http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx+DOI>.
- Butler, K. (2003). Multicultural sensitivity and competence in the clinical supervision of School Counselors and School Psychologists. *The Clinical Supervisor, 22*, 125-141.
- Collins, S., Arthur, N., & Wong-Wylie, G. (2010). Enhancing reflective practice in multicultural counseling through cultural counseling. *Journal of Counseling & Development, 88*(3), 340-347.
- Creswell, J.W. (2014). Research design: qualitative, quantitative, and mix methods approaches.(4th ed.). Thousand Oaks, CA: Sage Publications.

- Curtin, R., Presser, S., & Singer, E., (2000). The effects of response rate changes on the index of consumer sentiment. *Public Opinion Quarterly* 64, 413-428.
- Flores, L. Y., & Heppner, M. J., (2002). "Multicultural career counseling: Ten essentials for training." *Journal of Career Development*, 28(3), 181-202.
- Hansen, N. D., Schwartz, A., Marshall, M., Kailis, D., Frazier, R., Burke, C., & Norvig, G.,(2006). Do we practice what we preach? An exploratory survey of multicultural psychotherapy competencies. *Professional Psychology*, 37(1), 66-74.
- Hills, H. I., & Stozier, A. L. (1992). Multicultural training in APA-approved counseling psychology programs: A survey. *Professional Psychology: Research and Practice*, 23(1), 43-51.
- Kim, B. S., & Lyons, H. Z. (2003). Experiential activities and multicultural counseling competence training. *Journal of Counseling and Development*, 81, 400-408.
- Laszloffy, T., & Habekost, J. (2010). Using experiential tasks to enhance cultural sensitivity among MFT trainees. *Journal of Marital and Family Therapy*, 36(3), 333-46. Retrieved from <https://sheba.ncat.edu/validate?url=/docview/734367201?accountid=12711>
- Locke, D. C., & Parker, L. D. (1994). Improving the multicultural competence of educators. In P.
- LoFrisco, B. M., & Osborn, D. S. (2012). Training culturally competent career counselors. *Career Planning and Adult Development Journal*, 28(1), 99-109. <https://sheba.ncat.edu/validate?url=/docview/1022445167?accountid=12711+DOI>.
- Loya, M. A., & Cuevas, M. (2010). Teaching racism: Using experiential learning to challenge the status quo. *Journal of Teaching in Social Work*, 30(3), 288-299. <http://dx.doi.org/10.1080/08841233.2010.497130+DOI>.
- Mcdowell, T., Storm, C. L., & York, C. D. (2007). Multiculturalism in couple and family therapy education: Revisiting familiar struggles and facing new complexities. *Journal of Systemic Therapies*, 26(4), 75-94.
- Pedersen, B., & Curly, J. C. (Eds.), *Multicultural counseling in schools: A practical handbook*, Boston: Allyn & Bacon, 39-59.
- Ponterotto, J. (1987). In search of multicultural competence within counselor education programs. *Journal of Counseling and Development*, 430-434.
- school counselors and school psychologists: A context for providing competent services in a multicultural society. the clinical supervisor, vol. 22(1), 125-141. retrieved from: [www. http://www.haworthpress.com/web/cs+doi](http://www.haworthpress.com/web/cs+doi).
- Speight, S. L., Thomas, A., Kennel, R. G., & Anderson, M. E. (1995). Operationalizing multicultural training in doctoral programs and internships. *Professional Psychology: Research And Practice*, 26(4), 401-406.
- Stadler, H. A., Suh, S., Cobia, D. C., Middleton, R. A., & Carney, J. S. (2006). Reimagining counselor education with diversity as a core value. *Counselor Education & Supervision*, 45, 193-206.
- Strayhorn, T. L. (2007). Educational aspirations of black millennials in college. *NASAP Journal*, 10(1), 20-34.
- Sue, D. W., Arrendondo, P., & McDavis, R. J., (1992). Multicultural counseling competencies and standards: A call to the profession. *Counseling and Development*, 70, 64-88.
- Torres-Rivera, E., Phan, L. T., Maddux, C., Wilbur, M. P., & Garrett, M. (2001). Process versus content: Integrating personal awareness and counseling skills to meet the multicultural challenge of the 21st Century. *Counselor Education and Supervision Journal*, 41, 28-40.
- Turner, C. D. V., Gonzalez, J. C., Wood, J. L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in High Education*, 1, 139-168.
- Visser, P. S., Krosnick, J. A., Marquette, J., & Curtin, M. (1996). Mail surveys for election forecasting? An evaluation of the Colombia Dispatch poll. *Public Opinion Quarterly*, 60, 181-227
- Vontress, C. E., & Jackson, M. I. (2004). Reactions to the multicultural counseling competencies debate. *Journal of Mental Health Counseling*, 26, 74-80.



This work is licensed under a [Creative Commons Attribution 3.0 License](https://creativecommons.org/licenses/by/3.0/).