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The Impact of Race-Ethnicity on Foreign-Born Students' Counselor Self-Efficacy and Acculturative Stress

Abstract

Foreign-born students are present in counselor education programs, yet limited research exists understanding how their race-ethnicity impacts their counselor self-efficacy or acculturative stress. This current investigation examined the effects of race-ethnicity on counselor self-efficacy and acculturative stress within a sample of 94 foreign-born counseling students (FBCSs). Results of a one-way MANOVA revealed that compared with Caucasian FBCSs, students who self-identified as Hispanic/Latinx, Asian/Pacific Islander, Black/African, and other reported significant changes in counselor self-efficacy and acculturative stress. These groups reported less counselor self-efficacy and higher levels of acculturative stress than Caucasian FBCSs, highlighting the importance of with-in group differences, such as race-ethnicity. Implications for counselor educators and supervisors, limitations, and recommendations for future research are provided.

Keywords

Foreign-born students, counselor self-efficacy, and acculturative stress.

Globalization and immigration changed the demographic profile of both clients and counselors in recent years. Counseling scholars offer clinicians information and tools to become more knowledgeable, aware, and sensitive during cross-cultural encounters with diverse clients including those who are foreign-born (Sue et al., 2019). Yet, less emphasis focuses on the diversity of counselors. Until recent years, limited research concentrated attention on foreign-born counseling students (FBCSs). *Foreign-born* is a term given to anyone who is not a U.S. citizen at birth, such as naturalized citizens, lawful permanent residents, international students, refugees, asylum seekers, and immigrants (U.S. Census Bureau, 2019).

A dearth of current information exists on FBCSs' program enrollment. Fourteen years ago, Ng (2006) provided the only descriptive study to date on this topic indicating that approximately 50% of programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) reported at least one international student enrolled in their program. To fill the void national and organizational data provide evidence of the prevalence, and possible increase, of FBCSs. According to the U.S. Census Bureau (2020), more than 44.9 million people living in the United States are foreign-born, representing 13.58% of the total population, which is an increase of 8.67% since 2013. Also, for the fourth consecutive year students of international origin surpassed the one million mark in 2019, increasing by 33.64% since the 2012-2013 academic year (Institute of International Education [IIE], 2019a). Graduate students made up almost 35% of this number. Recent reports also show over 70,000 international students enrolled in social sciences such as psychology and social service professions, a 6.04% increase from the 2015-2016 academic year (IIE, 2019b). Results from national surveys conducted with CACREP-accredited programs also reported an increase of graduate students who identified as non-resident aliens with 1.4% in 2017 in comparison to 0.89% in 2013 (CACREP, 2014; 2018).

Although the specific prevalence of this population is unknown, recent literature captures a need to further understand FBCSs' experiences. Foreign-born students in counseling and other related programs diversify the counseling profession and inevitably enhance cross-cultural training that increases the quality and access of mental health services (Interiano & Lim, 2018; Jang et al., 2014). Yet prior research clearly suggests that foreign-born students experience cultural clashes, language challenges, as well as relationship difficulties and discrimination from clients, peers, and supervisors in counselor education and supervision (Interiano & Lim, 2018; Interiano-Shiverdecker et al., 2019; Ng & Smith, 2009). Most of the research focused on particular factors that increased or decreased counselor self-efficacy, described as a clinician's beliefs about their ability to effectively counsel clients and perform counseling-related behaviors (Larson et al., 1992). Counselor self-efficacy has been of interest to scholars since it is positively associated with perceived problem-solving effectiveness, higher therapy outcome expectancies, and career satisfaction (Baggerly & Osborn, 2006; Kozina et al., 2010; Nilsson & Duan, 2007). Counselor characteristics (e.g., racial identity), supervisor and client variables (e.g., supervisory working alliance and client characteristics), and training environment variables (e.g., course requirements and the number of clients) are all believed to influence the development of counselor self-efficacy (Kozina et al., 2010). FBCSs report less counselor self-efficacy than their native counterparts due to several counselor variables such as language anxiety and acculturative stress that results from adapting to a new culture and educational system (Interiano-Shiverdecker et al., 2019; Li et al., 2018).

The studies put forth by these researchers highlighted a new set of voices, however a clearer understanding of how race-ethnic differences within this group impact counselor self-efficacy and acculturative stress remains unexplored. FBCSs are members of various racial, ethnic, gender,

sexual orientation, economic, disability, and religious groups, to list a few. Up to this point, scholars have explored FBCSs as a homogenous group without taking into consideration within-group differences such as race-ethnicity. Racial dynamics that characterize society at a broader level also enter the therapeutic dyad and counselor training (Sue et al., 2019). FBCSs may share similar experiences as a group but undergo different challenges based on their membership to a particular racial or ethnic group. The Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016) consider the salience of intersectional identities within counselors and clients and how dynamics of power and oppression impact the counseling relationship. Moreover, CACREP (2016) standards urge academic units to demonstrate systematic efforts to attract, enroll, and retain a diverse student body through an inclusive learning environment. Efforts to support this student population, therefore, requires an exploration that considers simultaneous identities and sheds light on FBCSs' race-ethnic differences in relation to counselor self-efficacy and acculturative stress.

Race and Counselor Self-Efficacy among Foreign-Born Students

Bandura (1977) defined self-efficacy as an individuals' confidence in their knowledge, ability, or skills to succeed at a given task and produce positive outcomes. Self-efficacy beliefs can function as major determinants of human action in that they affect the choice of behavior, duration of behavior, effort expenditure, persistence, emotional reactions, and thought patterns (Bandura, 1986). For example, people with higher self-efficacy beliefs will tend to be more self-asserting, experience anxiety as challenging rather than debilitating, and set challenging yet realistic goals. Researchers found that self-efficacy is an important component of counselor competence (Kozina et al., 2010; Larson, 1998). Specifically, counselor self-efficacy is an important measurement in

determining counselors' ability to assume their professional roles to counsel effectively and execute effective actions (Larson, 1998).

Among FBCSs, researchers have primarily focused on acculturation as a predictor of counselor self-efficacy, finding that students who assimilated more easily to American culture reported higher levels of counselor self-efficacy (Mori et al., 2009; Nilsson & Anderson, 2004; Nilsson & Duan, 2007). Acculturation refers to a complex process of balancing between two dimensions: heritage-culture maintenance (i.e., retention and commitment to heritage culture) and receiving-culture participation (i.e., participation and acceptance of receiving culture; Berry, 1997). However, acculturation of any type, whether voluntary or involuntary, is not a neutral process. It responds to arbitrary attitudes and values embraced by the dominant culture (Berry, 1997; Schwartz et al., 2010). To assume that all FBCSs, regardless of race, experience acculturation similarly and therefore develop counselor self-efficacy equally would dismiss complex dynamics of unequal power relationships neglecting the individual experience.

Thus, researchers examined other variables to gain a deeper understanding finding that the following could either promote or hinder counselor self-efficacy among foreign-born clinicians or counseling students: perceived prejudice and supervisors' multicultural competence (Kissil et al., 2015; Mori et al., 2009), individualistic values, a strong ethnic identity (Interiano-Shiverdecker et al., 2019), and language anxiety (Li et al., 2018). Kissil and colleagues (2015) found that perceived prejudice and supervisors' multicultural competence, not level of acculturation, was significantly associated with foreign-born therapists' counselor self-efficacy. Other researchers also reported variations on FBCSs' experiences in counselor education and supervision based on cultural origins. For instance, students from non-Western countries reported a higher sense of alienation and greater levels of cultural conflict than those from European and Western countries (Interiano

& Lim, 2018). Foreign-born students also reported disregard, minimization, and even discrimination by peers and faculty members based on cultural and language differences (Interiano & Lim, 2018; Kissil et al., 2015; Ng & Smith, 2009). In a qualitative study (Interiano & Lim, 2018), FBCSs from Iran, Turkey, and Venezuela reported more recent incidents of discrimination based on their physical features. Several researchers (Behl et al., 2017; Interiano & Lim, 2018; Kissil et al., 2015; Li et al., 2018; Sherry et al., 2009) discussed cultural and racial differences in several aspects of their counseling training suggesting that students from non-European countries faced higher stress levels, lower levels of peer acceptance, and higher instances of discrimination than those from European countries. Although these studies highlighted differences in FBCSs' training experiences based on race-ethnicity, a direct relationship between FBCSs' race-ethnicity and counselor self-efficacy remains unexplored. Considering the importance of counselor self-efficacy in counselor identity development, understanding this relationship is necessary to design more effective curricula and training to support this student population in counselor education and supervision.

Acculturative Stress

Berry and colleagues (1987) defined acculturative stress as a psychological, somatic, and social stress occurring throughout the acculturation process and causing systematic health reduction. Individuals who encounter new cultural changes cognitively appraise them as opportunities or acculturative stressors (Berry et al., 1987). Acculturative stress develops when individuals believe they do not have sufficient coping resources or strategies to overcome the stressor. Research on international students in higher education shows that students of color, in comparison to students of European descent, felt discriminated against based on the social image of the culture from which the students originated (Lee & Rice, 2007). This challenge in adjusting

to American culture caused international students to experience acculturative stress, social isolation, loneliness (McDowell et al., 2012), self-esteem and confidence issues, grief and loss, and difficulty communicating in English (Behl et al., 2017; Hirai et al., 2015; Interiano & Lim, 2018).

Behl and colleagues (2017) found that the academic needs of international students in counselor education correlated with their acculturation level and failure to integrate into the host culture. Interiano-Shiverdecker and colleagues (2019) reported that acculturative stress negatively impacted FBCSs' counselor self-efficacy. Although a clear connection exists between acculturative stress and counselor self-efficacy, the explorations of these constructs do not take into consideration within group differences such as race-ethnicity. Considering the negative relationship between acculturative stress and counselor self-efficacy, the racial diversity of FBCSs, and evidence that students of color experience more cultural difficulties than students of European descent, it is essential to investigate these factors together.

Purpose of the Study

Therefore, the purpose of this study was to examine how race-ethnicity affected counselor self-efficacy and acculturative stress within a sample of foreign-born counseling students. To this end, the authors constructed the following two research questions and associated hypotheses to evaluate the current study:

Research Question 1: Are there differences in counselor self-efficacy by race-ethnic group among foreign-born counseling students?

Hypothesis 1: There will be differences in counselor self-efficacy among FBCSs with Caucasian students reporting higher counselor self-efficacy than other FBCSs.

Research Question 2: Are there differences in acculturative stress by race-ethnic group among foreign-born counseling students?

Hypothesis 2: There will be significant differences in acculturative stress among FBCSs with Caucasian students reporting less acculturative stress than other FBCSs.

Method

Sampling Procedures

After obtaining approval from the Institutional Review Board, the first author used purposive sampling to recruit FBCSs. The authors completed a priori power analysis using G*Power (Faul et al., 2013), which indicated a minimum sample size of 50 participants for a one-way MANOVA with two dependent variables at 95% power, anticipated medium effect size, and an alpha of .05. Recruitment started by sending out a participation email to the Association of Counselor Education and Supervision (ACES) and Counseling Graduate Students (COUNSGRADS) electronic mailing lists. During this time, the first author also sent an email to 517 counseling department chairs, asking them to forward the request to master's and doctoral students, with 23% of them confirming the distribution of the email.

Embedded in the email was (a) a brief description of the survey with a request for their participation, (b) a link to the complete survey, (c) a confidentiality statement, and (d) the researchers' contact information. To encourage a higher response rate to the survey, the first author used recommended monetary incentives for the web-based survey (Dillman et al., 2014) and random prize draws, instead of prepaid or promised monetary incentives (Bosnjak & Tuten, 2003). Participants that completed the survey received the opportunity to provide their primary name and contact information for a random drawing to win one of four \$50 Amazon e-Gift cards upon completion of the survey. Participants' names and contact information for the drawing did not

connect to their survey responses to assure their anonymity. After two weeks into the survey collection period, the first author sent a second reminder email to invite participants who had not initiated or not completed the survey. The first author sent a third and final reminder five weeks after the second email to potential participants, leaving the survey open for two more weeks and finally closing the survey after 9 weeks.

Participants

One hundred and sixteen students participated in this study. From the total sample, the authors removed 22 (18.9%) participants who did not fit the inclusion criteria (i.e., current enrollment in a master's or doctoral program, born outside of the United States). Participants in this study were foreign-born students ($N = 94$) registered in counseling programs across the United States, with 47 (50%) students identifying as immigrants with naturalized citizenship or permanent residency and 47 (50%) as international students. In terms of race and ethnicity, 49% ($n = 46$) self-identified as Asian/Pacific Islander, 18% ($n = 17$) as Hispanic/Latinx, 12% ($n = 11$) as Black/African, 11% ($n = 10$) as Caucasian, 6% ($n = 6$) as Middle Eastern, and 4% ($n = 4$) as biracial/multiracial/other. Participants' ages ranged from 20 to 48 years with a mean age of 27.6 ($SD = 5.7$). Gender demographics were 77.7% ($n = 73$) female, 21.3% ($n = 20$) male, and 1% ($n = 1$) gender variant/non-conforming. Participants reported living in the United States for an average of 8.3 years ($SD = 7.5$), ranging from 4 months to 37 years. Seventy-one percent of participants ($n = 67$) were master's level students and 29% ($n = 27$) identified as doctoral students. Seventy-six (80.9%) participants were non-native English speakers. Most students studied in the northeast region of the United States ($n = 35$; 37%), followed by the southeast ($n = 27$; 29%), southwest ($n = 9$; 10%), northwest ($n = 9$; 10%), Midwest ($n = 8$; 8%), south central ($n = 5$; 5%), and U.S.

territories ($n = 1$; 1%). The authors decided to not collect information on programs' CACREP status to ensure the required sample size.

Instruments

The survey consisted of several elements: a demographic and background information questionnaire; the Counseling Self-Estimate Inventory (COSE; Larson et al., 1992); and the Riverside Acculturative Stress Inventory (RASI; Benet-Martínez & Haritatos, 2005).

Demographic Questionnaire

The demographic questionnaire was an 11-item survey developed specifically for this study. Items gathered information on participants' race-ethnicity, country of origin, gender, age, years living in the United States, native language, field of study, and level of education. The survey also inquired about the geographical location of the participant's institution.

Counseling Self-Estimate Inventory

The Counseling Self-Estimate Inventory (COSE; Larson et al., 1992) measured participants' perceptions of self-efficacy. The instrument consisted of 37 items, that are positively and negatively worded, with all questions rated on a 6-point Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The authors used the total scale score of the COSE, which ranged from 37 to 222 with higher scores representing greater degrees of self-perceived counseling self-efficacy. The COSE consisted of five subscales: micro-skills, counseling process, dealing with difficult client behaviors, cultural competence, and awareness of values. An example of a COSE statement is "I am confident that I will be able to conceptualize my client's problems." Initial validity estimates show that the instrument is positively related to counselor performance, self-concept, problem-solving appraisal, performance expectations, and class satisfaction, and negatively related to state and trait anxiety (Larson et al., 1992). Prior studies' (Interiano-

Shiverdecker et al., 2019; Larson et al., 1992; Nilsson & Duan, 2007) internal consistency estimates ranged from .77 to .91. The COSE coefficient alpha for this study was .77.

The Riverside Acculturation Stress Inventory

The Riverside Acculturation Stress Inventory (RASI; Benet-Martínez & Haritatos, 2005) measured participants' levels of acculturative stress. The RASI provided a brief, yet comprehensive, instrument that continued to reflect the multidimensionality of acculturation. Its brief nature reduced participant burden and therefore facilitated completion rates (Benet & Martínez, 2005). Besides, the RASI is not specific to any ethnic group making it widely useable with a diverse population (Miller et al., 2011). Its focus on culture-specific work challenges made it relevant to assess acculturative stress related to FBCSs' professional training (Benet-Martínez & Haritatos, 2005; Miller et al., 2011). The RASI included 15 items assessing cultural-related challenges in the following five life domains: language skills, work, intercultural relations, discrimination, and cultural/ethnic makeup of the community (Benet-Martínez & Haritatos, 2005). Each item included a 5-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*). The authors used the total score of the RASI in this study with scores ranging from 5 to 75. A sample item included “Because of my background, I have to work harder than most Americans” (Benet-Martinez & Haritatos, 2005). Previous research established convergent and discriminant validity of these measures in both European American and ethnic minority samples (Benet-Martinez & Haritatos, 2005). Prior internal consistency estimates for the RASI total score ranged from .79 to .87 (Benet-Martínez & Haritatos, 2005; Interiano-Shiverdecker et al., 2019; Miller et al., 2011). The RASI coefficient alpha value for this study was .83.

Data Analysis

This study used the Statistical Package for Social Sciences software (SPSS; Version 25.0) to screen, analyze, and gather descriptive data. Prior to conducting the major statistical analyses, the authors screened for missing data, multivariate outliers, and the assumptions for multivariate analysis of variance (MANOVA). Less than 5% of data were missing for any single variable and Little's MCAR test suggested that the authors could treat the missing values as missing completely at random. There were no multivariate outliers, and the assumptions of linearity, normality, multicollinearity, and homogeneity of covariance matrices suggested all the assumptions were tenable. To maintain methodological soundness in light of the small number of participants who identified as Middle Eastern, biracial, multiracial, and other and the number of variables contained in the analysis, the authors combined these groups into one group (i.e., OTHER).

Results

Table 1 summarizes the means and standard deviations for counselor self-efficacy and acculturative stress by race-ethnic group. The Caucasian group had the highest counselor self-efficacy mean ($M = 168.69, SD = 3.31$) and the lowest acculturative stress ($M = 35.50, SD = 3.55$). Black/African and other respondents had the lowest counselor self-efficacy and the highest acculturative stress. The authors conducted a one-way MANOVA to test statistically significant differences in counselor self-efficacy and acculturative stress among different racial groups, $F(8, 176) = 3.35$, Wilks' $\Lambda = 4.88$, $p < .001$, partial $\eta^2 = .18$. The univariate follow-up tests indicated statistically significant differences for both outcome variables, counselor self-efficacy ($F(4, 89) = 8.14$, $p < .001$, partial $\eta^2 = .27$) and acculturative stress ($F(4, 89) = 3.56$, $p < .01$, partial $\eta^2 = .14$).

The authors conducted a post hoc analysis to determine how race-ethnic groups were different in the outcome variables. For counselor self-efficacy, Caucasian participants had significantly higher mean values than all other race-ethnic groups. The authors estimated mean

difference effect sizes using either *Glass's Δ* (used when standard deviations were different) or Hedges' *g* (used when sample sizes are different). The effect sizes were very large, suggesting a large magnitude of difference between Caucasian and all other ethnic groups. The effect sizes, as measured by Hedges' *g* or Glass's Δ between Caucasian and other ethnic groups were 1.33 for Hispanic/Latinx, 1.20 for Asian/Pacific Islanders, 1.83 for Black/African, and 1.84 for all other ethnic groups.

There was a statistically significant difference in the means between groups for acculturative stress, $F(4, 89) = 3.56, p < .01, \text{partial } \eta^2 = .14$. Post hoc analyses indicated that the mean values for acculturative stress were statistically significantly lower between Caucasian FBCSs and all other ethnic groups except for Hispanic/Latinx FBCSs. There was no statistically significant difference between Caucasian and Hispanic/Latinx FBCSs. The effect sizes, as measured by Hedges' *g* between Caucasian and other ethnic groups were .95 for Asian/Pacific Islanders, 1.14 for Black/African, and 1.23 for all other ethnic groups.

Table 1

Means and Standard Deviations for Counselor Self-Efficacy and Acculturative Stress by Race-Ethnicity Groups

	Caucasian (<i>n</i> = 10)		Hispanic/ Latinx (<i>n</i> = 17)		Asian/ Pacific Islander (<i>n</i> = 46)		Black/ African (<i>n</i> = 11)		OTHER (<i>n</i> = 10)	
	<u><i>M</i></u>	<u><i>SD</i></u>	<u><i>M</i></u>	<u><i>SD</i></u>	<u><i>M</i></u>	<u><i>SD</i></u>	<u><i>M</i></u>	<u><i>SD</i></u>	<u><i>M</i></u>	<u><i>SD</i></u>
COSE	168.69	12.44	155.47	8.20	153.76	12.43	145.91	4.81	145.80	3.16
RASI	35.50	16.20	46.57	10.96	46.57	10.31	50.91	10.42	52.60	11.02

Note. COSE = Counselor Self-Efficacy; RASI = Riverside Acculturative Stress Inventory.

Discussion

The current investigation examined how race-ethnic differences among FBCSs affected counselor self-efficacy and acculturative stress. The results of the current study extend the

knowledge of previously published literature on this population. The finding that FBCSs' cultural transitions can either promote or hinder counselor self-efficacy among trainees is consistent in several prior studies (Interiano-Shiverdecker et al., 2019; Kissil et al., 2015; Li et al., 2018; Nilsson & Duan, 2007). Negative relationships between acculturative stress and counselor self-efficacy suggest that moving to the United States can pose numerous challenging adjustments for foreign-born students (e.g., language difficulties, adjusting to a new educational system and culture, prejudice, and discrimination). However, researchers continuously studied these variables without considering with-in group differences, such as race-ethnicity.

The results of this study provided support for each hypothesis. The first research question and hypothesis sought to explore whether membership to different race-ethnic groups led to significant differences in counselor self-efficacy, with Caucasian students reporting higher counselor self-efficacy than other FBCSs. The results indicated statistical significance in the means between groups for counselor self-efficacy, with Caucasian FBCSs reporting the highest scores of counselor self-efficacy, followed by Hispanic/Latinx, Asian/Pacific Islander, Black/African, and finally OTHER. A previous study with FBCSs found that a strong ethnic identity positively correlated with counselor self-efficacy (Interiano-Shiverdecker et al., 2019), yet when the authors separated FBCSs by race/ethnicity, Caucasian FBCSs scored higher than other groups. Calculated means for Hispanic/Latinx, Asian/Pacific Islander, Black/African, and OTHER also fell within a medium range score of counselor self-efficacy, with Caucasian FBCSs being the only group within a high range. With counseling primarily based on Euro-American values and behaviors, it is possible that Caucasian FBCSs experienced less difficulty maintaining a strong ethnic identity known to positively contribute to counselor self-efficacy (Interiano-Shiverdecker et al., 2019). On the other hand, Hispanic/Latinx, Asian/Pacific Islander, Black/African, and OTHER FBCSs may

have experienced higher incidents of discrimination as students of color report in other disciplines (Hirai et al., 2015; Lee & Rice, 2007; McDowell et al., 2012). These experiences could have interrupted exploration and commitment to their ethnocultural group required to develop a strong ethnic identity (Phinney & Ong, 2007). Therefore, these findings indicate that different race-ethnic groups of FBCSs do not share similar beliefs in their ability to counsel.

Previous research indicated an inverted correlation between acculturative stress and counselor self-efficacy (Interiano-Shiverdecker et al., 2019), without considering the intersectionality of race-ethnicity in these experiences. The second research question and hypothesis, therefore, sought to explore if race-ethnicity led to significant changes in acculturative stress. The means for each race-ethnic group reported some level of acculturative stress, giving evidence to the fact that moving to the United States can pose numerous challenging adjustments for foreign-born students. However, following a similar pattern to the first research question, the mean values for acculturative stress were statistically significantly lower for Caucasian FBCSs than all other ethnic groups except for Hispanic/Latinx FBCSs. The authors believe that the lack of statistical significance between Caucasian and Hispanic/Latinx FBCSs is due to the variability of race within the Hispanic/Latinx community. It is possible that some Hispanic/Latinx participants had racial characteristics (e.g., white skin) that allowed them to blend in and therefore experience less acculturative stress than other participants in the same category. This variability could have limited the authors' ability to group Hispanic/Latinx FBCSs. Table 1 shows how the group means for counselor self-efficacy and acculturative stress inversely paralleled one another. Groups such as Black/African and OTHER who had the lowest CSE scores reported the highest acculturative stress. Two major factors that influence acculturative stress are the magnitude of cultural differences between one's culture of origin and the new culture, and host attitudes towards

a particular racial or ethnic group (Berry et al., 1987; Schwartz et al., 2010). Although Caucasian FBCSs also experience cultural adaptations, it is possible that similarities between their heritage culture and the dominant culture of the United States diminished their experiences of acculturative stress in comparison to non-Caucasian FBCSs. Host attitudes towards Asian/Pacific Islander, Black/African, and OTHER in comparison to Caucasian FBCSs could also present a possible influencing element. Previous researchers (Behl et al., 2017; Hirai et al., 2015; Interiano-Shiverdecker et al., 2019; McDowell et al., 2012) reported that higher incidents of acculturative stress negatively impact non-European students the most. Therefore, it is possible that students more prone to alienation, disregard, and discrimination from peers, clients, and faculty members reported the highest levels of acculturative stress and the lowest levels of counselor self-efficacy.

Implications for Counselor Education and Supervision

Based on the study's findings, the authors offer the following recommendations to address race-ethnic differences among FBCSs regarding acculturative stress and counselor self-efficacy. This study highlighted the differences between FBCSs, acknowledging the heterogeneity of this group. They constitute diversity in terms of language, culture, religion, and race-ethnicity. Foreign-born students did not experience acculturative stress or develop counselor self-efficacy in similar ways. According to the findings of the current study, non-Caucasian FBCSs experienced higher levels of acculturative stress. This experience could have negatively impacted their counselor self-efficacy. Therefore, the authors recommend FBCSs, counselor educators, and supervisors share the onus of addressing cultural issues throughout their training. The authors believe that open discussions of diversity traits such as race and ethnicity, acculturative stress, and counselor self-efficacy could normalize common barriers to success and empower FBCSs to discuss their unique experiences. Activities of self-reflection could also help FBCSs recognize protective and risk

factors for acculturative stress. These dialogues may also facilitate multicultural and social justice counseling competencies (Ratts et al., 2016) for FBCSs to reflect on their experiences of privilege and power and initiate these conversations with clients, colleagues, faculty, and supervisors.

At the same time, the findings of the current study provide specific recommendations for counselor educators and supervisors. These findings can help faculty and supervisors recognize race-ethnic differences between FBCSs and, as a result, intentionally develop policies and practices designed to create an atmosphere conducive to the exploration and inclusion of diverse students. For example, counselor educators and supervisors can address issues associated with cultural differences (e.g., cross-cultural supervision, privilege, oppression) during orientation meetings, classroom discussions, or one-on-one meetings. In addition, counselor educators and supervisors knowledgeable of acculturative stress indicators may recognize and help FBCSs address factors casting a shadow over their counseling training. Given that for all race-ethnic groups, except Caucasian FBCSs, counselor self-efficacy scores fell within a medium range, counselor educators and supervisors should consider curriculum, training, and supervision strategies that support FBCSs' confidence to effectively counsel clients and perform counseling-related behaviors. Although most counselor training programs in the United States promote and include multicultural awareness and interventions in their curriculum (CACREP, 2016), the major training approaches reflect a paradigm that embodies Euro-American values, beliefs, traditions, and practices (Sue et al., 2019). Following CACREP (2016) standards to demonstrate systematic efforts to ensure recruitment and retention of a diverse student body through an inclusive learning environment, counselor educators and supervisors must understand the invisible, yet significant, cultural barriers existing in FBCSs' training and supervision. These findings can help counselor educators and supervisors engage in systemic advocacy by critically examining Euro-American

values embedded in counseling and their comparison to FBCSs' heritage culture. These efforts can help increase counselor self-efficacy among FBCSs.

Limitations and Future Research

It is important to interpret results from the current study in light of certain limitations. Although this study explored one important with-in group difference, this study did not include other factors (e.g., gender, residency status, time living in the United States, intentions after graduation, educational level). Differences between residency status (i.e., international students versus immigrants) or education level (i.e., master's versus doctoral students) could have potentially affected self-reports on counselor self-efficacy and acculturative stress. Second, the survey, written in English, could potentially affect participants' comfortability in understanding and answering the questions. Third, the groups were not similar in size; therefore, there is the possibility that experiences of a particular group reflected in the findings of this study more than other groups. Fourth, the group OTHER included participants who self-identified as biracial, multiracial, and Middle Eastern. Finally, social desirability poses a limitation to the results. The data collected in this study was self-reported and the participants were at risk of providing socially desirable answers.

Future research ought to explore with-in group differences such as residency status and educational level. The authors also recommend future investigations to focus more in-depth and longitudinally on specific cultural challenges related to FBCSs' race-ethnicity. Qualitative inquiries could illustrate strategies and policies set in place to support their counselor training as culturally diverse students, while also highlighting areas that require further attention. Gathering this type of information might have serious implications for multiculturally competent student retention policies. Moreover, scholars could explore faculty members' worldviews to critically

examine the embedded Euro-American cultural values of counseling that may increase acculturative stress among different FBCSs' race-ethnic groups. In addition, the authors recommend research focused specifically on FBCSs who identify as Middle Eastern, biracial, or multiracial to capture their unique experiences. Research focused on FBCSs' intersecting identities can foster counseling curriculums and programs aligned with CACREP's (2016) standards and the MSJCC (Ratts et al., 2016) competencies.

Conclusion

In sum, the current study intended to examine the effects of race-ethnicity on counselor self-efficacy and acculturative stress among foreign-born counseling students. Results indicated that compared to Caucasian FBCSs, students who self-identified as Hispanic/Latinx, Asian/Pacific Islander, Black/African, and other categories reported less counselor self-efficacy and higher acculturative stress. Academics in counselor education can use the findings of this study to better understand FBCSs' experiences in counselor education and supervision.

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