

Summer 2021

Graduate School Psychology Students' Self Report on Multicultural Competence and Program Satisfaction

Jasmin Moreno Sanchez
Central Washington University, morenoja@cwu.edu

Follow this and additional works at: <https://digitalcommons.cwu.edu/etd>



Part of the [School Psychology Commons](#)

Recommended Citation

Moreno Sanchez, Jasmin, "Graduate School Psychology Students' Self Report on Multicultural Competence and Program Satisfaction" (2021). *All Master's Theses*. 1553.
<https://digitalcommons.cwu.edu/etd/1553>

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.

GRADUATE SCHOOL PSYCHOLOGY STUDENTS' SELF REPORT ON
MULTICULTURAL COMPETENCE AND PROGRAM SATISFACTION

A Thesis

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Education Specialist

School Psychology

by

Jasmin Moreno Sanchez

July 2021

CENTRAL WASHINGTON UNIVERSITY

Graduate Studies

We hereby approve the thesis of

Jasmin Moreno Sanchez

Candidate for the degree of Education Specialist

APPROVED FOR THE GRADUATE FACULTY

Dr. Heath Marrs, Committee Chair

Dr. Richard Marsicano

Dr. Olivia G Holter

Dean of Graduate Studies

ABSTRACT

GRADUATE SCHOOL PSYCHOLOGY STUDENTS' SELF-REPORT ON MULTICULTURAL COMPETENCE AND PROGRAM SATISFACTION

by

Jasmin Moreno Sanchez

July 2021

The percentage of culturally diverse students in public schools has increased and with this the need for multiculturally competent school psychologists has also increased. Despite the rigorous training that school psychologists receive, it has been discussed that graduate training factors impact the development of graduate students' multicultural competence. Therefore, this study explored what training factors impact school psychology graduate students' multicultural competence. This study found that the number of multicultural courses taken, and the ethnicity of practicum supervisors graduate students were exposed to were not significantly correlated with the development of graduate students' multicultural competence. Furthermore, the ethnicity of graduate students did not impact their perception of the quality of training received. However, there was a significant correlation ($r = .48$) between the percentage of ethnically diverse students graduate students are exposed to and their multicultural competence. In addition, the number of ethnically diverse practicum supervisors ($r = .46$) and the number of ethnically diverse faculty members ($r = .28$) were positively correlated with perceptions of the quality of their multicultural training. Overall, this study evaluated training factors that have been found to impact the ability of training programs to train multiculturally competent school psychologists.

ACKNOWLEDGMENTS

To my parents, thank you for encouraging me to follow my dreams. I would have never made it to this point without your support and the work ethic you instilled in me. Thank you for teaching me that my education is something that no one will ever take away from me. To my sisters, thank you for influencing me to do and be better. You guys are my greatest inspiration. My success is your success.

Second, I would like to thank Raul, my significant other. Thank you for your patience, your love, and for the endless nights you stayed up with me throughout my graduate studies. I cannot picture doing all of this without you by my side. Thank you for lifting me up when things seemed impossible.

Last, I want to thank my thesis committee and professors at Central Washington University. Thank you for the support, the time, and the energy you have invested in me. Specifically, I would like to thank Dr. Marrs for introducing me to the field of school psychology, for his support and guidance throughout this process. Thank you for encouraging me to do a thesis, this experience has been unforgettable.

TABLE OF CONTENTS

| Chapter | Page |
|--|------|
| I INTRODUCTION | 1 |
| II LITERATURE REVIEW | 4 |
| Need for Culturally Responsive School Psychologists | 4 |
| Characteristics of Current School Psychologists | 7 |
| Current Trends in Graduate Training in Cultural Diversity..... | 8 |
| Early Career Perceptions of Training and Multicultural Competence..... | 12 |
| The School Psychology Multicultural Competence Scale..... | 15 |
| Research Behind the SPMCS..... | 17 |
| III JOURNAL ARTICLE | 20 |
| Multicultural Competence..... | 21 |
| Exposure to Multicultural Coursework and Faculty..... | 23 |
| Multicultural Experiences and Supervision in Practicum..... | 26 |
| Perceptions of Multiculturally Competent School Psychologists..... | 27 |
| Method..... | 31 |
| Results..... | 34 |
| Discussion..... | 37 |
| Limitations/Future Research..... | 45 |
| References..... | 47 |
| REFERENCES | 51 |
| APPENDIXES | 57 |
| Appendix A -Recruitment Letter..... | 57 |
| Appendix B -SPMCS and Demographic Questionnaire..... | 58 |

LIST OF TABLES

| Table | | Page |
|-------|--|------|
| 1 | Demographic Information of the Survey Participants..... | 32 |
| 2 | Correlation between Number of Multicultural Courses and Graduate Students' Multicultural Competence..... | 35 |
| 3 | Correlation between Exposure to Ethnically Diverse Students and Graduate Students' Multicultural Competence | 36 |

CHAPTER 1

INTRODUCTION

The field of school psychology is ultimately still a new field within the broader spectrum of psychology. Students may have misperceptions and lack knowledge about the field of school psychology since university introductory psychology courses do not cover this topic. Despite this lack of exposure, school psychologists play a critical role in improving education and advocating for students in the school system (Sander et al., 2016). These professionals are trained in assessment, intervention, learning, behavior, mental health, and school systems (NASP, 2010). They support student learning through evaluations, interventions, data analysis, consultation with teachers and families, provide culturally responsive services, and crisis prevention and response (NASP, 2010).

Graduate students enrolled in a NASP approved school psychology program are roughly trained between three to seven years depending on the level of their degree. Graduate students are exposed to rigorous training to develop competencies when working with diverse student populations, administering assessments, and when addressing different issues within a school setting appropriately (NASP, 2015). Even with the amount of training that school psychology graduate students receive, previous research on multicultural competence questions whether graduate training effectively prepares students to develop multicultural competence (Reyna et al., 2017). As well, previous studies have shown that training assets such as the number of courses taken covering multicultural issues, the diversity of the program's faculty, and internship placement, significantly impact a trainee's ability to serve diverse students (Goforth, 2016; Loe & Miranda, 2005). This suggests that students' development of their

multicultural competence is impacted by their opportunity to work with culturally diverse students.

Previous research suggests that school psychology graduate students are not working enough with culturally diverse students (Reyna et al., 2017). Loe and Miranda (2005) suggested that school psychology graduate students are not routinely exposed to significant cross-cultural courses and receive limited exposure to diverse groups during their practicum and internship experiences. In addition, the diversity of program faculty members and internship supervisors can also greatly impact the development of trainees' multicultural competence (Eklund et al., 2014). The American Psychological Association (APA) and the National Association of School Psychologists (NASP) stated that graduate school psychology programs should assess their students' multicultural competence through multidisciplinary methods (Malone et al., 2016) NASP and APA recommend school psychology graduate programs to evaluate their students' skills in applied settings (e.g., internship) rather than assessing what the students say they would do given a scenario involving a multicultural issue as part of a class activity/assignment (Malone et al., 2016). However, Malone et al. (2016) concluded that it is hard to have a universal screening that measures graduate students' multicultural competence because each program will evaluate and measure their students' multicultural competence differently.

Given the fact that the number of diverse students continues to increase in the schools, the need for multiculturally competent school psychologists does too. Research has found that training factors such as the number of multicultural courses taken, internship placement, diversity of faculty members and internship supervisors, and the number of culturally diverse faculty members in a program are some major factors that

can impede or promote the development of multicultural competence (Reyna et al., 2017). Therefore, the purpose of this study was to identify what factors influence the development of multicultural competence in graduate school. In addition, this study aims to identify graduate students' perceptions regarding the opportunities given to work with culturally diverse students. The current study evaluated several research questions assessing what factors might be related to the development of multicultural competence in school psychology graduate students. Specifically, this study explored whether exposure to multicultural coursework, culturally diverse students, ethnically diverse practicum supervisors, and exposure to ethnically diverse faculty members is related to the development of multicultural competence. In addition, this study examined whether graduate student ethnicity is related to how graduate students perceive the quality of their multicultural training.

CHAPTER II

LITERATURE REVIEW

Need for Culturally Responsive School Psychologists

The need for culturally responsive school psychologists has increased due to the high percentage of diverse students in the school system. Current studies show that about 49.5% of students in public schools are from minority groups, with the largest minority group being Hispanic (Sander et al., 2016). In contrast to an increased number of culturally diverse students in the schools, the field of school psychology is predominantly White (Vega & Plotts, 2019). This raises concerns about school psychologists' ability to effectively serve culturally diverse students. In addition, there is also a shortage of school psychologists in areas with large numbers of culturally diverse families (Ding et al., 2019).

As the number of culturally diverse students continues to increase, research in the field of school psychology indicates that these students are at a higher risk of being referred for special education services than their White peers (Sullivan, 2011). Rogers and Lopez (2002) suggested that school psychologists who have limited to no exposure with culturally diverse students during their training may be more inclined to identify English as a second language learner students with a learning disability. Lack of exposure to culturally diverse students may impact school psychologists' understanding of how language development plays a role in student learning (Aganza et al., 2015). Eklund et al. (2014) also found that limited exposure to culturally diverse students during training may negatively impact trainees' attitudes, beliefs, knowledge, and skills to competently provide services to multicultural students.

School psychologists who do not consider how culture impacts student learning, language acquisition, and development may also be unable to appropriately assess culturally diverse students. School psychologists who do not understand how a student's culture impacts their cognitive development and language acquisition may choose culturally inappropriate standardized assessments (Rogers & Lopez, 2002). These assessments may have high language and cultural loading which makes them inappropriate as they do not consider students' upbringing or cultural development (Barnett et al., 1995). School psychologists who lack multicultural competence may heavily rely on assessments that have been tested or used predominantly on White students. The use of inappropriate assessments may influence school psychologists to interpret student data through a biased lens, and automatically assume that the student's academic struggles are due to a disability and not a language barrier, lack of effective interventions, or lack of appropriate instruction (Rogers & Lopez, 2002).

Robinson-Zañartu et al. (2019) found that school psychologists who lack experience and training working with culturally diverse students are more likely to make two common assumptions that may harm the student's academic development. First, school psychologists may believe ELL students referred for special education services do not qualify for these services until they are proficient in English. School psychologists who make this assumption may fail to test the student in their native language which may lead to inappropriate intervention decisions. Students may not receive needed interventions, or they may be provided with inadequate interventions that do not align with the student's current academic and language skills. Second, school psychologists may believe ELL students qualify for special education services because of their scores

on tests administered in English than those administered in their native language. However, there is a debate in the literature about whether there is an overrepresentation or underrepresentation of minority students in special education (Morgan et al., 2018). Morgan et al. (2018) found that there is significant evidence for underrepresentation in many school districts, as the wrong students are often identified as having a learning disability. Morgan et al. suggested that depending on the district, students who do not need specialized instruction may be identified as needing special education services, while students who do need special education services are not identified. Culturally responsive school psychologists are crucial for ensuring that appropriate intervention and referral decisions are made when serving culturally diverse students.

Multiculturally competent school psychologists may help identify when a systems change is needed based on students' progress monitoring data. Sullivan and Castro-Villareal (2016) stated that in culturally responsive RTI systems, it is crucial to examine the Tier 1 level for appropriateness of instructional content, classroom materials (e.g., books), and evidence-based curriculum for ELL students. They suggested that multiculturally competent school psychologists understand the need for school-wide screeners to identify which students need support in their English acquisition. Also, these researchers suggested that at a Tier 2 level it is important to identify culturally diverse students who may need additional or more direct support. During Tier 2, multiculturally competent school psychologists have the skills to identify if a student's limited progress is due to an actual skill deficit or how the support was implemented in the classroom. These researchers also suggested that multiculturally competent school psychologists

understand how to evaluate a student's Tier 1 and Tier 2 data and use this information to proceed with an evaluation if deemed appropriate.

Characteristics of Current School Psychologists

Two primary characteristics of the field of school psychology today are the shortage of school psychologists in general and the lack of culturally diverse professionals specifically. The field of school psychology is predominantly White and female; about 85% of school psychologists are White, and 87% are female (Goforth et al., 2021). NASP suggested that the shortages are due to the lack of awareness many students have about the profession (NASP, 2015). Since school psychology is rarely introduced or mentioned in introductory psychology college courses, many students lack awareness that the field of school psychology exists (NASP, 2015).

Another important factor that may contribute to the lack of culturally diverse and bilingual school psychologists is that programs do not focus on recruiting culturally diverse students (Olvera & Olvera, 2015). NASP does not require training programs to accept a certain number of culturally diverse trainees, and many programs enroll few culturally diverse graduate students (Olvera & Olvera, 2015). The lack of cultural diversity in training programs may be due to training programs' inability to recruit and retain diverse applicants (Olvera & Olvera, 2015). Proctor et al. (2014) found that culturally diverse applicants will be more inclined to apply to and attend training programs with culturally diverse faculty members. In this study, researchers found that about 10% of faculty members in school psychology training programs come from culturally diverse backgrounds. Diverse applicants may be discouraged from applying due to the limited opportunities to work with culturally diverse faculty and to conduct

research that focuses on multicultural issues (Proctor et al., 2014). In addition, Olvera and Olvera suggested that culturally diverse students will be more attracted to programs that allow trainees to receive certification as bilingual school psychologists or specializations in working with bilingual children. To increase the appeal of school psychology for culturally diverse applicants, it may be helpful for school districts and school psychology programs to expand and promote recruitment opportunities for bilingual and culturally diverse applicants.

Current Trends in Graduate Training in Cultural Diversity

School psychologists are trained in a variety of areas, including assessment, intervention, and consultation. School psychologists often serve as consultants in the school system regarding multicultural issues. To help improve multicultural consultation skills, Newell et al. (2010) recommended that graduate students be exposed to intensive coursework involving multicultural topics so that they learn about barriers that culturally and linguistically diverse students face in the school setting. During their training, graduate students are expected to acquire knowledge and skills to effectively work with diverse students, especially as the number of linguistic and culturally diverse students continues to increase in the schools (Newell et al., 2010). Graduate students should also be exposed to multicultural topics to learn how to support immigrant families, implement inclusion practices, and to learn how to identify culturally appropriate standardized assessments (NASP, 2015). Opportunities to work with diverse student populations and exposure to multicultural topics will greatly depend on practicum and internship locations. Some practicum and internship sites provide more opportunities based on the demographic characteristics of the school district. In addition, practicum and internship

supervisors are also important as they can influence which students graduate trainees provide services to. (Vega et al., 2016).

There is much variation in school psychology programs with regards to the opportunities and experiences graduate students have to work with culturally diverse clients. Overall, school psychology programs seeking NASP approval must demonstrate adherence to NASP's standards emphasizing the knowledge and understanding of the importance of diversity and multicultural competence (NASP, 2015). However, current research has found that every program differs in how they measure their trainees' multicultural competence and that few programs measure multicultural competence well (Newell et al., 2010).

Gross and Malone (2019) found that programs can determine on their own how multicultural training should occur and how they assess their trainees' multicultural competence. These researchers found that compared to students in specialist programs, doctoral students received more exposure to multicultural coursework and hands-on experiences. Rogers (2006) found that less than 60% of the school psychology programs exposed their trainees to multicultural issues through a course or interaction during practicum or internship. With 40% of school psychology programs not routinely exposing their graduate students to multicultural issues, this lack of training may contribute to the overrepresentation of minority students in special education (Rogers, 2006).

Loe and Miranda (2005) also found that graduate students are not consistently exposed to cross-cultural courses. Loe and Miranda stated that training programs may expose their trainees to very few multicultural courses, only for accreditation purposes, but may not focus on generalizing multicultural knowledge into other courses. This may

suggest that once students complete a course primarily involving multicultural topics, they may not have opportunities to discuss multicultural topics in other courses in the program, such as courses on assessment and intervention.

Sander et al. (2016) stated that training programs should provide a variety of opportunities for their trainees to develop multicultural competence. These researchers stated that training programs should not only focus on providing a variety of multicultural courses, but also allow their trainees to reflect and share their own cultural experiences and values with members of their cohort. Sander et al. believed that being culturally vulnerable with cohort members will leave room for meaningful discussions around the topics of social justice and personal biases.

Having diverse faculty members in a training program is another factor that may enhance the development of multicultural competence. Goforth (2016) suggested that training programs that do not have culturally diverse faculty members are more likely to minimize or avoid classroom discussions involving multicultural topics. This may be a result of faculty members' feeling uncomfortable leading discussions regarding multicultural issues, possibly because of the fear of creating discomfort between students (Goforth, 2016). Faculty members who fail to expose their students to multicultural topics may prevent their students from having meaningful conversations with cohort members (Dickson et al., 2008). Developing a culturally sensitive atmosphere, through interactions and discussions among students led by professors, may significantly impact the learning outcomes of the students in the course (Dickson et al., 2008).

Fisher (2020) suggested that having conversations around multicultural topics influences students to engage in critical and deep self-examination. Fisher (2020) stated

that by allowing trainees to reflect on their personal bias against members of different cultural groups, trainees will have a safe space to share how their own culture has impacted their values, views, and perceptions. Fisher also stated that having conversations about culture in the classroom is not a way for professors to shame their students, but instead create a space for students to understand why their peers act and think the way they do. Promoting this form of self-examination in the classroom may influence graduate students to have vulnerable and uncomfortable conversations with students, parents, and teachers which are often needed to develop rapport (Fisher, 2020).

The diversity of program and field supervisors is not the only critical variable impacting the development of multicultural competence. The training that internship supervisors have around multicultural supervision may also play a critical role in the development of multicultural competence. Malone et al. (2016) suggested that the reason why many internship supervisors fail to expose their trainees to multicultural issues is the limited training they have in supervision. These researchers found that many school psychology supervisors do not receive the appropriate training in multicultural supervision which could greatly impact their understanding of what experiences help interns develop multicultural competence.

Another area impacted by the lack of culturally diverse training supervisors is the use of interpreters. School psychologists who have limited experience working with culturally diverse families tend to lack understanding of how to prepare interpreters when assessing or sharing evaluation results (Garcia-Joslin et al., 2016). Garcia-Joslin et al. suggested that school psychologists may fail to train interpreters to interpret and translate data correctly and accurately. In addition, Garcia-Joslin et al. stated that field supervisors

who are monolingual and who are not exposed to working with culturally diverse students in their district may have a difficult time giving direct instructional strategies to their trainees to help teachers with culturally diverse students. Therefore, it is encouraged that graduate students should not only be exposed to a variety of multicultural courses but should also be placed under the supervision of culturally diverse supervisors. Graduate students should work under the supervision of culturally diverse supervisors especially when their faculty members are not culturally diverse (Garcia-Joslin et al., 2016). By placing graduate students with culturally diverse field supervisors, programs are filling in the gaps regarding information or experiences that White faculty members cannot provide their students in the classroom (Garcia-Joslin et al., 2016).

Early Career Perceptions of Training and Multicultural Competence

Multiculturally competent school psychologists are defined as practitioners who understand and respect that a student's cultural and linguistic differences play important roles in assessment, intervention, and consultation (NASP, 2015). In addition, multiculturally competent school psychologists recognize how race, oppression, poverty, disabilities, gender, and age impact students' ability to learn. Vega and Plotts (2019) stated that multiculturally competent school psychologists are shaped through exposure to multicultural content both in class and during their internship. They stated that multicultural competence is a life learning process that develops when a psychologist is allowed to interact regularly with culturally diverse families, faculty, and students. Newell et al. (2010) also stated that multiculturally competent practitioners go out of their way to learn about their client's culture to enhance consultation and develop rapport. These researchers also concluded that enhancing multicultural competence is not

something that happens overnight. They stated that multicultural competence in the field of school psychology is a result of the opportunities trainees have to interact with culturally diverse students and families during their training.

Malone et al. (2016) stated that to be culturally competent, a school psychologist must acquire mastery of cultural awareness, cultural skills, cultural appreciation, and cultural knowledge. Malone et al., Lopez and Rogers (2002), and Suet et al. (1982), defined *cultural awareness* as the reflected awareness of how culture impacts and shapes one's world views and behaviors; *cultural skills* are defined as one's ability to use skills associated with culturally competent practice; *cultural appreciation* is defined as one's appreciation and understanding of other cultures and their values and norms, and *cultural knowledge* is defined as one's ability to choose appropriate cultural assessments and intervention strategies. Furthermore, research on the development of multicultural competence has found that it is a lifelong process that develops as graduate students and school psychologists interact with diverse students and families over time (Vega et al., 2016).

Malone et al. (2016) stated that school psychology graduate students gain the skills, knowledge, awareness, and appreciation to work with culturally diverse students through the opportunities provided by their training programs to work with diverse students. Rogers and Lopez (2002) also believed that exposure to multicultural issues, topics, and students during training is important for graduate students' multicultural competence development. Rogers and Lopez defined multicultural competence as one's ability to understand and identify personal bias, stereotypes, privilege, and oppression, to be empathetic, to be sensitive to differences in culture, and to deliver non-biased services.

The ability of a graduate student to develop multicultural competence may be influenced by the particular graduate program they attend, as school psychology training programs vary in the opportunities they provide graduate students to work with culturally diverse clients.

Research has also found that the region of the program and the internship placement of the trainee may influence the percentage of culturally diverse students' the trainee gets to work with (Newell & Looser, 2017). Trainees who intern in regions different from the one they grew up in may benefit from having an experience different from what they are familiar with. For example, if a student grew up in an urban area, interning in a rural school district may be helpful (Newell & Looser, 2017). Trainees need to understand how a student's community and socioeconomic status may contribute to their performance and well-being. Some training programs offer a specialization in working with culturally diverse families and students. Also, some programs offer certification in bilingual school psychology. These specialized training programs provide increased opportunities for exposure and interaction with culturally diverse families, students, and faculty members (Vega & Plotts, 2019). One such program is San Diego State University, which allows their students to spend several summers during their training in Mexico to gain knowledge about the Mexican community and learn to implement culturally appropriate interventions in designated schools (Vega & Plotts, 2019). However, there is limited research evaluating the effectiveness of short-term abroad programs in the development of multicultural competence (Davies et al., 2015). Berzins and Raines (2010) found that programs that provided study abroad opportunities to their students reported increased levels of empathy toward different

ethnic groups, increased multicultural competence, awareness, and understanding of personal biases.

While many programs do not provide these types of study abroad opportunities, students who are exposed to multicultural issues through literature, courses, and interactions in graduate training reported higher levels of confidence and cultural awareness when working with culturally diverse families (Loe & Miranda, 2005). Vega and Plotts (2019) found that graduate students who experienced hands-on exposure with diverse students reported higher levels of multicultural competence and program satisfaction.

Graduate students who completed training experiences in school districts with high numbers of diverse students or under the supervision of a culturally diverse school psychologist reported greater skill in consultation and understanding of the client's needs (Vega et al., 2016). In addition, Vega et al. found that students who attended a graduate program with predominantly White professors and field supervisors reported having more difficulty validating the client's experiences with racism and discrimination once entering the field.

The School Psychology Multicultural Competence Scale

The School Psychology Multicultural Competence Scale (SPMCS) by Malone et al. (2016) measures how students and practicing school psychologists perceive their multicultural competencies. The authors of the SPMCS scale were influenced by the work of Sue et al. (1982) and Lopez and Rogers (2001). These researchers found that key aspects of multicultural competence are awareness, knowledge, and skills (Reyna et al., 2017). Following the work of Sue et al. and Lopez and Rogers, Malone et al. (2016)

decided to focus their scale items on awareness, knowledge, and skills. During the revision of the scale, Malone et al. (2016) decided to include cultural appreciation as an additional trait that they determined makes a school psychologist multiculturally competent. With this new revision, the scale measured how school psychologists rate their competence in the following areas: a) cultural appreciation, b) cultural awareness, c) cultural knowledge, and d) cultural skills. The definitions of these components are based on the research of Sue et al. around multicultural competency in counseling.

Cultural appreciation is defined as one's appreciation and understanding of other cultures and their values and norms. Malone et al. (2016) stated that this is an important trait to have as it allows the school psychologist to respect and learn the culture of the student. In addition, cultural appreciation allows the school psychologist to appreciate and understand that every culture will hold different values and norms than their own (Sue et al., 1982). *Cultural awareness* is defined as the reflected awareness of how culture impacts and shapes one's world views and behaviors (Malone et al., 2016). Having cultural awareness influences the practitioner to pay close attention to how their nonverbal and verbal behavior affects their interaction with families and students of different cultures (Sue et al., 1982). Additionally, cultural awareness allows school psychologists to become comfortable accepting the cultural differences between them and their clients.

Malone et al. (2016) defined *cultural knowledge* as one's ability to choose appropriate cultural assessments and intervention strategies. Cultural knowledge allows the practitioner to identify how a student's culture impacts their learning and what interventions the students may benefit from (Malone et al., 2016). In addition, cultural

knowledge includes knowledge about various ethnic groups and how to advocate for them today (Sue et al., 1982). Finally, *cultural skills* are the skills associated with culturally competent practice. This includes seeking professional development and consultative experiences to improve effectiveness in working with culturally diverse students (Sue et al., 1982).

Research Behind the SPMCS

There is limited research that has focused on multicultural competency using the SPMCS. Most of the research on the SPMCS has been done by Malone et al. (2016). Malone et al. found that students who completed at least one multicultural course reported higher scores on the cultural skills and cultural knowledge subscales. These researchers suggested that multicultural courses can help build foundational skills and knowledge around multicultural topics that can be later strengthened during practicum and internship experiences. Malone et al. explained that cultural knowledge and cultural skills may have been reported higher because these two can be explicitly taught in the classroom. In addition, students who had been exposed to culturally diverse students during practicum and/or internship reported higher scores on cultural skills. Malone et al. suggested that practicum and internship experiences are what allow students to apply their cultural knowledge and cultural skills learned in the classroom. They concluded that while taking at least one multicultural course can lead to the development of multicultural competence in some areas, additional experiences such as direct interactions with culturally diverse students are required. Even though there is limited research regarding the use of the SPMCS to measure multicultural competence, researchers such as Reyna et

al. (2017) have identified the SPMCS as a tool that school psychology programs should use to monitor the development of multicultural competence in graduate students.

Based on previous research, it can be concluded that the opportunities to work directly with culturally diverse students can impact the development of graduate students' multicultural competence. In addition, training factors such as the inclusion of multicultural courses in the curriculum can impact the knowledge students have of other cultures (Vega et al., 2019). Vega et al. recommended that graduate students be exposed to a variety of multicultural courses, as this helps develop the basic knowledge and skills of working with culturally diverse students before the start of their internship.

Given the increased number of culturally diverse students in public schools, it is very likely that school psychologists will work with culturally diverse children and families. Considering the likelihood of working with culturally diverse students, it is important to provide school psychologists in training with professional development opportunities in multicultural competence. There is variability in the opportunities that graduate programs provide students for multicultural training and experiences to work directly with culturally diverse students, faculty, and supervisors. Therefore, the purpose of this study is to explore what training factors promote or impede school psychology graduate students' multicultural competence. In addition, this study will assess graduate student perceptions of the quality of multicultural training in their programs.

The research questions are:

Research Question 1: Is the number of graduate courses focused on diversity related to school psychology graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation)?

Research Question 2: Does having a practicum supervisor from a diverse background impact school psychology graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation)?

Research Question 3: Is the percentage of minority students that graduate students are exposed to related to school psychology graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation)?

Research Question 4: What are school psychology graduate students' perceptions of the quality of multicultural training they receive in their programs and are there differences between White and ethnically diverse graduate students?

CHAPTER III
JOURNAL ARTICLE

GRADUATE SCHOOL PSYCHOLOGY STUDENTS' SELF-REPORT ON MULTICULTURAL COMPETENCE AND PROGRAM SATISFACTION

Studies in the field of school psychology have found that the opportunities that programs offer to their graduate students during training may significantly impact the development of their ability to work with and serve culturally diverse students and families (Goforth, 2016; Loe & Miranda, 2005). Research examining how trainees develop multicultural competence has become more prevalent as the number of culturally diverse students in public schools continues to expand (NASP, 2015). As the number of culturally diverse students increases, so does the need for multiculturally competent school psychologists. However, there are currently few diverse school psychologists, with most current school psychologists being female (87%) and White (85%) (Goforth et al., 2021). To address these needs, training programs should routinely provide opportunities for their trainees to develop multicultural competence as they complete their training (Malone et al., 2016). In addition, training multiculturally competent school psychologists are critical considering the current achievement gap between ethnically diverse students and White students (NASP, 2015).

Multicultural Competence

School psychologists are practitioners who are expected to be multiculturally competent when working with ethnically diverse students and families. However, school psychology graduate students may not be routinely exposed to multicultural experiences during training, which may impact their ability to serve ethnically diverse families upon entering the field (Reyna et al., 2017). To promote the development of multicultural competence, researchers have recommended that training programs provide various

multicultural experiences such as multicultural courses, workshops, and direct exposure to ethnically diverse students during practicum and internship (Mena & Rogers, 2017).

Providing multicultural opportunities during training is crucial to the development of trainees' multicultural competence. Rogers (2006) and Malone et al. (2016) recommended that programs use multicultural competence scales to track the progress of graduate students and make goals in areas of weakness. Malone et al. developed the *School Psychology Multicultural Competence Scale (SPMCS)* that expands on the findings of Sue et al. (1982). Sue et al. researched the development of multicultural competence in the field of counseling and found that multiculturally competent counselors demonstrate three traits: knowledge, awareness, and skills. Based on these findings Malone et al. decided to examine the development of multicultural competence in the field of school psychology. The SPMCS is a self-report measure in which school psychologists rate their competence in the following areas: a) cultural appreciation, b) cultural awareness, c) cultural knowledge, and d) cultural skills (Malone et al., 2016). The purpose of this self-rating scale is to identify school psychologists' perceptions of their competence in these four different areas and how their training plays a role in their self-report.

Cultural appreciation is defined as one's appreciation and understanding of other cultures and their values and norms (Malone et al., 2016). Malone et al. stated that this is an important trait to have as it allows the school psychologist to respect and learn the culture of the student. *Cultural awareness* is defined as the reflected awareness of how culture impacts and shapes one's world views and behaviors (Malone et al., 2016). Cultural awareness is also related to the school psychologist's ability to understand their

privilege and how their ethnic background impacts their approach to assessment and intervention (Vega et al., 2016). Malone et al. defined *cultural knowledge* as one's ability to identify how a student's culture impacts their learning and what interventions the students may benefit from. In addition, having cultural knowledge allows the practitioner to have knowledge about certain ethnic groups and how they can advocate for them (Sue et al., 1982). Finally, *cultural skills* are defined as one's ability to use skills associated with culturally competent practice.

Exposure to Multicultural Coursework and Faculty

One of the factors that may impact the development of multicultural competence in graduate students is their exposure to multicultural coursework. Multicultural coursework has been associated with trainees' cultural competence as this is the first time in their program where most graduate students are exposed to cultural content (Gross & Malone, 2019). Multicultural courses are related to graduate students increased cultural awareness and cultural knowledge and decreased racial biases (Castillo et al., 2007; Holcomb-McCoy, 2005). However, researchers who have evaluated the development of multicultural competence found that graduate students are not consistently exposed to cross-cultural opportunities (Gross & Malone, 2019). Gross and Malone examined 332 graduate training programs and found that only 76% of these programs offered at least one multicultural course. In addition, Gross and Malone found that the number of courses may depend on the number of credit hours the program has devoted to multicultural courses, the availability of faculty members to teach, and the degree offered by the program. Gross and Malone suggested that graduate students be exposed to more than one multicultural course to promote learning opportunities throughout their training.

Multiculturally competent school psychologists demonstrate the ability to work with students from diverse cultural backgrounds as they understand how student culture impacts their access to learning and school resources (NASP, 2015). The number of multicultural courses and the multicultural content covered during training may significantly impact trainees' ability to work with ethnically diverse students (Vega et al., 2016). Through self-reports, it has been found that graduate students who are exposed to more than one multicultural course feel more prepared to work with culturally diverse students (Vega et al., 2018). Exposure to multicultural content during class allows graduate students to engage in deep self-reflection on how their role as a school psychologist will impact students' learning (Vega et al., 2018). Moreover, graduate students exposed to multiple multicultural courses have reported increased feelings of empathy, positive racial attitudes, and a desire to advocate for other cultural groups (Gross & Malone, 2019). Therefore, it is suggested that a single course may not be sufficient for students to learn the skills needed to be culturally responsive school psychologists (Gross & Malone, 2019; Vega et al., 2018). Vega et al. recommended that trainees be exposed to multicultural topics both in and outside the classroom as multicultural content has been shown to provide a meaningful impact on trainees' multicultural competence development and growth.

The ethnicity of faculty members in the program is another training factor that plays a critical factor in the trainee's ability to become multiculturally competent. Due to the majority of faculty in the field being White, studies have focused on evaluating how the ethnicity of faculty contributes to trainees' multicultural competence development (Mena & Rogers, 2017; Sue et al., 2011). Sue et al. (2011) suggested that White faculty

tend to minimize the importance of cultural content in the classroom to prevent discomfort for White students. In addition, they suggested that White professors tend to look at students of color as experts regarding cultural topics, which may lead to differential treatment of White and culturally diverse students in the classroom. Sue et al. (1982) also stated that White professors may have a harder time identifying when students of color feel discomfort or anxiety regarding conversations of race.

Addressing topics of race and culture has appeared to be a major challenge for most White faculty members, especially when addressing multicultural topics with students of color (Sue et al., 2009). Sue et al. (2009) suggested that White faculty members do not feel comfortable leading discussions of multicultural topics in class due to fear of losing control. Sue et al. stated that White faculty members feared contributing to animosity between students and not being able to control students' emotions. In addition, Sue et al. stated that White faculty members feared creating an atmosphere of anxiety and fear for students, especially students of color. Therefore, it has been recommended to provide faculty members with professional development in multicultural training to assure that they will promote a safe environment for students to discuss multicultural topics (Gross & Malone, 2019). Instead of limiting classroom discussions around multicultural topics, Fisher (2020) suggested that having classroom discussions regarding multicultural issues may allow graduate students to reflect on how their own culture has impacted the way they interact with culturally diverse students during their training. Although there is limited research regarding how many multicultural courses graduate students are exposed to, promoting, and encouraging graduate students to

engage in deep self-examination during class may influence students to have vulnerable and uncomfortable conversations with students, parents, and teachers (Fisher, 2020).

When looking at how ethnically diverse professors impact the cultural content covered in class, Sue et al. (2009) found that faculty of color also struggled to lead and handle conversations of race. Sue et al. surveyed eight graduate professors who did not directly teach multicultural courses but covered cultural content in class. The purpose of the study was to analyze how professors of color handle cultural content in their courses. Qualitative findings concluded that professors of color struggled to handle conversations around multicultural content due to microaggressions from White students. These participants reported that White students often questioned their authority and knowledge, especially when having classroom conversations about race. In addition, professors of color shared that their personal feelings about cultural topics prevented them from openly speaking about certain cultural issues due to fear of offending students of color and influencing White students to feel discomfort. Sue et al. also suggested that both White and faculty of color struggled to correct misinformation about certain cultural topics due to fear of losing a relationship with both White and students of color.

Multicultural Experiences and Supervision in Practicum

Practicum experiences in any training program are crucial as this is the phase where students can practice what they have learned in the classroom. Malone et al. (2016) stated that both practicum experiences and multicultural coursework are associated with the development of multicultural competence in graduate students (Malone et al., 2016). The multicultural experiences and quality of multicultural training that graduate students receive appear to highly depend on practicum supervisors' multicultural training. Mena

and Rogers (2017) found that the amount of multicultural training that practicum supervisors have impacts the multicultural content that trainees are exposed to (Mena & Rogers, 2017). Malone et al. (2016) found that supervisors who have limited training in multicultural content may lack understanding of what experiences help graduate students to develop multicultural competence during practicum and/or internship. Newell et al. (2010) suggested that if practicum supervisors do not have adequate multicultural training to supervise trainees, then training programs should provide on-site professional development for supervisors. Newell et al. also recommended that if trainees do not have access to ethnically diverse students in their practicum site, then they can focus on another area of diversity such as students' socioeconomic status, gender, and sexual orientation. Newell et al. stated that trainees should have the opportunity to work with a wide range of student populations during practicum. However, the quality of multicultural training that students receive may also be highly dependent on the program's emphasis on multicultural training and practicum supervisors' competence to provide multicultural supervision during practicum (Malone et al., 2016; Mena & Rogers, 2017).

Perceptions of Multiculturally Competent School Psychologists

The National Association of School Psychologists (NASP) stated that school psychologists are competent to work with culturally diverse students (NASP, 2015). NASP stated that their goal is for all students to receive culturally competent services, but they do not provide information regarding what specific factors make school psychologists multiculturally competent. Sue et al. (1982) believed that to be considered a multiculturally competent psychologist and/or counselor, the practitioner must be

competent in three areas: awareness, knowledge, and skills. These researchers believed that multicultural competence is a result of being exposed to both formal and informal training. Sue et al. found that exposure to workshops, literature, courses, and conversations involving multicultural issues helps professionals develop multicultural competence. In addition, they found that providing these multicultural learning opportunities at an early stage in the training program would help identify areas of growth to work on as graduate students progress through the program. Dameron et al. (2020) stated that multiculturally competent practitioners are more likely to be sensitive and aware of the experiences and world views of ethnically diverse students. Multiculturally competent practitioners are also more skillful in identifying how to address the students' academic, cultural, and linguistic needs (Dameron et al., 2020).

With the current lack of culturally diverse school psychologists in the field, many of the school psychologists providing services to culturally diverse students are White and female. This raises the issue of how White graduate students experience multicultural training in their programs. Studies reviewed by Johnson and Williams (2015) found that White school counselor trainees who come from non-ethnically diverse backgrounds may have a harder time identifying that inequality, racism, and oppression exist in school systems, which may impact the services they provide to culturally diverse students. Therefore, it is suggested that graduate students are exposed to multicultural courses to engage in classroom discussions that allow them to reflect on how their attitudes, beliefs, and perspectives impact their interactions with people from different cultures. In a qualitative study, Vega et al. (2018) found that White students reported increased feelings of empathy and greater understanding of other cultures after taking a multicultural

course. The study compared school psychology graduate students' attitudes and beliefs towards other cultural groups before and after taking a multicultural course. After taking a multicultural course graduate students demonstrated greater awareness of the experiences ethnically diverse students face in society. In addition, Vega et al. (2018) found that White students demonstrated higher levels of awareness of personal biases and stereotypes towards other cultural groups after taking one multicultural course. Therefore, it is recommended that school psychology programs focus on learning opportunities both in and outside the classroom that promote trainees' ability to become multiculturally competent school psychologists.

Due to the discrepancy between the number of ethnically diverse students in K-12 schools and ethnically diverse school psychologists, it is recommended that training programs focus on improving multicultural training opportunities. Specifically, White students must be exposed to multicultural training to decrease personal biases that they may have towards other cultural groups, which may impact how they interact with ethnically diverse students during training (Johnson & Williams, 2015). Based on previous research, training programs are not exposing their trainees to multicultural training consistently, which impacts trainees' ability to serve and advocate for ethnically diverse students (Malone et al., 2016). It has been found that training factors such as the number of multicultural courses, exposure to ethnically diverse students, and the ethnicity of faculty and practicum supervisors may contribute to the development of multicultural competence in graduate school psychology students (Goforth, 2016; Loe & Miranda, 2015; Vega & Plotts, 2019). In addition, there is limited research regarding how the ethnicity of trainees impacts how they perceive the quality of their multicultural training.

To expand the research literature in this area, the following study was developed to explore how various experiences in graduate training in school psychology may impact the development of multicultural competence. Specifically, the current study explored how the number of multicultural courses graduate students have taken, exposure to working with culturally diverse students, and exposure to working with ethnically diverse practicum supervisors impacts graduate students' multicultural competence (Cultural Awareness, Cultural Appreciation, Cultural Skills, Cultural Knowledge). In addition, the current study explored whether the perception of the quality of multicultural training differs between White and ethnically diverse graduate students. The following research questions guided this study:

Research Question 1: Is the number of graduate courses focused on diversity related to school psychology graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation)?

Research Question 2: Does having a practicum supervisor from a diverse background impact school psychology graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation)?

Research Question 3: Is the percentage of minority students that graduate students are exposed to related to school psychology graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation)?

Research Question 4: What are school psychology graduate students' perceptions of the quality of multicultural training they receive in their programs and are there differences between White and ethnically diverse graduate students?

Method

Participants

One hundred thirty-eight school psychology graduate program directors from both NASP and non-NASP approved programs were invited to forward the e-mail survey to the graduate students in their program. Of the 51 graduate students who participated, 45 were female and six were male, with ages ranging from 20-50. Demographic characteristics of the participant pool are detailed in Table 1.

Table 1

Demographic Information of the Survey Participants (N = 51)

| Descriptive Information | <i>n</i> (%) |
|---|--------------|
| Ethnicity | |
| White | 21 (41.2) |
| African American | 3 (5.9) |
| Hispanic/Latino | 25 (49.0) |
| Alaska Native | 1 (2.0) |
| Languages Spoken | |
| Spanish | 25 (49.0) |
| English | 26 (51.0) |
| Program Year | |
| 1 | 12 (23.5) |
| 2 | 19 (37.3) |
| 3 | 19 (37.3) |
| 4 | 1 (2.0) |
| Type of Program | |
| Ed. S | 38 (74.5) |
| Ph.D. | 2 (3.9) |
| E.D | 2 (3.9) |
| M.A/SSP | 6 (11.8) |
| M.A/CAS | 2 (3.9) |
| Other | 1 (2.0) |
| Number of Ethnically Diverse Faculty Members | |
| 0 | 35 (68.6) |
| 1 | 7 (13.7) |
| 2 | 5 (9.8) |
| 3 | 4 (7.8) |
| Program Location | |
| Urban | 13 (25.5) |
| Suburban | 10 (19.6) |
| Rural | 28 (54.9) |
| Ethnically Diverse Practicum Supervisors | |
| 0 | 21(42.0) |
| 1 | 16 (32.0) |
| 2 | 12 (24.0) |
| 3 | 1 (2.0) |
| Program Integration of Diversity of Topics | |
| Well | 5 (9.6) |
| Not Well | 19 (36.5) |
| Not Well at All | 28 (53.8) |

Instruments

School Psychology Multicultural Competence Scale (Malone et al. 2016). The SPMCS is a questionnaire that evaluates the multicultural competence of school psychologists and trainees across the domains of cultural awareness, cultural knowledge, cultural skills, and cultural appreciation. The respondents complete 28 4-point Likert scale items, with a response option ranging from 1 (strongly disagree) to 4 (strongly agree).

Malone et al. (2016) examined the psychometric properties of the SPMCS. The internal consistency of each subscale was moderate to high. Internal consistency for the overall scale and each of the subscales (cultural awareness, cultural appreciation, cultural skills, and cultural knowledge) was examined using Cronbach's alpha (Malone et al., 2016). The alpha for the overall scale was 0.92. The subscale alpha coefficients are the following: a) cultural appreciation 0.75, b) cultural awareness 0.75, c) cultural skills 0.86, and d) cultural knowledge 0.84. The content validity for the SPMCS was established by asking nine professionals with extensive knowledge and experience in multicultural competence to rate the items' relevance to multicultural competence in the field of school psychology. This revision contributed to the updated and most current version of the SPMCS that includes 28 items.

Demographic Questionnaire. This questionnaire was developed by the researcher to measure participants' demographic characteristics, graduate student coursework, characteristics of supervisors, and perceptions of exposure to multicultural issues during practicum.

Procedure

The software program Qualtrics was used to administer the survey. The survey was delivered to all school psychology graduate program directors from NASP-Approved and Non-NASP-Approved programs across the country who were asked to forward the survey's link to their graduate students. All emails for program directors were found on their school's websites. After the initial e-mail, two reminder e-mails were sent to all program directors one week apart.

Results

Research Question 1: Is the number of graduate courses focused on diversity related to school psychology graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation)?

A series of Pearson's R correlation coefficients were computed to identify possible correlations between the number of graduate courses focused on diversity to graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation). Results (see Table 2) indicated no significant correlations between the number of graduate courses focused on diversity and graduate students' Cultural Awareness, Cultural Appreciation, Cultural Skills, and Cultural Knowledge. All correlations were not significant at the $p < .05$ level.

Table 2

Correlation between number of Multicultural Courses and Graduate Students' MC

| | Pearson's R | p-value |
|-----------------------|-------------|---------|
| Cultural Awareness | 0.04 | 0.812 |
| Cultural Appreciation | -0.07 | 0.640 |
| Cultural Knowledge | 0.26 | 0.070 |
| Cultural Skills | 0.21 | 0.077 |

Research Question 2: Does having a practicum supervisor(s) from a diverse background impact graduate students' multicultural competence (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation)?

A MANOVA was conducted using the variable labeled *Diverse Practicum Supervisor* as the independent variable and the four SPMCS scales (Cultural Awareness, Cultural Appreciation, Cultural Knowledge, and Cultural Skills) as the dependent variables. Having an ethnically diverse practicum supervisor(s) does not significantly impact school psychology graduate students' multicultural competence [Wilk's $\Lambda = 0.887$, $F(4, 41) = 1.71$, $p = .166$].

Research Question 3: Is the percentage of culturally diverse students that graduate students are exposed to related to school psychology graduate students' multicultural competence (Awareness, Knowledge, Skills, and Appreciation)?

To test for correlations between the percentage of culturally diverse students that graduate students are exposed to and the four multicultural competence scales (Cultural Awareness, Cultural Knowledge, Cultural Skills, and Cultural Appreciation), a series of Pearson's R correlation coefficients were computed (see Table 3). To measure the percentage of culturally diverse students, participants indicated the percentage of students

that they worked with who were culturally diverse. There was a moderately significant correlation between the percentage of culturally diverse students that graduate students are exposed to and graduate students' cultural skills ($r = 0.48$, $n = 51$, $p = .045$).

Table 3

Correlation between Exposure to Ethnically Diverse Students and Graduate Students' MC

| | Pearson's R | p-value |
|-----------------------|-------------|---------|
| Cultural Awareness | 0.33 | 0.203 |
| Cultural Appreciation | 0.14 | 0.587 |
| Cultural Knowledge | 0.32 | 0.193 |
| Cultural Skills | 0.48 | 0.045 |

Research Question 4: What are school psychology graduate students' perceptions of the quality of multicultural training they receive in their programs and are there differences between White and ethnically diverse graduate students?

To answer this question an independent samples T-test was used to test for differences between White and ethnically diverse students regarding their perception of the quality of multicultural training received during their program. There was no significant difference between White ($M = 3.15$, $SD = 1.57$) and ethnically diverse ($M = 3.20$, $SD = 1.32$) students.

Exploratory Analyses

To further evaluate the data, a Pearson's R was computed to test for a possible correlation between the number of ethnically diverse practicum site supervisors and the perceptions of graduate students regarding the quality of multicultural training received. The correlation was significant at the $p < .05$ level. ($r = .46$, $n = 50$, $p = <.001$). A Pearson's R was also computed to test for a possible correlation between the number of

ethnically diverse faculty members in the program and the perceptions of graduate students regarding the quality of multicultural training received. This correlation was also significant ($r = .28$, $n = 50$, $p = .024$).

Discussion

Multiculturally competent school psychologists are in demand as the number of culturally diverse students continues to grow in the schools. Due to the shortage of ethnically diverse school psychologists, it has been recommended that training programs routinely expose their students to multicultural training (Malone et al., 2016). Research has found that factors such as the number of multicultural courses, the ethnicity of practicum supervisors, and the number of culturally diverse students trainees get to work with contribute to their multicultural competence (Malone et al., 2016; Mena & Rogers, 2017; Vega et al., 2016). Therefore, the current study evaluated several research questions regarding what training factors might be related to the development of multicultural competence in school psychology graduate students. Specifically, this study explored whether exposure to multicultural coursework, exposure to culturally diverse students, and having ethnically diverse practicum supervisors is related to the development of multicultural competence during graduate training. In addition, this study examined whether graduate student ethnicity is related to perceptions regarding the quality of multicultural training received.

The current study evaluated how the number of graduate courses focused on diversity relates to school psychology graduate students' multicultural competence. The results of this study found no significant relationship between the number of graduate courses focused on diversity and graduate students' multicultural competence. The

number of courses focused on diversity was not related to participants' Cultural Knowledge, Cultural Skills, Cultural Awareness, or Cultural Appreciation. In this study, 25.6% of the participants had taken three or more multicultural courses, 27.5% had taken at least two multicultural courses, and 37.3% had taken at least one multicultural course. The results did not support the findings of Malone et al. (2016) who found that the number of multicultural courses is related to students' multicultural competence. Malone et al. found that students who were exposed to at least one multicultural coursework reported higher cultural skills and cultural knowledge. In the current study, 49% of the participants were Hispanic or Latino. Students from diverse backgrounds may respond differently to instruction on cultural diversity. Future research considering student ethnicity and its relationship to graduate students' multicultural competence may be promising. Furthermore, the percentage of Hispanic or Latino graduate students in this study suggested that the results of this study are not representative of the current field of school psychology, which is predominantly White. Therefore, future research with a larger and more diverse sample should continue evaluating how the number of multicultural courses students take in graduate school is related to the development of multicultural competence.

Another factor that may impact the growth of graduate students' multicultural competence is the ethnicity of practicum supervisors. Previous research has suggested that the ethnicity of practicum supervisors may impact the number of multicultural cases students are exposed to during practicum (Fisher, 2020). Malone et al. (2016) found that supervisors who have limited training in multicultural supervision may fail to understand what practicum experiences are critical in helping trainees develop multicultural

competence. Considering the importance of working with ethnically diverse practicum supervisors, the current study evaluated how having an ethnically diverse practicum supervisor(s) impacts graduate students' multicultural competence. In this study, 50% of the participants reported having one or more ethnically diverse practicum supervisors. However, having a diverse practicum supervisor did not significantly impact graduate students' multicultural competence. In addition, previous research has suggested that the level of training that practicum supervisors have in multicultural supervision may greatly impact the culturally diverse cases graduate students are exposed to. (Newell et al., 2010). In the current study, supervisors' training in multicultural supervision was not assessed. Newell et al. (2010) suggested that ethnically diverse practicum supervisors with strong multicultural training are more likely to understand what practicum experiences are related to the development of multicultural competence. Therefore, future research should explore how the multicultural training of practicum supervisors and their competence to supervise ethnically diverse cases impacts the development of trainees' multicultural competence.

Previous research has mentioned the importance of working with culturally diverse students during training and the impact it has on graduate students' multicultural competence (Newell et al., 2010). However, there is limited research that has specified if the actual percentage or number of ethnically diverse students graduate students get to work with corresponds to graduate students' multicultural development. Therefore, in the current study possible correlations between the percentage of ethnically diverse students graduate students get to work with and the development of multicultural competence was explored. There was a significant positive correlation between the percentage of

ethnically diverse students who trainees work with and graduate students' cultural skills ($r = 0.48, p = .045$). The results suggested that training programs should emphasize the importance of exposing their trainees to ethnically diverse students throughout their training. It is recommended that if graduate students do not have access to ethnically diverse students in their practicum site, it is important that they gain experiences in other aspects of diversity, including gender or socioeconomic status. In addition, the results of this study are supported by the findings of Vega et al. (2016) who suggested that the opportunities that graduate students have to work with diverse student populations during training are linked to their increased cultural skills. Vega et al. suggested that graduate students with strong cultural skills understand how to support culturally diverse families, implement culturally appropriate inclusion practices, and how to find community and school resources. Continued research in this area could help highlight the importance of providing trainees with continuous opportunities to work with ethnically diverse students throughout their training and influence training programs to provide multicultural opportunities at an earlier stage of training.

There is a discussion regarding how graduate students' ethnicity and cultural background may impact their perception of the quality of multicultural training received. Vega et al. (2018) suggested that ethnically diverse students tend to show more awareness of the importance of talking about multicultural issues in the classroom due to their individual experiences. However, there is limited research in the field of school psychology that compares how White and ethnically diverse students' perceptions compare regarding the quality of their multicultural training. Therefore, the current study assessed how graduate students' ethnicity impacts their perceptions of the quality of

multicultural training received in their program. Specifically, this study looked at differences between White and ethnically diverse graduate students regarding their perception of the multicultural training they were exposed to. No significant differences were found between White and ethnically diverse students' regarding their perception of the quality of multicultural training received. Chao (2013) suggested that when both White and ethnically diverse graduate counseling students are exposed to multicultural training, their ethnicity does not impact their perception of the quality of training received in multicultural issues. It may be that other training factors such as the number of courses around diversity, the multicultural training received by practicum supervisors, and exposure to ethnically diverse K-12 students may have a greater impact on their multicultural development. However, qualitative findings by Vega et al. (2018) demonstrated that White graduate students may become more aware of their racial biases towards other cultural groups after being exposed to multicultural content. Future research, using larger samples, should focus on comparing how White graduate students and students of color may differ in their perceptions of exposure to multicultural content (e.g., multicultural courses, workshops, seminars, conferences).

Previous research has suggested that the ethnicity of graduate students may contribute to how they perceive the multicultural training received (Chao, 2013). However, no research has examined how the number of diverse faculty members contributes to graduate students' perception of the quality of their multicultural training. The current study looked at how the number of ethnically diverse practicum supervisors impacts the perceptions of graduate students regarding the quality of their multicultural training. In this study, there was a significant correlation ($r = .46$) between the number of

ethnically diverse practicum supervisors and perceptions of the quality of multicultural training. Increasing the opportunities that graduate students have to work with ethnically diverse practicum supervisors may expose students to both culturally diverse students and multicultural issues (Malone et al., 2016; Newell et al., 2010). Lopez and Bursztyn (2013) and Mena and Rogers (2017) suggested that ethnically diverse practicum supervisors engage their trainees in effective decision-making and problem-solving strategies when working with culturally diverse students. These researchers also suggested that ethnically diverse practicum supervisors teach trainees effective planning and implementation services that primarily focus on ELL students. Therefore, school psychology training programs should consider exposing graduate students to ethnically diverse supervisors throughout their practicum and internship experiences. This study highlights the importance of providing practicum students the opportunity to work with ethnically diverse practicum supervisors especially when their faculty members are not ethnically diverse.

Multiculturally competent school psychologists can work with a range of culturally diverse students and families as they have the expertise to understand the barriers that culturally diverse students face, how their language and culture impacts their learning, and how to use culturally appropriate assessments and assessment interpretation (Malone et al., 2016; Rogers 2006; Vega & Plotts, 2019). Multiculturally competent school psychologists are defined as practitioners who have Cultural Knowledge, Cultural Appreciation, Cultural Awareness, and Cultural Skills (Malone et al., 2016). Previous studies have concluded that training factors such as the number of multicultural courses, the ethnicity of practicum supervisors and faculty members, exposure to culturally

diverse students during training, and the ethnicity of graduate students may significantly impact graduate students' multicultural competence development. Based on these previous findings, the current study focused on evaluating how the number of multicultural courses, the percentage of ethnically diverse students, and the number of ethnically diverse practicum supervisors is related to students' multicultural competence. Furthermore, the current study explored whether graduate student ethnicity is related to perceptions of the quality of multicultural training received.

The current study assessed critical training factors that previous studies have found to significantly impact school psychology graduate students' multicultural competence. However, there was no significant relationship between these training factors and graduate students' multicultural competence. However, the percentage of ethnically diverse students graduate students were exposed to was significantly correlated with graduate students' cultural skills ($r = 0.48$). Vega et al. (2016) suggested that the exposure graduate students have to ethnically diverse students throughout their training impacts their skills to support and provide ethnically diverse families with school and community resources. Also, the correlation between number of multicultural courses graduate students took approached significance with graduate students' cultural skills ($r = 0.21, p = .077$) and cultural knowledge ($r = 0.26, p = .070$). Malone et al. (2016) found that exposing graduate students to at least one multicultural course is related to graduate students increased cultural knowledge and cultural skills. In addition, Malone et al. found that multicultural courses aid students to become knowledgeable and skillful in implementing and using culturally appropriate assessments, interventions, and are more likely to understand ethnically diverse families' experiences.

This study also evaluated how the number of ethnically diverse practicum supervisors that graduate students have impacted their perception of the quality of their multicultural training. There was a significant positive correlation ($r = .46$) between the number of ethnically diverse practicum supervisors and the perception of the quality of multicultural training. Mena and Rogers (2017) suggested that ethnically diverse practicum supervisors understand the importance of engaging their trainees to complete multiple culturally diverse cases during practicum. In addition, Newell et al. (2010) suggested that having multiple ethnically diverse practicum supervisors increases the likelihood of being exposed to both culturally diverse students and multicultural issues. Therefore, it is recommended that graduate students be exposed to multiple ethnically diverse practicum supervisors especially if their program does not have ethnically diverse faculty members.

Overall, the current study served to highlight important training factors that previous research has found to significantly impact the development of school psychology graduate students' multicultural competence. Even though some of the findings of this study did not support the findings of previous studies, graduate programs should focus on evaluating how training experiences may impact the development of multicultural competence. It is recommended that graduate programs provide multicultural training opportunities both in and outside the classroom from the beginning to the end of the program. In addition, training programs need to leave room for graduate students to engage in self-reflection and evaluate their readiness to work with ethnically diverse students.

Limitations/Future Research

Several limitations should be considered when examining the results of this study. First, the sample size was limited as the response rate from graduate students was low. Second, 62% of the respondents were from graduate programs in the West region which could impact the percentage of culturally diverse students, faculty, and practicum supervisors' trainees get to work with during their program. In addition, 49% of the participants were Hispanic or Latino, while 41% were White, non-Hispanic. These demographics are different from those in the field of school psychology, which is predominantly White. However, this study provides representation for the views of Hispanic-Latino students. The discrepancy between the number of Hispanic/Latino and White participants in this study may indicate that the responses regarding issues in multicultural training are not representative of the population of school psychology graduate students. Another limitation of the study is that an alpha of $p < .05$ was selected when evaluating significance for all correlations. A Bonferroni correction was considered, however, due to the exploratory nature of this study a higher p-value was judged to be acceptable to limit the possibility of Type II error. This suggests that future research should use larger samples when examining possible relationships between graduate coursework, exposure to culturally diverse K-12 students, and the development of multicultural competence in graduate students.

Future studies with larger samples would help address current limitations. This could help offset the possible self-selection bias which may have impacted the current study. In addition, having a more varied sample of program regions would also help determine if a relationship between the program's region and the likelihood of working

with culturally diverse students and field supervisors during practicum exists. Furthermore, future research in multicultural competence should continue evaluating what training factors significantly contribute to the development of multicultural competence in the field of school psychology. In addition, future studies in multicultural training may help measure practicum supervisors' competence in providing multicultural training. Understanding how field supervisors rate and perceive their ability to provide trainees with multicultural training may help develop professional development opportunities for supervisors who feel unprepared to provide multicultural training during practicum and internship. Future research may also help school psychology graduate programs modify and prioritize learning opportunities in and outside the classroom. This would ensure that graduate students are multiculturally competent to work with culturally diverse families when entering the field.

REFERENCES

- Castillo, L. G., Brossart, B. F., Reyes, C. J., Conoley, C. W., & Phoummarath, M. J. (2007). The influence of multicultural training on perceived multicultural counseling competencies and implicit racial prejudice. *Journal of Multicultural Counseling and Development, 35*(4), 243–254.
<https://doi:10.1002/j.21611912.2007.tb00064.x>
- Chao, C. R. (2013). Race/ethnicity and multicultural competence among school counselors: Multicultural training, racial/ethnic identity, and color-blind racial attitudes. *Journal of Counseling and Development, 9*(2), 140-151.
<https://doi.org/10.1002/j.1556-6676.2013.00082.x>
- Dameron, L. M., Camp, A., Friedman, & B., Parikh-Foxx, S. (2020). Multicultural education and perceived multicultural competency of school counselors. *Journal of Multicultural Counseling and Development, 48*(3), 176-190.
<https://doi.org/10.1002/jmcd.12176>
- Fisher, S.E. (2020). Cultural humility as a form of social justice: Promising practices for global school psychology training. *School Psychology International, 4*(1), 53-66. <https://doi.org/10.1177/0143034319893097>
- Goforth, A. N. (2016). A cultural humility model of school psychology training and practice. *Trainer's Forum, 34*, 3-24.
- Gross, J.T., & Malone, M.C. (2019). Examination of multicultural coursework across school psychology training programs. *Contemporary School Psychology, 23*(2), 179–189. <https://doi.org/10.1007/s40688-018-00221-0>

- Holcomb-McCoy, C. (2005). Investigating school counselors perceived multicultural competence. *Professional School Counseling, 8*(5), 414–423.
- Johnson, A., & Williams, J. D. (2015). White racial identity, color-blind racial attitudes, and multicultural counseling competence. *Cultural Diversity and Ethnic Minority Psychology, 21*(3), 440-449. <https://doi.org/10.1037/a003753>
- Loe, A. S., & Miranda, H.A. (2005). An examination of ethnic incongruence school-based psychological services and diversity-training experiences among school psychologists. *Psychology in the Schools, 42*(4), 419-432.
<https://doi.org/10.1002/pits.20062>
- Lopez, C. E., Burszty, M.A. (2013). Future challenges and opportunities: Toward culturally responsive training in school psychology. *Psychology in the Schools, 50*(3), 212-228. <https://doi.org/10.1002/pits.21674>
- Malone, M.C., Briggs, C., Ricks, E., Middleton, K., Fisher, S., & Conell, J. (2016). Developmental and initial examination of the school psychology multicultural competence scale. *Contemporary School Psychology, 20*(3), 230-239.
<https://doi.org/10.1007/s40688-015-0079-1>
- Mena, J, A., & Rogers, M. R. (2017). Factors associated with multicultural teaching competence: Social justice orientation and multicultural environment. *Training and Education in Professional Psychology, 11*(2), 61-68.
<https://doi.org/10.1037/tep0000143>
- National Association of School Psychologists. (2015). Position statement: *The provision of school psychological services to bilingual students*. Bethesda, MD: Author.

- Newell, M. L., Nastasi, B. K., Hatzichristou, C., Jones, J. M., Schanding, G. T., Jr., & Yetter, G. (2010). Evidence on multicultural training in school psychology: recommendations for future directions. *School Psychology Quarterly*, 25, 249–278. <https://doi:10.1037/a002154>
- Reyna, S.R., Keller-Margullis, A.M., & Burrige, B.A. (2017). Culturally responsive school psychology practice: A study of practitioners' self-reported skills. *Contemporary School Psychology*, 21, 28-37. <https://doi.org/10.1007/s40688-016-0102-1>
- Rogers, M.R. (2006). Exemplary multicultural training in school psychology programs. *Research Report*, 12(1), 115-133. <https://doi.org/10.1037/1099-9809.12.1.115>
- Rogers, M. R., & Lopez, E. C. (2002). Identifying critical cross-cultural school psychology competencies. *Journal of School Psychology*, 40(2), 115-141. [https://doi:10.1016/S0022-4405\(02\)00093-6](https://doi:10.1016/S0022-4405(02)00093-6)
- Sue, D. W., Bernier, J. E., Durrant, A., Feinberg, L., Pedersen, P., Smith, E. J., & Vasquez-Nuttall, E. (1982). Position paper: Cross-cultural counseling competencies. *The Counseling Psychologist*, 10(2), 45–52. <https://doi.org/10.1177/0011000082102008>
- Sue, D. W., Lin, I. A., Torino, C. G., Capodilupo, M. C., & Rivera, P. D. (2009). Racial microaggression and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 15(2), 183-190. <https://doi.org/10.1037/a0014191>

- Sue, D. W., Rivera, D. P., Watkins, N. L., Kim, R. H., Kim, S., & Williams, C. D. (2011). Racial dialogues: Challenges faculty of color face in the classroom. *Cultural Diversity & Ethnic Minority Psychology, 17*(3), 331–340. <http://dx.doi.org/10.1037/a0024190>
- Vega, D., Lasser, J., & Afifi, A. F. M. (2016). School psychologists and the assessment of culturally and linguistically diverse students. *Contemporary School Psychology, 20*(3), 218-229. [https://doi: 10.1007/s40688-015-0075-5](https://doi:10.1007/s40688-015-0075-5)
- Vega, D., & Plotts, C. (2019). Bilingual school psychology graduate students' perceptions of a cultural immersion experience. *School Psychology International, 41*(2), 137–153. <https://doi.org/10.1177/0143034319888965>
- Vega, D., Tabbah, R., & Monserrate, M. (2018). Multicultural school psychology training: An examination of students' self-reported course outcomes. *Psychology in the Schools, 55*(5), 449–463. <https://doi:10.1002/pits.22123>.

REFERENCES

- Aganza, J., Godinez, A., Smith, D., Gonzalez, L., & Robinson-Zañartu, C. (2015). Using cultural assets to enhance assessment of Latino students. *Contemporary School Psychology, 19*(1), 30-45. <https://doi.org/10.1007/s40688-014-0041-7>
- Barnett, D.W., Collins, R., Coulter, C., Curtis, J.M., Ehrhardt, K., Glaser, A., Reyes, C., Stollar, S., & Winston, M. (1995). Ethnic validity and school psychology: Concepts and practices associated with cross-cultural professional competence. *Journal of School Psychology, 33*(3), 219-234. [https://doi.org/10.1016/0022-4405\(95\)98083-8](https://doi.org/10.1016/0022-4405(95)98083-8)
- Berzins, A. R., Raines, T. C. (2010) The influence of cultural immersion programs in creating culturally competent education professionals. In: Warnick, K., Warnick, P., Laffoon, A. (Eds.) *Educational policy and practice: The good, the bad, and the pseudoscience* (Vols. I & II, pp. 111–126). New York, NY: Nova Science Publishers.
- Davies, C. S., Lewis, A.A., Anderson, E.A., & Bernstein, R.E. (2015). The developmental of intercultural competence in school psychology graduate students. *School Psychology International, 36*(4), 375-392. <https://doi.org/10.1177/0143034315592664>
- Dickson, G. L., Jepsen, D. A., & Barbee, P. W. (2008). Exploring the relationships among multicultural training experiences and attitudes toward diversity among counseling students. *Journal of Multicultural Counseling and Development, 36*(2), 113-126. <https://doi.org/10.1002/j.2161-1912.2008.tb00075.x>

- Ding, Y., Cho, J.S., Wang, J., & Qiong, Y. (2019). Training of bilingual school psychologists in the United States: A culturally and linguistically responsive approach. *School Psychology International, 40*(3), 235-250.
<https://doi.org/10.1177/0143034319827347>
- Eklund, K., Aros-O'Malley, M., Murrieta, I. (2014). Multicultural supervision: What difference does difference make? *Contemporary School Psychology, 18*(3), 195–204. <https://doi:10.1007/s40688-014-0024-8>
- Fisher, S.E. (2020). Cultural humility as a form of social justice: Promising practices for global school psychology training. *School Psychology International, 41*(1), 53-66. <https://doi.org/10.1177/0143034319893097>
- Garcia-Joslin, J. J., Carrillo, G. L., Guzman, V., Vega, D., Plotts, C., Lasser, J. (2016) Latino immigration: Preparing school psychologists to meet students' needs. *School Psychology Quarterly, 31*(2), 256–269.
<https://doi:10.1037/spq0000136>.
- Goforth, A. N. (2016). A cultural humility model of school psychology training and practice. *Trainer's Forum, 34*, 3-24.
- Goforth, A. N., Farmer, R. L., Kim, S. Y., Naser, S. C., Lockwood, A. B., & Affrunti, N. W. (2021). Status of School Psychology in 2020: Part 1, Demographics of the NASP membership survey. *NASP Research Reports, 5*(2), 1-17.
- Gross, J.T., & Malone, M.C. (2019). Examination of multicultural coursework across school psychology training programs. *Contemporary School Psychology, 23*(2), 179–189. <https://doi.org/10.1007/s40688-018-00221-0>

- Gubi, A.A., Bocaneara, O.J., Espinal, M.J., Dejud, C., & Fan, H.C. (2018). A pilot study and review of the school psychology cultural competency training scale. *Contemporary School Psychology, 22*(3), 69–383. [https://doi: 10.1007/s40688-017-0139-9](https://doi.org/10.1007/s40688-017-0139-9)
- Loe, A. S., & Miranda, H.A. (2005). An examination of ethnic incongruence school-based psychological services and diversity-training experiences among school psychologists. *Psychology in the Schools, 42*(4), 419-432. <https://doi.org/10.1002/pits.20062>
- Lopez, E. C., & Rogers, M. R. (2001). Conceptualizing cross-cultural school psychology competencies. *School Psychology Quarterly, 16*(3), 270–302. <https://doi.org/10.1521/scpq.16.3.270.19889>
- Malone, M.C., Al’Uqdah, S., & Fisher, S. (2017). Exploring school psychologists’ preparation for multicultural supervision. *Trainers’ Forum, 34*, 62-74.
- Malone, M.C., Briggs, C., Ricks, E., Middleton, K., Fisher, S., & Conell, J. (2016). Developmental and initial examination of the school psychology multicultural competence scale. *Contemporary School Psychology, 20*(3), 230-239. <https://doi.org/10.1007/s40688-015-0079-1>
- Morgan, L.P., Farkas, G., Cook, M., Strassfield, M. N., Hillemeir, M.M., Pun, W.H., Wang, Y., Schussler, L.D. (2018). Are Hispanic, Asian, Native-American, or language minority children overrepresented in special education? *Exceptional Children, 84*(3), 261-279. <https://doi.org/10.1177/0014402917748303>
- National Association of School Psychologists. (2010). *Model for comprehensive and integrated school psychological services*. Bethesda, MD: Author.

- National Association of School Psychologists. (2015). *Position statement: The provision of school psychological services to bilingual students*. Bethesda, MD: Author.
- Newell, M., & Looser, J. (2017). Does context matter? An analysis of training in multicultural assessment, consultation, and intervention between school psychologists in urban and rural contexts. *Psychology in the Schools, 55*(1), 85-92. <https://doi.org/10.1002/pits.22093>
- Newell, M. L., Nastasi, B. K., Hatzichristou, C., Jones, J. M., Schanding, G. T., Jr., & Yetter, G. (2010). Evidence on multicultural training in school psychology: recommendations for future directions. *School Psychology Quarterly, 25*(4), 249–278. <https://doi:10.1037/a002154>
- Olvera, P., & Olvera, I. V. (2015). Bilingual school psychology: Challenges and opportunities. *Contemporary School Psychology, 19*(3), 165–172. <https://doi:10.1007/s40688-014-0034-6>
- Osteen, P.J., Vanidestine, T., & Sharpe, T. (2013). Multicultural Curriculum and MSW Students' Attitudes about Race and Diversity. *Journal of Teaching in Social Work, 33*(2), 111-128. <https://doi.org/10.1080/08841233.2013.775211>
- Proctor, L.S., Simpson, M.C., Levin, J., & Hackimer, L. (2014). Recruitment of diverse students in school psychology programs: Direction for future research and practice. *Contemporary School Psychology, 18*(2):117–126. <https://doi:10.1007/s40688-014-0012z>
- Reyna, S.R., Keller-Margullis, A.M., & Burrige, B.A. (2017). Culturally responsive school psychology practice: A study of practitioners' self-reported skills.

Contemporary School Psychology, 21(1), 28-37. <https://doi:10.1007/s40688-016-0102-1>

Robinson-Zañartu, C., Draper-Rodríguez, C. & Olvera, P. (2019). White Paper: The provision of school psychological services to Dual Language Learners. *Contemporary School Psychology*, 23(1), 3-9. <https://doi:10.1007/s40688-018-00222-z>

Rogers, M.R. (2006). Exemplary multicultural training in school psychology programs. *Research Report*, 12(1), 115-133. <https://doi.org/10.1037/1099-9809.12.1.115>

Rogers, M. R., & Lopez, E. C. (2002). Identifying critical cross-cultural school psychology competencies. *Journal of School Psychology*, 40(2), 115-141. [https://doi:10.1016/S0022-4405\(02\)00093-6](https://doi:10.1016/S0022-4405(02)00093-6)

Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith, E. J., & Vasquez-Nuttall, E. (1982). Position paper: Cross-cultural counseling competencies. *The Counseling Psychologist*, 10(2), 45-52. <https://doi.org/10.1177/0011000082102008>

Sullivan, A. L. (2011). Disproportionality in special education identification and placement of English language learners. *Exceptional Children*, 77(3), 317-334. <https://doi.org/10.1177/001440291107700304>

Sullivan, R. J., & Castro-Villareal. (2016). Special education policy and response to intervention: Identifying promises and pitfalls to advance social justice for diverse students. *Contemporary School Psychology*, 20(1), 10-20. <https://doi.org/10.1080/00405841.2013.804309>

- Sander, J.B., Finch, M.E.H., Pierson, E.E., Bishop, J.A., German, R.L. & Wilmoth, C. (2016). School-based consultation: Training challenges, solutions, and building cultural multicultural training and skills related to consultation. *Journal of Educational and Psychological Consultation*, 26(3), 220-240. <https://doi:10.1080/10474412.2015.1089777>
- Vega, D., Lasser, J., & Afifi, A. F. M. (2016). School psychologists and the assessment of culturally and linguistically diverse students. *Contemporary School Psychology*, 20(3), 218-229. <https://doi:10.1007/s40688-015-0075-5>
- Vega, D., & Plotts, C. (2019). Bilingual school psychology graduate students' perceptions of a cultural immersion experience. *School Psychology International*, 41(2), 137–153. <https://doi.org/10.1177/0143034319888965>
- Vega, D., Tabbah, R., & Monserrate, M. (2018). Multicultural school psychology training: An examination of students' self-reported course outcomes. *Psychology in the Schools*, 55(5), 449–463. <https://doi:10.1002/pits.22123>
- Vereen, L. G., Hill, N. R., & McNeal, D. T. (2008). Perceptions of multicultural counseling competency: Integration of the curricular and the practical. *Journal of Mental Health Counseling*, 30(3), 226-236. <https://doi:10.17744/mehc.30.3.g34u122m16q64g44>

APPENDIXES

APPENDIX A

Recruitment Letter

Dear Program Director,

I am a School Psychology graduate student at Central Washington University and am currently conducting research to complete my thesis requirement. I will be investigating the impact of school psychology training experiences (e.g., number of courses taken, diversity among faculty members, etc.) on the development of graduate students' multicultural competencies.

For this study, I will be surveying graduate students currently enrolled in school psychology training programs. This study has been approved by the HSRC at CWU.

Would you be willing to forward this e-mail to the graduate students in your training program?

GRADUATE STUDENTS:

This study is being conducted to learn more about the training experiences (e.g., number of courses taken, diversity among faculty members, etc.) on the development of graduate students' multicultural competencies.

If you would like to participate in this study, please read and then click on the Survey link below to participate:

You will be requested to complete an online survey through the Qualtrics platform. You will not be asked to disclose any identifying information such as your name. Therefore, participation in this study is confidential. An online information page describing the conditions of participation in the study will be included at the beginning of the study. The study should take no more than 15 minutes.

Your participation in this study could benefit the field of school psychology by providing insight as to how better prepare graduate students to serve culturally diverse students in the schools once entering the field. The Human Subjects Review Council (HSRC) at Central Washington University has permitted this study.

If you would like to discuss the study or if you have any questions regarding the study, please contact me at Morenoja@cwu.edu. Dr. Heath Marris is my faculty supervisor at Central Washington University. He may be contacted at Heath.Marris@cwu.edu or by phone at .

If you wish to participate in this study:

(Surveys' link)

Sincerely,
Jasmin Moreno Sanchez

APPENDIX B

SPMCS Questionnaire

Before you get started, please answer a few questions about yourself.

Q1 You identify your gender as...

- Man
- Woman
- Non-Binary
- Fill in the blank
- Would rather not answer

Q2 Ethnicity

- White
- Black or African American
- Hispanic or Latino
- American Indian or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Asian
- If other, please fill in the blank

Q3 Are you fluent in another language other than English? Please indicate the language.

Q4 Age

Q5 What year of your program are you in?

Q6 What program are you currently enrolled in?

- Ed.S
- Ph.D.
- Ed.D
- M.A or M.S
- M.A/SSP
- M.A/CAS
- Other _____

Q7 How many hours or credits are required to graduate from your program?

Q8 Is your program accredited/approved by...

- APA
- NASP
- Both NASP and APA
- Program is not accredited/approved by NASP or APA

Q9 How many full-time faculty members does your program have?

Q10 In your program, are there any faculty members of color?

Q11 In what region is your program?

- North East (CT, ME, MA, NH, RI, VT, NJ, NY, PA)
- Midwest (IL, IN, MI, OH, WI, IA, KS, MN, MO, NE, ND, SD)
- South (DE, FL, GA, MD, NC, SC, VA, WV, TN, KY, MS, AL, AR, OK, LA)
- West (WA, CA, AZ, CO, ID, MT, NM, NV, UT, WY, AK, HI, OR)

Q12 What environment best describes your program?

- Urban
- Suburban
- Rural

Q13 How many courses in your program specifically addressed diverse topics as a primary focus of the course? (For example, *Multicultural Counseling* or *Assessment of Diverse Learners* or *Psychology of Multiculturalism*)

Q14 How well did my program integrate topics of diversity into all of the coursework?

- Very Well
- Well
- Not Well
- Not Well at All

Q15

What percentage of the students that you directly served in your practicum (i.e. students that you evaluated, students that you provided consultation or intervention for) were from a racial/ethnic background other than “White” (0-100).

Q 16 Was your field supervisor for practicum from a diverse racial/ethnic background?

Yes No

Q17 How would you rate the exposure to cases involving culturally diverse students during your practicum and/or internship?

- Very Good
- Good
- Bad
- Very Bad

Q 18 On a scale ranging from Excellent (7) to Poor (1), please rate the overall quality of your graduate training in preparing you to be multiculturally competent

Excellent

Poor

7

1

Below is a list of statements related to a variety of issues related to multicultural issues in school psychology. Please read questions carefully.

Q19 I can discuss how culture influences parenting practices. (Awareness)

- Strongly disagree
- Disagree
- Agree
- Strongly Agree

Q20 I am aware of how culture impacts learning and behavior. (Awareness)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q21 I understand how my cultural background has influenced the way I think and act. (Awareness)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q22 I have a sense of the values, strengths, and limitations of my own culture. (Awareness)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q23 I understand the need to retain one's cultural identity. (Appreciation)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q24 I am knowledgeable of effective assessment strategies used with culturally and linguistically diverse students. (Knowledge)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q25 I know how to adapt instruments to assess linguistically diverse students. (Knowledge)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q26 I know that cross-cultural variables may affect performance on and interpretation of standardized assessments. (Appreciation)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q27 I know how to use alternative assessment methods such as dynamic assessment and ecological assessment. (Knowledge)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q28 I have knowledge of research on assessing culturally and linguistically diverse children. (Knowledge)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q29 It is important to integrate cultural and language background of a student into a psychoeducational report. (Appreciation)

- Strongly Disagree
- Disagree
- Agree

Strongly Agree

Q30 I am knowledgeable of evidence-based intervention strategies used culturally and linguistically diverse students. (Knowledge)

Strongly Disagree

Disagree

Agree

Strongly Agree

Q31 I understand the process of second language acquisition and its impact on the acquisition of academic skills. (Knowledge)

Strongly Disagree

Disagree

Agree

Strongly Agree

Q32 I am knowledgeable of the most effective consultation strategies used with culturally and linguistically diverse consultees. (Knowledge)

Strongly Disagree

Disagree

Agree

Strongly Agree

Q33 I am aware that members of cultural groups may have different attitudes towards disabilities or exceptionalities. (Appreciation)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q34 I consider sociocultural variables and perspectives when evaluating research. (Appreciation)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q35 I can explain test information to culturally diverse parents. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q36 I can make culturally relevant curriculum and classroom management recommendations. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q37 I am skilled in terms of being able to provide appropriate intervention services to culturally diverse students. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q38 I am skilled in implementing home-school collaboration programs and interventions. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q39 I can recognize prejudice and prevalent obstacles that may affect consultation. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q40 I am skilled in understanding nonverbal communication. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q41 I can work with culturally and linguistically diverse children, parents, and school staff. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q42 I can effectively assess the mental health needs of a student from a cultural background significantly different from my own. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q43 I can effectively secure information and resources to better serve culturally diverse students and families. (Skills)

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Q44 When working with linguistically diverse parents and students, I can interpret information obtained through translators. (Skills)

- Strongly Disagree
- Disagree
- Agree

Strongly Agree

Q45 I respect and appreciate the socio-economic and cultural background of a child and his/her family. (Appreciation)

Strongly Disagree

Disagree

Agree

Strongly Agree