

The Role of Ethnic Identity, Gender Roles, and Multicultural Training in College Counselors' Multicultural Counseling Competence: A Mediation Model

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Structural equation modeling with survey data from 313 college counselors revealed that multicultural training significantly mediated the impact of both ethnic identity and gender roles on multicultural counseling competence (MCC), explaining 24% of MCC variance. Results indicated that college counselors need to be aware of their own gender roles and ethnic identity to be culturally competent and highlighted the mediational role that training plays in achieving MCC.

Increasing diversity on college campuses combined with economic globalization challenge colleges and universities to prepare their students to thrive in a diverse society (Chao, 2008). There are mixed effects from increasing diversity on campuses. When colleges commit themselves to diversity, all students and educators potentially benefit (Nilsson et al., 2003). However, on the negative side, ethnic minority students often report feelings of social isolation, alienation and marginalization, stereotyping, invisibility, and discriminatory treatment by faculty and staff (Ponterotto, Gretchen, Utsey, Rieger, & Austin, 2002). Thus, providing multiculturally competent counseling is a necessary and indispensable prerequisite for college counselors (Smith, Constantine, Dunn, Dinehart, & Montoya, 2006).

Previous research indicates a strong link between multicultural counseling competence (MCC) and counselors' level of ethnic identity and gender role development. This means that college counselors actually bring their own ethnic identity and gender role development into counseling and that such dimensions directly affect competency. Multicultural training, an evidence-supported resource, is reported to significantly enhance effectiveness in multicultural counseling. In response to calls by Smith et al. (2006) for inquiry into the possible mediating effects of multicultural training on the documented ethnic identity/gender role–MCC relationship, the present study investigated how college counselors' MCC relates to their ethnic identity, gender roles, and multicultural training. The literature review includes research on (a) ethnic identity and MCC, (b) gender roles and MCC, and (c) multicultural training and MCC.

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Ethnic Identity and MCC

Ethnic identity is an individual's sense of being a person definable in part by membership in an ethnic group. In this study, *ethnic identity* refers to the college counselors' subjective sense of ethnic group memberships that involve preference to belong to their own group with positive evaluation of ethnic knowledge and involvement in group activities.

Ethnic identity has been found to positively correlate with higher levels of MCC (Constantine, Warren, & Miville, 2005; Neville et al., 1996; Ottavi, Pope-Davis, & Dings, 1994; Vinson & Neimeyer, 2003). For example, Ottavi et al. (1994) found that White counselors who had more advanced racial identity development (defined as having reached the Pseudo-Independence stage of racial identity) had a stronger predictive relationship to self-reported MCC. On the basis of their results, they concluded that components of counseling training programs that promoted ethnic identity development would increase the counselors' level of MCC (Ottavi et al., 1994). More than a decade after Ottavi et al.'s study, Middleton et al. (2005), in a near replication of Ottavi's study, reported that the racial identity status of mental health practitioners was again positively related to their perceived MCC.

Previous studies of ethnic identity and MCC tend to take one of three typical analytic approaches: (a) ethnic identity is one of the predictor variables in a regression analysis in which MCC measurements are criterion variables (Ottavi et al., 1994), (b) ethnic identity is an independent variable (using racial identity categories rather than ethnic identity as a continuous measure) and MCC measurements are dependent variables in a MANOVA (Constantine et al., 2005), or (c) no mediator is included between ethnic identity and MCC (Chao, 2008). Middleton et al. (2005) urged researchers to conduct more advanced structural equation analyses rather than correlation or regression analyses to further determine the relationship that exists between ethnic identity and MCC. They noted that structural equation modeling would enable a description of various associations among demographic-related variables, ethnic identity, and MCC.

Gender Roles and MCC

Few multicultural researchers have explored the impact of gender roles on MCC (e.g., Ottavi et al., 1994), although the American Counseling Association (ACA; 2005) has recognized gender issues as important. Gender roles, as with ethnic identity, are social constructions of complex patterns of attitudes, expectations, and beliefs. Reid's (2002) review of multicultural research illustrated how the field has often neglected gender-related issues. She found that fewer than 18% of publications in PsycINFO between 1995 and 2000 discussed gender as related to cultural diversity and multicultural research. Despite the paucity of research on gender-related issues, college counselors

continue to counsel diverse clients from their own gender-distinct framework (ACA, 2005). Thus, gender roles must be recognized as a crucial diversity factor in psychological research and practice.

Our study defines gender roles as college counselors' beliefs or judgments about the role behaviors of both women and men. A true egalitarian in gender roles would move beyond traditional gender roles and accept both a woman assuming the stereotypically male role of business executive and a man assuming the stereotypically female role of child care provider. This inclusive gender roles attitude enables building of equality based on an individual's choices (e.g., a female engineer) beyond social norms and stereotypes (King & King, 1993).

Beliefs about gender roles have been found to influence psychological diagnosis, treatment, and counseling among psychiatry residents (Belitsky et al., 1996). Gender roles are also associated with counselors' own stereotypes. For example, Kabacoff, Marwit, and Orlofsky (1985) found that counselors with less equalitarian gender roles endorse stereotypes significantly more frequently than did counselors with more equalitarian attitudes. Fong and Borders (1985) explored the effect of gender roles and demographic gender distinction (female vs. male) on counseling skills, and they found demographic gender to have no significant effect on counseling skills but gender roles to have significant effects on counseling skills and effectiveness (before and after counseling training). Finally, Chao (2008) reported that gender roles are significantly associated with components of MCC such as multicultural knowledge and awareness.

As indicated by ACA (2005), Reid (2002), and previous literature, it is reasonable to expect that college counselors must carry with them a gender role framework when conducting multiculturally competent counseling. Counselors' adoption of equalitarian gender roles should influence MCC, and multicultural training can help college counselors cultivate self-awareness of their own cultural backgrounds and biases (Parker, Moore, & Neimeyer, 1998). Accordingly, this study investigated the effects of college counselors' ethnic identity and gender roles on MCC.

Multicultural Training and MCC

Recently, researchers have attempted to identify the impact of multicultural training on MCC (Smith et al., 2006) and found multicultural training to be positively related to multicultural counseling awareness, knowledge, and skills (Sodowsky, Kuo-Jackson, Richardson, & Corey, 1998). The importance of multicultural training has been recognized within mandates established by ACA (2005).

Recent research on multicultural training focuses on the extent to which multicultural training influences MCC, with reported medium to large effect sizes: meta-analytic effect size Cohen's $d = .59$ (Smith et al., 2006). Others have examined how multicultural training influences counselors' racial identity

attitudes, with significant pre-and-post training differences (Neville et al., 1996). Pope-Davis, Reynolds, Dings, and Nielson (1995) sought to identify how multicultural training contributed to MCC and found that educational and clinical experiences were modestly associated with relationship scores measuring multicultural competence (Sodowsky, Taffe, Gutkin, & Wise, 1994). Moreover, participation in multicultural courses and workshops has been significantly and positively correlated with trainees' multicultural knowledge and awareness (Pope-Davis et al., 1995). Both Sodowsky et al. (1998) and Neville et al. (1996) found that multicultural training (e.g., courses, research, workshops, and number of minority clients) have significant first-order correlations with MCC.

To date, research on multicultural training has the following varied designs: (a) single-group pre-and-post training design (e.g., Neville et al.'s, 1996, pre-and-post training comparison), (b) self-report data versus third party observation (e.g., Constantine & Ladany, 2000, compared MCC reported by counselors with those observed by others), (c) nonrandomized experiment design (e.g., Constantine et al., 2005, on MCC and supervision), and (d) quasi-experimental design (e.g., Worthington, Mobley, Franks, & Tan, 2000, analyzed counselors' diagnoses of a Mexican female who role-played as a client). Yet, there are no studies to date of multicultural training as a mediator of either the ethnic identity–MCC or gender role–MCC relationships.

Multicultural training aims to enhance counselors' level of MCC (Vinson & Neimeyer, 2003), and on the basis of previous research, we expect college counselors would have higher levels of MCC after receiving multicultural training (Neville et al., 1996; Smith et al., 2006). Parker et al. (1998) indicated that when counselors are at lower stages of ethnic/racial identity development, counselors tend to deny race as meaningful in life and society and tend to resist participating in multicultural training (e.g., they are rarely involved in multicultural workshops or research projects, or reluctantly fulfill basic course requirements). In contrast, counselors in higher stages of ethnic identity development adopt a nonracist attitude and become involved in multicultural courses and projects. Thus, it is reasonable to expect ethnic identity to be positively associated with multicultural training. Similarly, other studies have established that gender roles significantly correlate with multicultural training (Chao, 2008; Koeltzow, 2000); one can analogously argue that the adoption of more egalitarian gender roles allows an openness to multicultural training. On the basis of this reasoning, one can expect that training may mediate the relationship of both ethnic identity and gender roles to MCC.

The present study aimed to explore a potential mediator (multicultural training) to the relationships between: (a) ethnic identity and MCC and (b) gender roles and MCC. In this study, we attempted to test four hypotheses derived from this model:

Hypothesis 1: Counselors' ethnic identities would be positively associated with multicultural training.

Hypothesis 2: Counselors' gender roles would be positive associated with multicultural training.

Hypothesis 3: Consequently, multicultural training would be a significant mediator of the link between ethnic identities and MCC.

Hypothesis 4: Multicultural training would be a significant mediator of the link between gender roles and MCC.

The last two hypotheses reflect the operational definition of the constructs in this study. Assessment included the number of multicultural courses, workshops, and research projects as part of assessment of multicultural training, as suggested by Sadowsky et al. (1994).

We chose to measure counselors' (self-reported) multicultural training as a mediator for two reasons. First, training as a mediator is studied much less than training as an independent or a predictor variable (Middleton et al., 2005). Second, training as a mediator may provide greater clarity about the mechanism by which ethnic identity and gender roles contribute to MCC. If this mechanism can be better understood, it will have an effect on how to best increase counselor's MCC and may suggest a need to focus more on ethnic identity and gender role development, which may affect the likelihood of seeking training and thus lead to greater MCC. In sum, previous researchers demonstrated, importantly, that ethnic identity and gender roles have a positive relation to MCC. The present research attempted to go a step further and demonstrate that multicultural training mediates the association between ethnic identity and gender roles and MCC.

Method

Participants

[AU2]

Potential participants were (a) selected from e-mail lists provided by the American College Counseling Association (ACCA) and APA Division 17 and (b) identified through personal contacts of faculty in counselor education, counseling psychology, and counseling centers. All the e-mail lists and personal contacts received web-survey announcements, and participants responded to the survey through the Internet.

The 313 participants were between 20 and 68 years of age ($M = 30.96$, $SD = 9.37$) with 269 female and 44 male participants. Most participants were women, which was consistent with Snyder and Ingram's (2000) observation that 80% or more of mental health professionals are women. The majority (72%) of the sample was White/European American ($n = 224$); 28% were racial/ethnic minorities: Asian American/Pacific Islander ($n = 19$), African American or Black ($n = 30$), Hispanic/Latino(a) ($n = 29$), and others (Native American, biracial, and multiethnic) ($n = 10$). One participant (.3%) did not identify his or her racial/ethnic background. All participants had at least one semester of experience at counseling centers. Among these 313 participants,

129 were full-time counselors, 170 were interns or practicum students, and 14 were part-time counselors.

Most participants had multicultural training experiences through courses, research, or workshops. Participants had taken a mean of 1.89 multicultural courses ($SD = 1.37$, range = 0–5, median = 2), been involved with a mean of 2.35 research projects ($SD = 2.99$, range = 0–10, median = 1), and attended a mean of 3.09 multicultural workshops ($SD = 3.67$, range = 0–10, median = 2). Twelve participants did not indicate the number of workshops they had attended. As Sadowsky et al. (1998) suggested, we classified multicultural training into three levels: no training (0); some training (1) through courses, research, and workshops; and much training (3) through all three areas.

Instruments

Demographic questionnaire. Participants provided information about ethnicity, gender, age, and multicultural training (in courses, research, and workshops; Sadowsky et al., 1998). Participants were also asked to identify if they were college counselors or not.

[AU3]

The Sex-Role Equalitarianism Scale (SRES; King & King, 1993). The 25 items of SRES measures attitudes toward equality between women and men, and are scored on a 5-point Likert scale ranging from *strongly agree* (1) to *strongly disagree* (5). Total scores can range from 25 to 125, with higher scores indicating greater levels of sex role egalitarian beliefs. Internal consistency reliability estimates have been in the low .90s, and test–retest coefficients of .86 over a 2-week period have been reported (Fitzpatrick, Salgado, Suvak, King, & King, 2004). Support for the validity of SRES is provided by the correlations with other measures designed to detect individual differences along with the traditional/nontraditional sex role attitudinal dimension, and it is not correlated with scales measuring social desirability (King & King, 1993). The internal consistency reliability for the current study was .83.

Balanced Inventory of Desirable Responding (BIDR; Paulhus, 1991). This scale contains 40 items and yields scores for two principal dimensions: impression management and self deception. The BIDR items use a 7-point Likert scale ranging from 1 (*not true*) to 7 (*very true*), with higher scores indicating greater levels of providing positively biased self-reports and impression management. Internal consistency of SDE is supported by a coefficient alpha of .71. Temporal stability over a 4-week period is satisfactory (.82), and the construct validity of SDE has been supportive in many studies (Pauls & Crost, 2005).

Multicultural Counseling Knowledge and Awareness Scale (MCKAS; Ponterotto et al., 2002). The MCKAS consists of 32 items designed to assess self-reported multicultural counseling knowledge and awareness. The MCKAS uses a 7-point Likert scale ranging from 1 (*not at all true*) to 7 (*totally true*), with higher scores indicating greater perceived knowledge and awareness of multicultural counseling issues. The MCKAS is a two-factor instrument with

20 knowledge items ($\alpha = .85$) and 12 awareness items ($\alpha = .85$). The intercorrelation between the two subscales was .04 (Ponterotto et al., 2002).

The Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992). MEIM is a 12-item scale designed to measure ethnic identity awareness using a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Total scores of MEIM can range from 12 to 70, with higher scores indicating greater levels of identity awareness and commitment. The MEIM consists of two components: ethnic identity search and affirmation, belonging, and commitment (Phinney, 1992). The Ethnic Identity Search subscale consists of 5 items to measure the developmental component in ethnic identity awareness. The Affirmation, Belonging, and Commitment subscale consists of 7 items to measure the affective component in ethnic identity awareness. The MEIM has a reliability coefficient of .90 among college students (Phinney, 1992).

Procedure

An e-mail message announced the study to the ACCA, APA (Division 17), training directors in national counselor education and counseling psychology programs, and counseling centers. Individuals interested in participating were directed to an address on the World Wide Web (WWW) where they could access the online survey that included SRES, BIDR, MCKAS, MEIM, and a demographic information form. No identifying information was collected, but participants were given the option of including their e-mail address if they wished to receive a summary of the research findings and enter a lottery to win \$25. They also were given the researchers' contact information. The number of survey items totaled 116, and all measures were completed by participants in 25 to 30 minutes.

A total of 339 completed surveys were received from self-identified college counselors. Three strategies were used to reduce chances of incorrect collection of data. First, announcing the research through e-mail lists, professional programs, or known colleagues reduced the likelihood of malicious responses. Second, requiring the respondents to click their agreement in the informed consent reduced the frequency of random surfing by those not interested in completing the survey. Third, an inclusion of two validity check items in the survey served to identify inattentive or random responses. The two validity check items stated identically, "Please do not respond to this item." Data from six participants who did respond to one or both of these items were deleted from analysis, as well as twenty invalid duplicate submissions. The final valid data included 313 participants.

It is difficult to ascertain a precise response rate among potential participants in a web-survey. Some participants did not sign up from each e-mail list; some deleted our request without reading our message; some read the request and refused to answer; some completed the survey. Thus, for example, on the basis of a conservative estimation of 1,000 potential participants from the various e-mail lists, the estimated response rate would be 31%.

Results

Preliminary Analyses

The multivariate normality test examined whether the data met the normality assumptions that underlie the procedure on maximum likelihood and indicated that the data were multivariate normal, $\chi^2(2, N = 313) = 58.23, p = .12$.

Sodowsky et al. (1998) reported social desirability related to MCC; however, other researchers reported social desirability not related to MCC (Constantine & Ladany, 2000; Ponterotto et al., 2002). The present study found no correlation between social desirability (measured by BIDR) and MCC (measured by MCKAS scores). Secondly, race/ethnicity, age, years of experience, and gender had no significant impact on differences in MCKAS total scores and subscale scores. Table 1 showed the means, standard deviations, and correlation coefficients among all variables. Among these variables, no significant differences were found between White and ethnic minority college counselors. For example, no difference in the means on the MEIM for Whites and non-Whites; on the SRES no significant difference between men and women.

[AU4]

Measurement Model

Before a structural model is tested, Anderson and Gerbing (1988) suggested using confirmatory factor analysis to examine whether a measurement model is an acceptable fit to the data. As suggested by Kline (2005), three indices were used to assess goodness of fit for the models: the comparative fit index (CFI; values of .95 or greater), the root-mean-square error approximation (RMSEA; values of .06 or less), and the standardized root-mean-square re-

TABLE 1
Means, Standard Deviations, and Correlations Among Latent Variables for the Measurement Model

Latent Variable	<i>M</i>	<i>SD</i>	1	2	3	4
1. Ethnic Identity						
All college counselors	3.74	0.72	—	.04	.13*	.36**
White college counselors only	3.63	0.70	—	.06	.12*	.34**
2. Gender Roles						
All college counselors	3.10	0.28		—	.15*	.37**
White college counselors only	3.18	0.30		—	.14*	.35**
3. Multicultural Training						
All college counselors	2.25	1.89			—	.22**
White college counselors only	2.30	1.80			—	.21**
4. Multicultural Counseling Competence						
All college counselors	5.71	0.66				—
White college counselors only	5.66	0.69				—

Note. *N* = 313. *n* = 224 for White counselors.

p* < .05. *p* < .01.

sidual (SRMR; values of .08 or less). Once an acceptable measurement model is developed, the structural model can then be tested. This study estimated the measurement model by the maximum likelihood method in the LISREL 8.54 program (Jöreskog & Sörbom, 2005).

An initial test of the measurement model resulted in relatively good fit to the data, $\chi^2(48, N = 313) = 103.80$; comparative fit index (CFI) = .95; root mean square error of approximation (RMSEA) = .06; 90% confidence interval (CI [.05, .08]); standardized root mean square residual (SRMR) = .06. We followed Kline's (2005) suggestion and used subscales of each measure as indicators. For example, for gender roles (i.e., latent variable), SRES has five subscales as indicators. All of the loadings of the measured variables on the latent variables were statistically significant ($p < .01$). Therefore, all of the latent variables appear to have been adequately measured by their respective indicators. In addition, except for the correlation between gender roles and ethnic identity, the correlations among the independent latent variables, the mediator latent variable (i.e., multicultural training), and dependent latent variable (i.e., MCC) were statistically significant ($p < .05$; see Table 1).

Structural Model for Testing Mediated Effects

The structural model was then tested by using the maximum likelihood method in the LISREL 8.72 program (Jöreskog & Sörbom, 2005). The result showed a good fit of the model to the data, scaled $\chi^2(48, N = 313) = 103.80$; CFI = .95; RMSEA = .06; (90% CI [.05, .08]); SRMR = .06. All the structural paths were significant. The structural model (see Figure 1) was used to test the significance of indirect effects.

[AU5]

Testing the Significant Levels of Indirect Effects

Cole and Maxwell (2003) and Shrout and Bolger (2002) suggested a bootstrap procedure to test the significant levels of indirect effects. In general, developed by Bradley Efron in the late 1970s, bootstrapping is a statistical resampling method, and bootstrap methods offer an empirical method of determining the significance of statistical estimates (Efron & Tibshirani, 1993). After examining the structural models with the LISREL program, the bootstrap procedure was used to test whether the indirect effects were statistically significant.

Following the recommendations of Cole and Maxwell (2003) and Shrout and Bolger (2002), the bootstrap procedure began by first creating 1,000 bootstrap samples from the original data set ($N = 313$) by random sampling with replacement. Second, the structural model was estimated 1,000 times with these bootstrap samples, by using the LISREL program to obtain 1,000 estimations of each path coefficient. Third, the saved LISREL output of the 1,000 estimations of each path coefficient was used to calculate the estimates of the indirect effect for the ethnic identity on MCC through the

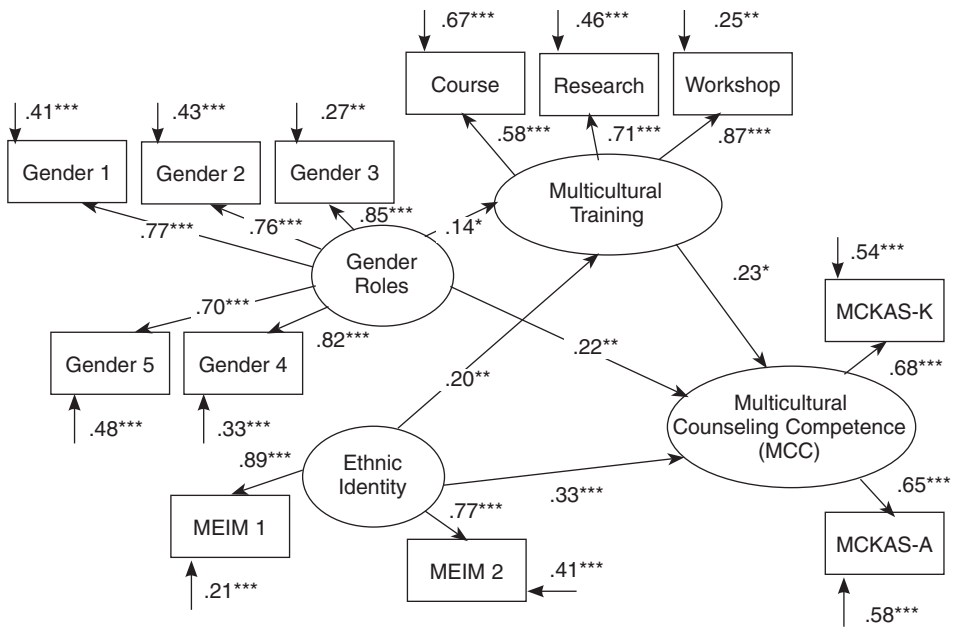


FIGURE 1

The Structural Model

Note. *N* = 313. Gender 1, 2, 3, 4, 5 = five subscales from the Sex-Role Equalitarian Scale; MEIM 1, MEIM 2 = two subscales of Multiple Ethnic Identity Measure; MCKAS-K = Multicultural Counseling Knowledge and Awareness Scale–Knowledge subscale; MCKAS-A = Multicultural Counseling Knowledge and Awareness Scale–Awareness subscale.

p* < .05. *p* < .01. ****p* < .001.

multicultural training. The aforementioned procedure of bootstrapping was repeated to calculate the estimates of the indirect effect for gender roles on MCC through multicultural training.

An indirect effect comprised two component paths. The bootstrap method continues by multiplying 1,000 pairs of path coefficients from (a) the independent variables (either ethnic identity or gender roles) to the mediator variables (multicultural training) with (b) the path from the mediator (i.e., multicultural training) to MCC.

Finally, CIs around point estimates of the indirect effects are constructed from these 1,000 values. If the 95% CI for the estimate of indirect effect does not include zero, then it can be concluded that the indirect effect is statistically significant at the .05 level. Table 2 shows that, in the 95% CI for indirect effect of the paths, no paths include zero. Therefore, all the indirect paths were statistically significant. They showed that the indirect effects of the paths both from ethnic identity to MCC through multicultural training, and from gender roles to MCC through multicultural training are statistically significant.

[AU6]

TABLE 2

Bootstrap Analysis of Magnitude and Statistical Significance of Indirect Effects

IV → MV → DCP (β) × SE B	M IM	SE LP	95% CI
Ethnic Identity → Multicultural Training → MCC (.20) × .23 = .05	.052	.022	[.008, .096]
Gender Roles → Multicultural Training → MCC (.14) × .23 = .03	.045	.020	[.004, .085]

Note. *N* = 313. IV = independent variable; MV = mediator variable; DCP = dependant coefficient and product; M IM = mean indirect mean; SE LP = standard error of lower and upper coefficients, based on unstandardized coefficients; 95% CI = 95% confidence interval for mean indirect effect; MCC = Multicultural Counseling Competence.

Discussion

The results of the present study indicated that gender roles and ethnic identity are associated with college counselors' MCC in more complex ways than the direct relationships suggested in previous studies (Parker et al., 1998; Ottavi et al., 1994; Vinson & Neimeyer, 2003). This study's third and fourth hypotheses were supported; that is, multicultural training was significantly associated with ethnic identity and gender roles and served as mediator between gender roles/ethnic identity and MCC.

Table 2 illustrates the aforementioned results: counselors' multicultural training significantly mediated both the relations of ethnic identity with MCC and of gender roles with MCC. Note also that 24% of the variance in MCC was explained by ethnic identity, gender roles, Ethnicity × Multicultural Training, and Gender Roles × Multicultural Training. Figure 1 shows that, as the first hypothesis predicted, ethnic identity was positively associated with multicultural training. The direct influence from ethnic identity to MCC was .33. The second hypothesis was also supported; that is, gender roles were positively associated with MCC. The direct influence from ethnic identity to MCC was .22. Finally, the third and fourth hypotheses; that is, multicultural training significantly mediated ethnic identity/gender role, and MCC, were supported. The direct effects accounted for 16% of the variance in MCC and the indirect effects accounted for 8% of the variance in MCC.

Specifically, the present results indicated that college counselors with higher levels of ethnic identity were more likely to report increased involvement in multicultural training, and, in turn, this increased their level of MCC. These results are consistent with previous research on the positive links between ethnic identity and multicultural training (e.g., Chao, 2008; Vinson & Neimeyer, 2003) and between training and MCC (e.g., Ottavi et al., 1994; Smith et al., 2006). The results also indicated that college counselors with higher levels of gender roles were more likely to report increased activities of multicultural training and that this also led to higher levels of MCC compared with those who did not attend such training. The present results imply that college counselors with lower levels of ethnic identity or gender roles were more likely to

have lower interests in multicultural training and may complete training only as required. Unfortunately, previous researchers seldom evaluated the impact of gender roles on multicultural training that in turn influences MCC (Reid, 2002). The current research results indicated that there exists a significant mediating effect of multicultural training between gender roles and MCC.

The present study has four implications for college counselors, directors, and counseling centers. First, the mediating role of training suggests that counseling centers might be well-served by initially assessing the ethnic identity and gender roles of its counselors rather than simply arranging for periodic training. Optional training is also likely to have less impact on those who need it most (a “preaching to the choir” effect). These findings suggest that group and experiential activities associated with an increase in ethnic identity and gender role dimensions of development may be central to eventually achieving a higher level of MCC for a given setting. Because these variables predict who attends training, attention to the self-development of staff and counselors may be crucial and should be prioritized. Second, the findings also suggest that gender roles may be an important area that needs focus, independently of ethnic identity, to improve MCC. Results indicate that when college counselors stereotype traditional gender roles (e.g., men should be engineers and women should be nurses or homemakers), they demonstrate lower levels of MCC. Thus, college counselors must examine their own gender roles because they are sensitive to clients’ gender roles. Third, results showed that although the mediational hypotheses were supported, the direct effects were actually larger. When direct relationships are stronger than mediator ones, it suggests that counseling centers must focus first on increasing ethnic identity and gender awareness. Assessment and selection of prospective staff with ethnic identity and gender role development in mind may be an important direct method to increase MCC at a given site, rather than focusing solely on demographic diversity when staffing counseling centers. This finding is particularly important given that the findings in the current sample applied to a largely White sample. Fourth, training, a significant mediator in this study, is also directly related to college counselors’ MCC. This finding reaffirms that college counselors need to continue multicultural training throughout their professional years and that attending such training does have an impact on MCC. As noted earlier, the issue may be getting those with less developed ethnic identity and gender role development to attend more such trainings.

The present study has four notable methodological limitations. First, the sample consisted of more White (72%) than ethnic minority (28%, Asian Americans, African Americans, Native Americans, and Latino/as) college counselors, so generalizability of its findings is limited in regard to other ethnic populations. Future research with larger samples of ethnic minority counselors is needed to examine the within-group and between-group differences of the structural equation model. Second, the present study’s results are based entirely on self-report measures. Replication with other methods of data collection (e.g., others’ report or clinical interview) would be beneficial

in future research. Third, a web-link is a typical method used to distribute online surveys, but this method makes reporting response rates difficult, as noted earlier. There is evidence, however, that online surveys yield similar response rates and results (Dixon & Turner, 2007). Future research can combine web-based surveys with paper surveys to address this difficulty. Fourth, this study focused on college counselors, whose training systems differ from other mental health professionals, and therefore the results may be generalizable to this group alone.

In sum, to meet the many challenges of increased diversity on campus, college counselors urgently need multicultural competencies to effectively counsel diverse clients. The results found have demonstrated multicultural training as a positive mediator of two links, ethnic identity and gender roles, to college counselors' MCC. This finding has implications for the how college counseling settings can most effectively increase MCC and the roles played by training as a mediator of the ethnic identity–MCC and gender role development–MCC relationships.

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[AU 6: The compositor reformatted Table 2, but I am not sure if this is correct. This is because the original headings for Table 2 were confusing. For example, how should the heading “ β (standardized path coefficient and product)” be formatted in the limited space? What is meant by “mean direct effect (b)^a” and how is it formatted using statistical symbols? What does the superscript *a* stand for? Finally, should “SE of mean” be *SEM*? Please review and provide advice incorporating APA table style.]

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