

## Multicultural Competence for Counseling International Students in Korea: A Focus on University Counseling Centers\*

**JeeEun Karin Nam**

Ewha Womans University  
Assistant Professor

**J. Sophia Nam**

CHA University  
Assistant Professor

**Dongil Kim<sup>†</sup>**

Seoul National University  
Professor

This study was designed to develop a conceptualization of organizational multicultural competence for working with international students in university counseling centers in Korea from the perspectives of 20 current practitioners using concept mapping procedures. Specifically, this study elicited organizational behavioral indicators that are beneficial in providing counseling services to international students. Behavioral indicators were organized into core areas of competence, rated in terms of importance and degree of execution, then analyzed quantitatively through multidimensional scaling analysis. The categories of center competence for international student counseling were: (1) engaging in active partnership/advocacy for sustainability, (2) providing counselor support, (3) creating international student-friendly setting, (4) reaching out to international students, and (5) diversifying counseling services. This study represents the first formal research to systematically examine the multicultural competence of university counseling centers working with international students, and offers practical guidance on how to provide competent services to this growing population.

*Key words* : international students, counseling, university counseling center, multicultural competence

---

\* 본 연구는 남지은(2019)의 서울대학교 박사학위논문 ‘Conceptualizing Multicultural Counseling Competence for International Students in Korea: A Focus on University Counseling Centers and Counselors’ 중 일부를 발췌, 수정한 내용임.

† 교신저자 : 김동일, 서울대학교 교육학과, 서울특별시 관악구 관악로 1 서울대학교 사범대학 11동 404호  
Tel : 02-880-7636, E-mail : dikimedu@snu.ac.kr

The swiftly diversifying cultural landscape in Korea is no longer a concern reserved for certain segments of our society. As a case in point, the number of international students in Korean universities has rapidly increased in the recent years, totaling 142,205 enrolled in degree and non-degree programs in 2018 (Ministry of Education, 2018). This growing trend in international student enrollment is in line with the government's "Study Korea 2020 Project" launched in 2005, which sought to make Korea the education hub of northeast Asia and attract 200,000 international students to Korean universities by 2020. Also propelling this trend are Korea's sharply declining birthrate and subsequently waning school-age population, as well as interest in study abroad escalating across developing nations. South Korea has become a frequented study abroad destination for many surrounding Asian countries due to its proximity, accessibility, and competitive strength in its education.

Despite the growth in the numbers of international students in Korea, concerns have been raised around the management of international student affairs. The basic lack of infrastructure (e.g. housing, scholarship programs, immigration controls and support systems, and career support) geared towards international students communicates an institutional obliviousness to their particular needs and vulnerabilities. International students, while having developmental needs similar to their

Korean counterparts, possess additional vulnerabilities due to cultural and linguistic challenges occurring in the absence of a familiar social support system (Kang & Lee, 2016; Yoon & Portman, 2004). Without adequate systemic support, a significant number of international students must struggle alone with a wide range of preventable and amenable problems, such as acculturation, academic, career, and relationship problems (e.g., Gao, 2017; Kim & Kim, 2015; Yoon & Portman, 2004). Low levels of satisfaction, increasing dropout rates, and incidences of suicide among international students in Korea continue to shed light into these problems at hand. For instance, a wide range of dropout rates have been reported across different 4-year Korean universities, but the total average was at 6%, with a few of them reaching more than 50% (Higher Education in Korea, 2019). Therefore, university counseling centers (UCCs) are receiving increasing pressure to provide critical services to these international students, despite being under-resourced themselves.

Among the many challenges that UCCs face in providing adequate services for international students, limited organizational support and budget are often highlighted. Due to the limited institutional investment in international student issues, UCCs most visibly suffer from having a dearth of practitioners who can work effectively with the population. Out of all Korean universities, only four universities, to date, have

full-time counselors who specialize in international student issues, while other universities rely on such counselors part-time. This implies that international students cannot always be referred to experienced multicultural counselors. A Chinese student, for instance, may be assigned to a Korean counselor who does not have any training or experience in working with clients from a different cultural background. Even when the international students are assigned to specializing counselors, the pair must often struggle together to navigate through various systems that are not yet “internationalized,” or prepared to serve a multicultural clientele. Without a guideline for what constitutes multicultural competence in counseling international students, counseling practitioners and centers are bound to continuously feel lost and ineffective.

To effectively address the concerns of international students, both counselors and UCCs need to apply and commit to multicultural competence. According to Vasquez (2010), multicultural competence in counseling “involves being able to use counseling skills in a way that is relevant to client experiences, having basic knowledge of cultural norms, being able to empathize with a client’s cultural perspective, and being aware of oneself and one’s attitudes as culturally grounded.” While some assert that all counseling encounters are multicultural in nature (Ridley, Mollen, & Kelly, 2011) to undermine the importance of multicultural

training, Sue & Sue (2016) assert that mental health professionals must recognize that practice-as-usual has been built upon the norms of the dominant (e.g. White Euro-American) culture and overlooks the existing variances among the rest of the world. Applying an identical approach to all clients reinforces the expediency of ignoring the impact of culture in human lives (Lum, 2011), and can be both oppressive and harmful. American Psychological Association has come to recognize the toxicity of such insensitivity to cultural differences (APA, 2003). Culturally incompetent counselors and personnel may unintentionally invalidate or trivialize experiences of minorities out of ignorance thereby inflicting undue pain (Wendt, Gone, & Nagata, 2015); the imposition of certain dominant (e.g. Euro-American) standards as the norm can even lead to critical misdiagnoses in minority populations (Sue & Sue, 2016).

In this light, this study sought to establish a conceptualization of multicultural competence specifically for counseling international students in Korea. Considering that competence is “context dependent” (Rubin et al., 2007), the existing definitions and models of multicultural counseling competence conceptualized from the United States may not be directly applicable in a country with different cultural composition such as Korea, let alone in the context of international student counseling. In recognition that some competencies are uniquely effective for

specific target groups, Sue & Sue (2016) emphasized the importance of outlining differential approaches for working with multicultural subgroups (e.g., African Americans, immigrants and refugees, LGBT individuals, older adult clients). To date, many foreign scholars (e.g., Fraga, Atkinson, & Wampold, 2004; Hook, Davis, Owen, Worthington, & Utsey, 2013) and several researchers in Korea (e.g., Wi & Choi, 2015; Won & Moon, 2016) took interest in investigating multicultural competence in multicultural counseling settings, but none of them involved counseling international students specifically.

Moreover, the concept of multicultural competence in the counseling context has been largely developed for the individual counseling practitioner and involves three domains: awareness/attitudes, knowledge, and skills (Sue et al., 1982). Specifically, a culturally competent counselor is aware of his/her “assumptions, values, and biases,” understands “the worldview of the culturally different client,” and develops “appropriate intervention strategies and techniques” accordingly (Sue, Arredondo, & McDavis, 1992). At the organizational level, however, such a specific conceptualization of multicultural competence has not yet been formed. As successful realization of competence depends not only on personal, but also numerous organizational factors (Lum, 2011), it is imperative that UCCs, as well as the institutions that house and cooperate with UCCs,

come to appreciate and enact multicultural competence. Indeed, counseling services extend well beyond the 50-minute counseling session between the counselor and client. It begins with a call or e-mail with the administrative worker, a welcoming intake visit and orientation at the counseling center, and often entails coordination with other student support services and academic departments, etc. Lum (2011) and Sue & Sue (2016) stress that it does little good to train culturally competent helping professionals when the very organizations that employ them are monocultural and discourage or even punish practitioners for using their culturally competent knowledge and skills. Thus, UCCs must establish organizational multicultural competence in their policies and practices, to ensure that their counselors can optimally exert their personal competence, and ultimately provide the most efficacious services to their multicultural clientele.

In sum, there are two major observations concerning international student support in Korean universities, which then translate into two related urgent needs: 1) the urgent need to deliver effective counseling services to a growing international student population in Korea, 2) the need to have these critical counseling services provided by culturally competent professionals, and importantly, organizations. As a step towards helping UCCs provide culturally competent services, this study sought to first operationalize what constitutes multicultural competence in working with international

students. With this conceptual foundation, specific guidelines were developed for organizational practices and policies in UCCs.

## Methods

### Concept Mapping

The study utilized a mixed methods methodology called structured conceptualization. Also known as “concept mapping,” it is one of the three major methods used in competence research studies, next to the Delphi method and Consensual Qualitative Research (CQR). Concept mapping presents several advantages over the other methods. First, it actively involves participants in the brainstorming and analysis processes, rather than solely relying on researchers’ consensus; it also can integrate ideas from participants with differing content expertise and training background (Trochim & Kane, 2005). Second, concept mapping uses rigorous quantitative multivariate data analyses to construct a map of the concept at hand.

### Participants

A total of 20 counselors who have worked with international students at university counseling centers were recruited for participation (Table 1). All of them have worked at a 4-year university with large student population located

in Seoul (15), Gyeonggi (4), and Daejeon (1). The nationality of the participating counselors was mostly Korea (13), but some participants were from China (5), Canada (2), and the United States (1). While Chinese counselors mainly worked with international students from Chinese-speaking countries, the rest reported to have worked with students from diverse cultural backgrounds in the UCC settings. While their general counseling experience averaged at 6.83 years, participants’ experience in working with international students ranged from 8 months to 7 years, with an average of 3.39 years. Such a broad range of experience was allowed, as the challenges and needs in international student counseling is readily apparent and even more acutely felt in the early stages. The precise number of participants differed in each of the concept mapping stages, as is acceptable and widely practiced in the methodology (Rosas, 2005; Trochim & McLinden, 2017). In the first stage of generating a list of indicators for multicultural competence at university counseling centers, 11 counselors participated in the brainstorming, then 13 counselors (including 10 counselors from the first task) in the sorting task. All participants from the sorting task plus 6 more counselors (a total of 19 counselors) participated in the final task, rating each of the statements for importance and degree of execution.

Table 1. Participant characteristics (n = 20)

Participant (Gender, Age)	Nationality	Highest degree obtained	Place(s) of training	Counseling experience	Int'l student counseling experience	Counseling language	Stage of participation		
							Brain- storming	Sorting	Rating
1 (F, 36)	Korea	Ph.D. candidate	USA & Korea	10	3	English, Korean	O	X	X
2 (F, 35)	China	Ph.D. candidate	Korea	7	6	Chinese, Korean	O	O	O
3 (F, 29)	China	Master's	Korea	5	4	Chinese, Korean	O	O	O
4 (F, 27)	Korea	Master's	Korea	4	3.5	English, Korean	O	O	O
5 (F, 55)	Korea	Ph.D.	USA & Korea	10	7	English, Korean	O	O	O
6 (F, 34)	Korea	Ph.D. candidate	Korea	9	1.75	English, Korean	O	O	O
7 (F, 33)	Korea	Ph.D. candidate	Korea	6	4	English, Korean	O	O	O
8 (F, 38)	Korea	Master's	Korea	5.17	3.17	English, Korean	O	O	O
9 (F, 41)	Korea	Ph.D.	USA & Korea	18	3	English, Korean	O	O	O
10 (F, 29)	Canada	Ph.D. student	Korea	3	2	English, Korean	O	O	O
11 (F, 60)	Korea	Master's	USA & Korea	9	2	English, Korean	O	O	O
12 (F, 51)	Korea	Ph.D.	USA & Korea	7	7	English, Korean	X	O	O
13 (F, 29)	Korea & USA	Master's	USA & Korea	2	4	English, Korean	X	O	O
14 (F, 34)	Canada	Master's	Korea	7	0.67	English, Korean	X	O	O
15 (F, 33)	China	Master's	Korea	1.5	1.5	Chinese, Korean, Mongolian	X	O	O
16 (F, 29)	Korea	Ph.D. student	USA & Korea	3	1	English, Korean	X	O	O
17 (F, 44)	Korea	Ph.D.	Korea	10	7	English, Korean	X	O	O
18 (F, 35)	China	Master's	Korea	6	4	Chinese, Korean	X	O	O
19 (F, 35)	China	Ph.D. student	Korea	10	1.67	Chinese, Korean	X	O	O
20 (F, 27)	Korea	Master's	Korea	4	1.5	English, Chinese, Korean	X	O	O

## Procedures

### **Preparation**

A pilot interview on one international student counselor and a consensus process with two international student counselors took place in order to find an effective focus prompt. Upon piloting several focusing questions, the focusing prompt was phrased as, “What are things that the counseling center did or could do to provide effective counseling services to international students?” Study participants were recruited through opportunistic sampling for heterogeneity (Trochim, Donnelly, & Arora, 2016), in order to enrich the exploration of the uncharted international student counseling competencies through diverse perspectives. First, five counselors were contacted from a list of 20 university center counselors who are actively working with international students. An individual interview was conducted with one counselor per day during the first week of the interview period. After the first five interviews, one new counselor was contacted at a time; if the latest interview generated a novel idea about the topic of focus, then another interview was scheduled. After 10 interviews, no different idea seemed to emerge. Last (11th) interview was conducted to confirm the exhaustiveness of the major perspectives on the topic. The rest of the counselors on the contact list were asked to participate in the sorting and the rating part of the study. Demographic data (gender, age, nationality, level

of counselor degree obtained, place(s) of training, years of counseling experience, years of international student counseling experience), and counseling language(s)) were obtained from the participants.

### **Generation**

The generation of ideas was accomplished through brainstorming with 11 participants via live (on-site) interviews. Each person was interviewed individually for brainstorming at a site of their choice (usually their workplace) for about an hour, in order to avoid possible conformity biases that may arise in a group discussion setting. The language used during the interview was mainly Korean and partly English. The interview started with the focusing prompt, “What are things that the counseling center did or could do to provide effective counseling services to international students?” then continued with a series of probing follow-up questions. All the brainstormed contents were voice recorded and then transcribed in Korean. From the transcribed interview contents, the statements that were related to competence indicators were sorted out then edited for clarification by three doctoral-level counseling experts, keeping in mind the recommended range of 96 to 100 statements (Kane & Trochim, 2007; Rosas & Kane, 2012). In brief, (1) statements that contained multiple ideas were split into separate statements, (2) recurring statements that referred to the same or similar

idea were removed, (3) ambiguous statements were clarified, and (4) statements that reflected overly specific “know-hows” or personal preferences were eliminated. In this process, the experts first worked independently then gathered for consensus, ensuring that the clarification process did not alter the original meaning of the statements.

### **Structuring**

For the first part of the structuring phase, 13 participants were asked to card sort the final statements for organizational multicultural competence in a way that makes sense to them. Participants were told that they could create as many piles of cards with similar ideas, but each pile has to have at least two cards and that one pile cannot contain all of the cards. For the second part of the structuring phase, 19 participants rated the statements for importance and degree of execution. Although ratings are not required in producing a concept map (Trochim & McLinden, 2017), one of important goals of this study was to provide UCC administrators and practitioners with a guide to discern which competencies are relatively more important than others. In addition, participants were asked to rate how much their centers are living up to each competence statement on a 5-point Likert scale in an electronic survey.

### **Representation**

For representation, sorted statements from

each of the 13 participants were first coded into a 48 x 48 binary square similarity matrix in Microsoft Excel. For a pair of statements that were coded into the same pile, the cell value became 1; otherwise, the value was 0. Then the similarity matrices were aggregated into a group similarity matrix. This aggregated matrix was then transformed into a dissimilarity matrix that served as the input data for non-metric multidimensional scaling (MDS) analysis on SPSS 22 for Windows. See Trochim & McLinden (2017) for detailed procedures.

### **Interpretation and utilization**

The interpretation of concept maps was done collaboratively with participants and other experts in related fields mentioned previously. In this interpretation stage, the researcher’s role was largely to manage the process. This process was an effort to remove possible researcher biases and ensured that the study results truthfully reflect the perceptions of the participants. After collaborative reviewing of the statements included, dimensions and clusters were labeled, then discussed in terms of the focus issue: international student counseling competencies of UCCs. The discussion also included feedback from the participants on how the results of this concept mapping study could be utilized.

### **Results**



## Dimensions

Ideas about multicultural competence of UCCs working with international students were generated by 11 counselors who have worked with international students in university settings. Initially, 77 counseling center competence statements were extracted from the interviews. The number of statements was reduced to 48 through the process of clarifying editing and synthesis described in the Methods section.

In order to determine the optimal number of dimensions, the stress values of one-dimensional to five-dimensional solutions were computed and compared using SPSS 22 for Windows. A plot

of stress values versus dimensionality revealed that a prominent bend or the “elbow” occurred at the two-dimensional solution. The stress value for the two-dimensional solution was .21, which is well below the upper limit of 0.39 identified by Rosas and Kane (2012). This stress fit value indicated sufficient stability in the data for further analysis.

An examination of the spatial representation of the latent organization of center competence statements based on sorting frequency showed two broad dimensions (Figure 1). Dimension 1 (X-axis) describes the target of organizational support (client vs. counselor), while Dimension 2 (Y-axis) describes the capacity of the center (internal vs.

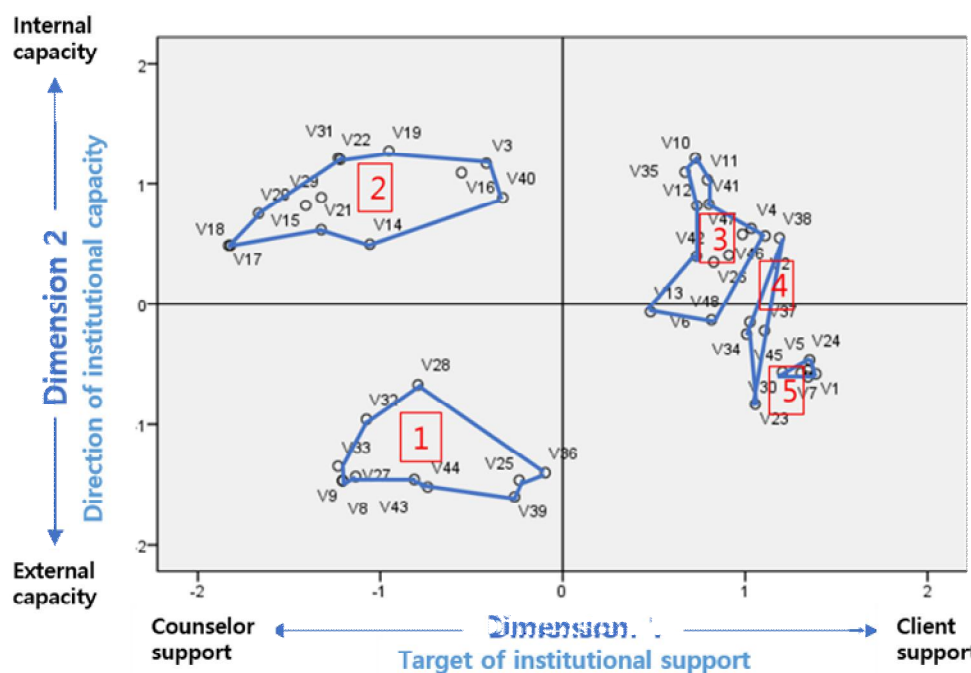


Figure 1. The concept map for the UCCs multicultural competence in working with international students

Table 2. Center multicultural counseling competence statements placed at both extremes of Dimension 1 (X-axis)

Negative direction	Positive direction
17. Strives to reduce grievances and prevent burnout of international student counselors (e.g., hiring more counselors, providing psychological support).	1. Identifies actual program needs of international students through needs survey during the annual planning stage.
18. Provides necessary information or training about Korean culture and school resources if the international student counselor is a foreigner.	5. Plans and conducts various services (education, events) to assist international students' adaptation to Korean culture and university life.
20. Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.	7. Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.
15. Encourages the external networking endeavors of international student counselors (e.g., with international student counselors at other universities).	24. Plans and conducts mental health prevention programs to help international students avert psychological crisis.
21. Employs a full-time counselor who can take charge of international student counseling.	45. Creates ways to promote connection, support, and information exchange among international students (e.g., forming support groups for specific issues).

Table 3. Center multicultural counseling competence statements placed at both extremes of Dimension 2 (Y-axis)

Negative direction	Positive direction
39. Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).	19. Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).
44. Establishes a network with other on-campus institutions that work with international students (e.g., dormitory, office of international affairs).	10. Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).
8. Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.	22. Supports part-time counselors by confining their work to managing their counseling cases.
9. Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.	31. Minimizes the administrative work of international student counselors.
25. Maintains a list of institutions and personnel that can assist various international student issues (e.g., lawyers, real estate agencies, hospitals).	3. Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).

external). Statements placed at both extremes of Dimension 1 and Dimension 2 are shown in Table 2 and Table 3 respectively.

## Clusters

Three guidelines were used to select the appropriate number of clusters to interpret. First, the number of clusters selected was not to exceed the number of groups into which participants divided the items. Participants sorted statements into a number of groups ranging from four to 11, and the average number of piles created by the 13 sorting participants was 6.77 ( $SD=2.68$ ). Second, the dendrograms produced by various multiple clustering methods served as the initial clustering solutions. A dendrogram using the Ward's Minimum Variance, which suggested five to be the maximum number of clusters. Other clustering approaches offered an opportunity to consider options with more clusters (hierarchical with average linkage = 12 cluster max; centroid linkage = 14 clusters max). Third, cluster solutions were examined for interpretability. In terms of interpretability, clustering solutions with more than 5 clusters were difficult to comprehend as to why the statements were/were not clustered together. Using these steps, a 5-cluster solution was considered most useful.

Five categories of center competence for international student counseling were identified: (1) Engaging in active partnership/advocacy for

sustainability, (2) Providing counselor support, (3) Creating international student-friendly setting, (4) Reaching out to international students, and (5) Diversifying counseling services (Table 4).

Cluster 1 "Engaging in active partnership/advocacy for sustainability" included 11 statements that were related to working with outside organizations or people in order to promote well-being of international students in practical ways. The participants realized that UCCs alone could not meet the diverse needs of international students. Specifically, the participants stated that cultural sensitivity training and consultation to Korean students and faculty to be a mission that the UCCs should undertake (Statements 8, 9, 36). Further, Statement 43 implied that the center should also engage in advocacy endeavors to make the voices of suffering international students heard outside of the counseling room. Also, securing the necessary budget to vitalize international student counseling services was thought to be a task that requires cooperation and networking with outside sources (Statements 28). Counseling supervisions, crisis management, case referrals all require outside resources that can be best acquired through organizational level efforts (Statements 27, 33, 32, 25). Several statements specifically referred to developing an official connection (e.g., protocol building) with other organizations (Statements 44, 39).

Cluster 2 "Providing counselor support" included 13 statements that appeared to

Table 4. Multicultural counseling competence of university counseling centers working with international students by cluster

Cluster Name (Number of items)	Statements by Cluster
Cluster 1: Engaging in active partnership/ advocacy for sustainability (11 items)	8 Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.
	9 Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.
	36 Contacts professors who have international students as advisees to inform them about international counseling services and provide advice when necessary.
	43 Informs the school about school system issues that contribute to the hardships of international students (e.g., grading on a curve, revealing students' grades publicly).
	27 Establishes the scope of counseling services that the center can realistically provide according to the type of international student status (e.g., exchange/visiting, short-term language training, regular) and notifies the school.
	33 Works in cooperation with other universities in Korea to handle tasks that a single university center cannot accomplish on its own (e.g., international student case supervision, crisis hotline).
	25 Maintains a list of institutions and personnel that can assist various international student issues (e.g., lawyers, real estate agencies, hospitals).
	32 Maintains a list of external counseling centers and counselors for international student case referrals.
	44 Establishes a network with other on-campus institutions that work with international students (e.g., dormitory, office of international affairs).
	39 Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).
	28 Secures a budget for sustainable international student counseling services.
Cluster 2: Providing counselor support (13 items)	17 Strives to reduce grievances and prevent burnout of international student counselors (e.g., hiring more counselors, providing psychological support).
	18 Provides necessary information or training about Korean culture and school resources if the international student counselor is a foreigner.
	20 Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.
	15 Encourages the external networking endeavors of international student counselors (e.g., with international student counselors at other universities).
	29 Identifies and delegates the tasks and responsibilities related to international student counseling that can be shared with other center staff.
	21 Employs a full-time counselor who can take charge of international student counseling.
	14 Informs other staff (administrative staff, reception staff, other counselors) at the center about international student counseling services and procedures.
	22 Supports part-time counselors by confining their work to managing their counseling cases.
	31 Minimizes the administrative work of international student counselors.
	19 Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).
	3 Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).
	16 Spreads awareness among center staff (including the director) that international students should be welcomed and provided with appropriate services just as domestic students.
	40 Trains the reception/information desk staff to provide appropriate guidance when international students visit the center (e.g. equipping staff with basic foreign language skills and knowledge of international student services and procedures).

Table 4. Multicultural counseling competence of university counseling centers working with international students by cluster (continued)

Cluster Name (Number of items)	Statements by Cluster
Cluster 3: Creating international student-friendly setting (13 items)	12 Prepares the counseling application form for international students that corresponds to the Korean version for efficient counseling case management.
	41 Makes sure that the international student client has correctly provided their contact information and notes his/her preferred way of contact (e.g., e-mail or phone).
	10 Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).
	35 Has the center website available in English or other foreign languages.
	11 Prepares all documents required for the counseling process (e.g., application form, consent form, intake form) translated in foreign languages (at minimum, in English).
	26 Has a separate crisis protocol for international students (including ways to deal with issues such as accompanying students to a hospital and recruiting an interpreter).
	46 Uses various methods (e.g., bi-weekly counseling, check-ins, phone/e-mail counseling) to prevent international students from feeling neglected when there is a long waitlist.
	42 Establishes guidelines for judging session extension because many international students wish to go for long-term counseling due to lack of other resources.
	4 Uses appropriate psychological tests upon considering the issues of cultural validity and norm issues.
	47 Sends reminders of scheduled counseling sessions by e-mail or phone considering the intercultural differences in the concept of time and the possibility of miscommunication due to language barrier.
	2 Utilizes non-verbal tests (e.g., HTP, KFD, etc.) in consideration of the language limitations of international students and cultural influences.
	48 Provides a practical measure to allow international students in psychological crisis to seek help beyond counseling hours.
	13 Prepares for a long waiting list situation due to high demand for individual counseling (e.g., screening the list and referring students to appropriate alternative services, referring to other counseling centers, hiring additional counselors).
Cluster 4: Reaching out to international students (5 items)	38 Sends promotional materials in a foreign language (e.g., English, Chinese).
	23 Conducts a mental health screening for new international students and actively recommends counseling to students in need.
	6 Plans and conducts outreach programs (e.g., arts & crafts, socializing events) to acquaint international students with the counseling center.
	34 Promotes international student counseling services through various routes (e.g., mass e-mails, visiting education, event participation) using places, institutions, events, and information networks frequently used by international students.
	37 Promotes international counseling services in a friendly manner (e.g., sending a message that it is good to share their concern with someone even if it seems trivial).
	24 Plans and conducts mental health prevention programs to help international students avert psychological crisis.
Cluster 5: Diversifying counseling services (6 items)	45 Creates ways to promote connection, support, and information exchange among international students (e.g., forming support groups for specific issues).
	1 Identifies actual program needs of international students through needs survey during the annual planning stage.
	7 Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.
	5 Plans and conducts various services (education, events) to assist international students' adaptation to Korean culture and university life.
30 Plans various measures in addition to individual counseling to efficiently meet international student counseling needs (e.g., conducting group counseling, forming support groups).	

represent the role of the center as a considerate employer that takes care of its primary employee in charge of leading the international student services. First, Statement 21 stated that the university center must employ a full-time international student counselor. Statements then indicated that the center need to provide necessary resources and support for international student counselors so that they can most effectively run the show without being burnt out (Statements 17, 18, 15, 29, 20, 14, 22, 31, 19, 3, 16, 40). Several statements revealed what the international student counselors hope to request specifically to the center in this regard - counseling supervision, sharing of tasks and mindset, and minimal administrative work.

Cluster 3 “Creating international student-friendly setting” included 13 specific actions that the center should carry out in order to best accommodate international student clients. Detailed procedural preparation involved equipping the center with crucial materials such as counseling application, psychological tests, website, and announcements in foreign languages (Statements 12, 10, 35, 11, 4, 2). Also, the center is asked to be more mindful of the fact that international students who may suffer from lack of friendly treatment and adequate resources. Specifically, the participants thought making sure all the international students who come to the center is properly and promptly contacted as an important aspect of making the center a welcoming place (Statements 41, 46,

47, 26).

Cluster 4 “Reaching out to international students” included 5 statements that precisely dealt with effective ways to reach out to international students. Preparing promotional materials in a language that can be easily read by international students and effectively delivering such materials would be critical (statements 38, 34). As outreach methods, a school-wide mental health screening for new international students and enjoyable promotional events, and friendly promotional messages were recommended (statements 23, 6, 37).

Cluster 5 “Diversifying counseling services” included 6 statements that provided ideas for varied programs and services for international students. In particular, mental health prevention programs, support and networking groups, topic-based educational programs, and cultural adjustment interventions were suggested (Statements 24, 45, 7, 5). Participants agreed that individual counseling alone cannot satisfy the needs of international students (Statement 30), and that a beneficial step in preparing adequate services would be conducting a needs survey (Statement 1).

## Ratings

The mean of the average rating of importance for each statement was 4.28, showing that, overall, the participants rated the statements as important indicators of international student

Table 5. Top center competence statements ranked by mean (SD) importance score (>4.5)

No.	Cluster	Statement	Mean(SD)
11	3	Prepares all documents required for the counseling process (e.g., application form, consent form, intake form) translated in foreign languages (at minimum, in English).	4.89(0.32)
10	3	Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).	4.74(0.45)
19	2	Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).	4.74(0.45)
28	1	Secures a budget for sustainable international student counseling services.	4.74(0.45)
7	5	Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.	4.58(0.51)
21	2	Employs a full-time counselor who can take charge of international student counseling.	4.58(0.61)
3	2	Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).	4.53(0.70)
30	5	Plans various measures in addition to individual counseling to efficiently meet international student counseling needs (e.g., conducting group counseling, forming support groups).	4.53(0.51)
35	3	Has the center website available in English or other foreign languages.	4.53(0.70)

counseling competencies of UCCs. Top center competence statements are listed in Table 5. In contrast, the mean of the average rating of degree of execution was 2.86. The participants viewed that the UCCs are currently falling short of these important indicators of center competence. The least executed center competence statements are shown in Table 6.

To compare the importance/degree of execution of each cluster as understood by participants, the average ratings of importance and degree of execution was calculated for each cluster (Figure 2). Cluster 2 “Providing counselor support” was rated as the most important

( $M=4.35$ ), followed by Cluster 5 “Diversifying counseling services” ( $M=4.34$ ), Cluster 3 “Creating international student-friendly setting” ( $M=4.31$ ), Cluster 1 “Engaging in active partnership/advocacy for sustainability” ( $M=4.18$ ), and Cluster 4 “Reaching out to international students” ( $M=4.15$ ). As for the degree of execution, Cluster 1 “Engaging in active partnership/advocacy for sustainability” was rated as the least carried out competence area ( $M=2.40$ ), followed by Cluster 4 “Reaching out to international students” ( $M=2.73$ ), Cluster 5 “Diversifying counseling services” ( $M=2.76$ ), Cluster 2 “Providing counselor support”

Table 6. Least implemented center competence statements ranked by mean (SD) importance score (<2.5)

No.	Cluster	Statement	Mean(SD)
20	2	Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.	1.79(0.79)
23	4	Conducts a mental health screening for new international students and actively recommends counseling to students in need.	2.00(1.00)
9	1	Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.	2.05(0.85)
8	1	Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.	2.11(0.94)
36	1	Contacts professors who have international students as advisees to inform them about international counseling services and provide advice when necessary.	2.16(1.01)
43	1	Informs the school about school system issues that contribute to the hardships of international students (e.g., grading on a curve, revealing students' grades publicly).	2.16(1.12)
33	1	Works in cooperation with other universities in Korea to handle tasks that a single university center cannot accomplish on its own (e.g., international student case supervision, crisis hotline).	2.21(0.92)
24	5	Plans and conducts mental health prevention programs to help international students avert psychological crisis.	2.21(0.98)
27	1	Establishes the scope of counseling services that the center can realistically provide according to the type of international student status (e.g., exchange/visiting, short-term language training, regular) and notifies the school.	2.26(0.73)
19	2	Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).	2.32(1.29)
29	2	Identifies and delegates the tasks and responsibilities related to international student counseling that can be shared with other center staff	2.37(1.01)
39	1	Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).	2.42(1.17)
34	4	Promotes international student counseling services through various routes (e.g., mass e-mails, visiting education, event participation) using places, institutions, events, and information networks frequently used by international students.	2.42(0.96)
32	1	Maintains a list of external counseling centers and counselors for international student case referrals.	2.47(1.26)





Figure 2. Comparison of importance vs. degree of execution ratings for center competence by cluster

( $M=2.81$ ), and Cluster 3 “Creating international student-friendly setting” ( $M=3.40$ ).

## Discussion

This study used an idiographic research design using the concept mapping methodology to explore an understudied topic. Specifically, this study sought to understand the conceptualization of multicultural competence required for international student counseling at the organizational level, from the perspectives of counselors who are actively working with international students in Korean UCCs. Considering the importance of engaging the institution in vitalizing international student

counseling, this study is the first to examine the organizational multicultural competence of UCCs. Ideas obtained from brainstorming interviews of 11 counselors were translated into specific behavioral indicator statements of multicultural competence for international student counseling (48 in total). Subsequently, 13 counselors categorized these statements on the basis of relatedness and their cluster solutions summed up to create the group similarity matrices. Through multivariate concept-mapping statistical analyses, the center competence indicators were organized into five clusters along two dimensions, and the counselor competence indicators were structured into six clusters along two dimensions. Each competence indicator statement was rated for importance and degree

of execution. A detailed examination of the study results generated the ensuing discussion.

The concept map for multicultural counseling competence of university counseling centers working with international students revealed 48 competence indicator statements grouped into five clusters laid out on a 2-dimensional map. As is typical with concept mapping studies (Donnelly, 2017), two dimensional solution was found to be most helpful in interpreting the map. A primary dimension underlying the UCC's multicultural competence for international student counseling appears to be the 'target of organizational support.' In other words, the center's main role seems to be in supporting international student clients and their counselors. Indeed, UCC services exist with the foremost mission of serving the needs of the university students (Bingham, 2015); however, this study highlights that supporting the counselors who are the actual agents of service delivery is also a vital role of the center. In doing so, the center can use either its internal capacity (utilizing in-house resources) or its external capacity (utilizing outside resources) to enhance international student counseling services.

The content of the organizational support for international student counseling was further specified by the five clusters identified through cluster analyses: (1) Engaging in active partnership/advocacy for sustainability, (2) Providing counselor support, (3) Creating international student-friendly setting, (4) Reaching

out to international students, and (5) Diversifying counseling services. Cluster 1 "Engaging in active partnership/advocacy for sustainability" and Cluster 2 "Providing counselor support" are both located on the left side of the map, indicating that these clusters were perceived as organizational support that target counselors. Although it may seem strange to have Cluster 1 located this way, examining individual statements included in Cluster 1 reveals that when the center actively engages in partnership and advocacy, the burden on the counselor is reduced. For example, if the center "establishes the scope of counseling services that the center can realistically provide according to the type of international student status and notifies the school (Statement 27)," the counselors will not have to make individual decisions for new client cases. In other words, although the larger mission of its specific behaviors is to engage in partnership and advocacy for sustainability of international student counseling services, Cluster 1 can be seen as center's competence to indirectly provide assistance to the counselors using external resources (as indicated by Cluster 1's location in the negative direction of Dimension 2). Cluster 3 "Creating international student-friendly setting," Cluster 4 "Reaching out to international students," and Cluster 5 "Diversifying counseling services" all serve to support international student clients as they are located on the right side of the map.

Studies in the UCC literature have pointed to the increasing diversity in the student clientele (Mowbray et al., 2006) and some practical recommendations have been made to provide accessible counseling services in response to the special needs (e.g., Bruce-Sanford, Heskeyahu, Longo, & Rundles, 2015). However, extant literature had not provided structured guidelines for UCCs in working with the ever-growing international student population worldwide (Pendse & Inman, 2017). The center competence clusters from this study fills in this gap by revealing specific tasks and roles UCCs should engage in.

All five competence domains (clusters) were considered important as indicated by high item ratings of participants ( $M = 4.28$ ); however, a closer examination of the rating results provides direction for prioritization. The participants rated the UCC's role of providing counselor support to be the most important, followed by in the order of diversifying counseling services for clients, creating an international student-friendly setting, engaging in partnership/advocacy for sustainability, and reaching out to international students. It must be noted that the raters were counselors; thus, the perceived urgency of counselor support at the organizational level is bound to be high. Interestingly, the ratings of the degree of execution were not the lowest for counselor support. The area of competence that is least carried out was active partnership/advocacy for sustainability. This is probably due

to the fact that the international student counseling services at the UCCs are still at a launching state, where basic tasks such as preparing the center and planning/running programs remain more urgent. However, considering that university-level change and support may be more powerful than helping international students at the individual level (Yoon & Portman, 2004), the university counseling centers should consciously heighten their efforts for this area of competence.

In-depth discussions of each cluster are provided below in the order of the participants' prioritization. First, a competent UCC caters to the needs of the international student counselors (Cluster 2). Most importantly, the center must employ full-time international student counselors and equip them with necessary resources and support. In order for this to happen, concerted effort between universities and policy makers should be made to secure more funding for new hires and appropriate personnel support. Fortunately, there has been increasing amount of advocacy for instituting regulations that would expand the overall number of counselors per student in higher education (Ewha News, 2018), which would likely trickle down to an expansion of counseling services for international students as well. Also, with the increase in the workload and severity of mental health conditions across college students, UCC clinicians are reported to experience high levels of burnout (Wilkinson, Infantolino, & Wacha-Montes, 2017). Considering

that counselors working with multicultural clients are more likely to feel under-resourced, limited, and isolated (Wi & Choi, 2015), the center's role seems critical. Specific organizational support that the international student counselors needed were counseling supervision, a mindset of and actual sharing of tasks, and minimized administrative work.

Second, a competent UCC provides a wide array of programs and services that go beyond individual counseling for international students. Participants with experiences in working with international students have specifically suggested mental health prevention programs, support and networking groups, topic-based educational programs, and cultural adjustment interventions. The topics of such programs and services can be best uncovered through a needs survey (Gao, 2017). Moreover, research studies on the issues of international students can also be a ground for unearthing ideas for both innovative and practical programs (e.g., Nilsson, Berkel, Flores, & Lucas, 2004). For instance, there seems to be a surprisingly limited attention to career or vocation issues for international students (Pendse & Inman, 2017). Stone & Archer (1990) suggested exploring options such as satellite offices, peer-counseling programs, special walk-in hours, less formal single sessions as ways to provide counseling services to minorities and other special groups.

Third, a competent UCC recognizes the common experiences of neglect faced by

international students and take special steps to help international student clients feel welcomed (Cluster 3). Crucial materials such as counseling application, psychological tests, website, and announcements should all be accessible in foreign languages. Also, considering the evidences of underutilization of counseling services and a high premature termination rate among international students (Pendse & Inman, 2017), special organizational care in keeping close contact with the students who has initiated connection with the center will be helpful.

Fourth, a multiculturally competent UCC works with the entire campus as well as the local community to promote the well-being of international students in practical ways (Cluster 1). Specifically, the center can offer cultural sensitivity trainings to university members, educate the faculty and staff to recognize maladjustment signals of international students, inform the university about systemic issues that contribute to their hardships, and advocate for change. Indeed, social justice advocacy has been emphasized as an important component of multicultural counseling (Constantine, Hage, Kindaichi, & Bryant, 2007; Ratts, Singh, Nassar McMillan, Butler, & McCullough, 2016), with a growing recognition that the difficulties of cultural minorities are embedded in their social context. In fact, Stone & Archer (1990) have asserted that UCCs should be on the forefront of fostering multiculturalism on campus. The participants of this study also recognized that

the well-being of international students largely depended on the cultural sensitivity of their social environments. Studies on the acculturation of international students corroborate in highlighting the importance of positive social interactions in the host country, which can counteract their perceived prejudice and discrimination experiences (Rahman & Rollock, 2004). However, counselors as individuals can be limited in their ability (e.g., time, energy) and capacity to target systemic barriers for larger scale change. In this vein, the participants in this study shared an earnest request for their centers to take more action in this regard. Other efforts the UCCs are called upon to take lead in included budget securement, networking for counseling supervisions, crisis management, and case referrals.

Fifth, a competent UCC effectively reaches out to international students (Cluster 4). Low utilization of campus mental health services among international students may be due to the lack of counseling services provided by multiculturally and linguistically competent counselors (Frey & Roysircar, 2006), but if the center is ready to provide international student counseling services, the underutilization is most likely to be caused by ineffective outreach efforts. Behavior indicator statements included in this cluster included sending promotional materials in foreign languages, planning and delivering fun promotional materials and events via various routes, and conducting a mental

health screening for new international students. According to an organizing framework of four levels of counseling center outreach (Glass, 2019), the outreach efforts for international students mentioned by the participants of the study are at Level 1, whose goal is to inform students of the presence of international student counseling services and to market the utility of using the services. It may take time for international counseling services to reach subsequent levels of outreach efforts.

Very little is known about the multicultural competence of UCCs. This study represents the first formal research attempt to systematically examine the multicultural competence of UCCs working with international students. The number of international students on Korean university campuses will continue to increase and their need for counseling services present real challenges. UCCs can examine the multicultural counseling competence conceptualized in this study, and specifically go through the list of behavior indicators within each competence clusters to figure out the areas for improvement. Accessible and appropriate counseling services provided by competent university counseling centers will play a pivotal role in helping international students as they deal with diverse issues related to adapting to a new cultural and academic environment.

### Limitations and future directions

First, although the current sample size is an acceptable one in concept mapping, future research could use a larger number of participants to bolster the representativeness of the sample. Second, the expertise of the participants in the study may be questioned because their years of experience with international student counseling were all under ten. However, international student counseling is a relatively recent field and still unfamiliar to many. In this view, several years of experience can be considered significant. Future studies might nevertheless include more counselor variables for examination, such as the level of counselor experience (i.e. novice vs. seasoned), work hours (part-time vs. full-time), specialty training (formally trained vs. self-trained in multicultural counseling). Third, caution must be taken against the assumption that these participant-identified indicators are exhaustive, because they are bound by the participating counselors' awareness. Fourth, analyzing the influence of counselors' individual characteristics (e.g. nationality, gender) in their conceptualization was not included in the scope of this study but it would be an interesting future topic to examine. In fact, future studies might do well to recruit counselors from more diverse demographic backgrounds. Fifth, gathering perspectives from the clients on multicultural counseling competence may also be

interesting. Even when UCCs and counselors believe that they are providing culturally competent services, it is important to remember that the clients are ones to ultimately decide whether the services they are receiving are competent. The clients' perceptions of multicultural counseling competence would therefore strengthen the validity of current findings. Sixth, the importance ratings by participants showed ceiling effects, although this tendency is not surprising, given that the participants were the "stakeholders in the focal area of the study" (Donnelly, 2017). Lastly, examining multicultural counseling competence for UCCs in another country would be interesting. The contents of the organizational competence are likely to change as the cultural context for the competence is changed.

### References

- American Psychological Association. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58, 377-402.
- Bingham, R. P. (2015). The role of university and college counseling centers in advancing the professionalization of psychology. *American Psychologist*, 70(8), 792.
- Bruce-Sanford, G., Heskeyahu, T., Longo, J., & Rundles, K. (2015). The role of counseling

- centers for serving non-traditional students in higher education. *PAACE Journal of Lifelong Learning*, 24, 7-30.
- Constantine, M. G., Hage, S. M., Kindaichi, M. M., & Bryant, R. M. (2007). Social justice and multicultural issues: Implications for the practice and training of counselors and counseling psychologists. *Journal of Counseling & Development*, 85(1), 24-29.
- Donnelly, J. P. (2017). A systematic review of concept mapping dissertations. *Evaluation and Program planning*, 60, 186-193.
- Ewha News. (2018, April 17). University Education Policy Forum: Addressing psychological crises of college students through university counseling center. Retrieved from [http://www.ewha.ac.kr/ewha/ewhaNews/en\\_view.jsp?id=&newsSeq=191312](http://www.ewha.ac.kr/ewha/ewhaNews/en_view.jsp?id=&newsSeq=191312)
- Fraga, E. D., Atkinson, D. R., & Wampold, B. E. (2004). Ethnic group preferences for multicultural counseling competencies. *Cultural Diversity and Ethnic Minority Psychology*, 10(1), 53.
- Frey, L. L., & Roysircar, G. (2006). South Asian and East Asian international students' perceived prejudice, acculturation, and frequency of help resource utilization. *Journal of Multicultural Counseling and Development*, 34(4), 208-222.
- Gao, H. Y. (2017). A study on the multicultural counseling for international students. *Journal of Family and Counseling*, 7(1), 1-16.
- Glass, G. D. (2019). College counseling center outreach-An organizing framework. *Journal of College Student Psychotherapy*, 1-16.
- Higher Education in Korea. (2019). Status of dropout foreign students. Retrieved from <https://www.academyinfo.go.kr/uipnh/unt/unmcom/RdViewer.do>
- Hook, J. N., Davis, D. E., Owen, J., Worthington, E. L., & Utsey, S. O. (2013). Cultural humility: measuring openness to culturally diverse clients. *Journal of Counseling Psychology*, 60(3), 353-366.
- Kane, M., & Trochim, W. M. (2007). *Concept mapping for planning and evaluation*. Thousand Oaks, CA: Sage Publications.
- Kang, Y., & Lee, H. (2016). A phenomenological study on the differences of the perceived personal and institutional multiple competence between professors and international students in Korea. *The Journal of Multicultural Society*, 9(1), 31-63.
- Kim, H. J. & Kim, Y. J. (2015). A qualitative study on the acculturation of international students studying in Korea: focusing on the Korean use ability. *The Korea Educational Review*, 21(4), 201-225.
- Lum, D. (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues*. Belmont, CA: Cengage.
- Ministry of Education (2018). 2018 current status of international students in Korea. Retrieved from <https://www.moe.go.kr/>
- Mowbray, C. T., Mandiberg, J. M., Stein, C. H., Kopels, S., Curlin, C., Megivern, D., Strauss, S., Collins, K., & Lett, R. (2006). Campus mental health services: Recommendations for change. *American Journal of Orthopsychiatry*, 76(2), 226-237.

- Nilsson, J. E., Berkel, L. A., Flores, L. Y., & Lucas, M. S. (2004). Utilization rate and presenting concerns of international students at a university counseling center: Implications for outreach programming. *Journal of College Student Psychotherapy, 19*(2), 49-59.
- Pendse, A., & Inman, A. G. (2017). International student-focused counseling research: A 34-year content analysis. *Counselling Psychology Quarterly, 30*(1), 20-47.
- Rahman, O., & Rollock, D. (2004). Acculturation, competence, and mental health among South Asian students in the United States. *Journal of Multicultural Counseling and Development, 32*(3), 130-142.
- Ratts, M. J., Singh, A. A., Nassar McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28-48.
- Ridley, C. R., Mollen, D., & Kelly, S. M. (2011). Beyond microskills: Toward a model of counseling competence. *Counseling Psychologist, 39*, 825-864.
- Rosas, S. R. (2005). Concept mapping as a technique for program theory development. *American Journal of Evaluation, 26*(3), 389-401.
- Rosas, S. R., & Kane, M. (2012). Quality and rigor of the concept mapping methodology: A pooled study analysis. *Evaluation and Program Planning, 35*(2), 236-45.
- Rubin, N. J., Bebeau, M., Leigh, I. W., Lichtenberg, J. W., Nelson, P. D., Portnoy, S., Smith, I. L., & Kaslow, N. J. (2007). The competency movement within psychology: An historical perspective. *Professional Psychology: Research and Practice, 38*, 452-462.
- Stone, G. L., & Archer Jr, J. (1990). College and university counseling centers in the 1990s: Challenges and limits. *The Counseling Psychologist, 18*(4), 539-607.
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Multicultural Counseling and Development, 20*, 64-88.
- Sue, D. W., Bernier, J. E., Durran, A., Feinberg, L., Pedersen, P., Smith, E. J., et al. (1982). Position paper: Cross-cultural counseling competencies. *Counseling Psychologist, 10*, 45-52.
- Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice*. Wiley.
- Trochim, W., Donnelly, J. P., & Arora, K. (2016). *Research methods: The essential knowledge base*. Boston: Cengage.
- Trochim, W., & Kane, M. (2005). Concept mapping: an introduction to structured conceptualization in health care. *International Journal for Quality in Health Care, 17*(3), 187-191.
- Trochim, W. M., & McLinden, D. (2017). Introduction to a special issue on concept mapping. *Evaluation and program planning, 60*, 166-175.
- Vasquez, M. J. T. (2010). Ethics in multicultural counseling practice. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (3rd ed., pp. 127-145). Thousand Oaks, CA: Sage.



- Wendt, D. C., Gone, J. P., & Nagata, D. K. (2015). Potentially harmful therapy and multicultural counseling: Bridging two disciplinary discourses. *The Counseling Psychologist, 43*(3), 334-358.
- Wi, J., & Choi, H. (2015). The concept map of multicultural counselors' perceived difficulties and overcoming strategies in Korea society. *Asian Cultural Studies, 40*, 87-130.
- Wilkinson, C. B., Infantolino, Z. P., & Wacha-Montes, A. (2017). Evidence-based practice as a potential solution to burnout in university counseling center clinicians. *Psychological services, 14*(4), 543-548.
- Won, S., & Moon, J. (2016). The multidimensionality of multicultural competence and its antecedents: Focusing on workers of the multicultural family support center. *The Korean Journal of Local Government Studies, 19*(4), 143-165.
- Yoon, E., & Portman, T. A. A. (2004). Critical issues of literature on counseling international students. *Journal of Multicultural Counseling and Development, 32*(1), 33-44.

원 고 접 수 일 : 2019. 09. 17  
수정원고접수일 : 2019. 12. 12  
계 재 결 정 일 : 2020. 01. 13

## 국내 외국인 유학생 상담을 위한 다문화 역량 개념도 연구: 대학상담센터를 중심으로

남 지 은  
이화여자대학교  
조교수

남 지 혜  
차의과학대학교  
조교수

김 동 일  
서울대학교  
교수

본 연구는 외국인 유학생 상담을 하는 국내 대학 상담센터의 다문화 역량을 개념도 방법론을 사용하여 탐색적으로 확인하였다. 이를 위해 국내 대학 상담센터에서 외국인 유학생 상담을 하고 있는 상담자가 인식하는 센터 수준의 다문화 역량 요소들을 추출하였다. 먼저 상담자 11명을 인터뷰하여 총 48개의 센터 역량 진술문을 도출하였다. 다음으로, 카드소팅을 통해 유사성 분류 작업을 수행하였으며, 각 진술문에 대해 중요도와 현재 실행도를 평정하였다. 이러한 과정을 통해 수집된 자료를 바탕으로 다차원적도분석과 군집분석을 실시한 결과, 외국인 유학생 상담을 위한 대학 상담센터의 다문화 역량은 2개의 차원과 5개의 군집으로 이루어지는 것으로 나타났다. 1차원은 '대학 상담센터의 지원 대상' 차원으로, 2차원은 '대학 상담센터 자원의 원천'으로 해석되었다. 5개의 군집은 군집 1 '지속적인 서비스를 위한 협력 및 옹호 역량', 군집 2 '상담자 지원 역량', 군집 3 '외국인학생 친화적인 환경 구축 역량', 군집 4 '외국인학생을 위한 적극적인 홍보 역량', 그리고 군집 5 '상담 서비스의 다양화 역량'으로 명명되었다. 본 연구는 외국인 학생 상담에 요구되는 다문화 역량이 무엇인지에 대해 상담센터 차원에서 그 구조를 파악하였다는데 의의가 있다.

주요어 : 외국인 학생, 상담, 대학 상담센터, 다문화 역량