

39th Annual Counseling Centers of
New York (CCNY) Conference

College Counseling in the New Millennium: The Role of Data-Driven Cultural Competence

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PRESENTATION OUTLINE



- Introduction
- Problem Statement
- Key Questions
- Research Methods
 - Participants
 - Instruments
- Results
- Implications
- Limitations
- Conclusions
- Future Directions

Increased Diversity on College Campuses

FROM 1976 to 2018



White

84.3% (1976) → 55.2% (2018)



African American

9.6% (1976) → 13.4% (2018)



Hispanic

3.6% (1976) → 19.5% (2018)



Asian/Pacific Islander

2% (1976) → 7% (2015)



Multiracial

1.6% (2010) → 3.9% (2018)

Unbalanced Proportions

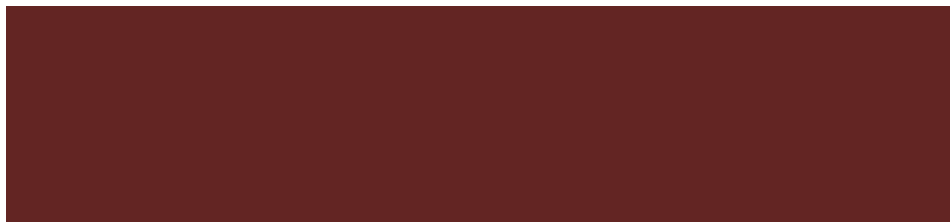
- US student population: 45% non-White
- CCMH 2019 Annual Report: 35% non-White

The racial and ethnolinguistic identity (REI) proportions in the national dataset used for college mental health does not reflect that of the country's college students.




Increased Psychopathology Among College Students


Recent college students (vs. 30's-40's) score higher on: F score, Psychopathic Deviation, Paranoia, Schizophrenia and Hypomania, Hypochondriasis, Depression, Psychasthenia, & Hysteria (p. 273) (Twenge et al., 2010)



National survey of Counseling Center directors: trend toward more students with severe psychological problems (p. 271) (Gallagher, 2010, 2011)



College-aged cohorts: higher psychopathology scores now vs. previous generations (Brunner et al., 2014)



Rise in Symptomatology 2010-2014

Xiao et al. 2017, $N = 476,388$

Depression



General Anxiety



Social Anxiety



Family Distress



Academic Distress



Suicidal Ideation



Past Suicide Attempts



Past Self-Harm Attempts



Substance Abuse



Psychological Stressors For Diverse REI Students

**Complexity of
ethnic
identification**

Thibeault et al. 2018

**Subtle racism in
microaggressions**

Sue et al. 2007

Perceived racism

Pieterse et al. 2012

Psychological Stressors For Diverse REI Students

Perceived racial discrimination

Hwang & Goto 2008;
Walker et al. 2008

- Concerns about outsider stereotypes
- Unintelligence & criminal behavior
- Concerns about own-group conformity pressure

Ojeda et al. 2012

Psychological Stressors For Diverse REI Students

- Literature review on counselor bias
 - Implicit bias is common among counselors
 - Implicit measures

Boysen, 2009

Barriers to Treatment for Diverse REI Students

**Stigma of
seeking mental
health treatment**

Owen et al. 2013; Cheng
et al. 2017; Ballesteros &
Hilliard 2016; Rose et al.
2012

**Lack of cultural
sensitivity &
awareness in
college
counseling
centers**

Kearney et al. 2003

**Implicit bias
among college
counselors**

Boysen 2009

A Nuanced Approach

Xiao et al. 2017, $N = 476,388$

- Nuanced, local approach
- Account for variability in mental health & help-seeking behaviors
- Understand disparities & patterns
 - Symptomatology
 - Utilization of CCC services

Objective: examine help-seeking, symptomatology, & counseling use rates.

Who: REI groups in a majority-minority college in an urban university system.

The Current Study



COUNSELING ATTENDANCE

- Mean number of sessions attended
 - Does this vary by REI?

POPULATION : SAMPLE

- Is there a difference between REI college enrollment and counseling attendance?

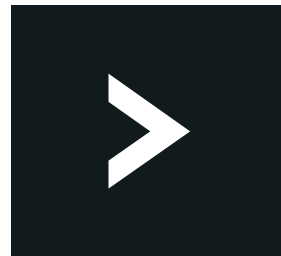
SYMPTOMATOLOGY SCORES

- Disparities between symptomatology scores among REIs
 - Total scores and by subscale

Participants

COLLECTION

- De-identified, archival data used
- IRB approval obtained
- Fall 2016 – Spring 2018
- Records of 1,206 student-clients
- Source college annual enrollment: 18,000



EXEMPTION

- 381 clients did not provide REI
- 1 Native American client
- 16 clients did not answer CCAPS
- 1 client from before IRB approval date range
- Remaining $N=807$ included in study

Participants

Demographic stratification of 807 clients included in study



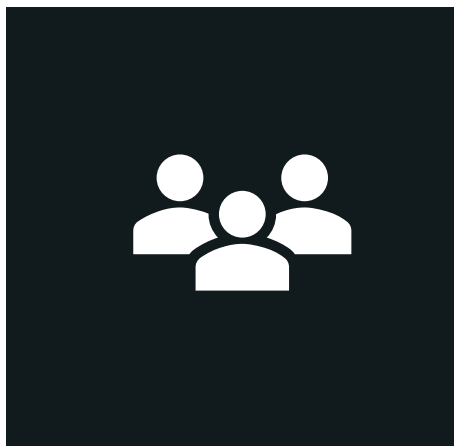
SEX

- 64.9% F
- 33.2% M
- 0.7% Other
- 1.1% ?



ACADEMICS

- 0-185 credits completed (M = 56.63, SD = 39.94)
- 83.1% UG
- 9.9% G
- 7% Other



REI

- 240 Black
- 248 White
- 104 Asian American
- 162 Latinx
- 53 Multiracial



INSTRUMENTS

SDS

Standardized Data Set

(Hayes et al., 2011)

- 47 items: demographics, mental health history, etc.

Counseling Center Assessment of Psychological Symptoms

(Locke et al., 2012)

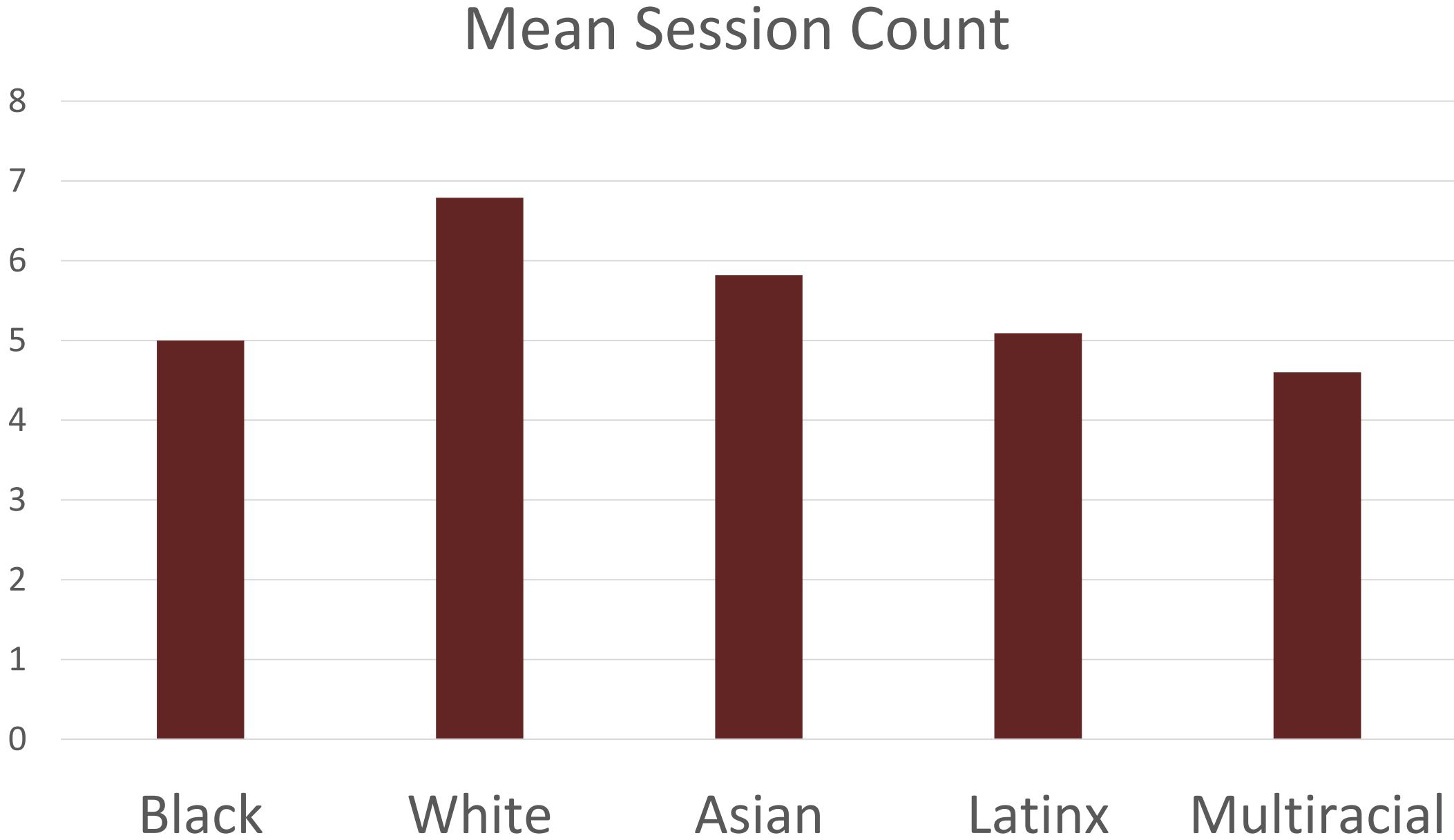
- 62 items, 8 subscales
 - Depression
 - Generalized Anxiety
 - Social Anxiety
 - Academic Distress
 - Eating Concerns
 - Hostility
 - Alcohol Use
 - Family Distress



CCAPS-62

RESULTS

Session Count Attendance Distribution by REI



RESULTS

ANOVA: Session Count by REI

	Black	White	Asian	Latinx	Multiracial
Black		-1.79*	-0.82	-0.09	0.39
White			0.97	1.7	2.19
Asian				0.73	1.21
Latinx					0.48
<i>Note. * $p < .05$, ** $p < .01$</i>					

[$F(4, 802) = 3.037, p = .017, \eta p^2 = .015$]. Tukey HSD: mean score for Black students' session count ($M = 5, SD = 5.42$) is lower than the White students' session count ($M = 6.79, SD = 8.93$).

RESULTS

Chi-square Goodness of Fit test: Population to Sample REI

TEST

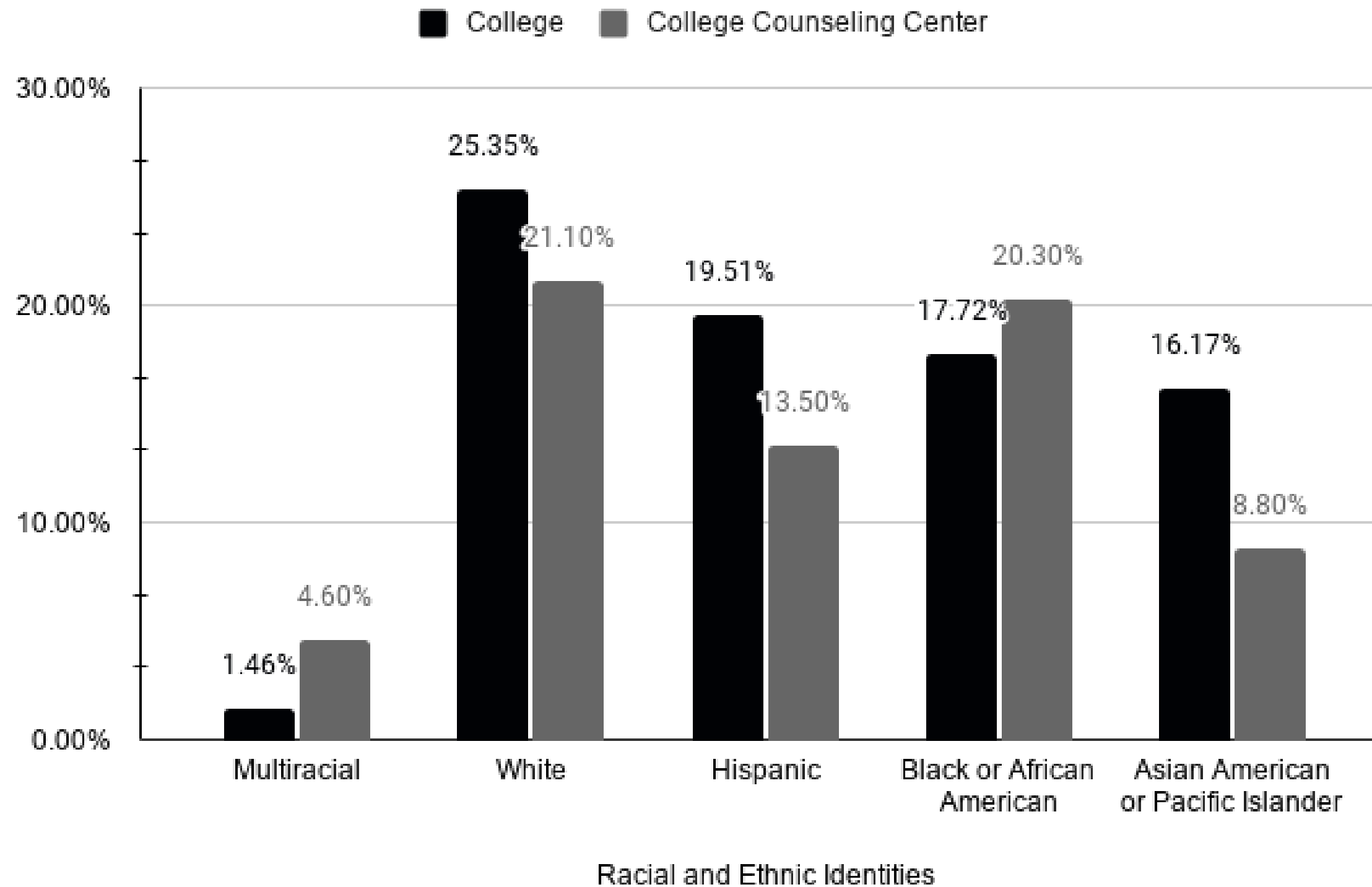
- Find disparities of racial and ethnic minorities' percentage makeup in the college counseling center and the college

RESULTS

- $\chi^2 (4, N = 807) = 319.26, p < .001.$

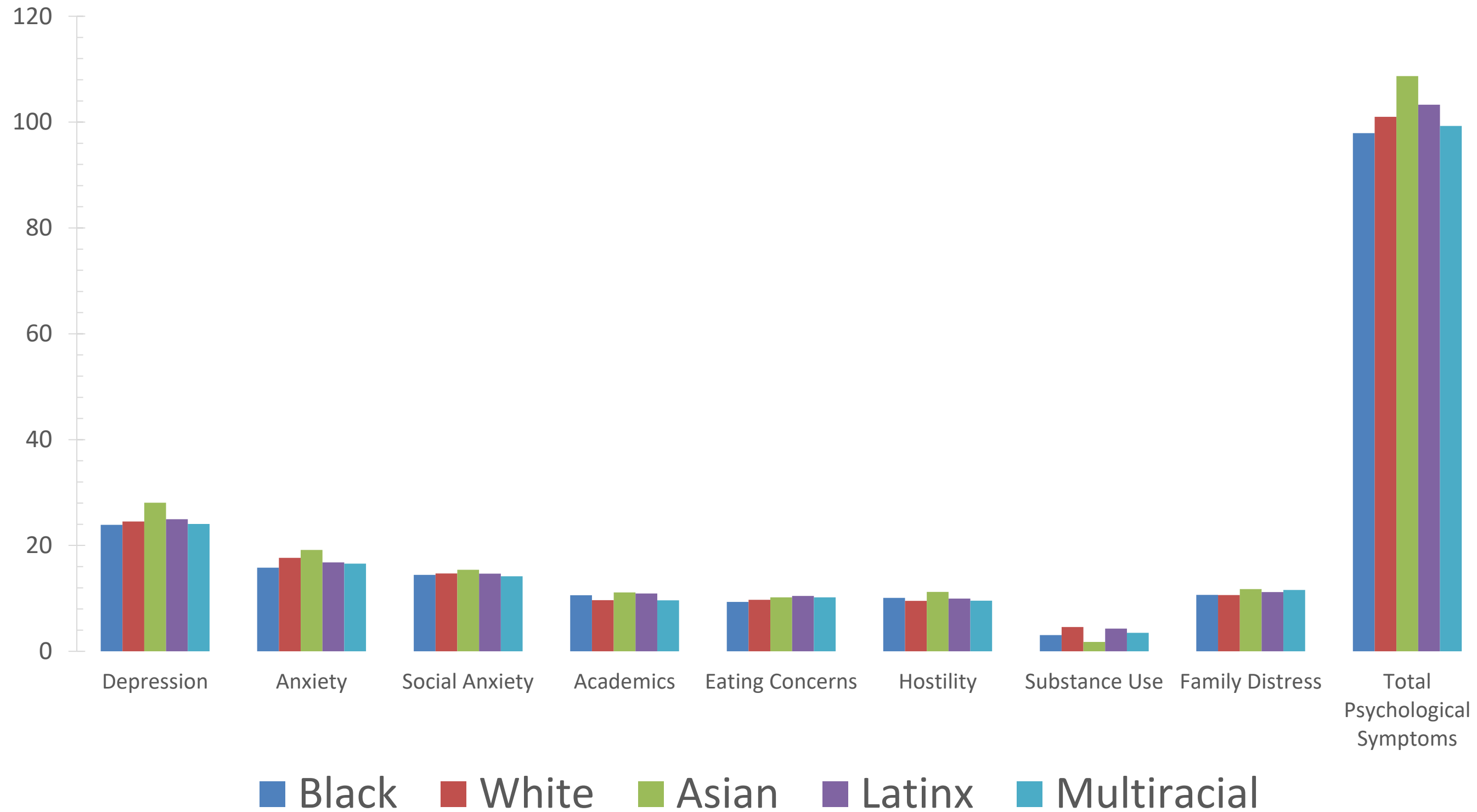
RESULTS

Figure: Population to Sample REI



RESULTS

Score Distributions for Each Scale of the CCAPS by REI



RESULTS

ANOVA: CCAPS Depression Subscale by REI

	Black	White	Asian	Latinx	Multiracial
Black		-0.62	-4.18*	-1.04	-0.15
White			-3.56	-0.42	0.47
Asian				3.14	4.03
Latinx					0.89
<i>Note. * p < .05, ** p < .01</i>					

[F(4, 802) = 2.71, p = .029, η^2 = .013].

Post-hoc: Black students (M = 23.91, SD = 12) differ from Asian students (M = 28.09, SD = 10.4).

Black students obtain much lower depressive scores than Asian students.

RESULTS

ANOVA: CCAPS General Anxiety Subscale by REI

	Black	White	Asian	Latinx	Multiracial
Black		-1.84	-3.34**	-1	-0.74
White			-1.49	0.84	1.11
Asian				2.34	2.6
Latinx					0.26
<i>Note. * p < .05, ** p < .01</i>					

[F(4, 802) = 3.43, p = .009, η^2 = .017].
 Post-hoc: Black students (M = 15.81, SD = 8.69) differ from Asian students (M = 19.14, SD = 7.59).

There are discernable differences between the anxiety levels that student-clients from different REIs experience. Black students obtain much lower anxiety scores than Asian students.

RESULTS

ANOVA: Substance Use Subscale by REI

	Black	White	Asian	Latinx	Multiracial
Black		-1.52**	1.32	-1.19	-0.43
White			2.84**	0.32	1.09
Asian				-2.52**	-1.75
Latinx					0.77
<i>Note. * p < .05, ** p < .01</i>					

[F(4, 802) = 7.70, $p < .001$, $\eta^2 = .037$]. Post-hoc: Black students (M = 3.08, SD = 4.96) differ from White students (M = 4.6, SD = 5.05), who differ from Asian students (M = 1.76, SD = 3.21), who differ from Latinx students (M = 4.28, SD = 5.4).

White students > Black students

White students > Asian students

Latinx students > Asian students.

IMPLICATIONS

■ A LOCAL APPROACH

- The findings support Xiao's call for a nuanced, local approach in conceptualizing
 - Student mental health needs
 - Counseling center resource needs

■ OUTREACH

- Asian American students
 - Seek help at lower rates
 - Present higher distress
- Latinx & White Students
 - Substance use
- Multi-racial students
 - Explore ways of reaching out

IMPLICATIONS

■ DE-STIGMITIZATION

- Normalize help-seeking behavior
- Help students access psychotherapy

■ DIVERSITY TRAINING

- Counselor implicit bias
- Clinician in-service training
 - Race, culture, etc.
- Re-examination: counseling theory & practice
 - Culture, class, & race-bound; heteronormative
(Pederson et al. 2016; Suzuki et al. 2019)

IMPLICATIONS

■ EXPAND REI CATEGORIES

- Separate race and ethnicity as reporting categories
- Consider including religion
 - Particularly in colleges where religious identity is more salient

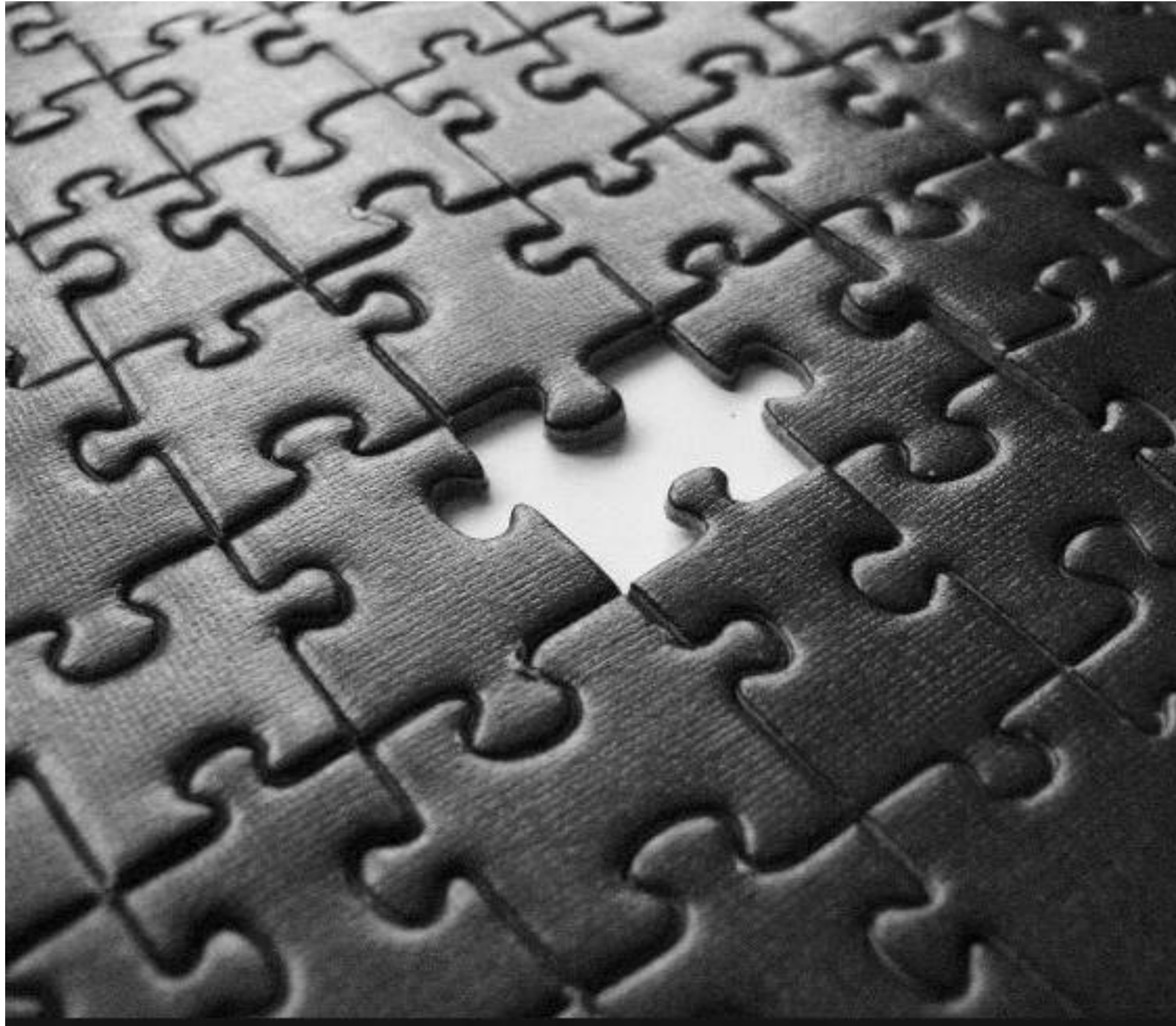
■ MEASURE STUDENT SATISFACTION

- Explore Black students' fewer session count

■ EXPECTATIONS

- Are clients and counselors on the same page?
- Psychoeducation outreach efforts

Limitations



MISSING REI DATA

31% of initial sample did not provide REI

REI CATEGORIES TOO BROAD

This can obscure important within-group differences

AMERICAN GENERATIONS

No clarification between immigrant, 1st, 2nd, and 3rd generation students within REI (Ballesteros & Hilliard, 2016; Bishop, 2016; Gee et al. 2020; Miranda et al. 2015)

Limitations



RELIGIOUS IDENTITY

Unique needs of conservative insular communities

- Orthodox Jewish (McCovoy et al. 2017)
- Muslim

MENA

Middle Eastern & North African students don't fit neatly in any REI

ASIAN AMERICAN

Differences needed between East Asian, South Asian, & Pacific Islanders

LATINX

- Race & ethnicity are not separate currently
- Many identify with multiple racial categories (Sandefur et al., 2004)

Conclusions



MEETING NEEDS

- Assess if REI groups are accessing treatment
 - Underserved or dissatisfied?

DE-STIGMITIZE SERVICES

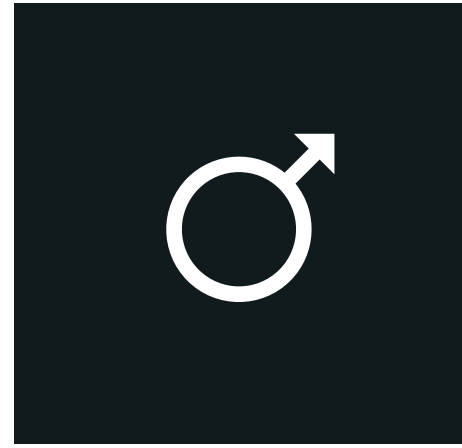
- Provide psychoeducation
- Gain feedback on what's not working

EXPAND REI CATEGORIES

- 30% missing REI categorization
 - Inaccurate capture of student identity?

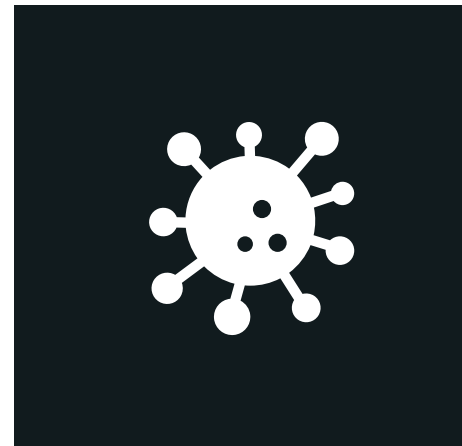
NUANCED LOCAL APPROACH

- Do not use national datasets
- Instead collect and analyze mental health data at the college level



GENDER

- Explore interaction between REI and gender in help-seeking, symptoms and number of sessions.



COVID-19

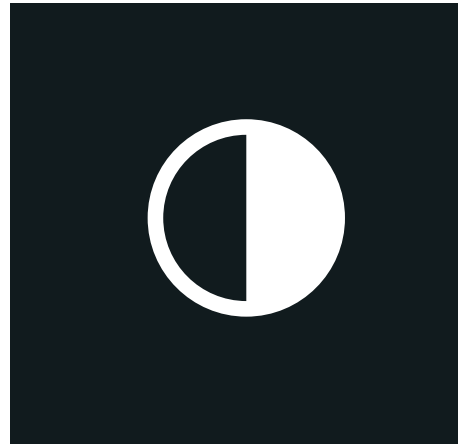
- Examine post-Covid mental health disparities among REI groups



CCAPS SCORES

- Clarify statistical vs. clinical significance

Future Research Directions



SUBCULTURE

- 27% of college's UG population is Jewish
- About half of them are Orthodox



WHITE PASSING

- 90% of American Jews are White



GROUP MENTAL HEALTH

- Mental health presents differently in Orthodox Jewish culture

Future Research Directions

Orthodox Jewish
Students

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