

AN ASSESSMENT OF COUNSELING NEEDS OF INTERNATIONAL
STUDENTS AT UNIVERSITY OF WISCONSIN-STOUT

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Abstract

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An Assessment of Counseling needs of International Students at University of Wisconsin
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The literature, Pedersen (1996) and Tucker (1991), discusses some issues related to counseling needs of international students in the United States, but there is little empirical data related to international students' counseling needs, or counseling service for international students.

The purpose of this study was to identify counseling needs of international students and counseling resources available to them at the University of Wisconsin-Stout. The questionnaire used was especially designed to collect some useful data to answer three research questions.

The research questions for this study addressed the counseling needs of international students at UW-Stout, what counseling resources are available to international students at UW-Stout, and if the services at UW-Stout meet the identified needs of international students.

One hundred and ten surveys were mailed to international students at Stout. Of those, 48 participants mailed their questionnaires back to the researcher. Twenty-six participants were male and 22 participants were female. Twenty-two participants were undergraduate and 25 participants were graduate.

The results of this study indicated that most participants did not have interest in counseling services at UW-Stout. About 48% of the participants (n=23) did not know where the Counseling Center was located, about 71% of the participants did not know what services the Counseling Center offered, and about 79% of the participants have never been to the Counseling Center to meet a counselor.

Approximately 88% of the participants (n=42) thought that the Counseling Center should have specific services for international students, and about 58% of the participants (n=28) thought bilingual counselors should exist to serve international students.

Most participants, approximately 56% of the participants (n=27), indicated that they would like to access to career counseling services. Most participants of the study chose friends and family members as the best solution to cope with their personal worries and concerns, instead of seeking a professional counselor to deal with their personal issues.

Even though international students did not seem to use the services of the Counseling Center, international students presented needs which could be addressed in the future by Stout's Counseling Center.

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CHAPTER ONE

Introduction

There are many international students traveling to the United States to study every year. Some would like to pursue their degrees and improve their second language (English) skill; others just want to experience different cultures and lifestyles. Not only are they usually able to get what they want, but they are able to experience some joyful and unforgettable events at the same time. However, research indicates that a small number of international students have had negative experiences related to the learning processes in the United States. These include emotional and academic problems. Some students were able to overcome such difficulties to receive degrees, while others returned to their countries with nothing.

International students pursuing degrees often have far reaching impacts on the society of their home countries. Many of these people return to higher positions in schools, enterprises, or governments upon graduation. Significantly, some will be the future leaders in their fields when they return home. It becomes extremely important that their educational and personal experiences be facilitated through quality career and personal counseling services. This research study will explore the real counseling needs of international students and the sources used for meeting their personal counseling made

at UW-Stout.

Arthur (1997) stated that the international student population is constantly increasing in the United States with estimates of more than 438,000 international students attending colleges and universities (cited in Jacob, 2001). In recent years, international students have been enrolling in unprecedented numbers at public and private universities around the United States (Tucker, 1991). This represents a large population with a great deal of diversity and special needs. This population faces many needs that the average American student does not in the United States. Although these students often possess excellent academic qualifications in their countries, and are usually well prepared academically for the standards in United States schools, they may be improperly prepared for the cultural and social adjustments required for a smooth transition to higher education.

There were about 120 international students from 32 nations studying at UW-Stout in the spring of 2003. It is the policy of the University of Wisconsin-Stout to recruit prospective students from all regions of the world. This is done without racial, gender, or religious discrimination. There was an English as a Second Language (ESL) class at UW-Stout a couple of years ago, but it was canceled. This has had a negative impact on international students.

Students currently enrolled at UW-Stout are eligible to receive services with the

Counseling Center (UCC). However, there are no special services offered to international students. When international students have problems, especially emotional issues, they usually look for different ways to resolve their problems instead of making an appointment at UCC. Why do they ignore the existence of UCC? Are there cultural issues, language, or other factors between the school counselors and international students that create barriers for international students to use the UCC?

Being an international student, the researcher has a responsibility to explore these issues. The findings of this report may effectively assist UW-Stout in providing for international students' real needs, particularly those of counseling.

Counseling is becoming a cross-cultural activity as modern societies become more conscious of their pluralistic composition, and as increasing numbers of professional counselors are being asked to work effectively in settings that involve cultural and ethnic pluralism (Mau & Jepsen, 1988). Every cultural group has its characteristic style of addressing personal issues, so counselors should possess abilities to recognize and understand cultural differences in coping patterns. For example, counselors should have the ability to examine the role that culture shock plays on the cultural adjustment of international students.

According to Mau and Jepsen (1988), the need for professional counseling assistance in American universities is often greater among foreign students than American students. Cultural differences present additional challenges for international students. Adjustment issues are related to the degree to which a student's native culture is similar or different in comparison with United States culture. School counselors, especially in the field of cross-cultural counseling, need to be familiar with the wide variety of cultural background differences they will encounter.

To assist students from different cultures who need specific assistance, the school counselor might need to seek out alternative counseling resources to help them effectively understand clients' needs.

Because there are many languages and cultures in the world, it is not easy to be a cross-cultural counselor. Even though many authors assert that counselors need to have knowledge and respect for other countries and cultures, few offer empirically supported techniques and approaches for providing effective cross-cultural counseling (Zhang & Dixon, 2001).

Cross-cultural counselors should possess the ability to value and respect persons from different cultures. A cross-cultural counselor evolves from being culturally unaware

to being aware and sensitive of his/her own cultural heritage, as well as valuing and respecting the differences of many cultures (Pope-Davis & Coleman, 1997).

Statement of the Problem

Counseling needs are very important to international students, not only at UW-Stout, but also in other schools all over the United States. The purpose of this study is to describe the counseling needs of the international students, and counseling resources available to international students at UW-Stout. Data were collected by a survey mailed to international students in spring of 2003.

Research Questions

There are three research questions this study will attempt to answer.

1. What are the counseling needs of the international students at UW-Stout?
2. What counseling resources are available to international students at UW-Stout?
3. Do the services at UW-Stout meet the identified needs of international students?

Definition of Terms

There are three terms that need to be defined for clarity of understanding.

Cross-cultural Counseling - counselors working with culturally different clients.

Culture Shock- a maladaptive response to a new cultural situation, where previous learning is inadequate for coping with the new environment.

International Students - anyone who is not a citizen or permanent resident of the United States and who is enrolled in courses in the United States.

Assumptions

It is assumed that most international students will have some need of counseling services at University of Wisconsin-Stout. Moreover, it is possible to provide UW-Stout with some significant information related to counseling issues of international students.

Limitations

A limitation of this study is that the samples of international students in this study do not represent all the international students due to different traditions, customs, languages, and value judgments. In addition, the percentages of international students and countries would change each semester so that some of the data of this study would need to be updated from time to time.

CHAPTER TWO

Review of Literature

Introduction

This chapter will include five issues related to international students: some trends, assumptions and values, problems faced, counseling needs, and counseling resources available to international students. In addition, studies of Asian students' problems will be described in more detail because Asian students are most population of the international students in the United States from 1994 to 1995. The number of Asian students will be mentioned in next paragraph.

Trends in the United States for International Students

The United States Department of Education reported in 1997 that there were about 500,000 international students enrolled in colleges and universities across the United States and this number is increasing each year (Komiya and Eells, 2001). According to Zhang and Dixon (2001), "the enrollment of international students has grown steadily over the past five decades from 47,245 at the end of the 1950s to 452,635 by the 1994-1995 academic year and 261,789 (57%) of these students were from Asia" (p. 2). This trend has significant implications for counselors who may encounter international students in college or university counseling settings. In the last few decades, there has

been a concurrent growth of interest in cross-cultural counseling and specific needs of culturally different clients (Spencer-Rodgers, 2000).

Cross-cultural counseling, as defined by Vontress (1988), refers to the situation in which counselors and clients are of different cultures due to a perception of differences (cited in Mau & Jepsen, 1988). It is essential that most counselors should be aware of actual and perceptual differences between themselves and their clients. Sue, Arredondo, and McDavis (1992) advocated for cross-cultural competencies for counseling and working with clients from different cultural backgrounds (cited in Jacob, 2001).

The therapist, as part of his/her expertise and competence, should know the culture within which he/she operates (Marsella & Pedersen, 1981). A large number of researchers have devoted their efforts to the survey of international students' needs and adjustment problems.

Spencer-Rodgers (2000) discussed that many international students come to America with hopes and dreams of immigrating to the United States. About 70% of the international students desire to reside permanently in this country. A study has very similar findings (Parr et al., 1992). Spencer-Rodgers (2000) also described that a substantial number of these students, 135,000 to 225,000 individuals, will be successful in gaining employer-sponsored permanent residency. Spencer-Rodgers (2000) stated that

this is particularly true for students of science and engineering, who possess highly specialized technical skills. However, many will be unsuccessful in their American job search and may face considerable disappointment about completion of their academic programs.

International students who obtain permanent residency in America may choose to work in the United States for a number of years and then return to their countries.

Spencer-Rodgers (2000) contended that many international students view the American educational experience as a fruitful but temporary sojourn and are eager to return to their homeland to engage in a career with newly acquired knowledge and skills.

Jacob (2001) mentioned that an increasing dilemma facing institutions of higher education is addressing the unique and common concerns encountered by the growing population of international students in the United States. The literature has emphasized effective and appropriate multicultural counseling strategies for use with many racial and ethnic groups in the United States. However, many United States colleges and universities enroll many international students who are at risk for emotional difficulties related to or compounded by cultural adjustment issues (Smith, Chin, & Hudson, 1999).

To establish a meaningful, encouraging, and rounded educational experience for international students, the counseling needs and resources of international students should

be accepted and known. At the same time, the staff should remain informed, flexible, and welcoming in their interactions with the international student population.

Different Basic Assumptions and Values of International Students

Before reviewing the needs and resources of international students, it is important to know how the international students are different from an American racial or ethnic minority group member. Jacob (2001) advocated that international students comprise a group of individuals who temporarily live in a country other than their country of citizenship in order to participate in international educational exchange as a student. Jacob (2001) also contended that when a counselor from one culture intervenes to help a client from another culture, she/he faces a profound ethical question as to her/his right to change that client's own values and way of looking at problems.

At the Stout University Counseling Center, where trained professionals are available for consultation, counselors should be educated and made aware of cultural elements facing their clients.

Even though there are a few international students at UW-Stout for an extended length of time, the trained counselors who are familiar with issues of international students should be able to actively and effectively solve the international students' problems.

Relationships in traditional Asian cultural tend to be more authoritarian and hierarchical and the father is considered the ruler in the family (Khoo & Abu-Rasain, 1994). International students rely more on fellow nationals for help with personal problems, since counseling would result in a loss of status (Pedersen, 1996). Khoo and Abu-Rasain (1994) mentioned that many international students feel that their troubles cannot be solved by talking to a counselor, attending workshops, reading self-help books, or by practicing new behaviors. Smith, Chin, and Hudson (1999) discussed that their culture is one in which only relatives and close friends can be trusted and it would be inappropriate to reveal oneself to others. Most international students seek out unofficial support networks composed of friends or family rather than counseling professionals.

Counselors are trained to listen and help clients explore their concerns and feelings, and they seek a solution together. Khoo and Abu-Rassian (1994) revealed that the typical international student on the other hand expects counselors to express their opinions and do most of the talking. When Pedersen (1996) reviewed the literature on counseling expectations of international students, he found that Chinese and Iranian students had higher expectations of counselor empathy and African students had higher expectations of directness, expertise and concreteness.

According to Khoo and Abu-Rassian (1994), the reason minority-group individuals underutilize and prematurely terminate counseling is that the services offered are usually inappropriate for culturally-different clients. They suggest that it is essential to provide counselors with educational experiences that include sensitivity, appreciation of cultural history and needs of the international students.

Zhang and Dixon (2001) contended that to counsel international students, counselors should be aware of potential differences that could be barriers to effective counseling, should have enough cultural-specific knowledge, and should develop skills in applying the culture-specific knowledge with international students. According to Zhang and Dixon (2001), to help international students deal with their psychological distress, counselors could use proactive and continuous approaches, encouraging involvement, human relations training, a buddy system, and communications workshops.

Main Problems of International Students

The problem faced by international students are numerous and varied. As early as 1959, Cannon asserted that three major problems of international students were in regard to communication, finances, and scholastic requirements (cited in Jacob, 2001). Jacob (2001) discussed that common difficulties might include racial discrimination, language barriers, accommodation difficulties, cultural misunderstanding, loneliness and isolation.

A typical problem faced by an international student is adjusting to a new culture.

Jacob (2001) remarked that international students also experience varying levels of adjustment difficulties to the American educational system, often complicated with differences in learning styles and educational objectives. This can be combined with difficulty in understanding classroom lectures that might make students reluctant to participate in class discussions.

According to Khoo and Abu-Rasain (1994), cultural adjustment is a psychological process that focuses on the attitudinal and emotional adjustment of the individual to the new surroundings. In addition, as acknowledged by Brinson and Kottler (1995), there are issues of common concerns faced by international students. There may be homesickness and culture shock in response to the transitions and adjustment to living in a culture that has different values and norms. This exposure to a foreign environment can contribute to experiencing anxiety, confusion, insomnia, physical illness, and depression (cited in Jacob, 2001).

“Leong (1984) divided adjustment concerns of international students into three areas: a) common difficulties that are shared by students of color and international students, b) issues common to most international students, and c) those issues unique to international students based on country of origin” (cited in Jacob, 2001, p. 4).

According to Khoo and Abu-Rasain (1994) most writers generally agree on four distinct stages of adjustment. The first stage, the honeymoon stage, is when individuals are excited by the new experience. The second stage, the crisis stage, is when culture shock is most intense. At this stage, individuals are confused as they encounter new values, behaviors, beliefs, and lifestyles. The third stage, recovery stage, is the adjustment stage. This is when individuals begin to appreciate and understand the new culture. The fourth stage is the improving stage. This is when individuals begin to function effectively in the new culture.

Jacob (2001) discussed the issues of common concerns faced by international students collectively. There may be homesickness and culture shock in response to the transitions and adjustment to living in a culture that has different values and standards. This can contribute to experiences of anxiety, perplexity, insomnia, physical illness, and depression due to the exposure to a foreign setting.

Khoo and Abu-Rassian (1994) advocated that there are some major problems faced by international students. There are: “(1) adjustment to new culture, (2) academic differences, (3) conflicts among fellow nationals, (4) impact of developments in home countries, (5) cross-cultural male-female relationship, (6) mental disturbances, (7) financial difficulty, (8) anxiety from fear of immigration authorities, (9) stressful

relationships with locals, (10) racial discrimination, (11) dealing with new-found freedom, (12) dealing with death of family or friends back home, (13) dealing where to live after graduation, (14) anxieties about returning home” (p. 4-6).

Zhang and Dixon (2001) revealed that Asian international students face problems that are appropriate for counseling assistance. In addition to problems common to all students, Asian international students experience problems that often are amplified with them. These include language problems, culture shock, homesickness, adjustment to United States social customs and norms, financial problems, racial or religious discrimination, climate, paranoia, depression, personality problems, role conflict, and lack of self-confidence.

Language plays an especially important part in adjusting to the new environment. Pedersen (1996) revealed that the current struggle with language may exacerbate emotional problems and frustrations in understanding the new circumstance. Pedersen (1996) also mentioned that learning the new language of the new culture may stimulate a redefinition causing dysfunction, conflicts, role confusion, and painful social restructuring. If international students can improve their second language in the different country, their self-esteem and self-confidence would be enhanced.

To effectively resolve many problems that international students may encounter in the United States, those who have a responsibility to work with international students and their issues should continually and actively renew the “new strategies” to deal with the unique challenges that international students face.

The Counseling Needs of International Students

Khoo and Abu-Rassain (1994) discussed that the problems international students typically face can be discerned from the problems they bring to counseling. Khoo and Aub-Rassain (1994) mentioned that non-Europeans prefer to express their distress as either physical or religious rather than psychological problems, and Southeast Asians are reserved and shy to express personal problems because they do not want to be looked down upon.

Empathy has been identified as a core condition for providing counseling for international students (Chung, Rita & Bemak, 2002). According to Chang, Rita, and Bemak (2002), there are numerous articles discussing the components of empathy. However, as the United States becomes increasingly ethnically diverse and the world becomes more globalized, there is little discussion on how empathy will be effective with diverse populations. Empathy is a core condition for providing effective psychotherapy. Chung, Rita and Bemak (2002) also discussed that there has been overwhelming

agreement that empathy is central to counseling and psychotherapy and transcends developmental stages in the counseling process.

Gogers (1961) stated that empathy has been described as the counselor's ability to enter the client's world (cited in Chung, Rita, & Bemak, 2002). The counselors must have abilities and skills to identify the client's problems and demonstrate empathic understanding. According to Chung, Rita, and Bemak (2002), it has been established that counselors must be aware of, understand, and appreciate how culture influences the therapeutic process. Yet, with a concept as critical to core conditions for healing as empathy, there has been minimal attention given to cross-cultural differences.

Counselors may not effectively work with clients from different cultural backgrounds if they do not understand cultural differences and communicate cultural empathy.

Studying in the United States poses many challenges for international students. Komiya and Eells (2001) mentioned that these students have inadequate informal social support, feel socially isolated, and experience in the first six months of study in a foreign country often reaching crisis level.

Smith, Chin, Inman and Hudson (1999) discussed that international students often face challenges in adjusting to their new setting without using local supports such as

counseling. When international students arrive at an overseas university, the environment suddenly changes and they must deal with struggles that they have never faced before.

Khoo and Abu-Rasain (1994) mentioned that even though international students are from a variety of countries and cultures, they are expected to comply with the culture of their host country. This is not a big problem for students from western countries, but it can prove difficult for international students from developing countries whose customs are often so different from their host country's. Thus, institutions of higher education should provide international students with adequate counseling support.

According to Brinson and Kottler (1995), despite their high need for support, international students have been reported as reluctant to seek counseling services (cited in Komiya & Eells, 2001). In a 2001 study, Komiya and Eells hypothesized that college students' closed attitudes toward experiencing their emotions would cause them to be reluctant to seek counseling and that college students with greater psychological distress would have more incentive to seek counseling.

Zhang and Dixon (2001) remarked that how to address the counseling concerns of Asian international students is less clear. Zhang, Naijian and Dixon (2001) also discussed that numerous authors assert that counselors must have knowledge of and respect for

other countries and cultures, but few provide empirically supported techniques and approaches for providing effective cross-cultural counseling.

According to Zhang and Dixon (2001), to be culturally competent, counselors of international students must have a large repertoire of verbal and nonverbal responses. They also need to respect international students' values, be willing to learn diverse cultures from international student clients, and show genuine concern for international students.

Counselors should recognize the residency aspirations of their foreign clients. An effective cross-cultural counselor must be prepared to assist international students in achieving employer-sponsored permanent residency in the United States. Spencer-Rodgers (2000) contended that counselors may have to examine international students' own opinions, values, and possible biases regarding immigration before offering vocational guidance to international students. Spencer-Rodgers (2000) also mentioned that effective career counseling requires a basic understanding of the job-search process and employment market in the international students' country of origin and counselors must be aware of the special career-development needs of the international client population, such as those related to international student rules, regulations and cultural barriers in the American job search.

Developing Competencies for Counseling International Students

Multicultural counseling has several unique features. Sue and Sue (1999) revealed that in the multicultural counseling relationship, for example, (a) a counselor need to modify his or her techniques to mirror the cultural differences of the client; (b) a counselor should be prepared to deal with difficulties that may arise due to the cultural differences between the client and the counselor; and (c) how a problem is conceptualized and how the problem is solved are bound in cultural patterns (cited in Torres-Rivera et al., 2001).

Khoo and Abu-Rasain (1994) advocated that it is impossible for counselors to be experts on all the world's cultures, but they can develop a sound understanding of their own cultural values and the way their own culture affects people from elsewhere.

There are three concepts that help the counselor become an effective cross-cultural counselor. First, counselors should be aware of their own attitudes toward minorities and change the negative ones. Second, counselors should possess knowledge about the culture of minority groups. Third, counselors should develop counseling skills, which are consistent with the goals of minority clients (Parker, 1998). Moreover, Parker (1998) also suggested ways to develop sensitivity, knowledge, and skills. They include becoming

personally involved with minority groups, reading ethnic literature extensively, practicing counseling ethnic minorities and exploring personal feelings and beliefs about minorities.

There are five stages in the development of white counselors' competencies in cross-cultural counseling. In the first stage, there is a lack of awareness of one's own culture and other ethnic cultures. In the second stage, there is awareness of one's stereotypes and racist feelings of superiority as well as its influence on members of ethnic groups. In the third stage, there is an inclination to over-identify with minority groups. During the fourth stage, there is a withdrawal into one's own culture. The fifth stage is the redefinition and integration stage where one develops an identity, which incorporates "Whiteness" (Sabnani, Ponterotto, & Borodovsky, 1991).

According to Khoo and Abu-Rasain (1994), the basic skills needed to satisfactorily handle problems faced by international students are the ability to listen, observe, use body language, and ask the effective questions.

The most comprehensive consideration of cross-cultural issues has been provided by Sue, Arredondo and McDavis (1992) who proposed 31 competencies which specified the attitudes, skills, and knowledge needed for effective cross-cultural counseling. These competences focus on three aspects of counselor functioning, which are: counselors being aware of their own values and biases; counselors being aware of the culture and

background of their clients; and counselors needing to acquire appropriate cross-cultural intervention strategies (cited in Khoo & Abh-Rasain, 1994).

Khoo and Abu-Rasain (1994) mentioned that there are modifications in style and approach that Western-trained counselors can incorporate to be more effective in counseling international students. These modifications include “(1) Modifying communicative style (2) Modifying counseling strategies (3) Modifying counseling styles and client expectations (4) Explaining the adjustment process (5) Dealing with adjustment-related depression (6) Addressing presenting concerns first (7) Acknowledging cultural differences” (p. 9-10).

Khoo and Abu-Rassain (1994) stated that there are some guidelines for cross-cultural counseling selected from those recommended by the American Psychological Association (1993) in the counseling of ethnic, linguistic, and culturally diverse populations. These include

“(1) Counselors should educate their clients on the goals, expectations and scope of counseling, as well as the counselor’s own orientation. (2) Counselors should be aware of research and issues related to their clients, which in this case are foreign students. (3) Counselors should acknowledge ethnicity and culture as important parameters in understanding psychological processes. (4) Counselors should respect

the roles of family and community values and beliefs in the client' culture. (5)

Counselors should respect clients' religious beliefs. (6) Counselors should try to communicate in the language requested by the client. If this is not possible, the client can be referred to another counselor. (7) Counselors should think about the impact of adverse social, environmental and political factors when dealing with clients. (8) Counselors should try to eliminate biases and prejudices" (p. 10).

Summary

At the conclusion of the literature review, the researcher found that cross-cultural counselors need to put more efforts into working with international students than working with American students. Universities in the United States should also provide students who may work with cross-cultural persons. In the future, some specific courses related to cross-cultural counseling issues should be considered. Furthermore, American universities should try to simultaneously offer some suitable and comfortable services for international students.

If more empirical information related to cross-cultural counseling were available to school counselors in the university settings, then counselors may find they are more successful in working with international students. Also, a great number of international students may find happiness and success while studying in the United States.

This review of the literature indicates the need for developing a better understanding of the international students in this country, as well as offering continuing education to counselors who work with international students. In addition, according to the literature there needs to be more research conducted in the area of international students' needs in the university setting.

CHAPTER THREE

Methodology

Introduction

This chapter will discuss the methodology used: how students were selected, and the instrument that was used. In addition, data collection and data analysis procedures will be given. This chapter will conclude with the methodological limitations.

Subject Selection and Description

The population used in this study was all the international students enrolled at the University of Wisconsin-Stout during the spring semester 2003. There were about 120 international students studying at UW-Stout in spring of 2003. The international students received a cover letter and a questionnaire by mail. They were asked to mail back their completed questionnaire.

Confidentiality and voluntary participation was ensured through a statement in the questionnaire that was sent to participants. A copy of the letter, consent form, and questionnaire is located in the appendix.

Instrumentation

The questionnaire used in this study was a modified version of the one developed by Sandra A. Holt in a study on international students at UW-Stout conducted in 1990.

The questionnaire was modified specifically for this study. The questionnaire consisted of 21 items that were designed to be easily answered, using yes/no, multiple choice, and fill in the blank questions. There are two main sections of this questionnaire. Section one asked for demographic information: personal characteristics of the international students including country of citizenship, gender, grade, academic major, length of stay at University of Wisconsin-Stout, length of stay in the United States, and residence (on or off campus). Section two contained questions related to counseling needs of international students, special services for international students, and international students' expectation of the Counseling Center at UW-Stout. The original idea was to gather relevant information related to international students. Selected international students on campus at UW-Stout were asked to critique the questionnaire based on this content for readability.

Data Collection

The letter and questionnaire were mailed to all international students at UW-Stout. In addition, the researcher contacted international students on campus who lived in the international dorm (North Hall) to encourage them to participate and return the questionnaire. The students' addresses were obtained from the Office of International Education and international students at UW-Stout.

Data Analysis

The questionnaires were designed to gather information to assess the counseling needs of international students. The data was analyzed to compare differences in gender, length of stay at the University of Wisconsin-Stout, length of stay in the United States, student responses to special services for international students, and bilingual counselors. The frequency and percentage of answers regarding the counseling needs were tabulated and presented in a table format.

The data was analyzed to determine the answers to the research questions for this study. Pearson Chi-Square, percentages, and frequencies, were used to determine the responses given by the international students concerning gender, length of the UW-Stout, length of the U. S., their views about the specific services for international students in the counseling center at the UW-Stout, and their attitudes about the existence of the bilingual counselor at UW-Stout.

Limitation

There are no measures of validity or reliability because the instrument was specifically constructed in order to get some correct and valuable data for this study.

The sample for this study included international students who were currently enrolled at UW-Stout in spring of 2003. The instrument used for this study may not be

suitable in the future if some functions or administration of the university-counseling center change for international students. Moreover, it is not easy to predict how many different countries international students will represent at UW-Stout every semester, therefore the cultures and attitudes reflected in this study may change.

There are many countries in the world. It is impossible to know what will happen in the diverse regions. For example, the researcher came from Taiwan where the government is trying to carry out English as the official language after five years. Thus, we can see that if English is popular in Taiwan in the future, Taiwanese students' English would be better and the number of students studying abroad could decline.

CHAPTER FOUR

Result

Introduction

This chapter will discuss the results of this study. Demographic information and item analysis will be discussed. In addition, this chapter will conclude with the presentation of the research results in relationship to the three initially stated research questions.

Demographic Information

There were 110 international students who were initially contacted by mail to participate in this research study in the spring of 2003. Of those contacted, 48 participants returned their survey. This resulted in a 44% return rate.

Of the 48 participants, 26 were males (54%) and 22 were females (46%); 22 were undergraduate (45.8%) and 25 were graduate (52.1%). One participant (2.1%) did not indicate the type of degree.

Participants were from 22 countries (See Table 1). Two participants (4.2%) were under age 20; 22 participants (45.9%) were between the ages of 20 to 25; 18 participants (37.6%) were between the ages of 26 to 30; four participants (8.4%) were above the age of 30; two participants (4.2%) did not indicate their age.

Fourteen participants (29.4%) have lived in the United States less than one year; 13 participants (27.2%) have lived in the United States between one to two years; 20 participants (46.1%) have lived in the United States from 2.33 to 7 years. One participant (2.1%) did not indicate how long he has lived in the United States.

Eighteen participants (37.5%) have studied at UW-Stout less than one year; 18 participants (37.5%) have studied at UW-Stout between one to two years; 12 participants (25%) have studied at UW-Stout over two years.

Twenty participants (41.7%) lived on campus and 27 participants (56.3%) lived off campus. One participant (2.1%) did not indicate where he lived.

Table 1

Country of Citizenship of International Students

Country	Frequency	Valid Percent
China	4	8.3
England	3	6.3
Ethiopia	1	2.1
Guatemala	1	2.1
Hungary	1	2.1
India	3	6.3
Indonesia	1	2.1
Jamaica	1	2.1
Japan	4	8.3
Kenya	3	6.3
Korea	4	8.3
Malaysia	2	4.2
Mexico	2	4.2
Nepal	1	2.1
Netherlands	1	2.1
Pakistan	2	4.2
Paraguay	1	2.1
Poland	1	2.1
S. Arabia	1	2.1
Taiwan	4	8.3
Thailand	6	12.5
Venezuela	1	2.1
Total	48	100.0

Item Analysis

Item nine asked “Do you know where the UW-Stout Counseling Center located?”

On this item, 52.1% of the participants (n=25) answered yes and 47.9% of the participants (n=23) answered no.

Item ten asked “Do you know what services are offered at the UW-Stout Counseling Center?” On this item, 29.2% of the participants (n=14) answered yes and 70.8% of the participants (n=34) answered no.

Item eleven asked “Have you ever been to the UW-Stout Counseling Center to meet a counselor?” On this item, 20.8% of the participants (n=10) answered yes and 79.2% of the participants (n=38) answered no.

Item twelve asked “If you have a problem, and you can not speak to your friends about it, would you discuss it with a counselor at Stout?” On this item, 41.7% of the participants (n=20) answered yes and 58.3% of the participants (n=28) answered no.

Item thirteen asked “I do not want to use the Counseling Center because:” The participants only responded to this question if they answered “no” on the question 12. There were eight options to choose from item 13. They included the following: “people might think I have a psychological problem, the counselors are all Americans, I am not sure how counseling works, feel embarrassment, do not think they could help me, feel insecure about confidentiality, I have tried counseling, and did not like it.” Participants were instructed to indicate as many as appropriate. The results were as follows: 6.3% (n=3) indicated people think I have psychological problem, 6.3% (n=3) stated counselors are all Americans, 18.8% (n=9) stated not sure how counseling works, 8.3% (n=4)

indicated feel embarrassment, 20.8% (n=10) indicated do not think they could help me, 8.3% (n=4) stated insecure about confidentiality, 4.2% (n=2) indicated tried counseling, did not like it, 22.9% (n= 11) stated other reasons. Reasons listed under other included:

“I do not need one, just never thought about it, I can solve my day to day problems without counseling, I believe that I solve my problems by my family, I just don’t think I would want to talk about my problems with people I don’t know, especially if it’s personal, I am not sure whether they are understanding what I said, no reason, didn’t have any reasons/problems to really have to talk to the counselor, wonder how they could help right away.”

Item fourteen asked “If you tried counseling and did not like it, please indicate why.” If participants chose 13 (g) as part of their answers, they were asked to answer this question.

There were five options to choose from. They included the following: “lack of direct guidance, cultural perceptions differed too much, I felt out of place due to my skin color, language barrier, and others.” These results were as follows: 4.2% (n=2) indicated lack of direct guidance, 2.1% (n=1) indicated cultural perceptions differed, 4.2% (n=2) indicated they felt out of place due to their skin color, 2.1% (n=1) indicated language barrier, 2.1% (n=1) indicated other reasons.

Item fifteen asked “Would you be willing to seek counseling if you could talk to a counselor on the phone for several sessions? On this item, 33.3% (n=16) of the participants answered yes, 62.5% (n=30) answered no, and 4.2% (n=2) of the participants did not answer this question.

Item sixteen asked “Would you like to be invited to the Counseling Center for a tour?” On this item, 43.8 (n=21) of the participants answered yes and 56.3% (n=27) of the participants answered no.

Item seventeen asked “Do you think that the Counseling Center should possess some specific services for international students?” On this item, 87.5% (n=42) of the participants answered yes and 8.3% (n=4) of the participants answered no.

Item eighteen asked “Do you think that the Counseling Center needs bilingual counselors to serve for international students?” On this item, 58.3% (n=28) of the participants answered yes, 33.3% (n=16) of the participants answered no, and 8.3% (n=4) of the participants did not respond to this item.

Item nineteen asked “What do you think is the best solution for coping with personal worries and concerns?” There were seven options to choose from. Participants can only choose one of the options. They included the following: “friends, family members, academic advisor, counselor, professor, priest/pastor, and no one. These results

were as follows: 39.6% (n=19) indicated friends, 31.3% (n=15) indicated family members, 2.1% (n=1) indicated academic advisor, 8.3% (n=4) indicated the counselor, 4.2% (n=2) indicated priest/pastor, approximately 12% of the participants (n=6) chose multiple response for this item, and 2.1% (n=1) indicated depending on concerns.

Item twenty asked “Would you like to have access to? (check all that apply)”

There were eight options to choose from. They included the following: “counseling for homesickness, for cultural adjustment, for discrimination, for career choices, for language problems, for self-esteem issues, for alcohol and drug use, and counseling on relationship issues. These results were as follow: 33.3% (n=16) indicated counseling for homesickness, 31.3% (n=15) indicated counseling for cultural adjustment, 18.8% (n=9) indicated counseling for discrimination, 56.3% (n=27) indicated counseling for career choices, 35.4% (n=17) indicated counseling for language problems, 25.0% (n=12) indicated counseling for self-esteem issues, 10.4% (n=5) indicated counseling for alcohol and drug use, and 31.3% (n=15) indicated counseling for relationship issues.

Research Questions

Research Question Number One. “What are the counseling needs of international students at UW-Stout?”

This research question was specifically addressed by survey item 20. Results suggested a significant relationship between the participants' total number of years in the United States and their response to item 20. A chi-square analysis indicated that participants who were in the United States for less than two years were significantly more likely than participants who were in the country for more than two years to indicate that they accessed counseling services for cultural adjustment $\chi^2 (1, N = 47) = 6.359, P < .05$.

Results also indicated the significant relationship between participants' gender and their response to item 20. A chi-square analysis indicated that females were significantly more likely than males to indicate that they accessed counseling services for career choices $\chi^2 (1, N = 48) = 4.481, P < .05$.

Item 20 investigated what counseling needs international students like to have access to. The researcher found that 56.3% of the participants chose counseling for career choices and only 10.4% of participants chose counseling for alcohol and drug use (See Table 2-9).

Table 2 below indicated that about 1/3 of the participants expressed counseling for homesickness.

Response to Question 20: Would you like to have access to?

Table 2

Counseling for Homesickness

		Frequency	Valid Percent
Valid	1 yes	16	33.3
	2 no	32	66.7
Total		48	100.0

Table 3 below indicated that about 1/3 of the participants expressed counseling for cultural adjustment.

Response to Question 20: Would you like to have access to?

Table 3

Counseling for Cultural Adjustment

		Frequency	Valid Percent
Valid	1 yes	15	31.3
	2 no	33	66.8
Total		48	100.0

Table 4 below indicated that only 1/4 of the participants indicated that counseling for discrimination.

Response to Question 20: Would you like to have access to?

Table 4

Counseling for Discrimination

		Frequency	Valid Percent
Valid	1 yes	9	18.8
	2 no	39	81.3
Total		48	100.0

Table 5 below indicated that more than 1/2 of the participants described that counseling for career choices.

Response to Question 20: Would you like to have access to?

Table 5

Counseling for Career Choices

		Frequency	Valid Percent
Valid	1 yes	27	56.3
	2 no	21	43.8
Total		48	100.0

Table 6 below indicated that more than 1/3 of the participant described counseling for language problems.

Response to Question 20: Would you like to have access to?

Table 6

Counseling for Language Problems

		Frequency	Valid Percent
Valid	1 yes	17	35.4
	2 no	31	64.6
	Total	48	100.0

Table 7 below indicated that more than 1/4 of the participants expressed counseling for self-esteem issues.

Response to Question 20: Would you like to have access to?

Table 7

Counseling for Self-Esteem Issues

		Frequency	Valid Percent
Valid	1 yes	12	25.0
	2 no	36	75.0
	Total	48	100.0

Table 8 below indicated that only 1/10 of the participants expressed counseling for alcohol and drug use.

Response to Question 20: Would you like to have access to?

Table 8

Counseling for Alcohol & Drug Use

		Frequency	Valid Percent
Valid	1 yes	5	10.4
	2 no	43	89.6
Total		48	100.0

Table 9 below indicated that about 1/3 of the participants expressed counseling on relationship issues.

Response to Question 20: Would you like to have access to?

Table 9

Counseling on Relationship Issues

		Frequency	Valid Percent
Valid	1 yes	15	31.3
	2 no	33	66.8
Total		48	100.0

Research Question Number Two. “What counseling resources are available to

international students at UW-Stout?”

This research question was specially addressed by item 9, 10, 11, 12, 17, and 18.

A Chi-Square analysis suggested a significant relationship between the participants' responses to items 17 and 18. Results revealed that participants who felt that the Counseling Center should possess some specific services for international students were significantly more likely to indicate that the counseling center needs bilingual counselors to serve international students $\chi^2 (1, N=44) = 7.700, P < .05$.

A Chi-Square analysis also revealed a significant relationship between participants' responses to item 17 and item 20. Results suggested that participants who felt that the Counseling Center should possess some specific services for international students were significantly more likely to indicate that they accessed counseling services for career choices $\chi^2 (1, N=46) = 6.226, P < .05$.

Item 9 investigated participants' familiarity with existence of the UW-Stout Counseling Center. Approximately 52% of participants knew where UW-Stout Counseling Center was located. This number indicated that almost half of the participants did not know where the UW-Stout Counseling Center was located (See Table 10).

Table 10

Response to Where the UW-Stout Counseling Center is Located

		Frequency	Valid Percent
Valid	1 yes	25	52.1
	2 no	23	47.9
Total		48	100.0

Item 10 investigated participants' familiarity with services of UW-Stout Counseling Center. Fourteen of the participants (29.2%) knew what services the UW-Stout Counseling Center offered. On the other hand, 34 of the participants (70.8%) did not know what services the UW-Stout offered (See Table 11).

Table 11

Response to what Services are Offered at UW-Stout Counseling Center

		Frequency	Valid Percent
Valid	1 yes	14	29.2
	2 no	34	70.8
Total		48	100.0

Item 11 investigated the member of international students who have been to the Counseling Center to meet a counselor. Ten of the participants (20.8%) have been to the

Counseling Center to meet a counselor. However, 38 of the participants (79.2%) have not been to UW-Stout Counseling Center to meet a Counselor (See Table12).

Table 12

Response to Meeting a Counselor at UW-Stout Counseling Center

		Frequency	Valid Percent
Valid	1 yes	10	20.8
	2 no	38	79.2
Total		48	100.0

Item 12 investigated participants' aspiration to discuss problems with a counselor at UW-Stout. Forty-one percent of the participants (n=20) wanted to discuss their problems with a counselor at Stout, but 58% of participants (n=28) did not want to discuss their problems with a counselor (See Table 13).

Table 13

Response to Discussing a Problem with a Counselor at Stout

		Frequency	Valid Percent
Valid	1 yes	20	41.7
	2 no	28	58.3
Total		48	100.0

Item 17 investigated participants' attitudes on specific services for international students at the UW-Stout Counseling Center. Forty-two of the participants (87.5%) felt that the UW-Stout Counseling Center should have some specific services for international students; only four of the participants (8.3%) did not think that the UW-Stout should possess some specific services for international students (See Table 14).

Table 14

Response to Specific Services for International Students

		Frequency	Valid Percent
Valid	1 yes	42	91.3
	2 no	4	8.7
	No response	2	
Total		48	100.0

Item 18 investigated participants' attitudes regarding to bilingual counselors to serve international students at the UW-Stout Counseling Center. Twenty-eight of the participants (58.3%) thought that the UW-Stout Counseling Center should have bilingual counselors to serve international students; sixteen of the participants (33.3%) did not think that the UW-Stout Counseling Center should possess bilingual counselors to serve international students (See Table 15).

Table 15

Response to Bilingual Counselors for International Students

		Frequency	Valid Percent
Valid	1 yes	28	63.6
	2 no	16	36.4
	No response	4	
Total		44	100.0

Research Question Number Three. "Do the services at UW-Stout meet the identified needs of international students?"

This research question was addressed by item 13 (a-h), 14 (a-e), and 19 (a-g).

Item 13 investigated the different reasons that participants who did not want to use the Counseling Center. Approximately 6% of participants (n=3) did not like to use the Counseling Center because people might they have a psychological problem (See Table

16). Approximately 6% of participants (n=3) dislike to use Counseling Center because they felt that counselors were all American (See Table 17). Approximately 18% of participants (n=9) were not sure how counseling works (See Table 18). About 8% of participants (n=4) felt embarrassment to meet counselors (See Table 19). About 21% of participants (n=10) did not think that counselors could help them (See Table 20). About 8% of participants (n=4) felt insecure about confidentiality with a counselor (See Table 21). About 4% of participants (n=2) have tried counseling, and did not like it (See Table 22). About 23% of participants (n=11) did not use Counseling Center because of other reasons (See Table 23).

Response to Question 13: I do not want to use the Counseling Center because:

Table 16

Psychological Problem

		Frequency	Valid Percent
Valid	1 yes	3	10.7
	2 no	25	89.3
	No response	20	
Total		28	100.0

Response to Question 13: I do not want to use the Counseling Center because:

Table 17

Counselors are all American

		Frequency	Valid Percent
Valid	1 yes	3	10.7
	2 no	25	89.3
	No response	20	
Total		48	100.0

Response to Question 13: I do not want to use the Counseling Center because:

Table 18

Not Sure How Counseling Works

		Frequency	Valid Percent
Valid	1 yes	9	32.1
	2 no	19	67.9
	No response	20	
Total		28	100.0

Response to Question 13: I do not want to use the Counseling Center because: Table

19

Feel Embarrassment

		Frequency	Valid Percent
Valid	1 yes	4	14.3
	2 no	24	85.7
	No response	20	
Total		28	100.0

Response to Question 13: I do not want to use the Counseling Center because:

Table 20

Do Not Think They Could Help Me

		Frequency	Valid Percent
Valid	1 yes	10	35.7
	2 no	18	64.3
	No response	20	
Total		28	100.0

Response to Question 13: I do not want to use the Counseling Center because:

Table 21

Feel Insecure about Confidentiality

		Frequency	Valid Percent
Valid	1 yes	4	14.3
	2 no	24	85.7
	No response	20	
Total		48	100.0

Response to Question 13: I do not want to use the Counseling Center because:

Table 22

Tried Counseling and Did Not Like It

		Frequency	Valid Percent
Valid	1 yes	2	7.1
	2 no	26	92.9
	No response	20	
Total		48	100.0

Response to Question 13: I do not want to use the Counseling Center because:

Table 23

Other Reasons

		Frequency	Valid Percent
Valid	1 yes	11	39.3
	2 no	17	60.7
	No response	20	
Total		48	100.0

Here is a summary of above tables for question 13. Item 13h, 13e, and 13c dominated most percentage. Approximately 23% of participants (n=11) chose item13h (other reasons) as their reason for answering question. Approximately 21% of participants (n=10) chose item13e (do not think they could help me) as their reason for answering question. Approximately 19% of participants (n=9) chose 13c (not sure how counseling works) as their reason for answering question 13.

Item 14 investigated the different reasons of international students who have tried counseling but did not like it. About 4% of participants (n=2) felt that the Counseling Center lacked direct guidance (See Table 24). About 2% of participants (n=1) did not like

it because of cultural perceptions differed (See Table 25). About 4% of participants (n=2) did not like it due to feeling out of the place due to skin color (See Table 26). About 2% of participants (n=1) did not like it because of language barrier (See Table 27). About 2% of participants (n=1) did not like it because of other reasons (See Table 28).

Response to question 14: If you tried counseling and did not like it, indicate why:

Table 24

Lack of Direct Guidance

		Frequency	Valid Percent
Valid	2 no/not checked	2	100.0
	No response	46	
	Total	48	100.0

Response to Question 14: If you tried counseling and did not like it, indicate why:

Table 25

Cultural Perceptions Differed

		Frequency	Valid Percent
Valid	1 yes	1	50.0
	2 no	1	50.0
	No response	46	
	Total	48	100.0

Response to question 14: If you tried counseling and did not like it, indicate why:

Table 26

Felt out of Place/Skin Color

		Frequency	Valid Percent
Valid	2 no/not checked	2	100.0
	No response	46	
Total		48	100.0

Response to Question 14: If you tried counseling and did not like it, indicate why:

Table 27

Language Barrier

		Frequency	Valid Percent
Valid	1 yes	1	50.0
	2 no	1	50.0
	No response	46	
Total		48	100.0

Response to Question 14: If you tried counseling and did not like it, indicate why:

Table 28

Other Reasons

		Frequency	Valid Percent
Valid	1 yes	1	50.0
	2 no	1	50.0
	No response	46	
	Total	48	100.0

Item 19 investigated the best solution that participants chose for coping with personal worries and concerns. The research found that most participants (70.9%) chose friends and family members to deal with their personal problems (See Table 28).

Table 29

Response to Best Solution for Coping with Personal Worries and Concerns

	Frequency	Percent	Valid Percent	Cumulative Percent
A. friends	19	39.6	39.6	39.6
B. family members	15	31.3	31.3	70.8
C. academic advisor	1	2.1	2.1	72.9
D. counselor	4	8.3	8.3	81.3
E. professor	0	0	0	0
F. priest/pastor	2	4.2	4.2	85.4
G. no one	0	0	0	0
Multiple response	6	12.5	12.5	97.9
Depends on concern	1	2.1	2.1	100.0
Total	48	100.0	100.0	

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Introduction

This chapter will provide a summary of the purpose, present conclusions related to this study, and make recommendations for future research and practice related to international students on college campuses.

Summary

The purpose of this study was to identify the counseling needs of international students, and counseling services available to international students at UW-Stout. The questionnaire was used to collect data related to this study at UW-Stout. There were two main sections to the questionnaire, which included demographic information and questions related to counseling needs of international students. There were three research questions in this study:

1. What are the counseling needs of the international students at UW-Stout?
2. What counseling resources are available to international students at UW-Stout?
3. Do the services at UW-Stout meet the identified needs of international students?

Conclusion

The UW-Stout Counseling Center is located on the fourth floor in Bowman Hall adjacent to the Office of International Programs. However, about 48% of the participants did not know where the Counseling Center was, about 71% of the participants did not know what services the Counseling Center offered, and about 80% of the participants have never been to the Counseling Center. Moreover, approximately 63% of the participants did not want to talk to the counselor on the phone, and more than 56% of the participants did not have an interest in being invited to the Counseling Center for a tour. Therefore, it is clear that the Counseling Center was not of interest to more than 50% of international students at UW-Stout.

The two main reasons that participants gave for not going to the Counseling Center included that they were not sure how counseling works and that the Counseling Center could not help them resolve their problems. If international students were able to understand what services the Counseling Center offered, they might be more willing to get some helps from counseling services.

The researcher has found that specific services are very important for international students. A Chi-Square analysis indicated that specific services were necessary more than bilingual counselors and career choices for international students at

UW-Stout. Thus we can see that it is necessary to offer specific services, which could help them deal with different problems at UW-Stout.

What kind of specific services should the Counseling Center have? Counselors who work with cross-cultural counseling should possess knowledge related to cultural specific services for international students. Parker (1998) suggested that counselors, who want to become an effective cross-cultural counselor, should possess knowledge related to different cultures of minority groups. Khoo and Abu-Rassain (1994) mentioned that to be an effective cross-cultural counselor, some strategies of counseling should be modified. They included communicative styles, counseling strategies, and counseling styles and client expectations.

About 58% of the participants thought that bilingual counselors should exist in the Counseling Center for international students. The researcher has found that there were no bilingual counselors in the Counseling Center at UW-Stout.

The researcher defined a significant issue, that few international students used the Counseling Center. Only four participants (8.3%) were willing to choose counselors as the best solution for handling their personal worries and concerns. Most of the participants chose friends and family members as the best solution to deal with their personal issues. Smith, Chin, Inman and Hudson (1999) discussed that international

students often face challenges in the new environment without using local supports such as counseling. Komiya and Eells (2001) also remarked that international students were reluctant to seek counseling service when having personal problems.

Lastly, the researcher has found that the most important counseling need of international students was “career choice”. About 56% of the participants marked “career choice” as their counseling need. A Chi-Square analysis indicated that females were significantly more likely than males to access counseling services for career choices. Other important counseling needs that participants chose were homesickness, cultural adjustment, language problems, and relationship issues in which 31.3 to 35.4% of the participants chose either one of the above. A Chi-Square analysis also indicated that participants who were in the United States for less than two years were significantly more likely than participants who were in the country more than two years to access counseling services for cultural adjustment. Therefore, it was discussed that international students who stay in the United States for less than two years may need more time to adapt themselves to deal with cultural adjustment, such as culture shock.

Career choice is very essential for international students who want to stay and work in the United States when graduating from this university. To be a competent cross-cultural counselor, he/she should have the ability to assist international students in

finding appropriate working settings and giving international students useful information related to career research. Spencer-Rodgers (2000) mentioned that effective career counseling requires a basic understanding of the job-search process and the employment market in the international students' countries. Counselors should be aware of special career-development needs as they pertain to the international client population.

Recommendations

This research focused on counseling needs of international students, and counseling resources available at University of Wisconsin-Stout. This study may provide information to assist UW-Stout with understanding the counseling needs of international students and knowing how to develop their counseling resources.

If this study were repeated in the future, it might be beneficial to utilize a large sample. The sample used in this study resulted in small comparison groups.

Even though the researcher has found that offering specific services at the Counseling Center was very significant for international students at UW-Stout, the details of specific services still need to be explored. Future research studies might serve to secure information that would define the specific services.

Another issue that might be studied is the type of language a bilingual counselor should be familiar with, while counseling international students at UW-Stout. Because of

the present and growing population of international students studied at UW-Stout, the Counseling Center might consider hiring bilingual counselors to serve international students.

Finally, if UW-Stout wants to be able to understand international students' counseling needs, there are two things that should be focused on. First, the center should try to improve counseling resources like "specific services" and "bilingual counselors". Secondly, it would help to actively contact international students, as they arrive in the United States. Komiya and Eells (2001) mentioned that international students feel socially isolated and reach crisis level in the first six months of study in a foreign country. This study showed that participants who stayed in the United States less than two years need more counseling services than those staying more than two years in the United States.

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Appendix

Dear International Student:

The purpose of this questionnaire is to help international students identify their counseling needs and to improve the counseling services for international students at UW-Stout. Please complete this questionnaire and return it as soon as possible.

Thank you very much for your participation in this study. This questionnaire is very important. If you have any question, please call me or e-mail me. Tel: 715-232-3335. E-mail: hsup@post.uwstout.edu.

Hsu, Pu-Yun

A graduate student in the Guidance & Counseling Program

Consent form

It is not anticipated that this study will present any medical or social risk to you. The information gathered will be kept strictly confidential and any reports of the finding of this research will not contain your name or any identifying information.

Your participation in this project is completely voluntary. If at any time you wish to stop participating in this research, you may do so, without coercion or prejudice. Just inform the researcher.

Once the study is completed, the analyzed finding would be available for your information.

Questions or concerns about this research study should be addressed to Hsu, Pu-Yun (715-232-3335), the researcher, or Dr. Hector T. Cruz (715-232-2556), the research advisor. Questions about the right of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Havey Hall, Menomonie, WI, 54751, phone (715-232-1126).

International Student Counseling Needs Questionnaire

DIRECTION: PLEASE CHECK OR COMPLETE THE FOLLOWING 21 ITEMS.

1. Country of Citizenship: _____
2. Gender: female male
3. Age _____
4. Academic Major: _____
5. How long have you been in the U. S.? Year(s) Month(s)
6. How long have you been at this University? Year(s)
 Month(s)
7. Residence: on campus off campus
8. What degree are you working toward? B.A./B.S. M.A./M.S.
9. Do you know where the UW-Stout Counseling Center is located?
 Yes No
10. Do you know what services are offered at the UW-Stout Counseling Center?
 Yes No
11. Have you ever been to the UW-Stout Counseling Center to meet a counselor?
 Yes No
12. If you have a problem, and you can not speak to your friends about it, would you discuss it with a counselor at Stout? Yes (**skip to #15**) No (**continue with #13**).
13. I do not want to use the Counseling Center because: (check all that apply)
 (a) people might think I have a psychological problem.

- (b) the counselors are all Americans.
 (c) I am not sure how counseling works.
 (d) feel embarrassment.
 (e) do not think that they could help me.
 (f) feel insecure about confidentiality
 (g) I have tried counseling, and did not like it.
 (h) other reasons _____

IF YOU CHECKED 13 (g) ABOVE, PLEASE ANSWER #14.

14. If you tried counseling and did not like it (13g from above), please indicate why (check all that apply).

- (a) lack of direct guidance.
 (b) cultural perceptions differed too much.
 (c) I felt out of place due to my skin color.
 (d) language barrier.
 (e) others:

15. Would you be willing to seek counseling if you could talk to a counselor on the phone for several sessions? Yes No

16. I would like to be invited to the Counseling Center for a tour: Yes
 No

17. Do you think that the Counseling Center should possess some specific services for international students? Yes No

18. Do you think that the Counseling Center needs bilingual counselors to serve international students? Yes No

If yes, what languages should they speak? _____

19. What do you think is the best solution for coping with personal worries and concerns? (check only one)

- (a) friends
 (b) family members
 (c) academic advisor
 (d) counselor

- ___ (e) professor
- ___ (f) priest/pastor
- ___ (g) no one

20. Would you like to have access to? (check all that apply)

- ___ (a) Counseling for homesickness
- ___ (b) Counseling for cultural adjustment
- ___ (c) Counseling for discrimination
- ___ (d) Counseling for career choices
- ___ (e) Counseling for language problems
- ___ (f) Counseling for self-esteem issues
- ___ (g) Counseling for alcohol and drug use
- ___ (h) Counseling on relationship issues

21. Please offer any suggestions:

Thank you very much for taking the time to complete the questionnaire. This information will be very helpful to better serve international students in the future.