OSMD: Cultural competence tool for research, education, and practice

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One School, Many Differences:

dare to be different

A Cultural Assessment Tool for School Counselors
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Rebecca Tadlock-Marlo
- Assistant Professor, Eastern Illinois University
- Teaches research, school counseling, crisis counseling
- Areas of research:
  - Instrument validation, quantitative design, school counselor cultural comp., supervision

Daniel Applegate
- Master of Counseling Student
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- Areas of research:
  - Cultural competence, self-efficacy, supervision, CACREP standards
Let’s Process...

- What feelings are elicited when you think of “multiculturalism” or “multicultural”?
- How do you define “cultural competence”?
- What is cultural self-awareness?
- What is the difference of cultural competence for mental health counselors and school counselors?
CACREP (2009) mandates accredited programs provide knowledge and training experiences regarding cultural diversity.
- School Counseling E & F
- Core Specific: II.G.2

Roles of school counselors differ from other helping professions so cultural competencies also diverge.

Participants:
- 871 practicing school counselors from all 50 states

One School Many Differences (OSMD)
- 30 items; $\alpha = .87$
- 42.9% variance explained
  - Assessment of School Environment
    - 10 items; $\alpha = .71-.73$
  - Reflection on Influence of Personal Culture
    - 5 items; $\alpha = .71-.73$
  - Interpersonal Relationships
    - 9 items; $\alpha = .90-.93$
  - Collaboration
    - 6 items; $\alpha = .63-.65$

Validity
- Construct
  - OSMD & MAKSS-R: $r = .51$, $p = .000$
- Criterion:
  - Coursework taken and OSMD
    - $F(1,870) = 1.35$, $p = .05$
  - Continuing education units and OSMD
    - $F(1,870) = 2.76$, $p = .05$
Implications:

- CACREP (2009) mandates
  - Adjust curriculum
  - Practicum and internship: take this instrument to assess their strengths and areas in need of improvement
- Data could provide the counselor educator insight into where to focus educational energy
- Establish scoring procedures
- Further the structure model of the OSMD
  - Assess for trends in data that would allow for a shorter, more concise instrument
- Demographic variables’ relation and influence
  - Comparing CACREP graduate scores to non CACREP graduate scores
Any Last Question?

Thank You for your time
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