EXPLORING THE RELATIONSHIP BETWEEN MULTICULTURAL SELF-
EFFICACY, EMPATHY, AND TRAINING OF SCHOOL COUNSELORS AND
THEIR KNOWLEDGE AND SKILLS RELATED TO SUPPORTING HOMELESS
STUDENTS

by

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ABSTRACT

AMI CHERIE CAMP. Exploring the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting homeless students. (Under the direction of DR. SEJAL PARIKH FOXX)

Homelessness remains a national concern that affects the lives of many individuals. Approximately one-third of the homeless population includes family households (Havlik & Bryan, 2015; HUD, 2016; National Coalition for the Homeless, 2009), with over 22% being minors. Professional school counselors are responsible for addressing and supporting "students' academic, personal-social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success" (ASCA, 2012; Paragraph 1). Additionally, school counselors are to foster a safe and nondiscriminatory environment for underserved and at-risk populations to ensure they are neither stigmatized nor isolated based on their circumstances (ASCA, 2016). A non-experimental, correlational survey design was used to explore the relationship between the multicultural self-efficacy, empathy, and training of school counselors (N=259) and their knowledge and skills related to supporting homeless students. A standard multiple regression indicated that although school counselors' multicultural self-efficacy and training were statistically significant and positively correlated to their knowledge and skills supporting homeless students, empathy was insignificant. The significance of training as a partial and total mediator was assessed through PROCESS and determined that training partially mediates the relationship between the multicultural self-efficacy of school counselors and their knowledge and skills supporting homeless students.

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CHAPTER I: INTRODUCTION

Homelessness remains a national concern that affects the lives of many individuals. Although defined in various ways, the U.S. Department of Housing and Urban Development (HUD; 2016) defines homelessness in four broad categories as: (a) individuals living in conditions non conducive for habitation, in emergency or transitional housing, or transitioning out of any of the aforementioned institutions; (b) individuals at risk of being displaced from their primary living arrangement, such as living in hotels or motels, or doubling up with other families, and they lack adequate resources to maintain housing; (c) families with children or unaccompanied youth who are unable to maintain permanent housing; and (d) individuals who are seeking refuge from abusive or other life-threatening, violence-related situations and have insufficient resources and support to obtain permanent housing.

In 2015 approximately 549,928 persons in the United States experienced homelessness on any given night, with nearly 64% being individuals and 36% being persons in family households (HUD, 2016). While circumstances vary, a staggering number of homeless families with children and youth exists, comprising one-third of the homeless population (Havlik & Bryan, 2015; National Coalition for the Homeless, 2009). Of the persons in family households experiencing homelessness in 2015, over 22 % of them were reportedly under the age of 18 (HUD, 2016). In response to the increasing number of children experiencing homelessness, the McKinney-Vento Homeless Assistance Act of 1987 (MK-V) was designed by policymakers to provide students access to education. Moreover, this act further equipped educators to identify and seek to eradicate systemic and institutional barriers impeding the academic and personal

development of students experiencing homelessness (Havlik & Bryan, 2015;

U.S. Department of Education, 2004, 2016). MK-V defines homeless children and youth

as:

> Those who are sharing housing of other persons due to loss of housing, economic
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> hardship or a similar reason (sometimes referred to as doubled-up); living in
>
> motels, hotels, trailer parks or camping grounds due to lack of alternative
>
> adequate accommodations; living in emergency or transitional shelters;
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> abandoned in hospitals, or awaiting foster care placement; children or youth
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> residing in locations that are unsuitable for humans such as cars, substandard
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> housing, bus or train stations, and migratory children who fall into any of the
>
> above descriptions are also considered to be homeless" (U. S. Department of
>
> Education, 2004, p.2).

Approximately 1, 260, 491 homeless students were reported by state educational

agencies (SEA) as being enrolled in public school districts during the 2014-2015

academic school year, which was a three percent increase compared to the previous three

years (National Center for Homeless Education, 2016). Considering the myriad of

academic, personal, and social challenges encountered by students experiencing

homelessness as compared to their non-homeless peers, it is imperative that educators,

stakeholders, and policymakers maintain awareness of existing barriers presented to

children experiencing homelessness and how they can best support the diverse needs of

that population (Havlik & Bryan, 2015; Havlik, Brady, & Gavin, 2014; Holcomb-McCoy

& Day-Vines, 2004).

The Role of Professional School Counselors

According to the American School Counselor Association (ASCA) National Model, professional school counselors are integral in developing, implementing, evaluating, and enhancing a comprehensive school counseling program that fosters student achievement through the support of their academic, social, emotional, and career development (ASCA, 2005, 2012). Professional school counselors implement a comprehensive school counseling program based on the following framework: foundation, delivery, management, and accountability. This framework guides school counselors' delivery of interventions and responsive services deemed necessary to promote academic achievement. Moreover, school counselors promote equity, educational access, and academic success for all students to ensure they are equipped for college and career readiness (Education Trust, 2009). These efforts are made through engagement in leadership, advocacy, collaboration, and systemic change (ASCA, 2012).

According to the ASCA Ethical Standards (ASCA, 2016), school counselors are to foster a safe and nondiscriminatory environment for underserved and at-risk populations to ensure they are neither stigmatized nor isolated based on their circumstances. It is through the aforementioned efforts that school counselors strive to be change agents on behalf of students, thus eradicating barriers that impede their access to quality education and education-related opportunities (Baggerly & Borkowski, 2004; Holcomb-McCoy, 2007). Furthermore, school counselors provide countless direct and indirect services to best meet the needs of their students. Whereas direct services encompass counseling lessons, individual student planning, and responsive services, indirect services include referrals to community agencies, consultation services, and

collaboration with stakeholders composed of teachers, parents, administrators, and community agencies (ASCA, 2012).

For school counselors, student outcomes are the central focus of the school counseling program. For example, school counselors are accountable for identifying how students are impacted and, therefore, different as a result of their program (ASCA, 2012). To demonstrate the effectiveness of the program, school counselors collect, analyze, and interpret school-wide and program data. Consequently, these data not only inform stakeholders of the impact of the comprehensive program on student achievement but also serve as program evaluation for school counselors, further supporting their role as change agents (ASCA, 2012).

Considering the myriad barriers homeless students face, it is essential that school counselors be equipped to support and advocate on behalf of this student population. These efforts can be demonstrated through implementing programs that inform stakeholders of the needs not only of students but also their respective families. Thereby, such programs could increase awareness of policies affecting students and their families, and eliminate systemic barriers that impact student achievement (Havlik, Rowley, Puckett, Wilson, & Neason, 2017). Currently, there is limited research examining school counselors' knowledge and skills related to supporting homeless students (Baggerly & Borkowski, 2004; Gaenzle, 2013; Havlik & Bryan, 2015).

Knowledge and Skills Related to Homeless Students

Given the various roles of professional school counselors, it is essential that they foster awareness and proficiency of the McKinney-Vento Act and educational rights of students experiencing homelessness. Promoting this awareness will ensure appropriate

services are being delivered, and that there is consistency in advocating for interventions on behalf of homeless students (ASCA, 2012; Grothaus, Lorelle, Anderson, & Knight, 2011; Havlik & Bryan, 2015). To date, limited research exists regarding the knowledge and skills of school counselors supporting the needs of homeless students. With over one million students currently experiencing homelessness (National Association for the Education of Homeless Children and Youth [NAEHCY], 2016; National Center for Homeless Education, 2016), it is critical that school counselors are competent in their abilities to effectively serve this population of students. Maintaining awareness and understanding of challenges faced by students experiencing homelessness is crucial. Moreover, having an awareness of the policies and rights of students experiencing homelessness, and the services and interventions that are beneficial in supporting their needs are critical in effectively serving this population (ASCA, 2012; Baggerly & Borkowski, 2004; Grothaus et al., 2011).

McKinney-Vento Homeless Assistance Act

Authorized by federal legislation in 1987, the McKinney-Vento Homeless Assistance Act (MK-V) was developed to identify and eliminate the systemic barriers impeding homeless students' access to education and educational-related services (Sosa, Peek, Muhammad, Gonder, Cook, Bolton, & Parrish, 2015; U.S. Department of Education, 2016). Most recently, MK-V was reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (U.S. Department of Education, 2016). Upon identification of homeless students within the school setting, specific provisions are made through MK-V to support the various needs of homeless students, which directly impact their ability to achieve academic success (Sosa et al., 2015). For example, to assure

homeless students can immediately enroll in school, MK-V waives residency and documentation requirements. Additionally, to maintain consistency and stability, homeless students are provided transportation to either their school of origin or their school of choice, unless decided otherwise by a parent or guardian and the local educational agency (LEA; Sosa et al., 2015; NAEHCY, 2016).

This amendment to MK-V further highlights the role of state coordinators and local liaisons to inform and train school personnel on how to identify and respond to the needs of homeless students and inform children, youth, and their respective families of the rights they possess through MK-V (NAEHCY, 2016). Moreover, amendments to MK-V emphasize the salience of stability and equity within the school setting for children and youth experiencing homelessness (Miller, 2011), ensuring they have the resources necessary to enroll in and attend school, and that they will receive support from school counselors in preparing for college and career readiness (NAEHCY, 2016). Accordingly, insufficient knowledge of the provision of services accessible to students experiencing homelessness inhibits school counselors' abilities to effectively support this population of students. While many school counselors acknowledge having a general awareness of challenges encountered by students experiencing homelessness, they perceive themselves as having less knowledge regarding MK-V (Gaenzle, 2013). The more limited in knowledge regarding policies affecting homeless students and interventions available to eradicate identified barriers, the greater the presenting challenges for school counselors to support the academic, personal-social, and career development of homeless students (Havlik & Bryan, 2015). Conversely, the more knowledgeable school counselors are of the policies that support students experiencing

homelessness, the more equipped they are to engage in advocacy and

collaborative efforts on behalf of this population of students (Gaenzle, 2013).

Examining school counselors' knowledge and skills relative to the diverse needs

of the homeless student population would promote even greater intentionality in the

direct and indirect services provided to students through comprehensive school

counseling programs (Havlik & Bryan, 2015). Considering the prevalence of homeless

students, increased awareness, knowledge, and skills in support of this population are

necessary (Grothaus et al., 2011). Although some research has found that counselor self-

efficacy and empathy can significantly influence the effectiveness of comprehensive

school counseling programs (Holcomb-McCoy & Day-Vines, 2004; Mullen & Lambie,

2016), no research has examined the relationship between multicultural self-efficacy,

empathy, and training, independently, relative to the knowledge and skills of school

counselors supporting homeless students.

<div align="center">**Predictor Variables**</div>

Multicultural Self-Efficacy

Multicultural competence. Multicultural counseling competencies are

imperative for fostering culturally competent counselors (Sue, Arrendondo, & McDavis,

1992). The core dimensions of multicultural competencies include attitudes and beliefs,

knowledge, and skills, each of which challenges counselors to be introspective and

sensitive to how personal biases and values influence the therapeutic relationship (Sue et

al., 1992; Sue & Sue, 1990). These competencies have played an integral role in

fostering counselors' and other mental health professionals' abilities to identify and

support the needs of diverse populations. Revisions to the multicultural competencies have been made, however, to addresses how to understand and effectively work through the complexities of multiculturalism in an increasingly diverse society and profession (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016). The Multicultural and Social Justice Counseling Competencies (MSJCC), endorsed by the Association for Multicultural Counseling and Development (AMCD) and by the American Counseling Association (ACA), outline standards for cultivating multicultural and social justice competency within various areas of the profession. Furthermore, the MSJCC identifies the intricacies of counselor-client relationships, emphasizes inclusivity of different cultures, and addresses the need for social justice advocacy.

Considering the increasing diversity within schools (Havlik, et al., 2014; Holcomb-McCoy & Day-Vines, 2004) it is essential that school counselors be culturally sensitive to and effective in addressing the unique needs of their students. While research examining the multicultural competence of school counselors exists, literature examining the relationship between the multicultural self-efficacy of school counselors and their knowledge and skills relative to supporting homeless students is nonexistent. This study further expands existing research regarding school counselors' perceived multicultural self-efficacy, as it investigated its relationship to their knowledge and skills related to supporting homeless students.

Self-efficacy. Self-efficacy is an individual's belief about his or her ability to perform specific behaviors, which plays an integral role in self-motivation, perseverance, and resiliency towards accomplishing established goals (Bandura, 1986, 1995; Bodenhorn, Wolfe, & Airen, 2010). According to Bandura (2001), individuals who perceive

themselves as having higher self-efficacy establish more ambitious goals and anticipate more positive outcomes of their actions than negative outcomes. Additionally, self-efficacy mediates an individual's behavior (Bodenhorn & Skaggs, 2005) and influences how he or she thinks and feels relative to his or her abilities to pursue or fulfill a specific endeavor (Holcomb-McCoy, Harris, Hines, & Johnston, 2008). In the context of school counseling, self-efficacy may contribute to the delivery and effectiveness of a comprehensive school counseling program (Mullen & Lambie, 2016; Scarborough & Culbreth, 2008) and can influence student outcomes, such as improved relationships with teachers and peers, better grades, improvement in overall school climate, better attendance, responsiveness to parents, and minimized interpersonal issues (Dimmitt & Wilkerson, 2012; Lapan, 2012; Whiston, Tai, Rahardja, & Eder, 2012).

Research examining the self-efficacy of school counselors suggests that school counselors with higher levels of self-efficacy demonstrate greater awareness of the existing achievement gaps and the inconsistency of equitable opportunities than do school counselors with lower levels of self-efficacy (Bodenhorn et al., 2010). Furthermore, levels of self-efficacy among school counselors influence their actual practice compared to their preferred way of practicing (Scarborough & Culbreth, 2008) as well as influence collaborative engagement within the school and community (Bryan & Griffin, 2010). Research has also identified a positive correlation between the self-efficacy of counselor trainees and the amount of training received (Kozina, Grabovari, Stefano, & Drapeau, 2010). In an examination of school counselors' preparation and self-efficacy to interventions and partnerships supporting homeless students, Gaenzle (2013) found that those with a higher perceived self-efficacy supporting homeless

students were more frequently engaged in collaborative efforts and

interventions on homeless students' behalf.

While research has examined the self-efficacy of school counselors relative to

their practice, the collaborative efforts made, and the interventions employed within and

outside of the school, there is dearth literature examining the self-efficacy of school

counselors supporting homeless students. Considering the substantial number of children

and youth currently experiencing homelessness and its adverse effect on ones' education

and personal, social, and emotional development, it is vital that school counselors

develop and maintain self-efficacy related to supporting homeless students.

Empathy

Empathy is a core condition that is necessary for facilitating effective counseling

wherein the counselor is able to, without judgment, enter into the client's world (Rogers,

1951, 1961). It is through empathy and empathic understanding that a counselor fosters

trust and open communication in the therapeutic relationship (Clark, 2010). Effectively

conveying empathy through the therapeutic relationship, however, is contingent upon the

client's perception and judgment of the counselor to be empathic (Rogers, 1951). To that

end, the dyadic relationship between the counselor and client is significant (Chung &

Bemak, 2002). Research indicates a positive correlation between school counselors'

empathy and their perceived multicultural competence (Constantine, 2000, 2001),

particularly when engaging in cross-cultural counseling relationships (Constantine &

Gainor, 2001). It is critical that school counselors appropriately demonstrate empathy

towards their students to avert expressing sympathy and increased feelings of anxiety in

response to concerns presented by students (Constantine, 2001).

Further, Chung and Bemak (2002) contend that counselors' credibility and cultural empathy likely increase as they seek to generalize and further comprehend experiences of clients while maintaining awareness of personal and cultural limitations that prohibit transference of their client's experience. Given the vast experiences of students experiencing homelessness, it is imperative that school counselors demonstrate empathy as it plays an integral role in their abilities to adequately support this population of students. To date, no research has examined the empathy of school counselors and their knowledge and skills related to supporting homeless students.

Training

Training needs of school counselors are specialized and different from the training of prospective counselors in other concentrations (Kozlowski & Huss, 2013). To assure that school counselors are equipped to fulfill the roles and responsibilities set forth by ASCA (2005, 2012), it is critical that counselor preparation programs adequately train and prepare school counselor trainees for the diverse roles they will encounter in practice. For some school counselors, there is a discrepancy between the training they received and their actual practice as professional school counselors (Scarborough & Culbreth, 2008; Slaten, Scalise, & Baskin, 2013). School counselors, however, play an integral role in supporting the academic, personal-social and career development of students (ASCA, 2005, 2012). Additionally, they are expected to be leaders, advocates, and change agents within the educational system (ASCA, 2012; Dahir & Stone, 2009; McMahon, Mason, & Paisley, 2009; Ockerman & Mason, 2012; Ratts et al., 2016; Trolley, 2011). Thereby, it is critical that school counselor trainees receive training that will equip them to adapt to an evolving profession, manage large caseloads, and provide a comprehensive school

counseling program that is equitable for and supportive of all students

(Kozlowski & Huss, 2013).

Current research, though limited, indicates a positive correlation between school counselors' training on homelessness and their knowledge of MK-V (Havlik & Bryan, 2015). Accordingly, school counselors with limited to no training demonstrate having less knowledge of the provisions provided to homeless students through MK-V. With advocacy being one of the roles of school counselors, possessing knowledge of MK-V is instrumental in school counselors' abilities to serve this population of students and to ensure the appropriate interventions are implemented on their behalf. Furthermore, to impart and cultivate knowledge of the policies of MK-V and the effects of homelessness on a student's academic, personal, social, and emotional development, it is imperative that preparation programs for school counselors adequately equip school counselor trainees to support this population of students (Gaenzle, 2013; Havlik & Bryan, 2015).

Significance of the Study

Limited research has examined the knowledge and skills of school counselors supporting homeless students. Findings from existing literature, however, substantiate the need for increased preparation of school counselors, increased engagement in school and community-based interventions (Gaenzle, 2013; Havlik & Bryan, 2015), and increased knowledge regarding specific resources available for students experiencing homelessness (Havlik et al., 2014). Adequate knowledge and skills of school counselors related to the various challenges encountered by students experiencing homelessness prepare them to implement a comprehensive school counseling program that is inclusive

of this population of students, thus mitigating behaviors that could adversely affect students' academic achievement (Baggerly & Borkowski, 2004).

This research study contributes to existing literature related to school counselors' knowledge and skills related to supporting homeless students and broadens the scope to include school counselors at the elementary, middle, and high school levels. Additionally, results from this study provide implications for professional school counselors, other educators, stakeholders, and policymakers to effectively support and meet the needs of students experiencing homelessness. Examining multicultural self-efficacy, empathy, and training of school counselors provides an understanding as to what factors influence their knowledge and skills supporting homeless students. Consequently, this insight impacts school counselor preparation program and, thus, practice.

Purpose of the Study

The purpose of this study was to examine the relationship between knowledge and skills of school counselors supporting homeless students and (a) multicultural self-efficacy, (b) empathy, and (c) training.

Research Questions

The following research questions were addressed in the study:

1. Is there a direct relationship between multicultural self-efficacy, empathy, and training to knowledge and skills supporting homeless students?

2. Does training totally mediate the relationship between multicultural self-efficacy and empathy to knowledge and skills supporting homeless students?

3. Does training partially mediate the relationship between
   multicultural self-efficacy and empathy to knowledge and skills supporting
   homeless students?

Assumptions

The following assumptions for the study were made:

1. Participants will complete surveys honestly.

2. Participants will comprehend and respond to each survey item.

3. Participants will be practicing school counselors.

4. Participants would have indicated that they have had experience working with a
   homeless student, or students.

5. Participants would have obtained a Master's degree, at minimum, in counseling.

Delimitations

The following delimitations for the study were identified:

1. Participants will be professional school counselors identified through the ASCA
   National directory.

2. Information will be obtained via self-reported surveys.

3. Participants will be required to read and respond to surveys in English.

Limitations

1. Participants will be limited to those individuals who are current members of ASCA.

2. Social desirability bias, or the tendency of the respondents to answer the survey in a
   way that, to them, appears more favorable to others, particularly the researcher.

3. The study is correlational; therefore, causal inferences cannot be made

Threats to Internal Validity

Internal validity is at risk when changes in the outcome variable are influenced by the independent variable, or variables, rather than an unintended or extraneous variable (Mertens, 2014). The primary threat to internal validity in this study was instrumentation. To minimize this particular threat, the reliability and validity of each instrument were reviewed. Another threat to internal validity was social desirability, or the potential for participants to respond to survey questions in the manner in which they perceived most favorable, particularly by the researcher. To minimize social desirability, participants were reminded of the anonymity of their responses for the duration of the study.

Threats to External Validity

External validity is the extent to which findings that emerge from one study can be applied, or generalized, to other situations (Mertens, 2014). In this research study, current school counselors' knowledge and skills related to supporting homeless students was investigated. The researcher anticipated that the results from the proposed study would be generalizable to professional school counselors who were active members of ASCA and had experience working with homeless students.

Operational Definitions

The operational definitions for the variables included in this research were as follows:

Knowledge and Skills Related to Homeless Students

Knowledge and skills related to homeless students encompassed awareness of and services provided through MK-V, community resources available for students, and appropriate interventions. In this study, knowledge and skills, the outcome variable, were

measured by the mean score of the Knowledge and Provision of services

subscales on the Knowledge and Skills with Homeless Students Survey (KSHSS; Havlik

& Bryan, 2015).

Multicultural self-efficacy

Self-efficacy refers to an individual's belief about his or her ability to perform

specific behaviors and typically plays an integral role in self-motivation, perseverance,

and resilience (Bandura, 1995). Multicultural self-efficacy, however, is an individual's

perceived belief to perform tasks related to equity and to the various needs of ethnically

and culturally diverse populations (Holcomb-McCoy et al., 2008). In this study,

multicultural self-efficacy of school counselors was operationally defined as the total

score on the School Counseling Multicultural Self-Efficacy Scale (SCMES; Holcomb-

McCoy, et al., 2008).

Empathy

Empathy is sensing others' emotions and genuinely seeking to understand what

they may be experiencing, emotionally, in the moment (Rogers, 1951, 1961). In this

study, empathy was operationally defined as the mean scores of each subscale on the

Interpersonal Reactivity Index (IRI; Davis, 1980).

Training

In the proposed study, training was operationally defined as the response on the

KSHSS (Havlik & Bryan, 2015) regarding training to work with homeless students.

Summary

This chapter provided a statement and overview of the problem, presented the independent and dependent variables in the study, addressed the significance of and need for the study, and identified the gap in existing research on school counselors' knowledge and skills related to supporting homeless students. Additionally, this chapter identified the purpose of the study, the research question guiding the study, the operational definitions, assumptions, delimitations, limitations, and threats to external and internal validity.

Organization of the Study

Chapter one presented the variables included in the study, the significance of the study, the purpose of the study, the research question, assumptions, delimitations, limitations, threats to external and internal validity, and operational definitions. Chapter two includes a review of the literature related to the predictor and outcome variables in this study. Additionally, existing literature examining the relationship between each of the predictor variables and knowledge and skills of homeless students is discussed. Chapter three details the methodology of the study to include a description of participants, data collection procedures, and the instrumentation used to collect data. Additionally, the research design, research questions, and data analysis are addressed. Chapter four addresses the results from the study. Instrument reliability, data screening, and descriptive statistics are provided. In addition, bivariate correlations, findings from the standard multiple regression and mediation analysis are described. Chapter five discusses the results from the study. Discussion of demographic data, variables of

interest, and contributions and limitations of the study were presented. Lastly,

implications of the findings and recommendations for future research were discussed.

CHAPTER II: REVIEW OF THE LITERATURE

The purpose of this study was to examine how multicultural self-efficacy, empathy, and training relate to the knowledge and skills of school counselors supporting homeless students. This chapter is divided into six main sections. The first section will provide a definition of homelessness and an overview of barriers affecting children experiencing homelessness. Next, a theoretical framework is provided. In the third section, a conceptual understanding of knowledge and skills in supporting homeless students, along with empirical research is presented. In the remaining sections, empirical research supporting each of the predictor variables, namely multicultural self-efficacy, empathy, and training, along with the relationships between these variables and the outcome variable, knowledge and skills of school counselors supporting homeless students, will be discussed as evidence of the need for this research.

Theoretical Framework: Ecological Systems Theory

Human development occurs through a process of interactions that take place over extended periods of time (Bronfenbrenner, 1994). Moreover, human development is impacted in a reciprocal process of human engagement (Cigrand, Havlik, Malott, & Jones, 2015); therefore, an individual can influence his or her environment just as he or she can be influenced by it (Gaenzle, 2013). In order for school counselors to better understand the relationship between students' environmental stressors and their academic achievement, it is essential that they are aware of the ecological systems and the role they play within each system (Cigrand et al., 2015; McMahon, Mason, Daluga-Guenther, & Ruiz, 2014). Moreover, homelessness affects many areas of an individual's life, particularly among children and adolescents (Havlik, Schultheis, Schneider, & Neason,

2016). Bronfenbrenner's theory is an appropriate theoretical framework for this study as it conceptualizes human development through examining various factors within each system that impact development, directly and indirectly. Developed by Bronfenbrenner (1979), ecological systems theory conceptualizes human development, the environment, and the interconnections between them. Bronfenbrenner asserts that there are a set of nested structures, though intertwined, which influence human development (Bronfenbrenner, 1979; 1994). The systems of the ecological model include microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

Many facets of a student's life can affect his or her ability to function within the school setting and, therefore, attain academic achievement. School counselors' awareness of and response to interrelated factors that impact student development and success is critical in effectively supporting the needs of students. Therefore, developing an accurate conceptualization of and response to the interrelated factors enables school counselors to further advance student outcomes and fulfill their role as change agents (Cigrand et al., 2015; Leonard, 2011; Rosa & Tudge, 2013). According to Bronfenbrenner (1979), the direct interactions within the immediate environment affect one's development within the microsystem. In the context of school counseling, the microsystem is composed of the school environment, district, and community in which school counselors work (Cigrand et al., 2015; McMahon et al., 2014). For example, direct interactions with individuals, such as parents, administrators, teachers, and other stakeholders occur on a daily basis and, in some way, impact students' development and success.

The second system, mesosystem, comprises cross-relationships between two or more settings (Bronfrenbrenner 1979). School counselors' role within this system would be to acknowledge and support the relationship between their respective students' school and home environment. Establishing and maintaining relationships with students' parents or guardians, and consistently disseminating information to both students and their respective families is vital. Additionally, identifying potential barriers that may impede students' abilities to take advantage of educational opportunities, and providing interventions on their behalf is a role of school counselors operating within the mesosystem.

According to Bronfenbrenner (1994), the exosystem encompasses organizations that are not in school counselors' immediate settings, but which may directly or indirectly impact their roles. Furthermore, these organizations are likely to affect students' development, indirectly, through their influence on the school environment, family, and peer group (Cigrand et al., 2015). Entities such as state government, the state board, and affiliated organizations impact roles of school counselors through the policies that are developed and enforced. Ultimately, the effects of those decisions impact the microsystem (Cigrand et al., 2015; McMahon et al., 2014). The macrosystem includes the overarching cultural patterns and subcultures of the broader systems (Bronfenbrenner, 1994; Cigrand et al., 2015). In the context of school counseling, the macrosystem encompasses the norms and values of the school counseling profession, as well as societal conceptualizations regarding the role of school counseling (Cigrand et al., 2015).

Lastly, the chronosystem is characterized by changes that occur not only within an individual but also within his or her environment based on life experiences

(Bronfenbrenner, 1994). These changes are consistent and occur over time.

Regarding school counselors' knowledge and skills related to supporting homeless

students, being cognizant of the various ways in which homelessness likely impacts

families and, subsequently, student development is key. Awareness of and active

engagement within each of the aforementioned systems will further promote school

counselors' role in supporting the academic, personal-social, emotional, and career

development and well-being of students.

Poverty and Homelessness

According to the National Alliance to End Homelessness (2016), the number of

people in poverty (48.2 million) and the poverty rate (15.5%) remained relatively steady

in 2014 with two primary factors contributing to poverty and homelessness, namely the

lack of employment opportunities and the decline in available public assistance (National

Coalition for the Homeless, 2014). Moreover, during the 2013-2014 academic school

year, public schools in the United States consisted of more than approximately 1.3

million homeless children and youth, and approximately102, 813 school counselors (U.S.

Department of Education, 2016). While the number of children experiencing

homelessness is substantial, the pervasiveness of homelessness differs based upon

geographic location (National Alliance to End Homelessness, 2016; U.S. Department of

Education, 2016). Compared to suburban and rural districts, urban school districts

frequently have higher concentrations of poverty, greater racial and ethnic diversity,

larger concentrations of immigrant populations and linguistic diversity, and more

frequent rates of student mobility (Kincheloe, 2004, 2010). Furthermore, while

identification of homeless students is essential for providing adequate services, it remains

a challenge for school counselors and other school personnel due to the

negative stigmas associated with homelessness (Canfield, 2014).

Profound challenges are presented to school counselors and educators by children

living in poverty (Amatea & West-Olatunji, 2007). According to the Children's Defense

Fund (2017), The United States has the second highest child poverty rate, with children

having a 1 in 5 chance of being poor. In addition, minority children are more than twice

as likely to be poor than their White peers (Children's Defense Fund, 2017; Herbers,

Cutuli, Supkoff, Heistad, Chan, Hinz, & Masten, 2012). The estimated graduation rate

for high school students experiencing homelessness is less than 25%, with approximately

11.4 % and approximately 14.6 % of high school homeless students being proficient in

math and reading, respectively (Canfield, 2014; The National Center on Family

Homelessness, 2009).

Considerable literature exists that highlights myriad academic and personal

challenges and barriers faced by economically disadvantaged students, students

experiencing homelessness, and highly mobile students. For example, while children

living in poverty are at risk for poor academic achievement, the risk is even greater

among homeless and highly mobile (HHM) students (Obradovic, Long, Cutuli, Chan,

Hinz, Heistad, & Masten, 2009). Moreover, HHM children face several health and

academic related challenges through unstable residences and schools, stressful and

dangerous living conditions in shelters or overcrowded living arrangements, and social

isolation and withdrawal (Gruman, Harachi, Abbott, Catalano, & Fleming, 2008;

Huntington, Buckner, & Bassuk, 2008; Miller, 2011, 2012).

Furthermore, children and youth experiencing homelessness are sick four times more often and experience greater mental health challenges than their non-homeless peers, with approximately 47% having challenges such as anxiety, depression, and withdrawal compared to 18% of similar challenges experienced by their non-homeless peers (National Center for Homeless Education, 2016). Despite this disparity in mental health, homeless students and students in poverty are less likely to have access to mental health services (Children's Defense Fund, 2017; Herbers et al., 2012). The adverse effects of homelessness on children's emotional and behavioral development typically worsen the longer they experience homelessness (Gewirtz, Hart-Shegos, & Medhanie, 2008). It is essential, therefore, that school counselors and other school personnel supporting this population of students also collaborate with their respective families to identify the risk and protective factors associated with their situation to better meet their needs and mitigate barriers they face (Canfield, 2014). School counselors often have to first ensure homeless students' basic needs are met before addressing other needs, such as educational and emotional needs, as they can be overshadowed by the insufficiency in their basic needs being fulfilled (Havlik et al., 2017).

Although researchers contend that there is not a specific set of characteristics to describe homeless students (Miller, Pavlakis, Samartino, & Bourgeois, 2015), literature indicates students experiencing homelessness need a sense of belonging, a consistent and caring environment, and the security of an organized and predictable classroom and school schedule to succeed (National Center for Homeless Education, 2016; National Alliance to End Homelessness, 2016). With the considerable number of children experiencing homelessness, it is critical that school counselors are knowledgeable and

skilled to adequately support the various needs of a vulnerable and underserved student population.

The Professional School Counselor

The American School Counselor Association (ACSA) National Model (2005, 2012) is a nationally standardized model for professional school counselors, which has developed consistently over time to provide a comprehensive framework that governs the role of school counselors (Cigrand et al., 2015). Professional school counselors are responsible for addressing and supporting "students' academic, personal-social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success" (ASCA, 2012; Paragraph 1). Within the ASCA National Model are four dimensions in which school counselors are to provide services: foundation, delivery, management, and accountability. An effective, comprehensive school counseling program is one that identifies personal beliefs, considers how all students will benefit from the school counseling program, establishes a vision and mission statement that aligns with that of the school, and identifies specific student outcomes (ASA, 2005). In an effort to provide a comprehensive school counseling program for all students, it is vital that school counselors seek to understand and support the developmental needs of underserved student populations. These populations include youth living in poverty or experiencing homelessness, special education students, gifted students, and English as a Second Language (ESL) students (Bryan & Griffin, 2010; Holcomb-McCoy, 2007).

The majority of counseling services provided through the delivery system of the ASCA National Model include individual student planning, responsive services that meet

the immediate needs of students, and indirect student services, such as

collaboration and consultation with parents, teachers, and community stakeholders

(ASCA, 2005). Continuous evaluation of the overall program and activities facilitated

through the counseling program is essential within the management dimension of the

ASCA National Model. Program evaluation and assessments, and prevention and

intervention activities, such as closing-the-gap action plans, weekly calendars, and

advisory councils are among the tasks within managing a comprehensive school

counseling program. Lastly, accountability requires school counselors to collect and

analyze program data to assess ways in which the program impacts students

academically, personally, socially, and emotionally (ASCA, 2005). Evaluating the

program ensures that school counselors are intentional and equitable in the services they

provide students.

Implementation of a comprehensive school counseling program can lead to

notable effects on student outcomes. Research has found that school counseling

programs that align with the ASCA National Model impact several student outcomes,

namely suspension rates, discipline rates, attendance rates, math proficiency, and reading

proficiency (Carey, Harrington, Martin, & Hoffman, 2012). According to Lapan (2012),

a comprehensive school counseling program is most effective for economically

disadvantaged students, or students in poverty, due to the many barriers they face. ASCA

(2010) mandates that school counselors working with students experiencing

homelessness advocate to diminish barriers to enrollment and academic success, develop

programs for students and parents, collaborate and coordinate services that increase

community stakeholders' awareness of MK-V and students' rights, and advocate for

appropriate educational placement. An effective school counseling program influences the school climate and is critical for improving student achievement (ACA, 2007).

Knowledge and Skills Related to Homeless Students

Knowledge and skills related to homeless students are composed of several factors: presenting issues of children experiencing homelessness; the policies and provisions of MK-V; and services and interventions that support the vast needs of homeless students (Havlik & Bryan, 2015). The Stewart B. McKinney Homeless Assistance Act of 1987, widely known as the McKinney-Vento Homeless Education Act (MK-V), seeks to eradicate existing barriers to students' education that are often perpetuated by homelessness. MK-V has been integral in eliminating administrative barriers homeless children face when enrolling in school, such as waiving proof-of-residency requirements, immunization records, previous school documentation, and providing children experiencing homelessness an opportunity to remain enrolled in the school they attended prior to becoming homeless (42 U.S.C. §11431, et seq.).

The McKinney-Vento Act was reauthorized by the Every Student Succeeds Act (ESSA) of 2015 (NAEHCY, 2016; U.S. Department of Education, 2016). The amendment to MK-V incorporates best practices from school districts nationwide in increasing the identification, enrollment, stability, and academic success of children and youth experiencing homelessness (NAEHCY, 2016). Additionally, the amendment to MK-V has expanded resources for homeless students by enlarging the availability and use of Title I funds, and by increasing the funding level for the McKinney-Vento Act's Education for Homeless Children and Youth program (NAEHCY, 2016).

Related Research

The American School Counselor Association (ASCA) mandates that school counselors promote awareness and understanding of MK-V and the rights of students experiencing homelessness (ASCA, 2010; Havlik & Bryan, 2015). Therefore, knowledge pertaining to the academic, emotional, and personal-social development and needs of students experiencing homelessness is essential in appropriately supporting and advocating on behalf of that particular student population (Havlik & Bryan, 2015). Further, knowledge and skills can include an understanding of and willingness to initiate partnerships within the school and with local community stakeholders to support the diverse needs of students experiencing homelessness (Bryan & Griffin, 2010). Stressors in students' environment can negatively impact their personal and socio-emotional well-being, thus affecting their academic performance and success. Identification and understanding of these connections can further enhance school counselors' abilities to work to mitigate the systemic barriers and inequities faced by children experiencing poverty and homelessness (Cigrand et al., 2015; Singh, Urbano, Haston, & McMahon, 2010).

Research related to the knowledge and skills of school counselors serving this particular population has been conducted; however, it is sparse. For example, Havlik and Bryan (2015) conducted an exploratory study that investigated school counselors' knowledge and service provision for students experiencing homelessness. The variables examined in this study included school level, school setting, years of experience, and training. Results from the study indicated that school counselors (N=207) perceived themselves to possess average knowledge of the McKinney-Vento Act, above average

knowledge of registration policies for students experiencing homelessness, and above average levels of knowledge of transportation requirements. Furthermore, participants perceived themselves to have average knowledge of emotional and educational issues faced by homeless students (Havlik & Bryan, 2015). Further examination of school counselors' experiences supporting homeless students illustrated that they not only viewed themselves as the first line of support but also felt helpless in their desire to help (Havlik & Bryan, 2015).

The experiences of school counselors (*N*=23) supporting homeless students have also been explored qualitatively, in which the following themes were found: school counselors perceived themselves to be the first line of support within the school system, school counselors valued collaborative partnerships with other school personnel, and school counselors faced systemic barriers that hindered their ability to support (Havlik et al., 2017). Moreover, participants reported having received no formal training related to supporting homeless students during their graduate program and limited training post-graduation (Havlik et al., 2017). School counselors who perceived themselves as self-efficacious in their knowledge of the provisions of MK-V consistently engaged in more interventions and collaborative partnerships with stakeholders on behalf of this marginalized student population (Gaenzle, 2013). Overall, school counselors' knowledge and skills related to supporting homeless students directly impact their service delivery for this population of students (Grothaus et al., 2011; Gaenzle, 2013; Havlik & Bryan, 2015). This study expands research in this area through an examination of the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting homeless students.

Summary

Poverty and homelessness present dire effects on the lives of children. With minimal knowledge and skills related to the challenges presented to homeless children, as well as the policies and mandates supporting the educational needs of children experiencing homelessness, school counselors are limited in the support they can provide. To date, minimal research has investigated the knowledge and skills of school counselors related to supporting homeless students.

Multicultural Self-Efficacy

Multicultural Competence

Multicultural counseling competencies (MCC) are composed of three domains necessary for counselors to work effectively with culturally diverse individuals: awareness, knowledge, and skills (Sue et al., 1992; Sue, 2001). The first domain, awareness, emphasizes one's understanding of his or her personal worldview and its potential influence on the interactions with and perceptions of others. The second domain, knowledge, addresses counselors' understanding of the worldview of others. Lastly, the skills domain highlights the process of implementing appropriate interventions in practice with culturally diverse individuals (Sue et al., 1992). While these competencies have been pivotal in guiding counselors' and other mental health professionals' services provided to culturally diverse clients, the progressive diversity within society has necessitated modifications to further conceptualize and broaden inclusivity of diverse cultures within the field. The modifications to the original competencies ensure that counseling professionals are more adequately prepared to not only identify and support the needs of a diverse clientele but also engage in social justice

practices. This revision concluded with the development of the Multicultural

and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2016).

Overall, the MSJCC is the framework upon which counselors and other mental

health professionals can integrate and employ multicultural and social justice efforts in

their practice, and enact change at individual and systemic levels (Ratts et al., 2016).

According to the ASCA Ethical Standards (2010, 2016), "school counselors are

advocates, leaders, collaborators and consultants who create opportunities for equity in

access and success in educational opportunities" (p. 1). In turn, it is imperative that

school counselors are catalysts for change within the school setting. This endeavor can

be fulfilled through advocating for equity and access on behalf of all students, and

through seeking to mitigate systemic injustices and oppression that impede the personal

and academic success of students (Parikh, Post, & Flowers, 2011). Moreover, school

counselors are mandated to "foster increased awareness and understanding of cultural

diversity in the school and community…" (p.19). Establishing and maintaining self-

awareness of personal beliefs, values, and biases and how those factors can influence the

understanding of students' respective worldview is crucial, as it illuminates cultural

similarities and differences (Dodson, 2013; Ratts et al., 2016), therefore impacting the

counseling relationship.

Related research. In a study examining the self-efficacy and multicultural

competence of school counselors (N=157), Owens, Bodenhorn, and Bryant (2009) found

that school counselors' level of cultural acceptance was related to their reported levels of

all three multicultural subscales: terminology, knowledge, and awareness. While no

statistically significant results were found in the cultural competence of school counselors

based on gender, age, and work setting, Owens and colleagues (2009) found

statistical significance that suggested years of experience among school counselors

predicted MCC within each subscale.

Multicultural counseling competence amongst school counselors has been further

examined in several other ways. For example, Chao (2013) explored the influence of

racial-ethnicity, multicultural training, racial-ethnic identity (REI), and color-blind racial

attitudes (CoBRA) on school counselors' (*N*=259) multicultural counseling competence

(MCC). Findings from this study indicated that multicultural training enhances school

counselors' racial-ethnic identity, thus increasing their MCC. Furthermore, when

participants, both White and racial-ethnic minorities, reported having limited training and

high levels of color-blind racial attitudes, their MCC scores were the lowest. This

positive correlation between the racial-ethnic identity and MCC of school counselors

illustrates the importance of school counselor trainees receiving multicultural training

during their preparation programs. Sensitivity to ones' own racial-ethnic identity fosters

his or her ability to provide competent support to a diverse student population (Chao,

2013).

Because the effects of homelessness are broad and can significantly impact the

lives of individuals regardless of their race or ethnicity, it is critical that school

counselors demonstrate multicultural competence as practitioners. Moreover,

multicultural self-efficacy of school counselors can impact the overall effectiveness of a

comprehensive school counseling program. To that end, the multicultural self-efficacy of

school counselors related to their knowledge and skills in supporting homeless students

was examined in this study to provide further insight for practicing school counselors and counselor preparation programs.

The extent to which other factors such as one's theoretical orientation impact aspects of his or her multicultural competence has also been examined (Constantine, 2001). For example, significantly higher levels of multicultural counseling competence were found amongst school counselor trainees who ascribed to an eclectic or integrative orientation compared to trainees who ascribed to a psychodynamic or cognitive-behavioral theoretical orientation (Constantine, 2001). Overall, research has illustrated a significant relationship between MCC and school counselors' self-reported competencies (Collins, Arthur, Brown, & Kennedy, 2015; Constantine, 2001; Guzman, Calfa, Kerne, & McCarthy, 2013; Holcomb-McCoy, 2005).

Relationship to knowledge and skills of homeless students. While researchers have assessed multicultural competence among school counselors, literature relative to the relationship between the multicultural competence of school counselors and their knowledge and skills in supporting homeless students is nonexistent. This is a major gap in the literature considering Sue and Sue (1990) were pioneers in developing competencies to ensure personal biases of counselors did not impede the counseling relationship. According to Sue and Sue (1990), bias in the attributional process can impede progress within the counseling relationship as it contributes to the oppressive experiences of ethnically and culturally diverse clients. Related to homelessness, preconceived notions of homelessness can influence the way certain challenges are addressed not only in society but also within the educational system.

Negative biases and low expectations of children experiencing homelessness, as well as the support of their respective families are prevalent among some educators and counselors (Auwarter & Aruguete, 2008; West-Olatunji, Shure, Pringle, Adams, Lewis, & Cholewa, 2010). For example, it is believed, by some, that parents or guardians of children experiencing homelessness do not value their child's education. These thoughts can be detrimental to school counselors' abilities to provide an equitable, effective comprehensive school counseling program. Thus, it is essential that school counselors maintain awareness and understanding of their own biases and work towards changing their personal worldviews to best serve as advocates on behalf of their students (Dodson, 2013; Parikh et al., 2011).

Summary. Considering the paucity of existing literature addressing multicultural competence of school counselors and their knowledge and skills related to supporting students experiencing homelessness, this study makes a notable contribution and provides a framework for future research in this area. Furthermore, this research examined school counselors' multicultural self-efficacy related to knowledge and skills supporting homeless students. Results from this study further inform counselor educators and practicing school counselors of multicultural training needs in preparation to support homeless students.

Self-Efficacy

The roles and responsibilities of school counselors vary (ASCA, 2005; McCarthy, Van Horn Kerne, Calfa, Lamber, & Guzman, 2010) and can present many challenging, yet rewarding experiences. Awareness and knowledge of the appropriate roles and

responsibilities of school counselors are critical in providing an effective

comprehensive school counseling program for all students. Apart from acquiring

knowledge and skills in a specific area, however, individuals should strive to demonstrate

self-efficacy beliefs in their ability to effectively execute the knowledge and skills they

have developed (Gunduz, 2012; Kozina et al., 2012). When school counselors work

effectively they are perceived, positively, by other school personnel, engage in greater

collaboration with other stakeholders, and experience an increase in their overall self-

efficacy (Atici, 2014).

Central to the role of school counselors is supporting the academic, personal-

social, emotional, and career development of all students through a comprehensive school

counseling program (ASCA, 2005). To ensure that the needs of all students are

effectively met, it is essential that school counselors be self-efficacious in identifying and

implementing appropriate services on behalf of students, as it impacts student outcomes

(Dimmit & Wilkerson, 2012; Whiston et al., 2012). Possessing the knowledge and skills

to support the needs of an underserved population of students is just as important as

possessing the knowledge and skills necessary to support the needs of an affluent student

population. Moreover, providing equitable opportunities and access to education and

educational-related activities for all students is critical. Minimal research has examined

the self-efficacy of school counselors supporting the needs of homeless students,

however. This research study examined the multicultural self-efficacy of school

counselors supporting homeless students.

Self-efficacy is a cognitive process and mediating function of behavior that

influences one's thoughts, feelings, self-motivation, and decision-making (Bandura,

1986, 1995, 1977). Perceived self-efficacy is defined as the belief in one's ability to organize and execute his or her belief in performing to achieve a desired task (Bandura, 1977; Mullen & Lambie, 2016; Schwarzer, 1992). Higher levels of self-efficacy among individuals promote commitment, motivation, perseverance, and resilience (Bandura 1986), and increase the likelihood that individuals will perceive and approach difficult tasks as challenges to be mastered rather than threats to be averted (Bandura, 1995). To be self-efficacious in the midst of unanticipated challenges and to achieve desired outcomes, it is essential that individuals have awareness of their competencies and limitations, anticipate obstacles, and adapt accordingly (Bandura, 2001).

Bandura (1982, 1986, 1995) presents four sources of efficacy beliefs: personal or mastery experiences, vicarious experiences, social persuasion, and physiological states. Accordingly, Bandura asserts that mastery and vicarious experiences are considered the most effective ways of cultivating a strong sense of efficacy. Mastery experiences can be predictors of whether or not an individual intrinsically possesses the necessary resources to persevere and attain success in the midst of experiencing adversity (Bandura, 1982). Similarly, vicarious experiences are effective in fostering one's self-efficacy as he or she is able to observe and learn from others' successes and resilience, which influences the belief in self to master related tasks (Bandura, 1986).

The third influential source of enhancing one's efficacy is via social persuasion (Bandura, 1995). Verbal persuasions, either positive or negative, can impact the tasks in which individuals will expend their efforts. For example, individuals who have been persuaded that they possess the necessary resources to master a specific task are likely to

persevere and be resilient, ensuring they fulfill the respective task. Conversely, individuals who have been persuaded that they are deficient in their abilities to fulfill a given task will likely harbor self-doubt, and either refrain from embracing challenging tasks or concede to adversity (Bandura, 1995). The fourth source of refining one's efficacy is through enhancing physiological states, such as behavioral and emotional regulation, and correcting any misinterpretations of emotional and physical responses (Bandura, 1995). According to Bandura, the affective state can have an effect on an individual's belief about personal efficacy. Overall, if individuals only experience uncomplicated successes, their expectation of future endeavors will be contingent upon prior successes. Consequently, such experiences will likely result in the individual conceding when unexpectedly challenged or faced with difficulty. It is through experiencing and overcoming barriers with continuous perseverance that individuals cultivate resilient efficacy (Bandura, 1995).

Related research. According to Holcomb-McCoy, Gonzalez, and Johnston (2009), "school counselor self-efficacy is a more specific conceptualization of self-efficacy that reflects a counselor's perceived ability to carry out school counseling-related tasks" (p.344). Given that the daily routine of a school counselor is not homogenous, school counselors are expected to be flexible and efficacious in providing an equitable, comprehensive school counseling program that supports the diverse needs of all students. Furthermore, school counselors work collaboratively with administrators, teachers, parents, and other stakeholders, each of whom presents individual needs.

Self-efficacy is central to the acquisition and mastery of complex skills that compose the overall nature of counseling (Kozina et al., 2010). Moreover, it is a mediating factor in one's performance and functioning (Bodenhorn & Skaggs, 2015) and is correlated to his or her performance of various tasks (Kozina et al., 2010). Regarding feelings of efficacy in practice and perceptions of collaboration with school staff, research suggests that collaboration between school counselors and school staff increases one's efficacy (Atici, 2014; Bryan & Griffin, 2010), thus influencing actual and preferred practices of school counselors (Gunduz, 2012).

Existing research examining the self-efficacy of school counselors indicates that there is a correlation between the level of self-efficacy among school counselors and the occurrence and effectiveness of programmatic service delivery (Bodenhorn et al., 2010; Mullen & Lambie, 2016). Programmatic service delivery encompasses the direct and indirect counseling services and interventions employed by school counselors through their comprehensive school counseling program (Mullen & Lambie, 2016). Research further indicates that frequent occurrence of programmatic service delivery increases the likelihood of positive student outcomes, such as improved student-teacher relationships, better grades, increased problem-solving abilities, greater sense of belonging, better attendance, and greater sense of safety within the school (Dimmit & Wilkerson, 2012; Whiston, et al., 2012). Mullen, Lambie, Griffith, and Sherrell (2016) examined school counselors' (N=287) ethical and legal self-efficacy, ethical and legal knowledge, and general self-efficacy and found a positive correlation between general self- efficacy and legal self-efficacy. Results indicated that school counselors' positive beliefs in self influenced their ability to resolve ethical and legal issues with higher self-efficacy.

Considering the amalgamation of self-efficacy theory and results from existing research, it is reasonable that school counselors with high levels of self-efficacy are likely to more effectively impact their students than are those with lower levels of school counselor self-efficacy (Bodenhorn et al., 2010). According to Paolini (2012), school counselors' level of self-efficacy influences their ability to motivate students, promote learning, facilitate counseling interventions, and collaborate effectively with community stakeholders. Moreover, Bodenhorn and colleagues (2010) found that school counselors with higher levels of self-efficacy were not only more aware of data related to the student achievement gap but also more likely to report relevant information related to closing the achievement gap, a role emphasized within the management system of the ASCA National Model.

Relationship to knowledge and skills of homeless students. Apart from knowledge and skills, individuals should possess self-efficacy beliefs that enable them to effectively employ knowledge and skills to acquire success in life (Gunduz, 2012). While substantial research has examined general self-efficacy of school counselors and school counselor trainees, minimal research has investigated multicultural self-efficacy of school counselors and school counselor trainees. In the context of school counseling, multicultural self-efficacy is defined as, "perceived abilities to carry out and perform tasks that are relevant and specific to equity among students in K-12 schools, and the ethnically and culturally diverse needs of K-12 students" (Holcomb-McCoy et al., 2008, p.167). In a preliminary investigation of multicultural self-efficacy among school counselors (N=181), Holcomb-McCoy and colleagues (2008) found ethnicity and years of experience to be significantly related to MCSE, with minority school counselors

having significantly higher MCSE than their White counterparts. While this

finding was akin to that of Barden and Greene (2015), it was noted that several factors

could have contributed to the differences in multicultural self-efficacy. These potential

factors include personal experiences, student or clientele demographics, and training

received during respective preparation programs (Holcomb-McCoy et al., 2008).

Barden and Greene (2015) contributed to dearth literature on multicultural self-

efficacy through exploring the relationship between counselor trainees' (N=118) levels of

self-reported multicultural counseling competence (MCC) and multicultural counseling

self-efficacy (MCSE). Findings suggested that a positive relationship exists between

MCSE, self-reported MCC, and trainees' amount of time in their respective graduate

program. Variables such as time in graduate-level education, completed coursework, and

supervised clinical or work-related experiences influenced trainees' MCSE and MCC as

evidenced by findings from this study (Barden & Greene, 2015). These findings further

support previous research that identifies the significant effect of multicultural training

and experience on one's MCC (Collins et al., 2015; Constantine, 2001; Guzman et al.,

2013; Holcomb-McCoy, 2005) and racial-ethnic identity (Chao, 2013). Regarding this

study, the relationship between multicultural self-efficacy of school counselors and their

knowledge and skills supporting homeless students was examined. Having examined this

specific relationship imparts greater understanding of those areas in which school

counselors are most effective as well as those potential areas needing improvement.

Overall, findings from this study help to ensure that efforts of both practicing and

aspiring school counselors supporting homeless students are, and will be, demonstrated in

a competent and equitable manner.

Although limited research has explored the multicultural self-efficacy of school counselors related to supporting homeless students, a study conducted by Havlik and Bryan (2015) identified interventions in which school counselors engaged to support homeless students. Those interventions included making referrals to community resources, providing individual counseling and academic support, and consulting with teachers and parents. Furthermore, the majority of the interventions reported by school counselors required collaboration with the school, respective family, or community.

To expand the literature in this area, Gaenzle (2013) measured school counselors' knowledge and preparation based on the following components: general self-efficacy to work with students who are homeless, knowledge of MK-V, and specific knowledge about homelessness. Results indicated that school counselors who reported higher specific knowledge and self-efficacy related to supporting children experiencing homelessness engaged more frequently in the recommended interventions and collaborative partnerships (Gaenzle, 2013). While these findings provided insight related to school counselors' general self-efficacy in supporting homeless students, the study did not examine the multicultural self-efficacy of school counselors supporting homeless students. Given that multicultural training is directly correlated to the MCC of school counselors (Constantine, 2001; Guzman et al., 2013; Holcomb-McCoy, 2005) and, consequently, the effectiveness of a comprehensive school counseling program (Collins et al., 2015; Dickson & Jepsen, 2007), it is necessary that school counselors' awareness of their perceived multicultural self-efficacy related to supporting this student population be examined further. To address this existing gap, this study examined the relationship

between the multicultural self-efficacy of school counselors and their

knowledge and skills related to supporting homeless students.

Summary. Previous research related to the general self-efficacy of school

counselors denotes self-efficacy as being a significant factor not only in the confidence and

self-motivation of school counselors but also in the decision-making and delivery services

of a comprehensive school counseling program. Additionally, the self-efficacy of school

counselors impacts student outcomes. To date, minimal research has examined the

multicultural self-efficacy of school counselors, particularly related to their knowledge and

skills in supporting homeless students. Findings from this study broaden the literature in

this area and provide insight regarding school counselors' multicultural self-efficacy and

knowledge and skills supporting homeless students.

Empathy

Described as a counselor's ability to enter into the client's world without

judgment, and to empathize with rather than sympathize for the client, empathy is a core

condition for providing effective counseling (Rogers, 1951, 1961). According to Rogers

(1961), individuals are capable of experiencing empathy through subjective,

interpersonal, and objective perspectives. Empathy through a subjective perspective is

acquired as individuals acknowledge their internal frame of reference and respond,

empathically, to experiences they encounter on a daily basis. Experiencing empathy

through an interpersonal perspective occurs when one individual accurately

conceptualizes another individual's internal frame of reference and is able to

communicate their understanding effectively (Rogers, 1961). Rogers posits that through

an objective perspective, an individual's empathic understanding can be directed towards

a collective group of other trusted individuals in his or her life. This collective

group of individuals would represent an external frame of reference (Rogers, 1961).

Expanding upon Rogers' (1961) notion of experiencing empathy through the

aforementioned modalities, Clark (2010) presented an integrated model of empathy in the

counseling process. He contended that in addition to developing empathy and empathic

understanding through an interpersonal perspective, empathy could be "therapeutically

directed toward a client through each of the three knowledge channels" (Clark, 2010, p.

349). For example, a counselor's self-awareness of his or her way of being with and

response toward a respective client is related to subjective empathy. Moreover, when

seeking empathic understanding of the client, the counselor engages in the following

process: identification, imagination, intuition, and felt-level experiencing (Clark, 2010).

This process challenges a counselor to be attuned to his or her responses to the

information received and, with empathic understanding, interact with his or her client.

According to Clark (2010), it is from an interpersonal perspective that a counselor seeks

to empathically understand and demonstrate sensitivity toward the lived experiences of

his or her client. Accurate perception of explicit and implicit messages communicated by

the client and his or her internal frame of reference is key, as it can generate a deeper

level of empathic understanding (Clark, 2010).

Furthermore, the extent of empathy displayed by school counselors when

engaging in cross-cultural relationships can be an indication of their level of MCC

(Constantine et al., 2001). Related to the homeless student population, this notion of

empathy reflecting one's MCC is important given that homelessness adversely affects

individuals of different racial and ethnic backgrounds. As a result, it is essential that

school counselors demonstrate empathy and MC to ensure that the comprehensive school counseling program they provide is done so with cultural sensitivity towards and inclusivity of all students. Increased knowledge and skills amongst school counselors as it relates to supporting homeless students' needs can be cultivated through empathy. This study further examined the empathy of school counselors and their knowledge and skills related to supporting homeless students.

Clark (2010) asserts that without empathy being operationalized in the context of the client's experience, it does not transcend beyond an interpersonal level; thereby remaining an abstract phenomenon. Regarding objective perspective, it is beneficial to utilize theoretically informed resources to aid in developing an empathic understanding of a client (Clark, 2010). For instance, formal and informal observations, data, and self-report inventories can be combined into subjective and interpersonal modalities to generate empathic understanding. Counselors' awareness of each of these perspectives can aid in further cultivating empathic understanding and related interventions in support of clients. Conversely, and related to school counseling, the inability of a school counselor to demonstrate empathy with his or her students will likely generate deficits in effectively meeting students' needs (Constantine et al., 2001; Mayer, DiPaolo, & Salovey, 1990). Considering the stigmas associated with homelessness and the diverse needs of students and families affected by homelessness, merely expressing a sincere willingness to better understand their respective personal experiences can promote a significant step in eliminating presenting issues (Constantine, 2000; Constantine et al., 2001), therefore strengthening the counseling relationship. This research study examined

the empathy of school counselors related to their knowledge and skills

supporting homeless students, as it is an important yet limited area of research.

In the context of counseling, empathy was defined and primarily influenced by

Western Euro-American values (Chung & Bemak, 2002). Consequently, considerations

regarding the complexities within and across cultures may be insufficient (Chung &

Bemak, 2002). Without effectively demonstrating empathy and genuine understanding of

and appreciation for cultural differences, counselors will likely be ineffective in working

with clients from different cultural backgrounds (Chung & Bemak, 2002; Rogers, 1951).

Furthermore, cultural competence extends beyond ethnic minorities and encompasses

characteristics influenced by racial/ethnic backgrounds, country of origin, gender, age,

socioeconomic status, language, level of education, sexual orientation, physical capacity

or limitations, and spirituality/religion. A combination of several influences is present

when working with individuals experiencing homelessness; therefore, developing an

empathic understanding of the different perspectives of those individuals experiencing

homelessness is critical (National Health Care for the Homeless Council, 2016).

Related Research

Constantine and Gainor (2001) explored the influence of school counselors' (*N*=

108) empathy on their multicultural competence and found that the Personal Distress

subscale of the Interpersonal Reactivity Index, which assesses respondents' feelings of

anxiety and discomfort in response to the distress of others, was significantly related to

perceived multicultural counseling knowledge. Moreover, the researchers found that the

higher the personal distress scores among participants, the lower the levels of perceived

multicultural counseling knowledge (Constantine & Gainor, 2001). This finding

indicates that personal distress among counselors can adversely affect their

ability to respond to culturally diverse clients with sensitivity and empathy rather than

sympathy (Constantine & Gainor, 2001; Constantine & Yeh, 2001). Moreover, school

counselors' abilities to demonstrate empathy towards their students is reflective of their

respective multicultural competence (Constantine, 2001). Similarly, Davis, Luce, and

Kraus (1994) found that participants (*N*=830) experienced feelings of sympathy and

personal distress when interacting with distressed others, thus affirming a strong tendency

of individuals to respond, affectively, to the emotional responses of others. This affective

response to the personal distress of others aligns with previous research suggesting that

empathy can be acquired through an interpersonal perspective and self-awareness of

responses towards the experiences of others (Clark, 2010).

Relationship to Knowledge and Skills of Homeless Students

Although school counselors' personal experiences may differ from those of

homeless students on their caseload, the empathy they are able to convey through relating

to similar feelings can be impactful and generalized to better understand the experiences

of students (Chung & Bemak, 2002). While research has investigated the constructs of

empathy in the context of the counseling process, further examination of the empathy of

school counselors is needed. Moreover, literature investigating the empathy of school

counselors in relation to their knowledge and skills supporting homeless students is

nonexistent. This study illuminates the relationship between the empathy of school

counselors and their knowledge and skills related to supporting homeless students.

Additionally, results from this study further inform counselor educators, practicing school

counsels, and aspiring school counselors of the significance of this relationship, particularly when supporting this underserved student population.

Summary

Empathy is integral in cultivating interpersonal connections with others (Clark, 2010; Rogers, 1961). Furthermore, it is a skill that can aid in mitigating biases and strengthening therapeutic relationships (Beitel, Ferrer, & Cecero, 2005). A school counselor's way of being with his or her students is central to establishing an effective therapeutic relationship and can influence other salient factors in the relationship. In supporting homeless students, it is critical that school counselors convey empathy, as it can potentially enhance the working alliance. Minimal research has examined school counselors' empathy related to their support of homeless students. This study broadens research in this area as it examined the relationship between the empathy of school counselors and their knowledge and skills related to supporting homeless students.

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Training

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It is essential that prospective school counselors receive adequate training that will prepare them to provide a comprehensive school counseling program while managing large caseloads and maintaining competence in an evolving profession (Kozlowski & Huss, 2013). It is when school counselors have the right tools that they can positively impact the learning environments for marginalized student populations (Nelson, Bustamante, Sawyer, & Sloan, 2015). For example, first assessing cultural competence of their respective school environments, and then intervening to enrich

inequitable systemic practices and policies that impact student learning can be instrumental in cultivating academic and social experiences suitable for all students (Nelson et al., 2015).

Adequate training is important in relation to school counseling as it influences the extent to which school counselors are able to provide competent and comprehensive services to students. Training also prepares school counselors to be effective advocates and change agents both within and outside of the school setting. Moreover, school counselors who have been trained to implement and evaluate the ASCA National Model (2012) are more likely to engage in more appropriate, preferred school counseling-related tasks than school counselors with limited to no training on implementing and evaluating the ASCA National Model (ASCA, 2012; Scarborough & Culbreth, 2008). Training can further influence the extent to which school counselors actively engage in school-family-community partnerships (Bryan & Holcomb-McCoy, 2007; Havlik & Bryan, 2015), thus impacting student outcomes. Inadequate training of school counselors can impede the academic, personal-social, and career development of students. In this research study, the training of school counselors, relative to their knowledge and skills supporting homeless students, was examined.

Related Research

Although school counselors and other educators strive to provide effective interventions and support to adequately meet the diverse needs of their students, some students' needs remain unmet (Olsen, Parikh-Foxx, Flowers, and Algozzine, 2016). Research has highlighted a disparity between the services of which school counselors are trained and mandated to implement by ASCA (2005) and the services they actually

provide as practitioners (McCarthy et al., 2010; Scarborough & Culbreth,

2008). This disparity can be attributed not only to inadequate training but also to a lack

of awareness on behalf of school administration regarding the appropriate counseling-

related duties of school counselors (Curry & Bickmore, 2012; McCarthy et al., 2010;

Scarborough & Culbreth, 2008). Services such as coordinating achievement, aptitude, or

cognitive assessments, supervising classroom or common areas, performing or assigning

disciplinary consequences, and managing clerical tasks are considered inappropriate

school counseling-related tasks. School counselors are less likely to feel a sense of

purpose the more they engage in inappropriate counseling-related tasks (Curry &

Bickmore, 2012).

In an examination of factors related to school counselors' knowledge and skills in

multi-tiered systems of support (MTSS), Olsen and colleagues (2016) found that school

counselors who reportedly needed more MTSS training were lower in their knowledge

and skills related to MTSS. Furthermore, school counselors who were reportedly lacking

MTSS knowledge and skills demonstrated inconsistencies in their engagement in ASCA-

related activities (Olsen et al., 2016). School counselors who received MTSS training,

however, demonstrated increased MTSS knowledge and skills and greater engagement in

ASCA-related activities (Olsen et al., 2016). These findings emphasize the significance

of training on school counselors' knowledge, skills, and engagement in a specific area.

Acquiring knowledge and refining skills that align with ASCA-related activities

ultimately benefit the students of whom school counselors serve. For this study, it was

hypothesized that there was a direct relationship between training and school counselors'

knowledge and skills related to supporting homeless students.

Training related to multicultural counseling and social justice has also

been found beneficial in addressing and reducing existing biases (Zalaquett, Foley,

Tillotson, Dinsmore, & Hof, 2008), and effectively influencing school counselors'

practice (Collins et al., 2015; Dickson & Jepsen, 2007). In an examination of

multicultural training and multicultural counseling competencies of Masters-level

counseling students (*N*=516), Dickson and Jepsen (2007) found that the overall cultural

environment of students' training program was most impactful in promoting their

multicultural competence. Training that addresses and increases school counselors'

sensitivity towards their own race and racial-ethnic background can further promote their

ability to support culturally diverse students with multicultural sensitivity and

competence (Chao, 2013). Conversely, findings from a study conducted by Collins and

colleagues (2015) illustrated a disparity between the multicultural competence of

counseling students and their abilities to implement social justice into practice. This

finding not only aligns with existing research identifying gaps in the development of

multicultural counseling skills and practice among counselor trainees (Hill, Vereen,

McNeal, & Stotesbury, 2013), but also highlights the significance of multicultural and

social justice issues being infused throughout the curriculum rather than in a single

course (Collins et al., 2015; Holcomb-McCoy, 2005).

Relationship to knowledge and skills of homeless students. Currently, there is

a paucity of empirical research examining the training of school counselors and their

knowledge and skills related to supporting homeless students. Of the research that has

been conducted, however, results have indicated that school counselors possess limited

knowledge of MK-V and the adverse effects of homelessness on the development of

children and youth (Gaenzle, 2013; Havlik & Bryan, 2015; Havlik et al., 2014).

Conversely, research indicates that there is a positive relationship between school

counselors who have received some form of training related to supporting homeless

students, and their level of knowledge and involvement in advocacy efforts on behalf of

this underserved student population (Havlik & Bryan, 2015). Unfortunately, many

school counselors have received either minimal or no training during their graduate

programs in preparation to support the needs of homeless students (Havlik et al., 2017).

Furthermore, school counselors have reportedly received limited formal training beyond

their respective graduate program to support this population of students.

In an exploration of the preparation of school counselors (N=207) addressing the

needs of homeless students, Havlik and Bryan (2015) found that school counselors'

knowledge of MK-V was likely attributed to the type of training received. Although 90%

of participants reported working with homeless students, with those in urban settings

having more homeless students on their respective caseload, no significant differences

were found between the school level and school counselors' knowledge of MK-V

provisions (Havlik & Bryan, 2015). Additionally, when compared to counselors who

received no graduate-level training on homelessness during their program, school

counselors who received training related to supporting homeless students reportedly had

a higher knowledge of emotional and educational challenges faced by students

experiencing homelessness (Havlik & Bryan, 2015).

Due to minimal formal training in counseling preparation programs, many school

counselors have inadequate knowledge of MK-V and the provisions for homeless

students, therefore feeling unprepared and inept to provide appropriate interventions that

further promote students' academic, personal-social, and emotional

development (Gaenzle, 2013; Havlik et al., 2017). To better equip the future generation

of professional school counselors to support this vulnerable and underserved student

population, it is critical that counselor education programs incorporate more formal

education and training related to supporting homeless students (Havlik & Bryan, 2015;

Havlik et al., 2017). According to Havlik and Bryan (2015), minimal research has

examined either the training school counselors receive, if at all, related to supporting

homeless students or the source of training received, such as formal graduate training, in-

service training or professional development.

In an effort to explore the type, source, and effectiveness of school counselor

preparation related to supporting homeless students, Watson (2011) investigated the

perceptions of school counselors (*N*=173) regarding training to provide services to

homeless students and students in poverty. Results indicated that participants felt

adequately prepared in their knowledge of working as systemic change agents (68.8%),

providing a comprehensive program using the ASCA National Model framework

(69.9%), acknowledging and understanding resiliency among students in poverty

(53.2%), and facilitating coping skills to students who were struggling (58.4%; Watson,

2011). Conversely, school counselors felt less equipped to collaborate with faculty on

reducing academic barriers (49.1%) and providing safety and consistency for students

(43.4%). Further, participants reportedly felt that experiential training and supervision

did not adequately prepare them to facilitate responsive services for homeless students

and students in poverty (39.9%), and consultation for parents (32.4%). An increase in

school counselors' knowledge and skills related to supporting homeless students will

inevitably impact the support, services, advocacy efforts, and interventions they provide on behalf of this population. Researchers have called for further exploration of school counselors' preparation to support homeless students (Havlik & Bryan, 2015); accordingly, this study examined the relationship between school counselors' training and their knowledge and skills related to supporting homeless students.

Summary

It is essential that school counselors be knowledgeable of the provisions for homeless students to best support their needs, establish collaborative partnerships with appropriate stakeholders, and implement interventions on their behalf (Gaenzle, 2013; Grothaus et al., 2011). Limited training related to supporting the needs of homeless students minimizes school counselors' knowledge and skills in this area. Consequently, inadequate knowledge and skills can adversely impact the services and interventions provided to this population of students. Minimal research has examined the relationship between the training of school counselors and their knowledge and skills supporting homeless students. Results from this study further identify the relationship between the training of school counselors and their knowledge and skills related to supporting homeless students. Furthermore, results inform counselor educators and practicing school counselors of the training needs within the profession to best support this student population.

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Summary and Conclusions

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The purpose of this study was to examine how multicultural self-efficacy, empathy, and training of school counselors relate to their knowledge and skills supporting homeless students. It is evident through the review of literature that the

multicultural self-efficacy and training of school counselors have been

frequently researched, though independently. Minimal research has examined the

empathy of school counselors. While some research has explored school counselors'

training relative to their efficacy in supporting homeless students, no research has

examined the potential relationship between multicultural self-efficacy and empathy of

school counselors and their knowledge and skills related to supporting homeless students.

To address the dearth literature in this area, the chapter discussed the effects of poverty

and homelessness, roles of the professional school counselor, knowledge and skills

related to supporting homeless students, and multicultural self-efficacy, empathy, and

training of school counselors.

School counselors play an integral role in supporting the academic, personal,

social, and career development of all students. Moreover, school counselors should be

able to assess how students have become different as a result of the comprehensive

school counseling program. Because the role of school counselors is multifaceted, it can

present various challenges. One of these challenges is supporting the needs of students

experiencing homelessness. Although the prevalence of homelessness can differ based

on geographical location, the effects of homelessness on a student's education can be

adverse, despite geographical location, if adequate support and interventions on their

behalf remain insufficient.

Research suggests that there is a correlation between school counselors' level of

knowledge and skills related to supporting homeless students and their engagement in

interventions within and outside of the school setting. Furthermore, the literature not

only illuminates the minimal to average knowledge of school counselors related to

supporting homeless students but also highlights their feelings of helplessness related to supporting this particular student population. Training in the area of supporting homeless students is effective; however, more research is necessary to determine the extent to which training impacts school counselors' knowledge and skills.

The review of literature indicates that multicultural self-efficacy, empathy, and training of school counselors impact the therapeutic relationship. However, the relationship between each of these variables and school counselors' knowledge and skills related to supporting homeless students has not yet been examined. To address this gap and expand the literature, survey research was conducted to examine these relationships. The following section will address the methodology that was used to conduct this study.

CHAPTER III: METHODOLOGY

The purpose of this study was to examine the relationship between the knowledge and skills of school counselors supporting homeless students and (a) multicultural self-efficacy, (b) empathy, and (c) training. This chapter includes descriptions of participants, procedures and data collection instruments, and research design and data analysis.

Participants

The sample frame of participants was composed of licensed school counselors (N=5,997) currently practicing at the elementary, middle, or high school level who were current members of the American School Counselor Association (ASCA). A total of 259 school counselors responded to the survey, which resulted in a response rate of 4.3%. The majority of participants in this study self-identified as Caucasian (80%), female (88%) between the ages of 30-39 (36%) and 40-49 (27%). Table 1 displays the frequencies and percentages of the demographic data of participants. Participants indicated that they worked in a suburban (40%), public school (92%) setting. The majority of participants worked in elementary (36%) and high school (42%) levels. The estimated number of homeless students in participants' schools ranged from 1-5 (29%), 6-10 (22%), and 11-15 (16%).

The size of participants' student population was diverse. For instance, the majority of participants' student population was between 500-1,000 students (38%). Other participants indicated that their student population was either less than 500 students (36%) or more than 1,000 students (25%). The size of participants' student caseload also varied. The majority of participants' caseload was composed of 251-400 students (35%). Other participants reported that their student caseload included 401-600 students (31%)

and less than 250 students (24%). For the majority of participants, the

percentage of students eligible for free or reduced lunch was more than 75% (29%).

Other participants, however, reported that either 25%-50% of their students were eligible

for free or reduced lunch (26%) or 51%-75% of their students were eligible for free or

reduced lunch (25%).

The majority of participants worked in the Mid-Atlantic region of the United

States (32%). The remaining participants reportedly worked in the Southern (24%),

Midwestern (22%), and Western (22%) regions of the United States. Overall, the

descriptions of the participants align closely with the national composition of

professional school counselors as determined by Bruce and Bridgeland (2012).

Table 1: Demographics of Participants

Variable	Number of responses (N=259)	Percentage
Gender		
Female	228	88%
Male	31	12%
Age		
25-29	24	10%
30-39	94	36%
40-49	70	27%
50-59	49	19%
Over 60	22	8%
Racial Identity		
Caucasian/White	205	80%
African American/Black	22	8%
Hispanic/Latino(a)	14	5%
Asian	2	.8%
American Indian/Alaska Native	2	.8%
Native Hawaiian/Pacific Islander	1	.4%
Bi-racial	6	2%
Other	5	1%

Table 1(continued)

Variable	Number of responses (*N*=259)	Percentage
Student Population		
Less than 500	92	36%
500-1,000	99	38%
More than 1,000	66	25%
Student Caseload		
Less than 250 students	61	24%
251-400 students	92	35%
401-600 students	81	31%
More than 600 students	25	10%
Free/Reduced Lunch Eligibility		
Less than 25%	48	19%
25%-50%	68	26%
51%-75%	66	25%
More than 75%	75	29%
School Setting		
Urban	77	30%
Rural	77	30%
Suburban	102	39%
School level		
Elementary School	93	36%
Middle School	55	21%
High School	106	41%
School type		
Private	12	5%
Public	234	92%
Parochial	7	3%
Number of Homeless Students in School		
0	17	7%
1-5	75	29%
6-10	56	22%
11-15	42	16%
16-25	28	11%
26-35	1	6%

Table 1(continued)

Variable	Number of responses (n=259)	Percentage
36-45	9	4%
46-55	7	2%
55+	7	2%
Region		
Mid-Atlantic/East	83	32%
South	62	24%
Midwest	57	22%
West	57	22%

Data Collection Procedures

The researcher sought approval from the Institutional Review Board (IRB) at the

University of North Carolina at Charlotte to conduct the study. Upon approval from the

IRB, participants were identified through the ASCA membership directory and recruited

via email to participate in the study. An introductory letter to the study was included in

each email correspondence to participants (see Appendix A). The letter explicitly

addressed the purpose of the study, the sampling method, and requested participation. In

addition, voluntary participation and confidentiality was emphasized. In closing of the

letter, a link to the survey was provided. Survey Share, an Internet-based survey and

questionnaire tool, was used to disseminate the survey. While Internet-based surveys can

be an effective modality to collect data, they can also present limitations for receiving

good response rates (Dillman, Smyth, & Christian, 2009); therefore, the researcher

considered the implementation procedures outlined by Dillman and colleagues (2009) to

increase the likelihood of generating a good response rate.

Prior to starting the survey, participants were asked to complete an Informed Consent Form, which reminded them of their participation being voluntary and confidential. Only participants who met the following inclusion criteria were asked to complete the survey in its entirety: a) have obtained a license or certification in school counseling; b) are currently practicing as a licensed or certified school counselor in an elementary, middle, or high school setting; and c) have provided services to at least one homeless student on their caseload. The following definition of homelessness was provided:

> Those who currently live in any of the following conditions: "doubling-up due to loss of housing or economic hardship; living in motels, hotels, trailer parks or camping grounds; living in emergency or transitional shelters; abandoned in hospitals, or awaiting foster care placement; living in unsuitable locations such as cars, substandard housing, bus or train stations," (U. S. Department of Education, 2004, p.2).

One week after sending the initial email the researcher sent a follow-up email to participants thanking those who had completed the survey and then soliciting participation from those who had not yet done so (see Appendix G). One week after sending the follow-up email the researcher sent a final email thanking those who completed the survey for their participation and soliciting participation from those who had yet to complete the survey (see Appendix H). The researcher extended data collection one week due to the need for more participants. The survey was closed after a total of four weeks. All collected data was retained securely on a password-protected drive. Upon completion of the survey, participants had the option to be entered into a

random drawing to receive one of three $50 Amazon gift cards as an incentive

for participating in the study (Dillman et al., 2009). According to Dillman and colleagues

(2009), providing an incentive to participants is likely to increase response rates.

Informed Consent

Prior to completing the survey, participants were asked to review an Informed

Consent Form (see Appendix B) to include inclusion criteria, the purpose of the study,

the estimated time to complete the survey, and identified risks and benefits of

participating. The Informed Consent Form, again, highlighted participation as being

voluntary and confidential. Upon reviewing and agreeing to the stipulations outlined,

participants were able to proceed with completing the survey.

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Instrumentation

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Data were collected via self-reported instruments. The researcher contacted the

developers of each instrument via email and requested permission to use their respective

instrument for the study. Participants first responded to an eight-item Demographics

Questionnaire developed by the researcher (Appendix F). Next, participants completed

the School Counseling Multicultural Self-Efficacy Scale (SCMES; Holcomb-McCoy, et

al., 2008), which includes 52 items (see Appendix C). Third, participants completed the

Interpersonal Reactivity Index (IRI; Davis, 1980), which contains 28 items (see

Appendix D). Lastly, participants completed the Knowledge and Skills with Homeless

Students Survey (KSHSS; Havlik & Bryan, 2015), which includes 16 items (see

Appendix E).

Demographics Questionnaire

The researcher developed an 8-item Demographics Questionnaire to obtain

descriptive information about participants' gender, age, racial identity, level of education,

student caseload size, size of the school population, geographical location, and

percentage of free and/or reduced lunch eligibility within the school. This questionnaire

was presented to participants at the beginning of the survey

School Counseling Multicultural Self-Efficacy Scale

The School Counseling Multicultural Self-Efficacy Scale (SCMES) was

developed by Holcomb-McCoy and colleagues (2008) to assess the multicultural self-

efficacy of professional school counselors for the purpose of professional development

and training. The initial instrument consisted of 90 items based upon a literature review

on various factors such as multicultural counseling competence, self-efficacy, counselor

self-efficacy, and multicultural counseling, as well as an item-generation procedure

(Holcomb-McCoy et al., 2008). A factor analysis was conducted to determine the

underlying structure of the instrument and to further illuminate the concept of

multicultural self-efficacy (Holcomb-McCoy et al., 2008; Tabachnick & Fidell, 2007).

Based on the results of the factor analysis and the insignificant factor loadings, 38 items

were omitted, resulting in 52 items. These 52 items yielded a coefficient alpha of .93

(Holcomb-McCoy et al., 2008). In addition, an exploratory factor analysis using the six

sub-scale scores of the SCMES and the high internal consistency (α = .93) of the total

score indicated that all items of the SCMES were closely related to one another and were

reflective of a single overarching construct (Holcomb-McCoy et al., 2008).

Items of the SCMES are composed of six sub-scales: (1) Knowledge and Multicultural Concepts (14 items; Cronbach's alpha reliability coefficient .95), (2) Using Data and Understanding Systemic Change (9 items; Cronbach's alpha reliability coefficient .91), (3) Developing Cross-Cultural Relationships (7 items; Cronbach's alpha reliability coefficient .89), (4) Multicultural Counseling Awareness; (9 items; Cronbach's alpha reliability coefficient .93), (5) Multicultural Assessment (7 items; Cronbach's alpha reliability coefficient .89), and (6) Application of Racial and Cultural Knowledge to Practice (6 items; Cronbach's alpha reliability coefficient .88; Holcomb-McCoy et al., 2008). The following are sample items included in the SCMES: *When counseling, I can address societal issues that affect the development of students*; *I can recognize when my beliefs and values are interfering with providing the best services to my students* (Holcomb-McCoy et al., 2008). The total score of the SCMES was used in this study.

Interpersonal Reactivity Index

The Interpersonal Reactivity Index (IRI) was developed by Davis (1980) to capture individual differences in cognitive, perspective-taking proclivities, and differences in emotional responses. Two versions of the IRI were constructed prior to the final version. The IRI is a 28-item survey that measures dimensions of empathy through four sub-scales: (1) Fantasy (7 items; Cronbach's alpha reliability coefficient .78 and .79, males and females, respectively), (2) Perspective-Taking (7 items; Cronbach's alpha reliability coefficient .71 and .75, males and females, respectively), (3) Empathic Concern (7 items; Cronbach's alpha reliability coefficient .68 and .73, males and females, respectively), and (4) Personal Distress (7 items; Cronbach's alpha reliability coefficient .77 and .75, males and females, respectively; Davis, 1980). Participants' responses to the

survey are based on a five-point Likert scale (0 = does not describe me well to

4 = describes me very well). Fantasy measures an individual's tendency to invert

themselves into the behaviors and emotions of fictional characters in movies, books, and

plays. Perspective-Taking assesses empathy through an individual's tendency to

spontaneously adopt others' perspective. Empathic Concern captures an individual's

feelings of concern, warmth, and sympathy toward others. Lastly, Personal Distress

assesses feelings of personal anxiety and discomfort related to others' distress (Davis,

1980). The IRI subscales reportedly have satisfactory internal reliabilities (range = .71 to

.77) and test-retest reliabilities (ranging from .61 to .79 and .62 to .81, males and females,

respectively; Davis, 1980). Sample items of the IRI include: *I often have tender,*

concerned feelings for people less fortunate than me; I sometimes feel helpless when I am

in the middle of a very emotional situation; Other people's misfortunes do not usually

disturb me a great deal (Davis, 1980). The mean score of each subscale was used in this

study.

Knowledge and Skills of Homeless Students Survey

The Knowledge and Skills of Homeless Students Survey (KSHSS) was developed

by Havlik and Bryan (2015) to assess the knowledge, skills, and practices of school

counselors working with students experiencing homelessness. Due to the initial low

response rate and desire for higher numbers, the pilot study for the revised KSHSS

included both K-12 school counselors in the United States who were members of the

American School Counselor Association (ASCA) and Master's-level counseling students

(Havlik & Bryan, 2015). A principal component analysis (PCA) was conducted, which

engendered the following sub-scales: (1) Perceived Knowledge of McKinney-Vento (7

items; Cronbach's alpha reliability coefficient .91), (2) Advocacy and Provision of Services (7 items; Cronbach's alpha reliability coefficient .81), and (3) Perceived Emotional and Educational Issues (2 items; Cronbach's alpha reliability coefficient .96; Havlik & Bryan, 2015). Types of interventions are assessed by one-item, which requires participants to identify from a list of 25 specific interventions those of which they have provided to homeless students. In determining reliability, Cronbach's alpha yielded an alpha of .81, indicating high reliability for the instrument.

To assess participants' knowledge of McKinney-Vento and of emotional and educational issues faced by students experiencing homelessness, they were asked to respond to the corresponding items based on a five-point Likert scale (1= no knowledge to 5=extensive). Similarly, participants' perceptions were measured based on a five-point Likert scale (1= no knowledge to 5=extensive). Provision of services measures school counselors' engagement and involvement in supporting the needs of students experiencing homelessness. Sample items of the KSHSS include: *I have knowledge of the emotional and personal/social issues (e.g., feelings of isolation, difficulty making friends, embarrassment) faced by homeless students in schools; I have knowledge of the transportation requirements for homeless students under the McKinney-Vento Act; I ensure that homeless students with whom I work have equal opportunities compared to their non-homeless peers* (Havlik & Bryan, 2015).

Training

The training of school counselors related to supporting homeless students was assessed via one item on the Knowledge and Skills with Homeless Students Survey (KSHSS; Havlik & Bryan, 2015). This item asked participants to identify, on a 5-point

Likert scale (1= no training to 5= extensive training), the extent of their training received to work with homeless students.

Research Design

The proposed study utilized a non-experimental correlational survey design to explore the relationship between the multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting homeless students. This study used a non-experimental survey design as the predictor variables were not manipulated by the researcher, nor could causal inferences be made based upon the results (Tabachnick & Fidell, 2007).

Research Questions

The following research questions were addressed in the study:

1. Is there a direct relationship between multicultural self-efficacy, empathy, and training to knowledge and skills supporting homeless students?

2. Does training totally mediate the relationship between multicultural self-efficacy and empathy to knowledge and skills supporting homeless students?

3. Does training partially mediate the relationship between multicultural self-efficacy and empathy to knowledge and skills supporting homeless students?

Data Analysis

A standard multiple regression was employed to address the following research question: How do multicultural self-efficacy, empathy, and training relate to school counselors' knowledge and skills in supporting homeless students? Multiple regression is most appropriate for examining relationships between several predictor variables and one outcome variable (Tabachnick & Fidell, 2007). The data collected from Survey

Share was first entered into the Statistical Package for the Social Sciences

(SPSS) software and screened for assumptions of regression (Tabachnick & Fidell,

2007).

Data Screening

With normality being one of the assumptions of regression, data was screened for

missing data, univariate and multivariate outliers, as well as skewness and kurtosis of the

variables (Tabachnick & Fidell, 2007). Data was also screened for multicollinearity to

determine if variables were either highly correlated or an ideal combination of one

another (Tabachnick & Fidell, 2007). After screening the data, the researcher conducted

a standard multiple regression to further analyze the data and determine the strength of

the relationship between the predictor variables, multicultural self-efficacy, empathy, and

training, and the outcome variable, knowledge and skills supporting homeless students.

Descriptive Statistics

Descriptive statistics are beneficial in identifying the characteristics of

participants. The information used to generate descriptive statistics included participants'

gender, age, racial identity, level of education, student population, percentage of student

eligibility for free or reduced lunch, student caseload, school region, school level, and

school type. Participants were also asked to identify the number of identified homeless

students in their school.

Standard Multiple Regression

Multiple regression is a popular technique used across disciplines to assess the

relationship between one outcome variable and multiple predictor variables (Tabachnick

& Fidell, 2007). Furthermore, this analysis enables researchers to determine the strength

and significance of the relationship between an outcome variable and the

predictor variables. For this study, the outcome variable was knowledge and skills

related to supporting homeless students and the predictor variables included multicultural

self-efficacy, empathy, and training. Each of the predictor variables were entered into the

regression to predict the relationship to knowledge and skills supporting homeless

students.

Given that training was a mediator variable for two of the hypothesized models,

the researcher also utilized PROCESS, a statistical mediation and moderation analysis, to

conduct a simple mediation model (Hayes, 2012). According to Hayes (2007), the goal

of mediation analysis is, "to establish the extent to which some putative causal variable

(X) influences some outcome variable (Y) through one or more mediator variables" (p.1).

The effect of multicultural self-efficacy on participants' knowledge and skills supporting

homeless students, both directly and indirectly, through training was assessed through

PROCESS to determine which mediation was most significant. The mediation analyses

generated indirect and direct effects, bootstrap, bias-corrected and 95 percentile-based

confidence intervals, and effect size.

Chapter Summary

This chapter outlined the research methodology for this study. The descriptions

of participants, data collection procedures, and instrumentation were provided.

Additionally, the research design, research questions, and hypotheses were discussed.

Lastly, the data analysis was addressed in detail, to include screening, descriptive

statistics, and standard multiple regression.

CHAPTER IV: RESULTS

The purpose of this research study was to examine how multicultural self-efficacy, empathy, and training relate to the knowledge and skills of school counselors supporting homeless students. Three research questions guided this study. The first question was, is there a direct relationship between multicultural self-efficacy, empathy, and training to knowledge and skills supporting homeless students? The second research question was, is training a partial mediator in the relationship between multicultural self-efficacy and empathy to knowledge and skills supporting homeless students? The final research question was, is training a total mediator in the relationship between multicultural self-efficacy and empathy to knowledge and skills supporting homeless students? Results of this research study are presented in this chapter. First, the reliability of the instruments utilized in the study is described. In the second section, the process of data screening is provided. Third, descriptive statistics for each variable are presented. In the next section, results from the structural equation modeling data analysis are discussed. A summary of the results is provided at the conclusion of the chapter.

Instrument Reliability

This section provides the reliability of the instruments used in the study. To assess the reliability of each instrument, School Counseling Multicultural Efficacy Scale (SCMES), Interpersonal Reactivity Index (IRI), and Knowledge and Skills with Homeless Students Survey (KSHSS), Cronbach's alpha (α) of internal consistency was employed. Table 2 displays Cronbach's alpha for each scale. The reliability of each survey ranged from .726 to .948.

Table 2: Survey Instruments and Related Cronbach's Alpha

Instrument	Number of Items	Cronbach's α
SCMES Knowledge of Multicultural Concepts	52	.948
IRI Perspective Taking	7	.792
IRI Fantasy	7	.790
IRI Empathic Concern	7	.787
IRI Personal Distress	7	.817
KSHSS Training	1	.726
KSHSS Knowledge and Skills	16	.917

Data Screening

The Statistical Package for Social Sciences (SPSS) software was used to screen the data. Data were screened for missing values, outliers, normality, and multicollinearity. Moreover, additional assumptions for multiple regression were considered and examined before conducting the data analysis. These assumptions included linearity and homoscedasticity of residuals, both of which were analyzed through scatterplots.

Missing Values

The survey was administered through an online program called Survey Share. Based on the report of incomplete responses generated through Survey Share, 112 participants began the survey but did not complete it in its entirety. Incomplete responses to the survey were not included in the final set of data *(N=259)*. To further analyze the missing values within the set of data, a Missing Value Analysis (MVA) was run in SPSS

with Expectation Maximization (EM). Results from the Little's Missing

Completely at Random (MCAR) test revealed that the missing data were not statistically

significant (chi-square=18.035, df=24, p=.801), indicating that the data were missing

completely at random. Missing values were included in the final set of data as they were

not found to be statistically significant.

Outliers, Normality, and Multicollinearity

The distribution of the data was examined through SPSS and screened for

univariate and multivariate outliers. Mahalanobis distance and box plots were run to

detect outliers. Given that both the number of univariate and multivariate outliers were

not significant, no outliers were removed from the data set. In addition, SPSS was used

to detect the normality of the data. The skewness and kurtosis of the data were evaluated

to determine whether or not the assumption of normality was violated. There were no

presenting issues regarding the normality of the data, confirming that the assumption of

normality was met. According to Tabachnick and Fidell (2007), multicollinearity

determines whether or not variables are highly correlated or an ideal combination of one

another. Bivariate correlations were conducted to identify whether issues regarding

multicollinearity existed among the variables. Finally, the variation inflation factor (VIF)

for each variable was slightly above 4 indicating no presenting issues related to

multicollinearity.

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Descriptive Statistics

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Descriptive statistics were used to make additional inferences about the data and

are displayed below in Table 3. To assess school counselors' abilities to engage in and

complete tasks related to equity and diversity, participants (N=259) completed the School

Counseling Multicultural Self-Efficacy Scale (SCMES). The SCMES is composed of 52 questions to include six subscales on a seven-point Likert scale. The Likert scale ranges from 1-2 for *Not well at all,* 3-4 for *Not too well*, 5-6 for *Pretty well*, and 7 *Very well*. The knowledge of multicultural concepts scale includes 14 items. Higher scores on the knowledge of multicultural concepts scale are an indication of having greater multicultural knowledge. The majority of participants reported their knowledge of multicultural concepts as pretty well or moderate (*M*=5.75, *SD*=.805).

Additional aspects of school counselors' multicultural self-efficacy were assessed. For instance, the second scale of the SCMES, data and understanding systemic change, includes 9 items and measures the utilization of data as a tool for advocacy. A higher score on this scale denotes more frequent use of data as an advocacy tool. Participants reported their use of data and understanding systemic change as pretty well (*M*=5.27, *SD*=.970). The third scale on this survey is developing cross-cultural relationships, which is composed of 7 items. Higher scores on this scale indicate a greater ability to establish interpersonal relationships with culturally diverse individuals. Participants' responses to this scale denote that they engage in establishing cross-cultural relationships pretty well (*M*=6.36, *SD*=.645). The fourth scale on this survey is multicultural counseling awareness and includes 9 items. Scores on this scale reflect participants' perception of their awareness of self, their culture, and the potential effects those factors have on their practice as school counselors. Participants also reported their multicultural counseling awareness as pretty well (*M*=5.70, *SD*=.830). Multicultural assessment, the fifth scale on this survey, is composed of 7 items and measures school counselors' use of culturally sensitive and equitable testing within the school setting. Responses to this

scale indicated that participants perceived their use of multicultural assessment

as pretty well (*M*=5.47, *SD*=.947). The sixth scale of this survey is application of racial

and cultural knowledge to practice. This scale includes 6 items and assesses school

counselors' perceived abilities to address and integrate issues related to race into practice

(Holcomb-McCoy et al., 2008). Participants reported their application of racial and

cultural knowledge to practice as pretty well (*M*=5.63, *SD*=.855).

The Interpersonal Reactivity Index (IRI) was used to assess the empathy of

participants. The IRI consists of 28 items and includes four subscales. Each subscale is

measured on a five-point Likert scale, which ranges from A for *Does not describe me*

well to *E Describes me very well*. The first scale, perspective-taking, measures the

tendencies of individuals to assume the perspective or point of view of others. Higher

scores on this scale denote better social functioning (Davis, 1983). Participants reported

that the perspective-taking scale described them very well (*M*=27.94, *SD*=4.246). The

second scale on this survey is Fantasy, which provides insight to an individuals'

emotionality or tendency to immerse themselves, imaginatively, into the experiences and

emotions of fictitious characters. Responses indicated that this scale described

participants well (*M*=22.27, *SD*=5.399). Empathic concern is the third scale on the IRI.

This scale assesses feelings of concern for other individuals who are less fortunate.

Participants' responses suggested that the empathic concern scale described them very

well (*M*=28.86, *SD*=4.401). The final scale of this survey, personal distress, measures

individuals' affective responses in the midst of social discord or tense situations. Higher

scores on this scale indicate greater challenges in establishing and maintaining

meaningful interpersonal relationships. Participants reportedly perceived their level of

personal distress to be low or to not describe them well (*M*=14.50, *SD*=4.670).

School counselors' knowledge and skills related to supporting homeless students was measured through the Knowledge and Skills with Homeless Students Survey (KSHSS). The first scale on the KSHSS is knowledge of McKinney-Vento and emotional and educational issues. This scale includes seven items on a five-point Likert scale. The Likert scale ranges from 1 for *No knowledge,* to 5 for *Extensive knowledge*. Higher scores on this scale indicate greater knowledge of McKinney-Vento and the policies for students experiencing homelessness, as well as the educational and emotional issues faced by this student population. Participants' responses on this scale suggested that they have above average knowledge of McKinney-Vento and the emotional and educational issues of students experiencing homelessness (*M*=3.43, *SD*=.974). The second scale of the KSHSS is provision of services and advocacy. This scale includes nine items on a five-point Likert scale. The Likert scale ranges from 1 for *Not at all,* to 5 for *Always*. Higher scores on this scale imply that participants are effectively applying their knowledge to best meet the needs of the homeless students whom they serve. Based on participants' responses on this scale, they perceived their skillset in serving this student population to be slightly above average (*M*=3.13, *SD*=.932).

Training of participants to support students experiencing homelessness consisted of one item on the KSHSS. This item was measured on a five-point Likert scale. The Likert scale ranges from 1 for *No training*, to 5 for *Extensive training*. Participants' responses on this scale indicate that they had received minimal training to support students experiencing homelessness (*M*=2.75, *SD*=1.28).

Table 3: Descriptive Statistics for Variables

Variable	M	SD	Range	Minimum	Maximum
SCMES	5.69	.76	5.64	1.36	7
IRI					
Perspective Taking	27.94	4.24	27	8	35
Fantasy	22.27	5.39	26	8	34
Empathic Concern	28.86	4.40	27	8	35
Personal Distress	14.50	4.67	26	7	33
KSHSS					
Training	2.75	1.28	4	1	5
Knowledge and Skills	3.27	.88	4	1	5

Note: SCMES = School Counseling Multicultural Efficacy Scale; IRI = Interpersonal Reactivity Index; KSHSS = Knowledge and Skills with Homeless Students Survey.

Bivariate Correlation

A Pearson product coefficient was conducted to examine the correlations between the predictor variables (multicultural self-efficacy, empathy, and training) and the outcome variable (knowledge and skills supporting homeless students). Table 4 displays correlations between the predictor and outcome variables. The results denote multiple significant relationships between the variables. For example, training was positively correlated with multicultural self-efficacy ($r=.279$, $p<.01$). This correlation suggests that the more training school counselors receive, the more self-aware and prepared they are to engage tasks that promote equitable opportunities for culturally and ethnically diverse students. Training was also positively correlated with the knowledge and skills supporting homeless students ($r=.651$, $p<.01$). This relationship indicates that the more training school counselors receive, the more knowledgeable they are of the needs of

homeless students. With increased knowledge in supporting homeless students,

school counselors are better prepared to engage in providing services and interventions

on behalf of this student population. A negative correlation was detected between

training and personal distress (r=-.163, p <.01), thus suggesting that individuals with

more training were less likely to have difficulty maintaining interpersonal relationships

when experiencing tense, emotional situations.

The Pearson product coefficient presented significantly positive correlations

between multicultural self-efficacy and empathic concern (r=.267, p <.01) and between

multicultural self-efficacy and knowledge and skills supporting homeless students

(r=.341, p <.01). First, the correlation between multicultural self-efficacy and empathic

concern suggests that the more multiculturally self-efficacious school counselors perceive

themselves to be, the more likely they are to demonstrate greater empathic concern when

working with culturally and ethnically different students. Furthermore, the more self-

efficacious school counselors feel in providing equitable opportunities to culturally and

ethnically diverse students, the more likely they are to provide services and interventions

that meet the needs of students experiencing homelessness. Similar to the correlation

between training and personal distress, there was a significantly negative relationship

between multicultural self-efficacy and personal distress (r= -.336, p <.01). This

relationship indicates that the more multiculturally self-efficacious school counselors

perceive themselves to be, the less likely they will have difficulty establishing and

maintaining gratifying interpersonal relationships during tense moments.

Perspective taking, one of the scales that measures empathy, was correlated to

empathic concern (r= .516, p <.01) and to knowledge and skills supporting homeless

students (r= .129, p <.01). Conversely, perspective-taking was statistically and

negatively correlated to personal distress (r= -.45, p <.01). This correlation implied that

the greater the abilities of school counselors to anticipate and effectively respond to the

emotions of others, the less challenging their abilities to establish and maintain positive

interpersonal relationships. Fantasy, another scale of empathy, was statistically and

positively correlated to empathic concern (r= .332, p <.01). This positive correlation is

an indicator of school counselors' emotionality and genuine concern for others.

Empathic concern was detected to be negatively correlated to personal distress (r= -.265,

p <.01), therefore suggesting that the more empathy school counselors convey, the less

difficulty they have maintaining interpersonal relationships. Lastly, personal distress was

statistically and positively correlated to knowledge and skills supporting homeless

students (r= .187, p <.01). This relationship indicates that the greater school counselors'

abilities to adapt, establish, and maintain social relationships in the midst of challenging

situations, the greater their abilities to provide services and interventions on behalf of

homeless students.

Table 4: Pearson Correlation between Predictor and Outcome Variables

Variables	Training	MCSE	Perspective-Taking	Fantasy	Empathic Concern	Personal Distress	KSHS
Training	1	.279**	.085	-.064	.055	-.163**	.651**
MCSE		1	.305	.120	.267**	-.336**	.341**
Perspective-taking			1	.108	.516**	-.445**	.129*
Fantasy				1	.332**	.097	-.033
Empathic Concern					1	-.265**	.036
Personal Distress						1	.187**
KSHS							1

*Note. *p <.05; **p <0.01 (2-tailed)*

Multiple Regression

A standard multiple regression was conducted to examine the following research questions: a) Is there a direct relationship between school counselors' multicultural self-efficacy, empathy, and training and their knowledge and skills supporting homeless students?; b) Does training partially mediate the relationship between multicultural self-efficacy, empathy, and knowledge and skills supporting homeless students?; and, c) Does training fully mediate the relationship between multicultural self-efficacy and empathy, and school counselors' knowledge and skills supporting homeless students?

Table 5 displays the unstandardized regression coefficients (B) and intercept, standardized regression coefficients (β), and semi-partial correlations (sr_i), *t*-values, and

p-values for model one. Model one hypothesized a direct relationship between multicultural self-efficacy, empathy and training, and knowledge and skills supporting homeless students. The variance accounted for (R^2) equaled .45 (adjusted R^2= .44), which was different from zero ($F_{(6, 246)}$ =33.89, *p*<.01). For this model, two of the six predictor variables, multicultural self-efficacy and training, were statistically significant and directly related to knowledge and skills supporting homeless students. These findings suggest that the higher the level of multicultural self-efficacy among school counselors, the more knowledgeable and engaged they are in supporting the needs of students experiencing homelessness. Furthermore, results indicate that training impacts the knowledge and skills of school counselors supporting homeless students.

Based on the adjusted R^2, approximately 45% of the variance in school counselors' knowledge and skills supporting homeless students is accounted for among the predictor variables. Specifically, multicultural self-efficacy and training account for the variance in school counselors' knowledge and skills supporting homeless students. These results further emphasized the significant impact multicultural self-efficacy and training can have on the knowledge and skills of school counselors supporting students experiencing homelessness. The four subscales of empathy, perspective-taking, fantasy, empathic concern, and personal distress did not have a relationship to knowledge and skills supporting homeless students. Because the subscales of empathy were found to be insignificant in relation to knowledge and skills supporting homeless students, they were not included in the analyses that examined research questions two and three.

Table 5: Multiple Regression Evaluating Predictors of Knowledge and Skills

Model 1	B	β	sri	t-value	p-value
MCSE	.19	.17	.06	3.13	<.01
Training	.41	.59	.03	12.00	<.01
Perspective-Taking	.01	.05	.01	.89	.37
Fantasy	.00	.01	.01	.21	.83
Empathic Concern	-.02	-.09	.01	-1.49	.13
Personal Distress	-.01	-.04	.01	-.62	.53

Testing the Mediating Effect of Training

It is hypothesized that the multicultural self-efficacy of school counselors leads to greater knowledge and skills supporting homeless students as a result of their training. In addition, training promotes greater knowledge and skills related to supporting homeless students. More specifically, school counselors' multicultural self-efficacy is related to training, which affects school counselors' knowledge and skills supporting homeless students. Therefore, training is hypothesized as a mediator of the effect of relationship between school counselors' multicultural self-efficacy and their knowledge and skills supporting homeless students.

To assess the significance of training as a mediator, PROCESS, a computational tool used to conduct a mediation, moderation, or conditional process analyses, was accessed through SPSS (Hayes, 2012; 2018). A simple mediation model was conducted to determine the effect of multicultural self-efficacy on participants' knowledge and skills supporting homeless students both directly and indirectly through training. Model 4 was

selected in the analyses to estimate an unmoderated mediation model (Hayes,

2012). The analyses generated a bootstrap confidence interval, bias-corrected and 95

percentile-based confidence intervals, as well as effect size. Five thousand bootstrap

samples were generated to calculate the confidence intervals.

To estimate the corresponding parameter estimates, training (mediator) is

regressed on multicultural self-efficacy first, then knowledge and skills supporting

homeless students is regressed on training and multicultural self-efficacy. The results

from this analysis are shown in Table 6. The indirect effect is equal to .1969 (SE =.05;

LLCI =.1069, ULCI =.3032). The partially standardized indirect effect is equal to .2224

(SE = .0537; LLCI =.1249, ULCI = .3347) and the completely standardized indirect

effect is equal to .1690 (SE=.0370; LLCI = .0967, ULCI = .2444). The results suggest

that training partially mediates the relationship between the multicultural self-efficacy of

school counselors and their knowledge and skills supporting homeless students.

Table 6: *Simple Mediation Model Coefficients*

		Consequent						
		M (TRAINING)				X (MCSE)		
Antecedent		Coeff.	SE	*P*		Coeff.	SE	*P*
X (MCSE)	*a*	.475	.102	*p<.001*	*c'*	.201	.057	.001
M (TRAIN)		-----	-----	-----	*b*	.415	.034	*p<.001*
Constant	i_M	.044	.585	.941	i_Y	.989	.315	.001
		$R^2 = .08$				$R^2 = .45$		
		F(1, 251)= 21.72, *p<.001*				F(2, 250)= 100.69, *p<.001*		

One-Way ANOVA

To further examine group differences among the categorical variables, several one-way analyses of variance (ANOVA) were conducted through SPSS (Tabachnick & Fidell, 2007). The means and standard deviations by variable are reported in Table 7. The first one-way ANOVA compared the effects of free or reduced lunch eligibility on knowledge and skills supporting homeless students. Results indicated that the effect of students' reduced lunch eligibility on school counselors' knowledge and skills was significant $F(3,251) = 6.70, p<.001, \eta^2 = .07$. A post-hoc analysis using Tukey's procedure ($a=.05$) indicated that there were significant group differences ($p<.05$) between the knowledge and skills of school counselors in settings with less than 25% student eligibility for free or reduced lunch ($M=2.83, SD=1.00$) and school counselors in settings with 51%-75% student eligibility for free or reduced lunch ($M=3.39, SD=.73$). In addition, there were statistically significant differences between school counselors in settings with less than 25% student eligibility for free or reduced lunch ($M=2.83, SD=1.00$) and school counselors in settings with more than 75% student eligibility for free or reduced lunch ($M=3.49, SD=.85$). These findings suggested that the knowledge and skills supporting homeless students is greater among school counselors in high-poverty school settings than it is among school counselors practicing in low-poverty school settings. No significant differences existed among the other groups.

In addition to examining group differences related to knowledge and skills supporting homeless students, differences related to multicultural self-efficacy were explored. An examination of the effect of school setting (urban, rural, suburban) on multicultural self-efficacy yielded slightly significant results $F(2,250)= 6.86, p=.001, \eta^2=$

.05. Tukey's post-hoc analysis indicated that the mean score for school

counselors in urban school settings (*M*= 5.95, *SD*= .68) was significantly different than

school counselors in suburban school settings (*M*= 5.55, *SD*= .82). However, school

counselors in rural school settings (*M*= 5.62, *SD*= .67) did not significantly differ from

school counselors in urban and suburban school settings. Altogether, these findings

suggested that urban school settings promote greater multicultural self-efficacy among

school counselors. Conversely, rural school settings do not appear to foster the

multicultural self-efficacy of school counselors. Although group differences related to

training were also investigated, no statistically significant effects were found. Findings

from the one-way ANOVA's that were conducted highlighted the specific group

differences among each of the variables.

Table 7: *Means, Standard Deviations of ANOVA's*

Variable	*N*	*M*	*SD*
Free/reduced lunch			
Less than 25%	48	2.83	1.000
51%-75%	64	3.39	.735
More than 75%	75	3.49	.854
School setting			
Urban	75	5.95	.684
Suburban	101	5.55	.828

Summary

The purpose of this study was to examine the relationship between multicultural

self-efficacy, empathy, and training and the knowledge and skills of school counselors

supporting homeless students. This chapter describes the results of the study. First, the

reliability of each instrument was addressed. Second, descriptive statistics of the data

and bivariate correlations were described. Lastly, the results from the multiple regression were provided and further explained.

Results indicated that although multicultural self-efficacy and training were statistically significant and indirectly related to school counselors' knowledge and skills supporting homeless students, empathy was insignificant. Similarly, with training as a mediating variable between multicultural self-efficacy and empathy, and knowledge and skills supporting homeless students, there was a significant relationship between multicultural self-efficacy and training. Empathy remained insignificant and, therefore, was removed from the model. The simple mediation analysis confirmed that multicultural self-efficacy was a significant predictor of training and training a significant predictor of knowledge and skills supporting homeless students. Additional analyses revealed that the direct effect of multicultural self-efficacy on knowledge and skills supporting homeless students was insignificant with training as a mediator, indicating that training totally mediates that relationship.

Specific differences between groups were found to be statistically significant. For example, the percentage of student eligibility for free/reduced lunch and the number of identified homeless students each had an effect on school counselors' knowledge and skills supporting homeless students. Moreover, school setting (urban, rural, suburban) was found to have a slightly significant effect on the multicultural self-efficacy of school counselors.

CHAPTER V: DISCUSSION

This research study examined the relationship between the multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting homeless students. The results of this research study are addressed in this chapter. This chapter discusses the results of the study, limitations of the study, and implications of the findings. Lastly, recommendations for future research and concluding remarks are presented.

Discussion of Results

Discussion of Demographic Data

Despite the increasing diversity of our society, there was an underrepresentation of diversity amongst the participants in this study. The majority of participants were White (80%), females (88%) between the ages of 30-49 (63%). Though lacking diversity, these demographics align with the national demographics of professional school counselors as identified by Bruce and Bridgeland (2012). In addition, the majority of participants in this study reportedly worked in a suburban (40%), public school setting (92%) at either the elementary (36%) or high school level (42%). Furthermore, participants (78%) indicated that the number of identified homeless students enrolled in their school ranged from 1-25, confirming the significant number of children and youth impacted by homelessness. While the majority of participants identified working in the Mid-Atlantic region of the United States (32%), the remaining participants indicated that they worked in the Southern (24%), Midwestern (22%), and Western (22%) regions of the United States. Although demographics from this study are similar to previous research and substantiate the need for increased ethnic and gender diversity within the

field, there are characteristics of this sample population that are unique and

contribute to the literature. For example, a significant number of participants indicated

having between 1-25 identified homeless students in their school. Moreover, while

results from this study are not generalizable to all school counselors, having a close

representation of each region of the United States amongst participants is favorable.

Discussion of Multiple Regression Analysis

Multiple regression was used to assess the relationship between multicultural self-

efficacy, empathy, and training of school counselors and their knowledge and skills

related to supporting homeless students. Furthermore, the relationship between

multicultural self-efficacy and knowledge and skills supporting homeless students was

evaluated with training as a partial and total mediator variable. Statistically significant

relationships were identified in this study and are presented below.

Multicultural self-efficacy. Minimal research has examined the multicultural

self-efficacy of practicing school counselors. Considering the increase of ethnic and

cultural diversity amongst student populations, the multicultural competence of school

counselors, sensitivity towards diverse populations, and abilities to deliver equitable

services are essential. The results from this study indicate that school counselors

perceive their overall multicultural self-efficacy to be moderate, which is encouraging

given that the level of self-efficacy among school counselors is positively correlated to

the overall effectiveness of a comprehensive school counseling program (Bodenhorn et

al., 2010; Mullen & Lambie, 2016). Similarly, previous research has found a moderate

relationship between the multicultural counseling training received and counselors'

multicultural competence and self-efficacy (Barden & Greene, 2015; Guzman et al.,

2013; Holcomb-McCoy et al., 2008). It is evident that multicultural training influences the multicultural competence and multicultural self-efficacy of school counselors.

According to ASCA (2012), an effective comprehensive school counseling program is supported and driven by data. School counselors in this study rated their use of data and understanding systemic change as adequate. Because the accountability and management components of the ASCA National Model (2012) encompass the use of data, and empirical research has found there to be a correlation between school counselors' self-efficacy and their awareness of existing achievement gaps (Bodenhorn et al., 2010), this finding is also encouraging. Moreover, school counselors in this study indicated their engagement in developing cross-cultural relationships, self-awareness, and consideration of potential influences of personal worldview on their practice to be moderate. This finding is beneficial as previous research suggests that greater multicultural self-awareness increases school counselors' abilities to competently and effectively support the needs of a diverse student population (Chao, 2013).

Furthermore, multicultural assessment, or the use of valid and reliable tests with cultural sensitivity (ASCA, 2012; Holcomb-Coy et al., 2008), was also perceived by participants as moderate. Lastly, school counselors indicated their application of racial and cultural knowledge to practice as adequate. These findings are promising given that multicultural competence positively impacts a comprehensive school counseling program (Collins et al., 2015; Dickson & Jepsen, 2007). Contrary to previous findings related to the multicultural self-efficacy of school counselors (see Barden & Greene, 2015; Holcomb McCoy et al., 2008), this study did not find a positive correlation between the

ethnicity of participants and their multicultural self-efficacy. These differences

could be attributed, primarily, to the demographics of participants in previous research, or

to social desirability. Similar to previous research, however, this study found training to

be positively and significantly related to multicultural self-efficacy, confirming the

effects of multicultural training on one's competence and practice (Collins et al., 2015;

Constantine, 2001; Guzman et al., 2013; Holcomb-McCoy, 2005). Overall, these

findings highlight the multicultural self-efficacy of school counselors supporting

homeless students and reveal the potential influence on the delivery of a comprehensive

school counseling program.

In this study, with training as a partial mediating variable, the multicultural self-

efficacy of school counselors was statistically significant and positively correlated to

their knowledge and skills related to supporting homeless students. This finding is akin

to previous research, which indicates that knowledge and self-efficacy of school

counselors supporting homeless children was correlated to their engagement in

appropriate interventions and collaborative partnerships (Gaenzle, 2013). Despite the

minimal research in this area, findings from this study are favorable considering the

effect school counselors' self-efficacy and multicultural competence can have on student

outcomes (Bodenhorn et al., 2010; Dimmit & Wilkerson, 2012; Mullen & Lambie, 2016;

Whiston, et al., 2012).

Empathy. Empathy is essential for providing effective counseling (Rogers, 1951,

1961), yet the empathy of school counselors, particularly those supporting students

experiencing homelessness, has not been examined. The absence of empathy and a

genuine appreciation for diversity when interacting with ethnically and culturally diverse

students is likely to engender challenges in effectively meeting their needs

(Chung & Bemak, 2002; Constantine et al., 2001; Mayer et al., 1990; Rogers, 1951).

Considering the paucity of empirical research in this area, this study assessed the

empathy of school counselors supporting homeless students. In this study, participants

rated their perceived empathy in the areas of perspective-taking, fantasy, empathic

concern, and personal distress. Results indicated that empathy of school counselors did

not affect their knowledge and skills supporting homeless students. Researchers have

asserted that the empathy of counselors is influenced not only by their multicultural

competence (Constantine, 2001) but also their awareness of the way in which they

respond to others' experiences (Clark, 2010; Davis et al., 1994).

The results from this study, however, found the relationship between the empathy

of school counselors and their knowledge and skills related to supporting homeless

students to be insignificant. This finding suggests that although it is beneficial for

counselors to demonstrate sensitivity and empathic understanding as it relates to the

experiences of their clients (Clark, 2010; Rogers 1951, 1961), there are other factors that

have a greater influence on school counselors' knowledge and skills supporting homeless

students. Furthermore, findings from this study contradict previous research suggesting

that school counselors respond, affectively, to those experiencing personal or emotional

distress (Davis et al., 1994). Despite the insignificant relationship between the empathy

of school counselors and their knowledge and skills related to supporting homeless

students, these findings expand the literature in this area and confirm the significance of

other factors. Moreover, this finding could lead researchers to further examine

alternative methods of assessing the empathy of school counselors.

Training. School counselors can generate notable changes in their students' lives provided that they receive adequate training (Bryan & Holcomb-McCoy, 2007; Havlik & Bryan, 2015Nelson et al., 2015). Minimal research has examined the training of school counselors supporting homeless students. However, research conducted in this area has indicated a positive correlation between formal training of school counselors related to supporting homeless students and their knowledge and engagement in providing services to students experiencing homelessness (Havlik & Bryan, 2015; Watson, 2011). School counselors in this study indicated that they received minimal, formal training related to supporting the needs of students experiencing homelessness. With minimal training, particularly in supporting students experiencing homelessness (Havlik et al., 2017), students' needs are likely to remain unmet (Olsen et al., 2016). It is evident that the training school counselors receive influences the services they actually provide in practice (Collins et al., 2015; Dickson & Jepsen, 2007; McCarthy et al., 2010; Scarborough & Culbreth, 2008). For example, school counselors' engagement in appropriate tasks, management of large caseloads, provision of services for diverse student populations, and service as a leader, advocate, and change agent can differ based upon the extent of training they have received (ASCA, 2012; Kozlowski & Huss, 2013; Nelson et al., 2015; Scarborough & Culbreth, 2008).

In examining the relationship between school counselors' training and their knowledge and skills supporting homeless students, the study found training to be statistically significant and a direct effect in this relationship. Furthermore, training was found to be a partial mediator between the multicultural self-efficacy of school counselors and their knowledge and skills related to supporting homeless students.

Additionally, given that research has found training to be positively and significantly correlated to school counselors' engagement in ASCA-related activities and knowledge of the multitiered system of support (MTSS; Olsen et al., 2016), findings from this study substantiate the need for increased training among practicing school counselors and school counselor trainees to support homeless students.

  Knowledge and Skills Supporting Homeless Students. With the substantial number of students experiencing homelessness, it is critical that school counselors possess the knowledge and skills to effectively support this marginalized student population. Although limited, research in this area has acknowledged several elements that compose the knowledge and skills supporting homeless students (Bryan & Griffin, 2010; Cigrand et al., 2015; Havlik & Bryan, 2015; Singh et al., 2010). Despite the minimal research in this area, school counselors are expected to not only be knowledgeable about MK-V but also inform others of the provisions provided to students experiencing homelessness (ASCA 2010; Havlik & Bryan, 2015). Similar to previous research (Gaenzle, 2013; Havlik et al., 2017), participants in this study perceived themselves to have average knowledge of MK-V and the rights of homeless students. In contrast, however, school counselors in this study perceived their engagement supporting students experiencing homelessness to be slightly above average. These findings suggest that although school counselors have acquired knowledge and understanding of the needs of and provisions for homeless students, there is a slight disparity between their level of understanding and delivery of direct and indirect services, substantiating the need for consistent training in this area.

Results from this study also revealed that the multicultural self-efficacy

of school counselors is indirectly related to their knowledge and skills supporting

homeless students, whereas training is directly related to school counselors' knowledge

and skills. This finding implies that while multicultural self-efficacy effects the

knowledge and skills of school counselors supporting homeless students, training has a

greater effect. These findings are promising given that school counselors' knowledge

and skillset in this area directly impacts their abilities to provide adequate services to this

student population (Grothaus et al., 2011; Gaenzle, 2013; Havlik & Bryan, 2015). In

addition, this study expands the literature and addresses factors that influence school

counselors' knowledge and skills related to supporting homeless students. Overall, these

findings provide insight for counselor educators, practicing school counselors, and

aspiring school counselors.

Contributions of the Study

This research study is the first to examine the multicultural self-efficacy,

empathy, and training of school counselors and their knowledge and skills related to

supporting homeless students. In addition, this study broadens the scope of research in

this area to include middle and high school-level school counselors currently practicing.

The results from this study provide insight for stakeholders such as school counselor

educators, practicing school counselors, and administrators regarding the significance of

multicultural self-efficacy and training on school counselors' knowledge and skills

related to supporting homeless students.

Furthermore, findings from this study expand the current literature that addresses

school counselors supporting students experiencing homelessness (Bryan & Griffin,

2010; Grothaus et al., 2011; Gaenzle, 2013; Havlik et al., 2017; Havlik &

Bryan, 2015; Watson, 2011). This study found that the multicultural self-efficacy of

school counselors, though significant, is indirectly related to their knowledge and skills

supporting homeless students. This finding suggests that while school counselors'

multicultural competence and provision of equitable services for all students is

significant, it does not directly affect their knowledge and skills supporting homeless

students. Moreover, the training of school counselors and their knowledge and skills

supporting homeless students was examined in this study. Results demonstrated that

training is statistically significant and directly related to school counselors' knowledge

and skills. This finding reinforces that training is a central element of school counselors'

knowledge and skills supporting homeless students. In addition, the empathy of school

counselors supporting homeless students was assessed in this study and determined to be

insignificant. Overall, the findings from this study provide empirical data concerning

factors that influence the knowledge and skills of school counselors supporting homeless

students.

Limitations of the Study

Several limitations are presented in this study. First, considering that the format

of the survey was composed of self-reported responses, social desirability is likely.

Although the confidentiality of participants was reinforced and maintained for the

duration of the study, the content of the survey items may have prompted participants to

respond in a manner they perceived as most favorable to the researcher. Another

limitation of this study is that the sample population included practicing school

counselors who are active members of ASCA. This specific population limits

generalizability only to ASCA members. However, it is likely that practicing

school counselors who are not ASCA members may have responded differently to the

survey items depending upon their perceptions and personal experiences supporting

homeless students. Third, participants who did not meet the inclusion criteria of having

provided services to at least one homeless student on their caseload (7%) completed the

survey. The percentage of participants who did not meet the inclusion criteria was low,

however, and did not significantly impact the data. The lack of diversity amongst the

participants is another limitation, as the majority of participants self-identified as White

females. More diversity amongst the participants may have engendered different results.

Finally, a larger response rate from participants may have also generated different results.

Implications of the Findings

This study expands the existing literature regarding school counselors supporting

homeless students and broadens the scope to include middle and high school counselors.

Given that this is the first empirical research study to examine the multicultural self-

efficacy, empathy, and training of school counselors in relation to their knowledge and

skills supporting homeless students, the results of this study present implications for

school counselor educators and practicing school counselors.

Counselor educators have a responsibility to equip and prepare future generations

of counselors. For school counselor educators, it is imperative that they possess the

knowledge and skills related to supporting homeless students in order to impart

knowledge to and adequately train their students. Considering that the knowledge and

experiences pertaining to supporting homeless students ranges amongst school counselor

educators, professional development may be necessary. Furthermore, exposure to the

experiences of school counselors supporting homeless students could enhance

training and preparation programs. For example, facilitating a panel discussion to include

practicing school counselors, at each level, who serve at least one homeless student on

their caseload could help students better conceptualize the roles and responsibilities in

supporting this vulnerable student population. In addition, school counselor educators

could engage in interdisciplinary partnerships with other faculty, and promote

partnerships between school counselor trainees and trainees in other disciplines.

Cultivating an appreciation for and understanding of the roles of professionals in other

disciplines can increase future school counselors' knowledge and preparedness to initiate

collaborative partnerships with stakeholders. This knowledge and appreciation can be

fostered through attending professional workshops for other disciplines, engaging in

interdisciplinary research projects and service to other professions, and developing

innovative programs in partnership with other disciplines (e.g. school counseling and

urban education, school counseling and higher education, school counseling and social

work, school counseling and special education, etc.). Moreover, counselor educators

could integrate assignments that promote interdisciplinary collaborative partnerships for

school counselor trainees. For example, conducting career interviews of current

professionals in other disciplines, collaborating with a student in another discipline to

develop a service learning project, and presenting a poster presentation at a conference

for another discipline are assignments that could generate collaborative partnerships and

further prepare trainees to engage in collaboration in practice as school counselors.

School counselors are better able to fulfill their roles as leaders, change agents,

and advocates through engagement in collaborative partnerships. According to ASCA

(2012), school-family-community partnerships are integral in providing a comprehensive and equitable school counseling program. Moreover, these partnerships can connect students and their families to services that will provide additional support for any presenting needs (e.g. social, emotional, physical) that may interfere with a students' ability to achieve academic and other related goals (Bryan & Holcomb-McCoy, 2010; Foxx, Baker, & Gerler, 2017). Developing a strong partnership with other stakeholders could strengthen a school counselors' ability to effectively meet the needs of students experiencing homelessness. Considering the lack of diversity amongst the participants in this study, counselor educators could further assist in recruiting more ethnically and culturally diverse individuals. Engaging in community outreach and collaborative partnerships within the community could support this endeavor to increase the diversity within the field of school counseling.

Given that multicultural self-efficacy of school counselors was found to have an indirect relationship to their knowledge and skills supporting homeless students, innovative approaches to increasing training related to supporting homeless students are necessary. For example, counselor educators could implement immersion experiences in their courses. Moreover, it would be beneficial for counselor educators to allow stakeholders from local schools and community agencies to speak with and facilitate a formal training on supporting the needs of homeless students. Although multicultural self-efficacy was indirectly related to school counselors' knowledge and skills supporting homeless students in this study, it remains an essential element for school counselors to provide equitable opportunities and services to an ethnically and culturally diverse student population. To that end, it is imperative that counselor educators remain

consistent in training future generations of school counselors to be

multiculturally competent and sensitive to the needs of underserved and vulnerable

student populations such as those experiencing homelessness.

Results from this study also present implications for practicing school counselors.

Findings from this study suggest that training is directly related to school counselors'

knowledge and skills supporting homeless students. In addition, the multicultural self-

efficacy of school counselors is significant, but indirectly related to their knowledge and

skills supporting homeless students. This finding affirms the importance of school

counselors receiving formal training in supporting students experiencing homelessness.

Although the majority of school counselors perceived themselves as having average

knowledge of the provisions of homeless students, several participants also indicated

having received minimal training specific to supporting homeless students. School

counselors could work collaboratively within their department to assess those areas

needing improvement in supporting the needs of homeless students. With that

information, formal training could be arranged to better equip practicing school

counselors to identify and meet the needs of students experiencing homelessness.

Furthermore, being that establishing school-family-community partnerships is one

of several roles of a school counselor that enable them to better meet the needs of a larger

student population (Bryan & Holcomb-McCoy, 2007), proposing a school-wide

workshop or training for educators and other school personnel related to supporting

homeless students would be beneficial. Moreover, school-wide professional

development would ensure that other stakeholders within the school are informed and

better prepared to address and support the needs of students experiencing homelessness.

Recommendations for Future Research

This research study extends the empirical research in this area and provides framework for future research. Given that this is the first research study to examine the multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting homeless students, there are several recommendations for future research. First, it is suggested that future research regarding school counselors supporting homeless students include practicing school counselors who are not ASCA members. Including school counselors who are not members of ASCA in future research will promote generalizability of the results. Moreover, obtaining perspectives of practicing school counselors who are not members of ASCA could diversify the results.

A second recommendation for future research is to examine, qualitatively, the perception of students experiencing homelessness as it relates to their school counselors' knowledge and provision of services. Obtaining this data could indicate whether discrepancies exist between the perceptions of homeless students and their school counselors. Furthermore, qualitative research could illuminate specific themes amongst homeless students, which may provide additional insight regarding those areas in which school counselors are competent, as well as those areas needing additional training and support. Another recommendation for future research is to explore additional factors that may contribute to school counselors' knowledge and skills related to supporting homeless students. Lastly, an intervention or outcome research study on this topic would be beneficial. For example, future research could examine the effect of a training intervention on school counselors' knowledge and skills supporting homeless students.

Findings from this study would further inform counselor educators and

practicing school counselors of specific training needs necessary to best support this

underserved student population. Similarly, the perceptions among students experiencing

homelessness regarding school counselors' knowledge and skills could be measured and

analyzed both prior to and after the intervention. Overall, research in this area could help

to further advance the training of school counselors to better support the needs of students

experiencing homelessness.

Concluding Remarks

Homelessness affects the personal, social, emotional, and academic development

of a substantial number of children and youth (Havlik & Bryan, 2015; Havlik et al., 2014;

Holcomb-McCoy & Day-Vines, 2004; U.S. Department of Education, 2016). Moreover,

school counselors are mandated to promote a safe and nondiscriminatory environment for

underserved populations to ensure students are not isolated based on their situation

(ASCA, 2016), but instead are provided equitable opportunities and access to a

comprehensive school counseling program (Kozlowski & Huss, 2013). Although some

research has examined the support, knowledge, and skills of school counselors supporting

homeless students, no research has examined the multicultural self-efficacy, empathy,

and training of school counselors related to their knowledge and skills supporting

homeless students. This research study contributes to the literature in this area and

broadens the scope to include practicing school counselors at each level. The significant

findings in this study highlight the importance of and correlation between multicultural

self-efficacy and training. Moreover, the findings from this study substantiate the need

for more formal, consistent training of school counselors in supporting the diverse needs

of students experiencing homelessness. Overall, results from this study

inform school counselor educators, practicing school counselors, school counselor

trainees, and school administrators and stakeholders. Most importantly, this study

provides framework for future research to ensure that professional school counselors are

serving as leaders, advocates and change agents (ASCA, 2012; Dahir & Stone, 2009;

McMahon, Mason, & Paisley, 2009; Ockerman & Mason, 2012; Ratts et al., 2016;

Trolley, 2011), particularly on behalf of this marginalized student population.

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APPENDIX A

Introductory Letter

Greetings,

You are invited to participate in an online survey examining the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting students. This study will be conducted by Ami Camp, a doctoral candidate at The University of North Carolina at Charlotte. It is anticipated that the results from this study will enhance school counselor preparation and current practices related to supporting all students.

If you have already completed the survey, your time is greatly appreciated and you can disregard this email. The survey will take approximately 25-30 minutes to complete. Participation is voluntary and you can choose to discontinue participation at any time. To participate in this study, you must be at least 21 years of age, be a licensed or certified school counselor, be currently practicing as a school counselor in an elementary, middle, or high school setting, and have provided services to at least one homeless student on your caseload.

There are no foreseeable risks associated with this study. Your participation and responses are, and will remain, confidential.

Your participation in this survey is important and appreciated. As a practicing school counselor, you understand the importance of providing a comprehensive school counseling program that meets the needs of all students. Insight gained from this study will provide implications for counselor educators, school counselor trainees, and practicing school counselors. **In appreciation of your participation in this study, you will have the option at the end of the survey to be entered into a random drawing to win one of three $50.00 Amazon gift cards.**

Should you have any questions or concerns about the study, please contact Ami Camp or her faculty advisor, Dr. Sejal Parikh Foxx:

Ami Camp, Doctoral Candidate   Dr. Sejal Parikh Foxx, Associate Professor
Department of Counseling   Department of Counseling
(540) 498-8711   (704) 687-8963
acamp4@uncc.edu   sbparikh@uncc.edu

If you are interested in participating in this study please proceed via the link below:
http://uncc.surveyshare.com/s/AYAUHWB

APPENDIX B

UNC CHARLOTTE

Department of Counseling
9201 University City Boulevard, Charlotte, NC 28223-0001
t/ 704-687-8960f/ 704-687-1636
www.counseling.uncc.edu/

Informed Consent

Research Title: Exploring the Relationship between Multicultural self-efficacy, Empathy, and Training of School Counselors and their Knowledge and Skills Related to Supporting Students.

Introduction:
You are invited to participate in a research study to examine the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting students. Please read the information carefully. At the bottom of this screen, you will have the option to decide whether or not you would like to participate in the survey.

Investigator(s):
Ms. Ami Camp, a doctoral candidate in the Department of Counseling at UNC Charlotte, is the principal research investigator for this study. The research will be overseen by Dr. Sejal Parikh-Foxx, an Associate Professor in the Department of Counseling at UNC Charlotte.

Description and Length of Participation:
You have been selected to participate in this survey because you are a licensed, practicing school counselor. Participation in this study is voluntary. The survey will take approximately 25-30 minutes to complete. You must be at least 21 years old to take this survey.

Risks and Benefits of Participation:
Risks: This study involves no foreseeable risks. You are asked to try to answer all survey questions to the best of your ability; however, if there are any items that make you

uncomfortable or that you would prefer to skip, please leave your response unanswered. Your responses are, and will remain, confidential.

Benefits: Your participation in this survey is important and appreciated. As a practicing school counselor, you understand the importance of providing a comprehensive school counseling program that meets the needs of all students. While there are no direct benefits to participating in this study, it is anticipated that the data collection will provide further insight regarding the multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting all students. This insight will provide implications for counselor educators, school counselor trainees, and practicing school counselors. **In appreciation of your participation in this study, you will have the option at the end of the survey to be entered into a random drawing to win one of three $50.00 Amazon gift cards.**

Inclusion Criteria:

You are eligible to participate in this study if you meet the following inclusion criteria: a) have obtained a license or certification in school counseling; b) are currently practicing as a licensed or certified school counselor in an elementary, middle, or high school setting; and c) have provided services to at least one homeless student on your caseload.

Confidentiality:

The researcher will make every effort to ensure your privacy is maintained for the duration of the study. No identifiable information will be connected to your responses, and your participation in this study will remain confidential. Data will be coded by participant number; therefore, participants' names will not be connected with any survey responses. All survey data will be kept, securely, in the researcher's password-protected account associated with her UNC Charlotte e-mail account.

Withdrawal Privilege:

Your participation in this study is voluntary; therefore, if you decide to participate in the study, but choose to discontinue your participation, you may do so at any time. It is anticipated that this survey will take 25-30 to complete.

Fair Treatment and Respect:

UNC Charlotte wants to ensure that you are treated in a fair and respectful manner. Should you have any questions about how you are treated as a participant in this study, you may contact the University's Research Compliance Office via phone, (704) 687-1871, or email, uncc-irb@uncc.edu.
Should you have any questions or concerns about the study, please contact Ami Camp or her faculty advisor, Dr. Sejal Parikh Foxx:

Ami Camp, Doctoral Candidate   Dr. Sejal Parikh Foxx, Associate Professor
Department of Counseling   Department of Counseling
(540) 498-8711   (704) 687-8963
acamp4@uncc.edu   sbparikh@uncc.edu

Participant Consent

By providing your consent, you are agreeing to the following: a) you have read this form or have had it read to you; b) you understand the information presented in this form, the research study, risks and benefits, and inclusion criteria; c) you consent to participate in this research study.

YES- If you consent to participate in the survey, please proceed by entering your email address below.

NO- If you do not wish to participate in the survey, you may exit this page.

APPENDIX C

_____

School Counseling Multicultural Efficacy Scale (SCMES)
Developed by Cheryl Holcomb-McCoy, Ph.D.
University of Maryland at College Park

Directions: The following scale is designed to assess your ability to do the following tasks related to multicultural school counseling. Please rate how well you can do the things described below by circling the appropriate number.

1	2	3	4	5	6	7
Not well at all		Not too well		Pretty well		Very well

	Scale
1. I can challenge others' racist and/or prejudiced beliefs and behaviors.	1 2 3 4 5 6 7
2. I can discuss the relationship between student resistance and racism.	1 2 3 4 5 6 7
3. I can assess my own racial/ethnic identity development in order to enhance my counseling.	1 2 3 4 5 6 7
4. I can discuss how interaction patterns (student-to-student, student-to-faculty) might influence ethnic minority students' perceptions of the school community.	1 2 3 4 5 6 7
5. I can discuss how culture affects the help-seeking behaviors of students.	1 2 3 4 5 6 7
6. I can use data to advocate for students.	1 2 3 4 5 6 7
7. I can discuss the influence of self-efficacy on ethnic minority students' achievement.	1 2 3 4 5 6 7
8. When counseling, I can address societal issues that affect the development of ethnic minority students.	1 2 3 4 5 6 7
9. I can work with community leaders and other community members to assist with student (and family) concerns.	1 2 3 4 5 6 7
10. I can use culturally appropriate counseling interventions.	1 2 3 4 5 6 7
11. I can discuss the influence of racism on the counseling process.	1 2 3 4 5 6 7
12. I can discuss how school-family-community partnerships are linked to student achievement.	1 2 3 4 5 6 7
13. I can assess how my speech and tone influence my relationship with culturally different students.	1 2 3 4 5 6 7
14. I can discuss how school-family-community partnerships influence minority student achievement.	1 2 3 4 5 6 7

_____

	1	2	3	4	5	6	7
15. I can develop culturally sensitive interventions that promote post secondary planning for minority students.	1	2	3	4	5	6	7
16. I can identify when a counseling approach is culturally inappropriate for a specific student.	1	2	3	4	5	6	7
17. I can develop a close, personal relationship with someone of another race.	1	2	3	4	5	6	7
18. I can verbally communicate my acceptance of culturally different students.	1	2	3	4	5	6	7
19. I can discuss how culture influences parents' discipline and parenting practices.	1	2	3	4	5	6	7
20. I can evaluate assessment instruments for bias against culturally diverse students.	1	2	3	4	5	6	7
21. I can identify when my helping style is inappropriate for a culturally different student.	1	2	3	4	5	6	7
22. I can give examples of how stereotypical beliefs about culturally different persons impact the counseling process.	1	2	3	4	5	6	7
23. I can nonverbally communicate my acceptance of culturally different students.	1	2	3	4	5	6	7
24. I can analyze and present data that highlights inequities in course enrollment patterns and post secondary decisions among student groups.	1	2	3	4	5	6	7
25. I can identify when the race and/or culture of a student is a problem for a teacher.							
26. I can recognize when my beliefs and values are interfering with providing the best services to my students.	1	2	3	4	5	6	7
27. I can identify when specific cultural beliefs influence students' response to counseling.	1	2	3	4	5	6	7
28. I can identify whether or not the assessment process is culturally sensitive.	1	2	3	4	5	6	7
29. I can live comfortably with culturally diverse people.	1	2	3	4	5	6	7
30. I can explain test information with culturally diverse parents.	1	2	3	4	5	6	7
31. I can discuss how environmental factors such as poverty can influence the academic achievement of students	1	2	3	4	5	6	7

_____

32. I can help students determine whether a problem stems from racism or biases in others.   1   2   3   4   5   6   7

33. I can identify when my helping style is appropriate for a culturally different student.   1   2   3   4   5   6   7

34. I can discuss what it means to take an "activist" approach to counseling.   1   2   3   4   5   6   7

35. I can develop friendships with people from other ethnic groups.   1   2   3   4   5   6   7

36. I can challenge my colleagues when they discriminate against students.   1   2   3   4   5   6   7

37. When implementing small group counseling, I can challenge students' biased and prejudiced beliefs.   1   2   3   4   5   6   7

38. I can develop interventions that are focused on 'systemic change' rather than 'individual student change.'   1   2   3   4   5   6   7

39. I can identify racist and/or biased practices in schools.   1   2   3   4   5   6   7

40. I can integrate family and religious issues in the career counseling process.   1   2   3   4   5   6   7

41. I can identify when my own biases negatively influence my services to students.   1   2   3   4   5   6   7

42. I can identify when my helping style is inappropriate for a culturally different parent or guardian.   1   2   3   4   5   6   7

43. I can define and discuss racism.   1   2   3   4   5   6   7

44. I can advocate for fair testing and the appropriate use of testing of children from diverse backgrounds.   1   2   3   4   5   6   7

45. I can discuss how assessment can lead to inequitable opportunities for students.   1   2   3   4   5   6   7

46. I can identify when a teacher's cultural background is influencing his/her perceptions of students.   1   2   3   4   5   6   7

47. I can identify unfair policies that discriminate against students of culturally different backgrounds.   1   2   3   4   5   6   7

48. I can adjust my helping style when it is inappropriate for a culturally different student.   1   2   3   4   5   6   7

49. I can utilize career assessment instruments that are sensitive to student's cultural differences.   1   2   3   4   5   6   7

\#_____

50. I can develop positive relationships with parents who are   **1   2   3   4   5   6   7**
   culturally different

51. I can identify when to use data as an advocacy tool.
                                                            1   2   3   4   5   6   7
52. I can use culturally appropriate instruments when I
   assess students.   **1   2   3   4   5   6   7**

Thank you for your participation!!!

APPENDIX D

INTERPERSONAL REACTIVITY INDEX

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate letter on the scale at the top of the page: A, B, C, D, or E. When you have decided on your answer, fill in the letter on the answer sheet next to the item number. READ EACH ITEM CAREFULLY BEFORE RESPONDING. Answer as honestly as you can. Thank you.

ANSWER SCALE:

A	B	C	D	E
DOES NOT				DESCRIBES ME
DESCRIBE ME				VERY
WELL				WELL

1. I daydream and fantasize, with some regularity, about things that might happen to me. (FS)

2. I often have tender, concerned feelings for people less fortunate than me. (EC)
3. I sometimes find it difficult to see things from the "other guy's" point of view. (PT) (-)
4. Sometimes I don't feel very sorry for other people when they are having problems. (EC) (-)

5. I really get involved with the feelings of the characters in a novel. (FS)
6. In emergency situations, I feel apprehensive and ill-at-ease. (PD)
7. I am usually objective when I watch a movie or play, and I don't often get completely caught up in it. (FS) (-)

8. I try to look at everybody's side of a disagreement before I make a decision. (PT)
9. When I see someone being taken advantage of, I feel kind of protective towards them. (EC)

10. I sometimes feel helpless when I am in the middle of a very emotional situation. (PD)

11. I sometimes try to understand my friends better by imagining how things look from their perspective. (PT)

12. Becoming extremely involved in a good book or movie is somewhat rare for me. (FS) (-)

13. When I see someone get hurt, I tend to remain calm. (PD) (-)

14. Other people's misfortunes do not usually disturb me a great deal. (EC) (-)
15. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments. (PT) (-)

16. After seeing a play or movie, I have felt as though I were one of the characters. (FS)
17. Being in a tense emotional situation scares me. (PD)
18. When I see someone being treated unfairly, I sometimes don't feel very much pity for them. (EC) (-)

19. I am usually pretty effective in dealing with emergencies. (PD) (-)
20. I am often quite touched by things that I see happen. (EC)
21. I believe that there are two sides to every question and try to look at them both. (PT)
22. I would describe myself as a pretty soft-hearted person. (EC)
23. When I watch a good movie, I can very easily put myself in the place of a leading character. (FS)

24. I tend to lose control during emergencies. (PD)
25. When I'm upset at someone, I usually try to "put myself in his shoes" for a while. (PT)

26. When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me. (FS)

27. When I see someone who badly needs help in an emergency, I go to pieces. (PD)
28. Before criticizing somebody, I try to imagine how I would feel if I were in their place. (PT)

APPENDIX E

Appendix

Knowledge and Skills with Homeless Students Survey
Self-Administered Questionnaire

The following survey will be on the topic of homeless students. Please take some time to answer each item. The survey should take you 3–5 minutes to complete. You will not be asked for any identifying information. Therefore, all responses to this survey are anonymous.

This survey is about your work with homeless students. For your information, the following is the definition for homeless students:

> The McKinney-Vento Homeless Assistance Act (U.S Department of Education, 2004) defines homeless children and youth as those who are sharing housing of other persons due to loss of housing, economic hardship or a similar reason (sometimes referred to as *doubled-up*); living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement (p. 2). This additionally includes children or youth who reside in locations that are not suitable for humans and those who live in places such as in cars, substandard housing, or places like bus or train stations, and migratory children who fall into any of the above descriptions (U.S. Department of Education, 2004).

Please read carefully and respond to the following items:

1. For the following items, please check the category that **best** applies to you:

Your current school setting (select one):	___ Urban	___ Rural	___ Suburban
Your current school type (select one):	___ Private	___ Public	___ Parochial
Your current school level (select one):	___ Elementary	___ Middle	___High

2. Please fill in the blank: How many years have you been a school counselor? _____

3. Estimate the number of homeless students in your school. Please check the range that best fits (if you are not sure, take your best guess!):

___ 0	___ 11–15	___ 36–45
___ 1–5	___ 16–25	___ 46–55
___ 6–10	___ 26–35	___ 55+

Training

1. Have you received training to work with homeless students (no training, some training, or extensive training)? Rate this item on a scale from 1–5, 1 being no training, 5 being extensive training:

    No training   1--------------2--------------3------------—4--------------5   Extensive training

2. If you marked a 2, 3, 4 or 5, please answer the following question (if not, move onto the next section): Where did you receive training? Check all that apply.

    ___ Graduate school
    ___ In-service training while at my school
    ___ Required professional development outside of school
    ___ Voluntary professional development outside of school
    ___ Other: _____

Knowledge

1. For the following items, please rate your knowledge on a scale from 1–5, 1 meaning that you have no knowledge and 5 meaning that you have extensive knowledge

    No knowledge   1––––––––––2––––––––––3––––––––––4––––––––––5   Extensive knowledge

    ___ The McKinney-Vento Act
    ___ The registration policies for homeless students entering your school
    ___ The role(s) of the local homeless liaison for your school
    ___ The role of the State Coordinator for homeless services
    ___ The transportation requirements for homeless students under the McKinney-Vento Act
    ___ The emotional and personal/social issues (e.g., feelings of isolation, difficulty making friends, embarrassment) faced by homeless students in schools
    ___ The educational issues that homeless students face in school (i.e., the academic issues)

2. Do you know the location of homeless shelters near the school where you work? Please check the category that **best** applies to you.

    ___ I know none of them.
    ___ I know some of them.
    ___ I know all of them.
    ___ There are no shelters near my school.

3. Can you identify the students who are homeless on your caseload? Please check the category that **best** applies to you.

    ___ I can identify none of them.
    ___ I can identify some of them.
    ___ I can identify all of them.
    ___ There are no homeless students on my caseload.

4. Do you know where homeless students in your school reside? Please check the category that **best** applies to you.

    ___ I know where none of them reside.
    ___ I know where some of them reside.
    ___ I know where all of them reside.
    ___ There are no homeless students in my school.

Interventions

1. What types of programs/interventions do you provide to homeless students and parents? Check all that apply.

    ___ I have not provided any services or interventions. ___ Tutoring
    ___ Parent consultation ___ Referrals to community resources
    ___ Parent education workshops ___ Provided workshops/training for teachers
    ___ Teacher consultation ___ Classroom guidance
    ___ Community partnerships ___ Career exploration
    ___ Mentoring program ___ Behavioral skills training
    ___ Academic support ___ IEP planning
    ___ Small group counseling ___ 504 planning
    ___ Individual counseling ___ Advocating for homeless students
    ___ Communication with shelter staff ___ Postsecondary planning
    ___ Shelter visits ___ College planning
    ___ Home visits ___ Other (please specify): _____
    ___ After-school programs

2. Is there anything else you would like to add about your interventions with homeless students? Please write below.

Knowledge and Experience

1. List the FIVE most important academic/educational, personal/social and career/college planning needs of homeless students. If you are unable to list 5, list as many as you can.

    a. _____
    b. _____
    c. _____
    d. _____
    e. _____

2. Please answer the following items on a scale from 1–5, 1 meaning not at all and 5 meaning always.

    Not at all   1-----—-------2-------------3-----------—-4------------5   Always

    ___ I ensure that homeless students with whom I work have equal opportunities compared to their non-homeless peers.
    ___ I assist with registration of homeless students.
    ___ I assess the emotional needs of homeless students.
    ___ I visit the shelter(s) where homeless students in my school live.
    ___ I ensure that homeless students have transportation to attend before- or after-school programs.
    ___ I have contact with my school's homeless liaison.
    ___ I make contact with homeless families.
    ___ I provide mentorship programs for homeless students at my school.
    ___ I review the McKinney-Vento Act policies to ensure homeless students' needs are being met.

nbcc

APPENDIX F

Demographics Questionnaire

Instructions: Please indicate which of the following responses best describes you.
1. What is your gender?
   1) Female   _____
   2) Male   _____
   3) Transgender Female   _____
   4) Transgender Male   _____
   5) Gender Variant/Non-Conforming   _____

2. What is your age?

   1) Under 25   _____
   2) 25-29   _____
   3) 30-39   _____
   4) 40-60   _____
   5) Over 60   _____

3. What is your racial identity?

   1) Caucasian or White   _____
   2) African American or Black   _____
   3) Hispanic/Latino/Spanish descent   _____
   4) Asian   _____
   5) American Indian or Alaska Native   _____
   6) Native Hawaiian or Other Pacific Islander _____
   7) Bi-racial   _____
   8) Other   _____

4. What is the highest level of education you have obtained?

   1) Master's degree (MA, MS, MEd)   _____
   2) Professional degree (MD, DDS, DVM)   _____
   3) Doctorate (PhD, EdD)   _____

5. What is the size of your student population?

   1) Less than 500 students   _____
   2) 500 – 1,000 students   _____
   3) More than 1,000 students   _____

6. What percentage of students in your school are eligible for free or reduced lunch?

1) Less than 25%
2) 25%-50%
3) 51%-75%
4) More than 75%

7. What is the size of your student caseload?

1) Less than 250 students
2) 251 - 400 students
3) 401 - 600 students
3) More than 600 students

8. In which region of the country do you work?

1) East
2) South
3) Midwest
4) West

APPENDIX G

Second Follow-up Email

Greetings,
You were recently sent an email regarding participating in a brief online survey. The purpose of the survey is to examine the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting students. This study will be conducted by Ami Camp, a doctoral candidate at The University of North Carolina at Charlotte. It is anticipated that the results from this study will enhance school counselor preparation and current practices related to supporting all students.

The survey will take approximately 25-30 minutes to complete. Participation is voluntary and you can choose to discontinue participation at any time. To participate in this study, you must be at least 21 years of age, be a licensed or certified school counselor, be currently practicing as a school counselor in an elementary, middle, or high school setting, and have provided services to at least one homeless student on your caseload.

There are no foreseeable risks associated with this study. Your participation and responses are, and will remain, confidential.

Your participation in this survey is important and appreciated. As a practicing school counselor, you understand the importance of providing a comprehensive school counseling program that meets the needs of all students. Insight gained from this study will provide implications for counselor educators, school counselor trainees, and practicing school counselors. **In appreciation of your participation in this study, you will have the option at the end of the survey to be entered into a random drawing to win one of three $50.00 Amazon gift cards.**

Should you have any questions or concerns about the study, please contact Ami Camp or her faculty advisor, Dr. Sejal Parikh Foxx:

Ami Camp, Doctoral Candidate   Dr. Sejal Parikh Foxx, Associate Professor
Department of Counseling   Department of Counseling
(540) 498-8711   (704) 687-8963
acamp4@uncc.edu   sbparikh@uncc.edu

If you are interested in participating in this study please proceed via the link below:
http://uncc.surveyshare.com/s/AYAUHWB

APPENDIX H

Final Follow-up Email

Greetings,

You were recently sent an email regarding participating in a brief online survey. **This is a final follow-up, as the survey will close in one week**. The purpose of the survey is to examine the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting students. This study will be conducted by Ami Camp, a doctoral candidate at The University of North Carolina at Charlotte. It is anticipated that the results from this study will enhance school counselor preparation and current practices related to supporting all students.

The survey will take approximately 25-30 minutes to complete. Participation is voluntary and you can choose to discontinue participation at any time. To participate in this study, you must be at least 21 years of age, be a licensed or certified school counselor, be currently practicing as a school counselor in an elementary, middle, or high school setting, and have provided services to at least one homeless student on your caseload.

There are no foreseeable risks associated with this study. Your participation and responses are, and will remain, confidential.

Your participation in this survey is important and appreciated. As a practicing school counselor, you understand the importance of providing a comprehensive school counseling program that meets the needs of all students. Insight gained from this study will provide implications for counselor educators, school counselor trainees, and practicing school counselors. **In appreciation of your participation in this study, you will have the option at the end of the survey to be entered into a random drawing to win one of three $50.00 Amazon gift cards.**

Should you have any questions or concerns about the study, please contact Ami Camp or her faculty advisor, Dr. Sejal Parikh Foxx:

Ami Camp, Doctoral Candidate   Dr. Sejal Parikh Foxx, Associate Professor
Department of Counseling   Department of Counseling
acamp4@uncc.edu   sbparikh@uncc.edu

If you are interested in participating in this study please proceed via the link below:
 http://uncc.surveyshare.com/s/AYAUHWB

APPENDIX I

Instrument Requests and Confirmation

Ami Camp <acamp4@uncc.edu>   9/29/17
to cholcomb

Dear, Dr. Holcomb-McCoy,

I hope this email finds you well. I am a third-year doctoral student in the Counselor Education and Supervision program at UNCC. I am currently writing my dissertation proposal, which I hope to propose later this semester. My dissertation is entitled, *Exploring the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting homeless students*, and I am under the advisement of Dr. Sejal Parikh Foxx.

I am contacting you to request permission to use the School Counselor Multicultural Self-Efficacy Scale (SCMES) for my dissertation as I believe this assessment is most appropriate in obtaining information from school counselors regarding their perceived multicultural self-efficacy. Further, could I use sub scales of the assessment rather than use the total instrument?

Thank you in advance for your time and consideration of this request.

Best Regards,

Ami Camp   10/6/17
Dean Holcomb-McCoy, It was such a pleasure meeting you this afternoon, and I ...

Cheryl Holcomb-Mccoy   10/6/17
Got it. Will send instrument tomorrow. Cheryl Holcomb-McCoy, PhD Dean School ...

Ami Camp   10/7/17
Thank you! Ami Sent from my iPhone

Cheryl Holcomb-Mccoy <cholcomb@american.edu>   10/7/17
to me

Hi Ami,
See attached. Let me know if you need further info.

CHM

Cheryl Holcomb-McCoy, PhD
Dean
Professor of Education
American University
School of Education

Instrument request Inbox x

Ami Camp <acamp4@uncc.edu>   9/13/17
to davismh

Dear, Dr. Davis,

Good afternoon. I hope this email finds you well, especially in wake of Hurricane Irma. I am a third-year doctoral student in the Counselor Education and Supervision program at UNCC. I am currently writing my dissertation proposal, which I hope to propose later this semester. My dissertation is entitled, *Exploring the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting homeless students*, and I am under the advisement of Dr. Sejal Parikh Foxx.

I am contacting you to request permission to use the Interpersonal Reactivity Index (IRI) for my dissertation as I believe this assessment is most appropriate in obtaining information from participants regarding their perceived empathy.

Thank you in advance for your time and consideration of this request.

Best Regards,

---

davismh <davismh@eckerd.edu>   9/16/17
to me

Dear Ami:

Thanks for your interest in the IRI. You have my full permission to use the instrument in your research, and I am attaching a few items that might be of use to you. Please let me know if I can be of any further assistance, and best of luck with your project!

Regards,

Mark

---

4 Attachments

Ami Camp <acamp4@uncc.edu>   9/13/17
to stacey.gaenzle

Dear, Dr. Gaenzle,

Good afternoon. I hope this email find you well. I am a third-year doctoral student in the Counselor Education and Supervision program at UNCC. I am currently writing my dissertation proposal, which I hope to propose later this semester. My dissertation is entitled, *Exploring the relationship between multicultural self-efficacy, empathy, and training of school counselors and their knowledge and skills related to supporting homeless students*, and I am under the advisement of Dr. Sejal Parikh Foxx.

I am contacting you to request permission to use the Knowledge and Skills with Homeless Students Survey (KSHSS) for my dissertation as I believe this assessment is most appropriate in obtaining information from school counselors regarding their perceived knowledge and skills in support of students experiencing homelessness. Also, to your knowledge has a confirmatory factor analysis been conducted on the KSHSS?

Thank you in advance for your time and consideration of this request.

Best Regards,

...

Stacey Havlik <stacey.havlik@villanova.edu>   9/13/17
to me

Hi Ami, Yes, you can certainly use the instrument. I only did a principal component analysis in my dissertation (Gaenzle, 2012...Gaenzle was my maiden now, it's now Havlik).

FYI: This was the original study that used the instrument. This study was a pilot study for my dissertation: http://tpcjournal.nbcc.org/wp-content/uploads/2015/03/Pages%20200%E2%80%93216.pdf

You may also find some helpful articles on my homepage that I've written on the topic: http://www95.homepage.villanova.edu/stacey.havlik/ I also have an article coming out in PSC later this year (I attached a Word version of it:

Havlik, S., Neason, E., Puckett, J., Rowley, P., & Wilson, G. (In Press). Exploring the shared experiences of school counselors in their work with students experiencing homelessness. *Manuscript has been accepted for publication in the Professional School Counselor.*

Please let me know if you have any questions going forward. And *Please* share the results with me when it's published! I still research this topic and would interested to hear it.

Thanks!

Stacey Gaenzle Havlik, Ph.D. Assistant Professor
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800 Lancaster Avenue, SAC 356
Villanova University
Villanova, PA 19085
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