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


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One School, Many Differences:



A Cultural Assessment Tool for School Counselors

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Daniel Applegate, Graduate Student

Eastern Illinois University

Rebecca Tadlock-Marlo

- Assistant Professor, Eastern Illinois University
- Teaches research, school counseling, crisis counseling
- Areas of research:
 - Instrument validation, quantitative design, school counselor cultural comp., supervision

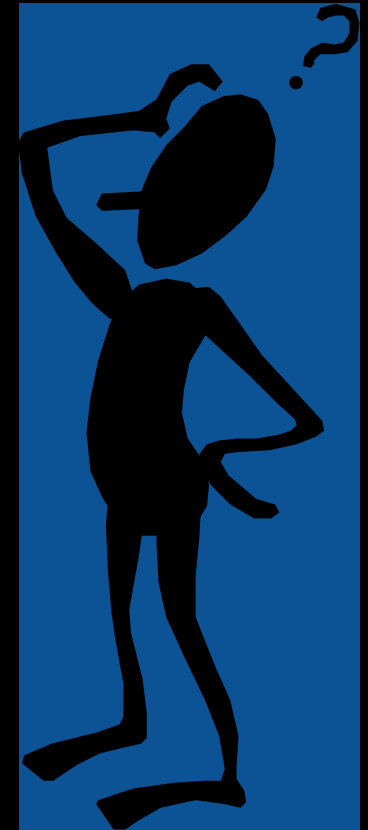


Daniel Applegate

- Master of Counseling Student
- Eastern Illinois University
- Areas of research:
 - Cultural competence, self-efficacy, supervision, CACREP standards

Let's Process...

- What feelings are elicited when you think of “multiculturalism” or “multicultural”
- How do you define “cultural competence”?
- What is cultural self-awareness?
- What is the difference of cultural competence for mental health counselors and school counselors?



OSMD: Putting Theory to Practice

Rebecca Tadlock-Marlo, Ph.D.

- CACREP (2009) mandates accredited programs provide knowledge and training experiences regarding cultural diversity.

- School Counseling E & F
- Core Specific: II.G.2

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

- Participants:
 - 871 practicing school counselors from all 50 states



- One School Many Differences (OSMD)

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

Validity

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

Implications:

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

Any Last Question?

Thank You for your time
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