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EFFECTIVENESS OF COLLEGE COUNSELING INTERVENTIONS IN INTERNATIONAL
STUDENT ADJUSTMENT TO UNITED STATES HIGHER EDUCATION SYSTEMS: A
META-ANALYSIS

By

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B.A., May 2016, Temple University

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A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of
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ABSTRACT

EFFECTIVENESS OF COLLEGE COUNSELING INTERVENTIONS IN INTERNATIONAL STUDENT ADJUSTMENT TO UNITED STATES HIGHER EDUCATION SYSTEMS: A META-ANALYSIS

Joshua Ebby Abraham
Old Dominion University, 2021
Director: Dr. Alan Schwitzer

International students in U.S. higher education institutions face many emotional, social, and institutional challenges as they navigate their academic and acculturative journeys. College counseling centers serve as valuable support resources, but low utilization rates and high early termination rates among the international student population presents a major concern for the college counseling field. To begin the development of an empirically supported, responsive approach to structuring counseling work with international students, this study utilized a meta-analysis to review the literature on counseling intervention effectiveness. The following questions guided this research: What adjustment outcomes are produced by college counseling interventions across modes in international student-client populations? and Which college counseling intervention modes have the greatest impact on adjustment outcomes in international student-client populations? The meta-analysis indicated that across modes, college counseling centers are, on a small magnitude, positively promoting adjustment and well-being for international students who complete an intervention course. Additionally, the interventions that produced a significant impact on adjustment outcomes in international student-client populations are translated and modified acceptance and commitment bibliotherapy and art therapy. These analyses expand the field of college counseling's understanding of effective approaches in responding to international students' unique experiences and needs. They provide

recommendations for the future direction of college counselling center programing as well as counselor education course enhancement.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER 1: INTRODUCTION	1
Background	1
Problem Statement	2
Acculturation and College Adjustment	3
Negative Perceptions	4
Student Success and Well-being	4
Institutional Responses to International Student Adjustment and Resilience: College Counseling	5
Responding to Discrimination in College Environments	6
Multicultural and Social Justice Counseling Competencies	6
College Counseling Perceptions and Expectations	8
Incorporating International Student Beliefs and Spirituality in College Counseling	9
Group Counseling and Social/Individual Factors	9
Purpose.....	10
Research Questions	10
Significance	11
Overview of Methodology	11
Limitations	12
Definition of Terms	13

	Page
Summary	15
CHAPTER TWO: REVIEW OF LITERATURE	16
Introduction	16
International Students	16
Perceptions of International Students	17
Unique Challenged for International Students	18
College adjustment of International Students: Transition to American Culture and College Systems	19
Acculturation	19
Academic Barriers	21
Social Barriers	22
Personal Emotional Barriers	23
Institutional Barriers	25
Resiliency Factors: Student Success and Well-being	26
Adjustment	26
Belonging and Mattering	26
Self-Efficacy	29
Emotional Intelligence	31
Social Connection	31
Institutional Responses to International Students Adjustment and Resilience: College Counseling	33
Responding to Discrimination in College Environments	33

	Page
Multicultural and Social Justice Counseling Competencies	34
Perceptions and Expectations	37
Honoring and Utilizing Student Faith and Spirituality in College Counseling	39
Social Connection and Group Counseling	40
Evidence for Practice: Extant Knowledge Base and Remaining Needs	41
Meta-Analysis	41
Current Study	42
CHAPTER 3: METHODOLOGY	43
Rationale	43
Philosophy	44
Research Questions	44
Research Design	45
Procedures	46
Eligibility Criteria	46
Information Sources and Search Strategy	46
Study Records	48
Data Analysis	48
CHAPTER 4: RESULTS	50
Introduction	50
Utilized Studies	50
Demographics	53
Summary Effect	53

	Page
Individual Intervention Effects	57
Expressive Group Counseling	57
Group Speech Therapy	60
Expressive Group Counseling and Group Speech Therapy	62
Assertiveness Training	64
Expressive Writing	66
Assertiveness Training and Expressive Writing	69
Acceptance and Commitment Bibliotherapy (Immediate)	72
Acceptance and Commitment Bibliotherapy (Delayed)	73
Art Therapy	75
Acceptance and Commitment Therapy	76
Adjustment Themes: Transition and Resiliency Factors Across Modes	78
Compiled Data	79
Research Questions and Findings	81
Research Question One	81
Research Question Two	82
CHAPTER 5: DISCUSSION	86
Review of Study	86
Implications	87
Implications for Clinical Practice	87
Gender Identity Influences.....	91
Cultural Responsiveness of Interventions.....	92

	Page
Multicultural and Social Justice Counseling Competencies	94
Implications for Counselor Education	95
Limitations and Other Constraints	96
Future Research	99
REFERENCES	100
APPENDIX	123
VITA	125

LIST OF TABLES

	Page
<hr/>	
Table 1: Intervention Group Demographics	51
Table 2: Effectiveness of Counseling Interventions for International Students' Adjustment	56
Table 3: Expressive Group Counseling (EG) Measures	59
Table 4: Group Speech Therapy (GS) Measures	61
Table 5: Expressive Group Counseling and Group Speech Therapy (EGGS) Combined.....	63
Table 6: Assertiveness Training (AT) Measures	65
Table 7: Expressive Writing (EW) Measures	68
Table 8: Assertiveness Training and Expressive Writing (ATEW) Measures	71
Table 9: Translated and Modified Acceptance and Commitment Bibliotherapy (Immediate)	73
Table 10: Translated and Modified Acceptance and Commitment Bibliotherapy (Delayed)	74
Table 11: Art Therapy Measures	76
Table 12: Acceptance and Commitment Therapy (ACT) Measures	78
Table 13: Intervention Outcomes in Adjustment Context	80

LIST OF APPENDICES

	Page
<hr/>	
Appendix A: PRISMA-P	112

CHAPTER 1: INTRODUCTION

Background

Students place their trust in higher education institutions (HEIs) because they believe that their institution will provide them with the necessary education, skills, and experiences to succeed in their desired professions. HEIs often provide services and resources for their students to promote student success, however, many minority populations do not see their specific needs fully represented in services or policies present in many institutions (Kilbride & D'Arcangelo, 2002). These vulnerable populations face unique barriers in a system that was not set up with their identities in mind (Kilbride & D'Arcangelo, 2002; Stebleton, Huesman, & Kuzhabekova, 2010). International students represent a significant portion of these disenfranchised students, with over one million international students enrolled in American higher education systems (Institute of International Education, 2019). These students represent approximately six percent of the total U.S higher education population (Institute of International Education, 2019). International students often face challenges in their college journey from their interactions with the college and societal system they live and operate in. While many colleges have taken steps to work with international students, but there is still a huge gap in our understanding of the experiences and needs of international college students. This gap in understanding is best highlighted by the statistics that 1.8% of enrolled international students utilize college counseling services, while 11.8% of domestic students utilize college counseling services (LeViness et al., 2018; Yakushko, Davidson, and Sanford-Martens, 2008). Additionally, approximately 33% to 70% of international students terminate their counseling after their initial sessions (Yakushko, Davidson, and Sanford-Martens, 2008). This concern can be conceptualized as current college counseling practices not reaching or supporting international students effectively. There is a

dearth of studies exploring effective counseling interventions for international students to form a more comprehensive, informed understanding of the international student experience and the interventions that are best suited to meet their needs. This study attempts to construct a more informed, holistic framework of effective interventions and counseling insights for HEI leadership and college counseling centers to support international students. A richer knowledge base may allow universities to develop increasingly flexible ways to adapt to specific student needs.

Problem Statement

Students deserve to have a safe, supportive educational environment that facilitates their journey of transformation and supports their goal attainment. The challenges associated with this journey, however, are responsible for the fact that, in the United States, the overall dropout rate for undergraduate college students is 40%, with approximately 30% of college freshman dropping out before their sophomore year (Bustamante, 2019). Additionally, over 1,000 students die by suicide every year on college campuses (SafeColleges, n.d.). Compared to domestic students, international students are disproportionately at risk to die by suicide as risk factors for domestic students are amplified for international students (Kamath, 2017). These statistics highlight the fact that current systems, policies, and supports present in university settings are not sufficient to meet the needs of students. International college students face unique barriers that compound their stressors (Szelényi & Chang, 2002). These challenges include acculturative stress (Jackson, Ray, & Bybell, 2013), U.S. teaching methods (Roy, 2013), campus climate (Ota, 2013), discrimination (Ota, 2013), English language (Ota, 2013), familial expectations (Ota, 2013), finances (Yan & Berliner, 2013), loneliness (Ota, 2013), interpersonal interactions (Roy, 2013), social norms (Ota, 2013), and study practices (Yildirim, 2014). These challenges pose

direct threat to international student success (Szelényi & Chang, 2002). The threats to the well-being and success of students should be addressed in all domains, to encourage a successful transition for international students into American HEI systems. It is the ethical and professional responsibility of all college counselors, educators, and leaders to support their students.

Expanded understanding of how college counseling centers are succeeding and failing in supporting international student needs through intentional counseling interventions is vital to promoting their personal, academic, and professional success.

Acculturation and College Adjustment

International students face the additional task of navigating many new systems while balancing and integrating cultural values from their home country and American society. The transition is referred to as acculturation. Acculturation is the process an immigrant experiences as they modify themselves to a new, dominant culture on a continuum of rejection of the new culture to complete assimilation into the new culture (Phinney, 2003). It is a process of developing and discovering a new sense of self (Phinney, 2003). In college contexts, there are multiple ways to assess meaningful, successful acculturation into HEI systems.

Acculturation into college systems can be explored through the context of adaptation in the following areas: academic, social, personal emotional adjustment, and institutional commitment (Baker & Siryk, 1984). Each of these areas presents its own collection of barriers to success. The unique challenges international students face amplifies the negative effects of each systemic barrier. International students must adapt to new teaching methods, create relationships in an unfamiliar culture, manage their personal wellbeing without their normal support systems, and connect with an institution that does not represent their reality (Baker & Siryk, 1984).

In the area of academic barriers, negative perceptions can affect self-efficacy in meeting academic goals (Wang et al., 2018). In the area of social barriers, negative perceptions distance students from creating meaningful, trusting relationships, resulting in further otherness and isolation (Choudhry, 2001). In the area of personal-emotional barriers, negative perceptions and internalization of negative views can result in self-blame and mental illness (Shi & Zhao, 2014). In the area of institutional commitment barriers, these negative perceptions create a hostile environment which makes connection feel unsafe (Walker-Williams & Fouche, 2015).

Negative Perceptions

Students who do not speak English as their primary language or are new to an American style of education may struggle to participate fully in class discussion or take some time to respond to in-class prompts (Straker, 2016). This level of engagement is often incorrectly labeled as a student being uncooperative or incapable (Straker, 2016). This unjust label may result in students and instructors avoiding including or working with these students, instead of adapting their education or support to offer increased time or explanation to encourage involvement and collaboration (Straker, 2016). This only perpetuates the cycle and further deepens the rift between international students and their peers and instructors. This approach plays to a deficit discourse and does not represent the full international student experience (Straker, 2016).

Student Success and Well-being

The goal of HEIs should be the facilitation of student success. The systems that students operate within should guide students on their journey as they develop their sense of self-efficacy and identity. To achieve this destination of student achievement in their social, academic, and professional lives, colleges can create a system that empowers students and provides them the

opportunities and resources to succeed. Student internal resources should be sufficiently developed along with external support resources.

Internal resources can present as a sense of belonging and mattering, self-efficacy, and meaningful connections. External resources can present in the form of private areas intentionally created for international students, specific student groups for international students, and multiculturally competent counselors. These resources can help facilitate a smooth transition and successful adjustment. Successful academic adjustment reflects a students' positive attitudes and evaluations of their classwork and attainability of their academic goals (Chin et al., 2014). Successful social adjustment reflects the student's positive perception of social activities, social environment, and interpersonal relationships (Chin et al., 2014). Successful personal-emotional adjustment reflects positive personal physical and psychological evaluation (Silver et al. 2008). Successful institutional adjustment is reflected in a student's commitment to the college experience and their attachment to their HEI (Walker-Williams & Fouche, 2015).

Institutional Responses to International Student Adjustment and Resilience:

College Counseling

Many colleges have international student centers aimed at providing aid and services to support international students, but college counseling centers can also support students by incorporating intentional programs and interventions into their counseling outreach and therapeutic approaches to respond to international student adjustment and mental health needs. Low utilization rates and high early termination rates of counseling services in international student populations represents a major concern for college counseling centers (Yakushko et al., 2008). This suggests that college counseling centers are responding to the needs of some international students, but a critical analysis of these practices is necessary to develop new,

responsive protocols. The overarching goal of research in this area should be to enhance international students' overall well-being and facilitate a trustworthy counseling environment where students are afforded culturally responsive mental health services (Kim, Oh & Mumbauer, 2019).

Responding to Discrimination in College Environments

International students often experience discrimination in and outside of the classroom and counseling space. International students often share experiences of being ridiculed and bullied because of their accent, as well as receiving racist messages telling students to go back home, from their peers as well as being treated as less capable by professors (Dos Santos, 2019).

International students report negative learning experiences, stress, and difficulties, in particular, difficulties and stresses with discrimination due to skin color(s), nationality, place of origin, use of language, and status of international student at HEIs (Dos Santos, 2019). Culturally competent and responsive college counselors address, support, and not repeat these experiences of discrimination. These college counselors often approach these concerns by implementing interventions which support a student's self-concept through facilitating discussions around awareness and understanding of ethnic identity and processing of experiences (Berk, 2006). Counseling centers often aim to help students by processing and normalizing their past and present experiences of racism or discrimination (Iwamoto & Liu, 2010).

Multicultural and Social Justice Counseling Competencies

The Multicultural and Social Justice Counseling Competencies (MSJCC) emphasize the ability of counselors to develop four competencies for working effectively with clients: attitudes and beliefs (self-awareness), knowledge, skills, and action (Ratts et al., 2015). These MSJCC are i vital for college counselors, and there are many ways for counselors to engage with and grown

in their cultural responsiveness/competency. It is imperative that counselors reflect on their personal beliefs (Kim, Oh, & Mumbauer, 2019). Critical self-reflection to understand one's initial reactions and assumptions about individuals and cultural group cultivates multiculturally competent attitudes (Kim, Oh, & Mumbauer, 2019). Multiculturally and socially conscious counselors should possess relevant knowledge regarding the impact of multiple cultural factors on clients' worldviews, life experience, and behaviors. Counselors should possess sufficient knowledge of other cultures and the international student experience to be able to efficiently work with ethnocultural influences regarding help-seeking, stigma, language proficiency, and lack of knowledge about services. Counselors must be able to operationalize self-awareness and knowledge by addressing cultural factors in the counseling processes at the individual student level. They must demonstrate skills in initiating meaningful dialogues with clients about their cultural challenges, engaging clients in reflecting how the culture or system influences their well-being, broaching issues of diversity, providing psychoeducation, and normalizing experiences. College counselors are also called to engage in advocacy for systemic changes (Kim, Oh, & Mumbauer, 2019; Kim et al., 2019). There are numerous ways that counselors can advocate for their students, including inter-office collaboration, outreach events, and specialized services.

Culturally responsive counseling in individual and group settings integrates approaches that help counselors address systemic concerns like power, marginalization, and privilege and their influence on clients' behavior and personal well-being (Frey, 2013). Cognitive-behavioral psychoeducational program can be effective in enhancing international students' adjustment (Elemo & Türküm, 2019). Utilizing aspects of RCT and CBT offers an integrative framework

that comprises elements from behavioral, psychoanalytic, and postmodern paradigms (Crumb & Haskins, 2017).

College Counseling Perceptions and Expectations

Important themes of an international student's higher education journey and college counseling experience are subjective and diverse. However, common themes of international student counseling needs tend to fall into the broad categories of their perceptions and expectations.

International student perceptions of the influence of their social networks on the decision to seek counseling, stigma, cultural incompetence of counselors, and their counseling experience as a positive experience all represent common themes of international student counseling needs. (Liu et al., 2020) Additionally, international student expectations of a medical model of counseling, a directive style of counseling, and a counselor's background represent important themes of international student counseling needs (Liu et al., 2020).

College counseling centers should be flexible in their counseling approaches and incorporate interventions that respond to international student perceptions and expectations. Currently, many international students do not feel that their expectations of counseling are being sufficiently met, which is impacting their perceptions of the counseling process and its effectiveness (Liu et al., 2020). College counseling centers respond to international students needs by offering a clear, structured plan that provides sufficient psychoeducation for these students to make informed decisions and feel supported and validated. The low counseling utilization rates and early termination rates highlight the fact that college counseling centers current interventions and outreach programs may not be providing multiculturally competent care which is a clear injustice endured by international students (Yakushko et al., 2008).

Incorporating International Student Beliefs and Spirituality in College Counseling

In the face of acculturative and personal challenges, many international students search for a sense of security and belonging, and religion/spirituality often serves as this source of support and security (Chai et al, 2012). Understanding the impact of acculturative stress and the possible adaptive coping associated with incorporating religion/spirituality could support improved culturally responsive care for international students (Philip et al., 2019). Culturally responsive counselors must possess an understanding of spiritual/religious services and develop of a holistic worldview, including intellectual as well as emotional, spiritual, and physical development. Previous studies have conveyed the importance of integrating religion/spirituality into counseling and wellness programs and introducing the availability of such activities during new student orientation (Philip et al., 2019). Ethical college counseling provides space for discussion of student beliefs and honor these spiritual components of a student's life in every aspect of their treatment to reflect multiculturally competent work.

Group Counseling and Social/Individual Factors

Group counseling has shown to be effective when working with minority populations, as it allows for group validation of racial and gender-based experiences within the college environment (Bradley & Sanders, 2003). Group counseling can increase support networks, validate experiences, provide opportunities to create and adjust response and coping strategies, and offer potential lifelong skills for coping in foreign environments (Jones & Sam, 2018). People who have common experiences of marginalization may benefit from shared validation of experiences (Jones & Sam, 2018). It is also important that group leaders utilize culturally informed intervention styles, such as consideration of clients' sociocultural and relational context

in case conceptualization and attending to the impact of power in the therapeutic alliance (Jones & Sam, 2018).

Social interaction, self-expression, and seeking support are significant areas of challenge for international students who are trying to integrate into a new academic and cultural environment (Elemo & Türküm, 2019). Having a supportive social environment does not guarantee adjustment (Jones & Sam, 2018). International students can benefit from social support only if the social support they need matches the social support they are provided (Aldawsari, Adams, Grimes, & Kohn, 2018). Factors contributing to challenges in adjustment may not be limited to language, cultural and academic environment, but also include personal characteristics and personality traits (Jones & Sam, 2018). International students' individual characteristics like social initiative, emotional stability, open-mindedness, and cultural empathy were found to predict the adjustment levels of international students (Kağnıcı, 2012). Still, group-based psychological support systems are shown to improve the adjustment levels and psychological health of international students (Elemo & Türküm, 2019).

Purpose of Study

The primary purpose of this study is to identify the degree to which college counseling interventions produce positive adjustment outcomes in international student-client populations and which modes of intervention produce the most positive outcomes. Therefore, a major goal of this study is to form a more comprehensive understanding of the effectiveness of interventions utilized by college counseling centers to respond to and promote adjustment to U.S. HEI systems in international student populations.

Research Questions

This study will address the following research questions.

RQ1: What adjustment outcomes are produced by college counseling interventions across modes in international student-client populations?

RQ2: Which college counseling intervention modes have the greatest impact on adjustment outcomes in international student-client populations?

Significance of Study

International college students face constant threats to their well-being, security, and success. These threats can come from instructors, peers, government policies, and any other source of racism or ignorance. These stressors can make personal, academic, and professional success difficult to achieve. Even still, students choose universities that they trust to support them and that they believe will help them reach their goals. The pressures that international students endure can often feel overwhelming and insurmountable, so colleges have a responsibility to work to fulfill the trust that students place in them by properly supporting students' mental health and facilitating their success. This study aims to provide a meaningful guide for college counseling centers to incorporate significant changes into the ways that they provide support for international students in and outside of the classroom. Current American HEI culture is not conducive to fostering diverse collaboration; but creating a campus-wide culture of acceptance and inclusion can strengthen the relationships and knowledge that only HEI systems can provide.

Overview of Methodology

A meta-analytic technique was used to address the proposed research questions. Utilizing a meta-analysis allows this study to form a comprehensive understanding of the international student experience. These richer understandings allow for the development of new hypothesis and best-practice guidelines (Haidich, 2010). The selection and coding procedures for the current

meta-analysis will utilize the Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols outlined by PRISMA-P (see Appendix A) (Shamseer et al., 2015). The PRISMA-P provides a 17-item guideline for conducting meta-analyses.

The primary database utilized to collect studies is the American College Counseling Association's College Counseling & Psychological Services Knowledge Base. This knowledge base provides a comprehensive, annotated bibliography compilation of college counseling journal articles from college counseling, counseling psychology, college health, college student development, and professional counseling literature from 1998-2017. Additional studies were collected utilizing online databases including, but not limited to, Psych Articles, Psych Info, International Encyclopedia of Education, and Psychology and Behavioral Sciences Collection. These databases were refined to present articles from 2018-2020 to fill in the gaps from the primary database.

Eligibility criteria required that studies examined specific interventions utilized with international students. Results needed to provide mental health or success-related outcomes. Mental health outcomes included personal well-being and emotional, cognitive, or behavioral experiences or expectations. Success outcomes included academic, social, personal-emotional, and institutional adjustment.

For the quantitative analysis, effect sizes will be explored using Hedge's g . These methods allow for refined understanding of the international student experience and informed theory synthesis which can guide responsive HEI policies and practices.

Limitations

A limitation of the study is that the college experience is subjective. Every student experiences their own reality and brings in their own life experiences to their understanding and

expression of their journey. Therefore, every piece of data represents a certain experience, so all data and results cannot be entirely generalizable or meet all needs of students. This topic requires working with diverse experiences along an infinite spectrum when looking at student experiences. Every HEI is also different, so the context and environment of every piece of research is also influenced by its own unique factors. As the goal of this study is to provide insights into the ways that international students are adapting in their acculturative process and to inform new practices, it is important to note the limitation that its results cannot perfectly meet the needs of all students and HEIs.

Other limitations stem from the methodology, as meta-analysis does have some weakness. Meta-analysis requires combination and comparison of study constructs; while the study attempts to explore only variables that are correlated and intertwined, there may be constructs that do not perfectly align or compare (“mixing apples and oranges”). Additionally, the studies utilized in the meta-analysis may have their own research flaws which influence the meta-analysis data.

Definition of Terms

Academic adjustment (in higher education contexts): a students' attitudes towards academic goals and the work they are required to complete to meet these goals (Baker & Siryk, 1984 and 1986).

Acculturation: the process an immigrant experiences as they modify themselves to a new, dominant culture on a continuum of rejection of the new culture to complete assimilation into the new culture (Phinney, 2003).

Acculturative stress: the adjustment and internal conflict that often occur as an individual attempts to resolve cultural differences between their culture of origin and new host culture during the acculturation process (Berry, Trimble, & Olmedo, 1986).

Appreciation: the feeling that our effort are valued (Rosenberg & McCullough, 1981; Schlossberg, et al., 1989).

Attention: the concept that other people notice us and are interested in who we are (Rosenberg & McCullough, 1981)

Belonging (in higher education contexts): a student's academic and social integration into the college/university (Tovar, Simon, & Lee, 2009).

Dependence: how behavior is influenced by reliance on/interaction with other people (Rosenberg & McCullough, 1981)

Developmental systems theory: theory which believes that development is a dynamic, relational experience shaped by reciprocally acting and mutually influential factors (Lerner, 2004).

Ego-extension: the belief that other people will be proud of our accomplishments or saddened by our failures (Rosenberg & McCullough, 1981)

Importance: the belief that people care about our well-being along with what we want, think, and do (Rosenberg & McCullough, 1981)

Institutional adjustment (in higher education contexts): a student's commitment to the college experience and their attachment to the college they are attending (Baker & Siryk, 1984 and 1986).

International Student: an individual who has left their country, or territory of origin, and moved to another country or territory with the singular objective of studying (UIS, 2009).

Mattering: the feeling that others depend on us, are interested in us, are concerned with our fate, or experience us as an ego-extension (Rosenberg & McCullough, 1981).

Meta-analysis: a form of data synthesis in which, instead of conducting surveys and studies, the researcher surveys the literature instead of surveying participants directly (Lipsey & Wilson, 2000).

Personal-emotional adjustment (in higher education contexts): how a student feels both physically and psychologically (Baker & Siryk, 1984 and 1986).

Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P): The PRISMA-P provides a 17-item guideline for conducting systematic reviews and meta-analyses (Shamseer et al., 2015).

Social adjustment (in higher education contexts): a student's opinions of social activities, social environment, and interpersonal relationships (Baker & Siryk, 1984 and 1986).

Summary

This chapter introduced the international student experience by exploring the elevated and additional stressors they experience in their college journey compared to their American counterparts. Specifically, the acculturation process and corresponding areas of adjustment to American HEI systems were addressed as key components of their college journey and transition. The way that instructors, peers, and college systems perceive and engage with these students during this transition was introduced. The concept of well-being and success was briefly introduced as well. College counseling practices and international student experiences in college counseling centers was also explored.

The characteristics of the study itself were then presented. The purpose, research questions, significance, and methodology were introduced. Limitations and definitions of terms concluded the chapter. The next chapter provides an in-depth literature review into the topics presented by the first.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

The purpose of this study is to explore how effectively colleges are managing international students transitions to a new culture and system through students' personal, academic, and social success. In the following chapter, existing literature regarding the unique realities and experiences of international higher education students will be examined. In addition, literature will be reviewed exploring the transition international college students experience as they integrate their lives into U.S. college systems and culture. Next, the research base regarding international student success and mental health will be discussed. Following, remaining needs will be discussed. To conclude the chapter, information provide context and insight into the benefits of meta-analysis will be provided, which will lead to the basis of the current study.

International Students

An international student is defined as an individual who has left their country, or territory of origin, and moved to another country or territory with the singular objective of studying (UIS, 2009). The number of international students in the United States set an all-time high in the 2018/19 academic year, the fourth consecutive year with more than one million international students (Institute of International Education, 2019). These students travel heavily from China, India, South Kora, Saudi Arabia, Canada, Bangladesh, Brazil, Nigeria, Pakistan, and other countries all over the world (Institute of International Education, 2019). International students represent a significant population in college systems, yet their unique barriers to success and survival are often ignored by higher education institutions (HEIs). As 51.6% of international students pursued STEM fields, these STEM fields can be more prepared to meet international student needs compared to others (Institute of International Education, 2019). However, all fields

can develop and adapt to sufficiently support the international students that place their trust in them. In 2020, current policies and attempted policies are creating additional barriers and stressors to international students' sense of safety, security, and support in American HEIs.

Perceptions of International Students

International students are typically viewed as a problem needing to be addressed, while their voices are left out of conversations around addressing their experience (Heng, 2019). This approach plays to a deficit discourse and does not represent the full international student experience (Straker, 2016). In addition, research around international student experience tends to assume internationals as a homogeneous group, risking an overgeneralization and otherization of these international students (Hanassab, 2006; Lee, 2014). International students are misunderstood and scapegoated, and then not offered a seat at the table to have their voice be heard or advocate for themselves.

In classrooms, students and teachers may avoid, ignore, or react negatively to international students if they are perceived to be difficult to work with. These negative perceptions are often related to language proficiency. These experiences negatively impact international student mental health and self-efficacy, as students who already struggle with language anxiety and fear of negative evaluation experience exemplified self-criticism when classmates and instructors ignore them due to their language level (Lee, 2007; Morita, 2004). Self-criticism and anxiety are so engrained into the international student experience, that language barriers play a dominant role when concerned, but even without the presence of linguistic factors, engagement is still a concern (Volet, Renshaw, & Tietzel, 1994).

Unique Challenges for International Students

Cultural factors influence international student acculturation and interpersonal experiences. Research has shown that students from non-predominantly White regions of the world have less positive educational experience compared with those from predominantly White regions (Garrett, 2014). In particular, Asian internationals reported the lowest level of satisfaction (Garrett, 2014) and a higher level of discrimination by professors, university staff, and classmates compared with European peers (Glass, Kociolek, Wongtrirat, Lynch, & Cong, 2015). Negative encounters with professors were also experienced more frequently among internationals with less financial resources. Racism, classism, and ethnocentrism all contribute to the negative experiences of many international students.

All students can struggle with the process of deciding where to work or continue to study when they finish their degree, but international students face additional challenges in the process of deciding which country to work or continue their studies in. Sociocultural-economic contexts disadvantage them as international students face more restrictions around working given their visa status, and as they often have a smaller social network in the United States they may be less familiar with professional or academic options available upon graduation (Heng, 2019).

Many HEIs provide counseling and mentoring services for their students. However, international students generally present with less favorable help-seeking behaviors in the context of mental health compared to U.S. students (Masuda et al., 2009). While around 11.8% of domestic students utilize college counseling services, only around 1.8% of international students utilize counseling services (LeViness et al., 2018; Yakushko et al., 2008). International students must already manage the stigma of their international status and seeking mental health services requires them to navigate that additional level of stigma due to societal perceptions of mental

illness. Cultural mistrust and language differences with counselors along with cultural values affirming the use of indigenous coping strategies also play a role into reduced mental health help-seeking behaviors (Mori, 2000; Sue & Sue, 2003). Leveling the playing field does not mean focusing on what international students personally lack, but how the school can change the systems that create an imbalance (Straker, 2016).

College Adjustment of International Students:

Transition to American Culture and College Systems

International students are tasked with the responsibility of navigating many new systems while balancing and integrating cultural values from their home country and American society. The transition is often a massive undertaking that inevitably influences all aspects of a student's life; these areas of adjustment broadly being academic, social, personal emotional adjustment, and institutional commitment (Baker & Siryk, 1984). These facets of a student's acculturation represent clear measure of success in a transition and highlight the barriers that international students face in the pursuit of this acculturative success.

Acculturation

A student's transition to American society and HEI systems can be referred to as the process of acculturation. Acculturation is the process an immigrant experiences as they modify themselves to a new, dominant culture on a continuum of rejection of the new culture to complete assimilation into the new culture (Phinney, 2003). Resettlement is a component of the acculturative process. Resettlement is not just the process of moving or adapting to a new culture; it also includes the challenge of maintaining lifelong beliefs, practices, and connections while finding a safe, successful balance with their new reality in a new country (Choudhry, 2001). Choudhry (2001) conducted a study to examine the lived experiences of South Asian

Immigrant Women and found the themes and subthemes of their resettlement process included: isolation and loneliness, family conflict, economic dependence, settling in and coping. All these factors can be exacerbated by language difficulties, experiences of discrimination, and governmental policies that prevent international students from receiving aid. Consistent barriers, constant reminders of their “otherness”, and a lack of connection make the acculturation process difficult (Choudhry, 2001). Also, personal goals, family messages, and differing cultures all play a role in the way that individuals approach acculturation. Every person, family, and culture is influenced by subjective understandings and experiences, which means that every immigrant’s acculturation journey is unique and guided by different motives and goals.

These motives, goals, and experiences are even further influenced by the intersection of other identities. International students who hold another minority identity are forced to live “the duality or doubleness of marginality in the society” (Lee, 2010, pp. 22). For many identities, especially affectional and gender expansive identities, they are marginalized not only in American society but also within their own cultural communities. This oppression lowers self-esteem, reduces life opportunities, increases risk for experiencing violence and sexual assault, increases isolation, and devastates individual identity (David, 2009). To even have their basic needs met, individuals must re-learn how to survive in a society where systemic social oppression means that they are constantly exploited and abused (Saito, 2014).

Recent trends in acculturation research have begun to focus more on the process of mutual change involving both cultural groups in contact. In the context of international student, this focus is on the role American HEIs contribute to this mutual development. There are many factors that influence acculturation, such as English language proficiency, length of stay in the United States, generational status, age of arrival to the United States, educational level, ethnic

identity, and involuntary vs. voluntary immigration status (Inman, Ladany, Constantine, & Morano, 2001; Rodriguez, Myers, Morris, & Cardoza, 2000). These factors are important because research has shown that more acculturated students tend to experience greater levels of adjustment to their host culture because of their increased familiarity with the norms of that culture (Mouw & Xie, 1999).

Academic Barriers

Western academic values significantly differ from Eastern academic values, and specific American values differ from other Western academic cultures. American university culture is individualistic, competitive, and with minimal power distance, while Eastern classrooms are collectivist and hierarchical. International students often struggle with adapting to and meeting new academic expectations and values that require self-directed learning (Skyrme, 2007), rely heavily on learner autonomy (Chen & Bennett, 2012), require active classroom participation and groupwork (Wu, 2015), and emphasize argumentative writing (Heng, 2018). These tenets of American society that have been engrained into its higher education model of instruction and assessments are often in direct contrast with the culture international students have lived and operated in. Many cultures teach students from the beginning of their academic journey to silently observe in deference to adults and instructors and to focus on the needs of a group, so these students are forced to relearn these behaviors when they enter the U.S. classrooms where they are expected to speak up for help and work independently (Gutiérrez & Rogoff, 2003). Academic success in American HEIs often means completely rejecting a student's previous culture and way of understanding the world and themselves, which is an unfair, unhealthy coerced transition. These discrepancies among values can feel incredibly confusing, shameful, and isolating for international students. Additionally, coursework that only incorporates and

explores white, Euro-centric perspectives, with minimum references to perspectives from students' home countries, further isolates international students as they grapple with unfamiliar sociocultural–historical–economic contexts (Guo & Guo, 2017). The inherent ethnocentrism and academic imperialism of American HEIs others international students without addressing its own otherness on the global stage (Greenholtz, 2003; Marginson & Sawir, 2011).

Non-Western students score significantly lower on all elements of academic integration with the exception of academic adjustment (Rienties et al., 2011). In particular, non-Western students have lower scores for social, personal and emotional adjustment, which indicates that adaptation to the American way of life at university is more difficult for non-Western students. The social support structures of family and friends for non-Western students is more problematic than for other students. Academic performance is affected positively by academic integration (Rienties et al., 2011).

Research has shown that stage differentials exist, as undergraduates' transition depart from graduates' (Heng, 2018). Additionally, first- and second-year undergraduates face more challenges compared with third and fourth years, and first-year undergraduates experienced a dramatic drop in academic performance in their second year (Crawford & Wang, 2015; Heggins & Jackson, 2003).

Social Barriers

International students often report difficulties navigating the host culture and struggling to find time for socialization (Heng, 2017; Moores & Popadiuk, 2011). As social connection is an innate human need, international students want to understand American society and grow in non-academic aspects by engaging in extracurricular activities. First year students tend to choose extracurricular activities they are interested or comfortable in as a way to make more friends and

reduce stress (Heng, 2019). However, after this first year, international students tend to engage in extracurricular activities that they believe will boost their resumes. They are required to exhibit agency in overcoming a lack of network and work experience (Heng, 2019). International students do not have the privilege of joining and maintaining groups for fun and socialization, but instead have limited time to build connection and engage with activities they personally enjoy and then immediately build professional connections over personal, social connections. This time constrain and additional pressure is a major barrier to social success. Additionally, international students face discrimination from host peers and the local community (Guo & Guo, 2017). University instructors and leaders must become intercultural learners to challenge and change their academic views and practices (Straker, 2016). Multicultural group work can be beneficial for students to learn about others' cultures and each other, but negative interactions/consequences can also result in negative student attitudes and local student antipathy toward international students. The best way to approach multicultural group work is through a cohort model (Kimmel & Volet, 2012).

Personal Emotional Barriers

Among college students, ethnic minorities appear to be a particularly at-risk group for anxiety and depressive problems (Blanco et al., 2008). Contributing to this experience, the international student experience universally involves some level of loss for these students due to the departure from their home country, its language and customs, and friends and family. Cross-cultural loss describes the process in which international students struggle to adjust to the loss of things familiar to them while trying to adjust to a new culture and environment (Wang, K.T. et al., 2015). They arrive in a country with different customs and limited close relationships (Solheim, et al., 2016). They are required to navigate an environment without their sources of

connection and safety. These feelings of loss permeate every aspect of the immigrant experience, as even positive gains in their new life are still be processed in context of loss. It is incredibly difficult to adjust and grow when positive forces in one's life cannot be fully utilized to foster a sense of health and positivity. These unique losses to the immigration experience are referred to as immigration-related loss. If immigrant individuals do have the privilege of maintaining communication with family members back home, they also have a consistent interaction with a major source of their grief and loss. These family members are also experiencing their own grief at the loss of a family member who fulfilled a significant role in their lives; this grief can appear in their interaction with their family member who immigrated which can add to the immigrant individual's stress and grief (Solheim, et al., 2016). There are so many factors that contribute to the intensity and complexity of the grief that immigrants experience. One of the most significant components of this complex experience of grief is the aspect of ambiguous loss in the immigration process. In ambiguous loss situations, the loss is less clear and creates confusion (Solheim, et al., 2016). The community does not necessarily recognize the experience as loss, so there is no validation of the person's loss and accompanying sadness; further, this ambiguous loss is typically accompanied by other chronic stressors which add to the ambiguity (Boss, 1999). The grief and loss associated with leaving a previous way of life are often invisible, stigmatized, and so unique that receiving empathy and support from already limited social networks is a rare occurrence. In fact, many international students receive messages of: "you chose this", "just go back where you came from", and many other harmful messages that invalidate their experience and push a message that their grief deserves shame, blame, and minimization. As so many aspects of the loss are unclear, any difficulties in expressing their experience are amplified which contributes to the ambiguity and resulting isolation. Falicov

(2005) described this as living in “provisional limbo” (p. 199). The ambiguity and isolation contribute to a never-ending feeling of the loss (Falicov, 2005). This lack of control inflames feelings of fear, blame, hopelessness, helplessness, and confusion. Although there is a dearth of literature regarding the experience of ambiguous loss in international students, uncertainty and persistent feelings of loss may be significant barriers these families face in making changes and moving forward (Solheim, et al., 2016).

Acculturative stress refers to the adjustment and internal conflict that often occur as an individual attempts to resolve cultural differences between their culture of origin and new host culture during the acculturation process (Berry, Trimble, & Olmedo, 1986). Acculturative stress reflects the emotional reaction to life events and activities associated with acculturation (Lonner, Wong & Wong, 2007). Studies indicate that high levels of acculturative stress are associated with poor physical health, eating disorders, and negative self-esteem in samples of college students (Claudat, White, & Warren, 2016).

International students often have high expectations of what their life will look like in the U.S., but they may experience psychological distress such as interpersonal stress, low self-esteem, disappointment, resentment, anger, sadness, physical illness, and other symptoms of culture shock, when their expectations are unmet (Constantine, Okazaki, & Utsey, 2004).

Institutional Barriers

Educational standards and practices greatly differ between countries. International students leave the systems they know and must navigate new experiences of culture shock, language difficulties, and adjustment to unfamiliar social norms, eating habits, and customs (Mesidor & Sly, 2016; Zhang & Goodson, 2011). American HEI systems are often difficult for local students to navigate, so international students must adapt to enhanced barriers to effectively

connect with and understand a HEI's policies. Developing a sense of commitment to an HEI and the college experience is difficult for students when the systems from which it operates does not mirror their support systems.

Resiliency Factors: Student Success and Well-being

The ultimate goal of HEIs should be the facilitation of student success. The systems that students operate within should guide students on their journey as they develop their sense of self-efficacy and identity. To achieve this destination of student achievement in their social, academic, and professional lives, colleges have a responsibility to create a system that empowers students and provides them the opportunities and resources to succeed. Student internal resources need to be sufficiently prioritized along with external support resources.

Adjustment

Utilizing Baker and Siryk's (1984 and 1986) areas of college student adjustment, student adjustment and success is observed in the context of their academic, social, personal-emotional, and institutional adjustment. Academic adjustment reflects a students' attitudes towards academic goals and the work they are required to complete to meet these goals. Students must feel that their work is effective and that their environment is contributing to their professional development. Social adjustment reflects the student's opinions of social activities, social environment, and interpersonal relationships. Personal-emotional adjustment reflects on how they feel both physically and psychologically. Institutional adjustment is reflected in a student's commitment to the college experience and their attachment to the college they are attending.

Belonging and Mattering

Colleges can respond to student concerns by being proactive in addressing international college students' needs to promote their sense of belonging, personal well-being, and academic

success. A sense of belonging and connection to a college is an especially important protective factor for immigrant college students, who may already feel that they do not belong in a foreign country. Issues of belonging are even more significant when students are experiencing a major life transition and entering new environments (e.g., beginning the college journey, transferring to a new institution) (Strayhorn, 2012). In a higher education setting, belonging can be viewed as a student's academic and social integration into the college/university (Tovar, Simon, & Lee, 2009). With so many challenges to their well-being, a sense of belonging can be vital to a student maintaining their mental health and capability to succeed in their social and academic aspirations. In this sense, a belonging is a basic human need. There is a strong relationship between belonging and student retention and graduation (Tovar, Simon, & Lee, 2009). A study by Johnson, et al. (2007), discovered that African American, Hispanic/Latino, and Asian Pacific American students report lower responses of perceived feelings of sense of belonging than their White/Caucasian counterparts. This clearly shows that international students are not experiencing the same reality in college setting as their non-international counterparts. Thankfully, research has shown that international students have shown resilience in pushing through barriers and engaging in ongoing discussions of course content with other students outside class and membership in religious and social-community organizations which are strongly associated with students' sense of belonging (Hurtado & Carter, 1997). However, the responsibility and emotional labor of navigating an oppressive system is not a burden to be solely placed on immigrant college students. As the goal of a university is to facilitate the education, development, and networks of their students to guide them to personal success, the university benefits when it retains their students by providing the resources and environment the students need to achieve these goals. To this goal, everyone involved in the college system can

work together to help instill a sense of mattering in the identities of immigrant college students. Mattering is “the feeling that others depend on us, are interested in us, are concerned with our fate, or experience us as an ego-extension [which] exercises a powerful influence on our actions” (Rosenberg & McCullough, 1981, p. 165). Schlossberg, Lynch, and Chickering (1989) explored the experiences of college student and developed 5 domains/components that serve as the foundation of mattering. These domains were attention, importance, ego-extension, dependence, appreciation. Attention is the concept that other people notice us and are interested in who we are, importance is the belief that people care about our well-being along with what we want, think, and do, ego-extension is the belief that other people will be proud of our accomplishments or saddened by our failures, dependence highlights how our behavior is influenced by our reliance on/interaction with other people, and appreciation is the feeling that our effort are valued (Rosenberg & McCullough, 1981; Schlossberg, et al., 1989). If students receive the support and resources to feel fulfilled in these components, they will be more able to engage in the academic and social aspects of the college experience. This positive involvement and connection fostered by positive interactions with faculty and staff is crucial to helping immigrant students feel that they matter and belong, and subsequently they are more likely to stay enrolled and persist toward their academic, social, and career goals (Schlossberg, et al., 1989). Retention of immigrant students is a concern for colleges, for both moral and financial reasons, so the incentive to foster healthy connections and environments should be a powerful, driving force. Kim (2009) discovered that immigrant college students attending a large, public research university were more likely to rely on peer networks for help rather than institutional agents such as faculty members, academic advisers, and career counselors located at the university. This experience was highlighted as Stebleton & Aleixo (2016) explored the experiences of Black international

college students' perceptions of belonging at a predominately white institution. Black students shared that they felt closer to and more understood by other international students, including those from different countries, compared to white students and faculty and staff. International students had the shared goal of just getting through and surviving their college experience. The offices meant to support students are failing, and the emotional labor required to survive college systems are falling on its students, which is not a sustainable, equitable experience. To work toward a system built on justice, colleges must: co-facilitate the creation of student-led organization and associations, collaborate and reach out to student organizations where immigrants congregate, provide opportunities and structures to help immigrant students feel a sense of belonging/home on campus, create new curricular opportunities where students, including immigrants, can engage academic and socially through high impact educational practices, and implement peer mentoring programs which pair upper level immigrant students with new, incoming immigrant students (Stebbleton, et al., 2010). Students tend to feel a greater sense of belonging and affirmation through shared experiences when they were able to personally connect with faculty, advisors, and peers and when institutional initiatives brought similar students together (Stebbleton & Aleixo, 2016). It is also of the utmost importance that ethnic student union spaces exist for immigrants to be in room of people who understand and live their culture, language, and reality. The creation of an actual, physical space for immigrants serves as a home-away-from-home (Stebbleton & Aleixo, 2016).

Self-Efficacy

Self-efficacy is the trust we have in our own abilities, specifically our ability to meet anticipated challenges and complete required tasks successfully (Akhtar, 2008). International college students exist in a foreign country where they may not feel entirely comfortable due to

concerns over their lack of knowledge/understandings of language, expectations, and culture. This challenge to one's self-efficacy can be amplified when also navigating the identity and efficacy-challenging emotions of disconnection and confusion.

English self-efficacy is an individual's confidence in their ability to communicate with others, understand conversation, and read/write in English (Wang, C. et al., 2018). A student's English self-efficacy is strongly related to their English proficiency, which is in turn a key component of international student social and academic success (Andrade, 2006; Sherry et al., 2010). For academic self-efficacy to be supported, students must feel that they are capable of effectively utilizing the language of their academic environment. This leads to a responsibility of HEIs to provide intensive English language supports, such as writing and conversational skills, to support this critical component of self-efficacy and adjustment.

Social self-efficacy refers to a willingness to initiate behavior in social situations (Sherer & Adams, 1983). As many international students come from collectivistic cultures, their social self-efficacy to operate in an individualistic culture and develop interpersonal relationships may be challenged. These value differences may result in psychological or social distress for international students (Constantine, Okazaki, & Utsey, 2004). Decreased social self-efficacy may result in feelings and corresponding behaviors of isolation. A common symptom of isolation and failure is self-blame, and self-blame has been shown to negatively impact self-efficacy (Shi & Zhao, 2014). Elevated self-blame and decreased self-efficacy lead students to doubt their overall abilities (Shi & Zhao, 2014).

Colleges must have systems in place to support and maintain student self-efficacy, as self-efficacy helps reduce perceived stress and is a powerful direct predictor of good mental health (Nedeljkovic et al., 2013; Parto & Besharat, 2011). Self-efficacy guides the challenges

and tasks students chose to undertake and their motivation and work ethic to achieve these goals (Wang et al., 2018). Therefore, self-efficacy is a vital, significant predictor of students attempting and succeeding in their adjustment (Brady-Amoon & Fuertes, 2011).

Emotional Intelligence

Emotional intelligence is the ability to recognize, evaluate, manage ones' emotions, and interact with others (Mesidor & Sly, 2016). Emotional intelligence significantly predicts cultural adjustment and intercultural growth (Gullekson & Tucker, 2012; Jazaeri & Kumar, 2008). A more developed sense of emotional intelligence allows a student to understand and adapt more effectively to other peers and support systems around them. Additionally, it allows them to manage and protect their personal-emotional internal world. This crucial component of wellbeing and adjustment creates a responsibility for HEIs to provide support and resources for development in this area. Rawlings and Sue (2013) encourage educators to incorporate emotional intelligence into academic pedagogy in order to facilitate the international students' cultural adjustment.

Social Connection

Developmental systems theory believes that development is a dynamic, relational experience shaped by reciprocally acting and mutually influential factors (Lerner, 2004). All individuals who connected through the same system are connected to each other. Well-being and success is facilitated through the relationships students form with their social supports. Social connection is an innate need. Social connection to others increases self-esteem (Leary & Baumeister, 2000), happiness (Diener & Seligman, 2002), meaning (Heine, et al., 2006), and physical health (Cacioppo & Patrick, 2008) (as cited in Waytz & Epley, 2012). When people's social needs are met, their resources for self-regulation and control are strengthened (Salvy, et

al., 2012). Being socially connected has also been found to reduce levels of depression and emotional/behavioral difficulties (Fraser & Pakenham, 2009). Social connection and social support promote feelings of belonging, care, and empowerment (Difulvio, 2011). Social connectedness provides an opportunity to collectively process and make sense of a specific group identity (Phelan, 1989). For many minority populations, feelings of disconnection may not stem from a specific event, but from a prolonged reality of feeling separate from others. This prolonged disconnection can become deeply internalized into one's identity (Difulvio, 2011). To combat this disconnection and subsequent pain, individuals must reclaim their identity by working toward an acceptance of their identity and a sense of pride in their sense of self. The intentional decision to combat the fear of one's disenfranchised status is facilitated through connections that help them connect to a collective identity and instill a sense of hope and purpose (Difulvio, 2011). The resiliency required to overcome feelings of marginalization demands strong coping resources. Given the tensions faced in their academic, personal, and social lives, international students often report feelings of isolation and heightened stress, but are also often more flexible in terms of making cultural adjustments, as the higher stakes involved means that they cannot afford to fail. (Chen & Bennett, 2012; Yan & Berliner, 2009). The role of personal characteristics, such as motivation, agency, and determination to thrive play a role and may have cultural underpinnings (Gu & Schweisfurth, 2006). Resilience is praised by American culture, but the drain and personal resources required to persist are not acknowledged as an unnecessary burden for these students. Social connection may facilitate resilience by providing a space for individuals to acknowledge their group's collective experience of discrimination so that individual members of that group do not blame themselves for their hardship (Wexler, 2009). It

is incredibly important to combat any additional sources of shame that individual's experiencing grief and loss of identity and safety experience.

Students who feel at home, who are well connected to fellow-students and teachers and who take part in extra-curricular activities are more likely to graduate (Severiens & Wolff, 2008). As international students' social circles may not have an in-depth understanding of their experience, colleges need to provide sufficient support in these areas.

Institutional Responses to International Student Adjustment and Resilience:

College Counseling

Despite the specific mental health needs of international students, a limited number of students seek helping resources (Russell et al., 2008). Yakushko, Davidson, and Sanford-Martens (2008) found that around 1.8% of enrolled international students used college counseling services during a 5-year period, and approximately 33% to 70% of international students terminated their treatment after the initial sessions. There is an extensive body of literature pointing out problems encountered by international students, however, only a few studies are devoted to college counseling interventions and practices to support adjustment (Elemo & Türküm, 2019). The overarching goal of research in this area should be to enhance international students' overall well-being and facilitate a trustworthy counseling environment where students are afforded culturally responsive mental health services (Kim, Oh & Mumbauer, 2019).

Responding to Discrimination in College Environments

International students often experience discrimination in and outside of the classroom. Instructors often perceive international students as less capable, reflected in direct conversations and grading standards (Dos Santos, 2019). International students also share experiences of being ridiculed and bullied because of their accent, as well as receiving racist messages telling students

to go back home, from their peers. Discrimination has sadly become engrained into the international student experience, as international students report negative learning experiences, stress, and difficulties, in particular, difficulties and stresses with discrimination due to skin color(s), nationality, place of origin, use of language, and status of international student at PWIs and HBCUs (Dos Santos, 2019). Culturally competent and responsive college counselors provide meaningful, empathetic support to combat this discrimination. Because college is a formative period when many students are searching and developing their self-concepts, facilitating their awareness and understanding of their racial and ethnic identity may be especially relevant international students (Berk, 2006). It may be useful to examine how the client developed these racial identity attitudes, clinicians may consider processing and normalizing their past and present experiences of racism or discrimination (Iwamoto & Liu, 2010).

Multicultural and Social Justice Counseling Competencies

The Multicultural and Social Justice Counseling Competencies (MSJCC) emphasize the ability of counselors to develop four competencies for working effectively with clients: attitudes and beliefs (self-awareness), knowledge, skills, and action (Ratts et al., 2015). These MSJCC are incredibly vital for college counselors, and there are many ways for counselors to engage with and grown in their cultural responsiveness/competency. For competency 1: attitudes and beliefs, it is imperative that counselors reflect on their personal beliefs (Kim, Oh, & Mumbauer, 2019). Critical self-reflection to understand one's initial reactions and assumptions about individuals and cultural group cultivates multiculturally competent attitudes. For competency 2: multicultural knowledge for working with international students, multicultural and socially conscious counselors should possess relevant knowledge regarding the impact of multiple cultural factors on clients' worldviews, life experience, and behaviors. Counselors must possess

sufficient knowledge of other cultures and the international student experience to be able to efficiently work with ethnocultural influences regarding help-seeking, stigma, language proficiency, and lack of knowledge about services. For competency 3: multicultural skills and interventions in session, counselors must be able to operationalize self-awareness and knowledge by addressing cultural factors in the counseling processes at the individual student level. They must demonstrate skills in initiating meaningful dialogues with clients about their cultural challenges, engaging clients in reflecting how the culture or system influences their well-being, broaching issues of diversity, providing psychoeducation, and normalizing experiences. For competency 4: actions for systemic-level change, college counselors must engage in advocacy for systemic changes (Kim, Oh, & Mumbauer, 2019; Kim et al., 2019). There are numerous ways that counselors can advocate for their students, including: contacting other university organizations (e.g., Office of International Scholars and Students, Office of New Student Orientation) to find ways to help international students, provide specific resources and guidelines for instructors to respond to the writings of international students, engaging in mentoring programs, creating social events in which international students are invited to share their culture through food and tradition, setting up regular appointments with academic advisers, creating a panel of international students to speak to their experience and answer student questions, forming online workshop designed to increase knowledge of common mental health concerns and available mental health services and to decrease mental health stigma, hiring multilingual counselors, developing volunteer programs to bring together international and domestic students, creating groups specifically for students who speak a certain language, and serving as a guest lecturer in classrooms (Kim, Oh, & Mumbauer, 2019, Kim et al., 2019).

Providing a multiculturally informed and responsive approach requires college counselors to be flexible and creative in their approach to outreach and services. College counselors may need to be proactive in the delivery of their services to international students, offer international student support groups, use culturally relevant services, and provide programming that addresses this population's unique vocational needs. College counseling centers can form small counseling outreach teams that hold information sessions, counseling seminars, and individual/group sessions in areas where international students often spend their time (e.g., dorms, multicultural student services, international student services, student health services (Crockett & Hayes, 2011). Outreach activities, workshops, and resources can be specifically tailored to address academic concerns among international students (e.g., language concerns, tips for participation for classroom discussions, study skills, time management, and test anxiety) (Kawamoto et al, 2018). Providing counseling services to international students in locations other than the college counseling center (e.g., in the college's international office, a coffee shop) might help destigmatize and increase the accessibility of counseling services (Tsai & Wong, 2012). College counselors can also increase utilization and accessibility of services by promoting and supporting therapeutic campus initiatives like campus-wide outreach programs such as Me Too Monologues and Denim Day (Glass, 2020).

Culturally responsive counseling in individual and group settings integrates approaches that help counselors address systemic concerns like power, marginalization, and privilege and their influence on clients' behavior and personal well-being (Frey, 2013). Cognitive-behavioral psychoeducational program can be effective in enhancing international students' adjustment (Elemo & Türküm, 2019). Utilizing aspects of RCT and CBT offers an integrative framework that comprises elements from behavioral, psychoanalytic, and postmodern paradigms (Crumb &

Haskins, 2017). Counselors can incorporate culturally informed facets of these theories into their work by increasing transparency in the diagnostic and assessment process, considering power in the therapeutic relationship, increasing relational validation, applying cognitive restructuring through relational resilience, incorporating mutual empathy, considering context, and influencing the broader environment (Crumb & Haskins, 2017).

Perceptions and Expectations

Important themes of an international student's higher education journey and college counseling experience are subjective and diverse. However, common themes of international student counseling needs tend to fall into the broad categories of their perceptions and expectations.

The perceived influence of social networks on the decision to seek counseling often plays a role in international students' lives. Trusted instructors, advisors, and friends often serve a powerful motivating force for international students' decisions to enter and remain in counseling (Liu et al., 2020). Perceived stigma is a major theme of international student counseling needs. Cultural and familial messages regarding stigma of seeking mental health services directly impact student help-seeking (Becker et al., 2018). International students can fear telling their family that they are utilizing counseling services due to stigma (Liu et al., 2020). Many international students received messages from their cultural groups that mental illness or internal struggles are signs of weakness or character flaws. Messages of shame and judgement highlight the stigma associated with meeting with a counselor. This stigma also leads many international students to believe that utilizing counseling services is only helpful for individuals experiencing extreme psychological distress (Li et al., 2013). Perceived cultural incompetence of counselors also represents a significant international student need (Liu et al., 2020). International students

often experience microaggressions, and even macroaggressions, in their counseling sessions. Counselors often disregard important cultural aspects of an international student's life experiences. Additionally, many counselors make unintentionally patronizing or shaming comments about international student's abilities. Perceptions of their counseling experience as a positive experience is clearly of the utmost importance in international student counseling needs as a primary goal. College counselors can provide psychoeducation about counseling to start the process of rapport building. Constructing trusting relationships is a vital component of reducing cultural mistrust (Liu et al., 2020).

International student expectations of counseling also present important themes in the context of their counseling needs. Many international students enter counseling with expectations of a medical model of counseling (Liu et al., 2020). A medical model of counseling, characterized by science, diagnosis, biology, medication, and advice-giving, through check-ups and treatment. International students often come into college counseling centers with numerous misconceptions about how mental health is supported and treated. Psychoeducation about the counseling process and flexibility to incorporate student needs and beliefs are important skills for college counselors to effectively serve international students and manage and meet expectations. International students from directive cultures generally hold more favorable impressions of counselors who adopted a directive style of counseling, so it can be very helpful for counselors to adjust directiveness appropriately to adapt to student's cultural expectations (Li & Kim, 2004; Pederson, 2016). International students' expectations of the counselor's background also play a role in their experience of counseling (Liu et al., 2020). Many international students prefer counselors with similar cultural backgrounds, life experiences, and language (Liu et al., 2020).

Honoring and Utilizing Student Faith and Spirituality in College Counseling

Upon arriving in a foreign country, international students search for a sense of security and belonging, and religion/spirituality often provides personal empowerment and a structured social system to meet their needs (Chai et al, 2012). During the process of cultural adjustment and corresponding experiences of acculturative stress, they often turn to their religion/spirituality for solace (Chai et al, 2012). Understanding the impact of acculturative stress and the possible adaptive coping associated with incorporating religion/spirituality could support improved culturally responsive care for international students (Philip et al., 2019). Religion/spirituality provides a sense of peace, encouragement, motivation, resilience, courage, perseverance, and hope as international students manage their acculturative stress. Research has shown that religion/spirituality positively influences international students sense of direction, sound thinking, ability to focus, and increased concentration (Philip et al., 2019). It helped them deal with educational system differences and pressures. The social impact of religion/spirituality helped participants develop a relationship with their higher power, deal with pressures related to relationships, and expand social support through involvement in spiritual communities. Culturally responsive counselors possess an understanding of spiritual/religious services and develop of a holistic worldview, including intellectual as well as emotional, spiritual, and physical development. Research has conveyed the importance of integrating religion/spirituality into counseling and wellness programs and introducing the availability of such activities during new student orientation (Philip et al., 2019).

College counselors and counselor educators must identify and understand their own values, beliefs, biases, and assumptions about religion/spirituality, leading to better recognition of the religious/spiritual needs of their clients. Counselors should improve knowledge about

diverse religious/spiritual traditions and worldviews through discussion forums; collaboration with international student services offices; and social exchanges between faculty, counselors, staff, and students (ASERVIC, 2009).

Social Connection and Group Counseling

Group counseling has shown to be effective when working with minority populations, as it allows for group validation of racial and gender-based experiences within the college environment (Bradley & Sanders, 2003). Group counseling can increase support networks, validate experiences, provide opportunities to create and adjust response and coping strategies, and offer potential lifelong skills for coping in foreign environments (Jones & Sam, 2018). In addition, group counseling serves as an intervention that is not only responsive to the collectivist culture of most international students but also responds to the increasing need for services in college counseling centers by serving multiple students at one time (Hunt, & Eisenberg, 2010). People who have common experiences of marginalization may benefit from shared validation of experiences (Jones & Sam, 2018). It is also important that group leaders utilize culturally informed intervention styles, such as consideration of clients' sociocultural and relational context in case conceptualization and attending to the impact of power in the therapeutic alliance (Jones & Sam, 2018).

Social interaction, self-expression, and seeking support are significant areas of challenge for international students who are trying to integrate into a new academic and cultural environment (Elemo & Türküm, 2019). Sometimes, having a supportive social environment may not guarantee adjustment by itself (Jones & Sam, 2018). International students can benefit from social support only if the social support they need matches the social support they are provided (Aldawsari, Adams, Grimes, & Kohn, 2018). Factors contributing to challenges in adjustment

may not be limited to external factors (e.g., language, cultural and academic environment), but also include individual factors (e.g., personal characteristics and personality traits, etc.) (Jones & Sam, 2018). International students' personality characteristics like social initiative, emotional stability, open-mindedness and cultural empathy were found to predict the adjustment levels of international students (Kağnıcı, 2012). Perceived cultural closeness to American culture may also have effects on the adjustment process. International students coming from Europe to the USA experienced relatively less acculturative stress in comparison to their peers from Asia, Central/Latin America and Africa (Yeh & Inose, 2003). Still, group-based psychological support systems are shown to improve the adjustment levels and psychological health of international students (Elemo & Türküm, 2019).

Evidence for Practice: Extant Knowledge Base and Remaining Needs

Senses of belonging, self-efficacy, connection, and positive mental health outcomes directly represent student success in their transition into American HEIs in the context of their academic, social, personal-emotional, and institutional adjustment. The current research base provides a good amount of information exploring the experience of international students, but there is yet to be an organized analysis to inform college counseling practice, leadership decision-making, resource allocation, and future research. This remaining need for strengthened support of effective interventions and theory formation to drive responsive adaptation is the driving purpose of this study. To this goal, a meta-analytic approach is utilized.

Meta-Analysis

Meta-analysis allows researchers to understand the results of a study in the context of other studies (Borenstein et al., 2009). It allows us to combine and use effect sizes to refine our understanding of the strength of the association between its variables and evaluate the statistical

significance of the summary effect (Slaney, Tafreshi, & Hohn, 2018). Meta-analysis is a form of data synthesis in which, instead of conducting surveys and studies, the researcher surveys the literature instead of surveying participants directly (Lipsey & Wilson, 2000).

Current Study

A meta-analysis was utilized to respond to the research questions as it allowed the study to assess the strength of evidence for adjustment and counseling. Specifically, its aims were to determine if an effect exists among different interventions, the magnitude and direction of these effects, and a summary estimate of the effects of counseling (Haidich, 2010). Meta-analysis provides an objective approach to understanding the utility of counseling for international students in the context of intentional interventions. Applying a meta-analysis for this study allows college counselors to compare and select treatments in support of evidence-based practice (Borenstein et al., 2009). Additionally, it serves to call attention to gaps in the literature and generate new questions/hypotheses for the field (Haidich, 2010). The inclusion, search, and coding procedures for the proposed meta-analysis were implemented using the Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols outlined by PRISMA-P (see Appendix A) (Shamseer et al., 2015). The PRISMA-P is a 17-item checklist designed to create a well-defined guideline for conducting systematic reviews and meta-analyses.

CHAPTER 3: METHODOLOGY

This chapter provides a thorough description of the proposed methodological design for conducting a meta-analysis exploring the transition experience and acculturation of international students into American HEIs. The chapter will begin by framing the purpose for this research followed by the philosophical underpinnings which guide the study's research questions. An introduction to the purpose of meta-analysis will be explored. The study's procedures and efforts to address internal and external validity will also be discussed.

Rationale

International college students represent a significant population in college setting. The experiences they have while transitioning to American college culture and pursuing success are worthy of being better understood and addressed. The transition into a college system is a difficult process, so colleges need to facilitate this transition and provide care for all students, especially international students who face additional barriers in this transition process.

International students' expectations and achievements are often overlooked in current academic culture society, so this study aims to provide a platform for their voices to be heard and brought to the forefront of college leadership attention and discussion. This study aims to highlight the experience of a vulnerable population to establish a deeper understanding of their needs and provide college counseling centers with a guide for effective interventions to respond to international student needs to help these students succeed.

The meta-analytic structure of this study addresses the inconsistency in operationalization and measurement of adjustment present in research in the college counseling field regarding international students (Chavoshi et al., 2017; Zhang & Goodson, 2011).

Philosophy

The philosophical worldview guiding this study is social constructivism, which believes that there is no universal truth (Hays & Singh, 2012). Multiple realities exist, as contextual factors inform individual realities and construct their real, subjective truth (Hays & Singh, 2012; Ponterotto, 2002). Therefore, the focus of each piece of data exploration is a focus on the social constructs of that study to provide a broader, deeper base of understanding of the human experience. Epistemology is an active process, as knowledge is formed through interactions between participant and researcher, with emphasis on the cultural contexts shared by the participant (Creswell, 2014). Every participant in each study examined provided their subjective interactions and truth which guide the sense- and meaning-making of their lives, which in turn guides our understanding of a collective experience (Hays & Singh, 2012; Ponterotto, 2002). This study assumes that there are countless perspectives with an unlimited amount of truth to be gathered toward the goal of a comprehensive, informed understanding of the international college student experience (Hays & Singh, 2012). By constructing a solid framework of understanding, flexibility allows for informed, dynamic approaches which can adapt to meet diverse student needs.

Research Questions

This study will address the following research questions.

RQ1: What adjustment outcomes are produced by college counseling interventions across modes in international student-client populations?

RQ2: Which college counseling intervention modes have the greatest impact on adjustment outcomes in international student-client populations?

Research Design

A meta-analytic technique was used to address the proposed research questions. Meta-analysis is a study design used to systematically assess previous research studies to derive concise, consolidated conclusions about an area of research (Haidich, 2010; Timulak, 2009). It was chosen to allow this study to analyze international student adjustment and well-being across all available intervention research. Compiling studies analyzing intervention effectiveness also allowed the present study to exhaustively explore each specific counseling intervention. This comprehensive examination of the research base allows the counseling field to form an enhanced understanding of international student concerns as well as highlighting areas of growth for the field regarding this vulnerable population. A meta-analytic approach is best suited to answer the study's research questions, which is focused on the broad spectrum of available counseling interventions. College counselors can utilize the meta-analysis data as a valuable tool to evaluate and refine their current approaches to their work with international students as they develop new programs and integrate effective interventions into their counseling styles.

The selection and coding procedures for the meta-analysis utilizes the Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols outlined by PRISMA-P (see Appendix A) (Shamseer et al., 2015). The PRISMA-P provides a 17-item guideline for conducting systematic reviews and meta-analyses. The 17-item checklist is separated into three sections: administrative information, introduction, and methods. The administrative section identifies the study's topic and method, author information, and sources of support or sponsors. The introduction provides a rationale for the study and study objectives. These areas address participants, interventions, and outcomes. The methods section begins by describing eligibility criteria and search strategies. Then, the section moves on to data management and collection.

From here, risk of bias in individual studies is addressed. Finally, data are synthesized, and strength of assessment is assessed.

Procedures

The following section describes the procedures utilized for the study in accordance with the PRISMA-P design. These procedures cover eligibility criteria, search strategies, and study records.

Eligibility Criteria

This study seeks to better understand how effectively college counseling interventions are responding to international student acculturative and mental health needs in the context of their adjustment and well-being. Therefore, only studies that explore the acculturative experiences or well-being of international students in American HEIs in the context of specific counseling interventions were considered. Intervention results needed to provide mental health or success-related outcomes. Mental health outcomes included personal well-being and emotional, cognitive, or behavioral experiences or expectations. Success outcomes included academic, social, personal-emotional, and institutional adjustment. Quantitative studies needed to include the sufficient data for each outcome variable to calculate effect sizes to meet eligibility requirements for this study (Borenstein et al., 2009). These studies included journal articles and dissertations. Additionally, studies were required be published in English to meet eligibility for this study.

Information Sources and Search Strategy

The first database utilized to collect studies was the American College Counseling Association's College Counseling & Psychological Services Knowledge Base. This knowledge base provides a comprehensive, annotated bibliography compilation of college counseling

articles from college counseling, counseling psychology, college health, college student development, and professional counseling literature from 1998-2017. The database reflects articles from 10 journals. The College Counseling & Psychological Services Knowledge Base separates its studies into 15 individual banks, as each of the five literatures contains three phases. Each phase contains a table of contents, which displays themes and subthemes. Initial searches in each phase began by exploring the annotated bibliographies under the sub-themes International Students or Specialized Populations. Every study's annotation was carefully read to decide if it warranted initial selection to be screened for eligibility. Once each study under the "International Students" or "Specialized Populations" sub-theme was examined, a search for the keyword "international" was used to explore any other study in the phase that could also be initial selected to be screened for eligibility. Sub-themes which also contained research regarding international student success and health were found under the sub-themes: Gender and Ethnicity, Counseling Interventions and Outcomes, Intake and Assessment with Diverse Populations. These screened articles were pulled by an outside assistant for assessment.

Additionally, the online database PsychInfo and Old Dominion University's OneSearch were utilized to explore published studies. Additional sources stemming from these databases provided a small number of studies from the ScienceDirect database. These databases were refined to present articles from 1998-2021 to fill in the gaps from the primary database. The key words "international student", "college counseling", and "intervention"/"therapy" were used in a Boolean search utilizing different operators to identify eligible articles. Initial eligibility was determined by reading the title and abstract of presented articles. Screened articles were pulled and assessed for inclusion criteria.

Study Records

Once all records were identified, they were put into a list to be screened if the title and available data indicated it met eligibility criteria. In total, 73 articles passed the screening stage. The full text of these 73 records were obtained, and each abstract was read to determine if it met requirements to move onto the next step of being assessed for eligibility. If an article met eligibility criteria, the full text was examined. A total of 16 full-text articles were assessed for eligibility. From these records, 5 studies met all inclusion criteria. A spreadsheet was created to organize studies by authors, title, interventions, experiential themes, and outcomes. The PRISMA-P flow diagram (Table 1) visually represents the search and selection process.

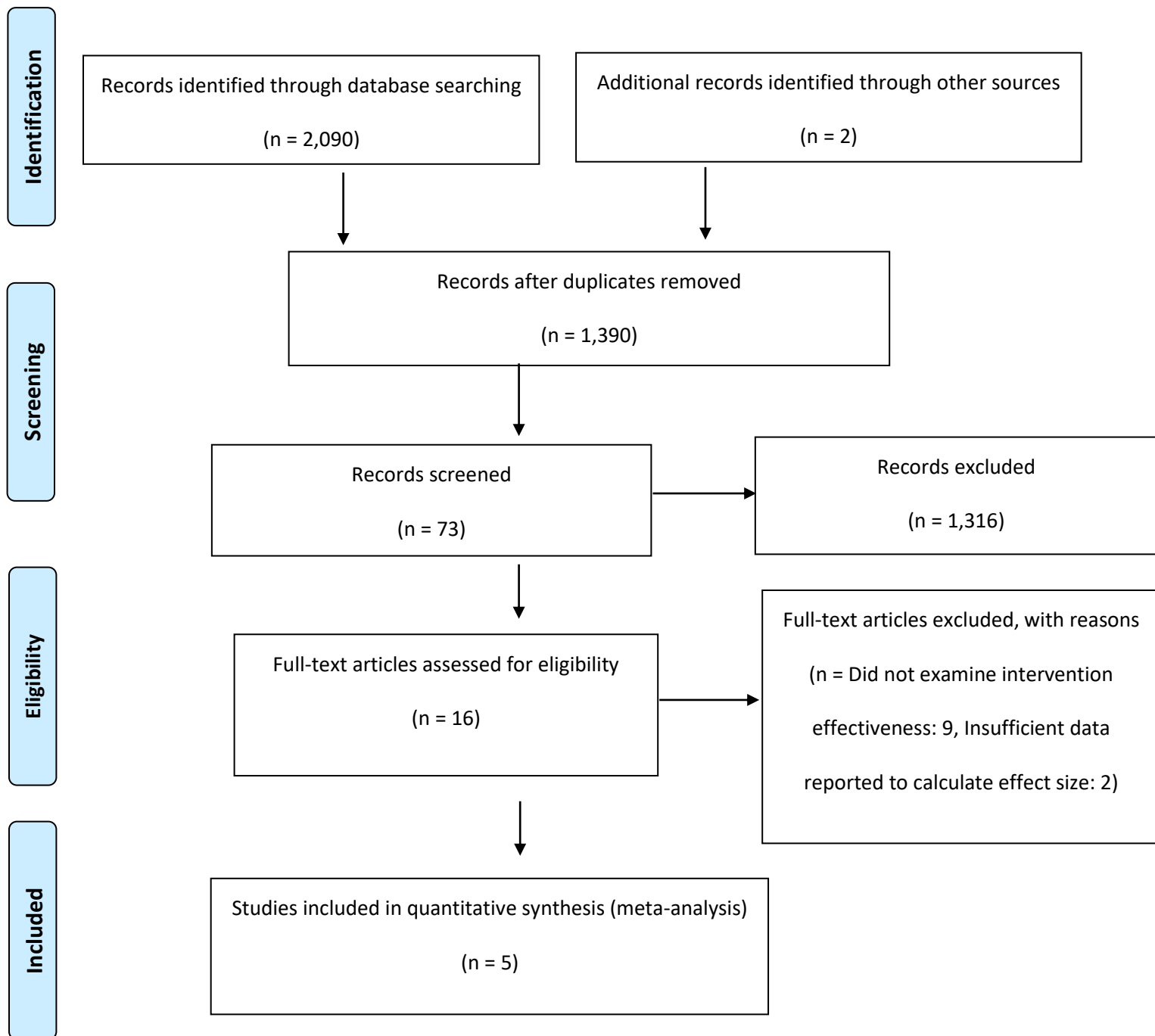
Data Analysis

For data analysis, data were sent to statistical software for analysis (Comprehensive Meta-Analysis – 3 software). To respond to smaller sample sizes and differing group sizes found in the utilized studies, Hedge's g was calculated to determine effect size (Lipsey & Wilson, 2001; Borenstein et al., 2009). A random-effect model was generated as the objective is to generalize results for international student populations and respond to a diverse spectrum of experiences. Random effects models were used to adapt to considerable diversity among studies because of both sampling error and true variability in population parameters (Riley et al., 2011). A random-effects meta-analysis model is important in this study because it allows effect sizes to vary across studies because of real differences in the treatment effect in each study due to subjective experiences and diverse institutional cultures and systems.

Figure 1



PRISMA-P Flow Diagram



CHAPTER 4: RESULTS

Introduction

This chapter explores the studies utilized and data synthesized from the current meta-analysis. It begins by describing the five studies in terms of research design and participant demographics. Next, intervention descriptions and effect sizes are presented. Finally, research questions and findings are discussed.

Utilized Studies

The meta-analysis was conducted using five studies exploring ten counseling interventions. These studies were selected as they met inclusion criteria and therefore provided counseling intervention outcomes for international students in the context of their wellbeing/mental health during their acculturation process. They provide a meaningful selection of research because they explore diverse interventions, in terms of content and engagement style. The counseling interventions included are expressive group counseling (EG), group speech therapy (GS), expressive group counseling and group speech therapy combined (EGGS), assertiveness training (AT), expressive writing (EW), assertiveness training and expressive writing combined (ATEW), delayed and immediate translated and modified acceptance and commitment bibliotherapy (ACTB-I/ACTB-D), art therapy, and acceptance and commitment therapy (ACT). The studies are presented in Table 1 and explored in chronological order.

Table 1*Intervention Group Demographics*

Author(s)	Intervention	<i>n</i>	Mean Age	Gender	Control Group	Country of Origin
Lee	EG, GS, EGGS	54	26.7	Female: 33 Male: 21	Control group	China: 2 Japan: 21 South Korea: 12 Malaysia: 2 Taiwan: 10 Thailand: 6 Vietnam: 1
Tavakoli et al.	AT, EW,	118	25.0	Female: 47 Male: 71	Control group	India: 12 China: 2 Middle East: 10 Unnamed: 6
Muto	ACTB-I, ACTB-D	70	23.6	Female: 44 Male: 26	No alternative control group (Waitlist- condition control group)	Japan: 70
Jung	Art Therapy	20	26.5	Female: 12 Male: 8	No control group	South Korea: 9 China: 7 Taiwan: 2 Japan: 1 Indonesia: 1
Xu	ACT	8	24.1	Female: 6 Male: 2	No control group	China: 8

Lee (2007) examined the effectiveness of expressive group counseling, group speech therapy, and expressive group counseling and group speech therapy combined. The study utilized a quasi-experimental pre-test/posttest control group research design. This study also filled a major gap in the literature, as “in formal research, utilizing any type of group work for international college students has been scarce” (Lee, 2007, p. 28).

Tavakoli et al. (2009) examined the effectiveness of assertiveness training, expressive writing, and assertiveness training and expressive writing combined. This study provided the largest sample from all the studies presented in this meta-analysis. The study was designed that interventions were conducted at the start of a semester, and assessments were conducted at baseline and at the end of the semester. Assertiveness training was identified as valuable in international student contexts as acculturative stress can be influenced by “difficulties in communicating one’s needs, disagreeing, declining requests, and determining with whom to share personal information, particularly in the North American academic setting” (Tavakoli et al., 2009, p. 594). Expressive writing is also perceived as valuable in work with international student as acculturative stress can be “reduced when one enhances awareness and the experience of one’s inhibited, negative feelings” (Tavakoli et al., 2009, p. 594). This study represented a gap in the literature, as both assertiveness training’s and expressive writing’s effectiveness for international students have not been studied in controlled research (Tavakoli et al., 2009).

Muto et al. (2011) examined the effectiveness of acceptance and commitment therapy bibliotherapy. The randomized groups had international students complete either 19 or 8-week long acceptance and commitment therapy bibliotherapy program. The analyses were conducted on three assessment occasions: pre, post, and follow-up. This study represented another major gap in the literature, as bibliotherapy is an important avenue to explore but there are no other studies that have used bibliotherapy with international students, and even few intervention studies of any kind (Muto et al., 2011).

Jung (2016) examined the effectiveness of art therapy. A pre-test/post-test group design was utilized to examine if art therapy can help facilitate international students’ process of acculturation into the host culture of the U.S. Multicultural art therapy was provided in a 4-week

program. Multicultural art therapy that acknowledges different perspectives and artistic traditions of diverse cultural groups provides a culturally sensitive intervention for international students, as it does not require verbal fluency and it can function as a universal method of communication and connection (Jung, 2016; Malchiodi, 2012; Pizarro, 2004).

Xu et al. (2020) examined the effectiveness of Acceptance and Commitment Therapy with Chinese international students. This study provided the smallest sample from all the studies presented in this meta-analysis. The study utilized a pre- and post-test design. The counseling intervention was provided by a mental health care professional with extensive training in ACT and these sessions were supervised by a board-certified clinical psychologist. The authors of this pilot study shared that the “high level of completion suggests that this intervention has excellent feasibility and acceptability” (Xu et al., 2020, p. 137).

Demographics

Demographic data from the five studies is described in Table 1. The five studies produced a total sample size of ($n=270$), consisting of females ($n=142$) and males ($n=128$), and experimental ($n=227$) and control ($n=43$) participants. The sample included students from: India ($n=52$), China ($n=36$), Japan ($n=92$), South Korea ($n=21$), Taiwan ($n=12$), Indonesia ($n=1$), Vietnam ($n=1$), Middle Eastern countries ($n=12$), and unnamed countries ($n=35$).

Summary Effect

Effect sizes for each study and intervention were computed to reflect the magnitude of treatment effect. These effect sizes are then combined to assess the consistency of the effect across the studies to compute a summary effect. This summary effect represents the impact of the counseling interventions, reflecting the relationship between these intentional interventions and international student well-being. In this meta-analysis, effect sizes were standardized so that

positive values represented positive student growth and acculturation, and negative values represented negative impacts for international students. As shown in Table 2, this results in effective interventions' effect sizes and limits falling right, and less effective interventions falling left. The forest plot displays each study's effect sizes and confidence intervals along with weight to express precision. These values synthesize the study's summary effect utilizing a random-effects model. A random-effect model was chosen because, due to diverse, subjective student realities and abilities, there may be different effect sizes underlying different cases. The studies exploring intervention effectiveness for international students share a common theme, so it makes sense to synthesize the information, and the effect sizes for different samples will be similar but not identical across studies (Borenstein et al., 2009).

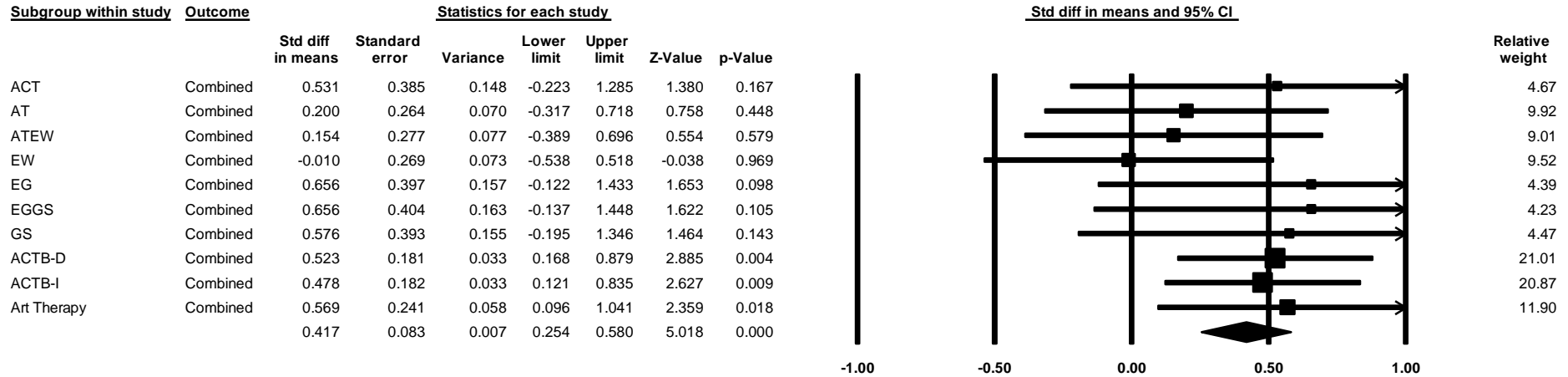
Under this random-effect model, the summary effect (point estimate) of interventions from the five utilized studies was 0.417 with a 95% confidence interval of 0.254 to 0.580. The Z -value is 5.018 and the p -value is $p < 0.001$. This indicates a small effect size, as international students who received and completed counseling interventions across modes increased in their well-being measures by 0.42 of a standard deviation with confidence intervals indicating the true study measure to fall in the range of 0.25 to 0.58 of a standard deviation.

The summary (pooled) intervention effect indicates that current interventions utilized to respond to international students' acculturation and wellbeing needs are positively impacting students. College counseling centers are beginning to respond directly to international students' mental health challenges by utilizing interventions that show a small relationship between them and student success. The high Z -score indicates that international students receiving intentional counseling interventions to address their unique needs significantly improved in their wellbeing measures compared to students who did not receive the interventions. The small effect size

indicates that college counseling centers are positively impacting international students' well-being during their acculturation process on a small magnitude using intentional interventions, but there is also room to grow and develop even more effective treatment approaches to their counseling work.

Table 2

Effectiveness of Counseling Interventions for International Students' Adjustment



Individual Intervention Effects

The summary effect addresses research question one by analyzing adjustment outcomes produced by college counseling interventions across modes in international student-client populations. Research question two is investigated by examining each specific intervention to determine which college counseling intervention modes have the greatest impact on adjustment outcomes in international student-client populations.

Expressive Group Counseling

Culturally sensitive groups are effective therapeutic and preventative interventions in college counseling centers for international college students to assist with cultural adjustment difficulties (Kincade & Kalodner, 2004; Yi, Lin, & Kishimoto, 2003). Group counseling fosters instillation of hope, universality, catharsis, altruism, and group cohesiveness (Yalom, 1995). Expressive group counseling allows individuals to share their experiences and process their internal world through creative and traditional methods in a safe and supportive setting to facilitate their growth and healing (Gladding, 2005). Expressive group therapy significantly reduces suppression of emotion and enhances emotional self-efficacy as well as constructing bonds of trust and support with other peers who serve as support resources (Classen & Spiegel, 2011).

Using data from one study and 27 subjects, the effect size of expressive group counseling was 0.656 with a 95% confidence interval of -0.122 to 1.433. This indicates a medium effect size, meaning expressive group counseling worked medium well for international students receiving it compared to international students who did not receive the intervention. The well-being outcome with the largest effect size was behavior problems ($g=0.913$). This meant that students improved by 0.913 of a standard deviation in this measure. College counseling centers

can respond largely well to international student behavior problems by utilizing expressive group counseling. The well-being outcome with the smallest effect size was communication competence ($g = 0.335$). This indicated that expressive group counseling shares a small relationship with communication competence as it helped students improve in this area by 0.335 standard deviations. Expressive group counseling also produced a medium effect size for students' internalizing problems ($g = 0.639$). The magnitude of this effect size indicates that college counselors can use expressive group counseling to respond to international students who present with a need for managing internalizing problems as they experience acculturative stress. Expressive group counseling's significant, large overall effect size and small to medium effect sizes in corresponding wellbeing measures indicates that it can serve as a powerful intervention when working with international students. College counseling centers can utilize components of expressive group counseling to provide culturally responsive care to international students.

Table 3*Expressive Group Counseling (EG) Measures*

Adjustment Outcome	EG Pre-Mean (Pre-SD)	EG Post-Mean (Post-SD)	EG <i>n</i>	Control Pre-Mean (Pre-SD)	Control Post-Mean (Post-SD)	Control <i>n</i>	Effect Size (Hedges <i>g</i>)
Behavior Problems	53.71 (6.45)	48.78 (6.96)	14	56.07 (9.35)	59.15 (9.91)	13	0.913
Communication Competence	136.28 (15.57)	141.71 (16.67)	14	130.07 (18.04)	127.92 (24.33)	13	0.355
Internalizing Problems	56.35 (9.62)	51.64 (7.76)	14	58.69 (10.29)	60.07 (10.62)	13	0.639

Group Speech Therapy

Speech therapy helps individuals articulate sounds clearly, understand difficult aspects of language, and increase their overall language fluency (Lee, 2007). Traditional speech therapy methods would have students work on specific phonemes as speech pathologists allow students to mirror them, teach tongue and mouth placements and shapes, encourage them to make their own words, and practicing conversations. Group speech therapy incorporates aspects of group and individual work. Exercises can be offered through computer modules. Homework and open discussion along with structured interventions covering different forms of communication and societal/contextual factors of speech all play a role in a group speech therapy space (Lee, 2007).

Using data from one study and 26 subjects, the effect size of group speech therapy was 0.576 with a 95% confidence interval of -0.195 to 1.346. This indicates a medium effect size, meaning it works medium well for responding to international student mental health and acculturative needs compared to students who did not receive the intervention. The well-being outcome with the largest effect size was behavior problems ($g=0.661$). The well-being outcome with the smallest effect size was communication competence ($g=0.497$). Group speech therapy also produced a medium effect size for internalizing problems ($g=0.517$). Group speech therapy helped students improve on all measures by about half a standard deviation. With the intervention working medium well for wellbeing measures, college counseling centers could benefit from incorporating group speech therapy into their treatment offerings specifically for international students.

Table 4*Group Speech Therapy (GS) Measures*

Adjustment Outcome	GS Pre-Mean (Pre-SD)	GS Post-Mean (Post-SD)	GS <i>n</i>	Control Pre-Mean (Pre-SD)	Control Post-Mean (Post-SD)	Control <i>n</i>	Effect Size (Hedges <i>g</i>)
Behavior Problems	54.29 (9.65)	50.64 (9.84)	14	56.07 (9.35)	59.15 (9.91)	13	0.661
Communication Competence	136.28 (15.57)	141.71 (16.67)	14	130.07 (18.04)	127.92 (24.33)	13	0.497
Internalizing Problems	56.35 (9.62)	51.64 (7.76)	14	58.69 (10.29)	60.07 (10.62)	13	0.517

Expressive Group Counseling and Group Speech Therapy

Expressive group counseling and group speech therapy combined incorporates aspects of the interventions described previously. It is important that students engaging in this combined intervention receive a break between components to allow them time to relax and transition mentally into their new setting.

Using data from one study and 26 subjects, the effect size of expressive group counseling and group speech therapy combined was 0.656 with a 95% confidence interval of -0.137 to 1.448. This indicates a medium effect size, meaning that the combined intervention worked medium well for working with international students compare to students who did not receive the intervention. This medium relationship between the combined approach and students' wellbeing indicates this intervention may be an effective, responsive approach. The wellbeing outcome with the largest effect size was behavior problems ($g=0.886$). This large effect size indicates the intervention's usefulness for college counselors in their work with international students. The well-being outcome with the smallest effect size was communication competence ($g=0.281$). This small effect size means that college counselors utilizing this approach could benefit from supplementing other techniques to respond to international student challenges in their communication competence. Expressive group counseling and group speech therapy also produced a medium to large effect size for internalizing problems ($g=0.738$). College counselors can take intentional steps in addressing international student internalizing problems as they experience the challenges associated with their acculturation process.

Table 5*Expressive Group Counseling and Group Speech Therapy (EGGS) Combined Measures*

Adjustment Outcome	EGGS Pre-Mean (Pre-SD)	EGSG Post-Mean (Post-SD)	EGGS <i>n</i>	Control Pre-Mean (Pre-SD)	Control Post-Mean (Post-SD)	Control <i>n</i>	Effect Size (Hedges <i>g</i>)
Behavior Problems	59.53 (8.12)	54.46 (7.77)	13	56.07 (9.35)	59.15 (9.91)	13	0.886
Communication Competence	118.46 (9.10)	121.53 (7.5)	13	130.07 (18.04)	127.92 (24.33)	13	0.281
Internalizing Problems	63.69 (9.12)	57.15 (10.17)	13	58.69 (10.29)	60.07 (10.62)	13	0.738

Assertiveness Training

Assertiveness training helps students develop the skills to “question authority, criticize others’ work, express differing opinions, negotiate roles in teaching or research, decline excessive requests, and decide what personal concerns can be shared and with whom” (Tavakoli et al., 2009, p. 590). Assertiveness training promotes multicultural competence in international students without assuming mental health concerns and can be provided in different spaces around a HEI campus (Tavakoli et al., 2009). Assertiveness skills are linked to increased self-esteem and personal power, and decreased anxiety, depression, and negative thoughts (Shimizu et al., 2004).

Using data from one study and 58 subjects, the effect size of assertiveness training was 0.200 with a 95% confidence interval of -0.317 to 0.718. This indicates small effect size. Compared to students who did not receive assertiveness training, assertiveness training resulted in a small effect in responding to acculturative challenges with students only improving 0.20 of a standard deviation. Although assertiveness training overall produced a small effect size, it did produce a medium effect size in its response to students’ negative affect ($g=0.668$). This 0.668 of a standard deviation improvement indicates that aspects of assertiveness training can be utilized by college counselors to help international students address negative affect concerns. The well-being outcomes with the smallest effect sizes were acculturative stress and homesickness ($g=0.001$). Assertiveness training produced small effect sizes for all other outcome measures (see table 3). Assertiveness training producing small effect sizes for perceived hate, discrimination, fear, guilt, and physical symptoms, positive affect, acculturative stress and homesickness means that it should not be recommended for work with international students as it is not an effective, multiculturally responsive counseling intervention for this student population.

Table 6*Assertiveness Training (AT) Measures*

Adjustment Outcome	AT Pre-Mean (Pre-SD)	AT Post-Mean (Post-SD)	AT <i>n</i>	Control Pre-Mean (Pre-SD)	Control Post-Mean (Post-SD)	Control <i>n</i>	Effect Size (Hedges <i>g</i>)
Acculturative Stress	2.74 (0.90)	2.60 (1.04)	28	2.60 (0.84)	2.46 (0.77)	30	0.001
Perceived Discrimination	2.21 (0.81)	2.10 (0.78)	28	2.43 (0.81)	2.17 (0.74)	30	0.195
Perceived Fear	2.28 (0.94)	1.93 (0.75)	28	2.28 (0.85)	2.15 (0.80)	30	0.280
Guilt	2.25 (1.06)	2.14 (0.96)	28	2.00 (1.40)	2.07 (1.09)	30	0.173
Perceived Hate	2.24 (0.74)	2.10 (0.78)	28	2.29 (0.86)	2.25 (0.82)	30	0.123
Homesickness	3.10 (0.77)	2.89 (0.16)	28	3.12 (0.97)	2.91 (0.83)	30	0.001
Negative Affect	2.23 (0.78)	2.00 (0.56)	28	2.02 (0.69)	2.18 (0.59)	30	0.668
Physical Symptoms	7.25 (4.25)	5.62 (3.52)	28	6.52 (5.12)	5.59 (4.28)	30	0.176
Positive Affect	3.28 (0.65)	3.32 (0.55)	28	3.48 (0.69)	3.42 (0.65)	30	0.163

Expressive Writing

Expressive writing allows individuals to privately write about their thoughts and experiences and has been found to reduce stress and improve health (Frattaroli, 2006).

Expressive writing allows for the awareness, experience, and processing of emotions which is evolutionarily adaptive across cultures because emotions provide important information about an individual's environment, self, and motivations (Lazarus, 1991). International students can personally control and interact with their disclosure of emotionally difficult experiences related to families and relationships, academic stress, finances, and mental health difficulties (Tavakoli, 2009). As many international students, particularly those from collectivistic cultures, may not be accustomed to interventions that focus on emotional awareness and expression and properly equipped to personally manage the experience, college counseling centers should offer the opportunity for direction or feedback.

Using data from one study and 56 subjects, the effect size of expressive writing was -0.010 with a 95% confidence interval of -0.538 to 0.518 . This indicates a small, negative effect size. Compares to students who did not receive expressive writing as an intervention, expressive writing resulted in a 0.01 decrease of a standard deviation increase in overall well-being, indicating a potentially harmful intervention. The well-being outcome with the largest effect size was positive affect ($g=0.635$). The wellbeing outcome with the smallest effect size was negative affect ($g= -0.017$). This negative effect size indicates that expressive writing negatively impacted students' wellbeing in the dimension of their negative affect. As presented in Table 7, expressive writing also negatively impacted international student's feeling of fear, guilt, hate, homesickness, and negative affect and produced small effect sizes. Although these aspects produced small effect sizes, it is important to note that decreased well-being in multiple areas indicates that

expressive writing may not be a culturally responsive approach to international student mental health. The small effect sizes of acculturative stress ($g=0.105$) and physical symptoms ($g=0.069$) indicate that expressive writing did help students improve in these areas by around 0.1 standard deviations; these factors along with its effectiveness in positive affect influence its overall effectiveness and college counselors should be intentional, observant, and flexible if they incorporate aspects of expressive writing into their care for international students. Counselors can use this data to adapt their approaches to make sure that if expressive writing must be used, the intervention is supplemented with other interventions.

Table 7*Expressive Writing (EW) Measures*

Adjustment Outcome	EW Pre-Mean (Pre-SD)	EW Post-Mean (Post-SD)	EW <i>n</i>	Control Pre-Mean (Pre-SD)	Control Post-Mean (Post-SD)	Control <i>n</i>	Effect Size (Hedges <i>g</i>)
Acculturative Stress	2.77 (0.86)	2.54 (0.92)	26	2.60 (0.84)	2.46 (0.77)	30	0.105
Perceived Discrimination	2.53 (0.67)	2.46 (0.93)	26	2.43 (0.81)	2.17 (0.74)	30	0.225
Perceived Fear	2.15 (0.81)	2.18 (0.93)	26	2.28 (0.85)	2.15 (0.80)	30	-0.183
Guilt	2.13 (0.94)	2.31 (0.91)	26	2.00 (1.40)	2.07 (1.09)	30	-0.107
Perceived Hate	2.08 (0.52)	2.20 (0.81)	26	2.29 (0.86)	2.25 (0.82)	30	-0.193
Homesickness	2.95 (0.79)	3.13 (0.81)	26	3.12 (0.97)	2.91 (0.83)	30	-0.469
Negative Affect	1.83 (0.56)	2.10 (0.66)	26	2.02 (0.69)	2.18 (0.59)	30	-0.017
Physical Symptoms	6.84 (3.72)	6.19 (3.64)	26	6.52 (5.12)	5.59 (4.28)	30	0.069
Positive Affect	3.19 (0.66)	3.64 (0.62)	26	3.48 (0.69)	3.42 (0.65)	30	0.635

Assertiveness Training and Expressive Writing

Assertiveness training and expressive writing combined utilize the aspects previously mentioned. The combination can be effective for international students as the stressful experiences explored in expressive writing often involve relational challenges, and assertiveness training addresses communication difficulties (Tavakoli, 2009). Having a space to process and practice skills and experiences can work together to promote student relational success and wellbeing.

Using data from one study and 54 subjects, the effect size of assertiveness training and expressive writing was 0.154 with a 95% confidence interval of -0.389 to 0.696. This indicates a small effect size. This means that compared to students who did not receive the interventions of assertiveness training and expressive writing combined, student who received the treatment increased in their wellbeing measure by 0.154 standard deviations. Although the combined intervention produced a small overall effect size, it did produce a large effect size in the measure of students' experience of homesickness ($g=0.953$). The combined treatment helped international students improve in this measure by almost a full standard deviation. Therefore, in treatment specifically targeted for reducing or resolving homesickness with international students, incorporating aspects of assertiveness training and expressive writing can be an effective way for college counseling centers to address this common component of the acculturation process. The well-being outcome with the smallest effect size was negative affect ($g=-0.016$). This small, negative effect size indicates that while the combined intervention produces a very small effect on negative affect, it still may negatively impact an international student in this area of their health. Assertiveness training and expressive writing produced a medium to large effect size on student guilt ($g=0.708$). This means that the combined intervention helped students improve in

reducing or resolving their feeling of guilt by 0.708 of a standard deviation. College counseling centers can attempt to address international students feeling of guilt as they navigate their acculturation journey by intentionally utilizing aspects of assertiveness training and expressive writing. The intervention negatively impacted students' feelings of perceived discrimination, perceived hate, and positive affect (see Table 8). The effect sizes for these aspects of perceived discrimination, perceived hate, and positive affect all fell into the small magnitude size range. Therefore, college counselors should be intentional and responsive to international students' needs and additional challenge if utilizing aspects of this intervention.

Table 8*Assertiveness Training and Expressive Writing (ATEW) Measures*

Adjustment Outcome	ATEW Pre-Mean (Pre-SD)	ATEW Post-Mean (Post-SD)	ATEW <i>n</i>	Control Pre-Mean (Pre-SD)	Control Pre-Mean (Post-SD)	Control <i>n</i>	Effect Size (Hedges <i>g</i>)
Acculturative Stress	2.97 (0.86)	2.76 (0.66)	24	2.60 (0.84)	2.46 (0.77)	30	0.095
Perceived Discrimination	2.22 (0.76)	2.26 (0.76)	24	2.43 (0.81)	2.17 (0.74)	30	-0.395
Perceived Fear	2.29 (0.72)	2.03 (0.77)	24	2.28 (0.85)	2.15 (0.80)	30	0.163
Guilt	2.29 (1.00)	1.58 (1.08)	24	2.00 (1.40)	2.07 (1.09)	30	0.708
Perceived Hate	2.08 (0.77)	2.15 (0.76)	24	2.29 (0.86)	2.25 (0.82)	30	-0.137
Homesickness	3.25 (0.91)	2.29 (0.70)	24	3.12 (0.97)	2.91 (0.83)	30	0.953
Negative Affect	1.97 (0.67)	2.12 (0.64)	24	2.02 (0.69)	2.18 (0.59)	30	-0.016
Physical Symptoms	6.44 (4.61)	5.43 (4.65)	24	6.52 (5.12)	5.59 (4.28)	30	0.018
Positive Affect	3.52 (0.79)	3.48 (0.74)	24	3.48 (0.69)	3.42 (0.65)	30	-0.029

Acceptance and Commitment Bibliotherapy (Immediate)

ACT uses acceptance and mindfulness strategies, and commitment and behavioral activation strategies to increase psychological flexibility (Hayes et al., 2006). Bibliotherapy offers a way for psychoeducational text to be translated and culturally modified to be culturally responsive to multicultural student needs (Muto et al., 2011). Bibliotherapy allows for self-paced exploration and processing as students work through their workbook. Self-help materials can provide affordable psychological assistance for specific conditions if students are also actively involved in behavior change (Johnson & Sandhu, 2006; Redding et al., 2008). Translating and culturally modifying an existing ACT bibliotherapy workbook into Japanese and altering aspects to better represent Japanese culture and values provides a more culturally responsive intervention to Japanese international students (Muto et al., 2011).

Participants in the ACTB-I treatment were part of a 19-week long intervention. They had 19 weeks to engage with an ACT workbook as well as interact with other participants in the immediate condition through an online message board. Using data from one study and 35 subjects, the effect size of translated and modified acceptance and commitment bibliotherapy (Immediate) was 0.478 with a 95% confidence interval of 0.121 to 0.835. This indicates a medium effect size, meaning a medium magnitude of strength of the relationship between international student adjustment and this intervention. The intervention resulted in a large effect size in the specific dimension of distress ($g=1.003$). This indicates that the intervention helped students increase in this wellbeing measure by a full standard deviation. College counselors attending to international student distress can incorporate aspects of this intervention to respond to this student concern. The well-being outcome with the smallest effect size was depression ($g=0.143$). Translated and modified acceptance and commitment bibliotherapy (Immediate) also

produced a small effect size for anxiety and stress (see Table 9 below). These small effect sizes represent the small relationship between the intervention and international student wellbeing in these dimensions of depression, anxiety, and distress. College counselors developing treatment plans to address these mental health concerns could benefit from utilizing different or eclectic approaches when attempting to address them. The intervention also produced a medium effect size for psychological flexibility, meaning the intervention worked medium well for addressing this area.

Table 9

Translated and Modified Acceptance and Commitment Bibliotherapy (Immediate)

Adjustment Outcome	Pre-Mean (Pre-SD)	Post-Mean (Post-SD)	<i>n</i>	Effect size (Hedges' <i>g</i>)
Anxiety	15.83 (8.06)	13.63 (6.95)	35	0.284
Depression	13.20 (7.90)	12.07 (7.55)	35	0.143
Distress	14.71 (5.68)	9.59 (3.68)	35	1.003
Psychological Flexibility	40.49 (6.95)	44.70 (8.85)	35	0.510
Stress	17.71 (7.69)	14.67 (7.25)	35	0.397

Acceptance and Commitment Bibliotherapy (Delayed)

Translated and modified acceptance and commitment bibliotherapy (Delayed) is a 8-week bibliotherapy course, compared to the 19-week (Immediate) bibliotherapy engagement. Participants in the ACTB-D treatment had 8 weeks to engage with an ACT workbook and message-board communication with other condition participants.

The effect size of translated and modified acceptance and commitment bibliotherapy (Delayed) was 0.523 with a 95% confidence interval of 0.168 to 0.879. This indicates a medium effect size, meaning it worked medium well as an intervention to respond to international student needs. The well-being outcome with the largest effect size was distress ($g=0.814$). This large relationship between the variables suggest that college counselors can benefit from utilizing aspects of this intervention to respond to international student distress. The intervention resulted in small effect sizes for psychological flexibility ($g=0.349$) and depression ($g=0.355$). This small magnitude of effect means college counselors working with these areas who utilize this intervention may provide more complete care for their international students by supplementing their work with other interventions to target these growth areas. Translated and modified Acceptance and Commitment Bibliotherapy (Delayed) also produced a medium effect sizes for anxiety ($g=0.530$) and stress ($g=0.511$). With the intervention helping students improve by half a standard deviation in these measures, it may be helpful for college counselors to utilize aspects of this intervention as they help support international student mental health during their acculturation process.

Table 10

Translated and Modified Acceptance and Commitment Bibliotherapy (Delayed)

Adjustment Outcome	Pre-Mean (Pre-SD)	Post-Mean (Post-SD)	<i>n</i>	Effect size (Hedges' <i>g</i>)
Anxiety	14.11 (7.79)	9.92 (7.66)	35	0.530
Depression	12.51 (9.32)	9.42 (7.35)	35	0.355
Distress	13.51 (5.36)	9.33 (4.59)	35	0.814

Adjustment Outcome	Pre-Mean (Pre-SD)	Post-Mean (Post-SD)	<i>n</i>	Effect size (Hedges' <i>g</i>)
Psychological Flexibility	43.37 (8.52)	46.42 (8.59)	35	0.349
Stress	16.00 (8.43)	11.67 (8.14)	35	0.511

Art Therapy

Art therapy allows an individual to engage in a creative outlet to express themselves and their experiences through a universal language for discussion, analysis, and self-evaluation (Case & Dalley, 1992; Jung, 2016). According to Malchiodi (2012), individuals can achieve insight, decrease emotional disturbances or trauma, resolve conflicts and issues, and enhance their psychological health through art therapy. The focus of art therapy is not an individual's artistic talent, but instead the emotions the client expresses through the process and the meaning they find and represent in their expression (Malchiodi, 2012). In group art therapy, the leader must foster and model nonjudgement, trust, focus, and freedom as members construct their own journeys as well as the connections between one another (Jung, 2016). Group members should feel supported as they experience the present moment and connect with their past while they playfully and intentionally engage with their art (Jung, 2016). Creative arts in counseling can energize clients by helping them connect with positive dimensions of themselves while facilitating a new sense of self, which can be preventative as well as remedial in a counseling context (Gladding, 2005).

The effect size of art therapy was 0.569 with a 95% confidence interval of 0.096 to 1.041. This indicates a medium effect size, meaning it worked medium well in aiding student wellbeing.

The well-being outcome with the largest effect size was social interaction ($g=0.586$). The well-being outcome with the smallest effect size was emotional well-being ($g=0.494$). Art therapy also produced a medium effect size for the international students' adaptation ($g=0.558$). With the intervention helping students improve by around half a standard deviation in these measures, art therapy can be viewed positively by college counselors as a promising approach in their work with international students.

Table 11

Art Therapy Measures

Adjustment Outcome	Pre-Mean	Post-Mean	Paired Groups t -value	n	Effect size (Hedges' g)
Social Interaction	2.85	3.28	-2.60	35	0.558
Emotional Well-being	3.03	3.35	-2.30	35	0.494
Adaptation	3.08	3.73	-2.73	35	0.586

Acceptance and Commitment Therapy

Acceptance and Commitment Therapy (ACT) conceptualizes psychopathology as excessive or improper regulation of behavior that is inconsistent with what the environment affords relevant to chosen values and goals (Hayes et al., 2006). ACT describes psychological inflexibility as the interaction of dominance of the conceptualized past and feared future, lack of values clarity, inaction/impulsivity/avoidant persistence, attachment to the conceptualized self, cognitive fusion, and experiential avoidance (Hayes et al., 2006). ACT addresses these core

problems with the general goal of increasing psychological flexibility which is "the ability to contact the present moment more fully as a conscious human being, and to change or persist in behavior when doing so serves valued ends" (Hayes et al., 2006, p. 7). ACT develops an individual's areas of contact with the present moment, acceptance, values, cognitive defusion, self as context, and committed action (Hayes et al., 2006). ACT applies mindfulness and acceptance processes and commitment and behavior change processes to support psychological flexibility and resolve psychological barriers (Hayes et al., 2006).

Using data from one study and eight subjects, the effect size of Acceptance and Commitment Therapy (ACT) was 0.531 with a 95% confidence interval of -0.223 to 1.285. This indicates a medium effect size, meaning ACT works medium well as a counseling intervention for international students' mental health. This effect size provides a measure for the magnitude of the experimental effect, as a larger effect size indicates a stronger relationship between the variables (McLeod, 2019). The well-being outcome with the largest effect size was stress ($g=0.773$), which meant that students improved by 0.773 of a standard deviation. Cohen's (1977, 1988) guidelines for magnitude of effect sizes state that effect sizes less than or equal to .20 represent a small effect, effect sizes equal to .50 represent a medium effect, and effect sizes greater than or equal to .80 represent a large effect. Therefore, ACT shows a medium to large effect size in its relationship to treating student stress. This effectiveness indicates that incorporating ACT aspects when working with an international student experiencing elevated levels of stress can be an effective therapeutic approach. The wellbeing outcome with the smallest effect size was psychological flexibility ($g=0.025$). ACT only facilitates student improvement by 0.025 of a standard deviation and indicates a very small effect. When working with international students who expresses specific needs for increased psychological flexibility,

ACT may not be the best counseling intervention and a college counselor could utilize a more culturally responsive approach in their therapy. ACT produced a medium effect size for anxiety ($g=0.497$) and depression ($g=0.671$). With ACT helping students improve by around half a standard deviation in these mental health areas, college counselors can incorporate ACT into their treatment when working with international students who exhibit anxiety and depression concerns during their acculturative process.

Table 12

Acceptance and Commitment Therapy (ACT) Measures

Adjustment Outcome	Pre-Mean (Pre-SD)	Post-Mean (Post-SD)	<i>n</i>	Effect size (Hedges' <i>g</i>)
Anxiety	7.13 (3.56)	4.75 (4.71)	8	0.497
Depression	5.75 (4.53)	2.75 (2.89)	8	0.671
Physical Symptoms	7.13 (5.22)	4.88 (4.97)	8	0.392
Psychological Flexibility	21.69 (6.91)	21.50 (6.35)	8	0.025
Stress	8.25 (4.33)	4.75 (3.62)	8	0.773

Adjustment Themes: Transition and Resiliency Factors Across Modes

When analyzing compiled data across modes, current college counseling practices are directly responding to international student adjustment areas. Each individual measure represents a facet of an adjustment theme for international students. It is important to note that while the

following areas of adjustment and measure are grouped, every construct interacts with each other to contribute to a student's well-being and functioning.

In the area of academic adjustment and academic self-efficacy, college counseling centers address student psychological flexibility, stress, and adaptation. In the area of social adjustment and social self-efficacy, college counseling centers address student behavior problems, social interaction, and communication competence. In the area of personal-emotional adjustment and emotional intelligence, college counseling centers address student internalizing problems, emotional well-being, depression, anxiety, distress, affect, physical symptoms, fear, and guilt. In the area of institutional adjustment and belonging/mattering, college counseling centers address student perceived discrimination, homesickness, perceived hate, acculturative stress.

Complied Data

As a tool for college counselors, effect sizes from all interventions are presented in Table 13 below. For counselors working with international students presenting a specific presenting concern, they can make subjective decisions on suitable effect sizes and tailor their work to respond to presented student challenges. While the outcomes are separated into individual adjustment themes, it is important to note that these groupings are not absolute, and each outcome can play a role in addressing multiple adjustment areas.

Table 13*Intervention Outcomes in Adjustment Context*

Adjustment Outcome	EG	GS	EGGS	AT	EW	ATEW	ACTB-I	ACTB-D	Art	ACT
Academic Adjustment										
Psychological Flexibility	--	--	--	--	--	--	.51	.35	--	.03
Adaptation	--	--	--	--	--	--	--	--	.56	--
Social Adjustment										
Behavior Problems	.91	.67	.89	--	--	--	--	--	--	--
Social Interaction	--	--	--	--	--	--	--	--	.59	--
Communication Competence	.36	.50	.29	--	--	--	--	--	--	--
Personal Emotional Adjustment										
Internalizing Problems	.64	.52	.78	--	--	--	--	--	--	--
Emotional Well-being	--	--	--	--	--	--	--	--	.50	--
Depression	--	--	--	--	--	--	.14	.36	--	.67
Anxiety	--	--	--	--	--	--	.28	.53	--	.50
Stress	--	--	--	--	--	--	.40	.51	--	.77
Positive Affect	--	--	--	.16	.64	-.03	--	--	--	--
Negative Affect	--	--	--	.67	-.02	-.02	--	--	--	--
Physical Symptoms	--	--	--	.18	.07	.02	--	--	--	.40

Adjustment Outcome	EG	GS	EGGS	AT	EW	ATEW	ACTB-I	ACTB-D	Art	ACT
Distress	--	--	--	--	--	--	1.00	.81	--	--
Fear	--	--	--	.28	-.18	.16	--	--	--	--
Guilt	--	--	--	.17	-.12	.71	--	--	--	--
Institutional Adjustment										
Perceived Discrimination	--	--	--	.20	.23	.10	--	--	--	--
Homesickness	--	--	--	.001	-.50	.95	--	--	--	--
Perceived Hate	--	--	--	.12	-.19	-.14	--	--	--	--
Acculturative Stress	--	--	--	.001	.12	.10	--	--	--	--

Research Questions and Findings

The results from the meta-analysis provide insight into the future of college counseling centers' approaches to working with international students. The results of the research questions provide valuable information into addressing culturally responsive care concerns.

Research Question One

Research question one asked "What adjustment outcomes are produced by college counseling interventions across modes in international student-client populations?" Conducting a meta-analysis using a random-effects model, the summary effect (point estimate) of counseling interventions across modes was 0.417 with a 95% confidence interval of 0.254 to 0.580. The Z-value is 5.018 and the p -value is $p < 0.001$. This indicates a small effect size, as international

students who received and completed counseling interventions across modes increased in their well-being measures by 0.41 of a standard deviation with confidence intervals indicating the true study measure to fall in the range of 0.25 to 0.58 of a standard deviation.

The interventions that resulted in the least positive growth, and in many cases fostered negative adjustment outcomes, were assertiveness training, expressive writing, and assertiveness training and expressive writing combined. These findings are not especially surprising, as assertiveness training and expressive writing exemplify interventions that are not culturally responsive. Assertiveness is praised in U.S. contexts, but in many other cultures is not seen as a positive trait (Tavakoli et al., 2009). U.S. college counseling centers must avoid ethnocentric practices and values, but instead be understanding and open to the diverse value-sets and practices of their international students. Expressive writing in the U.S. also asks international students to write in a language that is not their primary language. Culturally responsive interventions in college counseling centers allow international students to explore their experiences in their native language and through the lens of their subjective, culturally informed characteristics and interpretations.

Research Question Two

Research question two asked, “Which college counseling intervention modes have the greatest impact on adjustment outcomes in international student-client populations?” For international students experiencing adjustment difficulties, language difficulties, general mental health and overall functioning challenges, difficulties coping with stress, difficulties engaging more congruently with personal values, and immigration-related stressors, the interventions that produced the largest and statistically significant results for serving as effective treatments were translated and modified acceptance and commitment bibliotherapy (ACTB-I, ACTB-D) and art

therapy. Although expressive group counseling (EG), group speech therapy (GS), and EGGS were not statistically significant, they did produce the largest effect sizes of all interventions, indicating their potential usefulness. Similarly, ACT, while not statistically significant, also demonstrated a medium effect size, which suggests that it may also be utilized effectively for certain individuals. It is important to note that there is a severe dearth of studies examining effectiveness of specific counseling interventions in international student populations, so all effect sizes for individual counseling interventions are based on one study each.

The effect size of translated and modified acceptance and commitment bibliotherapy (Delayed) was 0.523 with a 95% confidence interval of 0.168 to 0.879, which indicates a medium effect size. The effect size of translated and modified acceptance and commitment bibliotherapy (Immediate) was 0.478 with a 95% confidence interval of 0.121 to 0.835, which indicates a medium effect size. Acceptance and commitment therapy has been empirically supported to produce significant improvement for individuals experiencing anxiety and depressive disorders (Dalrymple & James, 2007; Losada et al., 2015). Bibliotherapy has been found to be “an effective method of service delivery for self-help versions of other psychosocial interventions” (Den Boer et al., 2004, p. 627). To provide bibliotherapy that is multiculturally responsive, the provided resources should be translated into a student’s native language, as well as modified to present topics in culturally congruent manner that reflects a student’s native values and understandings. Bibliotherapy allows a student to engage with counseling materials and reflect on their experiences as they practice and learn skills in the pace of their own acculturation needs, but the findings suggest that providing some structure to the intervention may be helpful.

The effect size of art therapy was 0.569 with a 95% confidence interval of 0.096 to 1.041, which indicates a medium effect size. Creative techniques like art therapy, music therapy, and

animal therapy offer diverse, flexible, responsive interventions to meet diverse student needs. Artistic expression is a universal, human experience, and can offer a common language and shared experience for students to connect with peers, counselors, themselves, and their environment.

The effect size of Acceptance and Commitment Therapy (ACT) was 0.531 with a 95% confidence interval of -0.223 to 1.285. ACT's development of an individual's psychological flexibility has been shown to work well in academic settings, as it enhances students' well-being and school engagement, as well as lower students' stress, anxiety, and depression symptoms (Grégoire et al, 2018).

The effect size of expressive group counseling was 0.656 with a 95% confidence interval of -0.122 to 1.433, which indicates a medium effect size. The effect size of group speech therapy was 0.576 with a 95% confidence interval of -0.195 to 1.346, which indicates a medium effect size. The effect size of expressive group counseling and group speech therapy combined was 0.656 with a 95% confidence interval of -0.137 to 1.448, which indicates a medium effect size. Group counseling allows participants to safely engage in a nonjudgmental space that mirrors their daily experiences within larger social settings, like a classroom or campus environment. Group speech therapy allows students to practice their language skills, grow in their understanding of new cultures, and learn useful social language skills from peers (VocoVision, 2020). Speech and social skills are closely related, and group speech therapy offers a space for international students to develop these areas concurrently as they engage in the process of acculturation. Communication challenges often inhibit their ability to perform well academically and socially, so group speech therapy builds on language skills, such as pragmatic language skills, to help students learn how to effectively engage with their peers, professors, and

environments (VocoVision, 2020). The international student experience can be incredibly isolating, and expressive group counseling allows students to feel supported and connected as they navigate thoughts and feelings of isolation (Classen & Spiegel, 2011). Expressive group therapy significantly reduces suppression of emotion and enhances emotional self-efficacy. The group becomes a place where members build strong new bonds of emotional support within themselves and among each other, as well as learning new coping practices from each other. Each member serves as a safe, understanding, supportive resource for each other. Group counseling allows students to see their own problems from the perspective of observing them in peers they intimately know and respect, which enhances self-esteem and builds confidence in coping with their acculturation process and the unique losses and challenges associated with their specific identities (Classen & Spiegel, 2011). Drawing on Relational-Cultural (Feminist) Theory, we grow through and towards relationships, as they are vital to our emotional and physical wellbeing (Neukrug, 2018). Group counseling is intervention college counseling centers can utilize to facilitate this relationship formation and subsequent health and well-being.

CHAPTER 5: DISCUSSION

Review of Study

The primary purpose of this study is to identify the degree to which college counseling interventions produce positive adjustment outcomes in international student-client populations and which modes of intervention produce the most positive outcomes. To this goal, the research questions asked: 1) What adjustment outcomes are produced by college counseling interventions across modes in international student-client populations, and 2) Which college counseling intervention modes have the greatest impact on adjustment outcomes in international student-client populations? A meta-analysis was conducted to address the research questions. There were five articles exploring 10 counseling interventions with a total sample size of ($n=270$), consisting of ($n=142$) females and ($n=128$) males. The sample included students from: India ($n=52$), China ($n=36$), Japan ($n=92$), South Korea ($n=21$), Taiwan ($n=12$), Indonesia ($n=1$), Vietnam ($n=1$), Middle Eastern countries ($n=12$), and unnamed countries ($n=35$). These studies produced 20 well-being outcomes reflecting different aspects of a student's acculturation and holistic health. Effect sizes for each counseling intervention utilized Hedge's g , assigning each effect size to a level of small, medium, or large effect.

Analyzing counseling interventions across modes, the summary effect is 0.417 with a 95% confidence interval of 0.254 to 0.580, indicating a small effect size. Interventions that demonstrated small effect sizes were assertiveness training, expressive writing, and assertiveness training and expressive writing combined. Interventions that demonstrated medium effect sizes were acceptance and commitment therapy, expressive group counseling, group speech therapy, expressive group counseling and group speech therapy combined, acceptance and commitment bibliotherapy (Delayed and Immediate), and art therapy. Across all modes, college counseling

actively responds to international students' academic adaptation, academic self-efficacy, social adaptation, social self-efficacy, personal-emotional adjustment, emotional intelligence, institutional adjustment, belonging, and mattering.

Implications

The HEI landscape and counseling field are constantly evolving as we learn more about the experiences of students and as marginalized identities are slowly having their voices and needs heard by U.S. society and the counseling profession. Identifying needs and emerging interventions provides insight not only to college counseling centers, but to all aspects of HEIs and community counseling centers. Exploring effective and culturally responsive interventions produces implications for counselor educators, clinical practice, and future research.

Implications for Clinical Practice

College counseling centers can use this study to inform and update their practices and programming for international students. Synthesizing an action plan for the data could present as follows.

College counseling centers can support international students by being proactive in responding to student needs instead of reactive. To this goal, outreach and clinical support can be offered as soon as international students start at their HEI. In the first half of an international student's first semester (around 7 weeks), they could be invited to join group speech therapy. This would allow them to begin making connections with international peers while addressing language, social, and cultural concerns. Providing a group space for support can help a student ease into their new U.S. HEI culture (Jones & Sam, 2018). In the second half of their first semester (around 8 weeks), students could be offered translated and culturally modified ACT bibliotherapy. While translated and culturally modified ACT bibliotherapy produced a medium

effect size, it offers a creative, responsive intervention. This method provides a more directive, clinical, self-paced, and personal approach for international students. Therefore, alongside the social connections fostered through the group, students also have individual control and space to interact with material and their environment to meet their individual needs. In their second semester (around 13 weeks), international students could be offered supportive expressive group counseling. This would allow members to form/maintain relationships with peers, as well as share and learn coping skills and cultural insights that they have developed in their past semester. Individual counseling would also be available to students at any time. As art therapy produced a medium effect size, these sessions could utilize artistic, creative techniques along with the counselor's natural style to further supplement intentional, flexible care. By providing this clear structure and plan for the students' first year, college counseling centers are responding to international student expectations of a structured, clinical mental health service (Liu et al., 2020). It allows students to engage in counseling with others who meet their cultural understanding expectations, as they interact with peers and counselors who have been introduced to the students' cultures and experiences. Throughout this yearly plan, students and counselors can engage in discussions of religion, gender identity, affectional orientations, familial expectations, personal values, and the many other identities which they hold. It creates a space where every moment of their acculturation process is valued, honored, and supported. This first year is especially important in relationship building and social support, as research shows that an international student's first year is often the only time they give themselves to engage in their hobbies and interests before focusing their extracurricular activities on resume building activities (Heng, 2019). As they would have formed connections and learned about their peers' career goals, expectations, and interests, they would be able to pursue these professional connections

and activities with other students who share their passions and aspirations. By constructing this plan informed by the meta-analysis, college counseling centers are helping international students create a strong foundation built on self-efficacy, connection, education, and support as they find their place on the acculturation continuum and work toward their goals.

The results of the meta-analysis show that interventions focused on meeting international student needs are moderately effective if the students engage with the counseling process. As international students utilize counseling services at a lower rate compared to domestic students and terminate services early at higher rates than domestic students, a conceptualization of this concern is that college counseling centers are not responding effectively to international student mental health needs in culturally responsive ways (Yakushko et al., 2008). Therefore, the gap in the literature which this study aimed to address is the work of analyzing current practices to determine which interventions are effectively supporting international students. By integrating an eclectic approach, or modifying interventions to align with individual theoretical bases, to support international students through empirically supported interventions, college counseling centers can begin the process of forming stronger connections with and serving as a meaningful support resource for international students as they navigate diverse challenges and experiences. This indicates that an important factor for college counselors to address therefore is retention, as international students who engage with and complete treatment display positive development. College counseling centers can be most effective then when they show and prove to international students that engaging in the counseling process can be beneficial. To this goal of retention, college counseling center need to explain the counseling process, provide structure, offer a clear plan/timeframe of the treatment program components, flexibly incorporate a mix of directive and indirect theories, and utilize interventions that do not push U.S. values which negatively

impact international students' experience and growth (Liu et al., 2020). If college counselors can provide international students with sufficient psychoeducation on their culturally responsive and effective treatment plan to manage and respond to international student perceptions and expectations, then they can take meaningful steps to address the current disconnect that is contributing to low counseling center utilization rates and early termination rates (Yakushko et al., 2008). A current concern is that college counseling centers may not intentionally utilize specific theories and interventions to directly respond to the unique experiences of international students. To address this challenge, college counseling centers should be proactive in their outreach, and work with university international student centers and student groups to provide students with the necessary information as they begin their acculturation and counseling journey. Meeting international students' perceptions and expectations of counseling is necessary for achieving the attainable, positive growth indicated by the present study.

When informing practice, it is important to remember that all recommendations and claims presented are drawn from data that offered both positive and negative dimensions in examining intervention effectiveness. This is highlighted when examining effect sizes of specific outcomes from individual interventions. Especially noteworthy positive and negative outcomes are the data points that express vastly different effect sizes in similar groups. For example, when exploring the adjustment outcome of negative affect, while expressive writing (EW) and assertiveness training and expressive writing combined (ATEW) both produced effect sizes of -0.02, assertiveness training (AT) facilitated an effect size of 0.67. In the outcome of homesickness, assertiveness training (AT) produced an effect size of 0.001, expressive writing (EW) produced an effect size of -0.50, and assertiveness training and expressive writing combined (ATEW) produced an effect size of 0.95. These groups that share interventions

resulted in vastly different effect sizes. These results offer differing conclusions, so counselors must use their knowledge of their clients to inform their decision on if or how to utilize these interventions with a client expressing specific adjustment outcomes as a presenting concern. There are many factors that could result in these findings. Personal characteristics, expectation bias, misunderstanding, and many other factors can impact findings. Therefore, it is important that college counselors using this study to inform their counseling work should be attentive to client needs and presenting problems throughout the course of treatment. To protect clients, counselors can draw from certain aspects of data presented in this study to support their interventions and direction in their sessions, while actively adapting these interventions to respond to the subjective needs of their clients.

Gender Identity Influences

Research on international student adjustment previously reported that female international students suffer from more adjustment problems than their male counterparts, citing gender roles and expectations as primary influences (Fong & Peskin, 1969; Lee et. al., 2009). Female international students have demonstrated an increased emphasis on the need to manage stress compared to their male counterparts, but many still feel they are not doing well enough (Ge et. al., 2009). However, while gender role conflict can contribute to acculturative stress for female international students, it can also serve as a catalyst for adjustment (Lee et. al., 2009). Female international student engaged in Western culture have reported better adjustment than their male peers (Ying & Han, 2006). Gender roles are being rapidly redefined by the new generation, contributing to female international students expressing a higher level of adjustment than males (Kindlon, 2006; Lee et al., 2009). Redefined gender roles along with strong leadership skills and determination to succeed contribute to female international students

enhanced self-confidence, self-expressiveness, and self-assertion (Kindlon, 2006, Matsui, 1995). This study utilized a sample consisting of ($n=142$) females and ($n=128$) males, indicating that the predominantly female population may contribute to elevated adaptation effect sizes. While female international students are reporting higher levels of adjustment and academic achievement compared to their male counterparts, it is important to note that, regardless of gender, language proficiency is a strong, positive predictor of adjustment.

Cultural Responsiveness of Interventions

Counselors hold an ethical obligation to their clients to provide culturally responsive care. A major implication of these findings is that counseling interventions for international students need to be modified or adapted to be culturally responsive to promote improved care. Exploring the cultural responsiveness of the interventions presented in this study highlights the following components.

Expressive group therapy allows diverse students to construct bonds of trust and support with other peers who hold similar identities and cultural experiences (Classen & Spiegel, 2011). Groups allow individuals to practice and control their expression while seeking and offering support through collectivistic means. Culturally sensitive groups are effective therapeutic and preventative interventions in college counseling centers for international college students to assist with cultural adjustment difficulties (Kincade & Kalodner, 2004; Yi, Lin, & Kishimoto, 2003).

Speech therapy helps individuals articulate sounds clearly, understand difficult aspects of language, and increase their overall language fluency (Lee, 2007). English self-efficacy is strongly related to their English proficiency, which is in turn a key component of international

student social and academic success (Andrade, 2006; Sherry et al., 2010). As students succeed and adapt, they are more equipped to determine their place on their acculturative spectrum.

Assertiveness training helps students develop the skills to “question authority, criticize others’ work, express differing opinions, negotiate roles in teaching or research, decline excessive requests, and decide what personal concerns can be shared and with whom” (Tavakoli et al., 2009, p. 590). These skills represent the epitome of individualistic, Western cultural values. As presented in the data, these skills may not be culturally responsive and are not often effective when working with international students who come from cultures which do not emphasize these Western values that form the foundation of many American HEI systems. However, assertiveness skills are linked to increased self-esteem and personal power, and decreased anxiety, depression, and negative thoughts, and these are positive outcomes international students can benefit from (Shimizu et al., 2004). Therefore, reframing aspects of assertiveness training to help international students engage in class discussion, set healthy boundaries, value their experiences while engaging and supporting others’ experiences, and developing self-efficacy can be a more responsive way to meet international students’ needs.

Expressive writing allows students to express their emotions through personal, written expression. The data suggested that expressive writing may not be a culturally responsive intervention when working with international students. This may be because expressive writing requires an individual to be able to deeply reflect on and individually engage with strong emotions. For a student who has not engaged in regular exploration and expression of their personal emotional experiences, this task may be confusing or overwhelming. By working alongside a counselor or after other counseling experiences, an international student who

previously would not have been able to engage with expressive writing may be more equipped to reflect and express their emotions and experiences through the intervention.

Bibliotherapy allows for self-paced exploration and processing as students work through their workbook. This responds to individual student skills and capabilities to foster a comfortable growth environment. Bibliotherapy also offers a way for psychoeducational text to be translated to a student's primary language and culturally modified to be culturally responsive to multicultural student needs (Muto et al., 2011).

Art therapy allows an individual to engage in a creative outlet to express themselves and their experiences through a universal language for discussion, analysis, and self-evaluation (Case & Dalley, 1992; Jung, 2016). Creative arts in counseling can help international students connect with positive dimensions of themselves while facilitating a new sense of self, which can be helpful during the acculturation process as students find their desired place on the acculturative continuum (Gladding, 2005).

Acceptance and commitment therapy promotes healing and recovery through the cultivation of acceptance and mindfulness (Hayes & Duckworth, 2006). This is in line with the application of mindfulness and Eastern traditions for mental health problems (Fung, 2015). This empirically supported intervention draws on diverse ideals to promote wholistic approach to health. Additionally, research has indicated small to large effect sizes for mindfulness- and acceptance-based treatments for clients from non-dominant cultures, suggesting cultural responsiveness (Fuchs et al., 2013).

Multicultural and Social Justice Counseling Competencies

College counseling centers can use this study as starting point to evaluate their current responsiveness to international student needs through the lens of the MSJCC (Ratts et al., 2015).

In examination of competency 1, college counselors can reflect on their attitudes and beliefs regarding topics and ideas presented through a critical lens as they form their own informed opinions and understanding. Developing competency 2, knowledge, college counselors can begin to learn more about the experience of international students through this study, and then engage in their own focused, in-depth education about the specific cultures and identities their international student-clients hold. Refining competency 3, skills/interventions, college counselors can draw upon aspects of theories/interventions presented in this study to incorporate new approaches to their clinical work. Enhancing an eclectic approach or modifying certain interventions to align with their theoretical base can allow them to expand their “toolbox” to respond to international student presenting concerns. Engaging in competency 4, action, college counselling centers can reevaluate and adjust any programming or outreach to enhance their connections with international students. They can also form new or strengthen existing relationships with outside departments, especially art, speech pathology, religion, and language departments, to offer international students multidisciplinary care and attention.

Implications for Counselor Education

International students do not solely interact with or seek counseling from college counseling centers. International students can also engage with community centers or programs for other mental health concerns, so counselor education must prepare all counselors to respond to the unique needs of international students. In substance recovery centers, eating disorder programs, or any other counseling setting, the intersection of a student’s international identity needs to be taken into consideration during treatment. The specific immigration-related and acculturative challenges they face should be incorporated into a counselor’s conceptualization and theory/intervention use. Therefore, counselor educators need to prepare their students to

work with international students in the context of all settings. Based on this study's findings, groups classes especially could benefit from incorporating discussions of working with international students. Additionally, theories classes can incorporate discussions of working with international students during ACT and bibliotherapy discussions. Internship classes could teach students how to ask proper question to explore immigrant-related loss and acculturative aspects in the development of a complete case conceptualization. Skills classes can be an incredibly important place to have students analyze their attitudes/beliefs and develop skills that are not ethnocentric and are culturally responsive to international student experiences.

Additionally, there are many international students in counseling graduate programs. In 2015, CACREP (2015) reported that 0.73% of master's students and 4.14% of doctoral students were international students, or 0.90% of all students in CACREP programs. However, many international students do not feel supported by faculty and peers (Jang et al., 2014). Doctoral-level international students in counselor education programs express a lack of discussion on culture and diversity issues in the class, the absence of multicultural supervision models, and unsupportive peers and course instructors (Jang et al., 2014). Counselor educators should incorporate pedagogies that are more inclusive with respect to the academic differences, language barriers, and learning styles of international students (Behl et al., 2017). Utilizing the current study, counselor educators should adapt their instruction to incorporate creative exercises, provide international students with resources that are available in a student's native language, and utilize group learning experiences that allow students to learn from each other.

Limitations and Other Constraints

Inclusion criteria was created to promote generalizability by curating a specific and intentional data pool utilizing studies spanning 23 years, however, this also resulted in the meta-

analysis utilizing a small number of studies and sample size. Therefore, the study must accept the full limitations associated with this small sample size. Hence, the findings from these studies are not especially generalizable.

Additionally, among the five studies used for the meta-analysis, not all studies used a control group. This presents one of the studies greatest weaknesses, negatively impacting the generalizability of the meta-analysis. Without control groups, findings are not examined in the context of growth outside of a counseling environment. This can result in exaggerated effect sizes, as these effect sizes represent growth inside a counseling bubble, instead of grounded by real world factors. Therefore, extreme effect sizes should be analyzed with consideration to the factors that may be influencing strong values. Examining outcomes in groups utilizing similar interventions, there were multiple instances of wide ranges that offer stark contrasts on the effectiveness of an intervention, possibly influenced by a lack of control groups along with numerous other factors. Therefore, counselors utilizing this contrasting data to inform their practices should be intentional and vigilant in the way they use the study to inform their practice. Also, as most individuals in the meta-analysis are international students from Asian countries, it is important to note that these already limited findings hold the greatest strength regarding generalizability only when working with East/Southeast Asian students. It is important to note that the small sample size impacts these students, as East/Southeast Asian students hold many diverse identities among themselves. When working with international students from countries outside of South/Southeast Asia, it is important for college counselors to adjust recommendations offered by this study to respond to diverse needs. International students from English speaking countries do not experience language as an acculturative barrier. Therefore, these students' engagement in counseling interventions would not need targeted, intentional

action to respond promote English self-efficacy. Of course, they may benefit from engagement in speech services to build enhanced understanding of U.S. conversation norms and certain pronunciations as well of form social connections, so groups offered to international students should be available to all international students. Additionally, international students from Europe experience less acculturative stress than their counterparts from Asia, Central/Latin America, and Africa (Yeh & Inose, 2010). Non-European students reported more friendships with co-national peers and fewer friendships with host national peers (Glass et. al., 2014). Taking these aspects into consideration, international students from cultures with high levels of cultural closeness to U.S. culture may benefit from services and practices provided to domestic students. Students from cultures with lower levels of cultural closeness to U.S. culture may benefit more from counseling services that connect peers with similar cultural or immigration identities. Also, skin color may underlie considerable discrimination against international students from all countries (Lee & Rice, 2007). Addressing experiences of racism and offering students a space to support others and be supported through surviving and managing these experiences of discrimination and hate benefit all international students. Group spaces and individual support with an intentional effort to combat racism and protect international students must be incorporated into work with all international students, as these experiences are unfortunately very common to the immigrant experience. Constantine et al. (2005) suggest that university counseling centers could institute multiple strategies to address Kenyan, Nigerian, and Ghanaian students' experiences of racist and discrimination. The authors suggest that counselors could educate these students about various forms of discrimination and oppression they may experience as a member of their racial group, along with ways to address this type of racism when encountered through psychoeducational interventions such as outreach programs or a workshop series. They also suggest that college

counselors could teach students, staff members, and faculty members about the effects of racism for international college students and other marginalized students on campus through racism awareness and cultural sensitivity programs (Constantine et al., 2005). These suggestions offer insights to begin to respond to the major gap in the research and highlight the major limitation that as many student ethnicities are not represented in the current meta-analysis, the study must accept the full limitations of generalizability when addressing diverse student identities and experiences.

Future Research

This study highlighted an existing gap in the literature. Most studies that explore international student realities and counseling intervention effectiveness in the U.S. analyze the experiences of East/Southeast Asian international students. As international students come from all around the world, more research needs to intentionally focus on the intervention effectiveness in students of countries outside East/Southeast Asia. International students are not a homogenous group, and the diversity of cultures and corresponding experiences of power and privilege deserve to be given a spotlight and platform in future research. Future research should actively and intentionally seek out the experiences of students from diverse cultures.

Additionally, future search should explore methods to effectively adapt counseling interventions to international populations to help counselors be more culturally responsive. Furthermore, there are many counseling interventions that have not been studied to explore their effectiveness in international student populations. Cultural-Relational, Feminist, Narrative, Existential, and many other theories and corresponding interventions that have formed from culturally responsive counseling insights should be explored in future studies, as the current dearth of research for these interventions represents a meaningful gap in the literature.

Finally, as international student populations in individual campuses are relatively smaller than other groups and certain access barriers impact international student participation in studies, this study highlighted the issue of small sample sizes in studies examining effectiveness of interventions for international students. As early termination of counseling sessions is a concern, creating a plan that meets international students' perceptions and expectations to promote student engagement in counseling can help respond to this challenge. The literature needs to respond to this concern by expanding outreach efforts and providing incentives to include more international students for their studies as well as conduct more studies to explore the experiences of more international students.

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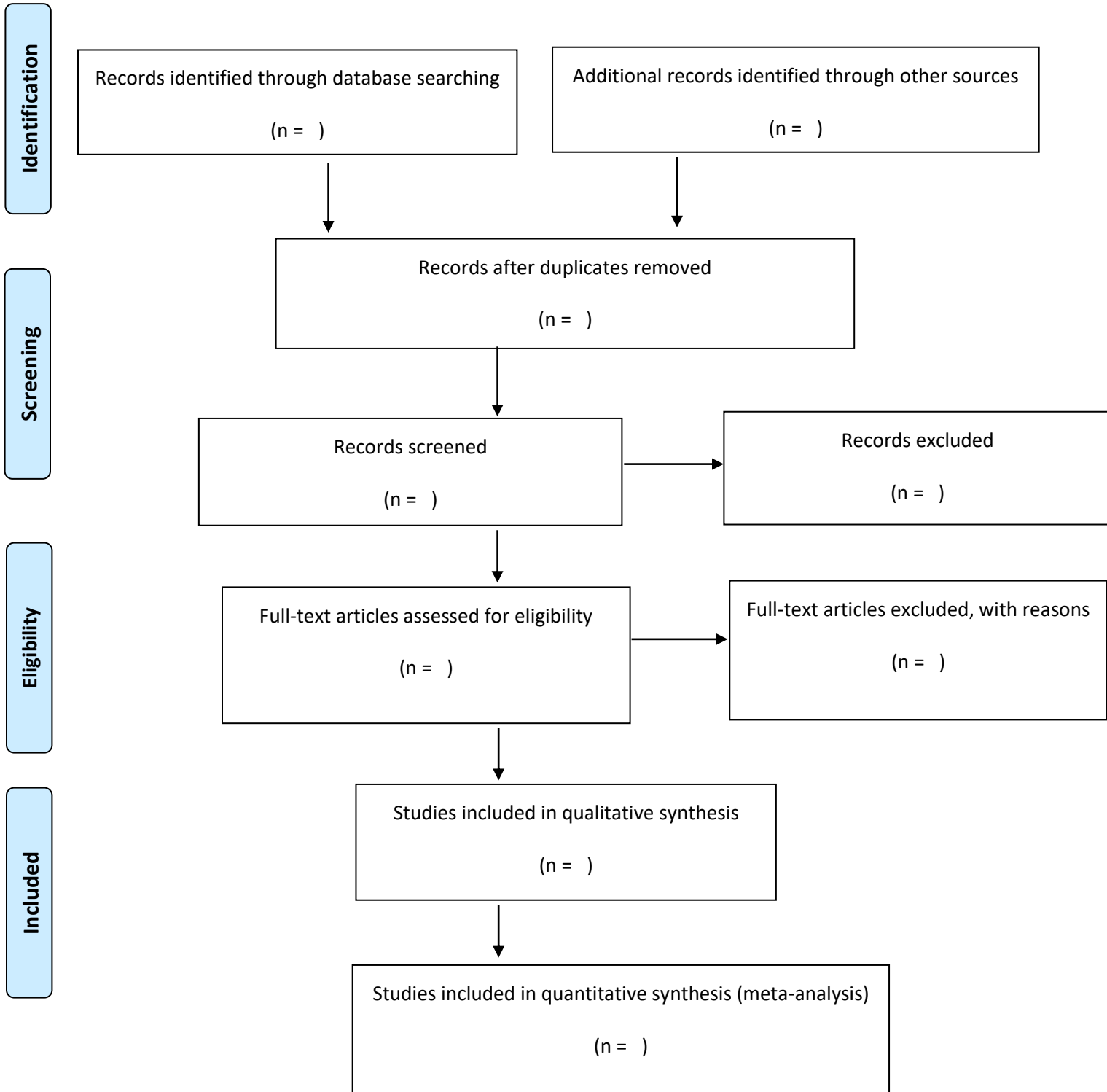
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Appendix A: PRISMA-P



PRISMA-P Flow Diagram



PRISMA-P Protocols

Section/topic	Item #	Checklist item
ADMINISTRATIVE INFORMATION		
Title		
Identification	1a	Identify the report as a protocol of a systematic review
Update	1b	If the protocol is for an update of a previous systematic review, identify as such
Registration	2	If registered, provide the name of the registry (e.g., PROSPERO) and registration number
Authors		
Contact	3a	Provide name, institutional affiliation, and e-mail address of all protocol authors; provide physical mailing address of corresponding author
Contributions	3b	Describe contributions of protocol authors and identify the guarantor of the review
Amendments	4	If the protocol represents an amendment of a previously completed or published protocol, identify as such and list changes; otherwise, state plan for documenting important protocol amendments
Support		
Sources	5a	Indicate sources of financial or other support for the review
Sponsor	5b	Provide name for the review funder and/or sponsor
Role of sponsor/funder	5c	Describe roles of funder(s), sponsor(s), and/or institution(s), if any, in developing the protocol
INTRODUCTION		
Rationale	6	Describe the rationale for the review in the context of what is already known
Objectives	7	Provide an explicit statement of the question(s) the review will address with reference to participants, interventions, comparators, and outcomes (PICO)
METHODS		
Eligibility criteria	8	Specify the study characteristics (e.g., PICO, study design, setting, time frame) and report characteristics (e.g., years considered, language, publication status) to be used as criteria for eligibility for the review
Information sources	9	Describe all intended information sources (e.g., electronic databases, contact with study authors, trial registers, or other grey literature sources) with planned dates of coverage
Search strategy	10	Present draft of search strategy to be used for at least one electronic database, including planned limits, such that it could be repeated
Study records		
Data management	11a	Describe the mechanism(s) that will be used to manage records and data throughout the review
Selection process	11b	State the process that will be used for selecting studies (e.g., two independent reviewers) through each phase of the review (i.e., screening, eligibility, and inclusion in meta-analysis)
Data collection process	11c	Describe planned method of extracting data from reports (e.g., piloting forms, done independently, in duplicate), any processes for obtaining and confirming data from investigators
Data items	12	List and define all variables for which data will be sought (e.g., PICO items, funding sources), any pre-planned data assumptions and simplifications
Outcomes and prioritization	13	List and define all outcomes for which data will be sought, including prioritization of main and additional outcomes, with rationale
Risk of bias in individual studies	14	Describe anticipated methods for assessing risk of bias of individual studies, including whether this will be done at the outcome or study level, or both; state how this information will be used in data synthesis
Data		
Synthesis	15a	Describe criteria under which study data will be quantitatively synthesized
	15b	If data are appropriate for quantitative synthesis, describe planned summary measures, methods of handling data, and methods of combining data from studies, including any planned exploration of consistency (e.g., I^2 , Kendall's tau)
	15c	Describe any proposed additional analyses (e.g., sensitivity or subgroup analyses, meta-regression)
	15d	If quantitative synthesis is not appropriate, describe the type of summary planned
Meta-bias(es)	16	Specify any planned assessment of meta-bias(es) (e.g., publication bias across studies, selective reporting within studies)
Confidence in cumulative evidence	17	Describe how the strength of the body of evidence will be assessed (e.g., GRADE)

PRISMA-P Preferred Reporting Items for Systematic review and Meta-Analysis Protocols.

^aIt is strongly recommended that this checklist be read in conjunction with the PRISMA-P Explanation and Elaboration [30] for important clarification on the items. Amendments to a review protocol should be tracked and dated. The copyright for PRISMA-P (including checklist) is held by the PRISMA-P Group and is distributed under a Creative Commons Attribution License 4.0.

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Counselor Intern, 08/2017 to 05/2018

Immaculata University – Immaculata, PA

- Conduct intakes and ongoing individual counseling sessions to diverse college population
- Led IU's first-ever community engagement table on consent with an attention to men's roles and experiences with sexual violence

Counselor Intern, 05/2019 to 12/2020

Rawles Psychological Services – Chesapeake, VA

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- Conduct intakes and ongoing individual and couple counseling sessions
- Provide multiculturally responsive care to BIPOC, LGBTQIA+, low-SES populations
- Provide telehealth care

Graduate Research Assistant/Teaching Assistant, 08/2018 to 08/2020

Old Dominion University – Norfolk, VA

- Assist with teaching and grading for undergraduate, master's, and doctoral level classes
- Assist in creating CACREP-accredited lessons and syllabi

- Conduct site visits and meet with supervisors of internship and practicum placements
- Serve as editorial assistant for the Journal of Employment Counseling

Achieve Program Graduate Assistant, 08/2016 to 05/2018

West Chester University Of Pennsylvania – West Chester, PA

- Met with at-risk students to help manage and accomplish life and school requirements
- Provided space for students to explore thoughts, emotions, and behaviors to promote self-awareness and personal development
- Provided students with campus resources to help meet academic needs

Counselor Intern, Practicum, 05/2017 to 07/2017

Peacemaker Center – Downingtown, PA

- Provided individual counseling sessions

Clinical Supervisor – Old Dominion University

- Experience providing supervision to a total of five Masters-level counseling students
- Reviewed taped sessions and engaged in supportive, development-oriented supervision

Group Experience

Undergraduate Interpersonal Process Group: Supervised and trained by Dr. Nina Brown

Freshman Transition Group: Group focused on adjusting to college

Diversity 411: Led workshop/group focused on Diversity Training

Teaching Experience

Old Dominion University, Lead Instructor

- HMSV 339: Interpersonal Relations
- HMSV 344: Career Development and Appraisal

- HMSV 346: Diversity Issues in Human Services
- HMSV 491: Family Guidance

Old Dominion University, Co-Teacher

- HMSV 341: Introduction to Human Services
- HMSV 448: Interventions and Advocacy with Children
- HMSV 468: Internship in Human Services
- COUN 633: Counseling and Psychotherapy Techniques
- COUN 650: Theories of Counseling
- COUN 655: Social and Cultural Issues in Counseling
- COUN 820: Counselor Education Teaching and Practice

Contributions to Research

- Ad hoc reviewer for the Journal of Human Services
- College Counseling & Psychological Services Knowledge Base Contributing Editor
- Culturally Alert Counseling (3rd Edition): Chapter 12 – “Culturally Sensitive Counseling with South Asian Americans”
- “Reflective Development Model of Supervision” at VACES Conference, 2019