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Keywords

Author's Notes

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Abstract

The number of international students enrolled in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited programs has increased by 214 percent since 2015. This study focused on understanding the relationship between acculturative stress and needs among international students enrolled in CACREP-accredited programs. The students in this sample reported low acculturative stress, low financial and cultural needs, average Language and Social needs, and moderate Academic needs. Students' academic, social, cultural, and language needs were positively correlated with their acculturative stress. Acculturative stress and needs did not differ across the length of time students lived in the United States, their degree program (doctoral vs. master), or their cultural background (collectivist vs. individualist). Implications and suggestions are offered for counselor educators teaching international students.

Significance to the Public

The research strengthens the educational landscape by promoting cultural diversity within counseling programs, benefiting all students through an inclusive learning environment. Local communities can learn from initiatives that encourage interactions between international students and residents, leading to mutual understanding and collaboration. Addressing international students' needs will likely improve their retention and graduation rates and create a more diverse body of mental health practitioners to meet the needs of an increasingly diverse US population. Additionally, the study's findings can inform University officials and policymakers about international student needs, leading to the creation of programs and policies that support their well-being and success.

International students are those individuals who leave their countries of origin to enroll in higher education programs located in the United States (UNESCO Institute for Statistics, n.d.). International students come to the United States from across the world and thus represent a broad range of cultural diversity (Perez-Rojas et al., 2021). The number of international students enrolled in United States higher education institutions increased from 34,000 (1948-1949) to 1,057,188 (2022-2023) (Institute of International Education [IIE], 2023). International students account for 5.6 percent of the total higher education population (IIE, 2023). Of these, 44.1 percent are graduate students. Approximately 55 percent of international students in the United States come from China (27.4 percent) and India (15.4 percent), followed by South Korea (4.1 percent), Canada (2.6 percent), Vietnam (2.1 percent), and Taiwan (2.1 percent) (IIE, 2023).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits counselor education graduate programs (Mascari & Webber, 2013) and documents the number of international students enrolled in accredited programs. CACREP's (2024) most recent data revealed that 1.26 percent of master's students and

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5.91 percent of doctoral students were international students. These data represent 972 or 1.48 percent of all students enrolled in CACREP-accredited programs. While these international enrollment trend data have held constant since 2012, the number of international students enrolled in CACREP programs in 2023 was approximately 214 percent higher than in 2015 (CACREP, 2015; CACREP, 2024). The cause for this increase has yet to be elucidated.

International students bring diverse perspectives to counselor education programs. These students broaden counselor educators' and student peers' cultural understanding and provide new insights into the lives served by the counseling profession. Ng (2006) reported that training international students as counselors and educators could help increase counseling awareness among other cultures. Competently trained international students have the potential to return to their home country and build the profession as well as help individuals with mental health needs (Ng, 2006).

While international students studying in the United States bring diversity and enrich the lives of their faculty and student peers, transitioning to life in the United States is an acculturation catalyst. Acculturation is a cultural and psychological learning process that occurs when persons experience interaction between two or more cultures and ethnicities (Berry, 2017; Organista et al., 2010). These interactions require international students to learn to interact with their host culture and develop skills to successfully navigate this new culture (e.g., understanding social cues, reading non-verbal behaviors, acceptable eye contact, and social distance) (Berry, 2003).

Berry (1980) introduced a model to help explain the acculturation process. Berry's model comprises three phases: contact, conflict, and adaptation. The contact phase occurs when individuals from differing cultures interact. The conflict phase occurs when an international student resists settling into the host dominant culture. The adaptation phase happens when the conflict is resolved with one of three outcomes: adjustment, reaction, and withdrawal (Berry, 1980). Adjustment, a positive outcome, is a change that resolves or diminishes the conflict between the international student and the dominant culture. Reaction is change that occurs when one retaliates against the dominant culture to moderate conflict. Finally, international students may elect to withdraw or return to their country of origin.

Acculturative stress is a common byproduct of acculturative experience and occurs when the individual experiences manageable and resolvable conflict (Berry, 2003, 2006). Acculturative stress can contribute to students' struggles to interact with the dominant culture productively and thus produces anxiety, depression, and suicidal thinking (Berry, 2003; Perez-Rojas, 2021). A developing body of research sheds light on international students' acculturative stress experiences in the United States. These studies elucidate common challenges and barriers international students face and their resultant effects. Many students experience challenges with written and oral English communication, which complicates their ability to meet their academic goals and engage with their campus peers (Cogan et al., 2024; McDowell et al., 2012; Perez-Rojas et al., 2021; Sherry et al., 2010; Yan & Berliner, 2011). Students with accented English or those representing visible ethnic, racial, or religious groups encounter discrimination (Huang & Hashim, 2020; Smith & Khawaja, 2011). Younger international students with lower English proficiency and higher levels of perceived discrimination reported significant homesickness (Duru & Poyrazli, 2011; Poyrazli & Lopez, 2007). International students in Counselor Education have perceived being discriminated against and feeling unwelcomed in the United States (Behl & Harrichand, in press).

Further, international European students had lower perceived discrimination levels than those from other regions (Poyrazli &7 Lopez, 2007). Likewise, perceived discrimination was positively associated with the length of time residing in the United States. International students for whom English is not their first language often feel that others on campus do not understand them (Cowley & Hyams-Ssekasi, 2018; Sherry et al., 2010) and

have issues interpreting and using sarcasm (Kisch, 2014; Zhu & Filik, 2023). Othering experiences (Brons, 2015) such as these can cause international students to experience homesickness (Baba & Hosoda, 2014; Cowley & Hyams-Ssekasi, 2018;), feel socially isolated and alone (Cowley & Hyams-Ssekasi, 2018; McDowell et al., 2012), feeling unsupported and powerless (Behl & Harrichand, in press), have low self-esteem and confidence, and experience psychological and sociocultural issues during their first year on campus (Hirai et al., 2015). These feelings can intensify as international students graduate, and their attention turns to graduate school, employment, and immigration statuses (Cowley & Hyams-Ssekasi, 2018; Yan & Berliner, 2011).

Little information is available about international students' experiences in counselor education programs. Ng (2006) called attention to international students' presence in CACREP-accredited programs and argued for their inclusion among diversity-focused research efforts. In support of his argument, Ng posited that the positive impact of international counseling students would be welcomed here in the United States and in their countries of origin. Specifically, immigrant and international counseling clients in the United States could benefit from a cadre of counselors with similar backgrounds. Upon their return, United States-trained counselors may contribute to the growth and development of the counseling profession in their country of origin and effectively provide mental health counseling and wellness services to their fellow citizens.

One recent study (Behl et al., 2017) examined the needs and acculturative stress of 38 international students (nine master's and 29 doctoral) enrolled in CACREP programs. These counseling students' data produced statistically significant positive relationships between acculturative stress and their academic needs ($r = .67$), social needs ($r = .57$), cultural needs ($r = .69$), language needs ($r = .46$), and social needs ($r = .57$). Behl et al. 's (2017) study was a helpful first step toward deepening counselor educators' understanding of international counseling students' experiences; however, this represents the only known investigation into international counseling students' needs and their relationship to acculturative stress. This nascent line of research is limited in its applicability for the following reasons. The sample size limited the study's power to detect relationships that were smaller in nature. The previous sample was disproportionally comprised of doctoral-level counseling students. Only 5% of the students described their country of origin as individualistic. The average time the students lived in the United States was 3-5 years. The participants were recruited by enlisting the aid of academic chairs. Finally, the list of countries of origin included in the (Behl et al., 2017) study was constrained. The Behl et al.'s (2017) sample limits the generalizability of their findings. This line of research needs to be expanded to improve the statistical power, include a greater representation of master's level students, and expand the number of students who, by having lived in the United States longer, may have been more deeply subjected to the influence of acculturative stress, and to expand the range of countries from which students originated. Such additional research could lead to improved campus support and faculty outreach to aid international students in navigating the United States' educational system.

Therefore, this study aimed to increase and diversify an international counseling student sample in which the following four research questions could be answered. First, what is the relationship between acculturative stress and international students' needs? Second, do international students' acculturative stress vary based on the length of time they have been in the United States? Third, do international students' needs vary based on the length of time they have lived in the United States? Fourth, does students' acculturative stress differ between those raised in collectivist and individualistic cultures?

Method

Participants

Participants (n =51) were international students enrolled in CACREP-accredited counselor education programs. This figure represents 10.2 percent of the last reported international students enrolled in CACREP-accredited programs. Eight (15.7%) identified their gender as male, 42 (82.4%) as female, and one person (2%) described their gender as "other." Their average age was 30.9 years (SD = 7.3, range = 23-63). Seventeen (33.3%) students were enrolled in a master's degree. One (2%) did not identify their degree enrollment. The remaining 33 (64.7%) participants were doctoral students. Seven (13.7%) students reported being from an individualistic culture. Three (5.9%) did not describe their culture, and the remaining 40 (78.4%) described their culture of origin as collectivistic. Ten students (19.2%) lived in the United States between 0 to 2 years, 18 (34.6%) students fell into the 2 to 5 years range, five (9.6%) lived here between 5 and 7 years, and the remaining 19 (36.5%) lived here for more than seven years. One student (2%) each listed the following as their country of origin: Bahamas, Belize, Bolivia, Canada, Colombia, Czech Republic, Jamaica, Malaysia, Mongolia, Netherlands, Pakistan, Philippines, Romania, Saudi Arabia, Taiwan, and Thailand. Two (3.9%) students hailed from the Dominican Republic, Malta, and Wales. Three (5.9%) students were from Belize, Indonesia, and Turkey. Four (7.8%) students were from South Korea. Five (9.8%) participants came from India. Six (11.8%) hailed from China. Three (5.9%) did not identify their country of origin.

Measures

Acculturative Stress Scale for International Students (ASSIS)

The ASSIS (Sandhu & Asrabadi, 1994) measures acculturation issues typical of international students studying at higher education institutions in the United States. The ASSIS consists of 36 items with five response options: 1-strongly disagree, 2-disagree, 3-not sure, 4-agree, and 5-strongly agree. The 36 items comprise seven domains: perceived discrimination (8 items), homesickness (4 items), perceived hate/rejection (5 items), fear (4 items), stress due to change (3 items), guilt (2 items) and non-specific concerns (10 items). The range of total scores is 36 to 180. Higher scores indicate more significant acculturative stress (Sandhu & Asrabadi, 1994). Prior studies' (Behl et al., 2017; Sandhu & Asrabadi, 1994; Sandhu & Asrabadi, 1998; Yeh & Inose, 2003) internal consistency estimates range from .87 to .96. This study's ASSIS alpha value was .94.

International Students' Needs

Stabb et al.'s (1995) assessment measures international students' needs. The instrument has 12 questions, to which the present authors added 16 items based on additional needs identified through a comprehensive literature review (Behl et al., 2017). The resultant measure consisted of 28 items that were spread across four sections: Language needs (3 items), Academic needs (7 items), Social needs (10 items), Cultural needs (6 items), and Financial needs (2 items). Respondents indicate the frequency with which they face the problems listed in each question. The response options are: 1 never, 2 – seldom, 3 – not sure, 4- sometimes, and 5 – often. Total scores range from 28-140. This sample's alpha value was .92.

Procedure

The methods employed in this study were approved by the sponsoring university's IRB and were conducted following the American Counseling Association's Code of Ethics (2014). To qualify to participate, individuals had to be international students who were enrolled in CACREP-accredited programs. Three calls for participation were posted on the Association for Counselor Education and Supervision (ACES) electronic mailing list, ACES' International Student and Faculty Interest Network electronic mailing list, and the American Counseling Association International Counseling Interest Network's Facebook page. Call two was posted four months after the first. Call three was posted two months after the first call. Posted calls

included a hyperlink to a web-hosted survey with informed consent, demographic data form, ASSIS, and the International Students Needs instrument. The first author conducted in-person recruitment at the 2019 ACES conference's International Student and Faculty Interest Network (ISFIN) meeting. Interested International students received a QR code, which took them to the abovementioned materials. No inducements were offered. We recognize that membership in these organizations requires annual dues. As such, by recruiting from these professional organizations, we may have unintentionally excluded international students who could not join these organizations for financial reasons. Further, by focusing our recruitment procedures on international students enrolled in CACREP-accredited programs, we cannot generalize our findings to international counseling students enrolled in non-CACREP-accredited programs.

Results

The sample's mean ASSIS score was 65.54 (SD = 15.29, range = 31-94). The sample's mean needs total and sub-scale scores were: Total (M = 92.31, SD = 20.75, range = 49-133); Language (M = 9.31, SD = 2.64, range = 3-15), Academic (M = 24.13, SD = 7.41, range = 9-37), Social (M = 32.31, SD = 8.83, range = 14-48), Cultural (M = 19.37, SD = 6.03, range = 7-30), and Financial (M = 7.19, SD = 2.42, range = 2-10). Tests of normality supported the use of parametric statistical analyses. An ASSIS score of 65.54 is equal to a per-item average response of 1.8, which is just below the "disagree" response option (2). This means that, on average, the students in this sample reported relatively low acculturative stress. The total need score (92.31) falls between the "not sure" and "sometimes" responses. Average (not sure) responses were produced on the language (9.31) and Social (32.31) need subscales. The mean Academic (24.13) score fell between the "not sure" and "sometimes" responses. The Cultural (19.37) and Financial (7.19) need subscores were both between the "seldom" and "not sure" options.

We were interested in the relationships between students' acculturative stress and their needs. Pearson product-moment correlations were the analysis of choice due to our inquiry about the continuous nature of the variables being tested. We adjusted to a prior alpha from .05 to .008 to avoid making incorrect inferences due to our need to conduct multiple statistical tests (Newman et al., 2000). Effect sizes help us understand how to interpret the magnitude of statistically significant correlations. Cohen (1992) has a rubric for making these judgments. Our findings indicate that there were statistically significant relationships between acculturative stress and academic needs ($r = 0.60$, $p<.001$, 95% CI [.37, .824], large effect size), social needs ($r = 0.49$, $p<.001$, 95% CI [.23, .71], medium effect size), cultural needs ($r = 0.49$, $p<.001$, 95% CI [.23, .73], medium effect size), and language needs ($r = .42$, $p<.002$, 95% CI [.16, .68], medium effect size). Acculturative stress was not associated with students' financial needs ($r = .25$, $p = .08$, 95% CI [-.03, .53]) or their age ($r = .07$, $p = .53$).

Analysis of variance was used to determine if participants' acculturative stress and their needs differed based on the length of time they lived in the United States. The results indicate that individuals who lived in the United States between 2 and 5 years had higher ASSIS and Needs scores than those with less and more time in the country. These differences, however, were not statistically significant. ASSIS scores did not differ across length of time [$F (3,27) = 1.867$, $p = .15$]. Neither did total needs scores [$F (3, 48) = 2.606$, $p = .06$]. Table 1 reports the descriptive data for ASSIS and needs scores by length of time in the United States. No differences [$t(48) = -1.20$, $p = .24$] in stress emerged between doctoral ($n = 33$, $M = 67.55$, $SD = 16.6$) and masters-level students ($n = 17$, $M = 62.06$, $SD = 12.46$). Last, we tested to see if students who came from collectivist cultures ($n = 40$, $M = 66.83$, $SD = 15.06$) had different levels of stress than students whose culture of origin was individualistic ($n = 7$, $M = 59.86$, $SD = 18.65$). Leven's test for equality of variances demonstrated that the two groups had equal variances but did not differ statistically [$t(45) = -1.09$, $p = .28$].

To contextualize these findings, we conducted independent t-tests between the present sample's data and the data collected by Behl et al. (2017). Both studies used the ASSIS, and the current sample's composition was reviewed to ensure that no one from the 2017 study was a member of this sample. The present sample's ASSIS mean score was smaller [$t(87) = 6.61$, $p < .001$, $d = 6.61$)] than the Behl et al. (2017) mean ASSIS score ($M = 96$, $SD = 27.78$, range $= 49 – 174$). The present sample's Academic needs score was higher [$t(87) = 2.35$, $p < .01$, $d = .51$)] than that of the 2017 sample ($M = 20.40$, $SD = 7.37$, range $= 7$-34). Following Cohen's (1992) guidelines, the difference between these two samples' ASSIS scores was large, and the difference between these two Academic needs scores was medium. No statistically significant differences emerged on any of the other needs scales.

Discussion

The purpose of the study was to expand upon the understanding of international students' needs and acculturative stress. This study improves upon previous research in that the sample is larger, has a greater diversity of student's country of origin, and includes a larger number of students who have lived in the United States for seven or more years. In sum, this sample reported low acculturative stress, low financial and Cultural needs, average Language and Social needs, and moderate Academic needs. Compared to students' data from a previous study (Behl et al., 2017), the students in the present sample, on average, reported much less acculturative stress but higher academic needs. The differences reported between these two samples may be because, on average, the current sample have lived in the United States between five to seven years. Another reason for the above was that a large portion (66%) of the participants were doctoral students whose transition to the United States educational system could have occurred during their master's program.

Table 1

ASSIS and Total Need Score Descriptive Data

Residence Category	ASSIS				Total Needs			
	N	Mean	SD	Range	N	Mean	SD	Range
0-2 years	10	57.3	13.71	40-86	10	81.5	25.99	49-133
2-5 years	18	71.06	15.38	43-94	18	102	15.51	63-125
5-7 years	5	65.8	10.06	51-76	5	91.8	24.9	63-124
7+ years	18	64.56	15.95	31-90	18	88.95	18.6	57-127

The present international students' acculturative stress significantly and positively correlated with their academic, social, cultural, and language needs, but not their financial needs or age. Acculturative stress did not differ across the length of time the students lived in the United States or their country of origin's collectivist or individualist culture. These findings differed from those of Poyrazli and Lopez (2007), who reported that European international students' acculturative stress was lower than participants from non-European countries due to lower perceived discrimination.

The ability to produce and understand written and oral English communication is necessary for acculturation and academic success. In our study, international students had low language needs, which differs from the research on international students. Specifically, international students frequently report that English language communication is a barrier in different fields (Cogan et al., 2024; McDowell et al., 2012; Sherry et al., 2010), even for students who studied English in elementary, middle, and high school (Breshnahan & Cai, 2000). Struggles in this area affect international students' academic success and social well-being (Behl & Harrichand, in press; Cowley & Hyams-Ssekasi, 2018; Hirai et al., 2015).

International students who doubt their English communication skills are more likely to feel isolated (Cogan et al., 2024; Cowley & Hyams-Ssekasi, 2018) and to truncate their classroom participation (Cowley & Hyams-Ssekasi, 2018; Kwon, 2009). For international students, specifically in counselor education, command of English and the impact of accented English in their communication is critical to their academic and social functioning (Behl & Harrichand, in press), similar to other fields (Poyrazli & Lopez, 2007). Not surprisingly, as our sample's language, social, cultural, and academic needs increased, so did their acculturative stress. International students with lower language, social, academic, and cultural needs experienced less acculturative stress.

Berry's (1980) Acculturation model predicts that international students' experiences in the United States vary across their length of residence. Berry (1980) predicts that students in the contact phase can expect to experience culture shock, anxiety, and frustration while trying to learn about the new culture (Yan & Berliner, 2011). International students in different fields like biochemistry, physics, psychology, and political science, among others, have reported stress related to the contact phase (Yan & Berliner, 2011). Later, during the conflict phase, Berry's model predicts that students will experience discord between their host country's culture and their own. Berry's model predicts that students who persist toward their degree will resolve their conflict and experience less acculturative stress. Consistent with Berry's model, our sample's students who most recently arrived in the United States reported lower acculturative stress than those who lived here between two and five years. Students' acculturative stress increased as they entered the two-to-five-year residence period but returned to baseline levels once they exceeded five years of residence. This trend line supports Berry's conflict and resolution phase. Hence, our study shows results consistent with that of the Berry model.

Other than in the academic domain, our sample's needs were similar to those reported in the literature (Behl et al., 2017). International students' needs have generally remained consistent between these two data collection efforts. The dynamic between academic needs and these two samples' accelerative stress is curious. Our sample's academic needs were higher than previously observed despite their much lower acculturative stress. Further, although the present sample's acculturative stress was lower than previously reported, acculturative stress was still strongly related to academic needs. These individuals' central identity as students is of such importance that needs in this area account for more variance in acculturative stress than any other need domain.

Implications

These findings indicate that international students experience relatively low acculturative stress and

needs. Their stress was not associated with their age, length of time in the United States, culture of origin, or matriculated degree. These are positive findings. The fact that international counselor education students' acculturative stress is relatively low and does not vary across length of time in the United States speaks positively to their experiences and interactions in their graduate programs. Counselor educators, counseling associations, and accrediting bodies can support international students by advocating for them and providing support where necessary (Behl & Harrichand, in press). As gatekeepers of the profession, counselor education faculty members are essential individuals who help understand the importance of acculturation for international students. We offer the following suggestions to assist counselor education faculty members in their work with international students.

Practical Implications

These results have implications for counselor educators. First, we recommend that faculty members educate themselves about experiences typical to international students and their acculturation process. Counselor educators can attend continuing education on the topic, interview current and former program graduates about their lived experiences, seek guidance from offices on campus dedicated to serving international students, and speak with faculty who immigrated to the United States for their education. We also recommend that counselor educators seek input from persons from diverse backgrounds, both within and without the profession.

Counselor educators are cautioned to avoid making global assumptions about their international students' acculturative stress and needs. This data indicates that while international students' needs were low or average, they did demonstrate moderate academic needs. Counselor educators are encouraged to meet with their international advisees early and often during their advisee's academic careers. Both theory (Berry, 2017) and these data indicate that students' experience of acculturative stress will have a curvilinear relationship over time.

A personal and ongoing pattern of check-ins will foster a line of communication between the student and the program faculty through which individual needs are assessed and met. International students in the two to five-year period might experience stress due to graduation and deciding whether to stay in the United States or return to their country of origin. A transition back to their own country can also create stress for international students due to acculturation to adapt to their own culture and country, reintegration to their country, and uncertainty of their career would look like back home,

International students may benefit from a more significant and broader orientation to their graduate programs than is needed from native students. In this orientation process for all international students, counselor educators should clarify classroom cultural expectations specifying. International students should be advised that typical classroom expectations include active student participation and the use of critical thinking skills. Counselor educators are encouraged to explain these expectations and differences early during the admissions and orientation processes through individual and group conversations and revisit these norms during matriculation (Oxner & Bandy, 2020). This orientation can also include resources for student's academic concerns, such as oral and written communication, and referrals to campus resources, such as writing centers, for support.

Given the differences in educational systems, offering an orientation for international counselor education students wherein the students and the program's educational expectations are communicated and discussed may have been very helpful. This orientation for Master's students can include a conversation about the program, like comprehensive exams, classroom discussion requirements, field placements for international students, and the limiting factors to those placements, like visa issues and the impact of accent and cultural differences on client relations. International students could have issues finding their practicum and internship due to a lack of local connections and understanding of the cultural

requirements, specifically workplace culture. Having conversations about career services available on campus supporting resume building, internship search strategies, and interview preparation can help international students.

For doctoral students, orientation to the academic environment and cultural context can be crucial. Orientation can include information on the different competencies of the doctoral student areas of competency: research and scholarship, teaching, counseling, supervision, leadership and advocacy, and different examples of reaching out and engaging in the competency areas. An explanation of each competency area and the importance of self-advocacy to be involved in these areas can be fundamental, as international students have limited self-advocacy skills (Kim et al., 2023). International students might feel advocacy as a sign of weakness (Kim et al., 2023); hence, in counselor education, it would be essential to discuss self-advocacy and its benefits (Behl & Harrichand, in press).

Faculty members who understand the acculturation process can assist students in navigating this process and normalizing the experience through open discussions about concerns and strategies. Helping international students understand the importance of using integration as an acculturation strategy can create a beneficial environment for both the program and the international students. Integrating culture with unbending rules can impact international students' acculturation, explicitly making that student seem distant and reserved. Having a conversation about the culture can be very helpful to understand. Accepting and recognizing cultural variation within the classroom can help all students understand the positive impact all voices have within the classroom. Furthermore, they use culturally responsive teaching methods through different avenues, such as culturally conscious and diverse literature and curriculum (Gay, 2010). In a classroom setting, faculty members can work to create a safe and inclusive learning environment by engaging students in collaborative learning processes such that all students have a voice, are comfortable, and feel safe in expressing their points

of view. One concrete approach to establishing this academic culture is for the faculty member to address the power differential early and overtly. This approach may benefit students whose cultures of origin hold educators in high esteem. A second concrete approach is to have peer mentors within the Counselor Education program or outside that focus on helping international students understand the academic environment. From this perspective, a student who does not understand a concept would not ask for help out of fear that doing so would be considered an insult. This cultural perspective may baffle instructors when encountering a contrast between apparent understanding (as demonstrated by a lack of requested help) and the student's test performance or ability to demonstrate a skill or technique. At the same time, classroom activities frequently involve collaborative learning experiences; students, particularly those from collectivistic cultures where resources are shared, benefit from clear guidance about program plagiarism and cheating standards.

Counselor educators are encouraged to assess for differences in gender roles and expectations between students' cultures of origin and what they experience here in the United States. Gender roles can impact student and faculty encounters within the classroom to a point where some students might not feel comfortable asking questions. For example, a male student might feel uncomfortable talking within a mixed group of males and females led by a female instructor. It is pivotal to understand the student's cultural background and help them overcome biases by educating them about the culture within the program and the university. Through this education, helping students find an opportunity to interact with people of the same or opposite gender identity can help overcome fear and cultural biases. Tools like role-playing, group discussions, and cultural storytelling (discussing one's cultural biases) can facilitate student development.

In addition, linking resources with students who need them through collaborations with other departments or sharing a resource link handout can be very advantageous while working with the

international student office and other stakeholders. Faculty members who understand how students are educated in other countries can assist international counseling students by explaining the differences in educational expectations. Viewed through the lens of Bloom's Taxonomy (Krathwohl, 2002), students in some countries are expected to memorize; however, students in counseling master's programs are expected to apply, analyze, and evaluate content. Early conversations related to Bloom's taxonomy related to student learning can give international students insight into the academic learning process.

Our finding regarding language needs is consistent with Kisch's (2014), who argued that classroom culture, not English proficiency, is the more significant challenge for international students. International students need to familiarize themselves with the directness of communication and may interpret this as rude or discourteous behavior. While competent in English, international students must become more familiar with colloquialisms, sarcasm, slang, and regional dialects (Kisch, 2014; Zhu & Filik, 2023). Counselor educators should take care to ensure international students understand cultural references. For example, using a movie or television character's personality trait to elucidate a facet of a diagnosis could easily confuse anyone unfamiliar with that media reference. The readers are encouraged to review Kisch's (2014) 10 proactive steps to aid faculty members in supporting international students.

Counselor educators may need to know that some states have an immigration status disclosure requirement for licensure. International students in these states may be expected to submit their visas before their respective governing body's counseling license application is approved. Counselor educators should learn about and inform their international students of citizenship-specific governance such as these.

Limitations and Suggestions for Future Research

Academic needs were a particular focus of this sample's needs profile. The study used a within-subject research design. As such, it is impossible to know if these students' Academic needs are typical of all counselor education graduate students or are specific to international students' experiences. Research on needs between native and international students would help to know if the Academic needs, while higher in this sample, are similar to or different from native students' experience. Furthermore, the number of international students from individualistic countries was much lower than that of students from collectivistic cultures. A sample with a greater balance between students from these two cultural backgrounds may have provided sufficient power to detect differences in acculturative stress or needs if they did exist. Additionally, data did not show if this is the first time the participants have been in the United States or if they have had prior exposure to it and its academic culture.

This paper is grounded in Berry's Acculturation model (1980). Berry's model has been critiqued. For example, Del Pilar and Udasco (2004) argued that models based on marginality fail to meet scientific standards for theory validation and, thus, are untenable. Del Pilar and Udasco's (2004) review of 40 years of empirical data focused on the immigration experience, which may differ, psychologically, from the experience of students who come to the United States with the intent of returning to their country of origin. Further, Organista et al. (2010) noted that with the increase in globalization, it is difficult for individuals who belong to more than one culture or ethnicity to fall into any one acculturation model cleanly.

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