

The Development of Multicultural Counselling Competencies(Mcc) Training Module Based on Mcc Matrix Model by Sue Et Al. (1992)

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ABSTRACT

The aims of this study were to develop and validate a MCC training module for trainee counselor based on MCC matrix model by Sue et al. (1992). This module encompassed five sub modules and 11 activities developed along the concepts and components of the MCC matrix model developed by Sue, Arredondo dan McDavis (1992). The design method used in this study involved a descriptive approach involving expert judgment. In addition, literature review was used to examine the need for developing of MCC training modules and to justify usage the MCC matrix model by Sue et al. (1992). The instruments used to determine the content validity of the module as advocated by Jamaludin (2002) is a modification from Russell (1974). The sample of the study comprised six experts in the field of counseling and psychology. A statistical software was used to analyze the descriptive statistics of the collected data which revealed promising results. The values computed for the content validity were high, ranging from 73.3% to 86.6%. These findings reinforce the MCC matrix model by Sue et al. (1992) in the design of MCC training module for counseling practitioners in Malaysia. Implications of the findings are discussed.

Keywords: *Training Module, Multicultural Counseling Competencies, and Multicultural Counseling*

INTRODUCTION

Malaysia is a unique country. Uniqueness can be seen from many areas. Diversity of the population while professing different religions and beliefs with a variety of cultures and ways of life is a special feature that underlies the uniqueness of the nation (Ibrahim et al., 2013). Indirectly, this becomes a challenge to counselors who work among the clients from different cultural backgrounds. Therefore, multicultural counseling competencies (MCC) are important for counselors to conduct counseling sessions with clients of different cultural backgrounds (Fawcett et al., 2010; Ivey et al., 2007; Pope-Davis et al., 2002). Multicultural counseling training is very important to increase the level of multicultural competence in producing multicultural counselors. This statement supported some of the findings of previous studies (e.g., Constantine, 2001; Holcomb-McCoy, 2005; Rafidah, 2011). In respect of interest, the MCC training module developed by following the correct module development procedure and based on strong theory can be used in professional training to help increase the level of MCC in Malaysia.

MCC Training Module

MCC Training module is a professional training developed to help increase the MCC level of trainee counselors in Malaysia. This module consists of 5 sub modules and 11 activities that take three days to implement. The entire module duration is 18 hours; it is able to accommodate from 30 to 40 participants and

can be implemented in the classroom or small hall. To develop the module content, the researcher used the MCC matrix model by Sue et al. (1992). For the systematic development of the module, the researchers used a module construction procedure submitted by Sidek (2001). The procedures were chosen because they suggest a systematic approach in the development process and are suitable for use in the Malaysian context. The main objective of the MCC training module is to: (a) Increase the level of multicultural counseling competencies, (b) Build awareness among counselors about the assumptions, values and biases towards other cultures, (c) Improve the understanding of the client's worldview and different culture, and (d) train counselors to identify strategies and appropriate interventions as well as techniques in working with clients of different cultures.

Literature Review

MCC Training Module Development Needs

In Malaysia, most counselors take the multicultural counseling training while in their formal education. In this regard, Rafidah (2011) found that 79.2 percent of 401 counselors reported that they took multicultural counseling training in formal education. However, 54.0 percent of those had not been taking any professional training regarding multicultural counseling in the past five years. Based on these findings we can see that most counselors do not receive continuous training to improve their MCC. The importance of this problem is evidenced by the findings of a study conducted by Rafidah (2011), in which five different types of exercises have been tested to explore the needs for training counselors. Five types of training are common counseling competence training, multicultural counseling competence (MCC) training, cultural training or cultural diversity, training upskills and counseling techniques, and exercises related to the counseling process. However, the top three trainings that participants scored highest were training on MCC, training on culture or cultural diversity, and upskills training on counselling skills and techniques, indicating that these areas were highly needed for their professional development training. Therefore, this study represents the first step in developing a training module that can help increase the level of multicultural counseling competencies by following the procedures in a systematic modular construction and based on strong theory.

Justification of MCC Matrix Model by Sue (1992)

The researchers chose to use the MCC matrix model by Sue et al. (1992) as the basis of this study because most other models are relevant to a specific cultural context and not clearly used in the context of culture in Malaysia; examples are the Multicultural Counseling and Therapy (MCT) by Sue (1996), and Multiple Dimensions of Cultural Competence (MDCC) by Sue (1998). Although the MCC matrix model by Sue et al. (1992) specifically refers to the four community groups; African Americans, American Indians, Asian Americans, and Hispanics and Latinos, according to Sue and colleagues (1992), it is also suitable for other communities due to the existence of useful relevance. In addition, this model has also been confirmed officially by the American Counseling Association (ACA) and the American Psychological Association (APA) by applying this MCC concept in 2005 The ACA code of ethics to highlight the importance of multicultural counseling competencies of the profession as a counselor in a globalized world today (D'Andrea & Heckman, 2008; Cole, 2008). According to Holcomb-McCoy (2000) also, this framework is a framework that is most widely used by researchers in the field of multicultural competence.

Theoretical Foundation of MCC Training Module

The good module development should be based on the theory for each content module built. In developing the MCC training modules, the researchers used the MCC matrix model by Sue et al. (1992) as the basis, particularly in terms of content, structure, and sequence of modules. This theory is very important because it is the cornerstone of the strength of the MCC training module. The MCC model standing on the formula 3 (characters) x 3 (dimensions). The three characters are 1) Awareness of counselor about assumptions, values and biases, 2) Understanding the cultural worldview of different clients, and 3) Develop intervention strategies and techniques accordingly. While three dimensions are: 1) belief / attitude, 2) Knowledge, and Skills. Through this matrix formula, the nine main competencies have been identified (Sue et al., 1992; Lee, 2008; Minami, 2008; Wendt & Gone, 2011), of these nine main competencies, 31 competencies formed (9 competencies for beliefs and attitudes, 11 competencies for the knowledge, and 11

competencies for skills (Lee, 2008; Minami, 2008). Therefore, to develop sub modules for MCC training, researchers used a combination of dimensions of multicultural competence and character of the multicultural counselor. Whereas, to develop each activity, the researchers make 31 competencies as a basis. Figure 1 shows the development framework of the MCC training module based on MCC matrix model by Sue et al. (1992).

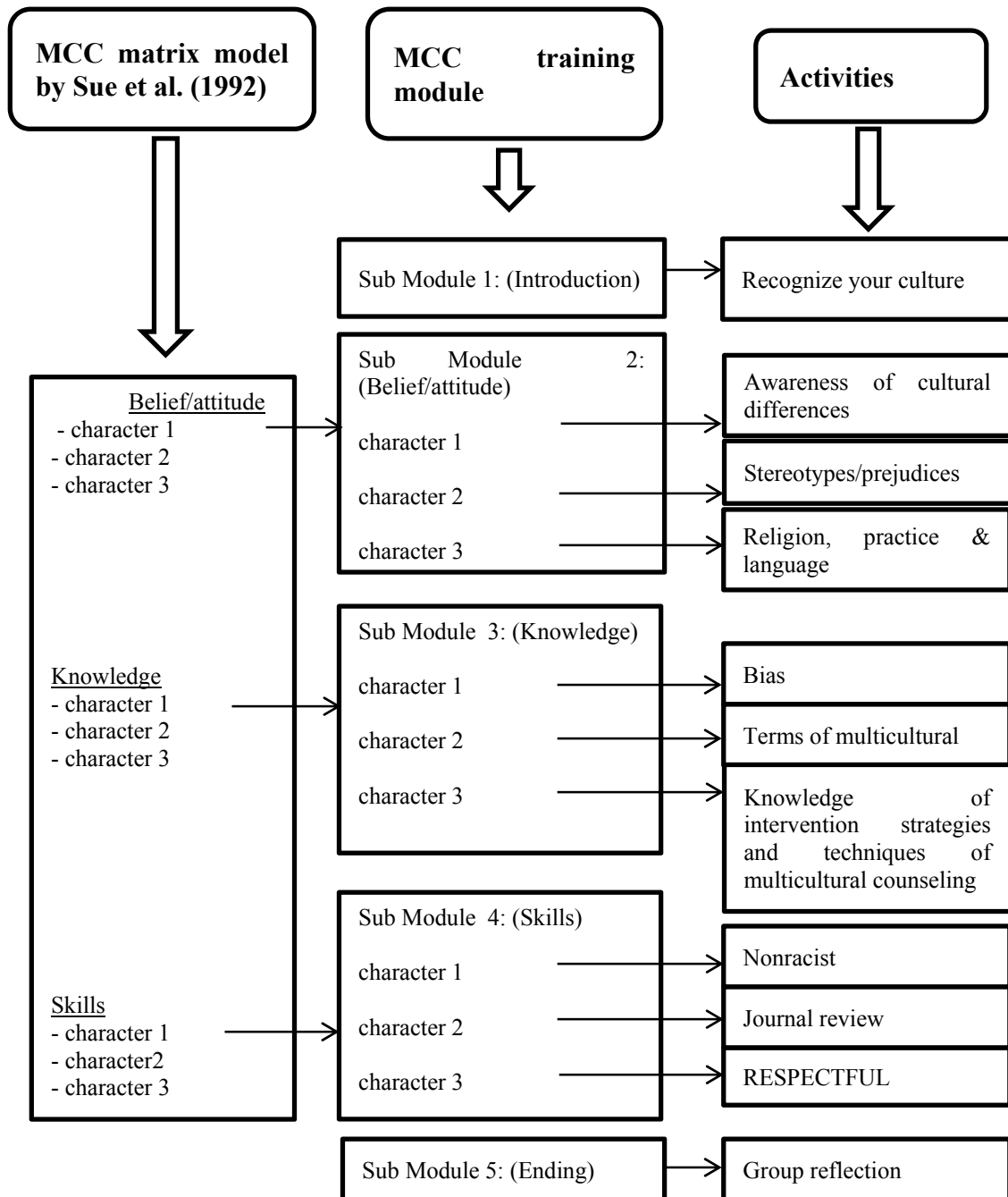


Figure1. Framework of MCC training module based on MCC matrix model by Sue et al. (1992).

Objectives of the Study

This study has three objectives:

1. To develop a MCC training module for trainee counselor based on MCC matrix model by Sue et al. (1992).
2. To examine the needs of MCC training module development based on literature review.
3. To determine the content validity of the MCC training module.

RESEARCH METHOD

Research Design, Instruments and Procedure

The research method used in this study was based on quantitative approach carried out through a survey; the instrument to determine the content validity of the module as advocated by Jamaludin (2002) is a modification of Russell (1974). The synthesis of the current, relevant literature had helped the researchers in developing the MCC training module based on the MCC matrix model by Sue et al. (1992) that contains five sub modules and 11 activities. The survey was administered to determine two types of validity of the module: i) face validity, and ii) content validity. The face validity of the MCC training module was examined by a language expert from the National University of Malaysia (UKM), and a language expert from Islamic Science University of Malaysia (USIM). The experts worked through the initial draft and made several recommendations to improve the syntax, sentence structure, and nomenclature of the module. All the suggestions were followed by revising the initial draft to ensure the proposed module would be appropriate for the target population.

The next step followed involved validating the module contents by a panel of experts. The panel in this study consisted of six experts, which was deemed sufficient, as Othman (2004) states that six to nine experts are adequate in examining the constructs and items of an instrument of a study. The six experts were chosen because of their vast experience and expertise in psychology, counseling, module development, and teaching. Each of these experts was given a copy of a complete MCC training module, which essentially consisted of an introduction to the study, a manual of the module, and a host of related appendices. Critiques and suggestions by the experts for improving all these materials were rated along a continuum of scales, ranging from 1 (strongly disagree) to 10 (strongly agree). To determine the value of the validity of the module contents, the raw data were computed as follows: total scores of the individual experts ratings were divided by the overall score of the rating. The calculated value based on this procedure would highlight the level of validity of a research module, the content validity is deemed high if the value exceeds 70% (Sidek & Jamaludin, 2005).

Participants

The participants who voluntarily participated in this study were drawn from some public universities in Malaysia as they are experts who have in-depth knowledge and vast experience in teaching the subject matter. Before selecting a sample (participants), researchers ensured credibility of the participants in the relevant fields, particularly multicultural counseling.

FINDINGS

Raw data elicited from the panel of experts were processed in a statistical software. The following Table 1 summarizes the computed values for the overall content and five statements with respect to the integrity of the module.

Table 1: Content Validity Percentages of the MCC training module for trainee counselor based on MCC matrix model by Sue et al. (1992) as advocated by Jamaludin (2002)

No.	Statements	Content validity Percentages (%)	Experts' judgment
1.	The contents of the module meet the target population.	86.6	Accepted
2.	The contents of the module can be implemented successfully.	76.6	Accepted
3.	The contents of the module are appropriate with the planned duration.	80.0	Accepted
4.	The contents of the module can help to increase the level of multicultural counseling competence.	73.3	Accepted
5.	The contents of the module can help multicultural counselor to become more excellent.	76.6	Accepted
	Overall content	78.6	Accepted

Table 1 indicates that the validity value for the overall content of the MCC training module based on MCC matrix model by Sue et al. (1992) was high at 78.6 percent, comfortably exceeding the recommended threshold value of 70 percent. In term of individual statements, all of them achieved high validity values, ranging from 73.3 percent to 86.6 percent. Effectively, the conditions as suggested by Jamaludin (2002) is a modification from Russell (1974), which had been employed by the researchers for the module construction, were strongly validated. Thus, the findings show that the overall content validity of the module was high that could be applied to relevant students.

DISCUSSION

In developing the MCC training module based on MCC matrix model by Sue et al. (1992), the researchers first reviewed the relevant, established literature of multicultural counseling competence, particularly the theoretical concepts, principles, and techniques that were founded by Sue and colleagues (1992). All information obtained has helped the researchers to develop the module that comprises five (5) sub modules and 11 activities. All these sub modules and activities, which are based on MCC matrix model by Sue et al. (1992). From the theoretical and practical perspectives, these outcomes would have a profound impact on the relevant body of knowledge related to psychology in general, counseling, and multicultural counseling in particular.

For such an impact to be more meaningful, the content validity of the module has to be verified prior to its adoption lest the effects would be spurious. This assertion is best echoed by Sidek and Jamaludin (2005) who states that there are three vital criteria that reflect the worthiness of a development module. These measures are the content validity, reliability, and usability of the module; among these, content validity is the most important factor in determining the strength of the construct built into the tool. Achieving high content validity is difficult as a module that is to be developed would entail a thorough review on related literature (Shah, Bakar, Ahmad & Jais, 2013). Through this process, only then a module can be developed effectively to suit the intended needs of a specific segment of a society, such as student groups. In light of this specific requirement, the researchers adopted five relevant statements or conditions as outlined by Jamaludin (2002). Then, the content validity of the group guidance module was appraised by six experts along these five determinants of relevancy. The results of the appraisal indicate that the group guidance module has high content validity based on the unanimous, unequivocal agreement of all experts involved. Hence, a module that has high content validity and innovative craftsmanship would benefit practitioners in dealing with counselor multicultural counseling competencies.

The benefits of MCC training module are further boosted by its efficacy in achieving short-term goals, and by its inherent nature to get immediate feedback from counseling practitioners. It is envisioned that the

MCC training module when used judiciously and persistently would help the intended counselor to achieve increasing levels of multicultural counseling competence. Hopefully, the MCC training module of this kind would be embraced by the relevant stakeholders (i.e., policymakers and the decision makers, course coordinators or counselor educators, practicing counselors, researchers, and counseling students or trainees) in earnest to foster the multicultural counseling competencies in practicing counseling in Malaysia.

Recommendations

Following the promising preliminary results, namely the high content validity of the MCC training module based on MCC matrix model by Sue et al. (1992), the researchers propose three recommendations as follows:

1. Conducting a pilot study to examine the usability of the module when used.
2. Conducting an experimental research to examine the effects of the MCC training module.
3. Promoting MCC training module to the counseling practitioners in the development of multicultural counseling competencies modules so that more research can be conducted on a larger scale in the context of Malaysia.

CONCLUSION

In this study, the researchers have demonstrated that a MCC training module based on the MCC matrix model by Sue et al. (1992) is feasible. Moreover, the module developed has been validated to possess high content validity through expert judgment. Thus, the module reported in this study will act as a catalyst for more research on multicultural counseling and multicultural counseling competencies specifically. In a nutshell, the lessons learned from this study will encourage counseling practitioners to adopt such an approach to develop a diverse range of modules of multicultural counseling competencies development, benefitting profession counselor and Malaysian society.

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