EXECUTIVE SUMMARY

This chapter seeks to bring awareness to the multiple identities that international (graduate/doctoral counseling) students bring to college and university campuses. The multiple identities are examined through the intersectionality paradigm and the RESPECTFUL model, and apply the Multicultural and Social Justice Counseling Competencies (MSJCC). It is intended to help counselors-in-training, counselor educators, supervisors, and administrators examine current intrapersonal, interpersonal, institutional, community, public, international/global views, and potential roles related to working with clients/students/peers who comprise our growing international student population.

DOI: 10.4018/978-1-7998-0022-4.ch010
INTRODUCTION

The reasons why students pursue international study are vast and well-known. These reasons include an opportunity to explore a different culture, explore new thinking and behavior, and to improve cross-cultural knowledge and skills (Andrade, 2006; Elsharnouby, 2016; Hendrickson, Rosen, & Aune, 2011; McClure, 2007). According to the Student Exchange Visitor Program’s (SEVP; U.S. Immigration and Customs Enforcement, 2018) April 2018 report, there were 1.2 million international students in the United States (U.S.) on F and M visas (F visas allow students to attend an academic institution while an M visa is reserved for students who are seeking training at a technical or trade school). The SEVP provides foreign nationals including students, and in some cases their spouse and children under the age of 21 years old, temporary admission into the U.S. to pursue a full course of academic study from an approved SEVP school or vocational or other recognized nonacademic institution (U.S. Immigration and Customs Enforcement, 2018). In 2018, eighty-five percent of international students were enrolled in associate’s, bachelor’s, master’s, or doctoral programs; this is over a 36% increase from the number of international students studying in the U.S. a decade ago (Institute of International Education, 2018). Additionally, international students represent a significant portion of the student body in the U.S.’ graduate programs (Nayar-Bhalerao, 2014; Woo, Jang, & Henfield, 2015), with an enrollment in approximately 50% of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) programs (Ng, 2006). International counseling students can provide unique benefits for counseling programs because they require counselor educators to gear pedagogies to a more holistic classroom learning environment, heightening multicultural awareness for all counseling students (Behl, Laux, Roseman, & Tiamiyu, 2017). Furthermore, well trained international counseling students can return to their countries of origin to promote mental health wellness among fellow natives (Ng, 2006). Although there are many advantages to studying in a new country, international graduate students also report experiencing several difficulties when adjusting to a new country and its cultural expectations.

LITERATURE REVIEW

It can be argued that international students are part of the fabric of American society, yet their challenges go unheard and unmet (Burlew & Alleyne, 2010; Coates & Dickinson, 2012; Hyun, Quinn, Madon & Lustig, 2007; Rai, 2002). Some of the distinct experiences of international students include acculturative stress, social isolation and rejection, discrimination, homesickness, language-related issues (Arthur,
25 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the product's webpage:

www.igi-global.com/chapter/deepas-discovery/235114?camid=4v1